

# Lundquist College of Business 2017-2020 Diversity Action Plan

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## EXECUTIVE SUMMARY

An important aspect of our mission is to educate Oregon's future business leaders, which requires engaging all stakeholders in the understanding that diversity, integrity, and respect is critical for a successful organization. The Lundquist College of Business needs to go beyond policy statements and box checking. The foundation of our diversity plan is to incorporate structural solutions that permeate our existing processes and procedures, making diversity, equity, and inclusion initiatives part of what we do.

I am heartened by the dedication and enthusiasm of volunteers who came forward to lead the College's efforts in identifying the goals, strategies, and tactics of our diversity plan. Through their collective efforts and expertise, and their data-driven, information-gathering approach, I believe we are well positioned to execute a plan that reflects the specific needs of the stakeholders of the Lundquist College of Business. The sixteen member taskforce was divided into three groups, each with a focus on a particular stakeholder: students, faculty/staff, and alumni/donors. The taskforce itself has broad representation from tenure-track and non-tenure track faculty, staff, and administrators. This was not by design or mandate, but rather, illustrative of the broad belief among our community that addressing the barriers to a welcoming and inclusive learning environment for all is an important, urgent, and mission-critical goal. After the taskforce finalized their recommendations, the plan circulated among all faculty and staff and 12 written comments were submitted for consideration, resulting in further revisions.

Part of the original plan included forming a diversity committee to oversee plan execution. In Spring 2017 the taskforce drafted a Diversity Committee charter, which was voted on and approved by the Lundquist faculty. The committee was subsequently staffed according to the member composition and process outlined in the approved charter. This document currently reflects the committee's deliberations and changes to the earlier Diversity Action Plan. Our intention is to continue to revise this plan as new input and information becomes available. The committee and I welcome comments and suggestions from any member of our community. We realize that meaningful change takes time, effort, and resources and we are prepared to move forward toward this goal. Below we provide the context behind our plan toward achieving the IDEAL goals.

### *[1] Create an Inclusive and welcoming environment for all*

Our approach to achieving this goal is to have a firm understanding of our starting point. Toward this, we have gathered demographic data of our College and conducted separate surveys of faculty/staff, undergraduate students, and graduate students. We have also conducted interviews with select groups, including alumni, honors students, and resident assistants in the College of Business Residential Community (Earl Hall). Relative to the rest of the University of Oregon, we have a lower percentage of females, especially among our students and faculty. We also have a larger percentage of international students, especially among our undergraduate and PhD students. Similar to the rest of the University, we have a small percentage of underrepresented minorities among our faculty, staff, and students. We have learned from our surveys and interviews that the

groups in the minority more frequently have negative experiences. We have also learned from surveys that the majority of our faculty and staff are interested in issues of diversity and inclusion and want to improve, but struggle with how. They tell us that race and nationality, in particular, need to be better addressed in our classrooms. As a result, we want to empower our faculty and staff with the tools that they need.

The goal that we envision is for faculty and staff to help our students gain a deeper understanding of the importance of diversity and cross-cultural competencies and to strive for a positive and inclusive learning community. To reward these efforts, we plan to revise our annual evaluation forms so that faculty and staff can highlight their contributions to diversity, equity, and inclusion in every review period. Currently the faculty promotion process instructs candidates to include their contributions to diversity, equity, and inclusion in their personal statements, but there is no opportunity to connect this with our annual evaluation process. We plan to remedy the disconnect by altering the evaluation process for faculty, staff, and OAs. We believe that “you improve what you measure” is not a meaningless platitude. Rather, measurement of the achievements that contribute toward an inclusive and respectful environment should be integrated throughout all of the evaluation tools we already use in our processes: student evaluations of teaching, peer review of teaching, curriculum mapping, annual evaluations, and promotions.

*[2] Recruit and retain Diverse faculty, staff, and students*

We would like to build on programs and initiatives that have been successful in achieving community among underrepresented minority students in the past, such as the Building Business Leaders cohort program, the CEO network mentorship program, and the College of Business Residential Community. We are currently investing in these programs and are working toward continuous improvement. We have also had success with instituting a holistic undergraduate admissions process, in addition to our automatic admissions that are purely based on GPA. Our analysis reveals that our blind holistic admissions results in a more diverse population within the major. Moreover, these students appear to be just as successful in our business core classes (holistic admission began too recently to compare 4-year graduation rates). The diversity plan recommends expanding holistic admissions to increase diversity and access. Regarding recruitment and retention of diverse faculty, we plan to incorporate best practices into our hiring processes. Importantly, we plan to take some initial steps to gain exposure to more diverse populations of potential faculty through post-doc fellowships, visiting positions, and external speaker series that bring diverse researchers to campus.

