

**Clark Honors College**  
2017-2020 UO Diversity Action Plan

## Executive Summary

The Robert D. Clark Honors College has entered a new era in its vibrant history. In Winter 2018, our students, staff, and faculty returned to their newly renovated home in Chapman Hall and will mark the occasion with a grand reopening celebration in the Spring. Meanwhile, a search is underway for a new college dean. These current plans bring renewed energy and attention to the CHC's core values, including rigor, creativity, collaboration, and leadership. These values constitute the "radical idea" that inspired Robert D. Clark and others to establish an honors college at the UO in 1960.

Diversity is at the core of a rounded liberal arts education. Although our students pursue various majors and hold a range of professional goals, they share in common a desire for a broad, expansive, and critical worldview. The CHC nurtures this perspective in an interdisciplinary curriculum in humanities, social sciences, natural sciences, and mathematics, and their coursework and theses reflect this interdisciplinarity and innovation. Frequently, students connect their classroom work and independent research to issues of social justice. Thus, even if a student majors in a STEM field or business administration, the CHC's liberal education provides the human and social context for those fields. Likewise, a student who majors in a humanities or social science field will benefit from an education that includes scientific and computational methods. In other words, our students choose the CHC because they choose an intellectual diversity that can encourage an interest in and commitment to diversity, equity, and inclusion.

In this moment of transition, we acknowledge the need for greater clarity about and embrace of the role of diversity, equity, and inclusion in honors education. The historic promise of an exceptional liberal arts education—the hallmark of an honors college—has not been adequately accessible to historically underrepresented and marginalized groups. Yet, due to fastidious attention to equity in our admissions process, the most recent two incoming classes have been comprised of more socially, economically, and racially diverse students than most that preceded them. Both students and faculty in the Honors College desire classroom experiences that approach society, culture, history, and the natural world from multiple, intersecting modes of academic inquiry. In this regard, the diversity of a liberal arts education focuses on teaching students how to think critically about a range of subjects. Moreover, as our student body diversifies and the curriculum adapts to the twenty-first century, we desire to strengthen retention among these students by facilitating not only inclusive classroom spaces but also inclusive spaces outside of them. The new design of Chapman Hall, for instance, enhances spaces for student life and will facilitate greater opportunities for our diverse academic family to learn collaboratively.

We strive to cultivate deep and intentional attention to, and comfort with, the diversity and complexity of human society and culture. We constituted a working group with representatives from each major group within the CHC (faculty, staff, students, and administration) to devise a focused diversity action plan. The working group has facilitated a "town hall" style meeting for the entire CHC community to discuss the plan and account for diverse viewpoints and how to incorporate them into a working document. The resulting document sets forth plans to promote diversity, equity, and inclusion through local tactics.

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

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

Tactics	Targets	Resources to be used for this tactic	Name and title of lead personnel	Timeline
<p>1.1.1 Build on the success of past events by formalizing a visiting scholar and/or annual lecture program for scholars from underrepresented groups to visit campus. These scholars could include faculty from both the CHC and UO.</p> <p><u>Pertinence:</u> Visible efforts of CHC to encourage minority voices in formal capacities illustrates our commitment to diversity to the entire community, including students, in palpable ways.</p>	<p>By the time of the fall faculty retreat each year, the college life committee presents proposal to faculty for consideration. This proposal will identify the first possible speaker and provide an outline for future speakers.</p>	<p>CHC funds for visiting speakers.</p>	<p>College Life Committee and Student Experience Coordinator</p>	<p>The College Life Committee will develop a proposal in Fall 2018 with the goal of bringing the proposal to the faculty that term and inviting the first lecture or program by the end of the 2018-19 academic year to launch the initiative.</p>
<p>1.1.2 Provide regular training for staff, faculty, and students in areas including microaggressions, implicit bias, and ally training.</p> <p><u>Pertinence:</u> Regular diversity training for the CHC community brings staff, faculty, and students into a common conversation about diversity, equity, and inclusion. Training sessions will empower community members to identify and prevent issues of bias in the workplace together, rather than in silos as “faculty,” or “staff,” or “students.”</p>	<p>In winter 2018, staff will meet to identify training priorities from among the list in tactic 1.2. In Spring 2018, the CHC will host a training open to all faculty, staff, and students.</p>	<p>Office of Dean of Students General QAC training; Division of Equity and Inclusion.</p>	<p>CHC Leadership Team (Dean, ADs for Faculty and Students) and Executive Assistant to the Dean</p>	<p>First workshop provided by Eric Girvan in Spring 2018, AY 2018-19</p>
<p>1.1.3 Create a diversity page for the CHC website. This page will consist of three major parts: 1) an intellectual statement about how the liberal arts and diversity are inextricably connected; 2) a list of “resources for a diverse</p>	<p>Targets include 1) current students looking for resources related to diversity and inclusion; 2) prospective students interested in understanding the</p>	<p>Communications staff. We will also draw from (and link to) current resources on the Division of Equity and Inclusion website.</p>	<p>Diversity Committee in consultation with faculty and CHC Communications Director</p>	<p>Fall 2018 week of welcome.</p>

