

# UO Portland Executive Summary

## Diversity Action Plan 2017-2020

### **Background**

The UO has had a presence in Portland since the first law class was offered in 1884. Since that time, UO Portland has transformed, grown and evolved, playing a unique and vital role in the larger University of Oregon education system. Due to UO Portland's location in a vibrant and flourishing urban city, the campus provides students, staff, and faculty with diverse learning opportunities, interdisciplinary study and partnerships, as well as innovative and impactful research and teaching that are relevant to students and the broader communities, both locally and globally. UO Portland shares the priorities of our home campus: to create a culturally relevant and diverse learning environment where the focus is on access, excellence, and experience for *all* students, faculty, and staff. Additionally, UO Portland has unique priorities to consider due to the physical location of our campus, the number of students, faculty, and staff, the academic programs represented, our distance from the home campus and resources available.

Though each academic program represented at UO Portland has a department home located at the Eugene campus, given the unique characteristics of our location and both the strengths and challenges of being a commuter campus, a decision was made that it would be valuable and meaningful to create a Diversity Action Plan to promote and enhance the community and culture of UO Portland. In this way, UO Portland benefits from the planning efforts of each home department's DAP, and will also have a plan specific to the needs of our students, staff, and faculty. As the UO Portland community works to create a unified vision of our campus, we believe the DAP will serve as a guide, ensuring that diversity, inclusion, and excellence remain at the forefront of our growth and evolution.

### **Process**

The UO Portland Equity and Inclusion committee organized the effort to create a DAP specific to our campus. Unlike UO Eugene, where each major department created a DAP, the Portland campus was tasked with creating a plan that included and represented all departments, faculty, and staff housed in Portland.

Step one of the process included determining a timeline and plan for completing the DAP by the stated deadline. The committee reached consensus that for the DAP to represent the needs and voices of our diverse community, all staff, students, and faculty would be invited to participate in development of the plan. An email invitation was sent to all of these groups encouraging participation. The first DAP meeting agenda included an introduction to the DAP, the IDEAL framework and goals, description of the task, and breaking into subgroups based on expressed interest in: diversity, inclusion, achievement or leadership. Group members generated ideas in their respective subgroups, both at that meeting and subsequent subgroup meetings. All groups provided a summary of recommendations to the larger DAP group and then to the Equity and Inclusion committee. The Equity and Inclusion committee then reviewed the subgroups' recommendations and ensured that our final plan communicated our vision and goals for UO Portland in a way that was measurable, meaningful, and achievable. We also wanted the DAP to be in sync with the vision we have created for UO Portland, so that it can be integrated into the strategic framework we are just now developing. We believe we achieved these goals.

As we conceptualized our vision of UO Portland, reflecting on both our current climate, as well as the aspirational environment we wish to create for all who interface with our community, we decided to address three primary areas of focus:

- 1) *Creating a welcoming physical space and online presence*: among other initiatives, we have a goal to increase the visibility of the faculty, staff and students of UO Portland on a main video screen; display culturally diverse artifacts; improve the website for UO Portland, specifically as it relates to diversity, equity and inclusion; and provide accessibility by equipping most frequently used public restrooms with handicap door openers. We believe our DAP highlights our commitment to creating a space that is welcoming to all.
- 2) *Increasing opportunities for connection, communication, and community-building among faculty, staff, and students*: main goals include organizing an all-school student council; providing opportunities for students to build deep connections through the creation of a communal gathering space for students; and providing diverse programming for Portland students, faculty, and staff so we can connect and continue to develop a tight-knit and trusting community.
- 3) *Providing education and training*: our efforts will include offering resources and ongoing educational events and trainings that address diversity and conflict resolution; providing cultural orientation materials to faculty, staff and students; and hosting public conversations with community members focusing on diversity and inclusion. We believe that these initiatives will help attract and retain diverse staff, faculty, administrators, and students.

## **Lessons and Recommendations**

Over the course of this process it became evident that to achieve a truly inclusive and diverse environment for Portland campus and university at large, the tactics stated in this plan must become fully integrated into the overarching vision and strategies of University of Oregon Portland. Inclusion cannot be an afterthought, but rather, an integrated aspect of every decision, policy, and prioritization as we move forward.

We recommend that the university develop a climate survey template, that can be modified by individual units. In addition, if there are other materials produced, and speakers or trainings arranged, that units share resources with each other. Relevant information that has been collected across the university could be synthesized and shared with all units. Finally, we would welcome the opportunity to present our experience and findings and also receive regular updates about the implementation of the plans in the institution as a whole.

**GOAL #1** (I: Inclusion): Create an inclusive and welcoming environment for all.

**School, College, Research, or Administration Strategy 1** – Create a more welcoming, respectful and inclusive climate for all.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
1.1 <b>Create programming where all Portland students, faculty and staff have the opportunity to connect and develop community</b>	Three unique events focused on professional development, health and wellness, and inclusion	Staff time and \$4,500.00	Student Life Advisory Committee; UO Portland Student Council	Year 1 – Engage faculty, staff and students to develop programming  Year 2 & 3– Evaluate and review year one programming and make changes as needed
1.2 <b>Develop a UO Portland Student Council</b>	1-2 student reps from each academic unit; meet 9 times per year	Staff time and \$200.00	Linda Favero, Assistant Dean of Student and Career Services	Year 1 - Develop vision, objectives and tactics  Year 2 & 3- Grow identity, presence and engagement of this group; continue to raise awareness
1.3 <b>Offer opportunities to display global and/or diverse artifacts in UO Portland public spaces</b>	Community groups, UO departments and Oregon Historical Society invited to participate  Artifacts displayed	Staff time; donations; solicitations from community organizations	Jane Gordon, Vice Provost, Portland	Year 1 – Host at least 3 exhibits  Year 2 & 3 – Expand number of exhibits and community engagement
1.4 <b>Provide handicap accessible restrooms on main floor public space</b>	Install handicap door openers on main floor public restrooms	\$7,000.00	John Woelfle, Facilities Manager	Year 1 – Complete installation of handicap restrooms  Year 2 & 3 – Evaluate and maintain working conditions

**Describe the evaluation tool that you will utilize to measure progress and ensure accountability.**

- 1.1 Evaluation tool: Outreach to 100% of UO Portland students, faculty, and staff. Utilize a 3-question survey to measure participants' satisfaction with event.
- 1.2 Evaluation tool: 50% participation at 9 meetings per year. Survey members' satisfaction with Council.
- 1.3 Evaluation tool: Pull data from climate survey to review whether people feel that they are in an inclusive environment.
- 1.4 Evaluation tool: Doors function as expected and ease entry to restrooms.

**School, College, Research, or Administration Strategy 2** – Incorporate promising practices that eliminate implicit bias and combat racism as well as other forms of discrimination. Incorporate promising practices to increase equity, inclusion and inter-cultural understanding in onboarding, performance evaluations, tenure and promotion, and other unit processes and policies in ways that allow all members of the unit to thrive and succeed.

<b>Tactics</b>	<b>Target Measures</b>	<b>Resources to be used for this tactic</b>	<b>Name and title of lead personnel</b>	<b>Timeline</b>
<b>2.1 Offer trainings and orientations for students to educate them on ways to eliminate bias and discrimination</b>	Rehearsal for Life, or another similarly focused group offers a workshop  LERC provides diversity training for our leaders of UO PSC	Staff time and \$1,000.00	Linda Favero, Assistant Dean of Student and Career Services; LERC staff	Year 1 – Offer one or more trainings that have been successful on Eugene campus  Year 2 & 3 – Evaluate effectiveness of trainings and repeat, adjust or introduce new trainings.
<b>2.2 Assess climate among faculty, staff and students</b>	Administer climate survey to UO Portland students, faculty and staff	Staff resources and financial resource	UO Portland Equity & Inclusion committee	Year 1 – Create and distribute survey  Year 2 & 3 – Administer survey; monitor and respond to responses
<b>2.3 Provide orientation, trainings and onboarding of faculty and staff to introduce equity and inclusion resources on campus and in Portland community</b>	Programming at least three times a year. Examples include: prohibitive discrimination training, LERC diversity	Staff resources and \$1,000.00	UO Portland Equity & Inclusion Committee; Jane Gordon, Vice Provost, Portland to ask Deans to	Year 1 – Create timeline and project at least 3 opportunities during the year  Year 2 & 3 – Assess if year one and two are

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
	training, and implicit bias training		encourage participation	successful and review or adjust for next year

**Describe the evaluation tool that you will utilize to measure progress and ensure accountability.**

2.1 Evaluation Tool: Pre-test with students before and after each event.

2.2 Evaluation Tool: Seek and encourage 50% response rate

2.3 Evaluation Tool: Seek and encourage at least 50% participation with each faculty member attending at least one training.

**GOAL #2** (D: Diversity): Increase the representation of diverse students, faculty, staff, and community partners at all levels of the university.

**School, College, Research, or Administration Strategy 1** – Incorporate active recruitment strategies, processes to eliminate conscious and unconscious bias, and other promising practices to recruit diverse staff, faculty, administrators, undergraduate, and graduate students from traditionally under-represented communities.

Tactics	Target Measures	Resources to be used for this tactic	Name/title of lead personnel	Timeline
<b>1.1 Create a visually supportive atmosphere of UO Portland values by displaying pictures of faculty, staff, and students</b>	Create statement of values and support feature in Around the O PDX "I am UO Portland"	Photographer; Printer; Around the O; Light Court screen/monitor	UO Portland Equity & Inclusion Committee	Year 1 – Create value statement and compile first year of bios and photographs.  Year 2 & 3 – Assess year one and continue project
<b>1.2 Expand UO Portland catering and vendor list to include companies owned by those in traditionally underrepresented communities</b>	Increase the diversity of catering and vendor options	Barbara Diamond, who curated a list of caterers from Implicit Bias CLE in 2016; staff time	Tess Phillips, Event Manager; UO Portland Equity & Inclusion Committee	Year 1 – Add new vendors to list  Year 2 & 3 - Continually monitor list, evaluate if diverse vendors are being

Tactics	Target Measures	Resources to be used for this tactic	Name/title of lead personnel	Timeline
				utilized and consider ways to encourage use
<b>1.3 Promote inter-departmental support of events, initiatives and activities</b>	Faculty and staff utilize newly created list-serv to let others know about significant events and activities	Faculty and staff time	Department Heads; Amanda Smith, Director of Finance and Operations in Portland	Year 1 – Encourage use of faculty/staff list-serv Year 2 & 3 – Evaluate additional tactics that would be useful
<b>1.4 Invite and encourage diverse Portland communities to engage with UO Portland by welcoming them into our space and partnering for events</b>	Website to clearly describe ways in which UO Portland is interested in working with diverse committees, including rental rates for non-profit organizations; faculty and staff work with diverse community groups	Staff and faculty time	UO Portland Equity & Inclusion Committee; Heidi Hiaasen, Assistant Director of Portland Communication	Year 1 – Assess and improve website; ensure all faculty and staff understand sponsorship and partnership opportunities Year 2 & 3 – Explore additional ways to partner
<b>1.5 Improve website for UO Portland, specifically as it relates to diversity, equity and inclusion</b>	Website improved and provides relevant information and resources for students, faculty and staff about existing resources within the UO and the greater Portland community	Staff time	Linda Favero, Assistant Dean of Student and Career Services; Heidi Hiaasen, Assistant Director of Portland Communication	Year 1 – Assess current website and make improvements Year 2 & 3 – Continually update with new resources; respond to climate survey

**Describe the evaluation tool that you will utilize to measure progress and ensure accountability.**

- 1.1 Evaluation Tool: Statement of values displayed at UO Portland. Assess through climate survey if this was a successful initiative.
- 1.2 Evaluation Tool: Current catering list has 13 companies, increase list 25% by adding 3-4 companies owned by those in traditionally underrepresented communities.
- 1.3 Evaluation Tool: Fac-Staff list-serv utilized and there is increased inter-departmental participation.
- 1.4 Evaluation Tool: Community participation at White Stag increased.
- 1.5 Evaluation Tool: Website improved; utilize climate survey to assess success or needed reform.

**School, College, Research or Administration Strategy 2** – Use promising practices and effective strategies to retain diverse staff, faculty, administrators, undergraduate, and graduate students from traditionally-underrepresented communities.

Tactics	Target Measures	Resources to be used for this tactic	Name/title of lead personnel	Timeline
2.1 <b>Attract and retain students to UO Portland by creating a gathering space where students can spend time together, across disciplines</b>	Create a social space for students to engage with each other beyond the classroom	Spaces in White Stag building; appropriate furniture	Linda Favero, Assistant Dean of Student and Career Services; Jane Gordon, Vice Provost, Portland	Year 1 – Locate space and furnish  Year 2 & 3 – Evaluate use, make adjustments as necessary
2.2 <b>Retain diverse staff, faculty, and students by providing resources to support and address diversity, equity and inclusion issues, foster cooperation, and clear and productive ways to address conflict</b>	Ombuds visit at least once a year; make diversity training available; provide resources to address day-to-day conflicts in Portland	\$2,500.00, plus potential travel reimbursements; staff time	UO Portland Equity & Inclusion Committee	Year 1 – Ombuds visit, access to diversity training, create conflict resolution system or resources  Year 2 & 3 – Assess and continue to adapt
2.3 <b>Retain diverse UO PDX community by holding events to highlight some of the commemorative months (Black History Month; Hispanic History Month, etc.)</b>	Hold an event at least once a term that is connected to a commemorative month	Staff time; \$1,000.00 - \$3,000.00	UO Portland Equity & Inclusion Committee	Year 1 – Hold 3 events  Year 2 & 3 – Assess and continue to adapt
2.4 <b>Provide cultural orientation materials to faculty, staff, administrators, and students working or studying in Portland</b>	Educate new Portlanders with neighborhood information, clues, hints, and tips about their new city	Staff time	Jane Gordon, Vice Provost, Portland; Linda Favero, Assistant Dean of Student and Career Services	Year 1 – Begin to compile resources  Year 2 & 3 – Add to resource list; check for accuracy

**Describe the evaluation tool that you will utilize to measure progress and ensure accountability.**

- 2.1 Evaluation Tool: Administer survey at beginning and end of year to assess how much time students spend in the White Stag, outside of class. Aim to increase by 25%.
- 2.2 Evaluation Tool: Utilize climate survey to identify which trainings and services are most needed. Conduct at least one training per year.
- 2.3 Evaluation Tool: Have at least one event per term.
- 2.4 Evaluation Tool: Create relevant materials and administer survey to ensure knowledge.

**GOAL #3** (A: Achievement): Facilitate access to achievement, success, and recognition for under-represented students, faculty, staff, and alumni.

**School, College, Research, and Administration Strategy 1** – Eradicate any existing gaps in achievement between majority and under-represented students, faculty and staff in graduation rates, tenure and promotion, professional opportunities, leadership opportunities and recognition.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
1.1 Identify gaps in student achievement regarding retention, graduation rates, and grades	Information analysis	Registrar's Office, Portland Departments	UO Portland Equity & Inclusion Committee	Year 1 – Request information and create analysis  Year 2 & 3 – Continue to request information and analyze
1.2 Create a peer network for Portland students to support each other, with special focus on supporting underrepresented students	All new Portland students reached about peer network and 20% of Portland students utilizing network	Staff time; Student and Career Services	Linda Favero, Assistant Dean of Student and Career Services; UO Portland Student Council	Year 1 – Launched and running by end of 2017 calendar year  Year 2 & 3- Assess and continue to adapt

**Describe the evaluation tool that you will utilize to measure progress and ensure accountability.**

- 1.1 Evaluation Tool: Information analyzed by relevant departments.
- 1.2 Evaluation Tool: Peer network is created and utilized.

**School, College, Research, and Administration Strategy 2** – Increase faculty, student, staff, and alumni participation (with special focus on groups that are currently under-represented) in global leadership experiences, research, professional development opportunities, and scholarships (e.g. Rhodes Scholar and Marshall Scholar competitions) as well as other prestigious awards and recognitions.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
<b>2.1 Further develop UO Portland Student Council as a hub for leadership, research, professional development opportunities and scholarships focusing on under-represented groups</b>	1-2 opportunities showcased to students by PSC per month	UO Portland Student Council members. Student-specified communication platform.	Linda Favero, Assistant Dean of Student and Career Services	Year 1 – Launched and operating by September 2017  Year 2 & 3 – Assess and continue to adapt
<b>2.2 Work with UO Alumni Association to develop and manage an equity and inclusion voluntary mentorship program for Portland students and Portland alumni</b>	Launched with 15 student/alumni pairs	Staff time; alumni participation	UO Portland Equity & Inclusion Committee; UOAA	Year 1 – Assess and create strategy for UO Portland  Year 2 – Begin program  Year 3 – Assess year two and make appropriate adjustments
<b>2.3 Create a regular Around the O Portland feature highlighting equity and inclusion efforts and the accomplishments of those in UO Portland with diverse backgrounds and the awesome work they are doing. #ThisIsUOPortland</b>	Quarterly Feature	Staff time from UO Communications. Space in Around the O Portland	Heidi Hiaasen, Assistant Director of Portland Communication; UO Portland Equity & Inclusion Committee	Year 1 – Start by beginning of FY2018  Year 2 & 3 – Assess and continue to adapt

**Describe the evaluation tool that you will utilize to measure progress and ensure accountability.**

2.1 Evaluation Tool: Opportunities are created and offered.  
 2.2 Evaluation Tool: Alumni pairs are established and satisfaction evaluated.

**Describe the evaluation tool that you will utilize to measure progress and ensure accountability.**

2.3 Evaluation Tool: Feature stories are created and published.

**GOAL #4** (L: Leadership): Leadership will prioritize and incorporate diversity, equity, and inclusion in plans and actions.

**School, College, Research, or Administrative Strategy 1** – Develop and promote programs that support, mentor and prepare members of under-represented groups for leadership opportunities (i.e. department heads, directorships, deanships, vice presidencies, etc.) at the UO.

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
1.1 Identify opportunities for students, particularly those from underrepresented groups, to have leadership opportunities both within UO Portland and within the community	UO Portland students, particularly those from underrepresented groups learn about leadership opportunities	Staff time; volunteer time	Linda Favero, Assistant Dean of Student and Career Services; UO Portland Student Council	Year 1 – Create plans Year 2 – 10 Opportunities created Year 3 – 15 Opportunities created
1.2 Work to promote women leaders on both campuses	Women faculty engaged in leadership mentorship program	Staff and faculty time	Jane Gordon, Vice Provost, Portland; Susan Anderson, Vice Provost	Year 1 – Meet with women leaders and create mentorship program; extend to Portland Year 2 & 3 – Assess and continue to adapt
1.3 Provide opportunities for faculty and staff to improve abilities to identify implicit bias and to handle difficult race and justice conversations	Leadership on the UO Portland campus hold regular office hours and explicitly state their availability and openness to discuss any issues of student concern; hold implicit bias training and training	Staff time; \$5,000.00	Jane Gordon, Vice Provost, Portland	Year 1 – Open office hours established and implicit bias training and difficult conversation trainings are held Year 2 & 3 - Assess and continue to adapt

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
	about difficult conversations in the classroom			

**Describe the evaluation tool that you will utilize to measure progress and ensure accountability.**

- 1.1 Evaluation Tool: Targeted number of leadership opportunities created and satisfaction evaluated.
- 1.2 Evaluation Tool: Mentorships launched and satisfaction evaluated.
- 1.3 Evaluation Tool: Survey students about knowledge, use of office hours, trainings held with appropriate post training evaluations.

**School, College, Research, or Administrative Strategy 2 – Utilize philanthropy and other resources to advance the work of diversity, equity, and inclusion in your unit and across the University.**

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
<b>2.1 Engage in a comprehensive review of existing resources at UO dedicated to addressing race and social justice. Explore options to facilitate collaboration, multidisciplinary research, education, and service in this arena. Identify opportunities to expand and enhance resources to fill gaps, maximize efficiencies, and position UO to be an innovative thought leader on race and social justice in Oregon and the nation</b>	Assessment completed  Recommendations developed	Existing resources and stipends	Mariann Hyland, AVP, OPAA; Jane Gordon, Vice Provost, Portland	Year 1 – Assessment  Year 2 – Recommendations  Year 3- TBD
<b>2.2 Host gathering for faculty and pro tem to meet each other and to ensure they understand</b>	Pro tem faculty learn about our IDEAL goals	Staff time; \$2,000.00	Jane Gordon, Vice Provost, Portland; UO Portland Equity &	Year 1 – Host gathering  Year 2 & 3 – Assess and continue to adapt

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
our goals and resources relative to equity and inclusion			Inclusion Committee	
2.3 Host public conversations with community members focusing on diversity and inclusion	UO Portland faculty, staff and students connect with broader Portland community on issues of diversity and inclusion	Staff time; \$8,000.00	Jane Gordon, Vice Provost, Portland; UO Portland Equity & Inclusion Committee	Year 1 – Host at least two gatherings Year 2 & 3 – Assess and continue to adapt

**Describe the evaluation tool that you will utilize to measure progress and ensure accountability.**

2.1 Evaluation Tool: This effort provides an opportunity to explore creating an umbrella entity for several initiatives and programs on campus that touch on these issues. Portland campus involvement maximizes strengths relating to Portland presence and related opportunities.

2.2 Evaluation Tool: Events held; evaluations administered.

2.3 Evaluation Tool: Events held; evaluations administered.