Office for Research, Innovation, and Graduate Education (RIGE)
Five Year Strategic Action Plan Review, February 2012

The Graduate School					
Goal	**Relevance & Outcomes**	**Action**	**Impact**	**Gaps, Alignment, Evaluation**	**Lessons Learned**
Culturally responsive community	Purpose: To have the Graduate School play a more active role in creating an inclusive and welcoming environment for students. "Active role" is defined as providing: more scholarships to recruit students, technical assistance to graduate programs seeking to be more inclusive, timely data for graduate faculty to evaluate their programs, relevant professional development workshops for students, and national best practices regarding what top graduate programs are doing to foster excellence, innovation, and inclusive graduate student communities	Professional development workshops: focused on preparing graduate students to be effective allies to underrep. students and inclusive classroom instructors

Individual consultations: with programs experiencing challenges in creating inclusive communities

Recruiting & Retaining Diverse Graduate Students: pilot project with CoDaC; working with 3 graduate programs to create inclusive learning communities and develop effective recruitment/retention strategies for diverse students | Approx. 200 students have attended the workshops since they began in 2009; GTF orientation discusses the importance of creating inclusive classrooms – 150 students/per year

Addresses real time challenges facing graduate students in their programs

3 graduate programs (Couples/Family Therapy, SPUR, and TBD) receiving assistance; $36K used to support the programs' recruitment/retention efforts; We intend to continue the project and involve more programs | Students from certain departments and programs are more likely to attend the workshops than others; The GS needs to continue its outreach beyond the "usual" suspects

Consultations are episodic and in response to emerging crises

One challenge GS faces is devoting adequate staff time to work with each program on their unique challenges & opportunities; another challenge has been gaining clarity on the metrics we use to assess the program's effectiveness in impacting recruitment and retention | Role-play scenarios (with the help of Rehearsals for Life theatre troupe) are effective to foster dialogue about the types of situations students are likely to face in the classroom and beyond

In addition to "crisis management," better for the GS to be a pro-active partner in creating inclusive environments

Better to work with fewer programs than to spread resources too thin; better to refine our selection criteria in determining program "readiness" to engage in organizational change |
| Improving campus climate | Purpose: To provide consistent and relevant data on how graduate students experience their programs, with emphases on cross-group variation (gender, ethnicity, lst generation, international/domestic); to signal the importance of diverse perspectives, methodologies, & insights | Student Experience Survey: piloted in 2009 to assess student satisfaction/climate in graduate programs; to be completed every 3 years

Graduate Research Forum: Started in 2010, the Forum showcases student research from across campus and over 50 depts/programs | Provided data to Deans and dept. heads, thus establishing baseline data to evaluate grad programs

Participation has grown each year, from roughly 80 students in 2010 to over 100 in 2012; diverse scholarship is featured | GS has no authority to require Deans/dept. heads to act; some stated they needed multiyear data to discern patterns

Students from over 50 graduate depts/programs have participated. That said, the GS still needs to reach the remaining 50+ programs | Better to have multiyear data to discern patterns; GS needs to use the data we collect more systematically in evaluating programs

Forum is an important vehicle for showcasing breadth/depth/diversity of graduate research |