*[3] Facilitate Access to achievement, success, and recognition for underrepresented students, faculty, staff, and alumni*

Removing barriers to engagement and success is a laudable goal that we believe is achievable with the help of technology. We learned from our undergraduate survey data that a count of the number of Lundquist College of Business clubs and organizations that a student reports being a member of was the best predictor of feeling included in the LCB Community. We learned from a club advisor that the most transformational tool in engaging a broader group of students to participate in club events is an electronic presence on the Orgsync platform. This allows all students, not just those personally

known to the club advisor or officers, to sign up for access to speakers, company visits, and other opportunities. We want all clubs to be thoughtful about how to reach a broad group of members and potential members, offering them access to all the benefits of membership and leadership opportunities. Moreover, we want all of our clubs to expand access to students whose financial need prevents them from joining. This can be done through an application process with club advisors and need not lead to any stigma for these students. Conversations with club advisors confirm that few students apply for dues scholarships, but it is clear that for the ones that do, club membership would be impossible without it. We would like to eventually connect all faculty and students through a single platform, as meaningful experiential learning opportunities is a key component of our mission.

We also learned from our surveys that the initiative of greatest interest to students is “an alumni-mentor program that pairs alumni with undergraduate [graduate] students”. We also learned that there are many alumni who are looking for opportunities to re-connect and interact with current students. The biggest barrier to facilitating such a program is the lack of technology designed for this purpose. We believe that a transformational investment toward these goals is to secure a subscription to a CRM, such as Salesforce. Without this investment, faculty and staff time toward building the relationships and networks that will benefit our students, including those from underrepresented groups, will not enjoy the multiplier effect that a CRM platform allows. We believe this is a top priority for this reason.

*[4] Leadership will prioritize and incorporate diversity, equity, and inclusion in plans and actions*

The faculty have already fully approved the formation of the Lundquist College of Business Diversity Committee charged with implementing this plan. With a committee of broad representation of faculty, staff, and students, along with the full support of the top leadership of the College, we will be in the best position to enact the meaningful change and bold initiatives outlined in this plan. We also plan to engage the Board of Advisors to endorse and support our goals. We would like to increase the diversity of the membership of the Board of Advisors and communicate to current and potential members the importance of diversity, equity, and inclusion to our mission.

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

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

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
1.1.1 Assess climate among students, faculty, and staff in a scientifically defensible manner on an ongoing basis	<p>% of respondents reporting no negative experiences regarding gender identity, race, sexual orientation, socioeconomic status, political ideology, or faculty/staff rank</p> <p>% responding to survey</p>	Time to develop survey instrument and administer (\$1000 grant for PhD student with expertise in survey design to develop instrument)	Diversity Committee	<p>Year 1- Study preliminary climate survey instruments and results, and refine survey for future use. Develop protocol for systematic collection (consider incorporating in Assurance of Learning data collection cycle for students and at time of annual reviews for faculty, OAs, and staff)</p> <p>Year 2 and 3- administer annual surveys and monitor changes in climate</p>
1.1.2 Develop and share best practices for pedagogy that promote equity and inclusion in the classroom and group project assignments	<p>#course sections adopting pedagogy</p> <p>%respondents to survey sent to users who report the workshop, new practice, or pedagogy was useful in their course</p> <p>% of faculty meetings with report on best practices and workshops</p>	Dean's discretionary fund, faculty time, Teaching Engagement Program, UO workshops, catme.org	Diversity Committee and Senior Assoc Dean	<p>Year 1-research best practices (Lundquist, UO, and external sources); Consider developing peer evaluations for teams that incorporate civility and respectful treatment of team members.</p> <p>Year 2-share information in faculty workshops and repeat the most useful ones, and foster sharing of best practices among faculty.</p> <p>Year 2 and 3-one event per term, plus additional sharing of event top highlights at subsequent faculty meetings</p>

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
1.1.3 Develop curriculum modules or case studies on equity, inclusion, and diversity	# new modules developed % BA 352 sections using module % BA 453 sections using module % of instructor respondents reporting that new modules have enhanced competencies in these areas in their courses	Faculty time (grant money or sabbatical support)	Diversity Committee	Year 1 - Meld with college's current review of undergraduate curriculum.  Year 2-implement material into curriculum; hold workshop for instructors in appropriate courses.  Year 2 and 3 - reinforce concepts throughout undergraduate and graduate curriculum; Consider adding material to key pre-business courses (e.g., BA 101, BA 199). Send out call for needed curriculum identified as a gap.

