

University of Oregon

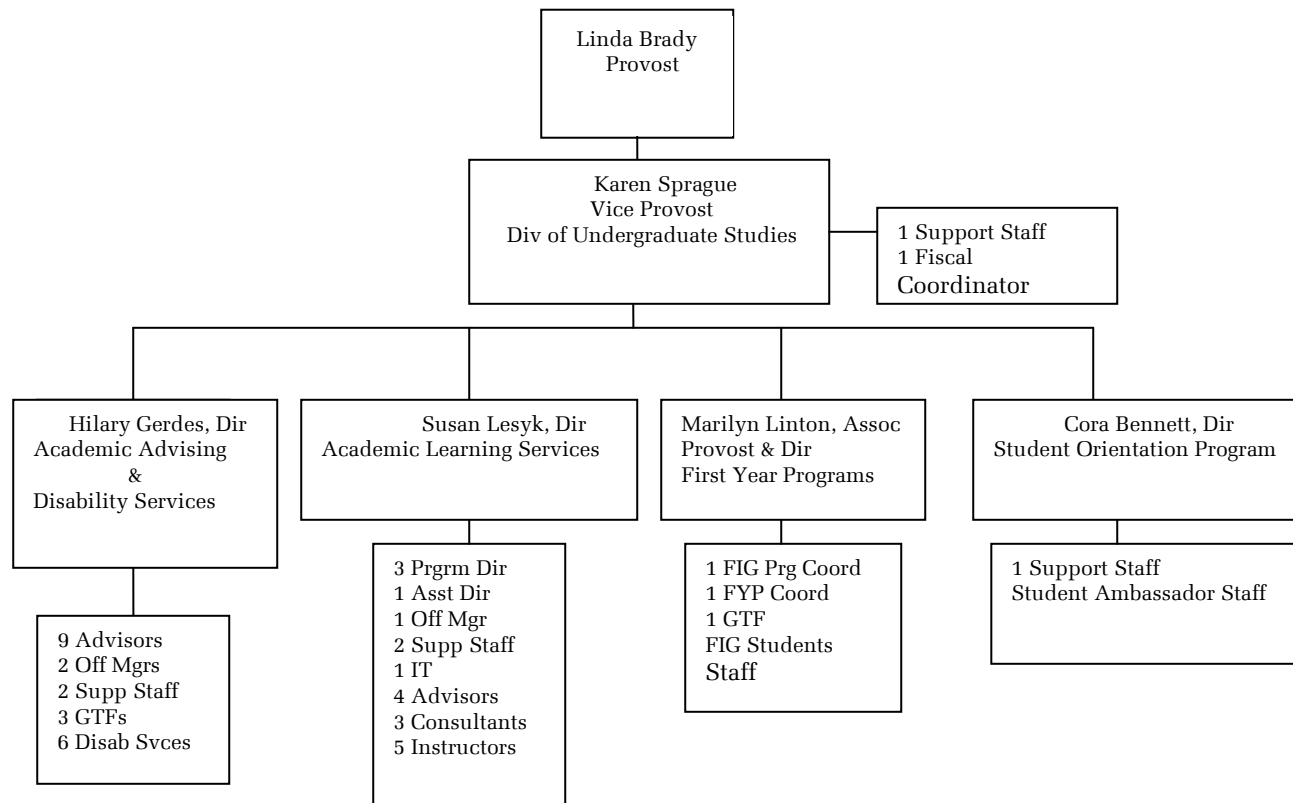
Strategic Diversity Action Plan

For: Undergraduate Studies - Overall

I. Description of the Undergraduate Studies mission and guiding principles

The job of Undergraduate Studies is to introduce students to the University -- that is, to the world of ideas. We work to attract strong prospective students – those who are curious and intellectually vigorous, regardless of their cultural background or socio-economic circumstances. In encouraging prospective students to study at the University of Oregon, we make it clear that we take students seriously – expecting that each of them has interesting questions and perspectives to contribute to our community of inquirers. We try to convey the idea that membership in this community is very special, but that it depends only on interest and the willingness to make a conscientious effort, not on intellectual sophistication or social privilege. Once here, we encourage all students to take on academic challenge, and we contribute key elements of a campus culture that fosters intellectual engagement and long-term success by students with diverse interests, personalities and backgrounds. Specifically, we provide orientation for new students, special opportunities for first-year students to work in close association with faculty, and academic advising and aids to learning for all students. Each of these programs fosters an appreciation for human diversity, recognizing that the variety and richness of human experience is an essential part of the education of undergraduates.

II. Organization structure / Unit org. chart



III. History of diversity efforts in unit

Diversity efforts within Undergraduate Studies as a whole began in AY2000/01, when the office was created. These focused initially on the diversification of the First-year Programs student staff, which was found to be unusually homogeneous with respect both to cultural and ethnic background and to academic interest. Other diversity efforts have been embedded in the individual units within Undergraduate Studies –and in most cases, pre-dated the re-organization that brought them together.

IV. Resource Statement

The funds that support diversity efforts within Undergraduate Studies are part of the regular budgets that support the units within it. At present, these funds are inadequate to fully support programs for first-year students and the expanded outreach efforts that are described in several of the unit plans (e.g. Orientation, First-year Programs, and Academic Advising). It seems likely that creative fund-raising could generate support for FIGs, Freshman Seminars and other specialized enterprises that appeal to donors. These additional funds would maximize the effectiveness of those programs and also free up support for the ambitious outreach proposals that are high on our priority (and enthusiasm) list, but presently beyond our financial capacity.

V. Detail process for plan development and describe committee

Each of the units within Undergraduate Studies developed its own Action Plan, based on internal conversations and/or formal meetings. In several cases, the creation of the Action Plan was the most recent step in a long history of diversity efforts. The detailed plans and their genesis are attached. In addition, the unit Directors, and staff within units are sharing ideas to identify action items on which we can collaborate.

VI. Diversity value statement

Please see the description of Undergraduate Studies' Mission in Part I above.

VII. For the purpose of this strategic plan, define diversity

We describe diversity much as the UO Diversity Plan does, namely, 'Differences based on race and ethnicity, national origin or citizenship, gender, religious affiliation or background, sexual orientation, gender identity, economic class or status, political affiliation or belief, and ability or disability.' To this statement, we would add differences based on academic interest and experience.



Note: This section focuses on a few key initiatives that emerge from the plans of individual Undergraduate Studies units and involve collaborations among them.

Point 1: Developing a Culturally Responsive Community

Unit Relevance:

A. Define what this focal area means to your specific unit.

As is clear from what the individual units have written, this area is central to our work for and with undergraduate students. A culturally responsive community must exist if education is to be more than training, and the students and staff in our unit are catalysts in its formation.

B. What have you learned about this focal area from your environmental scan?

Please see what the individual units have learned. On balance, we have been effective in this area, but the initiatives below should make us more so.

C. Identify your unit's strengths and challenges in this area.

Please see statements by individual units.

<u>Goal #1</u>	Measures of progress short / long term	Responsible entity / Accountability	Timeline for implementation
Improve the education we offer staff and students.	<i>(Describe the methods you will use to measure the success of the action items and note the time frames involved.)</i>	<i>(Clearly specify who will be responsible for the implementation of this action item.)</i>	<i>(outline the expected time frame for beginning and / or completing your action item.)</i>

Action #1 Share the innovations of Orientation, Academic Learning Services and First-year Programs to improve the diversity education for all Undergraduate Studies staff and student assistants.	Course materials or written descriptions of successful activities are available to everyone; instructors have collaborated to introduce new material or approaches in their training courses.	Unit Directors and Vice Provost for Undergraduate Studies	Summer 2007 during training for residential FAs. Fall 2007 for staff throughout UGS Spring 2008 during training for all FAs
Action #2 Collaborate with OMAS to enhance recruitment of FIG FAs, Multicultural Recruiter Ambassadors (MCRs) and Tutors for ALS. For example, DBS students might be interested in serving as tutors.	Additional lines of communication with potential recruits developed.	Unit Directors of FYP, Orientation and ALS	Fall 2007 and Winter 2008

Point 4: Expanding and Filling the Pipeline

Unit Relevance:

A. Define what this focal area means to your specific unit.

Through our work to attract, encourage and retain a diverse student body, we are filling the pipeline that will shape society through its supply of future leaders and creators. We thus have a direct role in ensuring that the full range of human perspectives, experiences and talents will be available to meet the challenges of the future.

B. What have you learned about this focal area from your environmental scan?

This area is one where we think we can make a significant new contribution. We have begun to reach out to community college students and to high school students in Eugene and beyond, and the reception we've had inspires us to do more.

Goal #1 <i>(Each goal should be precisely stated. Use clear, operationally defined language and include the desired outcome...Each action item should reflect a specific cal to action for the department and should express its relevance to achieving the stated goal.)</i>	Measures short / long term <i>(Describe the methods you will use to measure the success of the action items and note the time frames involved.)</i>	Responsible entity / Accountability <i>(Clearly specify who will be responsible for the implementation of this action item.)</i>	Timeline for implementation <i>(outline the expected time frame for beginning and / or completing your action item.)</i>
Increase number of under-represented students interested in the UO.			
Action #1 Extend current high school visits by FYP to Portland and Salem-area high schools. Include Orientation and Advising staff when possible.	Determine number of students from visited HS who apply to UO.	FYP, Advising, and Orientation Directors	Begin in Winter and Spring, 2008.
Action #2 Expand current visits by UO Academic Advisors to	Visits over the past year to Lane Community College	Director of Academic Advising	Begin in Fall 2007.

community colleges.	have been very successful – as judged by the number of students who sign up for appointments and by the feedback from both faculty and students at LCC. We will use these same measures to determine the success of similar initiatives at other colleges.		
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Point 5: Developing and Strengthening Community Linkages

Unit Relevance:

A. Define what this focal area means to your specific unit.

Undergraduate Studies plays a role in presenting the university to the public. It is our particular responsibility to show entering students and their parents that the university is not remote and mysterious and that they will feel welcome and comfortable as members of our community.

B. What have you learned about this focal area from your environmental scan?

We are successful in welcoming many people into our community, but could do a better job with some groups – Spanish-speaking parents, for example.

