University of Oregon
College of Design
2017-2020 Diversity Action Plan

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Abbreviations:

DSGN College of Design
AAC   Academic Affairs Committee
EIC   Equity & Inclusion Committee
FAC   Faculty Affairs Committee

Introduction

I. Stakeholders and Development Process

The DSGN Diversity Action Plan was developed over Winter term 2017, under the aegis of the Equity & Inclusion Committee (EIC), with input from community members across DSGN, and student group partnership.

The EIC gathered community input through several methods:

- The EIC ran a DSGN-wide survey gathering information on perceptions of DSGN, perceived problems or inequities, and desirable programs, initiatives, or events.
- EIC members discussed with their departmental faculty and staff colleagues about current unit problems and priorities, as well as current activities and strategic plans related to diversity, inclusion, and equity.
- EIC members discussed with colleagues about desired training workshops for the coming year.
- A student group, STAnDD, posted "conversation starter" posters, with questions about diversity, communication, and events, in the coffee shop, gathering feedback from the community.

EIC members used the information gathered as the basis of the draft plan, which was shared with tasked community members for feedback on priorities and feasibility. The plan was shared over Spring term 2017 with the entire DSGN community through a series of lunch workshops for feedback and revision.

II. Plan Overview

It became clear while developing the plan that the Equity & Inclusion Committee (EIC) is currently an underused resource. The committee was restructured in Spring 2017 to include three sub-committees: data and communications, faculty and staff, and students. This provides support for many of the data collection, review and reporting, program design and support, and communications proposed.

The DSGN Diversity Action Plan provides twenty-five tactics we propose for the next three years, as well as four university tactics that seem necessary to support our work. The tactics often overlap and reinforce each other, and most draw heavily on the three college-wide committees – Equity & Inclusion (EIC), Academic Affairs (AAC), and Faculty Advisory (FAC) for program development, support, data collection, evaluation, and communication. The tactics primarily cluster around the following areas:

Presence: increase the diversity of our community of students, faculty, and notably, lecturers and design and art studio reviewers

Training: workshops around implicit bias, and syllabi tune-ups, for faculty in general, and in particular, search committees, scholarship and award committees

Mentorship and advising: of students and new faculty

Development: some of the programs proposed can be accommodated with existing funds, but many will require new sources of funding. The EIC will actively seek UO and external funding for some programs, and DSGN and UO development will be directed towards some other, larger programs, notably building scholarship endowments.

Surveys and feedback posters revealed several facility concerns in DSGN: our buildings hinder a sense of equity and inclusiveness. These are longer time-frame concerns, but highlight the need for facility improvements. Our buildings lack "potty parity" (we have more bathrooms for men than women), we lack gender-neutral bathrooms, we lack changing tables and lactation rooms, and unreliable elevators and multiple level changes make our buildings inaccessible for anyone with mobility challenges. We are switching single-fixture bathrooms to gender-neutral bathrooms, but it is clear that our buildings are preventing us from providing a welcoming and inclusive environment and a building campaign should be a five- to ten-year strategic priority.

III. Demographics in the College of Design

Faculty

As of Fall 2016, DSGN employs 231 TTF (92), NTTF (79), Pro-tem (43), or retired (17) faculty members. We have a relatively low percentage of faculty of color, and 43% female faculty. Faculty of color as a percent of the entire faculty increased from 2007 (9%) to 2014 (16%), but has dropped slightly since then, while the percentage of female faculty has dropped slowly since 2007.

Students

As of Fall 2016, DSGN had approximately 1,800 students, 2/3 undergraduate (1,252) and 1/3 graduate (526). Graduate students are composed of 18.9% students of color and 11.3% international students, a shift from 2007 (10% students of color, 6.4% international.) Undergraduates are 26.2% students of color, 10.6% international students, a shift from 2007 (13% students of color, 2.9% international). The undergraduate student populations is 59% female, and the graduate population 55% female, percentages that have held fairly steady over ten years.

Staff

The share of women staff has been roughly half of the total DSGN staff since 2007. However, the trajectory of this share has been on the decline over this period. In 2007, women made up more than 53% of staff. As of 2016 the share had dropped to a little more than 46%. During this time period (2007-16) the number of DSGN staff has grown overall by 26% (from 311 to 392 total staff people). Thus it would appear that the number of women hires has not kept pace with the overall growth of the college.

The number of employees of color has had a general upward trajectory from 2007 to 2016. In 2007, employees of color made up about 7% of total employees. In 2016, they made up 12.5% of employees. Since a peak in 2014, the number of employees of color has declined from roughly 15%. It is unclear from the data available what this decline can be attributed to.

