**DIVERSITY, EQUITY,
INCLUSION AND ACCESS
STRATEGIC PLAN
2020**

Diversity in Context

Diversity is a strength, a competitive advantage, and a moral imperative. Diversity, Equity, Inclusion and Access (DEIA) is about intentionally breaking down barriers, in order to shape the culture and the workforce of the University to be more reflective of the pluralistic world our students encounter. It means having a broad representation of individuals, and embraces the richness and possibilities of diverse experiences, ideas and perspectives needed to create a rich learning and working environment. It encourages all members of the EOU community to take ownership for creating a welcoming, safe, inclusive, and supportive climate.

Diversity at Eastern Oregon University implies learning and working with people who come from a variety of backgrounds and perspectives. This richness of difference is made more complex by the fact that individuals and groups have different histories, different sensibilities, and at times, different expectations. When we speak of diversity we mean differences of age, physical abilities, ethnicity, culture, color, race, gender, gender identity, sexual orientation, marital status, appearance, education, national origin, citizenship, religious beliefs, veteran status, socioeconomic class or status, political affiliations and beliefs, and diversity of thought, ideas, perspectives, or other ideologies. Because the breadth of human difference is limitless and evolving, the participants in the diverse culture we seek resist easy classification, categorization, or labeling. This list is, therefore, suggestive.

The Case for Diversity

The case for diversity in institutions of higher education is particularly compelling. Students exposed to differences with which they are unfamiliar emerge from the educational process with a greater understanding of the values and benefits of, diversity, equity, inclusion, and access. In many cases, they approach an increasingly complex world with a greater measure of personal adaptability and resilience. Research has confirmed that employees working in diverse pluralistic environments find them more enriching, more satisfying, and more motivating. This leads to higher levels of productivity and contribution, morale and retention, and constructive

participation. In effect, a diverse and inclusive culture can lead to enhanced creativity, innovation, and collaboration, factors critical to an institution's adaptive behavior in facing change, and the imperatives of ensuring long term sustainability.

Despite consistent focus on diversity in EOU's mission and strategic planning, EOU remains remarkably homogeneous. As an institution, the realization and understanding of our history and its impact paves the way to maintain a sustainable future, provides an opportunity for us to consider how we utilize a DEIA lens to create an equitable educational institution that is positioned to make excellence inclusive.

DEFINITIONS

Access

Access/accessibility refers to giving equitable access to everyone regardless of background, ability and experience. It refers to how organizations encompass and celebrate the characteristics and talents that each individual brings to the organization. It is about representation for all.

SOURCE: The Journal of Infectious Diseases, Volume 220, Issue Supplement_2, 15 September 2019, Pages S30–S32, https://doi.org/10.1093/infdis/jiz198 Published: 20 August 2019

Further, access involves the demonstration of a commitment to removal of behaviors, processes, policies that are barriers to inclusion, prevent participation, or increase opportunity gaps.

Accountability

In the context of racial equity work, accountability refers to the ways in which individuals and communities hold themselves to their goals and actions, and acknowledge the values and groups to which they are responsible.

To be accountable, one must be visible and intentional, with a transparent agenda and process. Invisibility defies examination; it is, in fact, employed in order to avoid detection and examination. Accountability demands commitment. It might be defined as "what kicks in when convenience runs out." Accountability requires some sense of urgency and becoming a true stakeholder in the outcome. Accountability can be externally imposed (legal or organizational requirements), or internally applied (moral, relational, faith-based, or recognized as some combination of the two) on a continuum from the institutional and organizational level to the individual level. From a relational point of view, accountability is not always doing it right. Sometimes it's really about what happens after it's done wrong.

SOURCE: https://www.racialequitytools.org/resourcefiles/RET_Glossary_Updated_October_2019_.pdf

Cultural Competency

State of Oregon Definition of Cultural Competency (HB 2864) is "'Cultural competency' means an understanding of how institutions and individuals can respond respectfully and effectively to people from all cultures, economic statuses, language backgrounds, races, ethnic backgrounds, disabilities, religions, genders, gender identifications, sexual orientations, veteran statuses and other characteristics in a manner that recognizes, affirms and values the worth, and preserves the dignity, of individuals, families and communities."

EOU defines cultural competence as "A set of cognitive, affective, behavioral skills and characteristics that support effective and appropriate interactions with people from all cultures, economic statuses, language backgrounds, races, ethnic backgrounds, disabilities, religions, genders, gender identifications, sexual orientations, veteran statuses and other characteristics."

SOURCE: Combination of HB2684 and AAC&U rubric on Intercultural Knowledge and Competence.

Diversity
Diversity includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. By its very nature, diversity is all-inclusive and recognizes everyone and every group as part of the diversity that should be valued. A broad
definition includes not only race, ethnicity, and gender — the groups that most often come to mind when the term "diversity" is used — but also age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, gender identity, and physical appearance. It also involves different ideas, perspectives, and values.

SOURCE: https://www.racialequitytools.org/resourcefiles/RET_Glossary_Updated_October_2019_.pdf

Equity
Equity in education is the notion that each and every learner will receive the necessary resources they need individually to thrive in Oregon's schools no matter what their national origin, race, gender, sexual orientation, differently abled, first language, or other distinguishing characteristic.

SOURCE: https://www.oregon.gov/highered/about/Documents/State-Goals/HECC-Equity-Lens-2017-reformat.pdf

The notion of being fair and impartial as an individual engages with an organization or system, particularly systems of grievance. It reflects processes and practices that both acknowledge that we live in a world where everyone has not been afforded the same resources and treatment while also working to remedy this fact. "Equity" is often conflated with the term "Equality" which means sameness and assumes, incorrectly, that we all have had equal access, treatment, and outcomes. In fact, true equity implies that an individual may need to experience or receive something different (not equal) in order to maintain fairness and access. For example, a person with a wheelchair may need differential access to an elevator relative to someone else.

