



May 13, 2009

Dear Colleagues:

I am forwarding with this letter a summary of progress reports for the Diversity Strategic Action Plans (SAPs) for each campus unit. I am grateful for the leadership of Charles Martinez, the personnel of his office, and the countless persons who work in this process throughout the university. The range of ideas and proposals represents serious engagement of many minds. We have observed both the OUS board requirements and our own goals related to institutional diversity. As our nation's demography demonstrates, the issues are changing, evolving and charged with great urgency.

The progress reporting requirement gives us an opportunity to reflect on our collective efforts to our support for diversity. This summary report describes innovative activities occurring on campus during implementation of the SAPs. It also highlights some of the ongoing challenges that we are committed to address.

Progress reporting is designed to be an honest reflection of our efforts. We have an opportunity to learn from one another about innovative and promising practices as well as to consider common challenges. As has been true of our recent efforts, this continuing dialogue and self-examination allows the campus community to share successes and to address boldly the ongoing challenges and next steps.

Warm regards,

Dave Frohnmayer  
President

**University of Oregon**  
**Diversity Strategic Action Plans**  
**Progress Report Summary**  
**2008-2009 Academic Year**

May 12, 2009

**Background**

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

**Progress Reporting Requirement**

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

Every year, each school, college, and administrative unit, and the ASUO Executive will submit to the Vice Provost for Institutional Equity and Diversity and to the Provost an activity report describing that unit's activities relating to diversity during that year. The Provost will set the beginning date for these reports and may set different dates for different units, depending upon the state of each unit's Strategic Action Plan. Each May, the Provost will submit a written report to the University Senate, outlining what has been accomplished and what remains to be accomplished under the Strategic Action Plans and articulating the goals and objectives to be addressed over the next academic year. The Provost and the Vice Provost for Institutional Equity and Diversity will also present summary information about yearly progress in an open meeting of the Senate (p.9-10).

**Reporting Units**

For the purposes of developing and implementing SAPs, 17 academic and administrative units are currently identified: Office of the President, Office of the Senior Vice President and Provost, Office of the Vice President for Finance and Administration, Office of the Vice President for Research and Graduate Studies, Office of the Vice President for Student Affairs, Office of the Vice President for University Advancement, College of Arts and Sciences, Lundquist College of Business, College of Education, School of Architecture and Allied Arts, School of Journalism

and Communication, School of Law, School of Music and Dance, Clark Honors College, Associated Student Union, Department of Intercollegiate Athletics, and UO Libraries.

### **SAP Development and Organizing Elements**

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

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

### **SAP Progress Reporting Guidelines**

OIED provided units with a detailed set of guidelines for progress reporting in February 2009. In general, the purpose of progress reporting is to provide a record of activities, accomplishments, and notable challenges related to implementing activities contained in units' SAPs during the year. Information contained in progress reports is designed to mark campus-wide trends in diversity activities, identify and disseminate innovative practices, identify cross-unit collaboration opportunities, identify shared challenges in implementing diversity goals, and maintain transparency and accountability for activities related to SAPs. Ultimately, progress report information should facilitate feedback to campus stakeholders about successful efforts and ongoing challenges in our collective efforts to realize diversity goals.

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

- **Summary of Activities.** Provide an overview of the main actions that were addressed during the year. If actions specified in the adopted SAPs were modified or if new actions were undertaken during the year, describe these revisions along with the reasons for modification. Also, describe any actions specified in the SAP to be taken up during the year that were not pursued and the reasons for this.
- **Progress and Results.** Describe the activities directed toward specific actions during the year and the results obtained. Describe the results of any planned analyses (qualitative or quantitative) related to program outcomes. Background information for specific program activities, flyers, marketing materials, etc. may be included in appendices. Describe any unanticipated consequences and any challenges encountered. If technical problems were encountered in carrying out particular activities, describe any modifications.
- **Impact.** Describe the aggregate impact of unit efforts towards the goals of SAPs.