Fig 1: Enrollment Trends by Level of Education

Figure 2: Percentage Enrollment Trends Among Students of Color
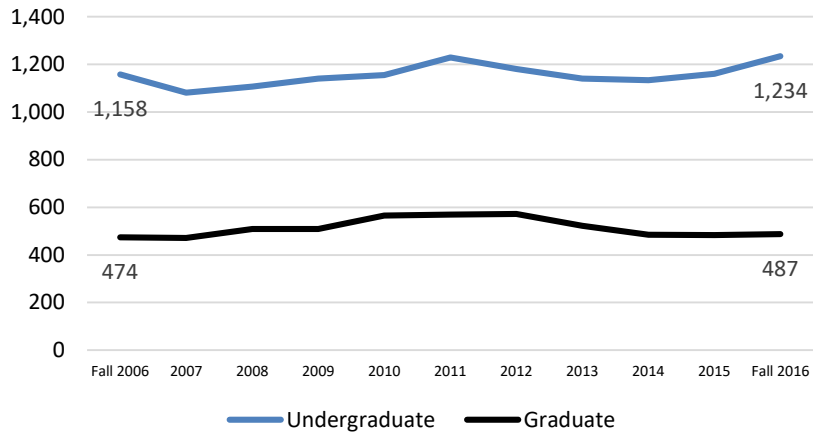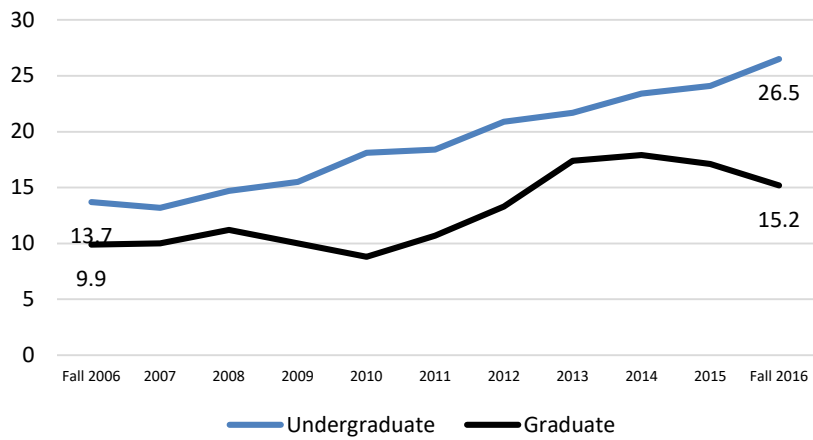

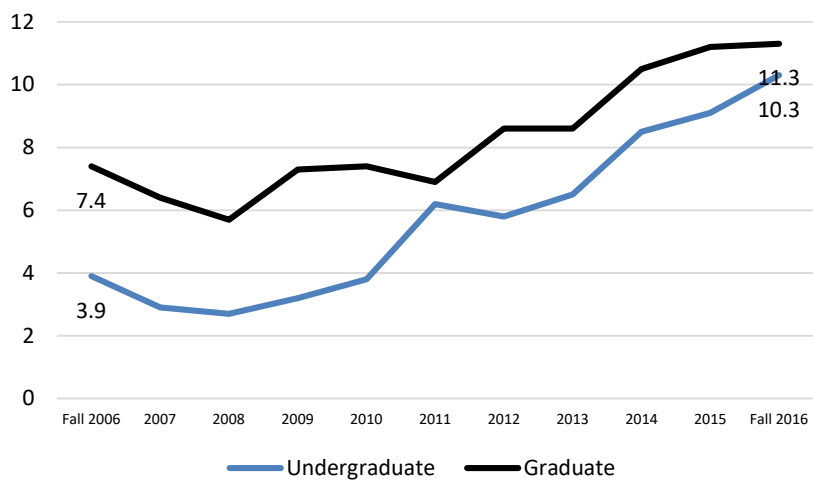*Figure 3: Percentage Enrollment Trends Among International Students*

