

**Division of Student Affairs**  
University of Oregon  
Strategic Action Plan Report  
2009-2010 and 2010-2011 Academic Years

Prepared by:

*Robin H. Holmes, Ph.D., Vice President, Division of Student Affairs*

Contributing Division of Student Affairs Departments:

- University Housing
- Erb Memorial Union
- University Counseling and Testing Center
- Office of the Dean of Students\*
- University Health Center
- Physical Education and Recreation
- Career Center
- Holden Leadership Center

\*Formerly this office was known as the Office of Student Life. The Office of the Dean of Students consists of the ASUO Women's Center, Commencement, Conflict Resolution Services; Diversity Education and Support; Family Programs/UO Parents Association; Lesbian, Gay, Bisexual, and Transgender (LGBT) Education Support; Honors & Awards, Sexual Assault Prevention/Education; Student Conduct and Community Standards; and Substance Abuse Prevention/Education.

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## Introduction

The Division of Student Affairs at the University of Oregon consists of eight Student Affairs departments including the: Career Center, Erb Memorial Union, Holden Leadership Center, Office of the Dean of Students, Physical Education and Recreation, University Counseling and Testing Center, University Health Center, and University Housing.

A division-wide effort to achieve our Diversity Action Plan goals was created in 2006 by a divisional committee comprised of members of each of the seven (at the time) departments. This committee (formerly named DACSA) continued to serve the Division by: 1) providing a forum for sharing best practices and initiatives; 2) providing opportunities for cross departmental professional development activities; and, 3) serving in an accountability role for measuring the division-wide progress with established Diversity Action Plan goals.

In Fall 2008, the Division of Student Affairs began the process of writing the first-ever divisional strategic plan. This plan was in response to the challenges and opportunities laid out in the University Academic Plan. This was a momentous development for the Division and allowed us to establish our core purpose (to advance student learning) and to establish the following values we believed to be immutable: community, integrity, excellence, multicultural competence, compassion, personal development, collaboration and responsible stewardship.

As a Division, we adopted the big, hairy, audacious goal (BHAG) to become the *preeminent* residential university by 2020. In our envisioned future of 2020, the University of Oregon's Division of Student Affairs is nationally recognized for its leadership role in creating the model residential university. Building upon best practices and innovation, the U of O will continually set the standard for the future.

In this model residential university, students are motivated to engage with the campus throughout their educational experience and thrive in the seamless integration of academic, social, and cultural learning opportunities. Students find high quality living spaces, learning facilities, recreational opportunities and outdoor areas that reflect a commitment to the free exchange of ideas, multiculturalism, and active learning. A walk on campus reveals intentional neighborhoods, which serve as ideal settings where theory and application meet, and personal, leadership, and career development are enhanced. In addition, promotion of physical and mental health and well being are key elements of the student experience.

We also adopted the following objectives and asked each department to review their previous mission statements and bring them in line with our core purpose, values and BHAG. Divisional objectives included: 1) Programs and Services--Student learning is integral to the creation and delivery of exceptional residential university

programs and services; 2) Marketing and Communications--The University will understand the role of Student Affairs in advancing student learning and the establishment of a preeminent residential university; 3) Resources--Sufficient resources (time, staff, and money) are available to become the preeminent residential university; 4) Multicultural Organizational Development--The Division will become a multicultural organization by addressing social justice, diversity, and inclusion; 5) Facilities--Design and build exceptional facilities integral to achieving the residential university experience; 6) Research and Assessment-- Divisional decision-making will be informed by research and assessment; and, 7) Curriculum-- Students' readiness for civic engagement, global citizenship, healthy living, employment, and life-long learning is enhanced through a comprehensive and purposeful curriculum.

### **Amendments to Student Affairs' Original Diversity Action Plan Goals—Rationale**

*"If it aint' broke, should you fix it?? Maybe!*

Although the Division enjoyed positive successes in the accomplishing many of the goals and objectives laid out in the 2006-07 and 2007-08 Diversity Action Plans, there is more work to do. The divisional strategic plan sharpened our purpose, our focus and direction. As a result, it follows that the Division would also sharpen its focus regarding our diversity efforts.

1. **Replacing the DACSA committee with the MCOB committee.** With the adoption of the strategic plan and specifically goal area 4—Multicultural Organizational Development, we felt it made sense to disband the DACSA group that had become mostly a report writing group for the Strategic Action Plans. Instead, the MCOB group was empowered to develop theory, practice and best practices for the Division in regards to multicultural organizational development. Under the leadership of Dr. Shelly Kerr and Dr. Paul Shang, a guiding report was written that outlined our intentions and next steps regarding MCOB (see Appendix A)
2. **Successfully launched Divisional MCOB training.** Before we can become an MCOB, we have to have common language, understanding and direction. We want to document this new and exciting direction in our new SAP. To that end, Dr. Shelly Kerr and Dr. Robin Holmes presented two, well attended divisional training opportunities outlining best practices in multicultural organizational development for the Student Affairs Division and provided rationale and direction for moving forward. This common understanding and this shared training opportunity had not occurred at the time of our last report submission to OIED. It is imperative that this new direction be incorporated in our new Diversity Action Plan report.

3. **We have sharpened our focus to include the development of goals for three of the six strategic directions as opposed to stretching to respond to all six.** Many other offices have direct responsibilities for certain aspects of the plan that simply fall outside of our portfolio, and realistically we play more of a supporting role in these areas. Although we completely agree with and support each of the six strategic directions outlined in the original University Diversity Plan, we feel we need to focus our effort on 3 of the 6 goals that we have the most expertise and passion for: Goal 1: Developing a Culturally Responsive Community; Goal 2: Improving Campus Climate; and Goal 6: Developing and Reinforcing Diversity Infrastructure. This re-focusing of our efforts in areas directly related to the work that we do in Student Affairs, will allow us to realize better success and is a more efficient use of our resources.

### **Goal 1—Developing a Culturally Responsive Community**

#### Goals/Objectives:

- Complete MCOB implementation team plan regarding Divisional efforts to become an MCOB
- Provide all-division training opportunities on MCOB
- MCOB committee will develop a professional development series for all staff
- Develop diversity action committees in each department; or have representation from each department on the MCOB implementation team
- Develop a library of training videos and critical information for all staff to utilize as needed
- Include culturally responsive training to all new employees
- Review cultural competency and staff/departmental diversity contributions in all staff employee appraisals
- Develop opportunities for staff to travel abroad on alternative break programs to increase awareness and competencies by working and living cross-culturally
- Require that each department report on diversity efforts (successes and challenges) in their annual reports and executive summaries

#### Accomplishments:

- A comprehensive implementation team report that will serve as a prototype for departmental planning regarding MCOB was completed (see Appendix A)
- Approximately 200 of the 600+ staff participated in an all-division training on MCOB. The training was very well received, and efforts to provide additionally opportunities (especially for those staff who work hours other than 8-5) are being considered
- Several departments have developed diversity action committees,

including University Housing, Erb Memorial Union, PE and Recreation, and University Counseling and Testing. For example, PE and Rec facilitates a “Chat ‘n’ Chew” lunch meeting series once a term for staff discussions on topics of cultural competency, social justice and inclusion. Recent topics included power, political correctness and providing a welcoming and inviting message by removing physical barriers to participation.

- Each department regularly reports on “hits and misses” regarding diversity plan efforts and each director reports this information at the annual Student Affairs department retreat in July. This information is also shared at the annual Student Affairs Breakfast that all staff attends in the Fall.
- The University Counseling and Testing Center held quarterly multicultural staff development trainings that were planned and implemented by staff committees comprised of all levels of staff; the UCTC added books on white privilege to their staff library, held a training for clinical staff on the topic of working with LGBT students and reinstated a departmental multicultural committee to meet regularly to review UCTC’s functioning as a multicultural organization

Still to be accomplished:

- We continue to struggle to find an efficient and effective way to orient new employees to not only the values of the Division but also to important work-related skills and expectations such as MCOB. Ideally, we could/would develop some type of e-training library that would allow new employees to spend the first few weeks of their orientation immersing themselves in training/professional development, skill building and experiential opportunities. So far, we have not accomplished this task.
- Our Division is quite large and diverse. We have auxiliary units with large populations of student workers, classified staff and part-time staff. It has been difficult to address issues of opportunity and training for these populations in particular, who often have different work hours than the typical Officer of Administration. We see this difficulty in addressing this issue adequately as the heart of becoming a multicultural organization—how can we ensure equity, social justice and value diverse perspectives if we cannot find ways to get everyone in the room?
- An exciting goal that we hope to accomplish by Spring 2011 is to send selected staff abroad with students on “alternative spring break” trips to underserved populations throughout the United States and developing countries

## **Goal 2—Improving Campus Climate**

### Goals/Objectives:

- Provide a multitude of culturally-responsive, educational and cultural-arts related events
- Ensure our facilities and programs are welcoming and inclusive
- Partner with a graduate student who is interested in focusing research on campus climate issues for international students
- Assist ASUO in carrying out their diversity plan goals
- Work collaboratively with OIED to follow-up on previous campus surveys conducted through the department of Student Life
- Enhance web presence of all Student Affairs sites regarding inclusiveness, cultural competence, social justice and campus climate

### Accomplishments:

- In the Erb Memorial Union, the Cultural Forum department continued to offer numerous events highlighting diversity issues, including speakers, films, musical performances, art exhibits, and contemporary issues events.
- Also in the EMU, the radio station KWVA aired ho-MO Music Show, which gives airtime to gay and gay friendly artists, and Music From Around the World, which invites international students to talk about their culture, music, and tradition
- All departments significantly improved their web presence and diversity-related messages on their websites. For example, the UCTC developed their core purpose to be Learning from the Inside Out: Valuing growth, balance, compassion, community and social justice
- All of our departments have realized success in ensuring that facilities, programs and spaces are more welcoming and diverse. For example, the University Counseling and Testing Center assessed all of their public waiting room spaces to ensure that these areas were welcoming to a culturally diverse clientele (e.g., adding a Spanish-language popular magazine; rotating in art work that is representative of various cultures, etc.)
- University Housing completed the third year of the “Count Me In—Together We Can Change Our World” campaign, an initiative that works to build a community of individuals committed to creating an environment that is inclusive, respectful, and welcoming in the residence halls and on campus as a whole by inviting all community members to intervene in situations where disrespectful behavior exists
- The UCTC held focus groups with the AccessIBILITY Student Union and various students of color groups to identify ways in which UCTC can more effectively meet the needs of these groups. Additionally, multiple staff attended student union open houses, Weaving New Beginnings, international coffee hours, Take Back the Night and Pow Wow.

- PE and Rec improved accessibility of recreation facilities by completing construction of two highly accessible and non-gender specific shower/locker rooms for students and staff
- The University Health Center contracted with “Language Line” an over-the-phone interpretation service to assist physicians and nurse practitioners in communicating with patients from cultures where health care may be practiced much differently than in the U.S.
- The Holden Leadership Center launched the first Social Justice Institute in partnership with the Office of Institutional Equity and Diversity. Additionally, HLC featured multicultural and social justice themes in each of their major programs—including LeaderShape Institute, President’s Leadership Symposium Readers to Leaders and the World Series of Leadership
- The Career Center continued its leadership with the Multicultural Career Alliance (Career Center, Office of Multicultural and Academic Success, Student Life and Career Services in the Lundquist College of Business), focusing on providing multicultural students with opportunities to connect with employers for internships and careers. The group hosted an event in winter and spring terms to provided students of color and employers an opportunity to begin developing relationships
- The Holden Leadership Center’s Service Learning Program provided a community Service Grant to the 5<sup>th</sup> Annual Raza Unida Youth Conference
- Diversity Education and Support in the Dean of Student Life Office reorganized the Intercultural Mentoring Program Advancing Community Ties (IMPACT) to increase program capacity and effectiveness by collecting data for comparative analysis and quality control. Additionally, the program increased the number of first year students of color mentees as well as recruited a strong mentor base of leaders across campus to help rebuild this important program. This department also worked closely with the ASUO Multicultural Advocate and planning committee to provide leadership of the 14<sup>th</sup> annual Weaving New Beginnings, “Unsung Heroes: Honoring and Empowering Our Voices”
- The UCTC continues to provide leadership to Student Affairs Cultural Competency Facilitators; with each facilitator providing a 3-session (12 hour) set of cultural competency modules to various staff. Last year, the facilitators provided a professional development to Housing Custodial supervisors

Still to be accomplished:

- Assisting ASUO to accomplish their diversity goals
- Working collaboratively with OIED to launch a campus-wide campus climate survey

<b>Goal 3—Building Critical Mass</b>
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***Supporting role***/accomplishments:

- Ensured that all job announcements in Student Affairs address our desire to hire individuals with experience and demonstrated commitment to working in an increasingly diverse higher education environment
- Identified and implemented initiatives to recruiting and hiring individuals whose native language is not English
- Continued to experience success to diversify our staff at all levels of the organization—student staff, classified staff, adjunct instructors, officers and administration and directors

**Goal 4--Expanding and Filling the Pipeline**

***Supporting role***/accomplishments:

- Continued to ensure that promotional materials, communications of all sorts and websites are inclusive and welcoming
- Supported recruitment efforts by highlighting on-campus employment opportunities for incoming students (~600)

**Goal 5—Developing and Strengthening Community Linkages**

***Supporting role***/accomplishments:

- Promoted various cultural events to the community—i.e., Cultural Forum, EMU programs, Rec Center
- Completed Oregon 2020 website and highlighted opportunities for community involvement and support
- Invited community members to participate in training opportunities that enhance cultural knowledge

**Goal 6—Developing and Reinforcing Diversity Infrastructure**

Goals/Objectives:

- Enhance expectations that Student Affairs staff attend diversity-related professional development events on campus and at conferences
- Commit resources so that each department can accomplish diversity-related goals
- MCOB committee develop a template for each department to conduct a cultural audit
- Complete departmental cultural audits; share results with Division
- Maintain MCOB committee to ensure that diversity efforts are sustained and improved

- Highlight multicultural organizational accomplishments at all-division breakfast in the Fall

Accomplishments:

- Various departments and Student Affairs leadership attended the National Association of Student Personnel Convention—a convention that highlights a multitude of multicultural programming, theory and practice
- Women’s Center staff presented a workshop on “Keeping the Peace: Conflict Resolution” at the National Gay and Lesbian Task Force Conference
- The Dean of Student Life Office presented at a conference workshop entitled “Diversity Training for Millennial Student Staff”
- The VPSA and Director of the UCTC presented two workshops on “Multicultural Organizational Development: Everything a New President Should Know” at the mid-year seminar American Council on Education Fellows Program.

