

College of Design
2020–23 Diversity Action Plan

Updated: August 27, 2020



UNIVERSITY OF
OREGON

College of Design

Table of Contents

1. Development and Implementation	1
2. Plan Overview	1
3. Demographics in the College of Design	3
4. Implementation Strategies	6
4.1. Faculty-related	6
4.2. Student-related	7
4.3. Staff-related	9
5. DSGN DAP Implementation Strategies Resource Guide	10

Abbreviations

DAP	Diversity Action Plan
DSGN	College of Design
EIC	Equity & Inclusion Committee
LGBTQ	Lesbian, Gay, Bisexual, Transgender and Queer or Questioning.

Definitions

Diversity is the appreciation and prioritization of different backgrounds, identities, and experiences collectively and as individuals. It emphasizes the need for representation of communities that are systemically underrepresented and under-resourced. These differences are strengths that maximize the state's competitive advantage through innovation, effectiveness, and adaptability.

Equity acknowledges that not all people, or all communities, are starting from the same place due to historic and current systems of oppression. Equity is the effort to provide different levels of support based on an individual's or group's needs in order to achieve fairness in outcomes. Equity actionably empowers communities most impacted by systemic oppression and requires the redistribution of resources, power, and opportunity to those communities.

Inclusion is a state of belonging when persons of different backgrounds, experiences, and identities are valued, integrated, and welcomed equitably as decision makers, collaborators, and colleagues. Ultimately, inclusion is the environment that organizations create to allow these differences to thrive.

Office of Governor Kate Brown, Governor of Oregon, State of Oregon Equity Framework in COVID-19 Response and Recovery, 2020.

1. Development and Implementation

The College of Design's (DSGN) Diversity Action Plan (DAP) was developed in winter term 2017, under the aegis of the College's Equity & Inclusion Committee (EIC), with input from community members across DSGN, and with student group partnership. The plan was restructured and updated in academic year 2019–20 by the EIC.

The EIC gathered DSGN community input through several methods:

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

EIC members used the information gathered as the basis of the 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.

The College of Design will support the School of Art + Design, the School of Architecture & Environment, the School of Planning, Public Policy and Management, and the Department of the History of Art and Architecture to use the DAP to implement equity and inclusion strategies. In this document, these units are referred to as “schools” but should be understood to also include the Department of the History of Art and Architecture. The rationale is that these units are best positioned to understand the context of equity and inclusion within their own domains and to create more targeted programs and initiatives that use the strategies identified by the overall DSGN DAP.

Once annually, College of Design leadership will ask each school to identify the equity and inclusion strategies that they are implementing. Those strategies should reflect the interest and priorities of faculty, students, and staff in the schools, as determined by a survey or other input-gathering process. College of Design leadership will then follow up on the effectiveness of the various implementation strategies by requesting an annual report on the progress being made within each school.

2. Plan Overview

The DSGN Diversity Action Plan serves as a resource guide to help schools connect their equity and inclusion priorities with the DSGN diversity goals, which are based on the university's overall diversity goals. Schools will identify their own priorities for advancing diversity within their units and aim to meet the college and university goals. The goals and priority section is followed by presenting specific implementation strategies.

- **Goal 1:** Create an inclusive and welcoming environment for all
 - **Priority 1.1** – Evaluate the current equity and inclusion climate.
 - **Priority 1.2** – Incorporate promising practices that eliminate discrimination.

- **Goal 2:** Increase representation of diverse students, faculty, staff, and community partners at all levels of the university
 - **Priority 2.1** – Recruit diverse staff, faculty, and students.
 - **Priority 2.2** – Retain diverse staff, faculty, and students.

- **Goal 3:** Facilitate access to success and recognition for under-represented students, faculty, staff, and alumni
 - **Priority 3.1** – Eradicate existing achievement gaps for students, faculty, and staff
 - **Priority 3.2** – Provide venues for recognizing and highlighting under-represented faculty, student, and staff academic achievements.