Figure 4: Percentage Students Eligible for Pell Grant
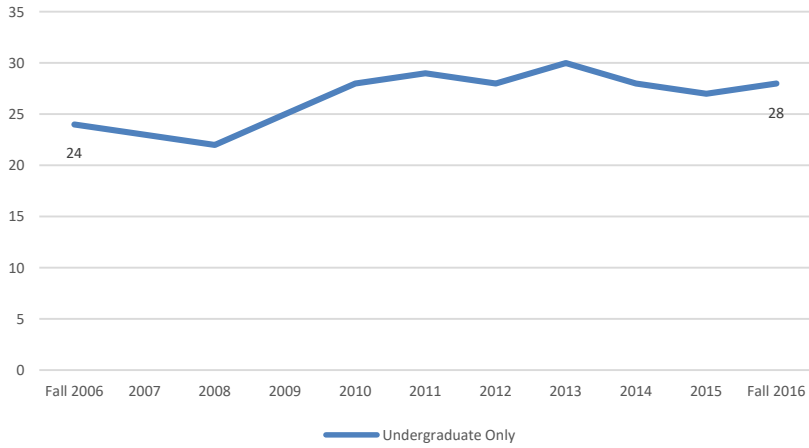
Figure 5: Percentage Faculty of Color and Women in Faculty
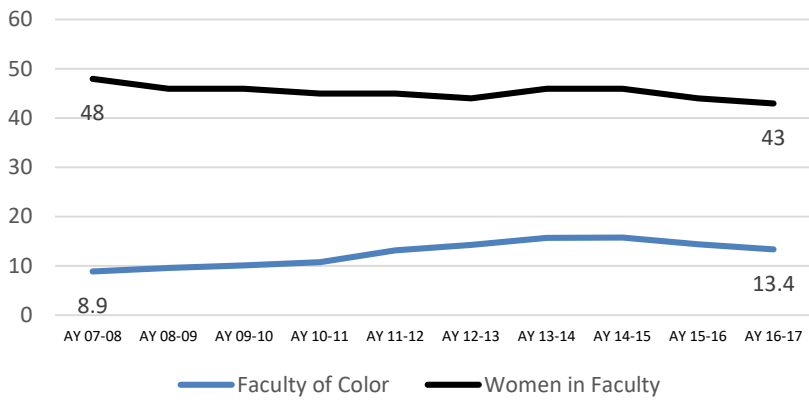
Figure 6: Percentage Employees of Color and Women Employees

Employee data includes Administrators, Classified Staff, Officers of Administration, and Temporary Staff)
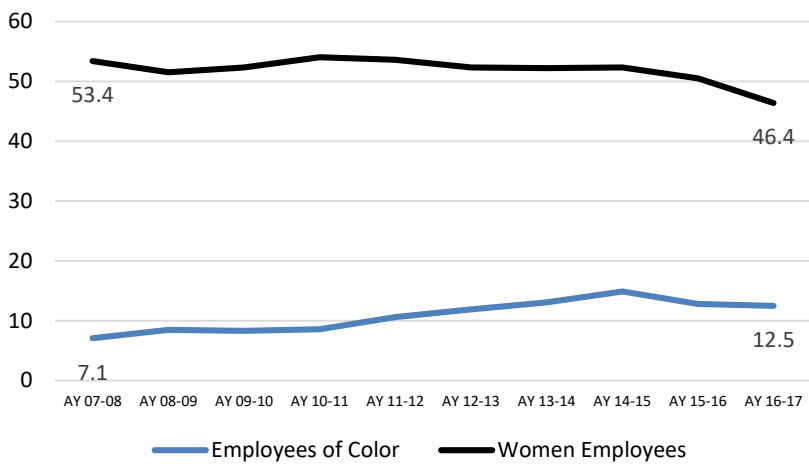
2017-2019 Roadmap to Achieve Objectives

Goal	Strategy	Sub-Committee	AY 17-18	AY 18-19	Future
1) Create an inclusive and welcoming environment for all	Communications review and revision	Data & Communications	X		
	Workshops for all faculty	Faculty & Staff		X	
2) Increase representation of diverse students, faculty, staff, and community partners at all levels of the University	Develop pipeline for students	Student Work			X
	Visiting experts	Data & Communications	X		
	Provide search committee training	Faculty & Staff	X		
	Hiring res?				
3) Facilitate access to success and recognition for under-represented students, faculty, staff, and alumni	Assessment of existing barriers in curriculum and graduation requirements for each major	Student Work		X	
	Provide more comprehensive new major orientations	Student Work	X		
	Equitable faculty service assignments	Data & Communications/Faculty & Staff	X	X	X
	Nomination and awards	Data & Communications	X		
4) Leadership will prioritize and incorporate diversity, equity & inclusion in plans and actions	Leadership training opportunities	Faculty & Staff			X
	Increase transparency within schools and departments for students	Data & Communications		X	
	Provide documentation of how student input is used	Data & Communications		X	