SOURCE: Morton, B. and Fasching-Varner, K. (2015). "Equity." Encyclopedia of Diversity and Social Justice. Vol. 1. (Ed. S. Thompson). Lanham, MD: Rowman & Littlefield. p. 303-4.

Ethnicity
A social category that divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history and ancestral geographical base. Examples of different ethnic groups are: Cape Verdean, Haitian, African American (Black); Chinese, Korean, Vietnamese (Asian); Cherokee, Mohawk, Navaho (Native American); Cuban, Mexican, Puerto Rican (Latino); Polish, Irish, and Swedish (White).

SOURCE: https://www.racialequitytools.org/resourcefiles/RET_Glossary_Updated_October_2019_.pdf

Inclusion
Authentically and intentionally bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

SOURCE: https://www.racialequitytools.org/resourcefiles/RET_Glossary_Updated_October_2019_.pdf

Intercultural Competence
Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts."

SOURCE: Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.

Opportunity Gap:
The lack of opportunity that many social groups face in our common quest for educational attainment and the shift of attention from the current overwhelming emphasis on schools in discussions of the opportunity gap to more fundamental questions about social and educational opportunities.

SOURCE: Higher Education Coordinating Commission: Equity Lens. https://www.oregon.gov/highered/about/Documents/Commission/COMMISSION/2017/08-August-9-10/4.0d%20Equity%20Lens-reformat.pdf

Race
Race is a social —not biological—construct. We understand the term "race" to mean a racial or ethnic group that is generally recognized in society and often by the government. When referring to those groups, we often use the terminology "people of color" or "communities of color" (or a name of the specific racial and/or ethnic group) and "white." We also understand that racial and ethnic categories differ internationally, and that many local communities are international communities. In some societies, ethnic, religious and caste groups are oppressed and racialized. These dynamics can occur even when the oppressed group is numerically in the majority.

SOURCE: https://www.oregon.gov/highered/about/Documents/State-Goals/HECC-Equity-Lens-2017-reformat.pdf

Racial Justice
Racial justice is the systematic fair treatment of people of all races that results in equitable opportunities and outcomes for everyone. All people are able to achieve their full potential in life, regardless of race, ethnicity or the community in which they live. A "racial justice" framework can

move us from a reactive posture to a more powerful, proactive and even preventive approach.

SOURCE: https://www.aecf.org/blog/racial-justice-definitions/#:~:text=Racial%20justice%20is%20the%20systematic,community%20in%20which%20they%20live.

Social Justice

Social justice is about equal rights, opportunities, and treatment. "Social justice encompasses economic justice and equity. Social justice is the virtue which guides us in creating those organized human interactions we call institutions. In turn, social institutions, when justly organized, provide us with access to what is good for the person, both individually and in our associations with others. Social justice also imposes on each of us a personal responsibility to work with others to design and continually perfect our institutions as tools for personal and social development."

SOURCE: https://www.cesj.org/learn/definitions/defining-economic-justice-and-social-justice/

As a social institution of higher education it is our responsibility to provide students with a lens that includes attention towards creating social justice and equity. "A social justice approach to teacher education begins with the idea that a central purpose of education is to redress social, economic, and political inequities. Its intellectual roots lie within a radical progressive tradition. In this conception, a good teacher understands socioeconomic and political forces that maintain structural inequality and oppression, including how schools as institutions reinforce the status quo and further inequitable educational experiences. Given the centrality of race, ethnicity, and class in inequality, a social justice approach to teaching involves an ongoing commitment to grapple with these matters."

SOURCE: J.A. Whitcomb, in International Encyclopedia of Education (Third Edition), 2010. https://www.sciencedirect.com/topics/social-sciences/social-justice

An analysis of how power, privilege, and oppression impact our experience of our social identities. "Full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society in which the distribution of resources is equitable" and all members of a space, community, or institution, or society are "physically and psychologically safe and secure." (Adams et al. 2016)
"… social justice is both a process and a goal. The goal of social justice is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society in which the distribution of resources is equitable and all members are psychologically and physically safe and secure." (Bell, 2013, p. 21).

SOURCE: Adams, M et al. (2016). Teaching for Diversity and Social Justice. New York: Routledge. p. 1.

Bell, L. (2013). Theoretical foundations. In M. Adams, W.J. Blumenfeld, C. Castañeda,, H.W. Hackman, M.L. Petrs, & X. Zúñiga. (Eds.), Readings for diversity and social justice. New York: Routledge.

Underserved Students/populations:
Students whom systems have placed at risk because the systems have operationalized deficit-based thinking. Deficit thinking is the practice of having lower expectations for certain groups of people based on demographics or characteristics that they share. In doing so, an "at-risk" narrative is formed, in which students navigating poverty, culturally and linguistically diverse students, and/or historically underserved groups, and their families are pathologized and marginalized. This includes students who are treated differently because of their gender, race, sexual orientation, dis/ability, and geographic location. Many students are not served well in our education system because of the conscious and unconscious bias, stereotyping, and racism that is embedded within our current inequitable education system.