- **Goal 4:** Leadership will prioritize and incorporate diversity, equity, and inclusion in plans and actions.
 - **Priority 4.1** – Prepare members of under-represented groups for leadership opportunities in the college.
 - **Priority 4.2** – Utilize philanthropy and other resources to advance the work of diversity, equity, and inclusion.

The implementation strategies often overlap and reinforce each other, and they draw heavily on the approach each school within the college takes in **identifying their own priorities and implementing their own strategies**. Every school in the college will seek to meet the university and college diversity, equity, and inclusion goals by developing their own school priorities and implementation strategies. The DSGN DAP provides priorities and implementation strategies as a resource for schools to use or schools may develop their own priorities and implementation strategies based on each school’s own need. The implementation strategies included in the DSGN DAP primarily cluster around the following areas: representation and access, training and professional development, and increasing development (fundraising) to implement strategies.

Representation and Access: increase the diversity of our community of students, faculty, lecturers, and design and art studio reviewers as it relates to race/ethnicity, gender, and sexual orientation.

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

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.

3. Demographics in the College of Design

Based on data acquired in spring term 2020. Current measures of demographics in the college are insufficient. Moving forward, it will be critical to include measures of representation for diversity of genders and sexual orientations, to disaggregate persons of color to reflect different experiences of Black, Indigenous, Latinx, international, and other identities, and to account for the intersection of the impact of multiple, layered identities.

Faculty

As of Fall 2019, DSGN employs 205 faculty members. DSGN shows a steadily increasing percentage of faculty of color: 8.9% in 2008 to 18.5% in 2020. A steadily decreasing female representation of 48% (in 2008) to 38.8% (in 2019) is occurring within the faculty. In 2020 the female representation is 41.5% which is a small increase from the lowest percentage in 2019. It is interesting to note the slow steady trends in both categories and that the female faculty representation is declining overall while the faculty of color is increasing overall.

Source: <https://ir.uoregon.edu/personnel> DSGN April 2020

Students

As of Fall 2019, DSGN enrolled 1,790 students, 75% undergraduate (1,332) and 25% graduate (458). Graduate students include 16.8% students of color and 12.4% international students, an overall increase from 2007 (10% students of color, 6.4% international) but a slight (2.1% and 1.1% respectively) decrease from the previous Diversity Action Plan (DAP) Report in 2016. Undergraduates are 29.2% students of color, 7.1% international students, again an overall increase from 2007 (13% students of color, 2.9% international) with a 3% increase in students of color and a 3.5% decrease in international students since the previous DAP. The undergraduate student population is 57.3% female, and the graduate population 60.7% female, showing a 1.7% decrease in women in the undergraduate population and a 5.7% increase in women in the graduate population since the previous DAP.

Source: https://ir.uoregon.edu/school_college_profile DSGN April 2020

Staff

The distribution of women employees in the College of Design has ranged from 52.1% to 68.2% of the total DSGN employees since 2003. Employees in this data set include Administrators, Classified Staff, Graduate Student Employees, Regular Student Employees, and Temporary Employees. This distribution has seen its lowest female representation of 52.1% in 2016 and 2017 and saw its highest representation of 68.2% in 2003. Every two to three years there seems to be a trend up or down of 6–8% creating a shallow zig-zagging cycle of increasing and decreasing female representation. Overall this trend is not a large swing, and representation is roughly 50/50 if not showing in favor of female representation.

The number of employees of color has had a general upward trajectory from 2005 to 2017. The lowest representation of employees of color was at 6.6% in 2005 with the highest representation in 2017 at 22.5%. 2019 shows 15.3% employees of color, which is down 6.9% since 2017. The overall trend is that employees of color are rising in percentage.