Tactics	Targets	Resources to be used for this tactic	Name and title of lead personnel	Timeline
<p>community" that includes information about resources in Eugene and at the UO; 3) a feed of articles from "Around the O" that feature CHC staff, faculty, and students highlighted for work in diversity, equity, and inclusion.</p> <p><u>Pertinence:</u> Both prospective and current students should have resources available to them that will nurture their development and that show the CHC values all members of the community.</p>	<p>CHC's commitment to diversity, equity, and inclusion.</p>			
<p>1.1.4 Conduct an anonymous survey of the CHC faculty, staff, and students about the climate in the CHC today. Questions should probe whether any member of the CHC community has felt/experienced improper or unprofessional interactions with another member of the community. Survey could be repeated annually to see if improvements are made.</p> <p><u>Pertinence:</u> Survey findings will reveal opportunities to improve college climate and strengthen commitment to equity and inclusion.</p>	<p>Depending on the UO's plan for climate surveys, the CHC survey will be administered to students, faculty, and staff as frequently as every two years. Faculty will promote the survey to students and advisees. The survey will be accessible online.</p>	<p>We anticipate a central UO climate survey resource, perhaps using the UO Community Service Center's capability.</p> <p>University advancement has a model survey that we can adapt for our internal purposes if a local survey is required.</p>	<p>CHC Deans, CHC Executive Committee, OAs, and CHCSA officers should review the results and communicate the results to various constituencies.</p>	<p>Timeline depends on the status of UO climate survey.</p>
<p>1.1.5 Formalize an annual discussion forum to promote critical thinking, reflection, and dialogue among students and faculty on current events and topics around campus and beyond.</p> <p>For example, at the 2016 "Critical Thinking and Self-Censorship"</p>	<p>Significant attendance by students, faculty, and staff.</p>	<p>Service time of faculty; student time.</p>	<p>Partnered effort between faculty and students.</p> <p>CHC professors may choose to require students to attend as a course requirement.</p>	<p>Annual event held every Spring term, beginning Spring 2019.</p>

Tactics	Targets	Resources to be used for this tactic	Name and title of lead personnel	Timeline
<p>Forum, discussion topics included the possible renaming of Deady Hall and the Global Scholar's Hall Palestinian exhibit.</p> <p><u>Pertinence:</u> Commitment to creating a safe, open, and intellectual environment for everyone to voice their thoughts on issues related to diversity, equity, and inclusion.</p>				
<p>1.1.6 Establish a recurring informal lunch/gathering series (perhaps call it "Through My Eyes") and encourage CHC faculty, staff, and students to attend at least two a year.</p> <p>An early topic proposed is the varying understandings of "diversity" among students, staff, and faculty.</p> <p><u>Pertinence:</u> Cultivates the whole community through awareness of each other's perspectives. Discuss topics of the series with colleagues and students for ongoing awareness.</p>	<p>Presentations could be arranged through DEI, CoDaC, and/or the student unions and group.</p>	<p>Service time of CHC organizers</p>	<p>CHCSA, AD UGS, Student Experience Coordinator</p>	<p>Develop plan in AY18-19 and begin events no later than Fall 2019</p>

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
<p>1.1.1: We will count attendance at the lectures and consider ways to measure the value that the lecture brings to our community. Measuring value will include a post-event survey sent to participants and committee review. Some faculty could decide to create assignments around the visiting speaker, depending on the pertinence of the event to class content.</p> <p>1.1.2: We will count attendance at the workshop and consider ways to measure the value it brings to our community.</p> <p>1.1.3: We will examine webpage analytics to track the most accessed content. Diversity Committee will consider that data annually and make recommendations to the Communications director for appropriate revisions.</p> <p>1.1.4: Develop a survey based on the University advancement model and in collaboration with central HR and DEI. Evaluate the results within Diversity Committee, which will return an annual report on the survey for the Dean's Office.</p>

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

1.1.5 –We will count attendance at the event and consider ways to measure the outcomes in post-event surveys.

1.1.6 -- Conduct survey of attendees at the end of each event; we might ask them to share one new awareness or change in perspective that could be included in our DAP or other CHC communication.

**College 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.

Tactics	Targets	Resources to be used for this tactic	Name and title of lead personnel	Timeline
<p>1.2.1 Provide annual training for Clark Honors Introductory Program (CHIP) leaders in implicit bias, family friendliness, and ally training.</p> <p><u>Pertinence:</u> CHIP leaders are on the frontlines of welcoming and orienting new CHC students. Moreover, as student leaders and facilitators, they must be sensitive to the needs of all students, especially those from underrepresented groups.</p>	<p>By fall 2018, CHIP leaders will receive training as part of their orientation to the program.</p>	<p>UO Division of Equity and Inclusion (DEI)</p>	<p>AD UGS and CHIP student leaders</p>	<p>Implement training in time for AY 2018-19</p>
<p>1.2.2 Conduct scheduled reviews of faculty that make equity and inclusion core values and expectations</p> <p><u>Pertinence:</u> A thorough and formal review of faculty of all ranks will allow individual faculty members opportunities to provide feedback on equity and inclusion as it applies to a various aspects of faculty jobs, including teaching assignments, service (especially</p>	<p>CHC NTTF and TTF faculty.</p>	<p>UO common protocol for annual reviews</p>	<p>Dean</p>	<p>2018 - AY2018-19 and annually</p>