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
Climate survey; Catalog of workshops, case studies, or course materials related to diversity and inclusion on Lundquist intranet; Curriculum map;

**Lundquist College of Business 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	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
1.2.1 Measure and evaluate faculty and staff participation in activities that contribute to diversity, equity, and inclusion initiatives	#(%)faculty and #(%)OAs and #(%)staff who report an activity that contributes to diversity, equity, and inclusion	IT and administrator staff time	Senior Assoc Dean in collaboration with Diversity Committee	Year 1-add categories to the Faculty Activity Report on contributions to diversity, equity, and inclusion in the areas of research, teaching, and service; Add categories to the OA and staff performance review form for diversity, equity, and inclusion contributions for evaluative purposes; Communicate these changes in performance review criteria to faculty and staff.  Year 2-refine categories and performance review instructions if needed
1.2.2 Offer grant opportunities to faculty to conduct research related to diversity, equity, and inclusion	# grant proposals received  # grant proposals awarded \$ awarded	Grants of up to \$5000 depending on scope of proposal.	Senior Assoc Dean	No Year 1 goals Year 2- send out call for research proposals Year 3 –assess program effectiveness
1.2.3 Develop an enrichment program within the College that will include training and activities for faculty/staff participation	Attendance by faculty/staff/ Students	Staff time. Small event budget (<\$5,000) in Year 1; dedicated funds of <=\$10,000 in following years	Assoc Dean for Admin	Year 1 – research/develop enrichment program; host one/two events in late winter and/or spring terms Year 2 – Expand program Year 3 – Assess effectiveness

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
1.2.4 Encourage faculty to add examples or case studies that feature underrepresented groups in their course materials	# examples or case studies featuring underrepresented groups added to courses	Faculty time to identify diverse examples and update course materials	Senior Assoc Dean and Dept Heads	Year 1 - align with undergraduate curriculum review  Year 2 – send out call to diversify course materials; communicate to faculty to include any efforts to diversify course materials in annual faculty activity report  Year 3 – assess progress
1.2.5 Develop question for student evaluations of teaching and peer review of teaching that assess classroom climate, positive learning environment, equity, and inclusion	# questions considered for adoption  # questions added to Student Evaluation of Teaching form  #questions added to peer review form  % of courses reporting classroom climate or learning environment is Good or Very Good, or peers reporting good environment.	Faculty time	Diversity Committee	No Year 1 goals  Year 2-faculty committee develops question for Student Evaluation of Teaching form and peer review form.  Year 3-implement new question in all Lundquist College of Business courses and peer reviews  Year 3-incorporate new question in formally evaluating instructors' contributions to a positive learning environment (Faculty Activity report summary)

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

Faculty, OA, and classified staff reporting system; budget system accounting for grants; Student evaluation of teaching quantitative output summary;



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

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

Tactics	Target Measures	Resources to be used for this tactic	Name/title of lead personnel	Timeline
2.1.1 Invite diverse faculty and PhD students to visit using post-doc fellowships, dissertation fellowships, and visiting faculty positions (summer or regular academic year appointments)	# post-docs or fellows in residence from underrepresented groups  # visiting faculty in residence from underrepresented groups	Dean's discretionary fund or donor funds	Senior Assoc Dean	Year 1-design program to push out to departments to apply for in Year 2  Year 2-implementation in spring 2018  Year 3- assess whether program leads to permanent hires or greater career success for post-docs/visitors
2.1.2 Examine hiring process and incorporate best practices on recruiting diverse faculty.	# (%)TTF and NTTF from underrepresented groups at various stages of the search process	Administrative and search committee time	Assoc Dean for Administration	Year 1-identify best practices (e.g., advertise positions in venues directed towards underrepresented groups)  Year 2-require search committees to adhere to best practices
2.1.3 Focus recruitment of business students on cities in Oregon with diverse populations, such as Springfield, Woodburn, and Portland.	#visits or engagements with diverse populations  % of diverse students enrolled	\$ Recruiting budget	Undergraduate programs	Year 1/2- plan recruitment and community outreach strategy; consider partnering with UO groups who have already identified target populations (e.g., SAIL program)  Year 2-plan one event in each city.
<b>Describe the evaluation tool that you will utilize to measure progress and ensure accountability.</b>				
Post-doctoral fellows and visitor lists; Hiring protocols; Student demographic statistics;				