Fig 1: DSGN Enrollment Trends by Level of Education

Source: https://ir.uoregon.edu/school_college_profile DSGN April 2020

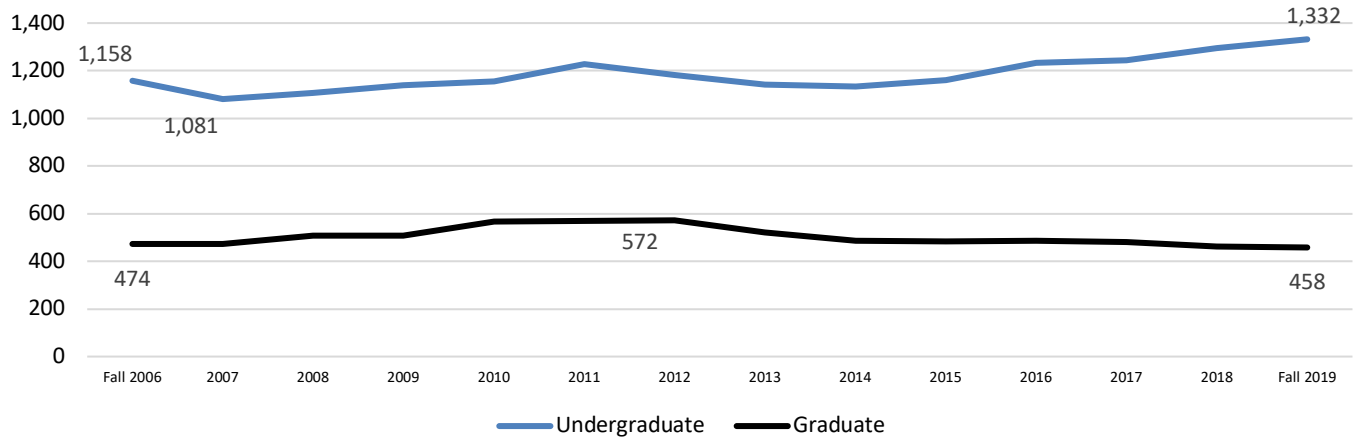


Figure 2: DSGN Percentage Enrollment Trends Among Students of Color

Source: https://ir.uoregon.edu/school_college_profile DSGN April 2020

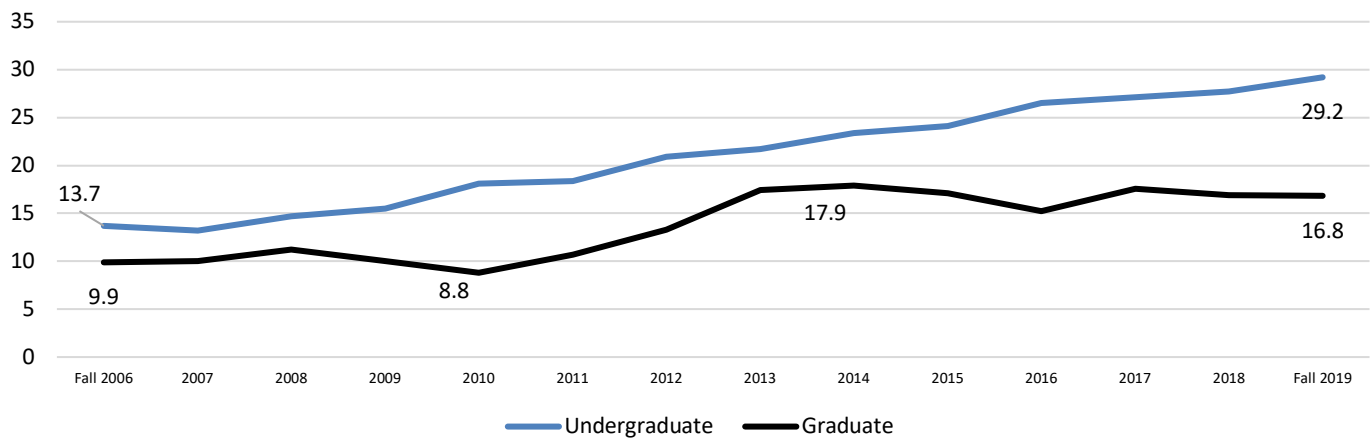


Figure 3: DSGN Percentage Enrollment Trends Among International Students