SOURCE: Higher Education Coordinating Commission: Equity Lens.
https://www.oregon.gov/highered/about/Documents/Commission/COMMISSION/2017/08-August-9-10/4.0d%20Equity%20Lens-reformat.pdf

FRAMING DOCUMENTS

Eastern Oregon University (EOU) is an Affirmative Action/Equal Opportunity employer and educator, committed to building a diverse and inclusive community and learning environment. Valuing diversity and making cultural competence inclusive, equitable, and accessible for diverse learners and employees is a key element to fulfillment of the University's mission, values, institutional goals, and the requirements of HB 2864.

Mission: EOU guides student inquiry through integrated, high-quality liberal arts and professional programs *that lead to responsible and reflective action in a diverse and interconnected world*.

As an educational, cultural and scholarly center, EOU connects the rural regions of Oregon to a wider world. Our beautiful setting and small size enhance the personal attention our students receive, while partnerships with colleges, universities, agencies and communities add to the educational possibilities of our region and state.

EOU Values: *Altruism: We give selflessly to empower one another and the University community through inclusiveness, appreciation, and stewardship.*

Civility: We believe in the free and open exchange of ideas, embrace diverse backgrounds, and deliberately seek multiple perspectives.

Discovery: We honor our heritage and invest in our future with innovation, vision, and creativity.

Integrity: We uphold the foundation of professionalism, honesty, respect, and sincerity in all of our interactions.

Interdependence: We cultivate vibrant connections and relationships to enhance opportunity and success locally and globally.

Quality: We passionately pursue intellectual engagement, academic rigor, and the highest standards in all endeavors.

Institutional Goals: *Excerpted from EOU's STRATEGIC FRAMEWORK: The Ascent 2029*

Goal 4: Thriving University Community – A great place to work and learn
- Objective 1: Foster an inviting and supportive university culture that exemplifies EOU's values and principles
- Objective 2: Support intercultural competency, inclusiveness, and diversity
- Objective 3: Provide and maintain a campus that promotes quality of life for students, faculty, staff, and the community

Diversity plan (2017):   *Excerpted Framing Statement*

Eastern Oregon University is an Affirmative Action/Equal Opportunity employer and educator, committed to building a diverse and inclusive community and learning environment. Making excellence inclusive is a key element of the University. The following aims are designed to support the recruitment and retention of students from underserved groups through:
- Access to resources (from admissions, financial aid, work, advising, and academics).
- Ensuring diverse, equitable, and inclusive student, faculty, staff, and administrator participation in the campus community.
- Striving to make the educational experience equitable and inclusive through responsive curricular and co-curricular innovation.

Background

EOU Demographics. As of fall term 2019, approximately twenty-eight percent of EOU students (on-line, on-site, and on-campus) identified themselves as members of culturally / ethnically diverse groups. The largest and growing percentage of that population claim Latino/Hispanic identity, a pattern that parallels demographic trends in Eastern Oregon. Further, underserved students (those identifying as culturally / ethnically diverse, low income, and / or first generation) make up the majority of EOU students (63%). Fifty-nine percent of EOU students are women, which is slightly higher compared to both the U.S. Census rate (51%) and the national college participation rate for women (57%). The following is a demonstration of the enrollment headcounts at EOU as of Fall 2019 as well as the enrollment, graduation and employment trends.

Enrollment

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Total Students	4,208	4,157	3,653	3,488	3,176	3,016	2,978	3,067
Culturally / Ethnically Diverse	668	677	621	548	630	702	748	857
Percentage	16%	16%	17%	16%	20%	23%	25%	28%

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Total Students	4,208	4,157	3,653	3,488	3,176	3,016	2,978	3,067
Underserved	2,898	2,783	2,432	2,133	2,046	1,879	1,889	1,932
Percentage	69%	67%	67%	61%	64%	62%	63%	63%

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Total Students	4,208	4,157	3,653	3,488	3,176	3,016	2,978	3,067
Female	2,619	2,566	2,341	2,202	1,949	1,851	1,769	1,823
Percentage	62%	62%	64%	63%	61%	61%	59%	59%

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Total Students	4,208	4,157	3,653	3,488	3,176	3,016	2,978	3,067
Gender not specified							26	46
Percentage	0%	0%	0%	0%	0%	0%	1%	1%

Culturally / Ethnically Diverse includes persons indicating foreign origin, non-resident alien status, a racial group other than White, and/or an ethnic group of Hispanic.
Underserved includes persons who are culturally / ethnically diverse, low income, and or first generation.

Completions

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Total Degrees	765	799	768	805	750	715	692	669
Culturally / Ethnically Diverse	130	121	97	143	122	122	137	130
Percentage	17%	15%	13%	18%	16%	17%	20%	19%

Note: Includes Baccalaureate and Master's level degrees awarded.

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Total Degrees	765	799	768	805	750	715	692	669
Underserved	560	602	561	617	560	520	511	477
Percentage	73%	75%	73%	77%	75%	73%	74%	71%

Note: Includes Baccalaureate and Master's level degrees awarded.

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Total Degrees	765	799	768	805	750	715	692	669
Female	454	509	478	491	486	457	430	420
Percentage	59%	64%	62%	61%	65%	64%	62%	63%

Note: Includes Baccalaureate and Master's level degrees awarded.

Employment

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Total Employees	377	355	352	442	448	422	442	452
Culturally / Ethnically Diverse	28	28	28	41	39	47	49	54
Percentage	7%	8%	8%	9%	9%	11%	11%	12%

	Professor	Associate Professor	Assistant Professor	Instructor/ Lecturer	Total	Percent
Men	15	24	12	7	58	57%
Women	10	16	8	10	44	43%
Total	25	40	20	17	102	100%

	Professor	Associate Professor	Assistant Professor	Instructor/ Lecturer	Total	Percent
Tenured	22	35	1	-	58	57%
Tenure Track	-	4	11	-	15	15%
Non-Tenured	3	1	8	17	29	28%
Total	25	40	20	17	102	100%

Note: Non-tenured faculty at the rank of professor and associate professor are tenure relinquishments.

National Demographics. According to the 2010 US census, nationally, over forty percent of elementary and secondary school children, and forty percent of high school graduates, were students of color or ethnic minorities. Demographic trends suggest that by the year 2060 current ethnic-minority groups will comprise the majority of the U.S. population.

In the end, the ways in which we respond to these demographic and cultural transitions will determine the future character, complexion, and vitality of Eastern Oregon University. Moreover, for many of our traditional students, each of whom is at an important stage in their development, Eastern Oregon University represents their first sustained exposure to an environment other than their home community. We have an obligation to prepare them for a much more diverse world than their parents and grandparents likely encountered.

The following embeds explicit direction from HB 2864 2.a-g within the Diversity Strategic Plan (2017)

Diversity Committee Mission

To promote mutual respect, participation, and inclusiveness in all aspects of the university community, both on and off-campus. This charter directly supports the overall mission of the University to encourage responsible and reflective action in a diverse and interconnected world, and the University's values, principles, and strategic goals.

Diversity Committee Organization. The Diversity Committee is a standing committee of EOU's governance framework. The committee reports to the University council. EOU's Constitution describes the Diversity Committee as consisting consists of 11 members: Four (4) academic faculty members, two (2) from Arts and Sciences, one (1) from Education, one (1) from Business, and one (1) librarian, plus two (2) administrative faculty members, two (2) classified staff members, two (2) students, and the Affirmative Action Officer, who shall serve ex-officio. Additionally, the diversity committee consults with interested faculty/staff/students who work specifically in the area of diversity and represent/advocate for/work with groups based upon (but not limited to): socioeconomic status, race/ethnicity, culture, religion, age, gender, sexual orientation, veteran status, and disability. They may be called upon for various purposes; in addition, they will be encouraged to attend meetings as appropriate.

Diversity Committee Duties and Responsibilities

The duties and responsibilities of the Diversity Committee include the following:
- ☐ To advise the University Council and University President on matters related to diversity, equity, inclusion and access (DEIA);
- ☐ To formulate and facilitate diversity policy, to include a campus-wide diversity plan and the review of existing policies and practices,
- ☐ To promote public education, collaboration and special events that focus on diversity, equity, inclusion and access.;
- ☐ To review and report progress on the achievement of strategic plan objectives related to DEIA;
- ☐ To serve as an advisory resource for the campus community both on and off-campus on DEIA issues;
- ☐ To work with faculty on changes in the curriculum related to issues of diversity.
- ☐ Intentional trainings for Diversity Committee members
- ☐ Advocate for training opportunities for staff and faculty

Diversity Committee Advisory Group Organization. The EOU Constitution provides for a "secondary non-voting advisory group selected by the diversity committee [that] will include interested faculty/staff/students who work specifically in the area of difference and diversity and represent/advocate for/work with groups based upon (but not limited to): socioeconomic status,

race/ethnicity, culture, religion, age, gender, sexual orientation, veteran status, and disability." In October 2019, the President of EOU recommended that the Diversity Committee establish an advisory group that could provide needed expertise, guidance, and support for providing the desired outcomes for EOU and compliance with HB2864 as well as continuity and support for completing reports when the Diversity Committee experiences turnover in the governance process.

Effective June 2020, the standing membership of the Diversity Committee Advisory Group is as follows:

- Director of Student Diversity & Inclusion
- Associate Vice President, Institutional Effectiveness
- ASEOU Director for Diversity & Equity
- Faculty Member

The Advisory Group is overseen by the Chair of the Diversity Committee, whose work is supported by the Executive Assistant to the Provost, the Vice President for Student Affairs, the Provost and Sr. Vice President for Academic Affairs, and the Director of Human Resources.

Diversity Committee Advisory Group Duties and Responsibilities

The duties and responsibilities of the standing Diversity Committee Advisory Group include the following, in fulfillment of HB 2864 2.a-g:

2. … establish a process for recommending, and providing oversight for the implementation of, cultural competency standards for the public institution of higher education and the institution's employees. The process established under this subsection [of HB 2864] must:
   a) Include a broad range of institutional perspectives;
   b) Give equal weight to the perspective of administrators, faculty members, staff and students;
   c) Require the institution provide continuing training and development opportunities that foster the ability of the institution to meet cultural competency standards;
   d) Propose institution-wide goals that seek to improve the cultural inclusion climate for students, faculty, staff and administration from diverse backgrounds;
   e) Require preparation of a biennial report that is presented to the appropriate board regarding the institution's progress toward achieving the goals set forth in this subsection;
   f) Recommend mechanisms for assessing how well the institution meets cultural competency standards; and
   g) Ensure the institution clearly communicates to new faculty, staff and

administrators the commitment to including cultural competency standards in professional development.

Plan Development

This Strategic Plan represents the collaborative effort of all participating members of EOU's Diversity Committee as informed by recommendations from the Diversity Committee Advisory Group. The elected membership is highly diverse and representative of campus constituencies, while the appointed Advisory Group gives "equal weight to the perspectives of administrators, faculty members, staff and students" (HB 2864 Section 1.2 a-b). As such, this plan is a consensus document that is intended to serve as a blueprint for strengthening diversity initiatives at Eastern Oregon University.

There are many dimensions, nuances, and priorities possible in preparing such a plan. This plan is not meant to be comprehensive. Rather, the proposed goals, strategies and actions have been intentionally limited in number and complexity. This approach is designed to provide a framework that is straightforward and practical, actionable and achievable, and measurable. As the Advisory Group further develops cultural competency standards, goals, objectives, KPIs, and targets for monitoring progress in the institution's diversity, equity, inclusion and access strategic plan for training and development of students and employees, actions will be assessed annually and reported biennially (HB 2864 Section 1.2.c-f).

Updates on expectations for training and development will be vetted and approved by the Diversity Committee, the University Council, and the President's Cabinet. Through these representative governance bodies, cultural competency standards, learning outcomes and professional development expectations will be clearly communicated to existing students and employees, and will become part of the onboarding process for new students and employees (HB 2864 Section 1.2.g).

DIVERSITY COMMITTEE
STRATEGIC GOALS 2017-2023

Goal 1: Recruitment, Retention, and Development

Objective: Increase and retain the diverse students, faculty, staff, administrative professionals, and administrators through targeted and innovative recruitment, retention, and professional development.

Strategy 1 - Recruitment: Develop and support recruitment policies, strategies, and processes that ensure equal opportunity and progressively expand the number of highly qualified diverse candidates for student, faculty, staff, and administrator openings.

Strategy 2 - Retention: Better understand the factors related to successful recruitment and retention of a diverse student body and all EOU employees. Promote and intentional recruitment strategies to hiring and retaining faculty, staff and students of color. Support mentoring programs that increase retention of historically underserved staff and faculty.

Strategy 3 – Development & Opportunities: Strengthen existing policies and practices and develop new programs that ensure the professional growth and advancement of a diverse and culturally competent workforce at EOU. Develop an intentional diversity, equity, and access learning pathway for employees to be able to support their growth and meet them where they are at.

Progress Milestones

1. Progressive improvement every year in the total number of students, faculty, staff and administrators from underserved minority groups.
2. Retention rates of underserved minority and women students, faculty, staff and administrators are at least equal to those of the majority.
3. Promotion and advancement rates of underserved racial and ethnic minority faculty, staff and administrators are roughly equal to those of the majority.
4. Promotion and advancement rates of men and women faculty, staff and administrators are roughly equivalent to those of the majority.

Goal 2: Campus Culture and Climate

Objective: Foster a campus culture and climate that will respect differences, encourage inclusiveness, and reflect diversity in accordance with the values and principles of the University

Campus climate is described as the current beliefs, judgments, and outlooks within an academic society about race, ethnicity, and diversity (Hurtado, Milem, Clayton-Pederson, & Allen, 1999). It is a critical component of promoting an inclusive work and learning community, especially for historically underserved population because the climate is indicative of whether a person feels safe, welcome, included and validated as a member of the campus community.

Strategy 1 – Reward and Recognition: Tangible support, recognition and reward are afforded faculty, academic departments, staff and administrators that engage in meaningful diversity initiatives that make a difference at Eastern Oregon University.

Strategy 2 – Demonstrate Leadership Commitment: Communicate to EOU students, faculty, staff, administrators and external constituents that the leaders of the university are firmly committed to progressively achieving a diverse workforce, culture, and educational experience at EOU.

Leadership collaborates with stakeholders to improve the cultural inclusion climate for students, faculty, staff and administration from diverse backgrounds through challenging existing processes, practices, and policies and addressing barriers to the support, growth and development of all students, faculty and staff.

Strategy 3 – Promoting Cultural Awareness: Promote programs, activities, and initiatives that enhance cultural awareness for the entire campus and surrounding communities and foster education, constructive dialogue, and honest reflection on diversity.

Strategy 4 – Grievance Processes: Ensure that formal grievance processes are in place and well-communicated to report, investigate, and resolve all allegations of discrimination, disparate treatment, and intolerant behavior within the EOU community and its external relationships.

Progress Milestones
1. The goal of expanding all dimensions of diversity at Eastern Oregon University (access, retention, culture, excellence) is an integral component of the University's strategic plan and academic planning efforts.
2. Regular communications to all University constituencies that emphasize the institution's commitment to diversity, equity, inclusion, and access, and to its aspirations for achieving a diverse workforce, inclusive culture, and educational experience.
3. Campus climate surveys on diversity and equity report improving perceptions of a

safe and inclusive environment, free of harassment or discrimination, where the proximity of interaction is constructive and informing.
4. Integration of activities that enhance cultural awareness, promote greater social interactions and understanding of cross-cultural communication, and encourage constructive dialogue and reflection on diversity.

Goal 3: Community Outreach and Engagement

Objective: Build and strengthen partnerships with diverse communities, community-centric organizations, and civic and government entities to advance diversity and multiculturalism in the University and the region.

Strategy 1 – Outreach and Engagement: Starting with La Grande, build working relationships and connections between EOU and the communities of Eastern Oregon, Eastern Washington, and Southwestern Idaho.

Progress Milestones
1. Community organizations and governmental entities, including law enforcement, routinely look to the University as a competent resource for building community awareness and understanding of diverse populations.
2. An increasing number of ethnic minority students from Eastern Oregon and Eastern Washington, and Southwestern Idaho high schools choose to apply for admission to EOU.

Goal 4: Curriculum and Pedagogy

Objective: Infuse and maintain the principles of diversity in the curriculum. Promote pedagogical strategies that foster respect of differences in perspective and circumstance, encourage student involvement, and prepare students for success in a world growing more diverse and complex.

Strategy 1 – Embedding Diversity: Strengthen existing curriculum and pedagogical practices to include the experiences of diverse peoples, examine and assess theories of human difference, analyze historical and contemporary structures of inequality, and review their impact.

Progress Milestones
1. Over time, the amount of core coursework incorporating Difference, Power, and Discrimination (DPD) principles, a requirement for graduation, is progressively increasing.
2. Students graduating from EOU are prepared to work effectively across 'lines of difference' in diverse communities and workplaces.

Goal 5: Management, Measurement, and Accountability

Objective: Design and develop a comprehensive system that defines responsibilities and accountabilities and measures progress toward achieving a culturally diverse academic community, an improved campus climate, and advancing the knowledge of diversity and differences in perspectives (see Appendix A).

Strategy 1 – DEIA Strategic Plan: Craft, communicate, and implement a comprehensive Diversity, Equity, Inclusion, and Access Strategic Plan that reinforces these concepts within the values and principles of Eastern Oregon University.

Strategy 2 - Measurement and Reporting: Create assessment and reporting processes that systematically measure and communicate progress toward implementing all goals of the DEIA Strategic Plan.

Strategy 3 – Closed Loop System: Create feedback loops that ensure acquired information, metrics, research and assessment (survey) data, and learning from experience inform future planning and policy.

Progress Milestones
1. Plans are in place that assign accountability, timetables, and metrics for all actions in support of DEIA goals and strategies.
2. Plans are in place to periodically review with Cabinet and the campus community accomplishments, progress and effectiveness of DEIA strategies and actions.
3. Campus climate surveys on diversity and equity report improving perceptions of a safe and inclusive environment, free of harassment or discrimination, where the proximity of interaction is constructive and informing (see Goal 2: Campus Culture and Climate).

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[i] Note that diversity strategic plans from the following universities furnished useful structure, concepts, goals, strategies, actions and language adapted in the formulation of EOU's plan: UCLA, Auburn University, University of Puget Sound, Regis University, Emerson College, Central Michigan University, Brown University, Cornell University. This 2020 revision of the 2017 Diversity Strategic Plan incorporates a title change (DEIA Strategic Plan) that reflects the emphasis of HB 2864, and also adopts the system of annual effectiveness reporting maintained by our Institutional Effectiveness office.

APPENDIX A
Diversity Committee Annual Effectiveness Report – 2020-21 (Start of Year)

Instructions:

The purpose of this report is to facilitate monitoring of continuous improvement by the Diversity Committee Advisory Group to the Diversity Committee. The report contains two main sections, mission alignment and performance improvement. In the mission alignment section, DEIA Strategic Goals should be listed and the connection to the institution's strategic plan goals should be indicated. In the performance improvement section, strategies are expanded upon through the inclusion of planned actions, benchmark indicators (key performance indicators), and analysis of progress.

Definitions:

> Objective/Strategy – A specific result the Diversity Committee is attempting to achieve. Should be derived from the Diversity Committee mission and consistent with the mission, values, and Strategic Plan: Ascent 2029 Goals for the institution.
> Action – Planned new or modified activities designed to facilitate the achievement of the unit objective(s) often through evidence of improvements in one or more key performance indicators.
> Key Performance Indicator (KPI) – A measure used to show progress compared to previous year toward achieving the unit objective(s). Quantifiable at least annually if not more often.
> Analysis – Summary of impact on KPIs and objectives by actions taken. Should include synthesis and reflection to enable creation of the next effectiveness report (e.g. Annual or Mid-Year) and in preparation of biennial reporting expectations to the Board.

Mission Alignment: Strategic Plan: The Ascent 2029

Diversity Committee	Goal #1: Student Success		Goal #2: Transformational Education		Goal #3: Grow the number of lives impacted			Goal #4: Thriving University Community			Goal #5: Relevance and Interconnection		Goal 6: Financial Sustainability		
	Obj 1: High impact practices	Obj 2: Post-graduate planning	Obj 1: Excellence in teaching	Obj 2: Learning outcomes	Obj 1: Grow as thriving rural university	Obj 2: Student retention	Obj 3: Degree attainment	Obj 1: University culture	Obj 2: Inter-cultural competency	Obj 3: Campus quality of life	Obj 1: Educational partnerships	Obj 2: Rural community prosperity	Obj 1: Fiscal responsibility	Obj 2: Culture of philanthropy	Obj 3: Alternative revenue
Objectives								X	X	X					

-----Performance Improvement-----

<u>Progress Key</u>

Increase (+)

Goal met or exceeded (✓)

Decrease (-)

Same (=)

Goal 1: Recruitment, Retention, and Development

Objective: Increase and retain the diverse students, faculty, staff, administrative professionals, and administrators through targeted and innovative recruitment, retention, and professional development.

Strategy 1: Recruitment
<u>***Actions (strategies and tactics)***</u>
  Students:
- Conduct an assessment of the current state of student matriculation disaggregated by race, gender, ethnicity, first generation status, income, institutional funding, etc.
- Increase specific and targeted recruiting efforts of underserved groups. Translate materials and media into Spanish and other languages where we have a significant number of students.
- Make fee remissions available for students who specifically assist in the recruitment and retention of students from underserved groups.
- Conduct review and evaluation of residence requirements for new freshmen through an equity lens by the end of AY21.
- Conduct and review Admissions Foreign Language requirement for incoming freshman and Deficiency in Foreign Language requirement for those whose degree program requires it for graduation.
- Consider increasing funding for recruitment and matriculation of diverse students.
- Continue supporting pre-collegiate programs targeted at underserved student populations (e.g., Oregon Teacher Pathway and Eastern Promise).
- Address barriers to recruitment in order to ensure that intentional efforts are made. These include,
  - Financial Barriers - Identify and address the barriers that limit access for Equity populations to matriculation.
  - Recruitment Strategies - Create and implement linguistically and culturally specific recruitment strategies (e.g. marketing materials, recruitment locations, community engagement, etc.)
  - Recruitment Timing - Develop and implement middle school and early high school recruitment strategies which incorporate college preparation materials to support a college-going culture.
  - Intentional and Long-Term Investment from administration with institutional support - Increase the visibility of institutional support services for underserved populations in the recruitment process and expand services to include community partners
  - Cultural competency of campus partners.
  - Expand training of the campus community regarding unique needs of the students we serve.

All Employees:
- Make greater use of diversity-centric advertising venues, networking, and targeted recruitment of diverse candidates.
- Continue improving the diversity website to provide smooth, rapid response through automated application and selection processes.
- Continue the training of search committees on the importance of diversity and the selection approaches and hiring practices that ensure equal opportunity.
- Enhance the recruitment process and search committee training to focus on the importance of diversity and hiring practices that ensure equal opportunity.

Strategy 2: Retention
Actions (strategies and tactics)
Students:
- Conduct an assessment of the current state of student academic performance disaggregated by race, gender, ethnicity, first generation status, income, etc.
  - Assess using an equity scorecard tool
- Conduct a biennial campus climate survey among students, focused on DEIA and use results to compare and track climate over time and inform strategies and actions.
- Expand mentoring programs for students in underserved groups.
- Provide opportunities for all students to interact, exchange ideas and reflect.
- Increase the graduation rates of African-Americans, Native-Americans, Asian /Pacific Islander, and Hispanic/Latino.
- Identify and address barriers to student success using an equity lens.
- Develop ongoing training opportunities for staff and faculty to facilitate inclusive and equitable supports, programs, and classroom environments that meet the diverse needs of our students.
- Implement the Bias Action Response team to address biases and hate incidents in line with Oregon SB577.

Faculty:
- Conduct a biennial campus climate survey among faculty, focused on DEIA and use results to compare and track climate over time and inform strategies and actions.
- Expand mentoring for new women faculty and those from underserved groups.
- Use information gathered to develop additional retention measures for women faculty and faculty from underserved groups.
- Intentional training and support for hiring, recruiting, and supporting faculty/staff of color and creating a black, Indigenous and people of color (BIPOC) Employee Resource Group

Staff, Administrative Professionals, and Executives:
- Conduct a biennial campus climate survey among staff and administrators, focused on DEIA and use results to compare and track climate over time and inform strategies and actions.
- Expand mentoring for new staff and administrators from underserved groups.
- Intentional training and support for hiring, recruiting, and supporting faculty/staff of color and creating a black, Indigenous and people of color (BIPOC) Employee Resource Group

Strategy 3: Development
Actions (strategies and tactics)

Faculty:
- Offer educational seminars to increase cultural competency among faculty to help them develop culturally responsive educational opportunities for students.
- Implement flexibility in training options that recognizes the breadth and depth of DEIA work and encourages involvement.
- Review percentage of university funding committed to faculty development and growth opportunities for women and minority faculty.
- Formalize efforts to retain, mentor, and promote faculty from underserved groups to tenured teaching and

academic leadership positions.
- Encourage the Faculty Senate to broaden Faculty Development Funding Committee (FDFC) guidelines to promote and fund faculty attendance at academic conferences, workshops, seminars, and webinars that advance diversity and related networking (not just for those who present papers).
- Support professional development that highlights diversity and equity.
- Encourage greater ad-hoc peer-to-peer teaching by faculty as a means of expanding professional knowledge.

Staff and Administrators:
- Conduct structured focus groups with staff and administrators to generate discussion and definition around their perceived professional development needs, priorities, and interests, as a foundation for setting development goals and program design.
- Expand employee diversity training to incorporate increased opportunities and enhanced content.
- Implement flexibility in training options that recognizes the breadth and depth of DEIA work and encourages involvement.

Key Performance Indicators	2017-18	2018-19	2019-20	Target (2020-21)	Progress	2029 Target
Percentage of culturally/ethnically diverse students	23%	25%	28%	28%		>=30%
Percentage of culturally/ethnically diverse employees	11%	11%	12%	13%		>=30%
Percentage of students associated with underserved groups	62%	63%	63%	64%		>=70%
Persistence gap of culturally/ethnically diverse students (on campus)	-6%	-2%	-1%	>-2%		0%
Persistence gap of culturally/ethnically diverse students (off campus)	-1%	-3%	-2%	>-2%		0%
Persistence gap of culturally/ethnically diverse employees	2%	8%	-1%	>-1%		0%

Analysis (evaluation of progress)
-

Goal 2: Campus Culture and Climate

Objective: Foster a campus culture and climate that will respect differences, encourage inclusiveness, and reflect diversity in accordance with the values and principles of the University.

Strategy 1: Reward and Recognition
Actions (strategies and tactics)
- Establish an awards program to recognize and showcase outstanding and innovative diversity activities of faculty, staff, and administrators at EOU accomplished through teaching, research, community involvement, recruiting, etc. Recognize recipients at a university convocation or symposium.
- Empower, hold accountable and reward department chairs, deans, and administrators for diversifying their faculties and staff through recruitment and retention, in keeping with the University's diversity mission.
- Support, reward, and recognize faculty and staff committed to supporting and advising cultural organizations and student clubs outside of their daily position expectation.