Tactics	Targets	Resources to be used for this tactic	Name and title of lead personnel	Timeline
excessive or disproportionate service), and research support				
<p>1.2.3 Identify selective communications efforts (UO Admissions view book page, CHC website stories) that could be provided in Spanish.</p> <p><u>Pertinence:</u> Conveys cultural awareness and respect for prospective students and parents with Spanish as their first language. Communicates the CHC is seeking academically motivated students from all communities.</p>	<p>In AY 18-19, have a communications group survey CHC communications documents and vehicles and consider which might be effectively delivered in Spanish as well as English</p>	<p>This task will be assigned to the Director of Communications, working with a small group of faculty and staff. Service time will be the first resource; dean's discretionary resources (perhaps in collaboration with UO Communications resources) can be used to fund translations and delivery.</p>	<p>Director of Communications</p>	<p>AY 19-20 for study and recommendation; summer 2020 for implementation</p>

<p><b>Describe the evaluation tool that you will utilize to measure progress and ensure accountability.</b></p>
<p>1.2.1 – Schedule a “Diversity Unit” of implicit bias, equity and inclusion, and micro-aggression training in CHIP leaders. Completion of “Diversity Unit” verified by CHC Associate Dean for Undergraduate Studies.</p> <p>1.2.2 – The regular, mandatory personnel review process will allow faculty and staff to report their contributions to equity and inclusion and allow the dean to respond and recognize contributions in the assessment of performance or to suggest improvement.</p> <p>1.2.3. -- CHC and UO Admissions collaborate to share resources to create, implement, and distribute. Include a Spanish speaking staff member on the CHC admissions team.</p>

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

<p><b>College 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.</b></p>

Tactics	Targets	Resources to be used for this tactic	Name/title of lead personnel	Timeline
<p>1.1 Creation of a CHC job ad template that requests all candidates to discuss contributions/potential contributions to diversity work in their application letters and that emphasizes our commitment to diversity, equity, and inclusion.</p> <p><u>Pertinence:</u> The template language assures that the CHC is communicating the UO's commitment to diversity, equity, and inclusion in its ads; this language cultivates diverse candidate pools by signaling to potential applicants that we value diversity and, that we care about the issues they care about.</p>	<p>All CHC job ads and calls for affiliated faculty courses will reflect our interest in working with colleagues who can contribute to diversity, equity, and inclusion</p>	<p>Service time of participants.</p>	<p>AD for Faculty working with Director of Finance and Administration</p>	<p>Job ad template made available in U18 for use in all AY18-19 faculty searches.</p>
<p>1.2 Create an active recruitment plan for faculty and staff searches; search members will be referred to the Hiring for the Future resource at Academic Affairs and the CAS diversity page for examples of effective recruitment plans.</p> <p><u>Pertinence:</u> Requiring a detailed active recruitment plan will encourage the CHC to expand and rethink typical recruitment processes before the search is under way.</p>	<p>Draft of recruitment plan.</p>	<p>Service time of participants.</p>	<p>Dean's office; search committee chairs.</p>	<p>Fall 2018</p>
<p>1.3 Explore possibility of hiring diversity recruitment coordinator position. Perform analysis of recruitment efforts during tenure of previous diversity recruitment coordinator.</p> <p><u>Pertinence:</u> A diversity recruitment coordinator can perform outreach to potential applicants from historically underrepresented groups, and possibly increase diversity of student body. The coordinator</p>	<p>Determine whether diversity recruitment coordinator position should be pursued.</p>	<p>Service time of participants.</p>	<p>CHC Diversity Committee members</p>	<p>Fall 2018</p>

can also provide broader perspective on matters of recruitment diversity within the institutional culture of the CHC.				
<p><b>1.4</b> Explore possibility of teaming with UO Admissions to visit high schools with high percentages of underrepresented students.</p> <p><u>Pertinence:</u> CHC student body draws largely from high schools with higher SES students. Recruitment efforts in underrepresented high schools holds out possibility of increasing diversity of student body.</p>	Determine whether it is possible to collaborate with UO Admissions on recruitment efforts in underrepresented high schools.	Service time of participants.	CHC Admissions and UO Admissions	Fall 2018
<p><b>1.5</b> Continue exploring possibility of changing current differential tuition structure.</p> <p><u>Pertinence:</u> It is more expensive to attend the Clark Honors College than it is the broader University of Oregon. This additional expense serves as a barrier for some students, particularly students from lower SES backgrounds.</p>	Argue to UO that differential tuition be modified or eliminated.	Service time of participants.	Dean and Director of Finance and Administration	Winter 2018: there is a proposal before the Budget Advisory Committee to reduce differential tuition by a significant amount
<p><b>1.6</b> Explore possibilities for recruiting more international students.</p> <p><u>Pertinence:</u> The Honors College has few students from other countries. Such students bring different experiences and perspectives.</p>	Begin conversations with Admissions, International Student and Scholar Services, and the International Student Association about possible strategies for recruiting more international students.	Service time of participants.	AD for Students, CHC Admissions staff	AY2018-19
<p><b>1.7</b> Explore possibilities for expanding financial aid for Honors College students.</p> <p><u>Pertinence:</u> More financial aid holds out the possibility of recruiting and retaining students from less affluent backgrounds.</p>	Begin conversations with Financial Aid office, Admissions, and possibly donors to determine whether more	Service time of participants.	Dean, AD UGS, Director of CHC Development	AY2018-19