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

Upon receipt of SAP progress reports, OIED staff and subgroups of DAC members met to review each SAP progress noting major strengths, major challenges, and major innovations to be shared with the campus community. Subsequently, these individual unit reviews were utilized in the development of this more general progress report summary to identify broad campus-wide themes.

### **Status of Progress Reports**

Progress reports from all 17 units were received by OIED in April 2009 and were considered during the review for this summary. In the 2007-2008 academic year and continuing throughout this year, each unit was assigned staff support from OIED to regularly obtain consultation about unit SAP activities, and to support report preparation.

### **Summary of Progress Reports**

#### **Overview**

All campus units have been productively engaged in realizing goals of SAPs during this second year of implementation. Many units have created sustainable diversity infrastructure (e.g., fully engaged diversity committees) and these efforts have led to substantial incremental progress for such units. While last year's campus progress report described the establishment of many base-building activities across units, this year's progress reports demonstrate a shift for many units from developing infrastructure to taking action on specific strategies. Diversity-related professional development activities are widespread for faculty and staff in academic and administrative units, and this year has seen increases in professional development approaches designed to bring a broader base of representation from individuals both within and across units. The availability of multicultural scholarly activities (e.g., courses, conferences, symposia, speaker series) across many academic disciplines continues to grow substantially. Many academic units are continuing or launched programs designed to expand the pipeline for underrepresented students to the University. Many units have made tangible progress in goals related to building a critical mass of diverse faculty, staff, and students; others have planned for or have received formal professional consulting to develop hiring strategies that enhance diversity. Among the most significant advances in campus efforts this year, and a challenge/future direction raised in last year's report, is the widespread increase in cross-unit collaboration in pursuing diversity goals.

In addition to these many strengths, numerous challenges persist or are newly noted related to UO diversity efforts. As the campus has transformed from planning and infrastructure building to action-taking, complacency is a major risk and current vulnerability. While unit leaders can now point to many activities that are underway to support diversity goals, what evidence is there that these activities are more than "the appearance of doing something?" Moreover, engagement in various diversity activities could have the effect of lowering the sense of urgency within units to

maintain focus on fully realizing diversity goals and to move effectively from initiating activities to sustaining efforts. Put another way, how do we keep diversity and equity as forethoughts rather than afterthoughts? Other major challenges include a need to develop outcome and performance measures that could be utilized campus-wide, a continued need to provide consulting opportunities by connecting units making more progress with those experiencing challenges, and an ongoing need to enhance campus-wide communication about emerging promising practices. Finally, the challenging economic environment confronting the state and the University, and the presidential leadership transition underway at the UO present challenges in our potential to lose institutional focus on diversity goals, as well as the opportunity to reaffirm our steadfast commitment to these goals as integral to academic excellence and the UO mission.

Overall, the University continues to make steady and substantial progress in responding to the call to action within the University Diversity Plan. While there is little doubt that lasting change has already occurred at the UO, the campus community will need to work together to further develop models that sustain current efforts and that set the stage to advance the more complex goals that are likely to underlie future refinements of the Diversity Plan.

### **Major Strengths Across Unit Activities**

Many strengths are noted in the SAP progress reports. Across plans, these include:

- All 17 units have engaged in targeted actions that are part of unit SAPs.
- For many units, actions have progressed towards more sophisticated integrated activities that bind diversity to the academic mission of the university (e.g., greater integration of diversity and multicultural themes into courses).
- Significant increases in cross-unit collaboration are noted.
- Many units now have functional diversity committees, and those units with such committees have made large strides in maintaining focus on strategic actions.
- Innovative program development is widespread in both academic and administrative units.
- There continues to be significant personal engagement in diversity efforts within and across units.
- Consistent with the definition of diversity in the UO Diversity Plan, units continue to advance diversity efforts beyond a narrow focus on race/ethnicity and gender.
- Units continue to regard SAPs as “living documents” and there is ample evidence of unit-level refinement of planned actions based on experience.

### **Ongoing Challenges and Future Directions**

In addition to the many strengths noted, a number of ongoing challenges and possible future directions are noted. These include:

- While all units are actively engaged in carrying out actions from SAPs, an accompanying challenge is the potential for complacency and diminished focus. To counter this, more effort needs to be placed on ways to sustain energy and momentum within units and

across campus. This is particularly important now given the many other pressing issues faced by units (e.g., unprecedented economic worries, leadership transitions, etc.)

- A number of units routinely collect and disseminate diversity related outcome data (e.g., survey results regarding unit climate, staff/faculty/student demographic data). Still, many unit SAPs and SAP reviewers note the need for a more systematic campus-wide approach to collecting and disseminating diversity performance indicator outcome data. To accomplish this, an institutional effort should be commenced that involves unit leaders, OIED, the Office of Institutional Research, and other stakeholder groups.
- Though the SAP progress reports for this year showed significant growth in cross-unit collaboration, sustained effort in this area is needed, especially to provide additional avenues for support among units with less advanced SAP efforts.
- The current UO presidential transition is an important opportunity to reaffirm the campus commitment to the Diversity Plan, to maintain its integral relationship to the academic mission of the University, and to engage the incoming President in establishing his vision for diversity on campus. Broad engagement of campus stakeholder groups will be needed.
- Additional opportunities to share information from this summary report and to share more specific review feedback with unit leaders will be planned for summer and fall 2009.

### **Summary of Unit Activities**

This section summarizes major activities of units during the 2008-2009 academic year organized by each of the six major content areas that are addressed in the UO Diversity Plan. In addition to the general summary information for each content area, specific examples of unit actions are provided to illustrate the types of activities underway in each area. The examples should not be viewed as a comprehensive listing of all efforts, nor should activities excluded from the lists of examples here be viewed as less important or noteworthy.

#### **1. Developing a Culturally Responsive Community**

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

##### **Summary**

Many unit SAPs focused effort in this content area during this year. In general, efforts in developing a culturally responsive community were more integrative this year than last year. For example, while a number of units previously reported developing and initiating one-time diversity “trainings,” this year additional units were engaged in more advanced professional development activities such as multiple day diversity institutes, critical reading circles, etc. Most (but not all) units now have functioning diversity committees, and those with such committees continue to make more significant progress as a group. Development and

implementation of climate surveys, exit interviews, and other diversity measures were widespread, although many units noted the need for a more organized central approach for collecting diversity performance indicators. Many units offered innovative courses, symposia, and speaker events related to diversity and multicultural inclusion. Importantly, many of these activities were supported through cross-unit collaborations.

**Examples:**

- For the second year, OIED and the Office of the Senior Vice President and Provost administered the Innovations in Diversity and Academic Excellence RFP program. The competitive award program provides financial resources directly to academic leaders and faculty to support development of new initiatives that directly address diversity goals in unit SAPs. Nineteen proposals were submitted and eight were awarded up to \$12K during the second year of implementation supporting a diverse array of activities including the development of new courses, increasing the ability of departments to serve linguistically diverse communities, and supporting professional consultation to increase representation of women and minorities in academic disciplines where they are widely underrepresented.
- The Center on Diversity and Community (CoDaC), in collaboration with Academic Affairs, developed and implemented a novel multi-day faculty diversity institute during the summer 2008, which exposed faculty to critical scholarly content about infusing and supporting diversity in teaching and practice, and accessing campus diversity resources.
- Campus Operations worked with CoDaC and OIED to plan and conduct a comprehensive and tailored diversity professional development series for all managers and staff throughout the unit.
- In fall 2008, the College of Arts and Sciences (CAS) granted departmental status to Ethnic Studies and International studies; in spring 2009, Women and Gender Studies was also granted departmental status.
- Modeled after OIED's Innovations in Diversity and Academic Excellence program, University Advancement created an RFP program for its subunits to incentivize the creation and implementation of innovative diversity practices.
- The Division of Student Affairs, in collaboration with the Bias Response team and CoDaC, implemented a critical book-reading and discussion-based professional development opportunity for administrators and staff across the unit based on the book entitled, *Creating Inclusive Campus Environments*.
- A group with members from the Office of Communications, Office of Admissions, and OIED is meeting quarterly to ensure the growth of and maintenance of Spanish-language information on the UO website. The focus thus far has been to prepare and translate culturally appropriate welcome messages and admissions information in Spanish.
- Campus Planning and Real Estate and the Campus Planning Committee have engaged in efforts to integrate diversity elements into facilities planning and design solutions.
- Within a broad set of professional development offerings, the College of Education (COE) held a novel workshop focused on working with deaf faculty and students.

- The Department of Intercollegiate Athletics created a new diversity committee known as the Athletics Diversity Action Plan Team (ADAPT) to lead its efforts. In a very active year, ADAPT launched the “O Heroes” program to create a single identity for community service projects that unite efforts of student athletes, faculty, staff, and the campus community. Through partnership with many local community-based organizations this program also advances Point 5 (Community Linkages) of the Diversity Plan.
- The School of Music and Dance continues to support the diversity presence artist series, which brings a diverse group of artists to campus for performances throughout the year.
- UO Libraries mounted a major exhibit of materials from the Tee Corinne Collection of lesbian art, photography, and writing in fall 2008.
- In an effort to promote greater cross-unit collaboration (an identified challenge in 07-08 Diversity Plan Progress Report), OIED organized and facilitated a new professional development luncheon series for the campus community entitled “UO Diversity Plan in Action.” These luncheons offer an informal, collegial opportunity for participants to share experiences about challenges and successes in implementing SAPs, to identify emerging best practices, and to nurture new cross-unit collaborations designed to enhance collective efforts.

## **2. Improving Campus Climate**

As described in the UO Diversity Plan, every member of the University community has the responsibility to make the University a supportive and inclusive place. Work by faculty, students, officers of administration, and staff to improve their abilities to work and learn respectfully and effectively in a diverse community should make the University a more welcoming and productive place for all of us.

### **Summary**

Both academic and administrative units have been widely engaged in activities related to assessing and improving campus climate. Surveys, formal interviewing, and town halls were common assessment approaches. More efforts are underway to involve students directly in diversity committees within units. More units are actively engaged in programming focused on improving the campus climate for diversity for students. While more communication is occurring about diversity supports and program offerings across campus, this continues to be an underdeveloped area of emphasis, and more energy should be directed towards describing and publicizing diversity programs.

### **Examples:**

- The Graduate School developed and launched a comprehensive on-line survey of UO master’s and doctoral students to, in part, explore how differences in graduate students experiences on campus may be influenced by factors such as gender, race, ethnicity, class, and cultural background. Results of the survey will be used to help inform and improve efforts to recruit and retain a diverse graduate student body.

- Through support from the graduate school and OIED, graduate students organized the Alliance of Graduate Students for Diversity focused on mentorship and creating an inclusive campus environment.
- The School of Architecture and Allied Arts conducted a follow-up survey in winter 2009 to assess changes in the school community's perceptions regarding diversity and equity. The results will lead to specific actions to be integrated into the SAP for implementation in 2009-2010.
- The School of Law, the School of Architecture and Allied Arts, and the COE continue to improve the accessibility of their physical buildings and spaces.
- As a result of ongoing climate assessment, the COE engaged in a comprehensive set of student academic support activities this year including a comprehensive student orientation in fall 2008.
- OIED, in collaboration with the Holden Leadership Center and other campus partners, developed and implemented an inaugural Social Justice Leadership Institute for students during fall 2008. This program was conducted over 2.5 days for mature and emerging student leaders at UO, committed to advancing their vision for an equitable campus environment.
- The Office of Multicultural Academic Supports (OMAS) launched a new film series for staff, faculty, and students to engage one another in critical discussion about diversity and multicultural inclusiveness.
- A major activity for the UO Diversity Advisory Committee (DAC) this year has been to collect information and literature pertaining to best practices in comprehensive campus climate review for diversity in order to prepare a proposal and timelines for the UO to begin a comprehensive campus climate review as an integral part of the Diversity Plan.
- Through outlets such as the Advancement newsletter and Oregon Quarterly, University Advancement continues to feature communications and stories related to diversity including upcoming articles on the growth of college-age Latino students and feature pieces on alumni of color.
- Allen Hall Advertising within the School of Journalism and Communication has created the TALK program in which a diverse group of individuals from around campus are interviewed with provocative questions about their experiences and views. The interviews are then archived along with research, reflections, and accompanying material on a blog to be shared with others.

### **3. Building a Critical Mass**

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

## Summary

Units continue to be engaged in a broad range of activities designed to enhance the diversity of the UO workforce and student population while maintaining best practices and the highest standards of academic quality. With this in mind, it does appear that progress is being made in some areas in terms of enhancing the diversity of students, faculty, staff, and students on campus<sup>1</sup>.

For example, according to data compiled by the Office of Institutional Research between fall 2007 and fall 2008, the number of student applications grew 14.8% for Native Americans, 25.7% for Asian and Pacific Islanders students, 44.1% for African-American students, 55.7% for Latino students, and 67.1% for students indicating multiple ethnic identities (compared to overall increase in University applications of 33.3%). Similarly, the admission rates also increased for students of color during this period with a 17.0% increase among Native American students, 20.0% increase among Asian and Pacific Islander students, 30.8% among African-American students, 54.5% among Latino students, and 64.6% among multi-ethnic students (compared to an overall admission growth rate of 30.6%).

While less dramatic than the increases in application and admission rates, increase in enrollment growth among underrepresented students also increased from fall 2007 to fall 2008. Enrollment by Asian and Pacific Islander students grew by 16.7%, 32.2% among African-American students, 35.9% among Latino students, and 66.3% among multi-ethnic students. The modest growth of 2.6% among Native American students, in particular, did not keep pace with the overall increase of 24.0% among all students.

As we look toward emerging trends for student admissions data for the 2009-10 academic year, progress appears to be promising in some areas but not in others. While applications for the 2009-10 academic year rose by 10.5%, the increase among all students of color was 27.2%. Additionally, the small increase in admitted students of 2.1% stands in contrast to the 11.7% increase among students of color. Asian and Pacific Islander students have further increased their applications by 38.9% and admission rates by 16.4%. Similarly, applications from Latino students are up 20.5% and admission rates are up 10.7%, and applications from students with a multi-ethnic background have increased by 24.4% and admission rates are up 14.7%. However, applications from Native American students dipped by 3.8%, and admission rates are down 21.8%. Applications from African-American students came in below the overall increase at 9.8%, and admission rates fell slightly by 2.1%.

In terms of faculty and staff, data from AA&EO show that between October 2007 and October 2008 the representation of people of color increased from 12.51% to 12.94% among all employees counted for affirmative action purposes. There were increases in

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<sup>1</sup> Per the adopted UO Diversity Plan: "Efforts to build critical mass in this section are focused on race, ethnicity, and gender. It should be noted that different categories of diversity have different histories and require different strategies to build critical mass. The narrowing of focus in this section reflects the clear, immediate and legally sanctioned need for developing critical mass in these particular groups and recognizes as well the differences between building critical mass in faculty and staff and building critical mass for students. The university remains dedicated to pursuing long-term commitment to equality of opportunity, ability and disability access, and true pluralism (p. 27).

representation, both numeric and percentage, of all protected race/ethnic groups during this period of time except for Native Americans for which there was decrease in representation of one employee. Among the tenure-related faculty job groups, the representation of people of color increased in three of 10 job groups, decreased in three and remained constant in four. Among officers of administration, the representation of people of color increased in seven of 12 job groups, decreased in two and remained constant in three. Among classified staff, the representation of people of color increased in seven of 13 job groups, decreased in three and remained constant in three.