Still to be accomplished:

- Developing a template for cultural audits
- Create a divisional RFP process to seed worthy diversity-related efforts

<b>Conclusion</b>
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The Division of Student Affairs continues to mature our diversity-related offerings, sophistication and commitment to become a multicultural organization. It is a lofty goal, but one that we are committed to achieving.

Our work evolves around enhancing the student experience and ensuring our ability to form strong, inclusive, responsive and effective relationships with all students at the University of Oregon. To accomplish this we must continue to recruit and retain staffs that are culturally competent, look like our students; embrace the values of our students and who are committed to student success.

As noted earlier in this report, the inherent focus of the collective work of the Student Affairs Division clusters around Goals 1, 2 and 6. We will continue to provide a supporting role to Goals 3, 4 and 5—for these goals are equally important.

It continues to be a challenge to bring together such distinctive and strong departments—eight in all—toward common goals. However, we realize that we are stronger collectively than we will ever be apart. We strive to maintain the uniqueness of each of our outstanding departments while accomplishing our common goals.

# **MCOD IMPLEMENTATION REPORT**

**MULTICULTURAL  
ORGANIZATIONAL DEVELOPMENT  
(MCOD)**

**Prepared by the Student Affairs MCOB Implementation Team  
February 2010**

## **I. Implementation Team Charge and Membership**

The MCOOD Implementation Team was charged with completing a proposal of next steps and strategies to meet the objectives of Student Affairs MCOOD Strategic Plan Goals. The charge includes developing a working definition of MCOOD, determining what the Division must do to become a MCO, setting guidelines for use of Student Voice, conducting a review of current multicultural organizational efforts in the Division, making recommendations regarding infrastructure to support MCOOD, developing plan to address Strategic Plan objectives, making suggestions regarding best practices, setting clear and measurable metrics.

Implementation Team members included Shelly Kerr, Chair (Counseling and Testing Center); Suzanne Hanlon (Erb Memorial Union); Dani Amtmann (Career Center); Peg Rees (Physical Education and Recreation); Brian Parks (Counseling and Testing Center); Lou Vijayakar (Housing); Chicora Martin (Office of Student Life); and Tina Gutierrez Schmich (Center on Diversity and Community).

The Implementation Team met weekly during the Spring 2009 term and is continuing to meet throughout the summer to develop this report.

## **II. Definitions and Descriptions**

Student Affairs Multicultural Organizational Development is:

*The intentional creation of an organization that actively includes and engages everyone.*

Our Student Affairs multicultural organization:

- Has a dynamic and ongoing commitment to the MCOOD process
- Creates a safe, welcoming, accessible, and fair environment
- Advocates for social justice
- Eliminates all forms of oppression
- Has diverse representation throughout all levels of the division
- Considers the multicultural impact in all decision-making processes
- Understands and engages the advantages and strengths of a diverse organization
- Encourages the contributions of all members of the division

A Student Affairs multicultural organization is accomplished in these ways:

- A commitment by Division leadership to develop and maintain a multicultural organization
- Recognizing that individual staff members are at different places in their multicultural development and that educational efforts must be targeted toward different developmental levels
- The creation of explicit policies and processes to prohibit exclusion and to foster inclusion
- Being invested in a lifetime of learning recognizing that MCOD will evolve, grow, and change.
- By expressing its value system locally, regionally, nationally, and globally
- Continually assessing the organization to ensure that principles of MCOD are being met
- Continually revising and implementing new policies, procedures, and practices to enhance the multicultural development of the Division
- Taking leadership and partnering with colleagues on campus, regionally, and state-wide to create multicultural organizations outside of the Division
- Including clear and explicit statements about the commitment to being a multicultural organization in Division literature, websites, recruiting efforts, etc.
- Recognizing that individual staff members are at different places in their multicultural development and that educational efforts must be targeted toward different developmental levels
- Staying current on MCOD practices and principles by reading literature, attending professional conferences specific to MCOD, and consulting with professional colleagues with expertise in MCOD

## Definitions

**Diversity:** a structure that includes the tangible presence of individuals representing a variety of different attributes and characteristics, including culture, ethnicity, sexual orientation, and other physical and social variable (Talbot, 2003)

**Multiculturalism:** a system of beliefs and behaviors that recognizes and respects the presence of all diverse groups in an organization or society, acknowledges and values their socio-cultural differences, and encourages and enables their continued contribution within an inclusive cultural context which empowers all within the organization or society (Rosado, 1997)

**Oppression:** one group routinely keeping another group without access to social power or in a subjugated position

**System of oppression:** the harassment, discrimination, exploitation, marginalization or other differential and unequal treatment of individuals or groups in institutionalized and systematic ways

**Prejudice:** the preconceived judgment or opinion, based on an irrational attitude (including hostility or hatred) directed against an individual or group (or their supposed characteristics)

**Privilege:** unearned access to resources (social power) that is only readily available to some people as a result of their group membership

**Racism:** the belief that race is the primary determinant of human traits and capacities and that racial differences produce inherent superiorities or inferiorities that justify and normalize practices of privilege and discrimination

**Social Justice:** full and equal participation of all groups in a society that is mutually shaped to meet their needs; moves beyond awareness and tolerance toward appreciation and action; moves beyond conversations about the “other” and focuses on how our identities are windows into understanding oppression and change; end outcome in equity and inclusion (Wall and Obear, 2009)

**Stage 1: The Exclusionary Organization**

- Openly maintains the dominant group's power and privilege
- Deliberately restricts membership
- Intentionally designed to maintain dominance of one group over others
- Overt discriminatory, exclusionary, and harassing actions go unaddressed
- Unsafe and dangerous environment for subordinated group members
- Monocultural organization

**Stage 2: "The Club"**

- Maintains privilege of those who have traditionally held power and influence
- Monocultural norms, policies, and procedures of dominant culture viewed as the only "right" way: "business as usual"
- Dominant culture institutionalized in policies, procedures, services, etc.
- Limited number of "token" members from other social identity groups allowed in IF they have the "right" credentials, attitudes, behaviors, etc.
- Engages issues of diversity and social justice only on club member's terms and within their comfort zone

**Stage 3: The Compliance Organization**

- Committed to removing some of the discrimination inherent in the "Club"
- Provides some access to some members of previously excluded groups
- No change in organizational culture, mission, or structure
- Focus: Do not make waves, or offend/challenge dominant group members
- Efforts to change profile of workforce (at bottom of organization)
- Token placements in staff positions: Must be "team players" and "qualified"
- Must assimilate into organizational culture
- Must not challenge the system or "rock the boat"
- Must not raise issues of sexism, racism, classism, heterosexism...

**Stage 4: The Affirming Organization**

- Committed to eliminating discriminatory practices and inherent advantages
- Actively recruits and promotes members of groups that have been historically denied access and opportunity
- Provides support and career development opportunities to increase success and mobility
- Employees encouraged to be non-oppressive awareness trainings
- Employees must assimilate to organizational culture

**Stage 5: The Redefining Organization**

- In transition
- Moving beyond "nondiscriminatory," "non-oppressive"
- Working to create environment that "values and capitalizes on diversity"

- Working to ensure full inclusion of multicultural workforce to enhance growth and success of organization
- Begins to question limitations of organizational culture: mission, policies, structures, operations, services, management practices, climate, etc.
- Actively works towards developing a multicultural organization
- Committed to redesigning and implementing policies and practices to redistribute power, and ensure the inclusion, participation, and empowerment of all members

### **Stage 6: The Multicultural Organization**

- Mission, values, operations, and services reflect the contributions and interests of the wide diversity of cultural and social identity groups
- Leaders and members act on the organizational commitment to eradicate all forms of oppression within the organization
- Actively works in larger communities (regional, national, global) to eliminate all forms of oppression and to create multicultural organizations

### **III. Current Student Affairs Multicultural Organizational Efforts**

Most Student Affairs departments are involved in some type of multicultural development work, including formal multicultural trainings and informal multicultural conversations. These efforts are sometimes isolated or periodic diversity trainings, but they may not be part of a clearly articulated commitment to multicultural organizational development. There are few examples of Division-wide multicultural organizational efforts. Current divisional efforts identified by this group include:

- Including MCOB in the Division Strategic Plan
- Diversity Action Committee of Student Affairs (DACSA)
- Cultural Competency Modules for Student Affairs staff
- Student Affairs Diversity Plan

### **IV. MCOB Best Practices**

Resources cited in the Reference section were researched to identify best practices in the field of multicultural organizational development.

- Gain leadership commitment and support (Wall and O'Neil, 2008)
- Form an "inclusion change team" (Wall and O'Neil, 2008)
- Clarify and communicate the vision and institutional benefits of a multicultural organization (Wall and O'Neil, 2008)
- Create a sense of urgency and an expectation for shared responsibility (Wall and O'Neil, 2008)

- Conduct an assessment to assess current Division and Campus dynamics and organizational readiness for change (e.g. Comprehensive Cultural Audit, Wall and Obear, 2008; MCOE Environmental Assessment, University of Alabama Student Affairs)
- Implement accountability structures (Wall and Obear, 2008)

## V. **Changes Needed for the Division to Become a Multicultural Organization**

Individual departments are doing multicultural work, but are somewhat isolated from each other. Departmental work is important for laying a foundation and it is important for departments to retain some individual identity. However, more work is needed to establish a blueprint for the Division. These ideas can be thought of in terms of Student Affairs as a neighborhood. It is important that each house (Student Affairs departments) be solid and functioning well, but it is also important to develop a community center (the Division of Student Affairs).

It is important to acknowledge where we are currently, and how much work we still have to do. This work must be backed up with a commitment from the Division leaders - not just the Vice President for Student Affairs. The reasons for engaging in this process must be communicated consistently by Division leadership and throughout the organization. Division leaders (formal and informal) must consider the different motivating factors for staff commitment to the Division's multicultural commitment. Some staff members are intrinsically motivated and choose to participate because they are personally invested in the issue, others are motivated by incentives to participate, and others participate to avoid negative consequences. We must ensure that all members of the Division become increasingly multiculturally competent.

### Recruitment and Retention Issues

The Division should commit itself to more intentionally hiring and retaining diverse staff at all position levels to build a critical mass of historically underrepresented groups at the University. Increasing staff diversity is likely to create a more attractive work environment and may allow us to gain traction in attracting an increasingly diverse applicant pool. Greater diversity creates opportunities for varied perspectives, world-views, interpersonal styles, and communication styles to be modeled and shared. General priorities and specific activities to achieve these priorities should include:

1. Enhancing the UO Division of Student Affairs' and its individual units' reputation as leaders in the area of multicultural organizational development and cultural competence.
  - Student Affairs staff should actively participate in professional opportunities that emphasize multicultural issues and should present on topics related to multicultural issues in Student Affairs. This type of participation would increase current staff multicultural competence, create multicultural networking opportunities, and assist in developing a national reputation for being committed to multicultural organizational development.
  