	financial aid can be made available.			
<p><b>1.8</b> Explore possibilities for partnering, or expanding existing partnerships, with programs working on recruitment, like SAIL, Young Scholars, and Pathway.</p> <p><u>Pertinence:</u> There is considerable experience on campus in the recruitment of underrepresented students. Partnering with these programs offers possibilities for reaching more such students.</p>	Reach out to leadership of SAIL, Young Scholars, Pathway, and other programs to explore possibilities for partnerships.	Service time of participants.	Dean, AD UGS, Director of Admissions	Initiate discussions in Summer 2018 and continue through AY18-19
<p><b>1.9</b> In conjunction with the proposed curriculum revision (see G2, S2, T 2.1), explore possibilities for allowing students to transfer into the CHC from the broader university.</p> <p><u>Pertinence:</u> Currently it is difficult for students to transfer into the CHC once they have already enrolled in the broader university. This might discourage students of lower SES, in particular, since such students might be less likely to think in terms of honors when they are in high school, applying to college.</p>	Make decision about whether to revise curriculum in such a way that barriers to lateral transfers are reduced.	Service time of participants.	Dean's office, resident faculty.	Fall 2018

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

G2, S1, T1: Ad template: using AAEO job pool demographic data, we will monitor pools over the 2018-2021 period to see whether diversity increases.

G2, S1, T2: Active recruitment plan: using AAEO job pool demographic data, we will monitor pools over the 2018-2021 period to see whether applicant diversity increases and monitor offers and hires to see whether the recruitment plans are improving hiring.

G2, S1, T3: Diversity coordinator: produce an analysis of effectiveness of previous diversity coordinator position; decide whether position should be reinstated.

G2, S1, T4: Underrepresented high school outreach: make decision about whether such outreach is possible.

G2, S1, T5: Differential tuition: in conjunction with curriculum revision, consult with EVP Academic Administration about the feasibility of a reduction in differential tuition.

G2, S1, T6: International students: initiate conversations with Admissions, International Student and Scholar Services, and the International Student Association about strategies for recruiting more international students.

G2, S1, T7: Financial aid: initiate conversations with Admissions, Financial Aid, and donors about possible strategies for expanding financial aid.

G2, S1, T8: Recruitment programs: initiate conversations with SAIL, Young Scholars, Pathway, and other programs about possibilities for partnering on recruitment efforts.

G2, S1, T9: Lateral transfers: Produce revised curriculum plan which, if deemed feasible and desirable, reduces barriers to lateral transfers for students already enrolled at the broader university.

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

Tactics	Targets	Resources to be used for this tactic	Name/title of lead personnel	Timeline
<p>2.1 Explore potential revision to the curriculum to provide students with a more diverse array of interdisciplinary modes of inquiry within the liberal arts.</p> <p><u>Pertinence:</u> revised curriculum holds out possibility of contributing to retention efforts by offering broader range of subjects and approaches, including those that relate directly to questions of diversity, equity, and inclusion.</p>	A set of curriculum revision proposals.	Service time of participating faculty.	Head of curriculum committee.	AY 18-19, after arrival of new dean.
<p>2.2 Revise language in university-wide calls for course proposals to emphasize CHC's desire for more courses that deal directly with questions of diversity, equity, and inclusion.</p> <p><u>Pertinence:</u> The template language assures that the CHC is communicating its commitment to diversity, equity, and inclusion to the broader university, and increases the possibility of offering more courses that speak directly to these issues.</p>	Revised call for course proposals	Service time of participating faculty	Curriculum committee and AD UGS	Fall 2018
<p>2.3 Explore possibility of adding component to CHIP program (or CHCSA activity) focused on increasing awareness of diversity and promoting inclusion.</p>	Make decision about whether diversity component should be added to CHIP or CHCSA activities.	Service time of participants	CHIP leaders, CHCSA officers	Fall 2018
<p>2.4 Discuss possibility of scheduling celebrations/recognition of multicultural holidays in Chapman Hall, potentially</p>	Determine how to best celebrate multicultural holidays and	Service time of participants	CHCSA Diversity Chairs, AD UGS, Student	Spring 2018