<p style="text-align: center;">Goal #1</p> <p><i>(Each goal should be precisely stated. Use clear, operationally defined language and include the desired outcome...Each action item should reflect a specific call to action for the department and should express its relevance to achieving the stated goal.)</i></p>	<p style="text-align: center;">Measures short / long term</p> <p><i>(Describe the methods you will use to measure the success of the action items and note the time frames involved.)</i></p>	<p style="text-align: center;">Responsible entity / Accountability</p> <p><i>(Clearly specify who will be responsible for the implementation of this action item.)</i></p>	<p style="text-align: center;">Timeline for implementation</p> <p><i>(outline the expected time frame for beginning and / or completing your action item.)</i></p>
<p>Action #1</p> <p>Create orientation materials (hard copies and Power Points) in Spanish.</p>	<p>Key orientation material for parents translated into Spanish.</p>	<p>Orientation Programs, with help from the Office of Admissions.</p>	<p>Planning will begin this summer (2007), with the goal of completing the translations by Spring 2008.</p>
<p>Action #2</p> <p>Offer parent orientation programs in Spanish in the Salem-Woodburn area.</p>	<p># of Spanish-speaking family-members who attend orientation.</p>	<p>Orientation Programs, with help from OIED to make appropriate contacts in the Salem-Woodburn area.</p>	<p>Planning will begin this summer (2007), with the goal of offering the program next summer (2009).</p>

University of Oregon

Strategic Diversity Action Plan

For: Student Orientation Programs

College / School / or Unit

I. Description of the unit's mission / guiding principals

It is the mission of Student Orientation Programs to introduce new and prospective students and their families to the university's intellectual environment. In addition, we seek to improve the quality of the new student experience by providing assistance with academic, personal, cultural and social adjustments to the university, demonstrating the University of Oregon's commitment to teaching, learning, and scholarship in a diverse environment.

II. Organization structure / Unit org. chart

Student Orientation Programs is a unit of the Division of Undergraduate Studies and reports to the Vice Provost for Undergraduate Studies. Student Orientation Program has two full-time staff, the director and the administrative coordinator, four part-time paraprofessional student directors, and 25-45 student staff members (dependent on time of year).

III. History of diversity efforts in unit

1. In 2001, we formed the Multicultural Recruiter-Ambassador (MCR) staff to support the institution's efforts to recruit diverse populations, particularly self-identified students of color and students who traditionally have had little to no access to higher education. MCRs are a group of students with special interest and training in recruiting underrepresented prospective students. MCRs fulfill the regular duties of each Student Ambassador while focusing their energies on multicultural students. In addition to their regular duties, MCRs also support the recruitment efforts of the Assistant Director for Multicultural Recruitment in the Office of Admissions by coordinating nine Connections events annually.
2. We provide information to all new students about the services, such as OMAS, the BRT, LGBTESSP, Disability Services, etc., that are available on campus. We have historically done this in the following ways: we provide the *Student Handbook* to every new undergraduate student, which contains information about services for students, including locations, office hours, phone numbers, and websites; we offer informational sessions and special meetings during orientation that highlight several programs; we highlight resources during our annual production of *A Quack Line* and provide opportunities for representatives of these programs and services to be available for new students during receptions, tabling events, and information meal times.
3. We provide extensive training in diversity and cultural awareness to all staff (student and full-time) employed by Student Orientation Programs. Training includes various methods, including: discussion of current events, news articles, and statistics; small group activities such as an accessibility activity, case studies, etc; written assignments on intercultural competence; large group activities that allow staff

members to examine their own cultural heritages, share with others, and discuss issues.

4. We purposefully recruit, hire and train very diverse student orientation staffs because we want all students to have a knowledgeable current student at IntroDUCKtion or Week of Welcome to identify with. We believe this will help in the retention of all new students.
5. In 2003 - 2005 we made a more deliberate effort to get more underrepresented and first-generation students to IntroDUCKtion. We focused our efforts specifically on Oregon self-identified students of color who weren't registered for IntroDUCKtion. We made phone calls and sent emails to these students and discussed the benefits of attending IntroDUCKtion. In cases where transportation or affordability of housing restricted students' ability to attend, we either provided transportation and/or waived housing fees.

IV. Resource Statement

V. Detail process for plan development and describe committee

VI. Diversity value statement

Diversity is important to our department because we serve nearly every new undergraduate student to the university. We play a key role in the acclimation and development of new students. Additionally, we serve as the student voice in recruitment efforts for the University of Oregon. Diversity is important amongst our staff; awareness and respect of diversity and knowledge of campus resources related to diversity are important to our work in serving our constituents and meeting their individual needs.

VII. For the purpose of this strategic plan, define diversity

Diversity encompasses individual differences with regard to one's race and ethnicity, heritage or nationality, sex, gender identity, religious affiliation and views, sexual orientation, socio-economic status, ability or disability, age, and political ideology.

Areas of Emphasis...

- Point 1: Developing a Culturally Responsive Community***
- Point 2: Improving Campus Climate***
- Point 3: Building Critical Mass***
- Point 4: Expanding & Filling the pipeline***
- Point 5: Developing and Strengthening Community Linkages***
- Point 6: Developing and Reinforcing Diversity Infrastructure***

Point 1: Developing a Culturally Responsive Community

Unit Relevance:

A. Define what this focal area means to your specific unit.

Staff members in Student Orientation Programs understands that developing a culturally responsive community requires all staff members to regularly develop and assess their cultural awareness and sensitivity in order to better serve our constituents. Our constituents are defined as prospective students and their family members, admitted students and their family members, and the university's population of new students and their family members. Creating a culturally responsive community requires student staffs where all members are actively and aggressively trained to identify and respond appropriately to the needs of each constituent they serve in a manner consistent with serving a culturally diverse audience while providing useful and appropriate information about the university's programs and services. This means that we must recruit, hire, and train diverse students who are capable of working in diverse settings and allowing constituents to learn about the university from students with whom they can identify. Creating a culturally responsive community also requires clear policies and processes for grievances.

B. What have you learned about this focal area from your environmental scan?

Our review of this point reveals that staff members, while initially reluctant to engage in dialogue and self-assessment with respect to cultural awareness, responded quite positively once engaged on a regular basis. They understand the importance of cultural awareness in the execution of their work. They also readily acknowledge our training's relevance in their lives both in the classroom and in their work/studies post graduation. Staff members have also cited that the SOP staff is amongst the most diverse groups they encounter at the university. In addition to training, we inform both our student staff members and our constituents about options for grievances, such as the Bias Response Team. In cases where grievances have been formally registered, we have responded in accordance with the recommendations of the Bias Response Team. This has led to responses that were appropriate to each incident.

C. Identify your unit's strengths and challenges in this area.

One challenge is creating sufficiently diverse student staffs that effectively reach culturally diverse students. Additionally, because our work is cyclical in nature, our staff turnover rate is significant, meaning that training methods begin anew each year and require aggressiveness on our part to prepare staff quickly and well. As a strength, however, this high turnover rate allows us to provide excellent training to more students. Other strengths include having staff members who are adept at serving each of our constituents in a positive and effective manner, no matter the person's background, and providing positive and open learning environments for staff members and constituents alike. Our training and service methods are themselves diverse in that we strive to be able to serve constituents who are not only culturally diverse but also are diverse in sexual orientation, age, ability, and socio-economic status.

	Measures of progress short / long term	Responsible entity / Accountability	Timeline for implementation
Goal #1			
We will continue, refine and expand current training methods for all staff members. Training methods will include discussion, activities, written assignments, and self-assessment.			
Action #1	Debrief the manual with the Ambassador Staff and the Student Orientation staff during regular staff	The director of Student Orientation Programs and respective student director staff members	Review of 2007-8 Ambassador Training Manual is currently underway. Creation of

<p>members as part of training. Manuals include information about policies and procedures for airing grievances and requires each staff member to acknowledge receipt and understanding of manual. We will also begin to include the Statement of Community Standards.</p>	<p>meetings; identify questions or issues and actively seek input from appropriate university entities.</p>	<p>will be responsible for reviewing and updating manual. They will also disseminate manuals in a timely manner so all staff are aware of policies and procedures during training period and before formal execution of duties is expected to begin.</p>	<p>the 2008 Student Orientation Staff manual will begin in September 2007 with completion and dissemination in April 2008.</p>
<p>Action #2 Update methods for all training components including the campus accessibility activity, discussion activities, and self-assessment tools.</p>	<p>We will survey staff members on learning outcomes and usefulness of training. Surveys will be anonymous and confidential. Staff will be asked to comment on all aspects of training each cycle.</p>	<p>The director of Student Orientation Programs and respective student director staff members will be responsible for surveying staff and adjusting training methods accordingly.</p>	<p>The first assessment will take place in August after IntroDUCKtion. Improvements to training will be made from September to March and implemented in April. The first assessment for the Ambassador staff will take place in January. Improvements will be made to Ambassador training from June to August and be implemented in September 2008.</p>
<p>Goal #2</p>			
<p>We will expand and improve the breadth and depth of our dialogue with new and prospective students concerning the UO's Statement of Community Standards. We will consider the university's expectations of student behavior, as well as the resources available to all students to air grievances.</p>			
<p>Action #1 Beyond inclusion of the UO's Community Standards in the annual publication of the Student Handbook, each student orientation staff member will discuss community behavior and grievance outlets, such as the Bias Response Team, with new students in a small group setting during IntroDUCKtion.</p>	<p>Orientation staff members will be debriefed to ascertain the understanding of students in the small groups; questions and issues will be identified; appropriate resources and input will be sought to resolve these questions and issues</p>	<p>Director staff will be responsible for providing opportunity and training for such discussion to occur and staff members will be responsible for executing those discussions.</p>	<p>This is already in place for IntroDUCKtion 2007, which takes place in July.</p>
<p>Action #2 We will work with the Office of Multicultural Academic Support, the Office of Student Life, and the ASUO</p>	<p>Assessment of specific program will be done each session by participants beginning this July. Each</p>	<p>Director of student orientation programs will be responsible for logistical support of</p>	<p>This is already in place for IntroDUCKtion 2007. The logistics of future programming will</p>

<p>Multicultural Center to provide more opportunities for new students and families to learn about programs and services available to underrepresented students during IntroDUCKtion.</p>	<p>year such programming is offered, we will survey participants to gauge effectiveness of the programming.</p>	<p>such programs, including publicizing programs to IntroDUCKtion participants. Members of the staffs in OMAS, OSL and the MCC will be responsible for executing programming itself.</p>	<p>depend on assessment outcomes.</p>
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Point 2: Improving Campus Climate

Unit Relevance:

A. Define what this focal area means to your specific unit.

Through both its recruitment and orientation programming and events, Student Orientation Programs serves nearly 24,000 constituents each year, most of whom are not full members of the university community. Additionally, we collaborate with nearly every academic and student service department on campus. It is in our best interest to recruit, hire, and train student staff who are either already skilled at, or are receptive to training and development in working effectively in diverse settings. It is essential that our staff and programs introduce all new and prospective students to the university in a respectful manner. As with goal #2 in Point 1, improving campus climate also means expanding orientation programming that introduces new students to the resources available to them and the importance of community standards of behavior.

B. What have you learned about this focal area from your environmental scan?

Our environmental scan shows too little programming that makes students aware of the cultural, ethnic, academic, and social resources, programs, and services the university has for them. On the other hand, we have a robust tradition of showing our expectation that students challenge themselves on a daily basis to work in a more diverse environment. This theme permeates everything -- from our initial welcome presentation and video, to our entertainment and our information fair.