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

Tactics	Target Measures	Resources to be used for this tactic	Name/title of lead personnel	Timeline
2.2.1 Expand holistic undergraduate admissions (considering several factors, not just grades)	<p>% Business and Accounting majors from underrepresented groups</p> <p>Performance in required courses for holistic vs automatic admits</p> <p>Four-year graduation rates of holistic vs automatic admits</p>	\$ allocated to advising staff to review the greater number of applications to the undergraduate major.	Undergraduate Program Office	<p>Year 1—devote more staff time to holistic admissions</p> <p>Year 2---assess student outcomes of holistic versus automatic admits</p>
2.2.2 Initiate program to match up international and domestic business majors to enhance cross-cultural understanding and connectedness ["Global Duck Mate" (or other program name) modeled on University of Iowa's Tippie College of Business "International Buddies" program]	<p>#international students participating</p> <p>#domestic students participating</p> <p>#events held and event attendance</p> <p>Increased % of international students reporting that they feel respected and included (assessed via survey)</p>	UG Programs office time and faculty time; Event budget (\$2000)	Undergraduate Program Director	<p>Year 1 - survey international and domestic student interest, design program,</p> <p>Year 2- launch pilot program and actively recruit students to participate</p> <p>Year 3- assess pilot and possibly add a classroom component (e.g., "Global Duck Mates take BA 352 or BA 453 together")</p>

Tactics	Target Measures	Resources to be used for this tactic	Name/title of lead personnel	Timeline
2.2.3 Create a mentorship program for faculty and staff from underrepresented groups	Retention measures for faculty and staff from underrepresented groups	Dean's discretionary fund	Senior Assoc Dean and Assoc Dean for Administration	Year 1 – begin assessment by measuring feeling of belonging and job satisfaction as well as interest in such a program Year 2 – evaluate details including definition of mentors and selection process as well as budgetary needs of launching such a program Year 3- launch program
2.2.4 Recruit and retain students in the Building Business Leaders program	# student members from underrepresented groups #faculty involved in program #mentors #external partner or companies involved in program	Dean's discretionary fund	Associate Dean of UG programs and Academic Advisor and Diversity Initiatives Specialist	Year 1 – assess state of the program and recommend improvements needed, including targeted recruiting efforts Year 2 – implement changes

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

SSC Campus/Admission statistics; Catalog of events; List of student participants; Expenditures audit; Faculty and staff roster;

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

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

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
3.1.1 Assess achievement gaps for under-represented students	Document achievement: graduation rates, GPA, job placement, internships, club participation, etc.	Staff time	Under-graduate Program office Graduate Program Office	Year 1- identify gaps needing attention  Year 2- determine if gaps need additional strategies  Year 3 - monitor achievement
3.1.2 Provide training and guidance to LCB student club leaders about equity, inclusion, and diversity	% of clubs attending training sessions  % of clubs offering opportunity to apply for need-based scholarships  Retention rate of under-represented members	Dean's discretionary fund; Faculty Advisor time	Club faculty advisors in conjunction with Council for Inter-Club Coordination and Graduate Program Offices	Year 1- coordinate training sessions  Year 2- observe usage of scholarships and retention rates of under-represented members

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
<p>3.1.3 Develop a summer bridge program for students from underrepresented groups to sharpen skills necessary for pre-business required courses and build community with fellow incoming freshman and with upperclassmen</p>	<p># incoming Freshman students participating</p> <p># Business major mentors participating</p> <p>Grades in pre-business courses for students from underrepresented groups</p>	<p>Instructional and room and board costs for roughly 2 to 3 weeks prior to the start of Fall term</p>	<p>Undergraduate program director</p>	<p>Year 2-secure funding (fundraising)</p> <p>Year 3-plan a 2 to 3 week curriculum and scope of activities</p>

<p>Describe the evaluation tool that you will utilize to measure progress and ensure accountability.</p>
<p>Reporting on performance gaps; Summer mini-course offerings for incoming freshman</p>