Faculty/Staff-Related Priorities

Strategy	AY 17-18	AY 18-19	Future
Search committee training workshops	X		
Support and highlight faculty research for, and on, diversity and equity.	X		
Create College of Design new faculty orientation process	X		
Provide workshops for faculty, esp. re international students, AEC culture		X	
Use UO hiring programs to increase diversity of DSGN faculty		X	
Create College of Design faculty mentorship group		X	
Promote active faculty recruitment strategies		X	
Develop leadership training groups			X
Use gathered data (below) to equitably assign faculty service assignments		X	
Manage equitable faculty service assignments			X

Student-Related Priorities

Strategy	AY 17-18	AY 18-19	Future
Implement college-wide orientations for new majors	X		
Develop student workshops through DSGN Student Services office to address scholarship and internship applications and processes	X		
Develop paid peer mentorship position; GE advisors in College		X	
Collect and assess data regarding barriers in curriculum and graduation requirements for each major; provide targeting advising for at-risk students		X	
Develop pipeline events for under-represented students, such as the architecture summer academy, across the College		X	
Provide workshops for international students re cultural adaptation			X
Implement pipeline for students from under-represented populations.			X
Develop scholarship program for under-represented students			X
Develop professional connections program to connect under-represented students with alumni in their fields			X
Build endowment for academic scholarships and summer program support, including paid internships			X

Data & Communications Priorities

Strategy	AY 17-18	AY 18-19	Future
Communications review and revision	X		
Gather data and reporting on past, and planned, visiting experts and lecturers	X		
Publicize faculty research in equity and inclusion; highlight the work in College communications	X		
Distribute annual climate survey to all faculty, staff and students (gather/evaluate)	X		
Track and publicize College nominations and awards for faculty, staff, and students	X		
Gather data regarding faculty service assignments	X		
Develop and implement more equitable and accessible plan for more diverse series of visiting experts and lecturers within each school and department		X	

Appendix
Detailed Tactics

GOAL 1: Create an inclusive and welcoming environment for all.

Strategy 1.1 – Create a more welcoming, respectful and inclusive climate for all.

Tactics

1.1 Communications review and revision

DSGN media and communications should articulate inclusion as a core value of DSGN; should represent the communities we serve; and should provide accessible touch points for students of color, LGBTQ students, and students with disabilities

Target Measures	Resources to be used	Lead personnel	Timeline
Images should reflect the US population E&I committee documents and contacts, student groups, faculty experts should be clearly accessible within two clicks from school and department home pages	EIC data / communications subcommittee: inventory, analysis DSGN Communications: implementation	Brooke Freed, DSGN communications EIC data / communications subcommittee chair	AY17-18: Analysis of communications; set targets; identify and fill image needs; set strategic plan for communications; update web site structure and content AY18-19: Create outreach messages for various populations; update content as needed (ongoing)

1.2 Visiting experts

Visiting professors, lecturers, and studio reviewers should represent the communities we serve

Target Measures	Resources to be used	Lead personnel	Timeline
Visiting experts should reflect the US population	Department lecture committees: primary responsibility, oversight of departmental lecture funds EIC data / communications subcommittee: inventory, analysis, support; DSGN interdisciplinary lecture DSGN development: funding sources	EIC data / communications subcommittee chair	AY17-18: Analysis of previous years; set goals; develop support network between EIC and departments; voluntary support through existing lectures AY18-19: Seek support sources for visiting experts; develop pool of visiting instructors / lecturers

1.3 Make faculty research in equity and inclusion visible

Publicize faculty research through an annual lecture series, and highlight the work in DSGN communications

(See also Goal 4, Tactic 2.2)

Target Measures	Resources to be used	Lead personnel	Timeline
1 lecture per term 1 story or profile in each quarterly email newsletter	EIC faculty subcommittee: outreach to faculty, maintain list of topic experts, maintain current list of research, projects; organize lecture series DSGN communications: media updates and outreach	EIC faculty subcommittee chair Brooke Freed, DSGN communications	AY17-18: develop list of faculty experts; survey existing research, projects, highlight one per term AY18-19: as faculty research grants come on-line (Goal 4, Strategy 2.2), increase to three annual faculty lectures

University: Climate survey

Target Measures	Resources to be used	Lead personnel	Timeline
Annual climate survey of all students, faculty, staff Increased satisfaction with DSGN climate over time	UO central administration		Fall 2017, annually thereafter

Evaluation Tools:

Annual report of the Equity & Inclusion committee. EIC data / communications subcommittee will gather lecture, reviewer, visiting professor data and track progress.

