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**UNIVERSITY  
OF OREGON**

**2011-2012**

**AFFIRMATIVE ACTION PLAN**

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2011-2012

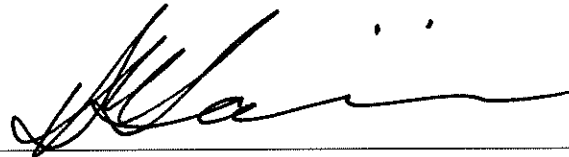
**AFFIRMATIVE ACTION PLAN**

**FOR**

**UNIVERSITY OF OREGON**

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The University of Oregon reaffirms its policy of Equal Employment Opportunity and Affirmative Action. The Affirmative Action Plan (AAP) and policy are expressions of my personal and professional commitment to equal opportunity in employment and education consistent with applicable federal and state laws, including, but not limited to, Title VII of the Civil Rights Act of 1964, Executive Order 11246, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans Readjustment Assistance Act of 1974, and the Americans with Disabilities Act. This Affirmative Action Plan has my complete authorization and commitment.



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**Richard Lariviere, President  
University of Oregon**

**Effective Date: July 1, 2011**

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The University of Oregon is an equal opportunity, affirmative action institution committed to cultural diversity and compliance with the Americans with Disabilities Act. This publication will be made available in accessible formats upon request.

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## **CONFIDENTIALITY STATEMENT**

This Affirmative Action Plan or any background information collected by the government in connection with this Affirmative Action Plan contains confidential information protected from disclosure by the Office of Federal Contract Compliance Programs pursuant to the provisions of 18 U.S.C. §1905 (or other applicable federal law or regulations). The original or any copy of this Affirmative Action Plan (or any part thereof) or any and all related documents or support data are made available only on loan to the U.S. government and on the condition that the government hold them totally confidential and not release the original or any copy to any person(s) whatsoever without the prior approval of the university.

Further, the university specifically considers certain documents related to its Affirmative Action Plan or gathered by the government in connection with this Affirmative Action Plan to be exempt from any type of mandatory release, disclosure, reproduction or distribution under the Freedom of Information Act (FOIA) or under any applicable Oregon state law. (See, e.g., Chrysler v. Brown, 441 U.S. 281 (1979)). The grounds for this claim of exemption under 5 U.S.C. § 522 (or other applicable law) include: (a) personnel or medical files, disclosure of which would constitute a clearly unwarranted invasion of personal privacy; (b) investigatory records compiled for law enforcement purposes, the production of which would constitute an unwarranted invasion of personal privacy; and (c) matters specifically exempted from disclosure by statute. Thus the university wishes to make clear that it does not consent to the release of any such private or protected information.

Furthermore, release of any confidential information would be arbitrary and capricious in violation of the Administrative Procedure Act (APA). (See, e.g., CNA Financial Corp. v. Donovan, 830 F. 2d 1132, 1144 and n. 73 (D.C. Cir.) cert. denied, 485 U.S. 977 (1988)). If the U.S. government or any agency or subdivision thereof is considering breaching the conditions under which this Affirmative Action Plan and related information is loaned to the government or is considering a request for release of such protected information under the FOIA or under any applicable Oregon state law, request is hereby made that the government immediately notify the president of this university of any and all such requests received by the government or any other contemplated release of such protected information.

## **I. POLICY AND OVERVIEW**

It is the strongly held philosophy and policy of the University of Oregon to promote the rights of all individuals to equal opportunity in education and employment without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression, or any other extraneous consideration not directly and substantively related to performance. Employment decisions and personnel actions, including, but not limited to hire, compensation, benefits, promotion, demotion, layoff/recall, transfer, termination, and training are made without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, or gender expression, consistent with the university's equal opportunity policy. In addition, student admission, tuition, financial aid, employment, housing, social and recreational programs, advising, and instruction are administered consistent with the University's equal opportunity policy.

In support of its commitment to ensuring equal opportunity in employment, the university has developed an Affirmative Action Plan (AAP) with specific and result-oriented procedures.

General responsibility for development and implementation of the AAP has been assigned by the President to the Director of the Office of Affirmative Action & Equal Opportunity (OAA&EO), who oversees the affirmative action compliance function for the university. The Senior Vice President and Provost, Vice Presidents, Associate Vice President for Human Resources, managers and supervisors have specifically assigned responsibilities in support of the university's overall affirmative action program and are individually and collectively accountable for effectively implementing the program within their areas of responsibility. While those with specifically assigned responsibilities play a key role in realizing the objectives of the overall affirmative action program, every employee of the institution is expected to support the university's commitment to ensuring equal opportunity in connection with university employment and educational programs.