including programming, activities, communications about the customs and cultural traditions being recognized	increase CHC awareness and understanding of these holidays by utilizing Chapman Hall as an events and activities venue.		Experience Coordinator	
2.5 Standardize best practices for welcoming/onboarding and saying goodbye to faculty and staff.  <u>Pertinence:</u> Cultivates a "collegial" environment where all professional constituents (faculty and staff) can expect the same or similar attention when joining and/or leaving the CHC.	Revised CHC governance documents to include standard protocol by AY 2018-19.	Consult with HR, OPAA, DEI for tools and guidance; work with the AVP for CoDaC	Dean, AD Faculty, Executive Assistant to the Dean, Director of Finance and Administration	Conversations and planning in Summer 2018 with implementation beginning in the F18
2.6 Explore possibilities for partnering with programs, like McNair Scholars, that support underrepresented students who are already enrolled.  <u>Pertinence:</u> encouraging participation in programs that support underrepresented students not only helps those students, it also signals that the CHC welcomes and supports them.	Reach out to leadership of McNair Scholars program. Determine what other such programs exist.	Service time of participants	AD for Students, Student Life Committee	Fall 2018

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

G2, S2, T1: Curriculum revision: set of proposals for potential ways curriculum might be revised; discussion of broader curriculum revision with the new dean and new faculty in AY18-19.  
G2, S2, T2: Internal calls for course proposals: produce draft of call for course proposals that includes language signaling CHC's desire for courses dealing with questions of diversity, equity, and inclusion.  
G2, S2, T3: CHIP: decision about whether to add diversity component to CHIP courses.  
G2, S2, T4: Chapman Hall space programming: initiate discussions with all stakeholders about whether to/how to use spaces in Chapman to celebrate multicultural holidays.  
G2, S2, T5: Best practices for welcoming/onboarding: Revised governance documents.  
G2, S2, T6: Partnering with programs supporting diverse students: Initiate conversations with leadership of programs involved with supporting students from underrepresented backgrounds.

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

**College 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	Targets	Resources to be used for this tactic	Name and title of lead personnel	Timeline
<p>3.1.1 Implement an all-college appreciation event to promote positive daily interactions and recognize ways our diverse faculty and staff contribute to the CHC.</p> <p><u>Pertinence:</u> Mutual appreciation of our common work diminishes hierarchies and showcases diverse talents and skills in the CHC.</p>	<p>End of year all-College celebration to include appreciations as part of an annual opportunity to gather together.</p>	<p>Refreshments</p>	<p>Deans, Executive Assistant to the Dean, Student Experience Coordinator</p>	<p>First “festive” college meeting to recognize major student, staff, and faculty achievements will occur in June 2018.</p>
<p>3.1.2 Provide staff educational opportunities including career advancement, language acquisition, and multi-cultural lectures and events.</p> <p><u>Pertinence:</u> Expands knowledge base and appreciation of diverse students, faculty, and staff within the college.</p>	<p>Evidence that a significant number of individual staff members are availing themselves of campus opportunities in diversity, equity, and inclusion areas.</p>	<p>Release time for classes and/or training.</p>	<p>Deans in consultation with Directors</p>	<p>Establish request and tracking plan in Summer 2018 and make program available to staff beginning in AY2018-19</p>
<p>3.1.3 Provide faculty development opportunities for underrepresented faculty (i.e. NCFDD Faculty Success Program tuition or matching grant toward tuition, teaching workshops with experts on supporting the success of underrepresented faculty, offer Writing Circles to research faculty, etc.)</p> <p><u>Pertinence:</u> Dedicated professional support and mentorship for women and</p>	<p>Work with Deans and faculty to outline plans for faculty development that address faculty needs. Then the Dean will work with partners at UO (other deans, other faculty, the Provost’s Office) to realize the plan.</p>	<p>Staff time and potentially Dean’s discretionary funds, fund raising, and partnerships with other campus units (CoDaC, deans of other colleges, faculty, the Provost’s Office, Division of Equity and Inclusion)</p>	<p>Dean and Associate Deans for Faculty and UGS</p>	<p>Faculty mentoring meetings and support in Spring 2018; summer 2018 discussion and plan for continuing this work through AY 2018-19 with new dean.</p> <p>Recommend creating a formal faculty mentoring plan when new dean arrives.</p>