2. Addressing and reducing barriers to successful recruitment and hiring of underrepresented staff.
  - Position announcements should be distributed to organizations and publications that reach underrepresented groups rather than relying only on traditional professional organizations.
  - Search committees and participants in interview processes must address the diversity of the UO and the city of Eugene directly and honestly.
  - Include diversity training as a requirement for all members of hiring committee teams (Cite study "New Paradigms for Diversifying Faculty and Staff in Higher Education: Uncovering Biases in the Search and Hiring Process, by Pauline E. Kayes)
  - Position announcements should be written so that multicultural skills are emphasized in ways that go beyond the obligatory affirmative action statements. Position announcements that emphasize English language skills could be written in ways that value bilingual skills and the ability to communicate with a wide range of individuals.
  
3. Providing adequate support to underrepresented staff in order to retain a diverse workforce.
  - Supervisors should consider being flexible in providing professional development release time and professional development funding for staff to attend opportunities in which participants are typically diverse or in communities that are more diverse.
  - Supervisors should actively seek out campus and community linkages for underrepresented staff.

### Infrastructure

Efforts to initially engage staff in multicultural staff development may be successful, but sustaining excitement and commitment can be more difficult. It is typical for individuals to return to the status quo under stress and when they become very busy. There needs to be a) structure in place to support and sustain these efforts and b) visible and transparent leadership to keep multicultural organizational development as a priority.

A commitment to providing funding for multicultural organizational development is vital to this initiative. It will be critical for the Vice-President of Student Affairs to provide funding for ongoing professional development for all levels of Division staff. Examples of this type of professional development could include reinitiating the Summer Student Affairs Diversity Institute or developing a half-day Student Affairs Diversity Symposium.

## **VI. Barriers to Becoming a Multicultural Organization**

There are a number of real and perceived barriers to accomplishing the goal of becoming a multicultural organization. It will be important to recognize and address these issues explicitly and creatively in order to achieve multicultural objectives.

- It is easy to dismiss our ability to recruit and retain diverse staff because the numbers of these staff members are currently low. It can become an easy excuse for maintaining the status quo.
- Different developmental levels and personal/interpersonal styles make it challenging to present information and communicate ideas in ways that are meaningful and accessible to all staff members.
- Staff members may hold perceptions that multicultural development is not relevant to their jobs and/or are not personally relevant.
- There can be the belief that multicultural issues have already been thoroughly addressed and there is no longer a need to do this work.
- Individual staff members and individual units may perceive themselves to be more advanced than they actually are and may not be receptive to challenge or addressing their growth areas.
- Student Affairs staff members are usually very busy and there are typically too many things to do in any given week/day/term/year. It can be difficult for staff members to prioritize multicultural development efforts equally or higher than other job tasks and responsibilities.
- Although there is a charge from the Vice President for Student Affairs to invest in multicultural organizational development, there is not perceived

to be a cohesive and consistent leadership at the Director/Associate Director level throughout the Division to advance this charge.

- Power differentials can influence decisions about what discussions we have about multicultural issues and when. These discussions are often initiated by staff without formal leadership roles and who lack the authority to make the discussions an ongoing priority.
- Discussions about multicultural issues are often derailed by the presence of hierarchies in the room. Sometimes the derailment occurs because the individuals who have power communicate or interact in ways that limit honest disclosure and discussion. At other times, staff members may fear that there is too much risk involved regardless of the communication and leadership styles of the people with positional power.
- Issues of power and hierarchy are often not explicitly addressed and examined as important to being a multicultural organization.
- Should we add a bullet about the hierarchy of oppression and its barriers

## **VII. Student Affairs MCOB Strategic Plan Objectives – Strategies**

Objective 1: Increase awareness of Multicultural Organizational Development (MCOB) theory within Division staff.

Strategies:

- a) Create an MCOB section on the Student Affairs website and individual unit websites with key concepts, definitions, etc. The website could include a multicultural organization assessment that staff could take anonymously to see how much they know and what they could still learn.
- b) Develop an MCOB organizational structure that integrates various multicultural efforts (e.g., DACSA, Cultural Competency Facilitators)
- c) Develop a new Student Affairs employee orientation that includes introducing staff to the strategic plan and MCOB.

Objective 2: Increase and enhance residential university environments that are welcoming, inclusive and accessible.

Strategies:

- a) Conduct Cultural Audit to assess current Divisional dynamics, climate, organizational structures (

- b) Utilize MCOE Environmental Assessment (e.g., ACPA Commission for Assessment and Evaluation Emerging Best Practices) to assess physical environment in each unit and make changes as needed.
- c) Intentionally identify needs of groups who are typically underrepresented in our programs and services and implement changes to proactively meet those needs.

Objective 3: Increase collaboration with university partners.

Strategies:

- a) Begin by increasing collaboration within the Division of Student Affairs – pursue a more integrated MCOE framework for Student Affairs and make decisions about the roles that the MCOE Implementation Team and DACSA play in this framework
- b) Partner again with CoDaC to offer Student Affairs Diversity Institute on a more regular basis.
- c) Collaborate and communicate more regularly with the Office of Institutional Equity and Diversity

## **VIII. Assessment of Student Affairs MCOE**

### Needs Assessment

- Conduct a cultural audit to assess current Divisional dynamics, climate, organizational structures (e.g, policies, practices, procedures, unwritten rules, norms ) and organizational readiness for change
- Use Student Voice to develop surveys of staff and students related to multicultural climate, programs, and services

### Outcome Assessment

- Based on identified programmatic goals, develop measures that assess the extent to which programs are achieving desired goals

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# **CAREER CENTER**

## Career Center Executive Summary

2008-09 was another exciting year for the Career Center. The Center continued new and exciting marketing initiatives utilizing the latest technology, increased enrollment in the Career Connections Program, instituted more outreach to freshmen through on-site counseling sessions, launched alumni career services in the White Stag building in Portland, continued innovative work with the Career Center Student Advisory board, launched a revamped Career Center website blog, increased communication with deans of various UO colleges, and worked with Student Affairs on various initiatives, including a Success Center implementation team. These achievements are especially notable due to challenges in a turbulent economy.

### UO Career Center Mission Statement:

*Dedicated to helping a diverse  
student community  
successfully connect to the  
world of work*

## Highlights

### Career Development and Academic Linkages

The Career Center counseling staff continued to focus on a variety of ways to present career development opportunities to students with two significant means occurring through the Career Assessment Program (CAP) and campus outreach efforts during the 2008-09 academic year.

The Career Assessment Program acts as a springboard for a student's career planning process. A variety of inventories and exercises are offered that assess a student's values, interests, personality and skills and compare them to people who are successful and satisfied in a wide variety of occupations. Over 560 assessments were administered to UO students in the 2008-09 academic year.

The Career Center received a generous \$5000 grant from Target Stores to implement a program for sophomore students utilizing the *StrengthsFinder* assessment. Sophomores were invited to attend and 20 officers of administration from campus-wide student services were invited to be small group facilitators

Career Center liaison relationships were further solidified in 2008-09. Each member of the counseling staff fostered their long-standing liaison relationships with various academic departments and student services units on campus. The counseling staff continues to seek new ways to reach out to these departments and increase our partnerships in the academic community.

*"The (Career Connections) class was one of the most beneficial classes I have ever taken at the UO... the skills I learned were invaluable... thanks to this class I landed my dream job for the summer working in public relations!"*  
-Student

The Career Connections Program (CCP) is a one-credit class administered and co-taught by the Career Center in coordination with various departments that teaches students how to write a resume and cover letter, practice interview skills and connects students with two professionals in their field of interest. The program excelled in 2008-09 despite the setbacks of a poor economy. However, the program saw a 10% increase in enrollment despite a reduction in the number of classes offered from the previous year (21 to 17). In addition, several students who were enrolled in CCP classes achieved career successes despite the difficult economy.

### Employer Development, Relations and Event Programming

The Employer Development Team (EDT) continued their productive work in 2008-09, focusing on dynamic events and collaboration with employers leading to successful opportunities for UO students and alumni. The Career Center experienced personnel changes in the Portland operation which resulted in a shifting focus for the office, creating an Alumni Services program in the White Stag building in Portland.

The Career Center Partner Program was successful in 2008-09 in spite of the economic downturn. We gained two new partners; one at our “Platinum” partnership level (\$5000 donation) and one “Gold” (\$3500 donation).

The Career Center introduced the inaugural “So you Want My Job?” event in collaboration with the UO Alumni Association, UO Libraries and US Bank. Over 100 students attended and listened to five professional panelists including UO alumni from a variety of industries as well as a keynote presentation delivered by Dr. Scott Coltrane, Dean of the College of Arts & Sciences. The event was a major success and the discussion demonstrated the often varied paths that can lead to one's career

The Second Annual International Career Forum, a joint effort between International Affairs and the Career Center was held in January. This one-day event continued the mission of inspiring and offering real-life experiences to student considering or actively pursuing globally-focused careers.

## Marketing and Administration

Usage of UO-JobLink by students continued to increase at least partially as a result of two initiatives. In August 2008 we enabled students to sign in to UO-JobLink and A&AA CareerLink using their DuckID which greatly simplified the UO-JobLink process and made it easier for students to use the service. A&AA CareerLink was launched shortly after this change.

The Career Center Marketing team continued to focus on sharing the valuable programs and services the Career Center offers with students and employers through marketing initiatives. This year's efforts were strengthened by renewed dedication to consistency (both visual and editorial) and a strategic, rather than organic, marketing plan. Guided by a marketing audit that took place over the summer of 2008, brand management became a priority as we strove to maximize our relationship with the student population in a tumultuous economic and job search environment. We continued to explore online opportunities for connecting with students and alumni through Facebook, Twitter, LinkedIn and most importantly our own website.

*The UO Career Center was ranked #2 of Top Ten College Career Services Blogs in June 2009 by onedayonejob.com*

### UO-JobLink Usage Stats:

#### Active Student Accounts

14,182 (20% increase from 07-08)

#### Account logins

67,499 (3% decrease from 07-08)

#### Active Employer Accounts

1,993 (21% increase from 07-08)

**UO Job & Internship Postings:** 3,235  
(28% decrease from 07-08)

**Active Professional Network Mentors**  
578

## Budget

The Career Center ended a challenging year with a balanced budget over all fund types. Our reliance on incidental fee funding continued to decline as funding was shifted by administrative reinvestment to the general fund. Employer revenue declined slightly as a result of the economic downturn and lesser registrations for employer driven events. Portland Center Career Services continued development of strong programs and growing utilization as central budget support continued for a second year. Prudent planning and reorganization allowed us to manage budget cuts with a minimal impact on service. Peace Corps recruitment and Job Location and Development continue to be important federally supported programs that offer additional resources to UO students seeking a variety of opportunities.

## Statistics

Career counselors were busy with individual counseling appointments in 2008-09. During peak times, counselors saw students for an average of 45 counseling hours per week. Drop-in appointment continued at 30 minutes per student and we saw an average of 16 students per day on a first come, first served basis. Individual career counseling appointments

increased by 13% from the previous year, while drop-in appointment usage decreased by 9%. Overall, Career Center usage increased by an impressive 9% from 2007-08, and students gained confidence in their ability to tell their story effectively.

The Career Center continued to develop and host eight key events designed to facilitate interaction between students and employers. Employer participation was critical to the success of events in terms of sponsorship and valuable presence, with over 3000 students benefitting from the interaction. In addition, the Career Center was supported by 19 Career Partners with total contributions of \$65,906.

*"I think the U of O career services staff is more engaged in their students' success than I have seen at other schools."*

*Employer*

Overall, 258 employers, graduate and allied health programs participated, with many coming to multiple events. This is a slight decrease from last year's numbers as the downturn in the economy caused some employers to reevaluate their hiring needs. The EDT launched furious campaigns this winter and spring to increase our employer numbers for our internship and career fairs. Both of these outreach efforts effectively doubled the number of employers in attendance. In addition, the relocation of our newly redesigned Internship Fair to the EMU Concourse from the Ballroom produced excitement.

The On-Campus Recruiting Program (OCR) continued its work connecting employers, students and alumni actively seeking employment opportunities. Opportunities included full-time jobs, part-time jobs, internships and seasonal positions. In the 2008-09 academic year, the Career Center hosted 101 employers in on-campus interview schedules and 1526 student interviews.

*"Thank you so much for helping me get into this position, and for all of the advice you gave me... you and the Career Center are absolutely amazing!"*

*- Student*

## Diversity Highlights

The Career Center continued its strong commitment to multicultural development, learning and staff training initiatives. The entire Career Center staff participated in a quarterly multicultural training planned and implemented by small teams throughout the year, and individual staff participated in CoDac sponsored trainings. LBGQTA Ally Training was presented to the entire Career Center staff; and numerous staff took advantage of training opportunities and workshops provided by Human Resources. In addition, the counseling group emphasized a strong commitment to addressing multicultural issues by regularly discussing and incorporating multicultural issues into training, discussions and counseling.

The Career Center continued its leadership with the Multicultural Career Alliance (Career Center, Office of Multicultural and Academic Success, Student Life and Career Services in the Lundquist College of Business), focusing on providing multicultural students with opportunities to connect with employers for internships and careers. The group hosted an event in winter and spring terms to provide students of color and employers an opportunity to begin developing relationships.