UO climate survey is a vital tool for measuring progress in creating or maintaining a welcoming, respectful, and inclusive climate. The UO should expand the undergraduate survey to include graduate students, faculty, and staff, and importantly, share those results with schools and colleges.

GOAL 1: Create an inclusive and welcoming environment for all.

Strategy 1.2 – 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

2.1 Workshops for faculty

Topics: implicit bias, facilitating difficult conversations in classrooms, incorporating diversity in course syllabi, and others

Format: integrated into faculty meetings, optional lunches, targeted refresher courses

DSGN shall provide focused workshops to foster a broader understanding of issues of implicit bias. These efforts will be in addition to the standard University led workshop efforts focused on best practices for new hire faculty search committees. This strategy seeks to raise awareness of issues of implicit bias related to other evaluation situations where biased assessments might take place. This includes other related activities such as admissions reviews, scholarship selections and decisions related to tenure and promotion. This strategy will utilize multiple modes of implementation to ensure a widespread incorporation across DSGN faculty and staff.

Target Measures	Resources to be used	Lead personnel	Timeline
Yearly implicit bias workshop incorporated into DSGN Faculty/Staff meetings, with 100% participation rate 1 workshop per month for other workshops, with 50% participation rate	EIC: inventory, analysis, support Dr. Erik Girvan - Assistant Professor at the University of Oregon School of Law: workshop development lead; train department/school liaison for DSGN focused workshop. Dean's office: support and funding sources	EIC faculty subcommittee chair	Spring 2017: develop series, identify facilitators AY17-18: pilot programs – test participation in different formats, different topics AY18-19: ongoing series

2.2 DSGN new faculty orientation process (currently varies by department)

DSGN will develop an Orientation Guide and program for new faculty hires. This effort seeks to provide a resource to ensure a smooth transition for new faculty members to DSGN. The goal of this strategy is to foster a diverse faculty by providing resources aimed at eliminating barriers to success. This orientation guide will be designed to provide all new faculty with an overview of student life and faculty responsibilities, as well as introduce faculty members to DSGN resources dedicated to support their scholarly and creative activity. This tactic is essential to creating a climate that fosters the recruiting and retention of a diverse faculty.

Target Measures	Resources to be used	Lead personnel	Timeline
DSGN New Faculty Orientation Guide	Academic Affairs committee Department staff	Academic Affairs committee chair	Spring 2017: develop framework AY17-18: pilot program

Target Measures	Resources to be used	Lead personnel	Timeline
90% 5 yr retention of new faculty			AY18-19: ongoing development and revision

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2.3 DSGN faculty mentorship group (currently varies by department)

In addition to departmental mentorship, provide a school-wide forum for new faculty to learn best practices in course development, discussion facilitation, etc.

(See also Goal 2, Strategy 2: Retention, and Goal 3: Achievement)

DSGN shall develop a Faculty Mentorship Guide. The aim of this tactic is the creation of a resource to ensure a more effective establishment and utilization of academic mentoring relationships. This tactic seeks to revitalize our efforts to hire and retain a diverse faculty by formalizing a system of peer-to-peer mentorship. By fostering a more rigorous mentorship program within DSGN, this tactic will ensure that faculty are properly mentored for all aspects of academic life, beyond just what is required for achievement of tenure and promotion, but also including efforts aimed at ensuring a professional and family life balance. This tactic seeks to acknowledge the culture and traditions unique to diverse Departments within DSGN with regards to mentorship.

Target Measures	Resources to be used	Lead personnel	Timeline
DSGN Faculty Mentorship Guide Document 1 workshop per term Participation rate Coverage rate (all new faculty 90% attendance) 90% 5 yr retention of new faculty	Academic Affairs committee Senior faculty	Academic Affairs committee chair	Spring 2017: develop framework AY17-18: pilot program AY18-19: ongoing development and revision

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Evaluation Tools:

Faculty orientation checklist

Climate survey (annual)

EIC annual report: track number of workshop attendees

AAC annual report: track number of mentorship event attendees, faculty retention rates

GOAL 2: Increase the representation of diverse students, faculty, staff, and community partners at all levels of the university.