**Examples:**

- In January 2008, the University of Oregon, drawing on academic and administrative leadership throughout campus, announced the creation of PathwayOregon, a program designed to enhance access and academic success for Pell-eligible students. Of the 415 students participating in the program this year, 43% were first-generation students, 19% were from rural Oregon, and about 30% were students of color (compared to 12%, 9%, and 18%, respectively).
- The Provost, Office of Academic Affairs, and OIED have collaborated with deans and academic department leaders to further implement refined Underrepresented Minority Recruitment Program (UMRP) procedures, to review proposals, and to ensure consistency with the intent and goals for the program. This year OIED and Academic Affairs collaborated on the development of accessible materials and a workshop to provide practical information about the program to deans and department heads.
- The Clark Honors College has initiated the hiring of a diversity recruitment and outreach coordinator.
- Through the Office of Finance and Administration, the Office of Admissions continues to be engaged in a host of activities designed to increase the number of students for underrepresented groups including: UO Connections, Embracing the Future, On-Site Admissions Programs, and Oregon Native Education (ONE) Day.
- The Graduate School reviewed 50 applications from 18 departments and offered support for 38 of those through the Promising Scholars Award, which is designed to provide financial support and mentorship for graduate students from underrepresented groups.
- The Diversity-Building Scholarship recognizes undergraduate and graduate students who enhance the educational experience of all students by sharing diverse cultural experiences. The Diversity-Building Scholarship is a tuition-remission scholarship with awards ranging from partial to full tuition and fee waivers. The amount of each award is determined by the UO Diversity-Building Scholarship Committee. Scholarships are renewable.
- The Lundquist College of Business has refocused the unit SAP to direct effort specifically towards increasing critical mass of women and students of color within its business major program, MBA program, and Ph.D. program and have begun an initial process of in-depth interviews with students, faculty, and staff to help guide future efforts.

- Within CAS, the Department of Biology has continued to support the Summer Program for Undergraduate Research (SPUR) and has obtained additional support for the program from the Federation of Associated Societies for Experimental Biology Minority Access to Research Careers (MARC) program.
- Within CAS, the Department of Physics has scheduled a site visit review and consultation with the American Physical Society's Committee on the Status of Women in physics to help provide feedback about the climate for women within the faculty and student body and to help identify strategies to increase the number of women among the faculty.
- The Office of Finance and Administration has supported increased efforts to provide translations of job announcements in Spanish.

#### **4. Expanding and Filling the Pipeline**

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

##### **Summary**

Participation in efforts to expand the pipeline of underrepresented students at the UO is pervasive among both academic and administrative units. Some programs have been newly expanded during the past year. While some of these programs focus on the pipeline among high school students, more of these programs are appropriately engaging students earlier in the pipeline (e.g., middle school or earlier). An increasing challenge for the further expansion of UO pipeline programs is the need to better coordinate efforts across units and departments. While there is clearly a place for all pipeline programs, better collaboration and communication across units will ensure more positive outcomes, provide a venue to discuss common long-term evaluation methods, and reduce redundancies (or competition) of efforts.

##### **Examples:**

- Through the ASUO and supported by UO administrative units, MEChA continues to conduct the Raza Unida Youth Conference in collaboration with local school districts and community leaders, which draws more than hundreds of Latino middle school students from the region to the UO and empowers them with skills to access higher education. Other student unions and the Multicultural Center continue to support similar programs to enhance access to higher education among underrepresented students in K-12.
- In CAS, the Summer Academy to Inspire Learning (SAIL) program, which is designed, in part, to expose middle school students to the college environment, expects to enroll 75 students across 4 camps. The program, which was launched by the Department of Economics, includes representation from multiple departments/programs within and beyond CAS.