Tactics	Targets	Resources to be used for this tactic	Name and title of lead personnel	Timeline
<p>underrepresented faculty will encourage their success and allow them to contribute fully in research, teaching, and service.</p>				
<p>3.1.4 Encourage more diversity in study abroad locations. Plan for HC programs in the Indo-Pacific, for example, and other locations.</p> <p><u>Pertinence:</u> Expands experience of societies beyond Europe and the United States. Enhances diversity base for classroom interactions. Creates a more welcoming environment for international students and an environment in which students can more effectively engage diverse global perspectives.</p>	<p>2 additional CHC study abroad programs</p>	<p>GEO and CHC</p>	<p>AD for Students</p>	<p>Fall 2018 study abroad plans in place.</p> <p>Fall 2019 first enrollment</p>
<p>3.1.5 Provide greater recognition and support for international students to help them succeed and integrate into the HC.</p> <p><u>Pertinence:</u> International students bring diverse views and experiences to the HC. Their circumstances often require additional financial support and social support for full College engagement.</p>	<p>Increased scholarship support;</p> <p>International Café Night in new Chapman Hall</p>	<p>Work with UO Admissions and VP Office of International Affairs</p> <p>CHCSA</p> <p>Mills International Center</p>	<p>AD UGS, Director of Development</p>	<p>AY2018-19</p>
<p>3.1.6 Actively advise honors college students and connect them with CHC and campus resources, including resources that enable honors college students to learn how their majors can be combined with the CHC's curriculum.</p>	<p>In addition to the maintenance of existing advising resources on the CHC's website, four-year degree plans that integrate the CHC's curriculum with CHC students' 10 most</p>	<p>Four-year degree plans posted in the UO Catalog provide a jumping-off point for the creation of sample four-year degree plans that include the CHC's curriculum.</p>	<p>AD UGS, Director of Advising, Director of Communications; advising time of CHC faculty advisors</p>	<p>Ongoing maintenance of existing resources.</p> <p>Creation of four-year degree plans for 10 most popular majors to commence in Summer 2018, for posting on CHC website in Fall 2018.</p>

Tactics	Targets	Resources to be used for this tactic	Name and title of lead personnel	Timeline
<p><u>Pertinence:</u> Proactive advising and access to resources and support services (both in the honors college and across campus) remove barriers to academic success and can contribute to the retention of a diverse population of students.</p>	<p>popular majors will be created.</p> <p>Training of CHC faculty advisors in best proactive advising practices, including the creation of timely advising reports in SSC that accurately capture advising meetings and referrals to other campus units.</p>	<p>Director of Advising continues to train CHC faculty in best advising practices, including referrals to campus resources.</p>		<p>Formal faculty advisor training tentatively slated for Fall 2018.</p>
<p>3.1.7 More robust promotion of CHC thesis award winners.</p> <p><u>Pertinence:</u> Increased visibility of thesis award winners demonstrates the diversity of CHC thesis projects as well as the diverse student populations who undertake these projects.</p>	<p>Cover thesis abstracts in CHC publications and website and make available in HC 408 and 477 courses</p>	<p>Thesis abstracts that students submit along with their completed theses.</p>	<p>AD UGS, Director of Communications, Student Experience Coordinator, Thesis Programs Manager</p>	<p>Beginning Summer 2018</p>
<p>3.1.8 Review (annually or every other year) CHC graduation and permanent leave form data (including stated reasons for leaving the honors college, major, and year admitted), as well as qualitative comments left by students in the permanent leave questionnaire. Periodically (every 4-5 years) analyze available demographic data. Develop systems and programs to address any factors/associations found in the data that statistically contribute to lower graduation rates or higher rates of permanent leaves among students from underrepresented populations.</p>	<p>Present permanent leave information to CHC faculty and staff (ideally in a joint meeting) after such reviews are undertaken in order to collaboratively develop systems and programs to address student retention and success.</p>	<p>CHC permanent leave data, admissions data</p>	<p>AD UGS, Director of Advising, Director of Finance and Administration, Director of Admissions, Academic Programs Manager</p>	<p>Review of permanent leave form data and graduation data from AY2017-18 in Summer 2018. Presentation to faculty &amp; staff in joint meeting in Fall 2018.</p> <p>Periodical review of permanent leave data correlated with admissions data from AY2015-16 to AY2018-19 in Summer 2019. Presentation to faculty &amp; staff in joint meeting in Fall 2019.</p>

Tactics	Targets	Resources to be used for this tactic	Name and title of lead personnel	Timeline
<p>Pertinence: Review of leave data may reveal trends that the college can work to address in order to retain a more diverse student body.</p>				
<p>3.1.9 Make teaching and service assignments public to CHC faculty-in-residence and have ADs review for gender/rank parity in upper-/lower-division teaching, honors theses membership, advisees, and service assignments.</p> <p><u>Pertinence:</u> Address the perception of gender inequities in faculty work assignments with the aim of distributing work equitably.</p>	<p>First focused review on these questions by Dean and ADs in Summer 2018.</p>	<p>Staff time for analysis and maintenance.</p>	<p>Dean, Associate Deans for Faculty and Undergraduate Studies, Executive Assistant to the Dean, Administrative Program Assistant</p>	<p>Annually in the summers after course schedules have been set and committee assignments made for the upcoming academic year; adjust at that point if there are inequities.</p> <p>Ongoing maintenance to post current teaching assignments, service assignments, numbers of thesis committees, and numbers of advisees to a faculty-accessible server.</p>

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

- 3.1.1 The first “festive” college meeting will occur in June 2018 and will focus on celebrating and recognizing the major achievements of students, faculty, and staff. This meeting will also be an opportunity to focus on achievements in diversity, equity, and inclusion, and will include an annual award for such contributions.
- 3.1.2 Enrollment figures and attendance numbers for staff in educational and career-advancement opportunities.
- 3.1.3 Summer check-in by the deans to assure that the plan is being followed; final reports from faculty about their participation in programs and workshops or their mentoring relationships.
- 3.1.4 Number of CHC signature study abroad programs outside of Europe.
- 3.1.5 Number of international students who enroll in the honors college; number of international students receiving scholarship support from the honors college.
- 3.1.6 Advising data from SSC Campus can be pulled to demonstrate the number of SSC reports created by CHC faculty and the number of advising appointments that CHC faculty advisors have with their officially-assigned advisees. On the CHC website, data could be gathered regarding the number of page hits on various advising resources.
- 3.1.7 Every forthcoming issue of *The Scholar* and other CHC publications (including the CHC website) will include a profile or profiles of thesis award winners.
- 3.1.8 CHC retention data can initiate conversations amongst faculty and staff in the college in a joint meeting to address the issues that prevent students from remaining enrolled in the honors college.
- 3.1.9 Annual review during summer session and correction if necessary before upcoming AY.

**College Strategy 2** – Increase faculty, student, staff, and alumni participation (with special focus on groups that are currently underrepresented) 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	Targets	Resources to be used for this tactic	Name and title of lead personnel	Timeline
<p>3.2.1 Encourage CHC faculty members to mentor students for distinguished awards.</p> <p><u>Pertinence</u>: Students frequently self-select out of applying for prestigious scholarships like the Rhodes, Marshall, Mitchell, etc. because they don't think they are truly competitive candidates for these awards. Faculty mentorship in this area usually makes all the difference regarding whether or not a student will apply for a distinguished scholarship.</p>	<p>CHC faculty are already provided with information about distinguished scholarships and potential CHC student applicants; a target would be to double the number of students applying for these scholarships in AY18-19</p>	<p>Advising time of faculty advisors in consultation with Center for Undergraduate Research (CURE) and the Office of Distinguished Scholarships.</p>	<p>AD for Students and Director of Advising; CHC core faculty</p>	<p>Fall 2018 and ongoing</p>

<p>Describe the evaluation tool that you will utilize to measure progress and ensure accountability.</p>
<p>3.2.1 Number of advising reports created in SSC that note "distinguished scholarships" as a reason for the advising appointment; number of CHC students applying for distinguished awards.</p>

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

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



Tactics	Targets	Resources to be used for this tactic	Name and title of lead personnel	Timeline
<p>4.1.1 Assess the diversity of CHC leadership roles over the past decade, and begin conversations and develop ideas for creating leadership pathways in the college that would ensure greater representation in dean, staff, and faculty leadership roles.</p> <p><u>Pertinence</u> First step in developing leadership pipelines for underrepresented faculty and staff is to assess current demographics and identify areas for improvement</p>	<p>Asses the level of ethnic, racial, gender diversity among CAS leadership roles (deans, heads, directors, department managers) as a benchmark for the CHC representation</p>	<p>Hiring for the Future website at OPAA, HR Talent Acquisition</p>	<p>OPAA for the current CHC dean search; dean, AD for Faculty, and Director of Finance and Administration for faculty and staff</p>	<p>Starting now with the current dean search and going forward for all searches</p>
<p>4.1.2 Encourage faculty to utilize available workshops and resources through DEI and CoDaC for faculty development beyond the UO required IBT for searches</p>	<p>Assure that such development efforts are recognized and rewarded in personnel review and encouraged in hiring communications.</p>	<p>Resources of DEI and CoDaC</p>	<p>Dean, AD Faculty, and Director F&amp;A</p>	<p>Discuss proposal and establish processes in AY2018-19</p>
<p>4.1.3 Establish faculty and staff mentoring programs, making use of existing UO resources and creating CHC-specific components based on faculty and staff needs.</p> <p><u>Pertinence:</u> Formal mentoring will provide an opportunity to educate and train faculty and staff and to learn about their individual professional needs and address them.</p>	<p>Establish a pilot program and make UO mentoring resources visible to faculty and staff</p>	<p>Dean, AD Faculty, and Director F&amp;A time; CoDaC, OPAA, United Academics, and HR resources and programs</p>	<p>Dean, AD Faculty, Director F&amp;A</p>	<p>Discussions with faculty and staff in Winter and Spring 2018 to inform a proposal to the new dean with the expectation of a formal mentoring program or resource by AY19-20</p>
<p>4.1.4 Establish leadership pathways for faculty and staff by supporting the completion of one professional development</p>	<p>General awareness of leadership training opportunities on campus and support (time,</p>	<p>UO Leadership Academy, HR professional development seminars</p>	<p>Dean, AD Faculty, Director F&amp;A</p>	<p>Discuss as part of mentorship planning in Summer 2018 with expectation that this will be part of a formal</p>

Tactics	Targets	Resources to be used for this tactic	Name and title of lead personnel	Timeline
<p>opportunity annually for interested individuals.</p> <p><u>Pertinence</u>: support for leadership development training could diversity the pool of ready colleagues for administrative, faculty, and staff leadership positions</p>	funding) as feasible to allow participation			mentoring program to begin no later than AY19-20

