



**Diversity Action Plan Working Group  
American English Institute  
2017-2020**

In support of the University of Oregon's Diversity Action Plan, the American English Institute is committed to identifying strategies and tactics to support all four goals established by the UO. Being an organization that focuses exclusively on an international student population, the AEI brings diversity to the UO campus. As the largest hub of international representation, we must meet the needs of each of our students, faculty and staff to ensure a positive and collaborative learning environment.

Specifically, AEI will support the goals and tactics by contributing in the following ways.

**1. GOAL 1: Create an inclusive and welcoming environment for all.**

a. Strategy 1: Create a more welcoming, respectful, and inclusive climate for all.

*Tactic 1 Facilities*: Ensure the new Agate Hall accommodates a variety of needs including access, gender-neutral bathroom, private spaces for religious practices, all student-service focused offices are placed on the ground floor, and space is allotted for student/faculty meetings on the ground floor (since there is no elevator). Continue to seek external funding for an elevator.

- *Pertinence to GOAL 1 Strategy 1*: if the space is not welcoming, then the nonverbal message does not match our explicitly stated desire to be a more welcoming and inclusive environment.
- *Action*: During construction, allocated space for a gender-neutral bathroom, added curtains to the meditation spaces, services on the ground floor, etc. Remaining: 1) Remove Modular building for wheelchair access; 2) Seek funding for an elevator.
- *Timeline*: Pending outside sources
- *Progress and Accountability*: Annually review the layout of the building to ensure accessibility exists.

*Tactic 2*: Positive daily interaction with international students of varying abilities, languages, orientations, cultural backgrounds, and faiths.

- *Pertinence to GOAL 1 Strategy 1*: The way we interact with our highly diverse student, faculty, and staff population determines the climate in the building. It is critical that all faculty, staff, and student workers understand cultural sensitivity and be willing to adhere to our value that "We respect the international and intercultural perspectives of our faculty, staff, and students with emphasis on cultural exchange and sensitivity."
- *Action*: Communication style, activities, accessibility to offices, faculty and staff available to meet with students, ensuring the reception desk is staffed, train student workers in customer service and working with international guests, etc.
- *Timeline*: Ongoing and in progress
- *Progress and Accountability*: Annual recap of student demographics to ensure that diversity exists, review results of the question asked in our student satisfaction survey, "Please explain your experience with the X office." One choice is "...professional and respectful." Review data each term at the AEI metrics meeting.

**American English Institute (AEI)**

A unit of the College of Arts and Sciences  
5212 University of Oregon, Eugene, OR 97403-5212 USA  
541-346-3945 | FAX 541-346-3917    aei.uoregon.edu



*Tactic 3:* Ensure inclusivity is publically visible on marketing materials, application forms, website, etc.

- *Pertinence to GOAL 1 Strategy 1:* Providing students and partners with the language “all are welcome here” on our marketing materials reminds us of our commitment to all prospective students and partners and clearly states our belief.
- *Action:* Ensure that the AEI website and PDFs are appropriate for mechanical readers, add "all are welcome here" to our marketing materials, ensure translations exist for LEP prospective students, scholarship information is available for those from financially disadvantaged backgrounds, include materials for those with different needs on our website (the AWAY journal).
- *Timeline:* In progress and ongoing
- *Progress and Accountability:* Survey online materials, printed materials, and social media items to ensure a "all are welcome here" statement is present. Ensure translations exist for those with limited English proficiency.

*Tactic 4:* Present to audiences around the globe - taking AEI and UO to places far away in person and virtually.

