

# OVPRI Diversity Action Plan

## Definitions

### I.D.E.A.L.

- **Inclusion:** Cultivating a more welcoming and respectful environment for all.
- **Diversity:** Developing and implementing equitable strategies for recruiting, retaining and advancing cadre of student, faculty and staff, with a wide variety of backgrounds, talents, perspectives and experiences.
- **Evaluation:** Using assessment and measurement strategies to evaluate our process in meeting university's goal of equity and inclusion.
- **Achievement:** Ensuring that our policies, processes and practices provide access for all to achieve their personal best.
- **Leadership:** Develop, nurture and coach leadership to facilitate inclusive environments as well as the resources for success.

### L.A.C.E.

- **Love:** Leading with kindness and reacting with patience.
- **Authenticity:** Allowing your unique essence and true self to shine through.
- **Courage:** Moving forward in the face of fear.
- **Empathy:** Holding space for others.

**Equity:** Crafting solutions that meet the needs of different groups based on their histories and access to resources - outcomes oriented (different than equality or sameness; equity deals with specificity). Equity deliberately and intentionally leads to the outcome of fairness by taking into account different starting places.

**Privilege:** Unearned or unasked for sets of advantages that are accrued to you because of the relationship of parts of your identity to dominant forms of power; don't have to think about it; benefit of the doubt.

## Phased Implementation

DAP tactics have been divided in three phases. These phases are primarily intended to communicate priority, but the DEIC suggests implementation *begin* within the suggested phase as the committee recognizes complex tactics may not be fully implemented within its suggested phase timeframe. The DEIC recommends all phase one tactics begin implementation within one year of the DAP's finalization, and that phase two and three tactics are implemented no later than end of year three.

Implementation for some tactics have already begun. These are marked "*In-Progress/Phase 1*". These tactics should be complete and become a part of OVPRI regular process by the end of year one.

# PHASE ONE

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

**Strategy 1** – Create a more welcoming, respectful and inclusive climate for all.

Tactics – include specific groups targeted	Target Measures of Success	Resources to be used for this tactic and how identified	Title of lead personnel	Timeline
<p>Train All OVPRI Staff:</p> <ul style="list-style-type: none"> <li>All <b>staff</b> participate in at least one training, workshop, personal challenge, focus group, or speaker event related to DEI annually.</li> <li>All <b>supervisors</b> (including directors) participate in one additional, annual leadership-focused DEI-related training, event, etc. Supervisor to be defined as anyone with a direct report, including student employees.</li> <li><b>Prior to serving on a search committee</b> employees complete implicit bias training, search advocate training, or other search training.</li> </ul>	<p>Annual evaluation forms for all staff will include question on these activities (see 1.2.5), and how supervisors have incorporated DEI in their units/leadership, and goals for year ahead.</p> <p>Information about the Search Advocate program is circulated annually. Making employees aware of training opportunities when they arise.</p>	<p>LinkedIn, MyTrack, or trainings from OVPRI, VPEI, Division of Equity and Inclusion funding assistance, or OtP. Search advocate materials. Evaluation form will be used as well.</p>	<p>HR Manager and Supervisors</p>	<p>Phase 1</p>
<p>Communicate about DEI-related updates on quarterly basis via OVPRI communication plan (VPRI to all staff).</p>	<p>Number of all-staff communications related to DEI per year.</p>	<p>OVPRI email comms templates. Follow guidance on inclusive language <a href="https://communications.uoregon.edu/inclusive-language">https://communications.uoregon.edu/inclusive-language</a></p>	<p>Chief of Staff, and Executive Support Team</p>	<p>In-Progress/ Phase 1</p>
<p>Send communications regarding committee work, speakers, DEI events on campus via OVPRI DEIC listserv (DEIC).</p>	<p>Number of subscribers annually and number of communications sent.</p>	<p>OVPRI Listserv, UO calendar</p>	<p>DEIC communications subcommittee</p>	<p>In-Progress/ Phase 1</p>

Tactics – include specific groups targeted	Target Measures of Success	Resources to be used for this tactic and how identified	Title of lead personnel	Timeline
Implement <i>Buddy System</i> to provide support for new hires beyond their immediate supervisor.	New hires are paired with a buddy who meets with them several times during their first year of employment.	Smartsheet, eventually limited OVPRI funds to pay for 2 lunches	HR Manager	In-Progress/ Phase 1

**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, promotion, and other unit processes and policies in ways that allow all members of the unit to thrive and succeed.