Strategy 2.1 – 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

1.1 Search committee training workshops

Monthly workshops, connected to phasing of faculty search process

Target Measures	Resources to be used	Lead personnel	Timeline
1 workshop per month Participation by all search committee members	EIC faculty subcommittee DEI	EIC faculty subcommittee chair	Spring 2017: develop framework AY17-18: pilot program AY18-19: ongoing development and revision

1.2 Use UO hiring programs to increase diversity of DSGN faculty

Seek funding for strategic hires in departments with disproportionally majority faculty members. Seek funding for Native American cluster hire to support Native American students.

Target Measures	Resources to be used	Lead personnel	Timeline
Faculty demographics reflect US population	Departments: develop hiring priorities Dean's office: facilitate proposals Academic Affairs, Provost: funding support	Christoph Lindner, Dean Associate Dean for Academic Affairs Department heads	Ongoing

1.3 Active recruitment:

Use active recruitment strategies to recruit faculty, post-doctoral fellows, and graduate students at Historically Black Colleges and Universities (HBCU) and Tribal Colleges and Universities (TCU)

Target Measures	Resources to be used	Lead personnel	Timeline
Faculty and student demographics reflect US population	EIC: identify best practices, provide framework for departments Departments: develop 5-year hiring plan, active recruiting Academic Affairs: financial support	EIC faculty subcommittee chair EIC student subcommittee chair	AY17-18: Develop framework, strategic plan Ongoing: active recruiting activities, monitoring searches for success

1.4 Develop pipeline for students

Develop clear and string connections between DSGN faculty and programs (undergraduate and graduate), and prospective students from under-represented populations. Primary regional partners include schools in Portland and the Native American tribes; regional and national partners include Historically Black Colleges and Universities, and Tribal Colleges and Universities.

(See also Goal 4, Strategy 2: Fundraising)

Target Measures	Resources to be used	Lead personnel	Timeline
Student applicants reflect US population	Department staff, development: connect with alumni base DSGN student groups UO undergrad admissions UO tribal liaison DEI	EIC faculty subcommittee chair EIC student subcommittee chair	AY17-18: Develop strategic plan; develop pilot partnerships (likely Portland alumni and Summer Architecture Academy) AY18-19: Strategically expand

Evaluation Tools:

　IR data on faculty and student demographics: measure progress

　EIC annual reports: report back to DSGN community on progress

GOAL 2: Increase the representation of diverse students, faculty, staff, and community partners at all levels of the university.

Strategy 2.2 – Use promising practices and effective strategies to retain diverse staff, faculty, administrators, undergraduate, and graduate students from traditionally-underrepresented communities.

Tactics

2.1 Scholarship program for students of color

Develop a scholarship program for under-represented students, which will include a peer to peer mentorship program. Assess scholarship recipients' academic progress and success on a quarterly basis through mandatory advising. Improve communication of scholarships such as DES.

Target Measures	Resources to be used	Lead personnel	Timeline
Student demographics reflect US population Equal retention and graduation rates for all student demographics	EIC student subcommittee: develop program, identify partners Development: funding (see also Goal 4, Strategy 2) College of Design Student Services: Advising	EIC student subcommittee chair	AY17-18: Develop program; admit students into program AY18-19: Pilot mentorship, advising program

2.2 Assessment of existing barriers in curriculum and graduation requirements for each major

Collect data regarding major progress of under-represented students that can be compared to data of majority students

Target Measures	Resources to be used	Lead personnel	Timeline
Equal retention and graduation rates for all student demographics	EIC student subcommittee: request data, report back Department staff, curriculum committee: collect information UO Registrar, IR: student success data	EIC student subcommittee chair	AY17-18: gather historical data, identify problem areas AY18-19: work with departments to reduce barriers Ongoing: assess impact over 3-5 years

2.3 New major orientation

Quarterly school-wide orientations for new majors which will offer sessions for under-represented groups

Target Measures	Resources to be used	Lead personnel	Timeline
Equal retention and graduation rates for all student demographics Number of students self-selecting targeted sessions Follow up survey: self-report on usefulness of orientation	College of Design Student Services staff to coordinate and facilitate orientations; follow up	College of Design Student Services	Orientations will begin fall 2017

Evaluation Tools:

IR / UO Registrar tracking of student retention and graduation rates

Department tracking of student job placement rate

EIC data / communications subcommittee to collect and report out

GOAL 3: Facilitate access to achievement, success, and recognition for under-represented students, faculty, staff, and alumni.

Strategy 3.1 – 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

1.1 Student success strategic plan

Identify achievement gaps within the DSGN student population, and understand where and when students are not succeeding, and what needs improvement (courses, milestones). Identify students with high propensity not to succeed, and provide targeted advising. (See also Goal 2, Strategy 2: Retention)

Target Measures	Resources to be used	Lead personnel	Timeline
Equal retention and graduation rates for all student demographics	UO Registrar: student retention, graduation, course success data College of Design Student Services: student outreach, advising	College of Design Student Services office Arturo Zavala	AY17-18: Data analysis; develop strategic plan AY18-19: Pilot programs; track 3-year success

1.2 Ongoing education around school commitment to inclusion

Provide workshops for new faculty on student success tactics; connect new faculty members to teaching and advising resources; provide implicit bias training for new faculty members.

Provide workshops on implicit bias and inclusion issues for school and departmental committees such as scholarship and awards committees, search / hiring committees, and provide faculty leadership training around faculty reviews.

Target Measures	Resources to be used	Lead personnel	Timeline
Annual committee training Annual new faculty workshop series (connected to mentorship program, Goal 1, Strategy 2)	Academic Affairs Committee: develop training schedule, partnerships College of Design Student Services: student advising support, training CoDaC DEI	Academic Affairs committee chair	AY17-18: develop workshop schedule; identify partners / facilitators; winter / spring pilot workshop formats AY18-19: launch program, monitor engagement rates, student success rates

1.3 Equitable service assignments for faculty that do not hinder progress to promotion

Audit faculty service assignments within and between departments; develop training or communications, expectations and regular appeal process based on findings to ensure equitable distribution and reduce administrative load of tracking

Target Measures	Resources to be used	Lead personnel	Timeline
Equal promotion rates and timelines across faculty demographics	E&I Committee Academic Affairs Committee Department heads	Associate Dean for Academic Affairs	AY17-18: Develop and implement data tracking system Ongoing: Monitor promotion rates and timelines

Evaluation Tools:

IR / UO Registrar tracking of student retention and graduation rates

EIC annual reports: track workshop and training participation; service assignments

EIC to audit scholarship practices for access and inclusivity: recruitment phase and current students; individual department awards, travel awards, research support

GOAL 3: Facilitate access to achievement, success, and recognition for under-represented students, faculty, staff, and alumni.

Strategy 3.2 – 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

2.1 Track DSGN nominations and awards

Track and publicize the demographics of DSGN faculty and students *nominated* for national, UO, school and departmental awards; and *receiving* national, UO, school and departmental awards.

Target Measures	Resources to be used	Lead personnel	Timeline
Faculty / student nomination and award rates match demographics DSGN alumni award rates match alumni demographics	EIC Departmental staff E&I committee UO committees report on, e.g., I3 grants, Williams fund, Faculty Excellence Award Office of Distinguished scholarships report on national and international awards (Josh Snodgrass) Alumni Association in conjunction with Alumni Cultural and Affinity Chapters (Erin Kopp)	EIC faculty subcommittee chair EIC student subcommittee chair	AY17-18: Gather baseline and historical data; identify and communicate targets Ongoing: Continue monitoring and communicating progress

2.2 Track DSGN student internship and job placement

Target Measures	Resources to be used	Lead personnel	Timeline
Student placement matches student demographics	EIC student subcommittee College of Design Student Services; Kristin Grieger Department staff	EIC student subcommittee chair	AY17-18: Gather baseline and historical data; identify and communicate targets Ongoing: Continue monitoring and communicating progress

2.3 Formal award mentorship

As part of Goal 1, Strategy 2.3: Faculty mentorship and Goal 2, Strategy 2.1: Student Peer to Peer Mentorship, provide workshops on available opportunities, timelines, and application strategies

Target Measures	Resources to be used	Lead personnel	Timeline
Faculty / student nomination and award rates match demographics	EIC: workshops College of Design Student Services: application support	EIC faculty subcommittee chair EIC student subcommittee chair	Spring 2017: develop framework AY17-18: pilot program AY18-19: ongoing development and revision

University: Promote global leadership experiences, research, professional development opportunities, and scholarships

Bi-weekly email listing external awards / scholarships /opportunities pertinent to faculty and students of color

Target Measures	Resources to be used	Lead personnel	Timeline
Faculty / student nomination and award rates match demographics Bi-weekly email listing	VPRI DEI / CoDaC Office of distinguished scholarships	Josh Snodgrass	

Evaluation Tools:

Records/statistics from UO of university, national, international program nominations / awards

Annual report from departments to EIC of faculty and student accomplishments

Annual EIC report of workshop participation and success rate; faculty and student nomination and success rates

Resource pooling: Solicitation of AAA faculty, students and staff to provide known opportunity resources to be compiled for monthly emailing by central university

GOAL 4: Leadership will prioritize and incorporate diversity, equity, and inclusion in plans and actions.

Strategy 4.1 – 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

1.1 Professional connections program

Connect under-represented students with alumni in their field

Target Measures	Resources to be used	Lead personnel	Timeline
All under-represented students have first-year contact with alumni Positive feedback from participants on self-report measures	Equity & Inclusion committee for first year development of program Implementation: College of Design Student Services staff member to oversee recruitment, matching, training, coordination of activities; assessment of program	EIC student subcommittee chair	AY17-18: Develop program; identify alumni and other professional partners AY18-19: Pilot mentorship, advising program

1.2 Leadership training group

Developing department heads, deans from within the school

Pair mid-career faculty with leaders in the school

Possible formats: annual 1-week program during a break; regular meetings throughout academic year; shadow and interview process

Ideally, partner with similar programs in other schools and colleges for university-wide group

Target Measures	Resources to be used	Lead personnel	Timeline
Year 1-5: 5 annual participants across DSGN By year 5: clear pool of strong candidates for all leadership positions	Faculty Advisory Committee: develop and run program Deans office: facilitate and locate funding – reallocate existing funds, development opportunity, external funding DEI	FAC chair	AY17-18: Develop program; identify participants; pilot 1-day workshop AY18-19: Pilot program; 3 workshops / term

1.3 Provide access to national leadership training workshops

Mid-career faculty funded for participation in external academic leadership programs (e.g., External Mentor Program for Early Career and Underrepresented Faculty through Division of Equity and Inclusion; HERS Bryn Mawr Summer Institute; Cornell Women in Leadership certificate, etc.)

Target Measures	Resources to be used	Lead personnel	Timeline
1 faculty member / year	Faculty Advisory Committee: solicit nominations, select faculty member Deans office: funding DEI	FAC chair	AY17-18: Analysis of programs; identify candidates from leadership training pilot AY 18-19: Sponsor first faculty member; faculty report back to leadership training group

Evaluation Tools:

Annual report of Faculty Advisory Committee

Records/statistics of participation in programs by students, faculty, administrators

Records/statistics of new leadership positions for (past) participants

GOAL 4: Leadership will prioritize and incorporate diversity, equity, and inclusion in plans and actions.

Strategy 4.2 – Utilize philanthropy and other resources to advance the work of diversity, equity, and inclusion in your unit and across the University.

Tactics

2.1 Student support:

Build endowment for academic scholarships and summer program support, including paid internships, for under-represented students. Build endowment for under-represented students to attend pipeline events such as the architecture summer academy

Target Measures	Resources to be used	Lead personnel	Timeline
Double school scholarships annually until $1M endowment reached Student demographics should reflect US population	Development: raise donor funds College of Design Student Services: manage scholarships and internships	EIC student subcommittee chair	AY17-18: Develop strategic goals, identify donors AY18-19: Seed projects with donors, spendable funds

2.2 Faculty support:

Support faculty research for on issues of diversity and equity. Support annual lecture series reporting on faculty research, creative practice (See also Goal 1, Strategy 1.3)

Target Measures	Resources to be used	Lead personnel	Timeline
(3) $6500 grants annually	Dean's office: reallocate existing discretionary funds (1 grant) Development: build endowment (2 grants) FAC grant, lecture overview	EIC faculty subcommittee chair	AY17-18: Support (1) faculty research grant with existing funds; develop strategic goals; identify donors AY18-19: (1) faculty lecture; support (2) faculty research grants through spendable funds AY19-20: (2) faculty lectures; support (3) faculty research grants through endowment funds

2.3 Event support:

Support a diverse schedule of visiting professors / lecturers / reviewers

Target Measures	Resources to be used	Lead personnel	Timeline
Visiting experts should reflect US population	Departments: reallocate existing event funds Dean's office: reallocate existing discretionary funds Development: build endowment	EIC faculty subcommittee chair	AY17-18: Gather data on past visiting experts; identify targets; develop pool of experts; use existing DSGN interdisciplinary lecture AY18-19: Identify donors; secure seed funding; seed projects

University:

Bridge funding for students near graduation

Target Measures	Resources to be used	Lead personnel	Timeline
No student within 2 terms of graduation should leave the university for financial reasons			

Evaluation Tools:

Annual development and Foundation reports are already generated in-house. We will use these to evaluate progress in developing endowments.

EIC annual report: EIC will request and review reports from development, data on speakers from departments, and College of Design Student Services on internships and scholarships; and include summaries in their annual report.