C. Identify your unit's strengths and challenges in this area.

While our programming and staff training have been culturally sensitive for a long time, we can do more to showcase important resources by opening up the ASUO MCC during IntroDUCKtion and thus allowing new students to be introduced directly and authentically to this staff.

	Measures short / long term	Responsible entity / Accountability	Timeline for implementation
<u>Goal #1</u>			
Please see Goal # 2 in Point 1.			
<u>Goal #2</u>			
It is our goal to increase involvement of cultural and ethnic student unions and associations in orientation programming.			
Action #1 We will make a more active effort to recruit student organizations to be involved in orientation programs such as the student activities fair which occurs during each orientation event.	In September 2007 with Week of Welcome and Duck Preview, continuing to IntroDUCKtion in July 2008, progress can be measured by increased attendance by student groups at events, which are designed to showcase ways	The director of Student Orientation Programs and respective student director staff members will be responsible for creating timelines. Student director staff will actively attend club/organization	Our first efforts are beginning now for Week of Welcome, specifically InterMingle. Efforts for Duck Preview will begin concurrently with the start of fall classes and each program will include more active recruitment of student

	students can get involved and be aware of resources and programs available.	meetings to discuss and confirm participation from groups.	groups' participation.
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Point 3: Building Critical Mass

Unit Relevance:

A. Define what this focal area means to your specific unit.

For Student Orientation Programs, developing a critical mass means recruiting and maintaining a group of underrepresented student staff members. This critical mass of staff will also offer to new and prospective students who come from traditionally underrepresented groups the chance to meet students with whom they can identify and relate as they acclimate to the University of Oregon.

B. What have you learned about this focal area from your environmental scan?

Our environmental scan reveals that our student staffs are more diverse than the general student population at the UO. In each staff, 20% - 40% of the members self-identify as students of color. Our efforts here are intentional so as to serve the widest audience possible. We have found this to be very effective in recent years as more and more underrepresented students and families are coming to orientation programming.

C. Identify your unit's strengths and challenges in this area.

While we have seen remarkable interest in SOP staff positions from underrepresented students over the last five years, this year has been different. More and more of our recruits have cited the financial burden of attending the university as too great for them to take on a low-paying summer job that provides only a month's work. Also, our passive recruiting methods, like email and print ads, are not adequate.

	Measures short / long term	Responsible entity / Accountability	Timeline for implementation
Goal #1			
It is our goal to expand the number of MCR-Ambassadors we have on staff and their efforts in recruitment of underrepresented students.			
Action #1 We will work with the Office of Admissions to formulate a plan to provide MCRs more direct access to prospective students through high school visits and college fairs.	This will be measured by numbers of events MCRs attend and the number of students they have access to.	The director of Student Orientation Programs will work with the assistant director of Admissions for Multicultural recruitment and the associate director of Admission for recruitment.	Discussions will begin in August with the Office of Admissions as they finalize their recruitment calendar for the year.
Action #2 We will work to more actively recruit and hire a larger number of MCRs who will increase the scope of our opportunities for outreach to prospective students who self-identify as underrepresented students.	This will be measured by the number of MCR applicants and hires.	Under the direction of the director of Student Orientation Programs, student directors will create a recruitment plan	Beginning in January 2008, we will begin active campaign to recruit MCR applicants for 2008-9. Hiring decisions will be made

		and execute it actively in student organizations more effectively.	in May 2008.
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Point 4: Expanding and Filling the Pipeline

Unit Relevance:

A. Define what this focal area means to your specific unit.

For Student Orientation Programs, expanding and filling the pipeline means ensuring that members of underrepresented groups have access to our programs. Access is promoted by affordability, preparedness, and marketing of our programs. We are committed to this goal and we're working to increase opportunities and access to our programs for underrepresented students.

B. What have you learned about this focal area from your environmental scan?

With our aforementioned campaign to increase the attendance of resident students of color at IntroDUCKtion and our off-site program to Hawaii, we have already made great strides in providing increased access to our programs, though our scan shows more can be done both in expanding our offerings and modifying our current programs. Our resource limits with staffing and funding will be our greatest challenge in this area.

C. Identify your unit's strengths and challenges in this area.

Our IntroDUCKtion Hawaii program has increased the number of students and parents we serve. Our efforts to register more students of color for orientation programs have yielded increased numbers, but those numbers are not adequate and underrepresented students (and their families) still do not have full access to these programs due to financial inability to attend, failure to appreciate of the importance of these programs, and competing work and family responsibilities.

	Measures short / long term	Responsible entity / Accountability	Timeline for implementation
<u>Goal #1</u>			
It is our goal to build strong relationships with Oregon High School guidance counselors in districts and schools with high numbers of prospective first-generation college students. Our mission will be to work with these counselors in identifying first-generation students who are UO-bound. We will make visits to the schools whenever possible to discuss important dates, deadlines, and programs for students. We will work with the students to get them registered for IntroDUCKtion and eliminate transportation and housing problems much sooner.			
Action #1 Start working with Office of Admissions to identify school districts with potentially high numbers of students with little to no access to traditional methods of learning about	This will be measured by having a list of schools to target in the short term.	Director of Student Orientation Programs will coordinate with Office of Admissions to build	Meetings will begin in August 2007 with Admissions to identify schools. and in September we will begin to address visit

orientation programs.		a list of schools and guidance counselors to be in touch with.	topics with Financial Aid, Housing, First-Year Programs, and Advising.
Action #2 Conduct visits to areas previously identified as a result of Action #1. Visits will be topical and may include Financial Aid and Scholarships, Academic Advising and the Office of Multicultural Academic Support, University Housing, and First-Year Programs.	Short term progress will be measured by the number of visits that are made throughout the year. Over the long term, progress will be measured by the numbers of students who register for programs.	Director of Student Orientation Programs will coordinate with the directors and staff of the various departments mentioned.	This will be initiated at the commencement of the 2007-8 academic year and take place throughout the course of the year.
Goal #2			
It is our goal to increase and diversify programming for non-traditional students. These might include evening and/or weekend orientation programming for new students who are non-traditional aged students, those with families, or transfer students taking full course loads at area community colleges.			
Action #1 Identify a good model for programming		Director and staff of Student Orientation Programs	We are currently looking at other institutions' models with the hope of having one program in place for July 2008.
Action #2 Implement program into orientation schedule for 2008.	Successful implementation	Orientation Programs staff and supporting departments.	The IntroDUCKtion Steering Committee will take up the issue at its first meeting for 2008, which will occur in November 2007.
Goal #3			
It is our goal to provide year long program to prospective and new resident students whose family's first language is Spanish.			
Action #1 Identify a good model for programming		Director and staff of Student Orientation Programs	Beginning in September 2007 we will discuss options, logistics and implementation with colleagues at Oregon State University who have implemented some programs. Where

			collaboration is an option, we will do so.
Action #2 Implement programming	Successful implementation of education programming for prospective students is our short term measure. Successful implementation of recurring Spanish/bilingual orientation programming is our long term goal.	Orientation Programs staff and supporting departments.	Programming for prospective students will begin in January of 2008 and discuss financial aid, housing, first-year programs and orientation through to May 2008. Pending outcome, we would like to offer parent programming in Spanish at some point during the summer of 2008, potentially off-site.

Point 5: Developing and Strengthening Community Linkages

Unit Relevance:

A. Define what this focal area means to your specific unit.

As mentioned in the discussion and goals of Point #4, it is in our best interest to have strong communication with parents, who may or may not have had their own college experience. Additionally, a fundamental partnership we must seek and maintain is one with high school counselors who work with prospective, admitted, and new students who come from traditionally underrepresented backgrounds.

B. What have you learned about this focal area from your environmental scan?

We have found that while we have been able to get increased numbers of underrepresented students to attend orientation programming, their parents often do not accompany them. Hence, a vital link that students rely on for support during college goes uneducated about the resources these programs could suggest.

C. Identify your unit's strengths and challenges in this area.

At this point, we have only challenges, though some are not so great. Our biggest challenge will be finding opportunities to make sure parents of underrepresented students have access to the information and resources that other parents who are attending IntroDUCKtion are getting. A major issue here will be staff and funding resources for our department and expected financial challenges for many of the parents we hope to serve.

	Measures short / long term	Responsible entity / Accountability	Timeline for implementation
<u>Goal #1</u>			
It is our goal to build strong relationships with Oregon High School guidance counselors in districts and schools with high numbers of prospective first-generation college students. Our mission will be to work with these counselors in identifying first-generation students who are UO-bound. We will make visits to the schools whenever possible to discuss important dates, deadlines, and programs for students. We will work with the students to get them registered for IntroDUCKtion and eliminate transportation and housing problems much sooner.			
Action #1			
See action items in <u>Point #4:Goal #1</u>			
<u>Goal #2</u>			
It is our goal to provide year long program to prospective and new resident students whose family's first language is Spanish.			
Action #1			
See action items in <u>Point 4:Goal #3</u>			
<u>Goal #3</u>			
It is our goal to provide year long program to prospective and new resident students and their family members who may be having their first college experience.			
Action #1			
Actions in this case are similar to those listed in Goal#3 in Point#4.			

Point 6: Developing and Reinforcing Diversity Infrastructure

Unit Relevance:

A. Define what this focal area means to your specific unit.

Our mission statement includes diversity and we have policies and procedures in place both in training methods and in staff manuals. Our programming, publications, and websites have continually and purposefully been sensitive and respectfully of diversity.

B. What have you learned about this focal area from your environmental scan?

This focal area is addressed through our development of diverse student staffs, orientation programming, etc. as outlined in Points 1 through 5, above. Limited resources and the small size of the permanent staff in Student Orientation Programs (see Undergraduate Studies organizational chart) precludes development of a more elaborate diversity infrastructure at this time.

C. Identify your unit's strengths and challenges in this area.

	Measures short / long term	Responsible entity / Accountability	Timeline for implementation
<u>Goal #1</u>			
<u>Goal #2</u> etc.			
<u>Goal #3</u> etc.			

Strategic Diversity Action Plan for First-Year Programs

Point 1: Developing a Culturally Responsive Community

Unit Relevance:

A. Define what this focal area means to your specific unit.

First-Year Programs are designed to create welcoming communities for all entering students and to be responsive to the needs of individuals. The staff understands that the earliest experiences of first-year students are important in determining their engagement in the academic community and their success as students, and we therefore actively promote an inclusive community that is welcoming for all new students and responsive to their diverse needs and expectations. In the Freshman Interest Group (FIG) Program, we bring new students together with faculty and upper-class student mentors (FIG Academic Assistants) in small classes of no more than 25 students. In Freshman Seminars, first-year students take classes of 18-23 students on topics that reflect the different research interests of faculty, among them President Frohnmayer and Provost Brady.