Source: https://ir.uoregon.edu/school_college_profile DSGN April 2020

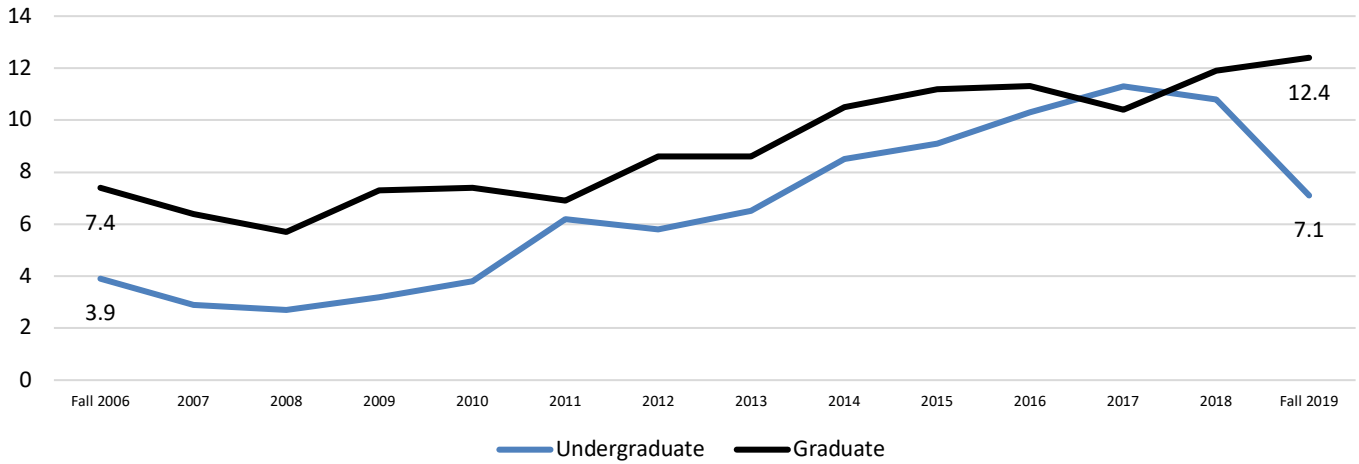


Figure 4: *DSGN Percentage Students Eligible for Pell Grant*
 Source: https://ir.uoregon.edu/school_college_profile DSGN April 2020

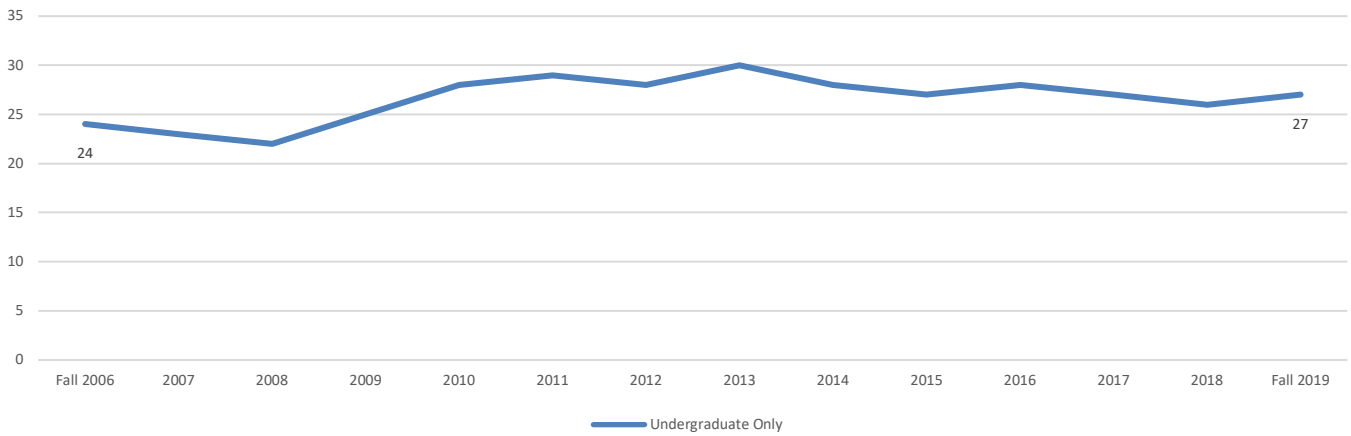


Figure 5: *DSGN Percentage of Faculty of Color and Women in the Faculty*
 Source: https://ir.uoregon.edu/faculty_employees College of Design April 2020