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

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
<p>3.2.1 Invest in a CRM platform such as Salesforce</p> <p>Adoption and Integration of CRM platform across all programs, centers, and departments to identify industry partners and alumni who are willing to engage with the college on equity, inclusion, and diversity</p>	<p>#LCB employees posting to platform at least once/year</p> <p>#speakers, events with industry partners</p>	<p>Donor, university, and College funds</p>	<p>Dean</p>	<p>Years 1/2-secure subscription and load existing data</p> <p>Year 2- lay out goals for populating platform with speakers, corporate partners, alumni; tracking race and gender demographics; get system up and running; identify links to other platforms and databases for most robust usage</p> <p>Years 2/3 – initiate additional components as needed</p>

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
3.2.2 Set up alumni-student mentorship program and regular mixer events with special focus on alumni and students from underrepresented groups	# alumni engaging with current students in official program  # attendees at alumni-student mixer events  # URM alumni engaging in mentor program	To be determined	To be determined	Year 2 and 3
3.2.3 Add more faculty researchers from underrepresented groups into existing seminar speaker series to expand the professional networks of our current under-represented faculty	#invited external speakers that come to campus under this program  % of invited external speakers that are women or minorities	Dean's discretionary fund for research support (\$2000 per department per year = \$10,000)	Depts submit speaker receipts to Senior Assoc Dean for approval/payment under this program	Year 1- implement Year 2, 3- assess success at increased diversity in invited speakers

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

CRM platform and degree it is used; audit of research seminar expenditures; research seminar speaker listing

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

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

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
4.1.1 Charge LCB Diversity Committee with oversight and coordination of diversity initiatives as per committee charter approved by faculty at 5/20/16 meeting	% of committee spots according to charter staffed  #ad-hoc committees or sub- committees on specific initiatives	Faculty and staff time and budget from Dean to pursue diversity, equity, and inclusion initiatives on behalf of the College	Dean	Years 1/2—Assess progress on committee’s initiatives. If insufficient progress, consider amending committee membership or charter.  Year 3—Assess whether a Director of Diversity position needed (reporting to the Dean) or whether oversight of initiatives is working under the Committee structure.
4.1.2 Assess and track representation of underrepresented groups in leadership positions (dean’s office, department heads, program directors)	% underrepresented groups in leadership positions relative to full faculty, and relative to other UO units and peer institutions		Dean	Year 1—census of leadership positions to assess baseline  Year 2—assess if mentorship program is needed to encourage underrepresented groups to advance in their positions toward leadership roles



Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
4.1.3 Encourage, track, and report the number of minority guest speakers, job shadow hosts, site visit hosts, etc from underrepresented groups	% underrepresented groups within each category		Senior Assoc Dean	Year 1—develop central database of events, speakers, etc. (either through CRM or Orgsync)  Year 2- implement tracking  Year 3- assess progress and determine if incentives or program needed to make participants more aware of our goals.
Describe the evaluation tool that you will utilize to measure progress and ensure accountability.				
List of diversity committee members; Organization chart of faculty and staff in leadership roles; List of speakers and hosts; Diversity Committee minutes;				

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

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
4.2.1 Increase diversity of the Board of Advisors membership  Provide regular updates to the Board of Advisors on diversity, equity, and inclusion initiatives	% of board members who are from underrepresented groups  % of board of advisor meetings with a diversity update segment	\$ for training of development officers	Dean and Development Director	Year 1- communicate importance of equity and inclusion in communications with current and potential board members  Year 2, 3-include diversity update at every board meeting

Tactics	Target Measures	Resources to be used for this tactic	Name and title of lead personnel	Timeline
4.2.2 Develop strategic plan and execute plan on outreach to alumni and corporate partners on diversity, equity, and inclusion initiatives	Strategic Plan document created  # corporate partnerships on diversity initiatives established	Time of Diversity committee	Chair of Diversity committee	Year 2- Develop 3 year plan in conjunction with LCB Diversity Committee  Year 3- Establish corporate partnerships
4.2.3 Create a fund to increase support for minority faculty	# TTF and NTTF from underrepresented groups	Donations	Development Office	Year 1 – Develop a concept or program to pitch to a donor with this goal Year 2 – fundraising Year 3 – fund minority faculty hires and retention funds
4.2.4 Create a fund to increase scholarship support for students from underrepresented groups	# students from underrepresented groups with scholarships	Donations	Development Office	Year 1 – Develop a concept or program to pitch to a donor with this goal Year 2 – fundraising Year 3 – fund minority scholarships
Describe the evaluation tool that you will utilize to measure progress and ensure accountability.				
Organization chart and position descriptions. Listing of members of the Board of Advisors along with start date.				