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
<p>4.1.1 Assess CHC leadership over the last decade; discuss findings with provost, and incorporate ideas from faculty and staff into the next iteration of the CHC DAP</p> <p>4.1.2 Encourage faculty and staff to activate their membership in the National Center for Faculty Development and Diversity</p> <p>4.1.3 Utilize HR MyTrack Learning Opportunities and Professional Development Opportunity Fund</p> <p>4.1.4 Enrollment of faculty and staff in professional development trainings.</p>

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

Tactics	Targets	Resources to be used for this tactic	Name and title of lead personnel	Timeline
<p>4.2.1 Fundraise for and utilize existing dollars in the CHC Dean's Discretionary Fund and other existing funds, to immediately fund student access initiatives as outlined by the Diversity Action Plan.</p> <p><u>Pertinence to 4.2.1</u>: By directing existing resources to the diversity action plan priorities, we will be</p>	By June 1, 2018, identify amount available in Dean's Discretionary fund and other CHC funds that can be used to support areas related to diversity, equity, and inclusion.	Dean and Dean's staff time, UO Foundation account funding information and supporting donor agreement documentation	Dean, Development Director, and Director of Finance and Administration	Assess funds available in FY 17 budget and deploy immediately

<p>able to focus funding toward the advancement of our work in diversity, equity, and inclusion within the current fiscal year.</p>				
<p>4.2.2 Assess how diversity and equity issues are currently embedded in development work and identify top ideas for donor “asks.”</p> <p><u>Pertinence to 4.2.2:</u> Promote existing fundraising efforts at UO and CHC that support increasing access and excellence for diverse students (Pathway Oregon, Global Edu. Oregon, STEM scholarships for women, Black Cultural Center), to inspire philanthropists to support our Diversity Action Plan goals. CHC will identify and publish diversity action plan fundraising priorities in order to serve the goal of utilizing philanthropy to advance diversity, equity, and inclusion work.</p>	<p>Increase number of diversity-related asks and gifts by 20%. The CHC &amp; SSEM Director of Development makes 20 major gift solicitations per year for both the Honors College and University Scholarships. To meet the fundraising target within CHC’s DAP, this position will commit to increasing asks by 20%, so that 4 of the 20 assigned “asks” are CHC DAP focused.</p>	<p>Dean and Dean’s staff time</p>	<p>Dean, Director of Development, Director of Communications, Director of Finance and Administration</p>	<p>Outline and finalize FY 18 communication and fundraising plan to highlight existing donor opportunities related to diversity, equity, and inclusion by June 2018.</p>
<p>4.2.3 Create a Diversity Excellence Scholarship (DES) or DES annual fund at CHC in partnership with the Office of Financial Aid &amp; Scholarships, to ensure top scholars from diverse backgrounds are offered a competitive scholarship from CHC.</p> <p><u>Pertinence to 4.2.4:</u> By creating a DES scholarship, CHC will show that it is invested in recruiting and retaining a more diverse undergraduate student population.</p>	<p>Target donors from the CHC Advisory Council and established annual donors to create a major gift or substantial annual award for DES at CHC. Utilize spring 2018’s Day of Giving campaign to highlight giving opportunity.</p>	<p>Development staff</p>	<p>Development Director and Development Assistant</p>	<p>Begin solicitations in Spring 2018. Secure DES (annual or major gift level) funding by December 2019.</p>

<p>4.2.5 Seek guidance and support from the CHC Advisory Council about establishing alumni mentoring networks for diverse students.</p> <p><u>Pertinence:</u> By engaging the CHC Advisory Council in the planning and execution of this program, the assigned mentor program CHC staff member will have help in developing a program to encourage alumni to support the professional and academic goals of students from diverse backgrounds.</p>	<p>Include tactic as discussion topic in the Spring 2018 and Fall 2018 CHC Advisory Council meeting agenda, to seek guidance, collect feedback, and build strategy for a CHC staff member to create and communicate goals for the alumni mentor program.</p>	<p>CHC Advisory Council volunteer time, Dean and Dean's staff time.</p>	<p>Dean, Director of Development, CHC Communications, Development Program Assistant, and mentorship program staff (TBD)</p>	<p>Develop action items and finalize CHC AC DAP plan by end of November 1, 2018.</p>
--	--	---	---	--

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

4.2.1-4 Mid-year and annual reviews of Development Officer's fundraising strategy will provide the necessary evaluation tool to measure progress toward fundraising initiatives. Dean, Development Officer, and Associate Vice President of Advancement will evaluate progress toward goals in January and July of each year.

4/2.5 Director of Development will ensure that the CHC Advisory Council meeting agendas will include a DAP discussion topic on future agendas. The Director of Development will work with the communications staff member at CHC to promote and encourage CHC AC members and other alumni to enroll as alumni mentors. A non-development staff member, assigned by the dean, will implement program strategy/goals and work with the Career Services department at UO, to match diverse students to alumni mentors.