- OMAS's Reach for Success program serves more 350 middle school students from underrepresented groups, and their counselors, and parents to create pathways to higher education through an intensive multidisciplinary academic program. The program partners with academic faculty, Admissions, Financial Aid, Academic Advising, student volunteers (over 100) and community members to deliver the program content during this day-long event.
- Through OIED and in collaboration with Lane Community College, the first annual Bridge of the Gods (BOGSA) was held last summer and will be repeated and expanded this year. This on-campus, residential Native American student outreach program is expected to include 14 students and 5 student counselors this year.
- Now entering its fifth year, OIED in partnership with numerous academic departments continues to run the Oregon Young Scholars Program (OYSP), which is a multi-year intervention program for underrepresented minority and low-income middle-school students. The program includes an intensive 10-12 day residential component each year and cohort-based learning in specific academic disciplines.

## **5. Developing and Strengthening Community Linkages**

As a public institution the University serves the public. The University should be seen as a resource and should provide opportunities for people outside the University. The University should be both a leader and a listener. By working together, the University and external communities can find ways to address changes within the state. The University, the Eugene/Springfield community and the State of Oregon will all benefit from increased connections.

### **Summary**

Integral to advancing work in other areas of SAP activity, many units sought to develop or enhance outreach to external communities. Other units appear to have taken no or only modest steps towards such community engagement efforts. While developing community collaborative relationships will continue to take time, the campus is well positioned to enhance these efforts. Greater collaboration across units will be needed to draw on the credibility of established relationships where they exist.

### **Examples:**

- Through the Office of University Advancement, the UO Alumni Association has initiated first Native American Alumni Chapter in winter 2009.
- The Office of Vice President for Finance and Administration, the Office of Advancement (Community Relations), the Office of the General Counsel, and OIED are collaborating with local chambers of commerce to hold a bi-lingual community workshop about how to conduct contracted business with the UO with an emphasis on the Latino community.
- The Office of the President and OIED continue to facilitate the President's Native American Advisory Board, which provides invaluable counsel to the University in creating new opportunities for academic collaborations with Oregon's tribal

communities, and for addressing issues of recruitment and retention of Native American students and faculty.

- During this past year OIED took the lead on creating a historic diversity summit to bring together more than 125 diversity officers and practitioners from throughout the Oregon public university system to identify shared challenges and opportunities, identify and circulate best and promising practices, foster cross-institutional networking and collaboration, and inform and influence system-level policies and practices that advance institutional diversity goals.
- Throughout unit SAP progress reports, descriptions of innovative academic programs, symposia, and conferences throughout the colleges, schools, and research centers under the Office of Research and Graduate Studies attest to the widespread creation and implementation of events that draw diverse constituencies to campus (e.g., Racial Formations Conference [CAS], Latinos in Lane County project [SOJC], Folklore Program [CAS, A&AA], High School Equivalency Program [COE], O Heroes [Athletics], Cuba Avant-Garde exhibition [JSMA, Advancement]).

## 6. Developing and Reinforcing Diversity Infrastructure

Together with central administration, OIED, deans and academic leaders, and the Senate all members of the University community share in the responsibility of creating and maintaining a learning and working environment that recognizes the value of diversity. All members of the University will benefit from increased diversity at the University and from the efforts to build a safe, inclusive and just campus climate.

### Summary

While most units have established diversity committees, some units refocused and/or re-energized committees during this reporting period. Some units established new diversity-related positions within their administrative structures. As the number of diversity activities grows and the complexity and depth of efforts advances, more collaboration across committees and individuals engaged in diversity-related professional activities will be needed.

### Examples:

- The School of Law engaged in an intensive effort to hire an Assistant Dean of Students whose background and expertise includes diversity issues.
- The COE continues to support a Diversity Coordinator to oversee diversity efforts related to the unit SAP, to set direction for new diversity initiatives, and to be a main point of contact for students, faculty, staff, and external community as it relates to these efforts.
- Under the Office of Finance and Administration, Campus Operations continues to employ a part-time diversity coordinator position to advance that unit's diversity efforts.
- Along with the University's DAC and the newly formed diversity committee within Athletics, many units continue to have functioning diversity committees that play

essential roles in advancing SAPs (e.g., Advancement, Student Affairs, LCB, SOJC, COE, A&AA, Library).