- *Pertinence to GOAL 1 Strategy 1:* Meeting the needs of AEI students and participants on a global scale demonstrates an interest in serving students regardless of difference, nationality, ability, economic status, etc.
- *Action:* Partnerships (public and private), online course offerings, welcoming global citizens to campus, and marketing globally,
- *Timeline:* In progress and ongoing
- *Progress and Accountability:* Survey online class topics, review countries represented in our classes, survey partnership with organizations such as foreign universities, Voice of America, and Organization of American States to confirm a diverse global reach. Global reach and representatives from those various markets demonstrates a variety of countries are targeted (not just China), and with this comes a diversification of nationalities, faiths, races, and economic statuses. Our online students mostly would find our on campus offerings too expensive, too long, or not meeting their needs.

- b. *Strategy 2:* Incorporate promising practices that eliminate implicit bias and combat racism as well as other forms of discrimination. Incorporate promising practices to increase equity, inclusion, and intercultural understanding in onboarding, performance evaluation, tenure and promotion, and other unit processes in ways that allow members of the unit to thrive and succeed.

*Tactic 1:* Offer one professional development each term to be dedicated to diversity topics.

- *Pertinence to GOAL 1 Strategy 2:* Ongoing training in diversity and inclusion is necessary to ensure that implicit bias is being addressed. Best practice strategies are necessary to implement inclusive practices.
- *Action:* Offer a minimum of one professional development sessions focusing on D&I
- *Timeline:* Term-by-term scheduling
- *Progress and Accountability:* Each June, review the topics related to diversity and inclusion in the list of offerings (internal to AEI).



*Tactic 2:* Offer classes on English language instruction for English language professionals around the globe.

- *Pertinence to GOAL 1 Strategy 2:* Teaching professionals around the world about strategies puts AEI's value on diversity and inclusion into practice. \
- *Action:* Offer online classes. Staff with professionals.
- *Timeline:* In progress and ongoing
- *Progress and Accountability:* Survey online class topics, review countries represented in our classes.

**2. GOAL 2: Increase the representation of diverse students, faculty, staff, and community partners at all levels of the university.**

- a. Strategy 1: Incorporate active **recruitment** strategies, processes to eliminate conscious and unconscious bias in admissions, and other promising practices to recruit diverse staff, faculty, administrators, undergraduate, and graduate students from traditionally underrepresented communities.

*Tactic 1:* AEI will continue to actively recruit students from around the globe.

- *Pertinence to GOAL 2 Strategy 1:* AEI is the face of international diversity on campus and values a diverse academic experience (students from many lands in each classroom, not just a few dominant countries). Evaluation: Review country representation each term.
- *Action:* Diversify national representation; Diversify types of students (exchange students, professionals, etc.); Diversify economic funding sources (grants, self pay, scholarship, and sponsored)
- *Timeline:* In progress and ongoing
- *Progress and Accountability:* Review country representation each term. National and funding source in student population is important, and the best way to confirm diversification of national representation is to count the number of countries in our programs and the variety of sources.

- b. Strategy 2: Use promising practices and effective strategies to **retain** diverse staff, faculty, administrators, undergraduate, and graduate students from traditionally underrepresented communities.

*Tactic 1:* Provide extensive student services and orientation to aid in the linguistic, cultural, and academic adaptation of international students to the US American environment.

- *Pertinence to GOAL 2 Strategy 2:* When students arrive in the US and on an American campus, there is much uncertainty and they have to learn to function within the US American framework. Student services such as cultural activities, tutoring, and conversation partners, help students feel welcomed and well equipped to succeed in the US. Students must have this knowledge to feel welcomed and to know how and where to seek help on campus.
- *Action:* Students must be taught to abide by policies and to operate within the procedures established by the UO, AEI, and government agencies. AEI will offer orientations focusing on immigration, policies, and services (Women's Center, Accessibility Education Center, etc.).
- *Timeline:* In progress and ongoing



- *Progress and Accountability:* AEI will survey the orientation sessions each term to ensure exposure and training is offered. Student satisfaction surveys will be offered at the end of each term. AEI will track retention rates. Correlating the data collected from the survey and statistics will lead to changes in AEI offerings.

*Tactic 2:* Offer academic programming to help undergraduate and graduate students acculturate and hone their skills to the expectations of an AAU institution.

- *Pertinence to GOAL 2 Strategy 2:* Students need to be aware of the expectations, behaviors, and available resources.
- *Action:* Offer IEP classes. Offer AEIS classes. Offer graduate classes. Offer student success programs. Offer orientations with relevant topics. Offer advising (immigration, academic, and acculturation). Offer parallel resources in the IEP (tutoring, activities, etc.).
- *Timeline:* In progress and ongoing
- *Progress and Accountability:* Review course and program offerings to ensure needs are being met. Review data from IR to confirm GPAs are satisfactory and students are graduating in a timely manner..

### **3. GOAL 3: Facilitate access to achievement, success, and recognition for underrepresented students, faculty, staff, and alumni.**

- a. Strategy 1: Eradicate any existing gaps in achievement between majority and underrepresented students, faculty, and staff in graduation rates, tenure and promotion, professional opportunities, leadership opportunities and recognition.
- None in the AEI at this time
- b. Strategy 2: Increase faculty, student, staff, and alumni participation (with special focus on groups that are currently underrepresented) in global leadership experiences, research, professional development opportunities, and scholarships (e.g. Rhodes Scholar and Marshall Scholar competitions) as well as other prestigious awards and recognitions.

*Tactic 1:* Host events that are relevant to inclusion and diversity in the AEI.

- *Pertinence to GOAL 3 Strategy 1:* Bring external partners to campus for events for professional development opportunities highlights AEI as being committed to inclusion.
- *Action:* Identify hosting opportunities, such as ORTESOL, guest speakers
- *Timeline:* Fall 2017 (ORTESOL); new projects for subsequent years
- *Progress and Accountability:* Survey projects related to D&I (such as ORTESOL) and publish in the annual report.

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

- a. Strategy 1: Develop and promote programs that support, mentor, and prepare members of underrepresented groups for leadership opportunities (i.e. department headships, directorships, deanships, vice presidencies, etc.) at the UO.



*Tactic 1:* Higher and train large cohorts of undergraduate students to work in a cross-cultural environment that requires cultural sensitivity.

- *Pertinence to GOAL 4 Strategy 1:* Undergraduate students should be trained to work with people from a variety of backgrounds. AEI is an international hub and provides a wonderful training ground for customer service and D&I sensitivity.
- *Action:* Recruit, screen, hire, and train UG students in customer service and working with a diverse population of visitors and students. During screening, ensure the students AEI hires has a respect for D&I, are willing to learn, and have the opportunity to interact with internationals. Evaluate student success. ID mechanism to evaluate student success.
- *Timeline:* In progress and ongoing
- *Progress and Accountability:* Ensure training of AEI UG students, track those who use their intercultural experience in their future careers. In student satisfaction survey, questions exist focusing on professionalism and success of student workers. Review this question in the context of training and opportunity for growth.

- b. Strategy 2: Utilize philanthropy and other sources to advance the work of diversity, equity, and inclusion in your unit and across the University.

*Tactic 1:* Offer scholarships to underrepresented populations through tuition waivers for ELAW and MIUSA and the Janet Hughes Mersereau scholarship.

- *Pertinence to GOAL 4 Strategy 2:* Funding provides access for students who otherwise would not be able to attend. Each has a specific focus and targets underrepresented countries and abilities
- *Action:* Develop scholarship application (JHM scholarship); bring webpage for scholarship online; market scholarship to target countries; convene scholarship committee; select recipients; nurture recipient relationship so they come to campus. Nurture relationship with ELAW and MIUSA to continue to offer tuition waivers.
- *Timeline:* Launch JHM scholarship in Fall 2017, first student(s) admitted in Fall 2018 or earlier. ELAW and MIUSA ongoing.
- *Progress and Accountability:* Review the number of scholarship recipients and share data in annual report. Success is one ELAW student per term, 1 MIUSA student per year, and 3-4 JHM students per year.