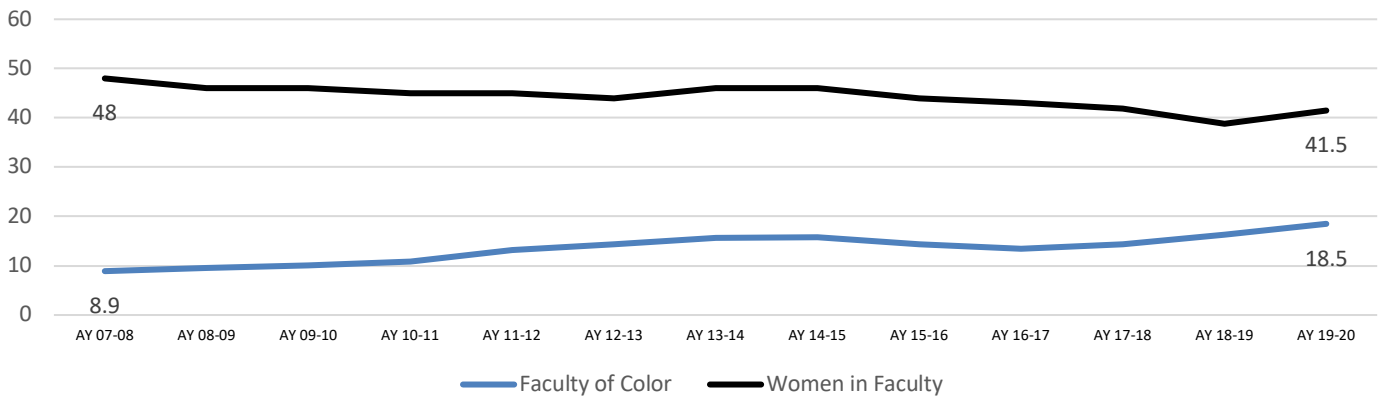
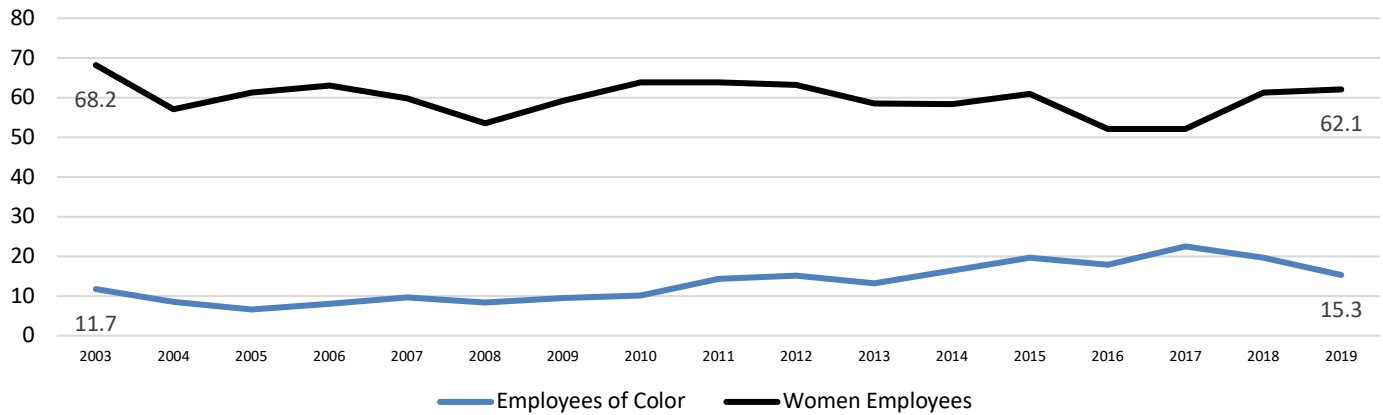