Building critical mass	Purpose: To have the Graduate School play a more active role in recruiting/retaining underrepresented graduate students	Expanded Fighting Fund Fellowships (now called Promising Scholars Award) from 18 students in 2007 ($188K) to 33 in 2011 ($433K)	Over 130 graduate students supported since 2007; has improved the ability of programs across campus to successfully recruit underrepresented students	We need more funds to support more students & to support them more comprehensively; currently the program only provides partial support and is limited in duration	GS creating pride/prestige in receiving the award by highlighting recipients on the website, reception, events, and through strategic communications – to enhance the "brand" of being a Promising Scholar
Filling pipeline	Purpose: Currently, graduate student recruitment occurs at the department level, with some programs doing an excellent job of recruiting underrepresented students and others doing very little; The Graduate School is evaluating the extent to which we should be more involved in recruitment, particularly of underrepresented students	Recruitment Fairs: GS representative has attended underrepresented graduate student recruitment fairs in California since 2008; names of potential students are forwarded to individual programs McNair Scholars: GS waives application fee for any McNair Scholar from any university	Hard to quantify impact; once names are forwarded to programs, the GS does not know what was done with the information Action makes applying to the UO affordable to McNair Scholars	GS needs to do a better job tracking what is done with forwarded names; GS doing a better job contacting students, thanking them for their interest and providing a personal invitation to contact us for more info GS does not track how many students benefit from this action	GS staff are not recruitment experts; we are working with Enrollment Mgmnt to learn best practices; one big lesson learned: to be effective, we need to devote more resources (time, staff, and funds) to do it properly GS reminded again of needing dedicated staff focused on recruitment
Community Linkages	n/a	n/a	n/a	n/a	n/a

Developing & Reinforcing Diversity Infrastructure	Purpose: To have the Graduate School be the first stop resource for graduate programs seeking best practices to foster excellence, innovation, and inclusive graduate student communities	Strategic hires: Hired Vice Provost Morgen, who has set a clear agenda within the GS regarding the centrality of diversity issues; hired Associate Dean Tuan and assigned a significant portion of her portfolio to diversity issues	Nearly doubled dedicated programming (for students and directors of graduate studies) and staff time focused on diversity issues since 2007; doubled resources spent on underrepresented student scholarships since 2007	Still wrestling with the issue of GS "reach" – what is the appropriate balance between individual program responsibility for recruitment/retention and the role of the GS in these areas?	Hiring of Morgen and Tuan has sent a clear message concerning the value of diversity within the GS to faculty, administrators, and students
		Supporting community formation: funded 4 underrepresented graduate student groups	Women in Science, Alliance, Rehearsals for Life, Natl. Black Graduate Student Assoc. (planning stages)	GS would like to do more to showcase the groups to attract more members	Have to be careful not to overburden group members with educating wider public concerning equity issues
		Formal Program Review: GS now asks questions concerning climate, recruitment/retention efforts	Graduate programs undergoing formal review now must respond to these issues in their reports	GS has no authority to require action; we can only flag issues/raise concerns	GS is playing an important role in redefining what excellence means in graduate education
		IPSA GTFs: Institutional Priority & Strategic Alliance GTF support to enhance campus climate and diversity infrastructure	Over 100 diversity-focused GTFs funded since 2007 positioned at all levels of the university; provides students w practical experiences	Once IPSAs are distributed the GS does not follow up to assess student experiences; GS also does not quantify overall impact	IPSAs are an effective way to seed diversity initiatives across campus at a relatively low cost. Should be expanded

Focus: Research Administrative Offices (RIGE/TT/SPS/RCS/IACUC/Faculty Development)					
Goal	**Relevance & Outcomes**	**Action**	**Impact**	**Gaps, Alignment, Evaluation**	**Lessons Learned**
Culturally Responsive Community/ Improving Campus Climate	Purpose: Enhance culturally responsive workplace environment, extend efforts to enhance diversity across campus	Adhere to all guidelines for increasing diversity in the workplace and attend to issues of diversity in all workplace interactions. Provide training to key staff on diversity related issues	Research staff engaged in outreach to our campus community through presentations and research training/support	Efforts have targeted a broad range of faculty and staff across campus	Increasing support and effort of faculty and staff to attend trainings and initiatives related to diversity
Building Critical Mass/Filling Pipeline	Purpose: Increase hiring and recruitment of diverse staff, increase support for diverse graduate and undergraduate students	Support faculty development efforts to enhance grant writing and support for diversity Adhere to all Affirmative Action guidelines in hiring and recruitment Actively recruit diverse staff	Since 2004, the Office of Research and Faculty Development has sponsored a series of workshops geared to assist faculty at refining skills necessary to prepare grant applications and research proposals Workshops have targeted underrepresented groups and focused on enhancing the ability of all faculty to write competitive grant applications.	SPS (formerly ORSA) successful recruited a director who identified as an ethnic minority. Other recruitment and staffing of the research infrastructure has included outreach and support for hiring diverse employees	Provide incentives for faculty and centers that create increased opportunities for diverse graduate and undergraduate students in research
Community Linkages	Purpose: To conduct outreach with campus constituents and community stakeholders	Provide outreach and training to faculty and staff related to enhancing funding for diverse students Provide outreach and training related to research services (e.g., human subjects) to all faculty and staff across campus. Coordinate efforts with community collaborators, such as PeaceHealth, to enhance our ability to reach diverse populations	Multiple workshops and outreach provided to all faculty and staff. Required trainings such as CITI for human subjects include components focused on underserved populations Community collaborations (e.g., PeaceHealth, schools) have grown over the past 5 years	Training workshops have been successful and can be increased in scope and number. Community stakeholders can increase our ability to embed relevant research in community agencies	Target researchers and specific funding opportunities that may increase diversity in centers (e.g., minority supplements, NSF training and education plans) Enhance linkages to outside community collaborators

Research Centers					
Goal	**Relevance & Outcomes**	**Action**	**Impact**	**Gaps, Alignment, Evaluation**	**Lessons Learned**
Culturally Responsive Community	Purpose: to use the expertise of the UO research centers to enhance intercultural competency & disseminate knowledge in Oregon and beyond and to promote visibility and importance of diversity-related scholarship	Fund and support research centers and institutes in their efforts to enhance a culturally responsive community and research learning environment Encourage members of research centers and institutes to develop new programs and seek outside funding for relevant projects and activities CAPS: federally funded grants to support advanced Asian language training and area studies CSWS: Women of Color Project to foster community leadership, and professional development for female faculty of color (in partnership with Academic Affairs) CoDaC: ongoing workshops & professional development opportunities to enhance cultural competence; multicultural org. development to foster inclusive communities; focus on faculty, administrators, and graduate students CLLAS: an intellectual hub for Latin American focused research and outreach	Enhances UO ability to recruit students and be competitive in global economy Has created a sense of community among participants as well as an venue for advocacy; an edited volume is currently under consideration In 5 years, over 15depts and administrative units have participated in workshops & institutes Latino/a faculty are the fastest growing demographic among faculty of color; CLLAS is emerging as an important hub for intellectual and social community (also aids in building critical mass)	Program is vulnerable since funding is finite and reliant on winning future federal grants Data needed to assess project impact on tenure & promotion prospects of participants; how to maintain momentum and opportunities for new women to join? Difficult to measure impact of workshops beyond simple evaluation forms; "one shot" nature of workshops is not enough to create systemic change; ongoing consultations with depts. are more effective CLLAS is a young center that has had significant impact during its 5 year existence. That said, it does not have dedicated space (currently lives within CSWS) and its funding is vulnerable Home departments are critical in recruitment of diverse students at all levels	Given UO's strategic location, we should create more signature programs focused on the Pacific Rim A career stage approach would be useful in finding ways to support female faculty of color (ie, early career, from tenure to promotion, moving into leadership) "One shot" workshops are useful for regularizing diversity issues and keeping them to the fore, but more systemic change requires ongoing relationship with units How to incubate/grow young centers and support their maturation process in a time of limited funding? Increase support for centers to focus on diversity training and support. Improve faculty development efforts in this area. Utilize strengths such as CoDaC to increase visibility

Improving Campus Climate	Purpose: to elevate diversity related research and create environment where such research is valued and respected	RIGE leadership met with directors of all centers and institutes to discuss and assessment annual goals related to diversity initiatives. Reports were collected annually from each research centers CLLAS, NILI, CoDaC, CAPS, CSWS, CASLS, OHC; CFC: frequent public events highlighting the importance and centrality of diverse communities & research	Lectures, conferences, symposia, workshops, film festivals that promote a diverse campus climate; thousands of people, internal and external to the UO, attend these events	Funding for these events is largely based on soft money, therefore the volume & stability of offerings fluctuates year to year Not all centers responded to the annual reports or were able to provide data on diversity issues in their centers	Hosting public events creates a sense of buzz and signals that the UO cares about diversity related programming Make this reporting briefer and tailored to the objectives of each center
Building Critical Mass	Purpose: to aid in the recruitment and retention of diverse & talented faculty, students, and staff To have the research centers play a more active role in recruiting/retaining underrepresented graduate students and undergraduate research assistants	Work with administrators at relevant units to ensure that all leadership in RIGE understand current UO policies related to hiring practices, particularly as they related to a diverse workplace Encourage all units to undertake targeted and strategic recruitment efforts for all employment opportunities Work with provost's office to increase opportunities for interdisciplinary hires and programming Encourage research units to participate in federally and privately funded programs that target research opportunities for under-represented groups **Examples**: Research Experience for Undergraduates (REU) hosted by MSI and funded by NSF offered a variety of undergraduate research opportunities in chemistry and physics the support the entire pipeline from K-12 through graduate school	Enhances UO ability to recruit students; enables students to be competitive in global economy; Tamagawa program draws Japanese students to UO, thus enhancing our student diversity Multiple activities across units were directly related to this objective, and included substantial programs in science related institutes to enhance diversity in graduate and undergraduate education. For example, summer programs to enhance undergraduate enrollment and education in the sciences were	Longitudinal program that will require multi-year data to assess impact; in the short run, the program has brought national recognition since it is the first of its kind nationally Assistance given only to those units that ask for it (and not the ones that may need it the most)	Similar to CAPS, given our strategic location, the UO should create more signature programs focused on the Pacific Rim More "pressure points" needed to encourage units to pay attention to critical mass issues and to seek assistance

		SPUR: Summer Program for Undergraduate Research. Intensive program to fill the pipeline with URM researchers and recruit underrepresented students of color and women to UO science programs SPICE: Science Program to Inspire Creativity and Excellence for middle and high school girls (1 week summer camp, quarterly science club meetings) CASLS: Chinese Flagship program helps K-16 students become linguistically & culturally competent in Mandarin Chinese; Tamagawa International Exchange program hosts students from Japan for 6 months CoDaC: consultations with academic and administrative units seeking to diversify their faculty, staff, and students	supported across multiple institutes (e.g., OCO, IEE, ION, OIMB) Units are provided with best practices advice on how to build and maintain critical mass.		
Community Linkages & Filling the Pipeline	Purpose: to connect research/outreach to serve diverse communities in Oregon and beyond Purpose: to motivate talented underrep. community members to: attend college or graduate school, enter academia To support research centers in developing strong community linkages with diverse constituencies	Create strong relationships between centers and community constituencies Reach out to diverse communities beyond Oregon Provide lecture series and educational opportunities for the entire community **Example**: Several centers have strong connections with communities across Oregon. NILI language revitalization projects partner with the Confederated Tribes of Grand Ronde, Dry Creek and Smith River Rancherias in California, the Yakima Nation, and Washington CAPS: talks & conferences on Asian themes for UO and external audiences	Successful outreach to diverse audiences; opportunities to apply research to societal needs, public visibility of research and direct connections between the UO and diverse constituencies Also serves to fill the pipeline by forming relationships with underrepresented communities and their students Multiple research	Metrics include counts of program audiences, evaluation forms, media coverage of events, and successful ongoing partnerships with external communities	Greater communication and coordination needed among pipeline programs