B. What have you learned about this focal area from your environmental scan?

National research on retention and academic success of students in higher education has shown that programs designed to bring first-year students in contact with faculty in small classes promote academic success (measured in GPA), persistence rates, and progress towards graduation. We were concerned that perhaps our FIG program was not effectively promoting the participation of students of color in this success. Research conducted by the UO Office of Institutional Research with our own students in FIGs shows that the linkage between the FIG program and academic success is very strong on our campus among the students of color as well as the broader participating student population.

C. Identify your unit's strengths and challenges in this area.

The excellent students who serve as FIG Assistants (FAs) are a major strength of the FIG Program. Because they are expected to mentor all students in the FIG in their social and academic transitions to the UO, an awareness of and sensitivity to diversity is essential. FAs take a three-credit course during the spring term preceding the fall FIG and they are closely monitored by FYP staff in weekly meetings during fall term. At least three weeks of the spring training are spent discussing diversity issues. An example of one of the activities that comprise this training was the visit this term (Spring 2007) by the Vice Provost for Institutional Equity and Diversity to the class to discuss a play about an alleged racial incident on a college campus.

Residential FAs take part in extensive additional training during the three weeks prior to the opening of fall term. Presentations on diversity issues are a regular part of that training. In addition, all FAs, residential and non-residential, participate in additional training from First-Year Programs staff during Week of Welcome. In fall term, all residential FAs are required to put on a complex-wide program on diversity.

We continue to make efforts to determine how successful these programs are in engaging new students in the academic community. Transfer Seminars are a particular focus, as they are still evolving. We are working with faculty and students in these courses to create a program that will welcome non-traditional students and other transfer students to the university community. Since the training period for the student assistants in the transfer seminars takes place in a short period of time, we have not included as much training on diversity issues as we have with the FIG Assistants. We plan to add a session in our training of Transfer Student Assistants (TAs) on building an inclusive community.

<p align="center">Goal #1</p> <p><i>(Each goal should be precisely stated. Use clear, operationally defined language and include the desired outcome...Each action item should reflect a specific call to action for the department and should express its relevance to achieving the stated goal.)</i></p> <p>Insure that all students in FYP courses experience a welcoming and inclusive campus community</p>	<p>Measures of progress short / long term</p> <p><i>(Describe the methods you will use to measure the success of the action items and note the time frames involved.)</i></p>	<p>Responsible entity / Accountability</p> <p><i>(Clearly specify who will be responsible for the implementation of this action item.)</i></p>	<p>Timeline for implementation (outline the expected time frame for beginning and / or completing your action item.)</p>
<p>Action #1</p> <p>Include questions on campus community (cultural responsiveness) on FIG, Freshman Seminar, and Transfer Seminar course evaluations.</p>	<p>Read and analyze the responses to determine areas of success and those that need attention.</p>	<p>FYP staff, including the Director, the Program Coordinator, the FIG Advisor, and the Freshman Seminar Coordinator.</p>	<p>End of Fall term 2007 (FIGs and Freshman Seminars), Winter and Spring terms, 2008 (Freshman Seminars).</p>
<p>Action #2</p> <p>Share the above information with FYP course instructors in the yearly FIG and Transfer Seminar meetings and in the spring Freshman Seminar workshops. Share the information with FAs in their training and in fall term meetings.</p>	<p>Discuss problem areas with individual instructors, suggest ways to improve classroom atmosphere. Continue to monitor student responses each term.</p>	<p>First-Year Programs Director, with the assistance of the Program Coordinator and Freshman Seminar Coordinator.</p>	<p>Spring term preceding AY 2008-2009.</p>
<p>Action #3</p> <p>Include diversity training in the Week of Welcome workshop for Transfer Seminar Academic Assistants (TAs) who assist in the Transfer Seminars.</p>	<p>Include ALS or OMAS in the training and ask for feed back.</p>	<p>First-Year Programs Director, with the assistance of the Program Coordinator and the FIG Advisor.</p>	<p>Week of Welcome, Fall 2007</p>
<p>Action #4</p> <p>FYP instructors will be asked to address with their students their commitment to creating a culturally responsive environment.</p>	<p>Discuss in the yearly de-brief meeting with each FYP instructor</p>	<p>First-Year Programs Director</p>	<p>Fall 2007</p>
<p>Action #5</p> <p>FYP professional staff will participate each year in one diversity training session organized by UO Housing for residential FAs</p>	<p>Discuss the effectiveness of the training during the regularly scheduled annual de-brief meeting</p>	<p>FYP Program Coordinator</p>	<p>Fall 2007</p>
<p>Action #6</p> <p>FAs will inform their FIG students about lectures on campus sponsored by units such as OMAS, CODAC, the ethnic student unions, etc.</p>	<p>Solicit feedback from FAs at individual weekly meetings during Fall term, and from returning FAs during preparation for Spring training course</p>	<p>FIG Advisor</p>	<p>Fall 2007</p>
<p>Action #7</p> <p>Request that Residential FAs participate in the Diversity Outreach Team organized by Residence Life</p>	<p>Same as for Action #6</p>	<p>First-Year Programs Director</p>	<p>Fall 2007</p>

Point 2: Improving Campus Climate

Unit Relevance:

A. Define what this focal area means to your specific unit.

FYP efforts to improve campus climate involve outreach to prospective and new students as well as collaborations with campus colleagues. Each year, First-Year Programs enrolls approximately 1400 entering freshmen in 59-60 FIGs, approximately 600 students in Freshman Seminars, and approximately 150 students in Transfer Seminars. To organize and offer our courses, we work collaboratively with faculty and staff in the schools, departments, and units across campus.

B. What have you learned about this focal area from your environmental scan?

After consulting with the director of OMAS, FYP made the decision to add courses to FIGs that would increase their attractiveness to a diverse student body. Examples of these courses are Ethnic Studies 101, INTL 250 (Value Systems in Cross-Cultural Perspectives), SOC 204 (Introduction to Sociology), SOC 207 (Social Inequality), and ANTH 161 (World Cultures). They expand the ways students can structure their general education and represent our effort to broaden the appeal of FIGs. In addition, we create a Transfer Seminar in Sociology and we offer two Freshman Seminars in International Studies.

C. Identify your unit's strengths and challenges in this area.

Over the past several years FYP has made an effort to offer a variety of FIGs with general-education courses that satisfy the UO's Multicultural requirement. Below is a list of FIGs for fall 2007 that include courses that count toward this requirement:

Antiquite-Modernite
Bella Italia!
Geography of Power and Prosperity
Freedom of Thought
Camels and Cowboys
Carved from Conflict
Breaking the Wall
Unmasking Reality
Visual Tales
On location: Asia
Overseas Report
Cultural Encounters
Women Around the World

FYP has also expanded the number of Freshman Seminars that encourage diverse ways of thinking about social constructions. Below is list of Freshman Seminars for AY 2007-2008 that encourage a different way of understanding the human experience:

Buddhism Through Art
International Negotiation

Soccer and Society in Modern Latin America
 Women’s Fiction: Chick Lit Then and Now
 Globalization: Connecting Here and There
 Landscapes of Hollywood
 A Dramatic View of Life
 Perspectives in Chinese Language and Culture
 Uncovering the Past of the Real “Wild West”
 Australia Through Autobiography
 History, Spirituality and Dance in Africa
 The French Mind
 Study Abroad in the U.S.
 Consuming Agendas – Food and Social Action
 Women Travelers: Their Life and Times

By and large, departments have been supportive of allowing FYP to use 100 and 200- level courses in FIGs. One of the major stumbling blocks to meeting the interest of students in Ethnic Studies courses is uncertainty with respect to departmental scheduling. Because teaching assignments for ES 101 are often made well past our deadline for program organization, it has been problematic to use this course in the FIG program.

<p align="center">Goal #1</p> <p><i>(Each goal should be precisely stated. Use clear, operationally defined language and include the desired outcome...Each action item should reflect a specific call to action for the department and should express its relevance to achieving the stated goal.)</i></p>	<p>Measures short / long term</p> <p><i>(Describe the methods you will use to measure the success of the action items and note the time frames involved.)</i></p>	<p>Responsible entity / Accountability</p> <p><i>(Clearly specify who will be responsible for the implementation of this action item.)</i></p>	<p>Timeline for implementation <i>(outline the expected time frame for beginning and / or completing your action item.)</i></p>
<p>Action #1</p> <p>Involve student staff from OMAS in meetings with FAs and professional staff members.</p>	<p>Debrief staff and FAs at weekly meeting sessions. Identify issues raised and effective ways to address them</p>	<p>FIG Advisor</p>	<p>WOW 2007 or fall term 2007</p>
<p>Action #2</p> <p>Inform student staff about the Diversity Building Scholarship and encourage them to apply and to spread the word.</p>	<p>Check with DBS Administrators to learn whether the pool of applicants has enlarged</p>	<p>FIG Advisor</p>	<p>Spring training course for FIG FAs, WOW training for Transfer TAs</p>

Point 3: Building Critical Mass

Unit Relevance:

A. Define what this focal area means to your specific unit.

The First-Year Program staff is composed of three female professional staff members, two of whom are first-generation college graduates. First-Year Programs makes an effort to build critical mass in its staffing by the FIG Academic Assistants it employs. As a result of concerted effort over the last 6 years, in Fall 2006, 17% of all FIG TAs and 30% of residential FAs were students of color.

B. What have you learned about this focal area from your environmental scan?

We make every effort to ensure we have a wide recruitment search when filling professional staff positions. However, because our professional staff is so small, our best success in attracting a diverse pool of applicants is in the area of student hires.

C. Identify your unit's strengths and challenges in this area.

Please see above.

Goal #1 <i>(Each goal should be precisely stated. Use clear, operationally defined language and include the desired outcome...Each action item should reflect a specific cal to action for the department and should express its relevance to achieving the stated goal.)</i> Maintain a vigilant approach to being inclusive in efforts to hire and retain professional and student staff.	Measures short / long term <i>(Describe the methods you will use to measure the success of the action items and note the time frames involved.)</i>	Responsible entity / Accountability <i>(Clearly specify who will be responsible for the implementation of this action item.)</i>	Timeline for implementation <i>(outline the expected time frame for beginning and / or completing your action item.)</i>
Action #1 Use list serves, community groups, newspapers, and other targeted resources to advertise open professional positions.	Track the number of underrepresented applications; identify the most effective means of advertising	Program Coordinator	When we have an open professional position that will be filled.
Action #2 Communicate closely with student groups on campus to make sure the word about available student positions gets out to all students. Ask them to help FYP recruit student workers.	Track the number of responses from underrepresented groups; identify the most effective means of communicating with them	Program Coordinator	Fall term for FAs; when needed to fill student staff positions in the office.
Action #3 Use FAs and TAs extensively in the recruitment process, since many are already members of diverse student	Check to see if applicant pool of underrepresented	Program Coordinator	When we have an open professional position that

organizations.	groups grows; de-brief FAs and TAs on their efforts		will be filled.
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Point 4: Expanding and Filling the Pipeline

Unit Relevance:

A. Define what this focal area means to your specific unit.

First-Year Programs seeks diversity in first-year and transfer courses by making sure that all students, including underrepresented students and international students, have equal access to FIGs, Freshman Seminars, and Transfer Seminars. All students who have been admitted to the UO receive a booklet in early April telling them about our programs and inviting them to request a FIG on line. We follow up in person, by meeting students at recruiting events both on and off campus and being an information source for prospective students and their families. We are also deeply engaged in recruiting a diverse professional and student staff.