Figure 6: *DSGN Percentage Employees of Color and Women Employees*
 Employee data include Administrators, Classified Staff, Graduate Student Employee, Regular Student Employee, and Temporary



4. Implementation Strategies

4.1. Faculty-Related Implementation Strategies

IMPLEMENTATION STRATEGY	AY 20-21	AY 22-23	Future
Hold search committee training workshops on implicit bias.			
Incorporate search advocates on all faculty search committees.			
Support and highlight faculty research for, and on, diversity and equity, taking into consideration race/ethnic, gender, and sexuality.			
Create new faculty orientation process emphasizing equity and inclusion.			
Provide workshops for faculty on supporting international students.			
Use active recruitment strategies to recruit from HBCUs and TCUs communities.			
Create mentorship groups for under-represented faculty of color and women.			
Promote active faculty recruitment strategies that emphasize race/ethnicity, gender, and sexuality representation.			
Develop leadership training groups for under-represented faculty and women.			
Organize a writing retreat for faculty of color, women, and allies.			
Review faculty syllabi to assess content related to equity and inclusion			

Review faculty syllabi for diverse authorship of readings by women, under-represented and LGBTQ faculty.			
Seek funding for strategic hires in departments with disproportionately majority faculty.			
Ensure that visiting professors, lecturers, and studio reviewers are fully representative of students via diverse ethnic, gender, and sexuality backgrounds.			
Publicize and highlight faculty research through DSGN communications.			
Develop an Orientation Guide and program for new faculty hires, to foster a diverse faculty by providing resources aimed at eliminating barriers to success.			
Provide a school-wide forum for new faculty to learn best practices in course development, discussion facilitation, etc.			
Provide workshops for new faculty on student success tactics.			
Provide workshops on implicit bias and inclusion issues for department and school committees.			
Pair mid-career faculty with leaders in the school.			
Establish regular faculty leadership development program for faculty of color and women throughout the academic year.			
Provide funding to support mid-career under-represented faculty participation in external academic leadership programs.			
Support annual lecture series reporting on faculty research and creative practice in diversity and equity.			
Audit faculty service assignments within and between departments; establish guidelines for equitable distribution of service.			
Develop department heads and deans from within the school.			
Support faculty research on issues of diversity and equity.			
Support a diverse schedule of visiting scholars and artists from underrepresented backgrounds.			
Track under-represented faculty service to ensure they are not overburdened by diversity service assignments.			

4.2. Student-Related Implementation Strategies

IMPLEMENTATION STRATEGY	AY 20-21	AY 22-23	Future
Implement college-wide orientations for new majors on equity and inclusion services in the college.			
Develop student workshops through DSGN Student Services office to address scholarship and internship applications and processes.			
Develop paid peer mentorship position; GTF advisors in College.			
Collect and assess data regarding barriers in curriculum and graduation requirements for each major; provide targeting advising for at-risk students.			
Develop pipeline events for under-represented students, such as the architecture summer academy, across the College.			
Provide workshops for international students regarding cultural adaptation.			
Implement pipeline for students from under-represented populations.			
Build scholarship program(s) for under-represented students			
Develop professional connections program to connect under-represented students with alumni in their fields.			
Organize listening sessions where students discuss equity and inclusion concerns, and administrators, faculty, and staff listen.			
Establish mini-grants for student-initiated programing related to the DAP's goals.			
Provide opportunities for students to work as co-authors on academic papers related to equity and inclusion.			
Provide venues for student feedback online and via surveys on progress being made regarding equity and inclusion.			
Conduct a diversity climate survey that identifies student perceptions of a welcoming, respectful and inclusive climate as it relates to race/ethnicity, gender, and sexual orientation.			