## Student Involvement


Twenty one UO Students served on the 2008-2009 Career Center Student Advisory Board, and met monthly throughout the academic year. Students served on one of four project teams and accomplished the following: conducted employer visits in both Portland and Eugene to better learn about local companies and employment opportunities and posted blogs, produced a Cover Letter Writing PowerPoint with audio for the website, contributed over 15 blogs and interviewed and filmed employer footage and interviews to be used on the Career Center website as small 2-3 minute tutorials for the student population

## Challenges

UO students continue to be challenged by a dismal economy which also affects the Career Center budget. Loss of event income and support from Career Center Partners puts our budget in a precarious position. The Career Center staff has been extremely proactive as we attempt to create opportunities for our students and recent alumni. As a result, our relationships with employers are strong and they continue to hang in with us through these thin times.

## Goals

Goals for 2009-10 include implementing the Student Affairs Strategic Plan, increasing partner revenue and employer development, continuing innovative programming to students and alumni, navigating the tide of the economic times and operational budget, continuing to tailor the Career Center blog and website for delivery to today's techno-savvy constituents and expanding our relationships with the academic community.



*"Thank you for your support in my job search and overall post-graduation process. I came to your office having little idea of where to go and what exactly to do after college... I am now officially employed!"*

# **ERB MEMORIAL UNION**

## **ERB MEMORIAL UNION**

### **2008-09 Executive Summary**

#### **Introduction**

The Erb Memorial Union is the community center for the University of Oregon and an integral part of its educational environment. We are a building, a department, and a program that provides facilities, services and out-of-classroom opportunities that enhance the UO residential experience.

A department of the Division of Student Affairs, the EMU enriches the educational, cultural and recreational opportunities for the UO community and offers students extracurricular activities that are an important component of their education.

#### **Mission**

The Erb Memorial Union, with a commitment to the involvement and development of students, shall serve its diverse campus community by providing high quality programs, services and facilities that compliment the mission of the University of Oregon. [Adopted by the 1997 EMU Board of Directors]

The EMU augments the UO mission and the Division of Student Affairs' Strategic Plan by:

- Remaining a vital participant in the recruitment and retention of students
- Offering opportunities for positive, high quality student experience
- Initiating programs supporting diversity
- Maximizing our facility to serve as a campus resource
- Participating in the creation of an open, collaborative campus climate

#### **2008-09 HIGHLIGHTS**

##### **Budget**

The EMU closed the 2008-09 fiscal year operating budget with \$338,000 more revenue than expenses due to the following: salary savings as several staff members resigned to accept other employment, the university's assessment was less than expected, updates to HVAC system reduced utility costs, Food Service had another exceptional year and several other units demonstrated very good earned income results. \$200,000 was placed in the EMU Building Reserve to cover repair of the freight elevator and other unplanned expenses. The remainder was placed in EMU carry forward

##### **Facilities/Operations**

EMU Facilities projects this year included updating the building's infrastructure, improving efficiency of our systems and reducing our overall waste. We currently have \$10M in deferred maintenance that has yet to be addressed.

Food Service operated profitably for the ninth consecutive year. Collaborated with COE on the opening and operation of the Education Station Café in the new HEDCO building.

##### **Academic Connections**

###### **Cultural Forum**

- Engaged graduate students from the Arts and Administration Program who coordinated programs in the visual arts, music, and performing arts.
- Worked with faculty to enhance in-classroom learning and brought artists into courses such as Art and Human Values, World Music/Ethnomusicology, and Modern Dance.
- Darrel Kau [Coordinator, Cultural Forum] holds an adjunct faculty appointment in Arts & Administration where he teaches a graduate course.

### **Moss Street Children's Center**

- Provided practicum experiences or observations for 40 students from several academic departments, including: International Studies, Early Intervention, Special Education, Music Education, Psychology, Linguistics, Family and Human Services, and Educational Studies.
- Assessed the social and emotional development of Moss Street children to assist College of Education [Early Intervention Program] faculty in piloting their SEAM assessment tool. MSCC staff members are also collaborating on a curriculum that will accompany the assessment tool.
- Assisted in the testing of an observational tool for the Child and Family Center research institute.
- Participated in two research projects assessing the development of memory [Department of Psychology] and language [Communicative Disorders and Sciences].

### **Other**

- Six students in Club Sports received academic credit through EDLD.
- Facilities funded internship for PPPM student who conducted a survey of EMU Fire Life Safety features.

### **Learning Outcomes**

Initiated program to formalize learning outcomes of 16 student Board members. The program measured their progress in the areas of leadership, critical thinking, teamwork, responsibility, autonomy and personal growth.

### **Program Statistics**

- Club Sports: 1,564 students participated in 48 Club Sports teams. Eight teams qualified for national championships.
- Craft Center: 2,425 UO and community members participated in 302 Craft Center workshops.
- Cultural Forum: Over 42,000 UO and community members attended 140 Cultural Forum events.
- Moss Street Children's Center: Enrolled 197 children; 123 had parents who were students, 39 had parents who were UO faculty/staff, and 35 children had parents who were members of the community.
- Outdoor Program: 1,152 UO and community members participated in 162 user-initiated trips.
- Scheduling + Event Services: Over 12,900 events were scheduled and supported; 4,188 were for student groups, 8,190 were for UO Departments and 379 were non-UO groups.
- Ticket Office: Provided services for over 300 UO events; sold over 115,000 tickets to events on campus, in the community and throughout the Northwest.

### **Diversity Highlights**

- EMU Diversity Committee initiated the *Creating Inclusive Campus Environments* book group project for staff, which included chapter reviews and discussion groups
- OP staff held diversity trainings using the DVD series *RACE: The Power of an Illusion*.
- OP staff member Suzanne Hanlon served on the Diversity Action for Student Affairs committee.
- The Cultural Forum continued to offer numerous events highlighting diversity issues, including speakers, films, musical performances, art exhibits, and contemporary issues events.
- KWVA aired ho-MO Music Show, which gives airtime to gay and gay friendly artists, and Music From Around the World, which invites international students to talk about their culture, music, and traditions.
- Moss Street Children's Center was a mainstream site for two children with disabilities and became an assessment/training site for adults with developmental disabilities. They also offered an outdoor exploration and educational program for school age children from MSCC and Centro Latino American.
- The Outdoor Program hosted Barbara Hillary, the first African-American woman to ski to the North Pole, and organized a trip to volunteer at Huerto de Familia.

## **Student Involvement**

- The EMU Board of Directors, which is comprised of twelve student members, three faculty members and an EMU staff member, allocates the EMU's multi-million dollar budget, assign space for student organizations, and advise EMU staff in the management, administration, and long range planning of the EMU.
- Club Sports teams are initiated, organized, and coordinated by students. Five students also assume positions on the Executive Committee.
- Craft Center student staff members taught workshops and supervised studios.
- Cultural Forum student coordinators initiated, planned, and managed hundreds of events on campus.
- Four Food Service student staff members were employed as managers.
- KWVA relied on student staff members and over 100 student volunteers to keep it on air.
- Moss Street Children's Center student staff members served as assistant teachers and classroom aids.
- Outdoor Program student staff members worked closely with staff to determine the program's direction.
- UO Scheduling + Event Service student staff members led events and supervising others.

## **09-10 Challenges**

- Lack of a central calendar/reservation system
- Lack of a comprehensive University scheduling policy
- Aging facility that is too small to meet current needs and is poorly designed
- Increasing and diversifying earned revenue streams to create a sustainable budget

## **09-10 Goals**

- Continue learning outcomes assessment for the EMU Board
- Continue to forge academic connections
- Work with UO community to examine existing EMU facility and identify future trends
- Increase opportunities for student learning with assessment of outcomes.

# **OFFICE OF THE DEAN OF STUDENTS**



# Executive Summary

## 2008-09

### Preamble/Introduction.

The Office of Student life is dedicated to enhancing the lives and learning of all students at the University of Oregon. We are committed to building a community that values difference, inspires growth, and fosters learning. We engage students through a variety of leadership positions, programs and services. The Office of Student Life is comprised of ten programs listed below and numerous other initiatives and services including off-campus student resources, veteran services, support for University Day, the CommUniversity Resource Assistant program, the Bias Response Team, Neutral Observer Program, and advising various clubs and organizations.

Diversity Education and Support

Student Conduct and Community Standards

LGBT Education and Support

ASUO Women's Center

Nontraditional Student Programs

Family and Parent Programs

Sexual Violence Prevention and Education

Commencement

Substance Abuse Prevention and Education

Student Conflict Resolution Services

### Mission of the Unit.

The Office of Student Life promotes the advancement of student learning through personal growth, social and civic responsibility, and community engagement. Our programs and services build communities that value diverse thought and identity, challenge and transform learning, and model excellence and integrity in all of our endeavors.

### Highlights for the Year.

#### Education

##### Student Development

- Created innovative peer engagement and self-authored learning opportunities through advising, teaching, and facilitation of student groups and experiences such as Bridges; Intercultural Mentoring Program Advancing Community Ties (IMPACT) program; Veterans & Family Student Association; Nontraditional Student Union (NSU); Conflict and Dispute Resolution master's student mediation internship program; Family and Human Services internships with Lesbian, Gay, Bisexual Transgender Education and Support Services (LGBTSSP); Lesbian, Gay, Bisexual, Transgender, Queer Alliance (LGBTQA); Greek chapter/ leadership advising; Sexual Wellness Advocacy Team (SWAT); ASUO Women's Center student staff/volunteers/intern; CommUniversity Resource Assistant Program; and interns associated with Family Programs.
- Utilized student development theory and expertise with individual students and student groups to help students explore and support identity development, moral development,

character development, intellectual development, and adult learning development in an effort to create powerful learning experiences (e.g., numerous retreats, workshops and training presentations facilitated by Student Life staff members occur throughout the year for student organizations, including the LGBTQA, Women's Center staff, SWAT, IMPACT, and CommUniversity Resource Assistant Program).

##### Professional Development

- Staff members served in leadership roles on campus, regional, statewide, and national organizations and oversight committees including Oregon Women in Higher Education (OWHE), American Council on Education (ACE), Oregon Attorney General's Sexual Assault Task Force, National Conference on Race and Ethnicity in American Higher Education (NCORE), Native American Caucus, National Association of Student Personnel Administrators (NASPA) Regional Advising Board, LGBT Directors' Consortium, and Oregon University System (OUS) Sexual Assault Oversight Committee.
- Facilitated learning opportunities and shared special expertise on the campus and outside of the university with students, professional colleagues, and other constituents (e.g., collaboration with the Center on Diversity and Community (CoDaC); Team Liberation; consultations with numerous departments).
- Began designing the mission of Student Life to be in alignment with the core purpose, values, and BHAG of the Division of Student Affairs.
- Redefined the duty process, removing the 24/7, 365 days-per-year Student Life duty process away from front line staff responsibilities.

## Highlights (continued)

- Secured the Bernard Osher \$1 million endowment
- Taught Theatre for Change, Theatre Arts 410/510
- Theory to practice/transformation of the profession (e.g., continual professional development to better serve student veterans) via the Veteran's panel in Portland, OUS and VA Summit, and Veteran Pre-Institute at NASPA. At the May OUS Symposium, the UO was consistently referred to as a "leader in the state" for sexual violence prevention and response initiatives.
- Utilized best practices techniques (e.g., bystander intervention education, evidence-based initiatives, Oregon mediation training model) with issues such as sexual assault, substance abuse prevention, bias related incidents, and conflict resolution issues in an effort to re-shape norms within the campus community.

### Community Development

Employed intentional community development theory and practices in creating and/or improving learning conditions that foster student success.

This includes the following:

- Increased involvement of off-campus students with the neighborhood associations located near campus.
- Developed "campus traditions" programs that strengthened our students' connection to the premier residential university.
- Communicated with students and families in numerous ways including newsletters and new technology.
- Recognized student success through programs including honors & awards, commencement, various graduations.

### Collaboration

- Fostered and inspired University pride in large scale traditional events, such as UO MLK Jr. Celebration, Commencement, Weaving New Beginnings, Homecoming and Family Weekend, Take Back the Night, and Halloween.
- Forged linkages with campus and community partners to promote civic responsibility and community standards and challenge students

to utilize effective decision-making skills and be positive social agents of change (e.g., conflict resolution initiatives, Restorative Justice, CommUniversity Resource Assistant programs).

### Advocacy

- Proactive and responsive work of the Bias Response Team; Alliance for Sexual Assault Prevention with victims of sexual assault and relationship violence; Neutral Observer Program; and Restorative Justice Program.
- Queer Ally Coalition (QAC) partnered with departments to provide tailored workshops on outlining knowledge, awareness, and skills to work effectively with LGBT students
- Staff members were involved in over 50 campus and community committees to address issues that involve student success or barriers to success.