		CLLAS: linkages with Latino & Latin American communities in Oregon & beyond CASLS: partnership with Portland Public School District to create Chinese Flagship program CSWS: community outreach through Research Interest Group programs OHC: public events, symposia, UO Today program; ties with community arts & literary groups NILI: strong ties with Northwest tribes; language revitalization programs ISE: ties with rural underserved CoDaC: workshops provided for Eugene 4J School District and South Lane County Mental Health CFC: Partnership with PPS, schools across Oregon, and with PNW American Indian communities.	centers have developed relationships with diverse communities around the State of Oregon and beyond. Attention to diversity is embedded in community based research (e.g., CASLS, CFC, IVDB). Outreach programs enhance our ability to recruit diverse undergraduates from local communities (e.g., SPICE, OCO)		
Developing & Reinforcing Diversity Infrastructure	Purpose: to create infrastructure supportive of diversity related scholarship and leading to the creation of inclusive communities	Provide consultation and workshops to individual faculty and research units, offer assistance to individual units who are proactively seeking to become more diverse in hiring, recruitment of students, and attention to issues of diversity in the workplace **Example**: Research development provided numerous workshops to faculty and graduate students focused on assisting faculty at grant development and graduate students at seeking funding opportunities CLLAS, NILI, CFC, CoDaC, CAPS, CSWS, CASLS, OHC: all of the centers are actively involved in developing and reinforcing the UO's diversity infrastructure through their missions, programming & workshops, research, and outreach	Substantially increased training and outreach available to faculty and staff over the past 5 years Research center faculty and staff regularly serve on equity and diversity taskforces to enhance the diversity infrastructure Grants are available to faculty & graduate students interested in international and domestic diversity research Leadership and	Continue to provide training opportunities and support units in diversity related grant writing and initiatives (e.g., minority supplements from NIH,)	Important to recruit and retain strong leadership and focus on opportunities to foster diverse leadership. Value of collective mission and possibilities for external funding and development and grant writing may be missed because of limited central or center-based resources to support this work Increasing information on awards and support for submission to grants to increase diversity in graduate and undergraduates would assist all centers

			professional development opportunities are regularly available for faculty, OAs, and graduate students		

APPENDIX: Glossary of Unit Names Used in the Report

CASLS	Center for Applied Second Languages
CAMCOR	Center for Advanced Materials Characterization in Oregon
CAPS	Center for Asian and Pacific Studies
CID	Center for Intercultural Dialogue
CLLAS	Center for Latino/a and Latin American Studies
CRESS	Center for Race, Ethnicity, and Sexuality Studies
CSWS	Center for the Study of Women in Society
CoDaC	Center on Diversity and Community
CHD	Center on Human Development
CFC	Child and Family Center
CSC	Community Service Center
IEE	Institute for Ecology and Evolution
IPRI	Institute for Policy Research and Innovation
ISE	Institute for a Sustainable Environment
IMB	Institute of Molecular Biology
ION	Institute of Neuroscience
LCNI	Lewis Center for Neuroimaging
NILI	Northwest Indian Language Institute
OCO	Oregon Center for Optics
OHC	Oregon Humanities Center
OIMB	Oregon Institute of Marine Biology
OTT	Office of Technology Transfer
OVSAC	Office of Veterinary Services and Animal Care
RRP	Riverfront Research Park

Other Abbreviations

RIGE	Research, Innovation and Graduate Education
IGERT	Integrative Graduate Education and Research Traineeship (National Science Foundation)
REU	Research Experiences for Undergraduates (National Science Foundation)
GK12	National Science Foundation funded pipeline program that places STEM graduate students in K-12 schools
SPUR	Summer Program for Undergraduate Research
SAIL	Summer Academy to Inspire Learning
SPICE	Science Program to Inspire Creativity and Excellence for middle/high school girls
UCORE	Undergraduate Catalytic Outcome and Research Experience
WGS	Oregon Women in Graduate Science
Alliance	Alliance of Graduate Students for Diversity