Strategy 2: Demonstrating Leadership Commitment
Actions (strategies and tactics)
- Ensure the university's diversity website is maintained and updated regularly.
- Create a university wide strategic statement of value utilized by all departments as a guiding principle to doing equity and inclusion work with a racial justice lens.
- Provide DEIA training for search committees, including implicit bias training, to ensure that DEIA is an integral mindset of all search committees.
- Engage the EOU community in DEIA efforts by making diversity a standing agenda item at least quarterly for executive Cabinet, Board of Trustees, University Council, and Faculty Senate meetings.
- Finalize the renaming of the library in AY21.
- Mandate annual DEIA training.
- The President and Provost actively reinforce the importance of diversity, equity, inclusion, and access in EOU media, university forums, convocations, and other venues.

Strategy 3: Promoting Cultural Awareness
Actions (strategies and tactics)
- Ensure all University websites related to diversity are maintained and updated regularly.
- Develop a campus-wide speaker series involving the invitation of prominent outside thinkers on DEIA.
- Create opportunities for open forums for students, faculty, staff, and administrators.
- Formalize coordination of efforts on the part of campus organizations and resources concerned with diversity.
- Using results from the MGUDS, develop and implement opportunities focused on improving cultural competency.

Strategy 4: Grievance Processes
Actions (strategies and tactics)
- Work with the campus Grievance Committee, Human Resources/Affirmative Action, Student Affairs, PCSW members, and Faculty to review, refine, and align existing policies and practices regarding discrimination, harassment, and intolerance.
- Develop a Bias Action Response Team - Require racial equity training of all members.

Key Performance Indicators	2017-18	2018-19	2019-20	Target (2020-21)	Progress	2029 Target
MGUDS participation rate (employees)	n/a	n/a	7.5%	25%		
MGUDS participation rate (students)	n/a	n/a	n/a	establishing baseline		
Percentage indicating they have felt discriminated against (employees - Campus Climate survey)		40%		<40%		
Percentage indicating they have felt discriminated against (students - Campus Climate survey)		23%		<23%		

Analysis (evaluation of progress)
-

Goal 3: Community Outreach and Engagement

Objective: Build and strengthen partnerships with diverse communities, community-centric organizations, and civic and government entities to advance diversity and multiculturalism in the University and the region.

Strategy 1: Outreach and Engagement
Actions (strategies and tactics)

- Create an inventory of the La Grande/Union County community, civic, business, governmental organizations, and diverse communities, with key contact information and service descriptions.
- Create a bi-lingual 'speakers bureau' on diversity topics and publicize among local community organizations.
- Collaborate with Admissions, Financial Aid and other relevant departments to implement a culturally responsive approach/equity lens to their programming in middle and high schools and in the community that promotes and increases interest-level of ethnic minority students in Eastern Oregon, Eastern Washington, and Southern Idaho to pursue postsecondary education.

Key Performance Indicators	2017-18	2018-19	2019-20	Target (2020-21)	Progress	2029 Target
Proportion of students involved with DEIA communities and organizations	n/a	n/a	n/a	establishing baseline		
Proportion of employees involved with communities and organizations	n/a	n/a	n/a	establishing baseline		

Analysis (evaluation of progress)
-

Goal 4: Curriculum and Pedagogy

Objective: Infuse and maintain the principles of diversity in the curriculum. Promote pedagogical strategies that foster respect of differences in perspective and circumstance, encourage student involvement, and prepare students for success in a world growing more diverse and complex.

Strategy 1: Embedding Diversity
<u>*Actions (strategies and tactics)*</u>

- Offer professional development opportunities to faculty to increase cultural competency and encourage the development of a culturally responsive educational experience for students.
- Ensure that all curricular offerings addressing diversity provide opportunities for interaction and dialogue to enable students of different backgrounds and perspectives to learn about and from one another.
- Provide support for further integration of diversity, equity, inclusion and access content into new and existing courses.
- Review current Difference, Power and Discrimmination courses and propose a racial equity assessment lens.

Key Performance Indicators	2017-18	2018-19	2019-20	Target (2020-21)	Progress	2029 Target
Intercultural knowledge and competence learning assessment results	n/a	n/a	n/a	establish baseline		
Discussions with Diverse Others results (NSSE)	36.7			39.0		

<u>*Analysis (evaluation of progress)*</u>
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Goal 5: Management, Measurement, and Accountability

Objectives: Design and develop a comprehensive system that defines responsibilities and accountabilities and measures progress toward achieving a culturally diverse academic community, an improved campus climate, and advancing the knowledge of diversity and differences in perspectives (see Appendix A).

Strategy 1: Diversity Strategic Plan 2017 (and subsequent updates)
Actions (strategies and tactics)
- Assign Plan accountabilities, deliverables, and measures to responsible departments and individuals.
- Formally budget adequate funding to support diversity initiatives, programs, and processes approved as priorities in the DEIA Strategic Plan.

Strategy 2: Measurement and Reporting
Actions (strategies and tactics)

- Develop and implement an equity scorecard aligned with the DEIA Strategic Plan, to be reviewed during alternating years by the Cabinet, along with the status of progress on plan goals and objectives.
- Plan for a report and presentation to the campus community during alternating years on progress made toward achieving goals and objectives in the DEIA Strategic Plan.
- Conduct biennial campus climate surveys, focused on diversity, among students, faculty, staff, and administrators.
- Expand system capability to incorporate gender identities in accordance with Oregon Senate Bill 473.
- Establish KPIs focused on areas of disproportionality in relation to DEIA by the end of AY21.

Strategy 3: Closed Loop System
Actions (strategies and tactics)
- The biennial report and presentation on progress made toward achieving goals in the DEIA Strategic Plan will include reporting on changes and refinements to policy and practice.
- A special working session will be held at least annually by the Diversity Committee to review existing policies, practices, and initiatives, with an eye to identifying prospective changes, advocating for their approval, and laying the groundwork for implementation.

Analysis (evaluation of progress)
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