B. What have you learned about this focal area from your environmental scan?

Enrollment in FIGs is approximately equivalent to the presence of underrepresented students in the entering freshman class. We have not yet monitored the enrollment in Freshman Seminars or Transfer Seminars, but we are aware that we must be vigilant in our outreach efforts in all three programs in order to continue to attract a diverse student population.

Our scan indicates that international students tend to be underrepresented in FIGs, and this appears to be for a variety of reasons, including schedule conflicts and communication difficulties before these students come to campus. We are taking steps to correct this situation. For the past two years, we have put a statement in our brochure that goes out to all admitted students, *Chart Your Course*, that specifically targets international students.

C. Identify your unit’s strengths and challenges in this area.

FYP offers excellent leadership opportunities to students who become FIG and Transfer Academic Assistants. Many of the students in these positions, as well as those we hire as student coordinators, got their start as FIG, Freshman Seminar and Transfer Seminar students. In this way, we are filling our own pipeline through creating opportunities for a diverse group of students.

First-Year Programs can be particularly beneficial to underrepresented students, and we are aware that the most effective way to recruit is early contact with these students. We are concerned that some Oregon students and their families may not be participating in on-campus visits so that FYP staff can meet them. Ideally, we would travel to high schools attended by large numbers of underrepresented students. However, the FYP staff is already severely stretched by the 11 local high school visits we conduct each spring term.

Transfer Seminars are an excellent way to assist and engage transfer students, who are often non-traditional students, in the campus community. We need to continue to explore ways to expand communication with these students.

Goal #1	Measures short / long term	Responsible entity / Accountability	Timeline for implementation (outline the expected time frame)
<i>(Each goal should be precisely stated. Use clear, operationally defined</i>	<i>(Describe the methods you will use to measure the success of</i>	<i>(Clearly specify who will</i>	

<p><i>language and include the desired outcome...Each action item should reflect a specific call to action for the department and should express its relevance to achieving the stated goal.)</i></p> <p>Improve FYP efforts to communicate with underrepresented students, to inform them about courses and engage them as student staff members (FAs and TAs)</p>	<p><i>the action items and note the time frames involved.)</i></p>	<p><i>be responsible for the implementation of this action item.)</i></p>	<p><i>for beginning and / or completing your action item.)</i></p>
<p>Action #1</p> <p>Assess recruitment strategies and enrollment of under-represented students in FIGs and Freshman Seminars.</p>	<p>Analyze the data to determine whether we are successful in our recruiting efforts and pinpoint possible trouble areas.</p>	<p>First-Year Programs Director, with the assistance of the Program Coordinator.</p>	<p>Week 4 of fall term, 2007 (FIGs and Freshman Seminars); week 4 of winter term 2008, week 4 of spring term, 2008 (Freshman Seminars)</p>
<p>Action #2</p> <p>Assess recruitment strategies and enrollment of under-represented students in Transfer Seminars.</p>	<p>Analyze the data to determine whether we are successful in our recruiting efforts and pinpoint possible trouble areas.</p>	<p>First-Year Programs Director, with the assistance of the Program Coordinator.</p>	<p>Week 4 Fall term.</p>
<p>Action #3</p> <p>Increase communication and recruitment efforts with Oregon Community Colleges, and also UO Offices of Admissions, Academic Advising, and Academic Learning Services to see if FYP can join with these units in their outreach efforts.</p>	<p>Inventory joint-departmental recruiting programs; assess effectiveness of outreach to underrepresented groups; identify initiatives that can engage other departments in outreach efforts</p>	<p>First-Year Programs Director, with the assistance of the FIG Advisor</p>	<p>Fall 2007</p>
<p>Action #4</p> <p>Develop lines of communication with high school counselors at rural or underserved schools to identify students who may not have access to computers to request FIGs online. Obtain updated list of high school counselors from Admissions; identify students and contact them individually</p>	<p>Track number of students contacted and follow-up on their enrollment in FIG program</p>	<p>FIG Advisor</p>	<p>Spring term 2008</p>
<p>Action #5</p> <p>Send PDF of "Get Connected" (Transfer Student Brochure) to academic advisors at Oregon Community Colleges</p>	<p>Obtain updated list of CC advisors from Admissions</p>	<p>Program Coordinator</p>	<p>Spring term 2008</p>
<p>Action #6</p> <p>Work with the Ford Family Foundation to identify Ford Opportunity Scholars, who are often non-traditional students</p>	<p>Track number of students who are identified</p>		
<p>Action #7</p> <p>Work with international recruiter in Admissions to be sure that international students understand the advantages of enrolling in a FIG and how to request a FIG on line.</p>	<p>Track number of international students enrolling in FIG program</p>	<p>First-Year Programs Director, with the assistance of the Program Coordinator.</p>	<p>Winter term 2008</p>
<p>Action #8</p> <p>To allow international students adequate time in their schedules to</p>	<p>Check with ESL department</p>	<p>FIG Advisor, Program</p>	<p>Winter term 2008</p>

take required ESL courses, they will be permitted to take just one of the lecture classes, along with the FIG seminar, instead of both lecture classes and the seminar.	enrollment roster and verify single lecture attendance with FIG instructors	Coordinator.	
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Point 5: Developing and Strengthening Community Linkages

Unit Relevance:

A. Define what this focal area means to your specific unit.

Our programmatic outreach includes meeting prospective students and their parents during recruiting events on and off campus and visits to local high schools to introduce FYP courses. A major outreach effort takes place during the month of July when the entire FYP staff and selected FAs participate in IntroDUCkTion. All of these outreach efforts throughout the year, in the form of both organized and informal meetings, help to establish a respectful and welcoming relationship with all incoming students and their families.

B. What have you learned about this focal area from your environmental scan?

This is an area that has been quite successful, although limited in scope. For many high school students, the FIG Advisor is the welcoming face of the UO. She's the person they meet in several events before they come to campus (Duck Preview, Duck Days, high school visits), and one of the first people they see again during IntroDUCkTion and Week of Welcome.

C. Identify your unit's strengths and challenges in this area.

High school visits to area schools by the FIG Advisor and FAs have been successful in making an early connection with individual students, including underrepresented students. A challenge has been the limited amount of off-campus travel FYP is able to do because the staff is so small. Nonetheless, the FIG Advisor has expanded her spring term visits to high schools in rural Lane County and in Corvallis. The response from counselors and students at these schools has been positive.

Goal #1	Measures short / long term	Responsible entity / Accountability	Timeline for implementation
<p><i>(Each goal should be precisely stated. Use clear, operationally defined language and include the desired outcome...Each action item should reflect a specific call to action for the department and should express its relevance to achieving the stated goal.)</i></p> <p>Raise awareness within FYP (professional and student staff) of diversity issues in order to be sure that we are treating all students and their families sensitively and respectfully during our outreach efforts.</p>	<p><i>(Describe the methods you will use to measure the success of the action items and note the time frames involved.)</i></p>	<p><i>(Clearly specify who will be responsible for the implementation of this action item.)</i></p>	<p><i>(outline the expected time frame for beginning and / or completing your action item.)</i></p>
<p>Action #1</p> <p>Invite OMAS and OIP to suggest ways to help us improve our outreach to and interaction with prospective students and their families.</p>	Identify students and families contacted through suggested ways	Director of FYP and professional and student staff	We will meet with these units during fall term 2007.
<p>Action #2</p> <p>Work with OMAS and OIP to attract underrepresented students</p>	Track growth in number of underrepresented student	FIG Advisor	Fall term 2007 for implementation in

to apply as FAs.	applications		winter term, 2008.
<u>Goal #2</u>			
Increase outreach to high schools and community colleges with large enrollments of underrepresented students.			
Action #1 Attend Oregon Nights in Portland	Identify underrepresented students from area high schools and invite them to attend event; track who actually attends	FIG Advisor and Program Coordinator	Spring 2008
Action #2 Visit LCC and speak to transfer students and advisors	Track prospective transfer students who attend meetings; monitor if number of transfers grows	FIG Advisor and Program Coordinator	Fall 2007

Point 6: Developing and Reinforcing Diversity Infrastructure

Unit Relevance:

A. Define what this focal area means to your specific unit.

First-Year Programs is committed to developing and maintaining a campus community that is welcoming to all students. This involves close communication with our campus partners in order to determine what other units are doing to contribute to a positive and culturally sensitive environment. FYP makes every effort to learn from others and to coordinate work in order to be sure that we are responsive to the needs of the changing campus community.

B. What have you learned about this focal area from your environmental scan?

We are aware of the efforts of some units on campus to create an inclusive community, but we could expand our list of campus partners. For example, we are familiar with Housing's programs on diversity, but are less aware of the efforts of the BRT. This is one campus partner we could use more.

C. Identify your unit's strengths and challenges in this area.

We lack protocols to assess our own strength in these areas.

<u>Goal #1</u>	Measures short / long term	Responsible entity /	Timeline for
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<p><i>(Each goal should be precisely stated. Use clear, operationally defined language and include the desired outcome...Each action item should reflect a specific call to action for the department and should express its relevance to achieving the stated goal.)</i></p> <p>Make all FYP staff members aware of the importance of cultural responsiveness to our unit.</p>	<p><i>(Describe the methods you will use to measure the success of the action items and note the time frames involved.)</i></p>	<p>Accountability <i>(Clearly specify who will be responsible for the implementation of this action item.)</i></p>	<p>implementation <i>(outline the expected time frame for beginning and / or completing your action item.)</i></p>
<p>Action #1</p> <p>Make a statement of this priority an explicit part of the hiring process for staff members.</p>	<p>Debrief interview team for assessment of applicant's understanding of the statement</p>	<p>Director and Program Coordinator</p>	<p>Used in next staff hiring</p>
<p>Action #2</p> <p>Include the University of Oregon Affirmation of Community Standards in information packet of all faculty and staff.</p>	<p>See above</p>	<p>Program Coordinator</p>	<p>Next staff hiring</p>
<p>Action #3</p> <p>As part of the annual performance appraisal, FYP staff will be asked to reflect on their personal and professional growth in regard to cultural sensitivity.</p>	<p>Debrief statement with employee during annual performance review; identify areas for growth</p>	<p>Program Director</p>	<p>Next annual review</p>

Office of Academic Advising/Disability Services

Diversity Action Plan

History of Diversity Efforts

The Office of Academic Advising has been engaged in diversity planning discussions and activities for more than a year. Beginning in 2001 OAA/DS began to discuss ways to create a more welcoming and inclusive environment for students, faculty and staff. The portrayal of diversity, or lack there of in artwork, office décor, holiday messages, etc. was addressed. Concerted efforts were made to build a stronger relationship with OMAS advising staff, and OMAS advisers were invited to collaborate on outreach efforts, such as residence hall advising and spring advising events in the EMU. In 2005 the office began to look at how to assess and track the diversity of students who utilize the office.