Develop clear and strong connections between DSGN faculty and programs and prospective students from under-represented populations (“build pipelines”).			
Improve communication around existing scholarship opportunities.			
Collect data regarding major progress of under-represented students that can be compared to data of majority students.			
Implement quarterly school-wide orientations for new majors with sessions supporting under-represented student populations.			
Identify achievement gaps within the DSGN student population.			
Track and publicize DSGN students nominated for various awards, as well as those receiving them.			
Track DSGN student internship and job placement.			
Build endowment for academic scholarships and summer program support, including paid internships, for under-represented students.			
Build endowment for under-represented student pipeline events and programs.			
Provide emergency “bridge funding” for students nearing graduation.			

4.3. Staff-Related Implementation Strategies

Strategies	AY 20-21	AY 22-23	Future
Develop hiring programs to increase underrepresented staff.			
Establish workshops on equity, inclusion, diversity for current and incoming staff with topics dealing with race/ethnicity, gender, and sexual orientation.			
Make equity and inclusion part of staff job descriptions, responsibilities, and accountability.			
Maintain and track the demographics of the staff to inform programming and recruitment.			

Improve transparency in the overall job performance review/merit increase process for staff.			
Establish an award for staff equity, inclusion, and diversity work that contributes to college and/or school efforts.			
Organize listening sessions for staff where administrators listen to staff regarding their experiences on equity, inclusion, diversity, particularly focused on issues of race/ethnicity, gender, and sexual orientation.			
Ensure staff representation on college Equity and Inclusion Committee and School Equity and Inclusion committees.			
Promote opportunities for staff participation in equity and inclusion in professional development at the university level.			
Provide focused workshops to foster a broader understanding of issues of implicit bias toward LGBTQ communities.			
Ensure that staff are properly compensated for their participation on equity and inclusion work.			

5. DSGN DAP Resource Implementation Strategies Guide

Goal 1: Create an inclusive and welcoming environment for all

Priority 1

Evaluate the current equity and inclusion climate.

Priority 2

Incorporate promising practices that eliminate implicit bias and combat racism as well as other forms of discrimination.

IMPLEMENTATION STRATEGIES

- Conduct a diversity climate survey that identifies student perceptions of a welcoming, respectful and inclusive climate for all.
- Visiting professors, lecturers, and studio reviewers should represent the communities we serve with strong representation from faculty of color, women, and LGBTQ communities.
- Publicize faculty research through an annual lecture series and highlight the work in DSGN communications.
- Provide focused workshops to foster a broader understanding of issues of implicit bias.
- Develop an Orientation Guide and program for new faculty hires, to foster a diverse faculty by providing resources aimed at eliminating barriers to success.

- Provide a school-wide forum for new faculty to learn best practices in course development, discussion facilitation, etc.
- Provide workshops for faculty on supporting international students.
- Provide venues for student feedback on-line and via surveys on progress being made regarding equity and inclusion.
- Organize listening sessions for both students and staff to discuss equity and inclusion concerns, and administrators listen.
- Implement college-wide orientations for new majors on equity and inclusion services in the college.
- Provide workshops for international students regarding cultural adaptation.
- Establish an award for staff equity, inclusion, and diversity work that contributes to college and/or school efforts.

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

Priority 1	Priority 2
Incorporate active recruitment strategies, elimination of conscious and unconscious bias, and other promising practices in recruitment from traditionally under-represented communities.	Use promising practices and effective strategies to retain diverse staff, faculty, admin, and students from traditionally under-represented communities.

IMPLEMENTATION STRATEGIES

- Search committee training workshops on implicit bias.
- Incorporate search advocates in all faculty searches.
- Support and highlight faculty research for, and on, diversity and equity.
- Seek funding for strategic hires in departments with disproportionately majority faculty.
- Use active recruitment strategies to recruit from HBCU and TCU communities.
- Develop clear and strong connections between DSGN faculty and programs and prospective students from under-represented populations (“build pipelines”).