Tactics – include specific groups targeted	Target Measures of Success	Resources to be used for this tactic	Title of lead personnel	Timeline
Review all webpages within the OVPRI and make them fully accessible (ADA) to those with physical, sensory, or cognitive disabilities	Proportion of OVPRI website pages that have been revised and updated for ADA compliance.	OVPRI webpages and analytic reporting, University Communications web accessibility guidance, Digital Accessibility Program: Expert Accessibility Resources	OVPRI Web Team, RTS Director, Communications Director, RTS Analyst Programmer 2	Start in phase 1, complete in phase 3.
Create process and infrastructure for conducting exit interviews that involve a standardized set of questions and neutral party conducting interviews.	Percent exit interviews conducted per year. Evaluated by number of people completing exit survey.	Qualtrics	VPRI, AVP for Research Ops, Chief of Staff	Phase 1
Execute an annual OVPRI Climate Survey.	Percent survey respondents, survey outcome data.	Qualtrics	Nadia Singh, AVP for Research, Emily Tanner-Smith, AVP for Research	In-Progress/ Phase 1
Revise staff performance evaluation templates and self-assessment forms to include an assessment of cultural agility and involvement in DEI work. Assess participation in equity and inclusion work in staff review (e.g., staff involvement in efforts on campus to be engaged in committees, mentoring, etc.).	Draft language approved by Exec team, and directive to all units to update templates by year end.  Evaluations consider number of staff who completed DEI activity, badge system for DEI training completion and staff	HR performance evaluations form (to be edited), DEI badge system TBD, UO HR, OVPEI, use UCSC badge system as possible example	HR Manager, Supervisors	Phase 1 for performance evaluation updates.  <i>Phase 3 for proposed badge system</i>

Tactics – include specific groups targeted	Target Measures of Success	Resources to be used for this tactic	Title of lead personnel	Timeline
	involvement in DEI activities across campus (e.g., staff involvement in VPDEI programs, mentoring opportunities, etc.).			
Post staff job advertisements broadly to reach the most diverse applicant pool.	Have goal of posting every vacant position on 2-3 diversity-focused job boards.	<p>Make <a href="#">Job Elephant's</a> list of DEI-related job, some additional funds for job boards that require payment</p> <p>HR, Office of the VPEI, professional associations for research admins, and focus recruiting from Minority Serving Institutions, including Historically Black Colleges and University, Hispanic- Serving Institutions, Tribal Colleges, Women's Colleges, etc. to fill vacant positions, especially in leadership.</p>	HR Manager, Director or Hiring Manager of given recruitment	Phase 1
Update onboarding materials and requirements for OVPRI staff to include the following: a.) DEI handout for new employees that contains definitions of keywords, land acknowledgement statement, b.) Info about DEIC (including how to subscribe to the listserv), etc., c.) require or encourage DEI/antiracism training as part of onboarding process.	Creation and dissemination of DEI section for new employee packet. Add LinkedIn Learning links and information on subscribing to DEIC listserv to Onboarding Checklist and ask supervisor to return checklist to document trainings and other items completed. Cores will add line item to track this in MyTrack.	DEIC previous readings, existing OVPRI onboarding spreadsheet, UO land acknowledgement, and LinkedIn, MyTrack, or trainings from VPEI or OtP, DEIC Listserv	DEIC committee creates resources; HR Manager disseminates	Phase 1

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

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**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 – include specific groups targeted	Target Measures of Success	Resources to be used for this tactic	Title of lead personnel	Timeline
Integrate into the RCS spotlight series at least one DEI-related speaker per year.	At least one speaker that presents DEI related research and the number of people who attend.	RCS, researchers that focus on DEI and accessibility at UO	RCS Director, DEIC	In-Progress/ Phase 1
Include DEI competency component in all new OVPRI job postings/position descriptions beginning in 2022.	Finalize policy and circulate by end of 2021.	MyTracks; view other similar job postings at other universities and compare; Search Advocates and Search Advocate materials	HR Manager & Directors of each dept.	Phase 1

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

**Strategy 1** – Identify and work to 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 – include specific groups targeted	Target Measures of Success	Resources to be used for this tactic	Title of lead personnel	Timeline

**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 – include specific groups targeted	Target Measures of Success	Resources to be used for this tactic	Title of lead personnel	Timeline
Coordinate with other units/department doing climate surveys in order to share tactics, measures, and actionable follow-up items from climate research.	Outreach and support efforts based on review of findings of climate surveys being conducted across campus.	Personnel time	DEIC Survey Subcommittee, AVPs Nadia Singh, Emily Tanner-Smith	Phase 1

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

**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 – include specific groups targeted	Target Measures of Success	Resources to be used for this tactic	Title of lead personnel	Timeline
Identify, encourage, and support OVPRI employee participation in leadership trainings.	Number of individuals who participate in leadership trainings, events, or other training opportunities.	Linked In trainings, UO classes on leadership (credit or thru HR), Tracking system for evaluation	Directors	Phase 1

# PHASE TWO

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

**Strategy 1** – Create a more welcoming, respectful and inclusive climate for all.

Tactics – include specific groups targeted	Target Measures of Success	Resources to be used for this tactic and how identified	Title of lead personnel	Timeline
Acknowledge holidays that are not currently recognized federally or by the University, such as Indigenous Peoples’ Day (formal communication from VPRI to all-staff).	Number of emails being sent annually.	UO’s Division of Equity and Inclusion, Other calendars TBD Note: Researching appropriate ways to make decisions on what holidays are included or disincluded will be part of implementation (e.g., have a way for people to request holidays).	Chief of Staff and Executive Support Team	Phase 2
Support LGBTQ and BIPOC staff already within OVPRI by hosting support/focus group geared towards these staff to discuss their work environments.	Creation of group and meetings at least biannually. Separate, annual meeting with focus group and/or rep with VPRI to discuss	Office of the General Counsel, Office of the VPEI, RIS Admin Directors for support and planning, limited OVPRI funding for food during group meetings	HR Manager & DEIC Committee (one representative or subcommittee), Executive Support Team (for coordination and support)	Phase 2

**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, promotion, and other unit processes and policies in ways that allow all members of the unit to thrive and succeed.

Tactics – include specific groups targeted	Target Measures of Success	Resources to be used for this tactic	Title of lead personnel	Timeline
Conduct regular (annual) stay interviews to check-in with active employees to discuss their experiences within the OVPRI with goal of gathering info. on areas for institutional improvement.	Number of interviews completed (broken down by unit) and number of interviews expressing need for improvement.	Personnel time. OVPRI Directors Meeting (for each director to provide annual updates on the findings of these conversations)	OVPRI Directors (each director charged with having these conversations with staff in whatever format makes sense for their groups)	Phase 2

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

**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 – include specific groups targeted	Target Measures of Success	Resources to be used for this tactic	Title of lead personnel	Timeline
Gather baseline demographic data on staff within Research and Innovation units, Centers and Institutes, and Core Facilities (work with Institutional Research). Collect and analyze data annually for comparative purposes (goal is to assess and evaluate our progress in diversifying our units within OVPRI).	Development of a tool for collecting and regularly updating demographic data within OVPRI units.	Contact Institutional Research for demographics of unit	HR Manager; Data Analyst	Phase 2

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

Tactics – include specific groups targeted	Target Measures of Success	Resources to be used for this tactic	Title of lead personnel	Timeline
Facilitate a “Courageous Conversations” series: <a href="https://inclusion.uoregon.edu/courageous-conversations?utm_source=immediate&amp;utm_medium=CTAbutton&amp;utm_campaign=listen-learn-act&amp;utm_content=CTAbutton">https://inclusion.uoregon.edu/courageous-conversations?utm_source=immediate&amp;utm_medium=CTAbutton&amp;utm_campaign=listen-learn-act&amp;utm_content=CTAbutton</a>	At least one “Courageous Conversations” series facilitated each year.	Work with Division of Equity and Inclusion to request a “Courageous Conversations” opportunity	DEI Campus & Community Engagement, Chief of Staff, and Executive Support Team	Phase 2

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

**Strategy 1** – Identify and work to 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 – include specific groups targeted	Target Measures of Success	Resources to be used for this tactic	Title of lead personnel	Timeline
Develop process to assess equity of: promotions, access to professional opportunities, invitations to leadership opportunities, and formal recognitions. Develop plan for addressing inequities.	Assessment process and plan for addressing inequities developed and implemented.	Banner, HR records and UO HR, Directors' time, Database for tracking, Admin time to populate database; General Counsel	Chief of Staff, HR Manager, Unit Directors	Phase 2
Develop, encourage, and support mentorship opportunities for OVPRI staff to support career advancement and promotion into leadership positions.	Creation and documentation of mentorship and internal training opportunities available to staff. Document staff participation in mentorship/training opportunities via performance evaluations.	Personnel time.	Exec Team, Directors, HR manager	Phase 2

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

**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 – include specific groups targeted	Target Measures of Success	Resources to be used for this tactic	Title of lead personnel	Timeline
Develop written process with metrics and guiding principles that are equitable and inclusive for selecting Research Advisory Board members and other OVPRI committees and track membership and leadership demographics over time.	Written, transparent process that is equitable and inclusive.	Personnel Time, UO HR, Search Advocate materials	Exec Team	Phase 2

## PHASE THREE

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

**Strategy 1** – Create a more welcoming, respectful and inclusive climate for all.

Tactics – include specific groups targeted	Target Measures of Success	Resources to be used for this tactic and how identified	Title of lead personnel	Timeline
Assess which application information/materials could benefitally be provided in languages other than just English.	Target hiring materials translated into at least one other language.	Center for Translation Studies	DEIC develops proposal.	Phase 3

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

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Tactics – include specific groups targeted	Target Measures of Success	Resources to be used for this tactic	Title of lead personnel	Timeline
Increase FTE for DEI work by at least 50%. This could be spread out throughout different positions (e.g. have one of the OSII positions that works with HR have increased FTE for DEI work)	EODs or new position descriptions completed and approved with added FTE.	UO HR, personnel time.	HR Manager, AVP for Research Ops	Phase 3

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

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Tactics – include specific groups targeted	Target Measures of Success	Resources to be used for this tactic	Title of lead personnel	Timeline