The professional advising staff participated in a two term pilot project on cultural competency conducted by the Counseling Center during winter and spring term 2006. Readings and films were discussed, and engaged in-depth discussions took place with Counseling Center facilitators on the personal and professional aspects of diversity. Because space limitations did not allow for the full staff to participate, a half day session on cultural competency was later made available for those who were unable to attend the winter/spring pilot program. Readings on cultural competency were assigned to the group to read ahead of time to be discussed in this session. Annette Leonard from the Conflict Resolution Team facilitated this session.

Process for Diversity Plan Development

The OAA/DS Diversity Planning Team was created in Fall 2006. This group met regularly at least twice a month. The team examined the present services of the office, reviewed the UO Diversity Plan, and began to incorporate ideas from the Cultural Competency pilot project and the staff retreat, into an Office of Academic Advising Diversity Plan. This team consists of Lori Manson, Karen Kennedy and Terrie Minner. Additional feedback was sought in meetings with Graduate Teaching Fellows, an office co-manager, Disability Services staff, and student (undergraduate) front desk staff.

Academic Advising/Disability Services dedicated its one day Fall 2006 retreat to discussing the UO's Diversity Plan, and brainstorming ideas on how to develop a plan of action for our office. Robin Holmes facilitated this session and it was extremely helpful in setting the stage for further discussion and focus.

In March 2007 a full staff meeting was devoted to further discussion of the office mission, definition of diversity, and the development of a more concrete office vision statement.

The Diversity Planning team will continue to meet 1-2 times a month, in consultation with the director, to coordinate the implementation of the diversity plan action items. They will regularly review and update the action plan as needed, at least annually, to address current issues.

Point 1: Building a Culturally Responsive Community

A. Define what this focal area means to your specific unit.

The Office of Academic Advising/Disability Services comes in contact with every new student and thousands of continuing students each year. We are engaged in an ongoing growing and learning process to strengthen our sensitivity to diversity issues. We strive to be accessible and welcoming to all students and to be sensitive to a wide range of individual needs and challenges. Our mission is to help students make responsible and informed decisions about their educational plans and their professional/life goals that are consistent with their values, interests, and abilities. This is most effectively accomplished within an inclusive environment and culturally responsive community.

B. What have you learned about this focal area from your environmental scan?

Building a culturally responsive community involves many different facets and areas. OAA/DS has a high volume of student traffic. How welcome students or colleagues feel when they enter the office may relate to subtle messages found in artwork, holiday décor, or lobby magazines before they have any experience with an adviser. Efforts to be culturally responsive can be perceived through the initial office environment, including how diverse our front desk receptionist staff looks, how we work together as a team, as well as through individual experiences in advising and outreach programs.

C. Identify your unit's strengths and challenges in this area.

We have an outstanding staff of professional academic advisers from various backgrounds and experiences, and are fortunate to have excellent student workers and Graduate Teaching Fellows. Many of our staff members have strong mental health backgrounds and have been engaged in diversity efforts through graduate programs and/or ongoing professional development experiences. Some of our challenges lie in the fact that there is much variation among the staff regarding level of awareness, openness, and investment in diversity issues.

GOAL: To assess current OAA/DS environment and to increase awareness of and sensitivity to diversity issues.

Action	Progress Measurement	Responsible Entity/ Accountability	Timeline for Implementation
1. Assess student experience in the office. In addition to satisfaction items asked in 2003, add questions to look at office climate and sense of feeling welcomed and comfortable in the office.	Utilize AdvisorTrac to survey students after meeting with an adviser to request their feedback on their advising experience. From this information develop areas to target for future improvement and attention.	OAA Director Diversity Planning Team	Currently investigating AdvisorTrac survey capability. Implement survey by Fall 2008.
2. Foster and encourage individual commitment to professional development in	The annual report will summarize the range and type of individual and collective staff	Each OAA and DS staff member will reflect on participation in	Annually.

<p>areas that increase sensitivity and awareness around diversity issues. Participation in diversity events, workshops, and trainings, tailored to individual interests and areas of needed growth will be included in annual performance reviews.</p>	<p>participation in a variety of diversity related professional development activities. Annually each staff member will be asked to provide a self-assessment of perceived growth resulting from these experiences and to formulate new goals for the following year.</p>	<p>diversity related activities in annual evaluation discussion with OAA Director</p>	
<p>3. Incorporate universal design principles in the physical environments and informational systems of OAA/DS to ensure that they are usable, sustainable and equitable for individuals with disabilities and variations in abilities to minimize the need for specialized accommodations.</p>	<p>The accessibility and usability of lobbies, offices, and other university areas for orientations, advising, etc. will be evaluated. Specific recommendations will be made for actively integrating universal design. Informational materials created and distributed by OAA/DS and websites (in consultation with the adaptive technology adviser) will be reviewed to confirm that they are accessible or available in an accessible format.</p>	<p>DS staff Adaptive Tech Adviser OAA Director</p>	<p>Ongoing.</p>
<p>4. An office professional development team will more fully integrate diversity issues as a critical component of planned professional development opportunities. Each term time will be set aside for a diversity related topic retreat or workshop. Diversity training for front desk staff will be strengthened and the student staff will be included into full office opportunities when appropriate.</p>	<p>The professional development team will prepare a 2 year professional development calendar and will request regular feedback and input from staff.</p>	<p>Professional Development Team</p>	<p>Two-year plan will be presented to staff in Fall 2007.</p>
<p>5. Identify a specific mentor or welcome team for all newly hired staff, including GTFs.</p>	<p>After the first academic term in the position, request feedback from new employee (s) regarding transition to OAA/DS.</p>	<p>OAA/DS Directors</p>	<p>Ongoing as new staff are hired.</p>

Point 2: Improving Campus Climate

A. Define what this focal area means to your specific unit.

OAA/DS is very involved with facilitating connections with students, faculty, staff, and parents. We play an important role in modeling accessibility and inclusivity in many different areas.

We recognize that this is an ongoing learning process and strive to foster an inclusive and open environment to improve campus climate. Each year OAA/DS provides academic advising to over 14,000 students, works with hundreds of teaching faculty, and provides accommodations to many students with disabilities. All of these activities engage us with the larger university community and offer opportunities for our contributions and challenges, as well as our growth.

B. What have you learned about this focal area from your environmental scan?

The traditional work schedule is sometimes problematic for students who need academic advising support. We have found much receptivity to our pilot program of expanding our availability into the evening and providing alternate locations for advising to better meet the needs of students.

There is much work to be done in the area of universal design as a concept that is understood and embraced throughout campus. We also have an important role to play in facilitating movement from the traditional disability medical model to a social model of disability.

C. Identify your unit's strengths and challenges in this area.

We have strong relationships and ongoing collaborations with many offices, including Housing, Office of International Programs, First Year Programs, Orientation, academic departments, Student Life, Career Center, OMAS, and the Counseling and Testing Center. Significant efforts have been made over the past several years to strengthen partnerships and advising collaborations with OMAS, and to participate in programs like Reach for Success and the OMAS student retreat. Time, staffing, and resource constraints are challenges that limit the extent of our involvement.

GOAL: Improve outreach efforts and strengthen relationships with other offices and departments who provide support to students.

Action	Progress Measurement	Responsible Entity/ Accountability	Timeline for Implementation
1. Printed and electronic materials should be cognizant and inclusive of all student groups and promote visibility of outreach efforts.	A marketing and PR plan to facilitate regular updates and wide dissemination of printed and electronic materials.	OAA Office Specialist OAA Director DS Office Specialist DS Director	OAA plan developed prior to Fall 2008. DS plan by Winter 2009

2. Offer academic advising at alternate sites and with expanded hours. The pilot phase of this in the Living Learning Center and the Knight Library has been very successful. This will improve accessibility, especially for students who have competing time demands, such as work and family responsibilities.	Survey students who utilize alternate advising locations or extended hours to assess their experience.	Adviser coordinating LLC and Knight Library advising	Surveys to be conducted Fall 2007 through Spring 2008 and summary included in annual report.
3. Utilize the Disability Project for increasing educational awareness and individual support related to disability issues.	Continue annual budget request through ASUO and review program usage.	DS Director	Annually.

Point 3: Building Critical Mass

A. Define what this focal area means to your specific unit.

It is an ongoing challenge for us to attract qualified professionals who come from diverse backgrounds. We have been fairly successful in the diversity of staff in terms of disability, sexual orientation, and first generation college identification. We have a majority of women and recognize the need to have more men represented on our staff. We have been fortunate in recent years to have hired outstanding GTFs who significantly add to our racial/ethnic diversity. In addition, it is not unusual for us to have one or more GTFs who have specific research, teaching or practical experience centered on multicultural issues.

B and C. What have you learned about this focal area from your environmental scan?

Identify your unit's strengths and challenges in this area.

How to represent commitment to diversity as a value in job announcements and throughout the interview process is an important issue that we continue to be challenged by. Current salaries contribute to the challenges of attracting qualified diverse candidates to apply for positions or to relocate to Eugene.

GOAL: Increase diversity of the candidate pool for student, staff, and GTF positions.

Action	Progress Measurement	Responsible Entity/ Accountability	Timeline for Implementation
1. Strengthen outreach efforts to recruit more diverse undergraduate students who are interested in our student employment opportunities.	The student staff hiring committee will write a summary report to track where the position was posted, the applicant pool	Chair of Student Staff Hiring Committee will submit a report to the OAA Director	Ongoing.

Develop a consistent hiring committee to standardize procedure for posting job description, evaluation of applicant pool and hiring of undergraduate student staff.	evaluated, and the students hired.		
2. When posting a position OAA/DS will stress the importance of multicultural competencies and the value of experiences with diversity in the desired qualifications. Search committees will discuss how to expand the value of and appreciation for diversity, and how to recognize this in potential candidates through the evaluation and revision of interview questions.	Invite human resource expert to provide a workshop for staff to examine how we conceptualize diversity building in our hiring processes.	Search Committee Chairs OAA Director	Ongoing.
3. Grow scholars and future professionals by providing internship opportunities to graduate students. Support and be a resource for students in graduate programs completing projects on topics related to advising, access, and disability.	Continue to support four GTF positions (two in OAA, two in DS) and when relevant, assist students doing research or projects around issues of advising or disability.	OAA Director DS Director	Ongoing.

Point 4: Expanding the Pipeline

A. Define what this focal area means to your specific unit.

Through advising and disability services we have a unique opportunity to guide, support, and influence large numbers of students coming from all types of diverse backgrounds. Although our primary focus is on UO students after they have been admitted, we work with many prospective students who in some cases are still trying to decide if college is even the right choice. We have been involved in several significant programs and initiatives to help build desire and interest to attend college (for students with disabilities, students of color, international students, and first generation college students).

B. What have you learned about this focal area from your environmental scan?

We are limited in how much we can be directly involved in active recruitment activities. We have been very successful in reaching underrepresented students through programs that focus on accessibility, transfer student transitions, and supporting when possible programs organized by other offices, such as Admissions and OMAS. Once students are recruited the challenge becomes retention.

C. Identify your unit's strengths and challenges in this area.

The work of OAA/DS is very important for many new students as they consider whether or not to attend the UO, or in some cases whether or not to stay at the UO. For decades, retention research has shown that for many students the connection with a caring individual, who often is an academic adviser, is a key to early adjustment and successful transitions into a university. Programmatic initiatives are important, but individual interactions with students are also very powerful. The biggest challenge is to balance competing needs for outreach/recruitment efforts with other important priorities.

GOAL: Continued involvement in programs that support access to the University.

Action	Progress Measurement	Responsible Entity/ Accountability	Timeline for Implementation
1. Continue participation in Embracing the Future, Reach for Success, and March to College to support recruitment of underrepresented middle school/high school students.	Maintain current level of participation.	OAA/DS Advisers	Ongoing.
2. Remain accessible to all prospective students and continue on-site advising at community colleges to support prospective transfer student populations.	Maintain current level of participation, and increase community college presence if resources allow.	OAA/DS Advisers	Ongoing.
3. Coordinate and/or participate on scholarship selection committees that build diversity, including Diversity Building Scholarship, Non-traditional student scholarships such as Edmundson Davis, George Bean, Todd Walcott, and scholarships for students with disabilities, such as the Pincetich and Hesser.	Scholarships coordinated by OAA/DS will evaluate selection committee membership and level of accessibility to application process and materials. Continue participation on a range of selection committees.	OAA/DS Advisers	Ongoing.
4. Provide support and advising to students selected for admission under special circumstances including Undergraduate Support Program and Disability Review Committee.	Maintain current level of participation and coordination. Examine current programs for effectiveness and efficiency.	OAA USP contact DS DRC contact	Ongoing.

5. Ensure that Admissions has information to provide to high school and community college counselors on issues related to disability and access to college.	Annual assessment of information being disseminated by Admissions. Provide additional materials as needed.	DS Director	Annually.
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Point 5: Developing and Strengthening Community Linkages

A. Define what this focal area means to your specific unit.

OAA/DS recognizes our role as an important resource for communities on and off campus. Developing and strengthening community linkages means maintaining and developing relationships to remain visible, welcoming, and informative.

B. What have you learned about this focal area from your environmental scan?

Most OAA/DS services are geared for and utilized primarily by the campus community. We do have some important connections, however, to communities outside the University via such roles as that of the Adaptive Technology Access Adviser and through advising support offered on site at community colleges. Another example is the number of community members invited annually to share their experiences and expertise with students via informational workshops and courses offered through OAA.

C. Identify your unit's strengths and challenges in this area.

The action items are already in place and we believe are important. It is important to consistently evaluate and further develop them when possible. OAA/DS websites are one of the primary resources community members on and off campus will access for initial information. The recent redesign of these sites will allow for more editing at the departmental level to ensure current information is posted in a timely way. Due to limited time, staffing, and resources, it will prove challenging to develop and expand on OAA/DS involvement in communities outside the University.

GOAL: Strengthen on and off campus community relationships to help promote diversity.

Action	Progress Measurement	Responsible Entity/ Accountability	Timeline for Implementation
1. Continue active role in LCC Transition Academy, a program designed for high school students with disabilities and their parents who want to learn more about college opportunities.	Participate on overall planning committee and be an active part of the community presentation team.	DS Director Adaptive Tech Adviser	Annually
2. Remain an active resource on issues of adaptive technology.	As time allows Disability Services, and particularly the Adaptive Technology Access Adviser, is available to provide information to support community efforts around	OAA/DS Directors and Adaptive Technology Access Adviser	Ongoing.

	adaptive technology.		
3. Expand diversity of community professionals and students who are invited to speak in classes and workshops, including BI 199 courses (Introduction to Health Professions, Introduction to Dentistry), to support diverse applicants to graduate and professional programs.	Include in the annual report the names of members of the community who have actively participated in these programs.	Designated OAA Adviser	Annually.
4. Write articles for Connections (parent newsletter) coordinated through the Office of Student Life.	Once per month an article is submitted to the Director of Parent Programs to include in the Connections newsletter.	Designated OAA Adviser	Monthly.
5. Maintain and update OAA/DS website to ensure a welcoming, accessible and informative source of information.	The new format allowing department level editing should help with this process. Invite groups of students to review and give feedback on the site. This can be incorporated into the marketing/PR plan.	OAA Publications Specialist and OAA/DS Directors	Ongoing.

Point 6: Developing and Reinforcing Diversity Infrastructure

A. Define what this focal area means to your specific unit.

OAA/DS embraces and values diversity and is committed to supporting and upholding the points outlined in the Diversity Plan for the University of Oregon. OAA/DS will engage in ongoing assessment and evaluation to help ensure that the University community recognizes our dedication and commitment to diversity.

B. What have you learned about this focal area from your environmental scan?

OAA/DS has been in discussions around diversity efforts and initiatives for the past five years as outlined in the overview. The Diversity Planning Team was created in fall 2006 to begin the process of assessing current OAA/DS efforts and to identify areas for attention.

C. Identify your unit's strengths and challenges in this area.

OAA/DS has a committed team in place with plans to meet at least once per month. An additional goal is to bring more members to the team to include students and support staff. OAA/DS Directors and staff have established strong working relationships with many colleagues in departments and offices across campus, which will help maintain efforts to develop and reinforce infrastructure.

The Diversity Planning Team recognizes that we are in a learning process around diversity initiatives with staff members at various points in their development of awareness and sensitivity. The challenge is to continue to acknowledge and support this spectrum while also fostering growth and movement forward as a unified group.

GOAL: Continue to develop and strengthen OAA/DS commitment to a “learning and working environment that recognizes the value of diversity.”

Action	Progress Measurement	Responsible Entity/ Accountability	Timeline for Implementation
1. Include diversity initiatives and efforts in the annual report.	Annual report will reflect initiatives and efforts undertaken by OAA/DS staff throughout the year.	OAA Director	Annually.
2. Annual performance evaluations will include discussion of individual growth in diversity awareness and sensitivity.	Each staff member will participate in at least three diversity events/efforts per year. This will be discussed with OAA/DS Directors.	OAA Director	Annually.
3. Develop a core vision statement for OAA/DS which will reflect the mission to “foster an inclusive environment.”	Ask all staff to continue reflecting on our vision for OAA/DS to ensure development of a collaborative, inclusive and unified vision.	Diversity Planning Team	Work on OAA/DS vision statement in 07 (potential topic for fall retreat) to adopt by end of 07-08 academic year.
4. Diversity planning team will continue to meet on a regular basis and will collaborate with the professional development committee to ensure diversity initiatives are updated and evaluated on a consistent basis.	Diversity planning team will compile and maintain a journal of OAA/DS diversity efforts and report once per month in staff meeting.	Diversity Planning Team	Monthly.

Strategic Diversity Plan for Academic Learning Services

Spring 2007

Last year ALS staff engaged in a 12-hour training program on cultural competency. Under the leadership of Robin Holmes, the training devoted some time to the process of “environmental scanning,” that is, assessing our department’s competencies in areas related to diversity efforts and challenges. These discussions became the groundwork for our diversity plan.

The overarching intent of our department’s diversity plan is **to ensure the *deliberate demonstration of our commitment to respect the rights, safety, dignity and essential worth of all individuals and to affirm and promote the diversity of backgrounds, perspectives, opinions, ideas, and cultural experiences of students, staff and faculty.***

The following goals, organized around the six points suggested for UO diversity plans, are assessed annually during staff retreats that focus exclusively on ALS diversity efforts.

Point 1: Developing a Culturally Responsive Community

A. Define what this focal area means to your specific unit.

ALS faculty and staff understand the importance of providing a welcoming and respectful environment for the students and faculty who Participate in services designed to improve their learning and teaching skills. Students who participate in our TRiO programs are predominately low-income, first-generation students and students-of-color. Recognizing and affirming cultural differences among those seeking assistance in our offices, labs, and classrooms becomes critical in providing effective services within a culturally diverse community.

B. What have you learned about this focal area from your environmental scan?

Participating in cultural competency training assisted in the process of evaluating our responsiveness to cultural differences. ALS faculty and staff are keeping journals of the day-to-day challenges, concerns, and achievements in developing competencies that lead to a more responsive community.

C. Identify your unit’s strengths and challenges in this area.

As a unit, our commitment to providing a culturally responsive community is strong. However, the process of examining our long-held assumptions, values, and beliefs, as well as resisting defensive perspectives will understandably be our individual challenges.

Goal #1	Measures of progress short / long term	Responsible entity / Accountability	Timeline for Implementation
Enhancing cultural competency will be recognized and emphasized as an integral part of the professional development of ALS faculty and staff.			
Action #1			
Add a <i>Diversity Advisory Committee</i> to	<i>Diversity Advisory Committee</i> will meet at least once a term to assess	Director ALS will appoint this committee.	Beginning fall 2007 for one-year appoint.

departmental committees.	departmental efforts and progress toward goals and will debrief and engage faculty and staff at department meetings.		
Action #2 Each year all ALS faculty and staff will read and discuss a common book (or other substantive material) related to diversity. (We are currently reading <i>Privilege, Power, and Differences</i> by Allan Johnson.)	Faculty and staff will join small discussion groups to encourage engagement and inquiry.	<i>Diversity Advisory Committee</i> will suggest readings and assist ALS Director in organizing opportunities for discussion.	On-going with year end review
Action #3 Faculty and staff will enroll in classes, attend events, or participate in activities that promote awareness and education regarding socio-economic, race, and cultural differences.	Involvement in these endeavors are recognized as part of employee annual performance appraisals.	All ALS faculty and staff	On-going with year end review
Action #4 Educate faculty re: campus resources that respond to student concerns related to discrimination or intimidation, e.g., OMAS, Office the of Disability Services, Bias Response Team, a Student Life, and Counseling Center.	Activity will be included as part of staff meeting's agenda.	Directors of ALS, SSS, McNair	Beginning fall 2007
Goal #2 ALS faculty and staff will foster a culturally knowledgeable, sensitive and responsive community within the office, labs, classroom, and advising settings.	Measures of progress short / long term	Responsible entity / Accountability	Timeline for Implementation
Action #1 All publications, including syllabi for courses and workshops, will include a statement that expresses our department's commitment to fostering a culturally responsive community.	100% of course materials by spring 2009	ALS Curriculum Committee chair; Office Manager	Formative review spring 2008
Action #2 Materials used in classes and workshops will	100% of publications by spring 2009	ALS Curriculum Committee chair; all	Formative review spring term 2008

include underrepresented perspectives and voices.		instructors	
Action #3 Evaluation forms for courses and workshops will be modified to expand opportunities for students to comment on teaching behaviors related to diversity and inclusiveness within the classroom.	100% of evaluation forms by spring 2008	ALS Curriculum Committee chair	Formative review winter term 2008
Action #4 TEP will review midterm evaluation forms for faculty to assess opportunities for them to receive student feedback in this area.	100% by spring 2008	ALS Curriculum Committee chair; TEP consultants	Formative review winter term 2008
Action #5 Training for tutors will include unit on contributing to a cultural responsive community.	100% by spring 2008	Curriculum Committee chair; Tutor Coordinator	Design module fall 2007

Point 2: Improving Campus Climate

A. Define what this focal area means to your specific unit.

As part of a campus that seeks to improve access and retention of students and faculty who have been historically underrepresented in higher education, ALS must provide a safe, confidential, respectful, non-judgmental, welcoming environment for students and faculty. In addition, we must be diligent in making sure that those who witness or are the targets of discriminatory or unacceptable behavior are provided support and referrals to campus resources that can assist with appropriate responsive processes.

B. What have you learned about this focal area from your environmental scan?

Because we work with students from culturally diverse backgrounds, the importance of a positive, supportive, and safe campus climate is clear to our faculty and staff. We need to continue to assess our own knowledge and abilities in order to be proactive.

C. Identify your unit's strengths and challenges in this area.

Our faculty and staff are diligent in making referrals for students who experience unacceptable behaviors. We need to ensure that our office conveys a multicultural and diverse orientation and context for students.

<u>Goal #1</u>	Measures short / long term	Responsible entity / Accountability	Timeline for Implementation
To improve the campus climate within the physical office of Academic Learning Services.			

Action #1			
<p>ALS will conduct surveys to solicit student opinions about the campus climate within ALS; we will devote at least one meeting a year to discussing ways in which our office conveys a welcoming place for all students and faculty. (Examples of efforts implemented in the past couple of years include: photographs of students hang in the hallway leading to the main office to convey the racial, age and cultural diversity of students using ALS services; a visual display area in the ALS main office—<i>Identity within Community</i>—highlights cultural, religious, and social events, programs, celebrations, lectures and readings that remind us of opportunities to learn more about the differences within our university and global communities.)</p>	<p>Conduct, collect, and assess student surveys.</p> <p>Measures short / long term</p>	<p>ALS Environmental Committee; ALS Director</p> <p>Responsible entity / Accountability</p>	<p>Begin process fall 2007 Assess survey results winter term 2008</p> <p>Timeline for Implementation</p>
Action #2			
<p>ALS will host a lunch open-house for all university students, staff and faculty.</p>	<p>Written invitations will be extended to offices and individuals, such as OMAS and McNair scholars, who add to the efforts to support diversity at the UO.</p>	<p>All ALS faculty and staff</p>	<p>Event held every term during dead week</p>
<p style="text-align: center;">Goal #2</p>			
<p>To attract more students of color, low income, and first generation students to become tutors.</p>			
Action #1			
<p>ALS and OMAS faculty and staff will meet at least once a year to discuss ways in which the offices can improve referrals and support for underrepresented students.</p>	<p>Arrange meeting with OMAS Director</p>	<p>Director ALS Directors TRiO Programs</p>	<p>By winter 2008</p>

Point 3: Building Critical Mass

A. Define what this focal area means to your specific unit.

Because of office works with many low-income, first-generation college students and those from groups underrepresented in higher education, ALS places high value on employing faculty and staff who share these attributes.

B. What have you learned about this focal area from your environmental scan?

Currently the profile of ALS faculty and staff consist of 68% female and 14% underrepresented and 5% individuals with disabilities. Well over 60% of the students who use ALS services are themselves low-income, first-generation college, students with disabilities, older students or students-of-color.

C. Identify your unit’s strengths and challenges in this area.

We are a diverse group of faculty and staff and will continue to aggressively recruit to add more diversity. Low salaries are not even a regional draw and limited resources for recruitment restrict efforts.

<u>Goal #1</u>			
To attract persons underrepresented in higher education to ALS professional positions.	Measures short / long term	Responsible entity / Accountability	Timeline for Implementation
<u>Action #1</u>	Working with OIED and AA, ALS searches will use listservs, community groups, and other targeted resources to advertise job openings to nontraditional individuals.	Chair of search committee; Manager Office	From job announcement through closing of search.
ALS will make concerted efforts to widen the recruitment net in order to notify, attract, and recruit applicants who are underrepresented in higher education.			

Point 4: Expanding and Filling the Pipeline

A. Define what this focal area means to your specific unit.

The importance of expanding and filling the pipeline in higher education is a value shared among our faculty and staff

and remains at the core of our mission to provide support for all students, especially those at risk for not succeeding in this academic environment.

B. What have you learned about this focal area from your environmental scan?

The goals and objectives for two of our TRiO grants—Student Support Services and the McNair Scholars Program are 1) to retain and graduate low-income and first-generation students and students with disabilities at the undergraduate level and 2) to assist low-income, first-generation students and those from groups underrepresented in higher education in being accepted into doctoral programs. Both of these programs are intended to help expanding and filling the pipeline.

C. Identify your unit’s strengths and challenges in this area.

Although it is difficult to assess the impact of our efforts in this area, our faculty and staff have diverse socio-economic and racial backgrounds, and thus we are able to provide important mentoring to low-income and first generation students.

Goal #1		Responsible entity / Accountability	Timeline for Implementation
To increase the number of persons from underrepresented groups at the University of Oregon.	Measures short / long term		
Action #1 ALS will participate in admissions programs, such as <i>Embracing the Future</i> , that help recruit students who would add diversity to the UO student population.	Participation is considered as part of employees’ annual performance evaluations	Director ALS	Fall 2007
Action #2 ALS faculty and staff will serve on committees that review admissions applications and provide scholarships to non traditional students. (Currently four ALS instructors serve on the Diversity Scholarship Committee, one on Disability Review Committee, and one on Undergraduate Support Program admissions committee.)	Committee work is part of our work culture and is considered as part of employees’ annual performance evaluations.	All faculty and staff	By spring 2008
Goal #2 To increase the number of undergraduates, graduates, and professors from underrepresented groups in higher education across the country.			

Action #1			
<p>ALS will continue to seek governmental funding, such as TRiO grants (Student Support Services and McNair Scholars Program), that provide academic, financial and personal support to nontraditional students (including low-income and first-generation college students, students with disabilities, and students ethnically underrepresented in higher education) and that encourage career aspirations to pursue PhD and join the professoriate.</p>	<p>Submit competitive grant applications for SSS and McNair funding.</p>	<p>ALS Director</p>	<p>As required for review and funding by the Department of Education.</p>

Point 5: Developing and Strengthening Community Linkages

A. Define what this focal area means to your specific unit.

ALS serves many students who come from our immediate Eugene/Springfield area or who transfer to the UO from an Oregon Community college. The strength of community linkages affects perceptions regarding our academic community. In addition, good relationships soften a perceived town/gown split and demonstrate the relevancy and value of higher education within the larger local community.

B. What have you learned about this focal area from your environmental scan?

Although as individuals ALS faculty and staff participate in the community and contribute to numerous social, economic, and cultural efforts, developing and strengthening community linkages has not been a high priority for our office.

C. Identify your unit’s strengths and challenges in this area.

This is an area that could use more attention to ensure effective and consistent communication. Coordinating services across institutions and off-campus groups will continue to be a challenge. Limited resources restrict our efforts in this area.

Goal #1	Measures short / long term	Responsible entity / Accountability	Timeline for Implementation
<p>To inform those who might consider attending the UO about ALS services, especially those that low-income, first-generation students and students-of-color might find particularly helpful.</p>			
<p>Action #1</p> <p>In collaboration with LCC, ALS will teach on a more consistent basis the transfer course that helps non-traditional students make the transition from a community college to the university.</p>	<p>Coordinate with UO admissions and LCC regarding funding, publicity, enrollment, space, etc.</p>	<p>ALS instructor (currently designated as Becky Dusseau)</p>	<p>Early fall 2007</p>
<p>Action #2</p> <p>ALS will participate in local high schools' Junior Night for parents of juniors and will offer low-fee SAT workshops to students.</p>	<p>Coordinate with area high schools and publicize SAT preparation alternatives.</p>	<p>Director and Associate Director</p>	<p>Winter 2008</p>

Point 6: Developing and Reinforcing Diversity Infrastructure

A. Define what this focal area means to your specific unit.

The infrastructure at the UO can be an invisible yet powerful factor in encouraging or discouraging efforts to communicate, support, and collaborate among diverse populations and disciplines. Policy manuals for the ALS components, such as the Teaching Effectiveness Program, tutoring program, SSS, McNair, have been written to explain policies and procedures for specific activities. These are written with an emphasis on the rationale and intended effect of established processes, especially those that relate to other offices serving non-traditional students, such as Financial Aid or OMAS.

B. What have you learned about this focal area from your environmental scan?

Our relationships with other offices on campus are, for the most part, mutually supportive and effective. Changes in staffing and portfolios in campus offices (including our own) mean that we need to update our understanding of priorities, assumptions and program directions among departments and units across our academic community.

C. Identify your unit's strengths and challenges in this area.

Our faculty and staff are eager to work collaboratively with other offices on campus to develop and reinforce diversity infrastructure. Inconsistencies in our efforts to update our knowledge of other campus programs on a regular basis can circumscribe our attempts in this area.

<p style="text-align: center;">Goal #1</p> <p>To facilitate an infrastructure that supports and fosters cultural diversity at the UO.</p>	<p>Measures short / long term</p>	<p>Responsible entity / Accountability</p>	<p>Timeline for Implementation</p>
<p>Action #1</p> <p>The Teaching Effectiveness Program will conduct workshops on issues related to diversity, including how faculty can use specific tools and techniques to assess their own behaviors as they relate to students' perception of their sensitivity to issues related to cultural, economic, and social diversity.</p>	<p>Number of workshops and participants; workshop evaluations</p>	<p>TEP staff will plan and implement.</p>	<p>Fall 2007</p>
<p>Action #2</p> <p>ALS faculty and staff will participate on committees or other programs that promote and support diversity among our students, faculty, and staff. (Currently, ALS has representation on CoDaC, LGBTQ, and the Non-traditional Student Union.)</p>	<p>Commitments will be made during ALS fall retreat; Committee work is part of our work culture and is considered as part of employees' annual performance appraisals.</p>	<p>All ALS faculty and staff</p>	<p>Fall 2007</p>