- Build scholarship program(s) for under-represented students.
- Improve communication around existing scholarship opportunities.
- Collect data regarding major progress of under-represented students that can be compared to data of majority students.
- Implement quarterly school-wide orientations for new majors with sessions supporting under-represented student populations.
- Develop hiring programs to increase staff of color, women, and LGBTQ communities.

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

Priority 1	Priority 2
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.	Provide venues for recognizing and highlighting under-represented faculty, student, and staff academic achievements.

IMPLEMENTATION STRATEGIES

- Create mentorship groups for underrepresented faculty.
- Track underrepresented faculty service to ensure they are not overburdened by diversity service assignments.
- Organize a faculty of color writing retreat.
- Provide opportunities for students to work as co-authors on academic papers related to equity and inclusion.
- Develop student workshops through DSGN Student Services office to address scholarship and internship applications and processes.

- Develop paid peer mentorship position; GTF advisors in College.
- Collect and assess data regarding barriers in curriculum and graduation requirements for each major; provide targeting advising for at-risk students.
- Identify achievement gaps within the DSGN student population.
- Provide workshops for new faculty on student success tactics.
- Provide workshops on implicit bias and inclusion issues for department and school committees.
- Audit faculty service assignments within and between departments; establish guidelines for equitable distribution of service.
- Track and publicize DSGN students nominated for various awards, as well as those receiving them.
- Establish mini grants for student-initiated programing related to the DAP’s goals.
- Develop professional connections program to connect under-represented students with alumni in their fields.
- Collect and assess data regarding barriers in curriculum and graduation requirements for each major; provide targeting advising for at-risk students.
- Track DSGN student internship and job placement.
- Promote opportunities for staff participation in equity and inclusion in professional development at the university level.
- Promote opportunities for staff participation in equity and inclusion in professional development at the university level.
- Improve transparency in the overall job performance review/merit increase process for staff.

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

Priority 1	Priority 2
Develop and promote programs that support, mentor and prepare members of under-represented groups for leadership opportunities at the UO.	Utilize philanthropy and other resources to advance the work of diversity, equity and inclusion in your unit and across the university.

IMPLEMENTATION STRATEGIES

- Develop department heads and deans from within the school with diverse representation from faculty of color, women, and the LGBTQ communities.
- Pair mid-career faculty with leaders in the school.
- Establish regular faculty leadership development program throughout the academic year.
- Provide funding to support mid-career underrepresented faculty participation in external academic leadership programs.

- Build endowment for academic scholarships and summer program support, including paid internships, for under-represented students.
- Build endowment for under-represented student pipeline events and programs.
- Support faculty research on issues of diversity and equity.
- Support annual lecture series reporting on faculty research and creative practice in diversity and equity.
- Support a diverse schedule of visiting scholars and artists.
- Provide emergency “bridge funding” for students nearing graduation.
- Review faculty syllabi to identify content related to equity and inclusion.
- Review faculty syllabi for diverse authorship of readings by women, faculty of color and LGBTQ faculty.
- Establish workshops on equity, inclusion, diversity for current and incoming staff.
- Make equity and inclusion part of staff job descriptions, responsibilities, and accountability.
- Maintain and track the demographics of the staff to inform programing and recruitment.
- Ensure that staff are properly compensated for their participation on equity and inclusion work.

Example of school-based implementation strategies resource guide:

[School of ...]

School Diversity Action Plan

Goal 1: Create an inclusive and welcoming environment for all

Priority 1

Evaluate the current equity and inclusion climate

Priority 2

Incorporate promising practices that eliminate implicit bias and combat racism as well as other forms of discrimination.

IMPLEMENTATION STRATEGIES

STRATEGY 1: [Selected implementation strategy from the DSNG DAP, the resource guide, or independently-developed strategy. For example, to help meet priority 1, school will conduct a diversity climate survey that identifies faculty, student, and staff perceptions of a welcoming, respectful and inclusive climate for all]

Coordinator: [Who is responsible for executing this strategy]

Timelines: [Any relevant information about when and how this will happen]

STRATEGY 2:

Coordinator:

Timelines:

STRATEGY 3:

Coordinator:

Timelines: