

Academic Affairs and International Programs Diversity Action Plan

**DRAFT
NOVEMBER 25TH, 2008**

1. BACKGROUND AND MISSION STATEMENT

Background

A Context for Diversity

The diversity goal of Academic Affairs and International Programs (AAIP) is to meet the challenges and opportunities of building a successful multicultural organization. To this end, we have made attempts to align the AAIP Diversity Action Plan (DAP) with the OSU mission and the campus Diversity Action Plan. We believe that honoring diversity goes “hand in hand” with excellence in teaching, scholarship, and service, and it informs our ability to “welcome, respect, and interact” with other people.

As a complex and multifaceted unit, AAIP faces some unique challenges. Historically, our units have faced hiring faculty and staff from candidate pools that do not include applicants from under-represented ethnic groups. In addition, wages at OSU have not kept pace with comparable institutions. As a result, both the recruitment of diverse staff and faculty and their subsequent retention have been challenging. Additionally, AAIP is comprised of units with very diverse missions. Some of us are primarily service organizations in support of student success, e.g., the College Assistance to Migrants Program, the Academic Success Center, and the Center for Writing and Learning; other units, like the Valley Library, support research and scholarship, but offer few for-credit classes; others, such as the English Language Institute, primarily provide classroom instruction; while still others, such as the Writing Intensive Curriculum Program and the Center for Teaching and Learning, have faculty-development missions. To provide a coherent and achievable action plan for such a diverse group of units has been a constant challenge.

Despite these challenges, we are aware of our responsibility for creating an environment that fosters and sustains diversity as well as providing a welcoming workplace. As we develop a stronger commitment to creating a more diverse workplace, we are confident that we can find the means to overcome these historical and organizational challenges.

The purpose of the AAIP Diversity Action Plan Advisory Committee is to encourage units to achieve term-based and annual goals and to provide metrics assessing our progress to AAIP councils and the broader campus on a yearly basis.

AAIP Diversity Mission Statement

Supporting leadership, service, exploration, and excellence through collaboration, we create a climate where students, staff, and faculty are encouraged to challenge themselves to engage in conversations about diversity in order to examine personal

assumptions, discover diversity within diversity, and give meaning and value to open-mindedness.

Academic Affairs and International Programs

AAIP has a wide variety of responsibilities within the university. Units include:

- Academic Affairs
- Academic Programs and Academic Assessment
- Academics for Student Athletes (ASA)
- Academic Success Center (ASC)
- Administrative Services Center
- Center for Teaching and Learning (CTL)
- Center for Writing and Learning (CWL)
- College Assistance to Migrants Program (CAMP)
- Difference, Power, and Discrimination (DPD)
- English Language Institute (ELI)
- International Degree and Education Abroad (IDEA)
- International Student and Faculty Services
- Oregon University System International Programs
- OSU Press
- Reserve Officers' Training Corps
- University Libraries
- Writing Intensive Curriculum (WIC)

Demographics of the DAP Committee

Current members of the AAIP Diversity Action Plan Committee include

- Dennis Bennett, Assistant Director, Center for Writing and Learning;
- Kim Clark, Research Analyst, Institutional Research/Academic Planning and Assessment;
- Clare Creighton, Graduate Assistant, Academics for Student Athletes;
- Moira Dempsey, Director, Academic Success Center;
- Laura Smithers, Learning Services Counselor, Academics for Student Athletes;
- Renee Stowell, Head Advisor, International Degree Program;
- Elizabeth Thomas, Office Administrator, Academic Success Center

Other contributors to the AAIP Diversity Action Plan Committee have included:

- Laurie Bridges, Librarian, the Valley Library;
- Katrina Grubert, Academic Counselor, Academics for Student Athletes
- Tina Withrow-Robinson, English Language Instructor, English Language Institute.

While the Committee is open to all members of AAIP, participation is on a voluntary basis and thus representation is as you see outlined below.

Ethnicity	Gender	Classification
6 Caucasians	6 Female	1 Graduate Assistant

Ethnicity	Gender	Classification
1 Black	1 Male	1 Classified Staff 5 Professional Faculty

Unique challenges and unique opportunities

Because of the variety of roles that AAIP plays within the university, we have some unique challenges in meeting our goals, as well as some unique opportunities. No matter what our unit missions, we facilitate the success of students, faculty, and administrators across campus.

Perhaps our most significant challenge is to write a diversity action plan that is broad enough and flexible enough to be applicable to all units in AAIP, especially since the plan must include specific actionable items. For example, we are challenged in designing an AAIP communication plan that will sustain the meaningful flow of information as well as address the persistent changes within the units. Without a complete list of all employees within AAIP, our ability to share information with all AAIP personnel is compromised. Finally, there is no established funding for professional development related to diversity for AAIP staff.

AAIP has a powerful opportunity to support its own DAP as well as support the campus DAP. Our unique opportunity is the fact that we have staff members within AAIP (e.g., DPD, ISFS) whose level of expertise in diversity issues is critical to providing foundational support for our diversity mission. Because AAIP units, by design, collaborate with multiple partners on campus, we have are able to provide the self-same foundation for the campus Diversity Action Plan.

2. CLIMATE

The mandate of this committee is to create an institutional climate that welcomes, includes, engages, and advances all people. In order to assess the existing workplace climate within our units, the Diversity Action Plan Climate Survey was administered to all departments within Academic Affairs and International Programs in May 2006. In the interest of streamlining our process, AAIP used an instrument recommended by the Office of Community and Diversity. The data we gathered were quite useful; however, in retrospect, responding to the survey required a significant investment of time, which may have limited response rate and the quality of the responses. Also, we would have liked to include other questions that would have provided additional insight. For instance, we would like to have asked respondents to reflect on work/life balance and gender issues in the workplace and a sense of belonging to AAIP.

With the limitations of the survey in mind, what we discovered that up to ten percent of the respondents were dissatisfied with the climate of AAIP. On the other hand, most employees expressed that they were relatively comfortable in the workplace.

Respondents spoke about diversity and climate in a variety of ways. Commitment to diversity within AAIP is broad. When asked in the survey to define diversity, respondents

provided thin and diffuse definitions; some defined diversity in terms of hiring practices, some in terms of tolerance—a somewhat problematic term—and others in terms of demographics. None of the respondents articulated a complex definition that synthesized multiple frameworks for understanding diversity while providing a call to change. Throughout the survey, some were satisfied with the status quo, others called for change or action, while still others suggested that they themselves are already doing the work of supporting diversity on this campus. Symptomatically, we note that these sentiments point to a failure to differentiate between the actions of individuals and the norms and structures of the institution. This failure perpetuates institutional inertia, which in turn supports the status quo, unearned privilege, and oppression.

Some of our respondents even take issue with diversity work itself, arguing that we are here to provide a service and that work should be unimpeded by political agendas or imposed diversity work. This perspective assumes that the neutral provision of our services is possible. If we are to assume that this perspective speaks to some of the 10 percent who express dissatisfaction with the climate within AAIP, then it suggests that we have some work to do to create a climate that recognizes the value of diversity work and that there is no such thing as the neutral provision of service. This committee is concerned that the relative contentment with climate in AAIP may reflect a lack of understanding of the dominant cultural structures that govern our policies and procedures. We worry that as a campus we articulate a commitment to diversity and then watch hopefully, waiting for improvements to the campus climate without taking action. Our professional lives are, of course, imbued with political agendas and power, both legitimate and oppressive, and because we all want to provide the best “service” possible to *all* students and faculty at OSU, we need to commit ourselves first to discovering and then to dismantling those structures and norms that reinforce oppression and unearned privilege.

To that end, we must nurture an ongoing commitment for strong and meaningful diversity work in AAIP. We need to re-envision the nature of our diversity work to address deeper institutional change. We must move beyond the comfort of occasional workshops to engage in frequent, deep conversations, and we must build structures that encourage recruitment and invite participation and engagement of women and underrepresented groups on campus.

This committee believes that community building within AAIP is a key factor in developing the improved climate that we seek. As it now stands, our units tend to work in isolation from other AAIP units. Community building is what deconstructs these silos. A sense of investment in the larger AAIP community will provide a context and a level of comfort and trust with one another so we can have the difficult discussions on diversity and cultural competency that must take place in order to improve climate.

Suggestions for community building projects that AAIP could participate in on a yearly basis are listed below.

- Community service project
- All AAIP Retreat
- Voices Project

- Quarterly event recognizing who is doing important work.
- Book club
- Celebrate and learn about an identity group per year

Goals	Tasks	Outcomes	Responsible Parties	Implementation Schedule
To develop a workplace environment that welcomes, includes, engages, and advances all people	Develop and administer an AAIP employee exit interview focused on climate.	Determine the effect of climate on employee departure	AAIP DAP Implementation Committee	3 - 5 years from the approval of the DAP
To develop a workplace environment that welcomes, includes, engages, and advances all people	Use the feedback received from exit interview to implement changes in workplace climate	An improved workplace environment	AAIP DAP Implementation Committee and AAIP leadership	3 - 5 years from the approval of the DAP
To develop a fuller sense of community within AAIP	Implement a community building activity each year	An improved sense of community within AAIP	Vice Provost of Academic Affairs and International Programs	1 year after approval of the DAP

3. RECRUITMENT

Recruitment and demographic composition varies by unit in AAIP, and we suffer the same challenges in recruiting diverse faculty as the rest of the OUS system. Our long-term goals for recruitment in AAIP are consistent with those in the OSU Campus DAP and OSU's Strategic Plan initiatives as it relates to diversity. In the section below, some of the short-term goals focus on matching state demographics, but in the long term we aim to have faculty, staff, and student recruitment that is comparable to the demographics of peer institutions as outlined in OSU's Strategic Plan. Beyond demographics, we envision a workplace that is attractive to all candidates. We support the development of this vision through equitable hiring practices, ongoing training and professional development, intentional recruitment focused on cultural competence, and position descriptions that reflect our commitment to diversity.

Goals	Tasks	Outcomes	Responsible Parties	Implementation Schedule
Faculty and staff recruitment that matches state demographics.	Determine current and changing Oregon and peer institution demographics.	Knowledge of target demographics.	AAIP DAPAC.	One year from the approval of the DAP.
Faculty and staff recruitment that matches state demographics.	All AAIP search committees have Affirmative Action training and will implement best practices during the search process.	Informed and reflective search committee members produce a fair result with respect to diversity and gender equity.	Unit HR liaisons.	Immediate and ongoing.
Faculty and staff recruitment that matches state demographics.	Inform potential employees of university coaching and mentoring opportunities, professional development opportunities, and the AAIP DAP.	Attract and hire a diverse pool of candidates that is more reflective of state demographics.	Directors, HR liaisons and search committee chairs.	Immediate and ongoing.
Support student recruitment that matches state demographics.	Determine methods used by admissions to recruit diverse students to OSU to ensure congruence with unit missions.	Services that we provide and advertise in recruitment endeavors are targeted to encourage students to want to attend OSU.	Unit directors in those units that partner with Admissions.	One year from the approval of the DAP.
Ensure gender	Align hiring procedures	AAIP achieves	Vice Provost for Academic	Immediate and

Goals	Tasks	Outcomes	Responsible Parties	Implementation Schedule
equity in hiring in support of OSU 's competitiveness as an employer.	with best practices concerning gender equity and women's advancement.	gender equity in hiring and advancement.	Affairs and International Programs, Associate Provost for Student Success and Engagement, and unit directors.	ongoing.
All new employees within AAIP will have the cultural competence to provide a welcoming environment for all students, staff and faculty on this campus.	All new position descriptions for professional faculty, classified staff and instructional faculty a percentage of time dedicated to activities related to enhancing diversity in the unit and on campus.	Ensure that all new positions have a percentage of FTE dedicated to activities related to enhancing diversity in the unit and on campus.	Unit Directors and HR liaison.	Immediate with new hires, and ongoing.
Attract candidates with commitment to diversity and an interest in advancement opportunities.	Include an intentional communication process with candidates regarding the AAIP DAP.	Hiring candidates that are in alignment with our support of professional development and are committed to a welcoming campus climate.	Directors and search committee chairs.	Immediate and ongoing.

4. RETENTION AND RETENTION ACTIVITIES

It is the belief of this committee that retention is never the result of a single activity or intervention. Instead, it is the byproduct of a collective effort of the entire campus to improve the working climate and learning environment. For its part, AAIP assists the university in meeting its overall goal of providing an excellent campus climate that fosters student, staff and faculty retention that matches our peer institutions and the best land grant universities in the country. In order to achieve this mission, we need a well-trained and diverse staff and faculty, as well as equitable promotion and professional development opportunities. Two key elements in achieving this goal are a) a strong commitment on the part of all employees to achieving our unit's diversity goals, and b) a reliance on the leadership of administrators and supervisors to implement and explicitly support these activities. Therefore, this plan recommends tying performance rewards to support of gender equity and diversity work. We will rely on continuous assessment of the use and quality of our services in order to continue to improve our climate. Through the goals and tasks outlined, we believe we will improve our climate and work environment, which will in turn impact faculty, staff, and student retention efforts within AAIP.

Goals	Tasks	Outcomes	Responsible Parties	Implementation Schedule
Improve campus climate to retain students, staff, and faculty.	Professional faculty, classified staff, and instructional faculty should attend training in support of diversity in the unit and on campus.	A welcoming campus climate.	Unit Directors, supervisors, staff, and faculty.	Immediate and ongoing.
Understand who uses AAIP services in order to determine if there are inequities or omissions.	Measuring student use of our services and activities, by gender, ethnicity, age and other demographics as applicable.	Student academic support services are readily accessible to all students, regardless of gender, ethnicity, or sexual orientation.	Directors will be responsible for this outcome and will support their unit as it develops metrics for tracking program use.	One year from approval of the DAP.
Ensure that we provide	As needed, continue to	Student academic	Directors will be responsible	Immediate and ongoing.

Goals	Tasks	Outcomes	Responsible Parties	Implementation Schedule
appropriate academic support services to all OSU communities.	develop activities and practices that reach out to diverse communities.	support services are readily accessible to all students, regardless of gender, ethnicity, or sexual orientation.	for this outcome and will support their unit as it develops appropriate outreach activities.	
Use metrics to understand unit demographics in order to facilitate a healthy climate for diversity and retention.	Obtain demographic statistics for faculty and staff within each dept focusing by level on gender, ethnicity, age and other demographics as applicable.	Awareness of current demographic makeup of our units.	Directors.	Immediate and ongoing.
Retain diverse staff and faculty.	Determine disparities in salary, opportunities for professional development, promotion, etc.	An equitable work environment that addresses disparities that exist.	Directors.	Immediate and ongoing.
Provide professional development and support opportunities for staff and faculty in order to retain them.	Make use of professional development opportunities including university coaching and mentoring and other training (e.g., Safe Space, Diversity 102,	A continuous improvement process for personal and professional development.	Unit Directors, supervisors, staff, and faculty.	Immediate and ongoing.

Goals	Tasks	Outcomes	Responsible Parties	Implementation Schedule
	etc.).			
Provide professional development and support opportunities for staff and faculty in order to retain them.	Provide professional development opportunities, including leadership training support for minority and/or women staff and/or faculty in AAIP.	A work environment that supports leadership opportunities for women and minorities.	Vice Provost for Academic Affairs and International Programs.	One year.
Tie administrator actions in support of gender equity and diversity to performance rewards.	Revise evaluation tools to hold administrators accountable for promoting diversity/gender equity.	Administrators are motivated to support diversity and gender-equity issues in the workplace.	Vice Provost for Academic Affairs and International Programs, Associate Provost for Student Success and Engagement, and unit directors.	One year from the approval of the DAP.
Tie administrator actions in support of gender equity and diversity to performance rewards.	Link administrator diversity and affirmative action activities to reappointment and performance rewards.	Administrators are motivated to support diversity and gender-equity issues in the workplace.	Vice Provost for Academic Affairs and International Programs, Associate Provost for Student Success and Engagement, and unit directors.	One year from the approval of the DAP.
All employees within AAIP will have the cultural competence to	Link diversity and affirmative action activities of all	All employees are motivated to support diversity and	Unit Directors, supervisors, staff, and faculty.	One year from the approval of the DAP and ongoing.

Goals	Tasks	Outcomes	Responsible Parties	Implementation Schedule
provide a welcoming environment for all students, staff and faculty on this campus.	employees to evaluation and performance rewards.	gender-equity issues in the workplace.		
All employees within AAIP will have the cultural competence to provide a welcoming environment for all students, staff and faculty on this campus.	All new position descriptions will include and all existing position descriptions will be rewritten to include a percentage of time dedicated to activities related to enhancing diversity in the unit and on campus.	All employees will engage in diversity activities.	All staff and faculty.	Immediate with new hires, and ongoing with existing positions.
To ensure that all AAIP employees have an opportunity to be successful, unimpeded by tenure-clock, family-care, work-life, and other issues.	Using available resources such as the WAGE office, conduct surveys, hold focus groups, etc. to investigate any inequities across AAIP regarding tenure-clock, family-care, work-life, and other policies within individual units.	We have baseline information that will highlight any work environment and gender inequities.	AAIP DAPAC.	One year from approval of the DAP.

5. TRAINING PLANS

The AAIP Diversity Climate Study indicated a need for improvements in workplace communication, i.e. the elimination of inappropriate emails, jokes, and comments on such matters as military, politics, religion, and sexual orientation (see Academic Affairs and International Programs Diversity Climate Survey Results). In order to change the climate within AAIP we need to allocate time to solidify our goals and establish the vocabulary necessary for achieving those goals. The purpose of training, therefore, is to create a welcoming environment in AAIP for all students, staff, and faculty.

We acknowledge that time spent on training comes at the expense of other job duties, and it feels at times like an imposition; however, improving the climate within AAIP is one of, if not the most, important duty for all employees. As such, training is a job duty that cannot get lost in the midst of other day-to-day activities.

Immediate training goals for current staff, and continuing training goals for future incoming staff, center on broad-based introductory training with the intent of establishing a baseline of diversity knowledge across AAIP. One pressing concern for OSU is the coming influx of international students via INTO OSU. In the long term, continuing diversity training will be contingent on the formation of collaborative relationships between AAIP units and between AAIP and other campus departments to develop specialized trainings that build on the broad concepts learned in introductory trainings.

All training should be undertaken with the overall goal of OSU setting the benchmark, both within the State of Oregon and among peer institutions as outlined in OSU's Strategic Plan, as an institution in support of social justice and the creation of a welcoming environment for all.

Goals	Tasks	Outcomes	Responsible Parties	Implementation Schedule
Provide a welcoming and professional environment for all students, staff, and faculty.	Require all employees to attend Diversity 101 and Diversity 102 sessions. If no applicable training is available, AAIP will arrange for training.	AAIP has a welcoming, professional environment fully informed of issues of diversity in the workplace.	Vice Provost of Academic Affairs and International Programs, directors, and supervisors.	Immediate and ongoing from approval of the DAP.
Provide a welcoming and professional	Encourage all employees and require all	AAIP has a welcoming, professional	Vice Provost of Academic Affairs and	One year from the approval of the DAP.

Goals	Tasks	Outcomes	Responsible Parties	Implementation Schedule
environment for all students, staff, and faculty.	professional faculty, supervisors, and directors to attend sexual harassment awareness training. If no applicable training is available, AAIP will arrange for training.	environment that is free of sexual harassment.	International Programs, directors, and supervisors.	
Provide a welcoming and professional environment for all students, staff, and faculty.	Encourage all employees and require all professional faculty, supervisors, and directors to attend Safe Space and/or other available Lesbian, Gay, Bisexual, Transexual, Transgendered , Queer, Questioning, Intersex, and Allied (LGBTQQIA) training. If no applicable training is available, AAIP will arrange for training.	AAIP has a welcoming, professional environment free of discrimination based on sexual orientation.	Vice Provost of Academic Affairs and International Programs, directors, and supervisors.	Immediate and ongoing from approval of the DAP.
Provide a welcoming and professional	Encourage all employees and require all	AAIP has a welcoming, professional	Vice Provost of Academic Affairs and	Immediate and ongoing from approval of the

Goals	Tasks	Outcomes	Responsible Parties	Implementation Schedule
environment for all students, staff, and faculty.	professional faculty, supervisors, and directors to attend training that addresses historical and current issues on race that impact students, staff, and faculty. If no applicable training is available, AAIP will arrange for training.	environment free of discrimination based upon race or ethnicity.	International Programs and directors in collaboration with DPD's office.	DAP.
Provide a welcoming and professional environment for all students, staff, and faculty.	Require all returning employees to annually attend ongoing training that addresses issues of race, class, gender, sexual orientation, and other institutional systems of inequality. If no applicable training is available, request training on special topics from the Office of Community and Diversity.	AAIP has a welcoming, professional environment free of all forms of discrimination.	Vice Provost of Academic Affairs and International Programs, directors, and supervisors.	Immediate and ongoing from approval of the DAP.

Goals	Tasks	Outcomes	Responsible Parties	Implementation Schedule
Provide a welcoming and professional environment for all students, staff, and faculty.	Require all student workers to take an online tutorial (like the FERPA tutorial) that provides a foundation for cultural competency within the first term of their employment. AAIP will request that the Office of Community and Diversity will coordinate the creation of this online module.	Well-trained student workers contribute to AAIP having a welcoming, professional environment free of all forms of discrimination.	Student supervisors and directors.	Request immediately and require upon creation of the online tutorial.
Provide resources for the OSU campus to improve the learning environment for students and faculty with regard to language differences.	AAIP takes the lead in developing training for faculty and staff on sensitivity to world Englishes and other English dialects, making use of key units such as International Programs, CTL, DPD, WIC, and CWL.	AAIP develops resources that faculty can utilize to improve the learning environment for students and faculty with regard to language differences.	Directors of AAIP units who are developing the training on world Englishes and employees within those units.	Two to three years from approval of the DAP.
Prepare AAIP employees and	Arrange for intercultural	Staff are prepared to	Vice Provost for Academic	AY 2008-'09 and ongoing

Goals	Tasks	Outcomes	Responsible Parties	Implementation Schedule
general campus in intercultural competence for influx of international students from the INTO program	competence training to AAIP staff	provide a supportive environment for international students	Affairs and International Programs	

6. COMMUNICATION AND COLLABORATION

Communication and collaboration are crucial for effective implementation of the plan. In order to effectively communicate and collaborate, we first need to develop an ongoing directory of all permanent employees at the university from each unit in AAIP. Directors from each unit will be responsible for submitting this contact information to the AAIP Diversity Action Plan Advisory Committee. The committee will collect and update this contact information from directors of each unit annually. We will also create, if it does not exist, an academic affairs listserv to send out updates about the AAIP DAP and related events.

To encourage collaboration and use of existing university resources, the committee will create a handbook/resource list of university resources related to diversity, with explanations of what the listed resources can do for individual units. These will be distributed to the AAIP employees.

Our long-term communication and collaboration goals include continuing collaboration within AAIP, developing internal partnerships within the OSU community, and exploring external partnerships with other institutions. In keeping with this goal, we hope to make use of professional associations and conferences to establish relationships. Possible internal partnerships might include DPD, Affirmative Action, the cultural centers, Human Resources, Housing and Dining, Minority Education Office, Admissions, and NSPFO. Possible external partnerships might include other university writing centers, libraries, English language institutes, student support centers, and international programs offices.

Goals	Tasks	Outcomes	Responsible Parties	Implementation Schedule
Have a picture of who works in AAIP.	Create a directory of all employees (including email addresses) in	More streamlined and effective communication within AAIP.	Directors of individual units and the DAP Advisory Committee.	Within three months of the approval of the DAP and updated annually.

Goals	Tasks	Outcomes	Responsible Parties	Implementation Schedule
	each AAIP unit.			
Open channels of communication among employees of AAIP.	Create a listserv including all employees in AAIP.	More streamlined and effective communication within AAIP.	Initiated by DAPAC and updated by Directors.	Within three months of the approval of the DAP and kept current.
Raise awareness of university resources related to diversity.	Request a diversity resource/training guide.	More awareness of opportunities for collaboration within both AAIP and other units in the university.	DAPAC and the Office of Community and Diversity.	Within three months of the approval of the DAP and kept current.
Improve staff and faculty perceptions of the workplace as related to AAIP DAP.	Send out updates on the AAIP listserv regarding improvements and progress in climate as related to the AAIP DAP.	AAIP employees are aware of improvements and progress in climate as related to the AAIP DAP.	DAPAC.	Immediate and ongoing upon creation of listserv.
Create an environment where consistent communication encourages participation in training and development opportunities.	Inform all employees of existing coaching, mentoring, and professional development opportunities and encourage participation.	All employees will have the knowledge of opportunities and feel supported in pursuing them.	Directors, supervisors; all faculty and staff.	Immediate and ongoing upon creation of listserv and directory.
Create an environment where respectful	Create and disseminate AAIP	Employees communicate in a way that	DAPAC in collaboration with relevant	Three to five years from approval of DAP.

Goals	Tasks	Outcomes	Responsible Parties	Implementation Schedule
and appropriate communication occurs.	guidelines for internal/external communications, including email guidelines. Existing guidelines will be used as a starting point.	fosters a positive work environment and creates a welcoming image of OSU.	OSU offices.	
Open channels of communication between campus faculty and AAIP units who are developing the training on world englishes.	AAIP units involved in developing the world englishes training (see training section) will take the lead on forming relationships with faculty, in order to further future collaboration.	AAIP positively impacts the academic success of students from all backgrounds by having close relationships with OSU faculty.	Directors of AAIP units who are developing the training on world englishes and employees within those units.	One year from approval of DAP.

7. ASSESSMENT

To ensure the efficiency and accuracy of methods and metrics, the assessment section is best addressed upon finalization of the Diversity Action Plan. In the interim, a temporary framework for assessment is included below.

Assessment

1. Unit Appraisal
 - i. Demographic reports about who we're serving
 - ii. Demographic reports about who we are
2. Research
3. Evaluation
4. Ongoing Accountability:
 - i. Assessment plan for first year (first year actionable goals)
 - ii. 1 year assessment plan
 - iii. Long range goals

5. Position descriptions will be rewritten to include diversity measures
6. Banner needs to track Study Abroad and ELI students (this also pertains to the retention and climate sections)
7. We need to align the metrics that AAIP uses to report how well we achieve our goals with the rest of the University
8. Shared accountability
9. First year goals

APPENDIX 1: FIRST YEAR ACTIONS

The following goals are taken directly from the main Diversity Action Plan document. The committee views these goals as the most important to prioritize in the first year, due to their fundamental nature and their relative ease of immediate implementation.

Goals	Tasks	Outcomes	Responsible Parties	Implementation Schedule
<p>Have a picture of who works in AAIP; open channels of communication among employees of AAIP.</p>	<p>1.) Create a directory of all employees (including email addresses) in each AAIP unit, and from that directory create a listserv that includes all employees in AAIP.</p>	<p>More streamlined and effective communication within AAIP.</p>	<p>Directory - Directors of individual units and the DAP Advisory Committee. Listserv— Initiated by DAPAC and updated by directors.</p>	<p>Directory - Within three months of the approval of the DAP and updated annually. Listserv— Within three months of the approval of the DAP and kept current.</p>
<p>Provide a welcoming and professional environment for all students, staff, and faculty.</p>	<p>Begin implementation on the following training: * Require all employees to attend Diversity 101 and Diversity 102 sessions. * Encourage all employees and require all professional faculty, supervisors, and directors to attend sexual harassment awareness training. * Encourage all employees and require all professional faculty, supervisors, and directors to attend Safe Space and/or other available LGBTQQA training. * Encourage all employees and require all professional faculty, supervisors, and</p>	<p>AAIP has a welcoming, professional environment fully informed of issues of diversity in the workplace, which is free of sexual harassment, discrimination based on sexual orientation, and discrimination based upon race or ethnicity.</p>	<p>Vice Provost of Academic Affairs and International Programs, directors, and supervisors. Possible collaboration on some training with DPD.</p>	<p>Immediate and ongoing from approval of the DAP.</p>

Goals	Tasks	Outcomes	Responsible Parties	Implementation Schedule
	<p>directors to attend training that addresses historical and current issues on race that impact students, staff, and faculty.</p> <p>If no applicable training is available, AAIP will arrange for training.</p>			
Employees within AAIP will have the cultural competence to provide a welcoming environment for all students, staff and faculty on this campus.	<p>Part 1 - Administration</p> <p>For professional faculty, supervisors, and directors, all new position descriptions will include a percentage of time dedicated to diversity in the unit and on campus, and all existing position descriptions will be rewritten to include the same.</p>	Employees will engage in diversity activities.	All professional faculty, supervisors, and directors.	Immediate with new hires, and ongoing with existing positions.
Tie administrator actions in support of gender equity and diversity to performance rewards.	<p>Part 1 - Administration</p> <p>* Revise evaluation tools to hold administrators accountable for promoting diversity/gender equity. * Link administrator diversity and affirmative action activities to reappointment and performance rewards.</p>	Administrators are motivated to support diversity and gender-equity issues in the workplace.	Vice Provost for Academic Affairs and International Programs, Associate Provost for Student Success and Engagement, and unit directors.	Completely implemented one year from the approval of the DAP.
Faculty and staff recruitment that matches state demographics	Implement a formal mechanism to assure that all AAIP search committees have Affirmative Action training and will implement best	Informed and reflective search committee members produce a	Unit HR liaisons.	Immediate and ongoing

Goals	Tasks	Outcomes	Responsible Parties	Implementation Schedule
cs.	practices during the search process	fair result with respect to diversity and gender equity		
Employees other than directors and DAPAC will know the most recent developments with the AAIP DAP.	Present the AAIP Diversity Action Plan draft in a presentation to AAIP as a whole for comments.	AAIP DAP is transparent and all units in AAIP have had an option to provide input.	DAPAC with support from Vice Provost's office.	Immediate.
Prepare AAIP employees and general campus in intercultural competence for influx of international students from the INTO program	Arrange for intercultural competence training to AAIP staff	Staff are prepared to provide a supportive environment for international students	Vice Provost for Academic Affairs and International Programs	AY 2008-'09 and ongoing