### Facilities, Academic Connections, Operations and Services

Created linkages with academic departments and used collaborative learning pedagogies to enhance student learning, including Multicultural Career Alliance; MLK Jr. Day Celebration; Theater Department and SWAT; Theater Department and English Department with Telling; School of Journalism and Communication for Siren and IntroDUCkTion projects; Conflict Resolution Services and Law School for trainings on communication and mediation; co-programming with Women and Gender Studies; Faculty Women of Color Research Interest Group; Romance Languages, Ethnic Studies; Healing Arts Research Interest Group; and CODAC.

## Program/Departmental Statistics

Programs	300+
Duty	486
Front Desk Contacts	7,794
Student Life email contacts	859
Conduct Incidents	4,097

### Challenges for the upcoming year

- Lack of space for staff. Our programs and services continue to grow and our space is inadequate for student involvement and staff office space.
- Changes in institutional leadership and redefining or establishing new priorities that are aligned with the Student Affairs Strategic Plan.
- Continued budget cuts and potential lack of funding for current and future initiatives.

### Budget

General Funds	
Salary/OPS	\$810,185
S&S	\$75,737
Commencement General Funds	
Salary/OPE	\$61,227
S&S	\$35,510
Matric Fee Funds	\$77,816
Income Funds	\$9,979
Student Fee Funds	
LGBTESSP	\$62,111
Conflict Res	\$49,610
ASUO Women's Center	\$160,000

# Student Life Goals for 2009-2010



*These goals were developed prior to the work on the Strategic Planning process. As the office continues with their Strategic Planning, these goals will be redeveloped to be in alignment with the core purpose and values.*

**Design** a comprehensive assessment program for all programs, services, and student learning experiences in the organization.

**Formalize** ways to identify under-engaged students and student populations in need and /or at-risk student populations and design effective interventions.

**Hire** a student affairs case coordinator to assist students with complex mental health issues, planning interventions with a wide range of campus and community partners; launch a new partnership on the UO campus with Portland State University, the only graduate-level social work program in the State of Oregon. The case coordinator would serve as the supervisor and the UO would serve as a host site to provide training and supervision to MSW practicum social work students in their field placements.

**Develop** technology programs to promote student success (e.g. securing and implementing Symplicity software program for record keeping to make information readily available to staff and help measure student success; going paperless to better assist students in achieving their success)

**Invest** in activities and deliver services that are clear pathways to student success, including the following initiatives:

**Establish** a nontrad section of WR 122 or WR 123 (or similar course), a nontrad section of MTH, and a nontrad student seminar (similar to the Transfer Student Seminar) that are only open to nontraditional students and linked together in some way as a FIG, with the goal of creating a cohort-type of experience to support the academic success of nontraditional students.

**Design** and deliver, or realign, programs that value and celebrate the diversity of a multicultural student population, e.g., expand IMPACT program to include graduate students as mentors to the undergraduate leaders and professional faculty and staff serving as mentors to the graduate students.

**Create** a critical mass of retention of students of color on campus on multiple levels.

**Coordinate** a conference on the UO campus that brings together peer-based groups with common learning themes and outcomes, in a shared partnership between Student and Academic Affairs.

**Develop** interactive theater projects for students around contemporary social issues including diversity, bias response, substance abuse, and conflict resolution.

**Identify** resource generating opportunities for Student Life including local or federal grant funding for programs that advance and transform student learning, remove obstacles to student success, and sustain effective educational practice.



## Office of Student Life's Contributions to the Student Affairs Diversity Plan

### Goal 1: Developing a Culturally Responsive Community

- The Diversity Education and Support mission was created and broad goals developed to be more intentional with the role of this office within the Office of Student Life, as part of the Division of Student Affairs, and the greater UO community
- Continued to hire a diverse student staff and peer educators in all programs to increase diversity and perspectives that inform our programs and meet the needs of our students, parents and families
- Presented at MEChA National conference in Spring 2009 entitled "Who Owns Feminism." Discussed the role of feminism; how gender is constructed and maintained in different communities. This also provided the opportunity to attend educational sessions on diversity topics
- Staff members frequently read journal articles, books and reports about sexual violence and women of color, power and privilege, and race/ethnicity and feminism, the student experience, and family relations
- Attended NASPA conference and presented about the Latina student experience and the importance of the family in Latina student success.
- Student Life staff frequently advise and interact with students from a variety of student organizations and student unions
- Trained peer educators in issues of diversity and the intersections of forms of oppression
- Brought guest speakers from CoDaC, LGTBESSP, Womenspace and SASS to expand awareness and competencies of peer educators
- Attended cultural competency trainings for staff

### Examples of Programs that Develop Culturally Responsive Communities:

- MLK Jr. Celebration
- IMPACT
- National Coming Out Week
- Queer Ally Coalition
- Nontraditional Student Week
- Veterans Awareness Week and
- University Veterans Day Celebrations
- OUT/LOUD: A Queer Women's Music Festival
- Women of Color Speaker Series
- Women of Color Retreat
- Sexual Violence Awareness Week
- Campus presentation of the Telling Project
- Convening of the Veterans Work Group
- Development of the Veteran Friendly Listener Program
- Convening of the Nontraditional Student Union Advisory Board
- Veteran Student Art Show
- Family Rec Day
- Duckling Day
- Family Craft Days
- Veteran Panels
- Nontraditional, VFSA, Lavender Grad, BSU, and other graduation ceremonies

### Goal 2: Improving Campus Climate

- Coordinated the UO MLK Jr. Celebration, with the Presidential Inauguration Watch Party; MLK Jr. Unity Celebration and Candlelight Vigil; Dr. Derald Wing Sue keynote and workshops as the highlights of the celebration. This celebration raised the campus and greater community awareness to the work and legacy of Dr. Martin Luther King Jr.
- Partnered with the Bias Response Team and Black Student Union to host the program, "The 'N' Word," as part of Bias Awareness Week.
- Staff member in residence with the

Center on Diversity and Community (Codac) which works to improve cultural competency with faculty, staff, and the greater University of Oregon community.

- Staff members served as co-chairs for the Alliance for Sexual Assault Prevention (ASAP). Focused on building campus awareness of ASAP, creating a Sexual Assault Response Team (SART), and offering prevention and education programs.
- Staff members co-chaired the Sexual Assault Response Team (SART) in an effort to strengthen protocols on campus regarding sexual violence and provide a caring institutional response to survivors.
- Hosted Cherrie Moraga, Leak Lakshmi Piepzna Samarasinha, and Haunani-Kay Trask in celebration of the 15th Annual Women of Color Speaker Series. Speakers met with students via workshops and trainings, classroom lectures and evening keynotes.
- Partnered with Women's and Gender Studies and the Center for the Study of Women and Society to offer events, film screenings and round table discussions.
- Published quarterly magazine, the Siren, where students explore themes of diversity, intersectionality, feminism, sexual violence and the relationship between power and oppression.
- Provided Spanish and ASL translation at Take Back the Night in an effort to increase awareness around sexual violence and to be more inclusive.
- Connected frequently with various nontraditional, international, ethnic and LGBTQA student services on campus to better outreach to our student population (for example, partnering with Work and Family Services for Duckling Days, Take Our Daughters to Work, Rec Day and Family Craft Nights).
- Collaborated with the Multicultural Center and Diversity Education and Support Services for the Women of Color Speaker Series.

- Working with the LGBTQA office, organized OUT/LOUD, annual queer women's music festival.
- Provided a feedback avenue for the institution through the e-mail myduckis@uoregon.edu where parent and family members can write in to express concerns, inquire about services and get guidance on parenting a college student.
- Published a monthly newsletter for parents and families of undergraduate students that seeks to provide information about campus climate, safety, and community
- Commencement provided live translation at graduation ceremonies for families speaking Spanish
- Connected frequently with the Pathway Oregon program to outreach to the parents and families of Pathway students.
- Conducted family programs assessment to learn who is most frequently being served, what resources they found helpful and ask for ways to improve
- Interns were recruited from all areas of campus completing projects with queer students and their families, International Affairs, Greek Life and the ASUO
- Served on the Child Care and Family Support Committee
- Participated in the community Vet Net meetings
- Enhanced Transfer Student Orientations
- Offered an IntroDUCKtion breakout session for the spouses and partners of new nontraditional students
- Offered Osher Scholars the opportunity to be paired with a faculty mentor
- Presented 1.5 hour workshops tailored to meet the needs of many different student groups including IMPACT peer mentors, ASUO Men's Center, LGBTQA
- Developed a comprehensive assessment of Sexual Wellness Advocacy Team presentations to understand and improve program to meet the needs of students.

### **G**oal 3: Building Critical Mass

- Reorganized the Intercultural Mentoring Program Advancing Community Ties (IMPACT) to increase

## Office of Student Life's Contributions to the Student Affairs Diversity Plan

program capacity and effectiveness by collecting data for comparative analysis and quality control.

Specifically, increasing the number of first year students of color mentees as well as recruiting a strong mentor base of leaders across campus helped to rebuild the program.

- Sponsored two courses in Family and Human Services in Winter and Spring 09, "FHS 199: Peer Mentoring I," and "FHS 409: Practicum Peer Mentoring II." By building a strong IMPACT program and teaching mentoring and coaching skills, a critical mass of highly prepared peer mentors will improve and strengthen respective cultural communities and the University community as a whole.
- Continued to expand student staff in order to respond to the diverse needs of the campus community.
- Hosted 5th Annual Women of Color Retreat for UO students.
- Expanded summer internship program with Self Enhancement Inc (SEI) to include 3 positions. SEI is a Portland based non-profit that works with African American students (kindergarten through college) to overcome significant barriers to success (poverty, family substance abuse, gang involvement, absent parents, low academic achievement, etc.) and become positive, contributing citizens.
- Hired at least one family programs staff member who speaks Spanish to ensure we can communicate with our constituents
- Sought out translators to assist in duty cases where we need to ensure we can communicate with students and/or families.
- Identified queer allies and expanded LGBT involvement opportunities through the Queer Ally Coalition (QAC) Program.
- Identified faculty and staff who are veterans through the Veteran Friendly Listener Program
- Hired diverse student staff members
- Developed "Consent is Sexy" Photo exhibit, including participation by over

100 UO students from various backgrounds

### **G**oal 4: Expanding and Filling the Pipeline

- Partnered with the Office of Multicultural Academic Success (OMAS) to conduct an activity and workshop, "Student Life, YOU, and the UO," for the "22nd Annual Reach for Success," a program geared toward middle school students of color and other underrepresented students.
- Partnered with Admissions for special recruitment events throughout the year geared toward prospective students of color. One major event was "Embracing the Future" in which underrepresented students who have been accepted to the UO are invited to campus to learn more about the UO community and engage in workshops and information sessions.
- Increased distribution of quarterly magazine, the Siren, by offering it in an online format. The Siren provides content with diversity related news, services and resources.
- Offered quarterly Craft Day activities to student families in an effort to build community. This supports families as members of our community and normalizes higher education as a necessary step in their development process.
- Participated in a variety of recruitment and outreach programs to K-12 students of color and families through Admissions and Office of Multicultural Academic Success.
- Monthly newsletter provides content with diversity related news, services and resources
- Promotional materials, including family programs newsletter, are available in both English and Spanish
- Participated in Admissions Connections programs, connecting LGBT middle and high school students to campus.
- Bridges hosted panels at local high schools

# **HOLDEN LEADERSHIP CENTER**

**Division of Student Affairs  
Holden Leadership Center  
2008-09 Executive Summary**

**Preamble/Introduction**

The 2008-09 academic year presented a variety of unique opportunities and challenges for the Holden Leadership Center. The HLC became the eighth major unit within the Division of Student Affairs and expanded its staff to include a new Assistant Director and oversight of the ASUO. This executive summary seeks to spotlight the various programs, resources, highlights and challenges that comprised the HLC during the previous academic year.

**Core Purpose**

The Holden Leadership Center strives to be an exemplar provider of leadership education and developmental experiences at the UO. We do this by empowering individuals to question critically, think logically, communicate clearly, act creatively, and live ethically while becoming active and engaged citizens of the world. A list of supporting objectives can be found at:

[http://leadership.uoregon.edu/about/core\\_purpose\\_and\\_objectives](http://leadership.uoregon.edu/about/core_purpose_and_objectives)

**Highlights for the year**

The HLC enjoyed several successes during the 2008-09 academic year. Below is a short selection:

- **Programming** – Developed and launched the following new programs: UO Social Justice Institute with program partner OIED, Leaders Engaged in Authentic Dialogue (LEAD), OUS Student Sustainability Conference, Community Service Grant program, Students In Service Program, Social Services Fair and increased participation in all current major programs and events.
- **Staffing** – Hired new Fraternity and Sorority advisor, created Assistant Director position, assumed oversight of staff in the ASUO. Created partnership with Oregon Campus Compact and received two AmeriCorps professionals to staff the Service Learning Program for 2009-10 academic year. Learn more about HLC staff at: <http://leadership.uoregon.edu/about/staff>
- **Fundraising/Development** – Hosted Ambassador Glen and Mrs. Gloria Holden in fall 2008. It was their first UO visit and over 10 years and the first time visiting the HLC.
- **Operations** – Launched new website for the HLC and its SLP program. Created new series of publications. These can be viewed on line at: <http://leadership.uoregon.edu/about/publications>

**Budget**

The annual recurring General Fund allocation for the Holden Leadership Center is currently \$223,730.00. This amount reflects the period one base budget for the 08-09 fiscal year plus the midyear.75 reduction. Of the \$223,730.00 08-09 General Fund base budget, \$204,763.00 supports the salary and OPE for two OA's and one classified staff member and approximately 1800 hours of annual student labor at minimum wage. The remaining \$18,885 goes to supplies and services. Total non-recurring general funds is \$82,000 and supports staff members positions in the ASUO, the HLC and one major educational program. Total incidental fee budget is \$31,000. The HLC earns approximately \$45,000 annually through programmatic endowments. Total 2008-09 HLC budget is \$381,730.

**Facilities, Academic Connections, Operations and Services**

- **Facilities** – This area continues to be a challenge for the HLC. The Center is currently located in the basement of the EMU. There are no exterior windows and the space has poor air circulation. There are frequent leaks in the ceiling and the space is susceptible to the odors and the noises of the food court directly above. There is not enough space for staff or the students who frequent the space seeking assistance and advising.

- Academic Connections – The HLC maintains a series of relationships with a variety of faculty members and departments. The primary relationship exists with the Family Human Services (FHS) department in the College of Education. FHS provides sponsorship and academic credit for the HLC’s Service Learning Program courses and practicum’s as well as several independent leadership courses offered throughout the Division of Student Affairs. The HLC also partners with the Honors College in special courses and programs and AAA on service learning experiences.
- Operations & Services – The HLC responded to over 8,000 visitors during the 2008-09 academic year. The Center’s staff provided individual and group advising, programming support and development and marketing and PR support for a variety of events and programs. The HLC also responded to a variety of student and staff training needs, including the OMAS Student Leadership Team, University Housing RA/FA’s, Mills International Center staff, and worked with the leadership of dozens of student groups. The HLC’s Service Learning Program serves as a liaison with over 350 community agencies and organizations.

### Learning Outcomes

The HLC maintains independent learning outcomes for each program and experience that it coordinates. The department utilizes the outcomes that are detailed in Learning Reconsidered. Those macro outcomes include: a) cognitive complexity, b) knowledge acquisition, c) knowledge integration and application, d) humanitarianism, e) civic engagement, f) interpersonal and intrapersonal competence, g) practical competence, and h) persistence and academic achievement.

### Program/Departmental Statistics

- Programming – 16 major leadership programs were conducted. Learn more about many of these at: <http://leadership.uoregon.edu/events>. Through its Service Learning Program, the HLC administered 6 service programs and 10 academic courses and practicums. Learn more about these at: <http://serve.uoregon.edu/programs/courses>.
- Grants/Scholarships – Provides \$6,000 in grant funding to support 6 dynamic community service projects. Through the Students In Service program, the HLC issued over \$40,000 in educational awards to students who completed over 12,000 hours of service. Aided Fraternity and Sorority leadership in their efforts to provide 19 scholarships worth \$14,000. Learn more at: [http://serve.uoregon.edu/volunteer/slp\\_service\\_grants](http://serve.uoregon.edu/volunteer/slp_service_grants)
- User Rates – The HLC responded to over 8,000 visitors during the 2008-09 academic year.

### Diversity Highlights

- Programming – Launched the first Social Justice Institute with OIED. Featured multicultural and social justice theme in each major program, including the 08 LeaderShape Institute, 09 Presidents Leadership Symposium, Readers to Leaders and the World Series of Leadership Workshops. The HLC’s Service Learning Program provided a Community Service Grant to the 5<sup>th</sup> Annual Raza Unida Youth Conference. The SLP also expanded its Alternative Break Program and all trips have a significant focus on diversity themes and concepts. Learn more about the Alternative Break Program at: [http://serve.uoregon.edu/programs/alternative\\_breaks](http://serve.uoregon.edu/programs/alternative_breaks)
- Professional Development – Four HLC staff members read the Creating Inclusive Campus Environments book that was made available to the Division. Members of the HLC staff also serve on the Bias Response Team.

- Training/Education – Helped design and administer the training program for the OMAS Student Leadership Team and provided training and instruction for the Mills International Center student staff.

### Student Involvement

The HLC supports broad range of student experiences and involvement activities each year:

- Student Employment – The Holden Leadership Center employs 6 students to serve as Student Assistants who provide clerical and basic administrative support for the department. 5 students serve as Peer Leadership Consultants and produce educational programming, provide consultation and mentorship to other students and student groups and assist with marketing and outreach efforts for the department. The HLC also hires between 4 and 6 GTF's each year who teach courses for the Service Learning Program.
- Fraternity & Sorority Life – See the FSL 2008-09 Annual Report at: <http://leadership.uoregon.edu/about/publications>
- Service Learning Program – See the SLP Program Booklet at: <http://leadership.uoregon.edu/about/publications>
- ASUO – The ASUO is involved in policy-making, adjudication, programming, lobbying, community service, and countless other activities. It provides social, cultural, educational and physical development opportunities for the student body. The organization is also a clearinghouse for concerns from students and answers from administrators. It also allocates over 12 million dollars annually to support a variety of programmatic and student resource efforts.
- Dance Marathon – Dance Marathon is the largest student run philanthropy held at the UO. During the year, the student leaders organized sponsorship activities, recruited dancers and connected with the families and children supported by this event. Funds raised by Dance Marathon participants went directly to local Children's Miracle Network Hospitals in Eugene. In 2008-09, students raised over \$10,000 in support. Learn more about Dance Marathon at: [http://leadership.uoregon.edu/events/dance\\_marathon](http://leadership.uoregon.edu/events/dance_marathon)
- Relay for Life – The HLC helped students successfully establish this program. Learn more at: [http://main.acsevents.org/site/TR?fr\\_id=26713&pg=entry](http://main.acsevents.org/site/TR?fr_id=26713&pg=entry)
- Leaders of Oregon – The program provided an opportunity for staff, faculty and student to recognize the impact of student leadership on campus and in the community. 25 students were honored with the award in the 08-09 year.
- O Heroes – The HLC advised and coached University athletes and athletic advisors on how to create a community service organization within University Athletics. SLP regularly partners with the O Heroes program.
- Advising/Consultations – The HLC provides a significant amount of advising, coaching and mentoring for individual students a wide range of student groups.

### Challenges for the upcoming year

Challenges for the 2009-10 academic year include:

- Staffing – The HLC is a new and evolving department. Its highest need at this time is human resources. Additional staffing is needed for student group advising and support, service learning, multicultural leadership and student engagement, fraternity and sorority life support and business/finance support for ASUO. The HLC is also in need of an accountant and web and marketing support.
- Budgets – The HLC currently relies on fundraising to support the vast majority of its programmatic efforts. This creates an extraordinarily challenging dynamic for to create a sustain

efforts each year as they are high susceptible to the whims of the donors and the economy. Current endowments have lost 28% of their principal. The HLC also does not have a major or minor equipment budget that allows it to maintain its office resources. The current supplies and services budget does not support current or future needs.

- Space – The HLC needs to radically expand its space for both student users and staff member usage. The current space also has several issues, includes lack of sunlight, clean air, massive leaking issues, access issues, etc.

<b>Goals for the upcoming year</b>
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The HLC has robust set of goals for the 2009-10 academic year:

- Campus Partnerships – Partner with each DSA department on at least one major programmatic or service initiative. Expand community partners program from 250 to 350. Participate in at least one Big Idea. Form partnerships with another major academic unit outside of the College of Education.
- Leadership Curriculum & Assessment – Develop new Leadership Model and set of macro learning outcomes for the department. Create comprehensive leadership education strategy for the ASUO and Fraternity and Sorority Life student experiences. Development assessment tools that will evaluate relevant programs, experiences and curriculum within the HLC.
- Service Learning & Volunteerism – Create new service learning initiatives and partnerships with at least three new academic units. Administer campus wide service learning survey for faculty. Coordinate the UO application for the Community Engagement Classification with the Carnegie Foundation. Achieve the President’s Community Service Honor Roll status.
- Fundraising & Development – Achieve 500k match for HLC. Launch broad based outreach strategy that includes mailings, emails, etc. Invite donors to all major events. Develop fundraising plan for Center.

# **PHYSICAL EDUCATION & RECREATION**

# Physical Education and Recreation

## Annual Report 2008 - 2009

### Executive Summary

#### Preamble/Introduction

2008-2009 was a successful and productive year. As part of the Division of Student Affairs, we provide quality classes, programs, and services to students and staff, and strive toward a goal where identified learning outcomes play a part in everything we do, from course curriculum to Intramural Sports participation. We witness daily how the UO student experience is much more than what occurs in the classroom. In the Department of Physical Education and Recreation (PE & Rec) we are proud of the role we play in contributing to this balanced approach to student success both in and out of the classroom. Our committed staff are mindful that the out-of-class experience, to be educational and effective, must also be intentional.

#### Mission of the Unit

In spring 2009, we completed a series of all-staff meetings and achieved consensus on a new Core Purpose and a list of new Core Values that are in harmony with those adopted in the new Student Affairs Strategic Plan. In adopting these, we abandoned the former PE & Rec mission statement, core values, and operating principles that were both wordy and redundant.

#### PE & Rec Core Purpose: **Active Balanced Lives**

#### PE & Rec Core Values:

Compassion	Multicultural Community
Cooperation	Personal Development
Excellence	Responsible Stewardship
Fun	Wellness
Integrity	

#### Highlights for the year

- PE & Rec employee's collaborative work with Athletics, Sports One, other UO staff and outside vendors to make the Olympic Trials a huge success was nothing short of incredible!
- Jim Blanchard, Outdoor Pursuits instructor and administrator, retired after 30 years of service.
- Tiffany Lundy, Assistant Director of Membership Services, was one of six recipients across the country awarded the Horace Moody Award from the National Intramural-Recreational Sports Association. The award acknowledges professionals in the field of campus recreation who have made contributions to student development by their encouragement, support and performance.
- After a full year of absorbing the duties of our Associate Director for Facilities and Services, we were pleased to welcome Bryan Haurert (University of Pennsylvania) to the position.
- A long envisioned Facilities Coordinator position was finally funded and we are happy to now have Russ Schrantz in that capacity.

#### Budget

- Student Advisory Board recommended a zero percent increase to the Student Rec Fee for the first time in history. That recommendation was supported by administration and taken forward for implementation. Current Fee \$40.75 per student per term and includes revenues for Rec Center operations as well as bond debt service.
- Increased enrollment, along with new OUS approval to divert some over realized dollars from bond debt service to operations, enabled PE & Rec to end FY09 on a positive fiscal note.
- PE & Rec has added the capacity to use credit cards for membership, point-of-sale, and program participation purchases.

### Facilities, Academic Connections, Operations and Services

- Physical Education collaborated with the University Health Center's Division of Health Education to reach out to an under-served demographic on campus, overweight students. Janice Radcliffe worked with Kristen Olmos from the UO Health Center to offer a course tailored to the needs of overweight students. The course, entitled, "Healthy Weight Loss: Nutrition and Exercise" was offered for the second time in spring 2009. Overweight students from diverse cultural and ethnic backgrounds participated (Represented groups included African American, Indian American, Latino, native Ethiopian and Caucasian.).
- We certified the highest number of students in the history of our Outdoor Pursuits Leadership Certificate program (10). This accomplishment shows that students recognize the quality of this elective, but extensive, 4-year academic and experiential program.
- Physical Education offered 17 additional sections of classes, to accommodate the UO's rising enrollment while maintaining the per class enrollment average of 28.
- SRC facility improvements that address over-crowded conditions:
  - A multi-purpose room was equipped to create 4,000 square feet of new weight training space. Funded by the Student Building Fee and prioritized by the Student Building Fee Allocation Committee.
  - All planning has been completed and funding secured for an August 2009 installation of two outdoor basketball courts in the covered tennis facility adjacent to the SRC. Funded at no cost to students by the Museum of Natural History expansion project that displaced outdoor basketball courts.
  - Bid specs are nearly complete and financing determined for a major expansion of the Rock Climbing Wall. Project will add bouldering elements and accommodate additional top rope climbers. Construction anticipated for winter break 2009-10.
- Aerobics Studio was upgraded to improve acoustics, sound system and air movement. Funded by the Student Building Fee and prioritized by the Student Building Fee Allocation Committee.
- During Spring Break, 14 elliptical machines were retrofitted with the "Re-Rev" re-cardio system. The system captures the kinetic motion of these exercise machines in an efficient and cost effective way and converts it into electricity that feeds right back to the power grid of the Student Recreation Center. Output readings reveal as high as 500 watts frequently being generated by these exercise machines. Project was funded by a EWEB grant, UO Sustainability Office, and PE & Rec.
- The first synthetic turf field (1999) is worn out and scheduled to be replaced summer 2009 with a new Astroturf product.
- A new all-encompassing access, equipment issue and point-of-sale management software (called In Fusion) has been installed in the SRC. This system utilizes hand scanners and touch screens that will add efficiency and enhance facility security.
- Personal Training Fitness Programs have expanded to offer their expertise and services to Club Sports.

### Learning Outcomes

- Two years ago we formed a Student Leadership Team that has as one of many areas of focus the development of learning outcomes for our student employee experience. Progress has been made but it is a work in progress. A further step will be the development of learning outcomes for those who participate in program offerings and informal recreation.
- Assessment to track student learning has been a tradition in Physical Education as each class and instructor is evaluated by our students every term. The PE department participates in the University's mandatory course evaluation process for credited courses.

### Program/Departmental Statistics

- 2008-09 was a year of responding to the highest demand on facilities and services in history. With a total turnstile count of 685,302, the SRC experienced 43,277 more entries (7% higher) than any previous year in recorded history!
- Physical Education had the largest enrollment in history at 15,120 students. Term enrollment that exceeds 5,000 students has become the norm.
- Participation in Intramural Sports and Special Events totaled 10,318, a 7% increase over the previous year.

#### Diversity Highlights

- Our fitness professionals are on a mission to make the cardio and weight training facilities welcoming to students and staff of all sizes and abilities. Accomplishments include: (a) completion of a new weight training facility (SRC Room 50) that is highly welcoming to novice participants and those with special needs; and (b) purchasing new cardio and strength equipment with special needs in mind.
- We continue to improve the accessibility of our facilities. We recently completed construction of two highly accessible and non gender specific shower/locker rooms for students and staff.
- We collected data from the Physical Education course evaluations to address diversity issues. These data should provide an assessment of need for future multicultural training for our adjunct instructors and full-time teaching faculty.
- Peg Rees facilitates a “Chat ‘n’ Chew” lunch meeting series once a term for staff discussions on topics of cultural competency, social justice and inclusion. Recent topics included power, political correctness and providing a welcoming and inviting message by removing physical barriers to participation.

#### Student Involvement

- The student employees in Physical Education and Recreation are a diverse group! We use a peer hiring practice (potential employees are screened and interviewed by student employee leaders) and emphasize the importance of inclusion and diversity in all staff training.
- The Student Recreation Center Advisory Board is responsible for representing Student Recreation Center (SRC) facilities, classes, programs and services to the University community, and for promoting students’ recreational and fitness needs. The Advisory Board also recommends an annual budget for recreation center facilities and programs. Membership includes six elected and six appointed members.

#### Challenges for the upcoming year

- Overcrowding conditions have become even more acute with the highest utilization of facilities, classes and programs in history.
- Security, thefts and access abuse issues are on the rise, exacerbated by crowded conditions.

#### Goals for the upcoming year

- PE & Rec will engage all staff in department level strategic planning. Plans are to initiate this process whenever we feel the Student Affairs foundation is fully in place, potentially fall term.
- To curtail the tide of entry abuse at the SRC south doors, we have decided to make that a legitimate entry and staff it whenever the SRC is open. Infrastructure to allow for ID card scans at that location will be incorporated into the rock wall expansion. This security measure will be implemented January 2010.
- Complete the first set of written learning outcomes for student employees and begin work on program participation outcomes.
- PE & Rec is working hard at becoming as paperless as possible. Every system is being evaluated with that goal in mind.
- Take the next steps toward Phase III Master Plan by engaging a consultant for a thorough independent outside assessment of campus need and readiness for possible referendum

**UNIVERSITY COUNSELING & TESTING  
CENTER**

**UNIVERSITY COUNSELING & TESTING CENTER  
EXECUTIVE SUMMARY 2008-09**

**Introduction**

2008-09 was a busy and exciting year at the Counseling and Testing Center. Excellent psychological and testing programs and services were provided, new programs were developed, the website was revamped, internal clinical systems were improved, collaborative relationships were formed, safety and security issues were addressed, new staff members were hired, and a UCTC strategic planning process was begun. All of this was accomplished while managing our budget in a fiscally responsible manner.

**Mission of UCTC**

Our departmental mission has five components: 1) to facilitate each students' development; 2) to develop and maintain a positive psychological climate on campus; 3) to train future professionals; 4) to provide assessment of student placement and academic progress, and 5) to respond to campus and community needs. We began our strategic planning process, including redefining our core values and core purpose in light of the Student Affairs goal and core purpose.

**Highlights of the year**

Highlights included early steps to develop a more comprehensive substance abuse intervention program, successful searches for two staff psychologists and two administrative staff (testing and front desk), the formal creation of the Oregon College and University Suicide Prevention Project, and full accreditation for the maximum of seven years for the predoctoral internship program.

**Budget**

2008-09 Funding		
UO State Funding	\$	122,251
UO Matching Funds		216,465
Health Fee		1,434,263
Matriculation Fee		20,000
Testing Income Account		105,000
	<b>TOTAL \$</b>	<b>1,897,979</b>

The majority of funding is from the Health Fee (reference: OAR 580-011-0005), currently assessed for enrolled students at \$26.25 for Fall, Winter and Spring, and \$14.75 for Summer. After maintaining the fee at \$23.75 for three years, our Advisory Board supported an increase of \$2.50 for the 2009-10 year. Testing income has stabilized and we increased the projected amount of revenue from \$105,000 to \$130,000 for 2009-10. The UCTC received an increase in the matriculation funding for 2009-10 which helps bring the Testing Office into a more self-supporting position.

**Facilities**

Throughout the Health, Counseling & Testing Building we continue to struggle with an inadequate heating and cooling system. The Directors of the Health Center and UCTC have had numerous conversations with Facilities to try to address this concern. We are currently waiting for the installation of a retrofit to the venting system. The Counseling and Testing Center is also on the verge of outgrowing its existing office space, limiting opportunities to expand staffing and to provide clinical training to a larger number of UO graduate students.

**Academic Connections**

The UCTC continued to strengthen academic ties. The Testing Office collaborated with AEIS to research and pilot a new AEIS placement instrument. Conversations are occurring with other academic departments about online placement testing. The Testing Office also solidified its relationship with Disability Services for test

proctoring to UO students with documented disabilities. This role extends to working with the faculty in obtaining and administering the test to meet their standards.

We offered two credit-bearing classes: CPSY 407 *Lifeskills: Stress Management and Self-Esteem* and FHS 407 *Leadership Development in Fraternal Organizations*. We also provided *suicide awareness and violence in the academic workplace* training to academic and administrative units, and consultation to departments and faculty/staff requesting assistance with mental health and bereavement concerns.

We also have a Staff-in-Residence at CoDaC who helps design and facilitate workshops for academic faculty to increase faculty participants’ awareness, knowledge, and skills about working with complex multicultural classroom environments.

**Operations & Services**

The UCTC made service delivery changes to meet the needs of UO students. The Counseling Center added an additional counselor to respond to the enrollment surge. We also increased options for students seeking intake appointments by implementing a same day intake appointment along with drop- in hours. We increased Testing Center staff to respond to increased numbers of students requesting testing services.

**Learning Outcomes**

Learning outcomes were established for several programs. Some of the results included:

- At least 95% of former predoctoral interns rated their competency level for professional practice upon completion of internship as “at” or “above” entry level in all categories.
- Suicide Gatekeeper presentations consistently received positive results on the core competency of participants being more knowledgeable about how to recognize and respond to suicidal behavior.
- 80% of the students in the Leadership Development in Fraternal Organizations class reported they had gained understanding of their strengths as leaders and 67% reported that the class helps them develop skills to lead healthy lives.
- Outcome measures for participants in the CHOICES program reflected a tendency toward *agreement* with the statements that reflected lower-risk attitudes about drinking.

**Program/Department Services**

Students Served in UCTC					
Drop In	1,962 students	Outreach/Consultation		Test Administrations	16,140
Individual Therapy	1,836 students	Students	355 hours	Type of Tests	49
Therapy Sessions	7055 hours	Faculty	609.5 hours		
Group Sessions	860 hours	Groups	12		
POPULATION SERVED IN COUNSELING					
Demographic		Ethnic Background		Class	
Average Age	22.5	Asian/Pacific Islander	74	Freshman	375
Female	1,127	Black/African American	21	Sophomore	301
Male	702	Caucasian	1051	Junior	381
Transgender	2	Hispanic/Chicano	45	Senior	422
<b>Most Pressing Issues</b>		Native American	12	Graduate	293
Academic Concerns	Anxiety	Multi-Ethnic	86	Not Enrolled	1
Alcohol Abuse	Depression	International	55	Not Reported	42
Drug Abuse	Stress	No Response	492		

### **Diversity Highlights**

Our multicultural organizational development efforts included quarterly multicultural staff developments, providing cultural competency modules to residence life staff and housing custodial supervisors, increasing the diversity of our clinical and administrative staff (including increasing the number of bilingual staff members), and ensuring that our waiting areas are welcoming to a culturally diverse clientele (e.g., adding a Spanish-language popular magazine).

### **Student Involvement**

Our Advisory Board provides an opportunity for students to learn about our services and provide feedback to our staff. We are examining how to make this much more focused strategy by establishing a mentorship program, meeting with each student to discuss their growth areas, and providing a more consistent and frequent meeting times.

### **Challenges for the upcoming year**

Facilities issues will continue to be a challenge as we face another year with an inadequate HVAC system in the newer wing and old and drafty windows in the remodeled wing, and limited office space to grow our programs. Other challenges include getting clinical staff licensed in a timely manner, coping with the uncertainties of the current economic climate, and responding to the impact of mandatory furlough days for classified staff.

### **Goals for the upcoming year**

Our Associate Director will be retiring, so a major goal will be to successfully recruit a new Assistant Director/Clinical Director to replace her. We plan to continue to develop our substance abuse intervention program, including the temporary hire of a substance abuse counselor and increasing our role in providing Drug and Alcohol Clinical Interviews for conduct-mandated students. The Testing Center is exploring the possibility of offering some evening and Saturday testing. We hope to enhance the experience of students on the Advisory Board by identifying ways in which they can gain skills relevant to their future goals by participating on the Board. We also plan to rewrite the UCTC mission statement and evaluate our programs and services in light of the UCTC core purpose, values and mission and the goals and core purpose of the Division of Student Affairs.

# **UNIVERSITY HEALTH CENTER**

# Annual Report, University Health Center 2008 – 2009

Written by Mike Eyster, Director, University Health Center

## Executive Summary for VPSA

### Core purpose of the department:

“In 1900, the faculty of the University of California became dissatisfied with the average attendance of students upon classes and investigated the cause of absence with a view to meting out proper discipline to delinquents. The discovery was an unexpected one: that sickness and not idleness or lack of interest was at the bottom of the trouble.” The History and Development of College Health. Pg 5.

Although developed more than 100 years before the UO Student Affairs Strategic Plan core purpose, College Health was developed specifically for the purpose of advancing student learning. The above quote from the History and Development of College Health describes one of the reasons for the development of health centers on college campuses.

The UO Health Center is grounded in this same philosophy centered on advancing student learning.

### Highlights of the year:

- The Health Center was accredited by the Accreditation Association for Ambulatory Health Care (AAAHC). Accreditation was renewed this year for another three years.
- See sections below

### Budget:

After years of declining fund balances, the Health Center reversed the trend and nearly doubled the fund balance of the preceding year. Steps taken during the past year have reversed the negative trend in the Health Center budget. However there are still questions about the long term sustainability of the Health Center financial model, particularly in light of the need for very expensive building system upgrades (window replacement, equipment replacement, and building expansion), and rapidly growing assessment charges from the University.

### Key Accomplishments:

- UHC leadership was actively involved with the development of the Student Affairs strategic plan as well as serving on many of the implementation teams, including the Healthy Campus Initiatives team.
- The orientation of the UHC staff, fall 2008 focused on helping UHC staff gain a better understanding of the larger context of the university and the Student Affairs Division in which they work.

- We implemented a pilot project of sending e-mail messages to students reminding them of their scheduled appointment in the Health Center.
- The UHC budget while still requiring work reversed a trend leading toward non-sustainability.
- Follow up continues to try to resolve HVAC problems that remained after the UHC/UCTC building expansion and renovation. Funding from the student building fee was sought and authorized to address this need.
- A divisive and contentious case involving peer review of medical practice of one of the practitioners was resolved.
- A more productive schedule was implemented resulting in more appointment slots being made available for students at times that are preferred by students.
- After operating for a year without a manager for the PT/SM department, a manager was hired from within the staff.
- UHC staff geared up and worked hard during the H1N1 outbreak and is preparing for a return of H1N1 next year.
- Both the Interim Medical Director hire and the PT/SM manager hire promise to add stability and quality to Health Center leadership.
- We signed a contract directly with the state to become an FPEP provider. This will eliminate the 15% fee we had been paying to Lane County to administer our FPEP program.
- Several of us worked on an OUS plan to provide universal health care to all OUS students. This plan is still pending.
- Staff members in the Health Center have remained interested in the topic of diversity and participated in several projects during the past year.
- There were no needle stick injuries reported in the Health Center during the past year.
- UO students in Eugene are no longer subsidizing the cost of Health Center access for UO students attending in Portland.
- Provided leadership opportunities for SHAC students by including them in the fall and spring Oregon College Health Association all-day meetings and in providing our new SHAC chair person the opportunity to attend the annual national conference of the American College Health Association.
- Peer Health students and SHAC students develop leadership skills, problem solving skills, communication skills both written and verbal, presentation skills and organizational skills as well as an increased awareness about the health field which has directed some of the students to health related careers such as public health, nursing, medical etc.

### **Milestones:**

- Healthier budget
- Improved productivity of staff
- New leadership staff (Interim Medical Director, Manager of Physical Therapy/Sports Medicine)
- Work on Student Affairs Strategic Plan
- Integration of UHC into the Student Affairs Division
- Improved staff selection processes

### **Excellence in Action:**

- Our peer health internship students (seven attended and five presented) spoke at the April University Senate meeting on behalf of the university going smoke-free. They presented data and read student testimonials in support.
- Contract with Language Line an over-the-phone interpretation service to assist physicians and nurse practitioners in communicating with patients whose native language is other than English.
- We conduct special orientations for international and AEI students in an effort to make the Health Center more accessible to students who come from cultures where health care may be practiced much differently than in the U.S.
- The Health Center routinely contributes to the pre-professional experience of students enrolled in health care fields. We frequently serve as a site to mentor Pharmacy students in Pharmacy Clerkships and host internships for Nurse Practitioners and other care professionals.

**Best Practices:**

- A great deal of work has gone into developing clinical guidelines for the treatment of asthma patients and providing continuing education to the medical staff on this topic.
- The medical staff has an ongoing practice of case review during which they present cases for comment by their professional colleagues.
- The Peer Health Education Internship Program continues to thrive and provide the students in the program the opportunity to learn about basic health issues and public health, and develop leadership skills as well as meet with students who come by the peer health promotion office where numbers are up.

**Misfires/Problems:**

- A complicated, divisive, and time consuming peer review case pointed out a lack of a clear process for Quality Medical Assurance.
- Although great progress has been made on staff morale problems at UHC, these problems are well entrenched, of long standing, and are interwoven into the fabric of the Health Center. They are being addressed and will continue to be through ongoing consistent high quality leadership of the Health Center.
- Various commitments related to UHC assessments throughout the entire year were disregarded making it very difficult for us to determine the status of our budget throughout the year. After the close of the fiscal year, adjustments were made to the UHC budget to conform to the agreements made at the beginning of the academic year. The only exception to this is the Health Center continued to be charged for the minority student fee remission program contrary to the promise that was made to discontinue this charge to the Health Center.
- Ongoing lengthy delays in having routine contracts approved has caused additional work by UHC staff and placed in jeopardy, contracts that are of great benefit to students and the financial well being of the Health Center.
- The UHC web site is hopelessly out of date and received little to no attention during the past year due to the death of the IT staff member.

## **Resources/Operational budget problems:**

Most of these are noted above. However several points are elaborated upon below:

- Through great effort, the UHC budget has come back into a healthy state. However, the long term financial sustainability of the Health Center is still in question and may require a different funding model or at minimum, substantial increases in fees or a significant reduction in the scope of practice provided at UHC.
- For the past two fiscal years there have been practices by the budget office that have made managing the UHC budget very challenging. In one case, significant charges were applied to the UHC budget after the close of the fiscal year, with no advance warning. In another cases, commitments made prior to the start of the fiscal year, to remove certain ongoing monthly charges to the UHC were not implemented until after the close of the fiscal year, despite numerous attempts to bring these charges into compliance with the agreement made before the start of the fiscal year.
- The University may be nearing the point where it will have to allocate funding for more mental health services or make a decision to limit access to mental health services. Demand for psychiatric services is beginning to outstrip our current staffing level.

## **Plans for 2009 – 2010:**

- Further analysis of productivity, staff schedules, and the budget. Staff worked very hard last year, saw more patients than in previous years, and generally were more productive. While that generated additional revenue, it appears that the pace is not sustainable. In addition, the staff schedules of the medical staff and the nursing staff provide for no time for significant involvement in broader student affairs activities and projects. This is a dilemma. Leaders in other university Health Centers contend that in order to pay for medical staff time, it is vitally important that their time be as fully committed to patient care as possible. As a result there is only limited time for medical staff members and nursing staff to be engaged with campus wide or student affairs wide projects. We will continue to try to find ways to make the UHC financially sustainable.
- There are some long standing problems related to the culture in the UHC. During the past year, improvements have been made. More work is required on this front.
- National College Health Assessment will be conducted spring 2010. Goal is not only to conduct the survey and collect data but ensure other Student Affairs departments have access to the data.
- Staff is preparing to host regional college health conference, Pacific Coast College Health Association, to be held in Eugene the fall of 2010. This is in collaboration with OSU and the Oregon College Health Association.
- Continue collaboration in working with other Student Affairs colleagues and campus partners in developing the Healthy Campus Initiative.
- Participate in an ACHA pilot project for clinical benchmarking.
- Review clinical guidelines and practices for prescription of medications for ADHD/ADD and chronic pain.

# **UNIVERSITY HOUSING**

# **Executive Summary**

## **University Housing**

### **2008-09**

#### **Introduction**

University Housing provides services to the campus community twenty four hours a day, 365 days each year. With a primary responsibility to house, feed, and support the academic and transformational experiences of University of Oregon students, a wide variety of staff, expertise, and program offerings are coordinated and orchestrated to effectively and efficiently carry out this responsibility. 2008-09 was no exception. The campus enrolled a record number of first year students, which significantly affected Housing's efforts to positively impact the first year student's transition to university life. In spite of the extraordinary numbers, staffing and leadership transitions, and the economic climate, University Housing staff and students maintained service levels and embarked upon new endeavors.

#### **Mission**

The mission of the Division of Student Affairs is to advance student learning and create a distinctive, transformational experience for the students at the University of Oregon. The Division plays an important role in supporting the academic mission of the institution and in preparing our students to live effectively in a global and diverse society.

As a member of the Division of Student Affairs, the role of University Housing is to support the academic mission of the University through the provision of residence halls, family student housing, and related services. University Housing is a self-sustaining, self-liquidating agency of the university (receives no tuition or tax support for its operating budget). The goal of University Housing is to serve as a primary partner in the creation of a premiere residential university and to offer the highest quality living experience at a reasonable cost.

#### **Highlights**

Campus enrollment of first year students exceeded historical levels, and the campus contracted with an off-campus housing provider for four hundred living spaces. Located in the complex were both student and professional staff who worked to assist residents to develop community and become an integral part of the UO campus culture. While the program was successful given the distance from campus, it did not replicate the on-campus experience that is so widely associated with a first year student's success. As a result, enrollment management decisions for fall 2009 focused on a freshman class size that was more closely aligned with the on-campus housing capacity.

The 2008-09 capacity issues brought to the forefront the need to move decisively in the development of additional student housing. A long range sequence of renovation/replacement was developed, and we earnestly began the planning and design of a new residence hall, which is currently planned to open fall 2012. Building upon the success of the Living Learning Center's design and ability to promote the integration of academic and residential programming and consistent with the goal to be a residential university, the new housing will include features that enhance the academic experience of not only the residents of the building, but those of the campus community as well.

Across the department and throughout the staff, attention was paid to not only maintaining the quality services and programs and experiences we routinely provide, but also efforts were made to enhance existing programs and create new options to assist students in their educational experience. The community development and learning component is the niche for which we have the skills, expertise, commitment, and collaborations, with campus resources setting us apart from, and above, private housing developers.

## **Budget**

With an operating budget of approximately \$37,000,000 and revenues derived primarily from rents and meal plans for our residential students, University Housing successfully funded operational expenditures including labor, services and supplies, facility maintenance and improvement, campus overhead, raw food costs, and annual debt service requirements. Additionally, \$2,500,000 was set aside into building reserve funds to finance capital repairs and improvements of our aging facility stock.

The Family Housing operations are just at the break-even point. It is a very delicate balance to set rental rates for these facilities at a level which will generate sufficient resources to cover the operational expenses, yet stay within the financial reach of students attending the university. If the rents are too high, students seek other housing options, and we risk not being able to cover the operational and debt service expenses.

## **Residence Life**

The main goal and mission of Residence Life is to build communities that support and enhance the academic mission of the University of Oregon. This is accomplished by collaborating across a broad spectrum of academic departments, campus offices, and faculty members. Co-curricular programs help build positive, inclusive, and respectful environments. Partnering with campus colleagues to enhance student learning is a crucial priority of the staff in Residence Life.

As one of a myriad of partnerships and collaborations, the Community Conversations series completed its sixth year as a living learning curriculum for students and student staff. These panels extend the academic enterprise outside of the traditional classroom and foster student interaction with faculty, staff, and community leaders. Other successful collaborations include the Residential Freshman Interest Group (FIG) program and the Faculty in Residence program.

## **Dining Services**

Fall 2008, another self branded dining concept, Big Mouth Burrito, was added to the mix of very successful operations including Commons Grounds Café, Fire n Spice Grill, DUX Bistro, Grab n Go Market, Carson Dining, and Barnhart Dining. Housing Dining Services incorporates an extensive use of locally grown or produced products. Menus and recipes developed by Dining Service's chefs, with particular experience in cultural dining, figure prominently in the offerings to not only residential customers, but Catering customers as well. Survey responses and anecdotal information indicate that our student customers appreciate the wide variety of dining offerings and the extensive hours of availability, which supports their busy lifestyle.

## **Facilities**

The Facilities staff was very creative in their approaches to maintaining and improving our facilities. The age of the bulk of our stock requires particular attention to infrastructure systems. While much of the effort goes into "behind the scenes" work, in addition to the everyday maintenance needs and preventative maintenance programs, we were able to plan and complete some significant projects, including the renovation of the 5<sup>th</sup> floor of Carson Hall, renovation of a Walton CD apartment, installation of security gates on the Bean courtyards, upgrade to the north and east façade windows at Carson Hall (Phase II), replacement of roofs at Carson and Walton, and the remodel and creation of the space now occupied by Big Mouth Burrito.

## **Diversity Highlights**

The third year of the "Count Me In – Together We Can Change Our World" campaign launched in fall of 2008. "Count Me In" works to build a community of individuals committed to creating an environment that is inclusive, respectful, and welcoming in the residence halls and on campus as a whole by inviting all community members to intervene in situations where disrespectful behavior exists.

One of the highlights of the year involved a day-long training event with Dr. Kathy Humphrey focusing on ways in which student staff members could incorporate diversity into their residence hall communities. Another highlight included both the Residence Life staff and Facilities Custodial staff's completion of the Student Affairs Cultural Competency Modules.

University Housing renewed its partnership with the Office of Institutional Equity and Diversity, the Center on Diversity and Community, and Academic Affairs to co-sponsor a campus visit by Dr. Derald Wing Sue, a nationally renowned counseling psychologist and UO alumnus. In conjunction with the Martin Luther King, Jr. Celebration, Dr. Sue delivered a keynote address and presented a faculty workshop.

### **Student Involvement**

Students figure prominently into the development of programs within the residence halls and family housing. Leadership opportunities abound through participation as a member of the Resident Assistant staff, Desk Assistant Staff, Residence Hall Association, Complex Government, Family Housing Tenants Council, Family Housing Board, Oregon Think Tank, or Oregon Brain Trust, just to name a few. Additionally, individual students are actively involved as members of advisory committees and task forces. We rely heavily upon student employees to effectively conduct much of the University Housing business. While learning skills associated with the particular work assignment, many students participate and excel in the lead-work opportunities that are available. Through these leadership positions, skills are learned and honed, and many are readily transferrable to lifelong employment and leadership roles.

### **Challenges**

University Housing operated throughout the 2008-09 year under the leadership of an Interim Director. Throughout the department, staffing levels have been minimal at best. While staff pulled together and worked to cover all of the necessary responsibilities, the current level of staffing is not sustainable given the initiation of new programmatic efforts and facility projects.

As we proceed with the plan to renovate/replace the bulk of our existing housing stock, identifying financial resources will be a critical need. It is unlikely that room and board rates have the capacity to assume the financial weight of necessary bonded debt sufficient to move forward with the aggressive renovation plan.

### **Goals for the Upcoming Year**

- ~ During 2009-10, our first priority will be to complete a search and name a permanent Director of Housing.
- ~ By the end of 2009-10, we should have finished the planning and design components and be ready to break ground on our new residence hall.
- ~ We plan to develop and implement a means by which students can access ingredient and nutritional data for menu items.
- ~ Initial steps should be taken to begin development of the University Housing Strategic Plan. This plan will be consistent with, and an integral part of, the success of the Student Affairs Strategic Plan.