In addition to its policy of equal opportunity, the university has a policy prohibiting discrimination that is unlawful under federal, state and/or local law. Specifically, Oregon Administrative Rule 571-003-0025, which applies to the University of Oregon, provides as follows:

Using arbitrary or capricious grounds to make available or to deny educational or professional opportunity to other members of the University community is unprofessional conduct and may constitute prohibited discrimination under the University's and the Oregon State Board of Higher Education's rules. Prohibited discrimination including discriminatory harassment and sexual harassment of students, faculty, or staff by other members of the University community is prohibited

both by law and this rule. Unwelcome sexual activity by persons abusing positions of economic, supervisory, or academic power is inherently oppressive. Discriminatory harassment, including sexual harassment, regardless of the relative power of the harasser, is disruptive of the workplace and campus life, and it acts to deny its object equal opportunity as a student or an employee. Discriminatory harassment, including sexual harassment, shall not be tolerated at the University of Oregon.

Prohibited discrimination is defined in section (1)(c) of OAR 571-003-0025 as “any act that either in form or operation, and whether intended or unintended, unreasonably discriminates among individuals on the basis of age, disability, national origin, race, marital status, religion, gender, gender identity, gender expression, or sexual orientation...”

A pamphlet entitled *Office of Affirmative Action and Equal Opportunity: An Overview of Services and Complaint and Grievance Procedures* that summarizes university policy prohibiting discrimination and outlines the options available to members of the university community who believe they may have been subject to discrimination or discriminatory harassment is distributed broadly to faculty, staff and students. The pamphlet is posted on the Office of Affirmative Action and Equal Opportunity webpage. Grievance procedures and supervisory responsibility in connection with allegations of discrimination and discriminatory harassment are specifically addressed during supervisor training.

## **II. DISSEMINATION OF POLICY**

The University of Oregon’s commitment to equal opportunity and affirmative action is communicated to all students and prospective students, employees and applicants for employment, and to the community at large. Specifically, the university’s equal opportunity policy and commitment to affirmative action are disseminated internally and externally as follows:

- The university policy statement is posted in appropriate locations on campus, including places where admissions and employment applications are accepted.
- Prospective students and employees and members of the public are informed of the university’s policy and commitment through inclusion of the statement, "An equal opportunity, affirmative action institution committed to cultural diversity and compliance with the Americans with Disabilities Act" or language to that effect (AA/EO statement) in all official university publications including promotional and informational literature pertaining to employment or education.

- Applicants for employment or enrollment are informed of the university's commitment to equal opportunity through inclusion of the university's AA/EO statement in advertisements and on appropriate forms and applications.
- The university disseminates its equal opportunity policy to students through the University of Oregon webpage, Admission and Financial Aid Office brochures, the Schedule of Classes, Student Handbook, annual Catalog, Greek Life Office publications, Housing publications, and through various other publications.
- As appropriate, announcements are made by university officials to management personnel, service and academic units, student organizations and other members of the university community in order to increase awareness of and reinforce the expectation that all members of the university community are responsible for adherence with the university's equal opportunity policy and affirmative action program goals.
- All new employees receive a copy of the AA/EO policy statement in their benefits packet, and the university's equal opportunity policy, commitment to affirmative action, and responsibility for implementation are discussed in orientation sessions for all new employees.
- The university conducts ongoing educational efforts regarding equal opportunity and affirmative action policy issues on campus, such as diversity, sexual harassment and disability issues training, with significant attention to those issues in supervisor training.
- Search committees appointed in connection with officer of instruction, research and administration searches are briefed regarding the affirmative action and equal opportunity aspects of the search process. The appointment procedures for unclassified personnel, with current AA/EO policies and procedures, set forth university guidelines for those searches and are readily available on-line.
- Community agencies that may be a source of recruitment or student enrollment are informed of the university's AA/EO policy, and encouraged to refer interested, prospective employees and students.
- In support of its effort to enhance the diversity of its workforce, the university advertises employment opportunities in publications that target minorities, women, people with disabilities and covered veterans, and sends notice of employment opportunities to community agencies, professional organizations, university departments with relevant programs and other entities that may assist in disseminating information regarding available employment opportunities to a broad and diverse audience of potential applicants.

- Written notification of the university's AA/EO policy is sent to applicable subcontractors, vendors, and suppliers requesting their adherence to this policy as provided in federal regulations. The equal employment opportunity clause will be incorporated into applicable and appropriate documents such as purchase orders, leases, and contracts as required by Executive Order 11246 or related regulations.
- Collective bargaining agreements with three bargaining units, Service Employees International Union (SEIU) Local 503 OPEU, Teamsters Local Union #206 (formerly Graphic Communications International Union Local 116-C), and the Graduate Teaching Fellows Federation (GTFF), include articles on nondiscrimination.
- The OAA&EO regularly produces and distributes copies of the Complaint and Grievance Procedures pamphlet to employees, students, and prospective grievants outlining anti-discrimination regulations and procedures.
- The University's equal opportunity policy, Complaint and Grievance Procedures pamphlet and ADA policy and procedure are available on the Office of Affirmative Action & Equal Opportunity web page.

### **III. RESPONSIBILITY FOR IMPLEMENTATION (41 CFR §60-2.10(b)(2) and 60-2.17(a))**

#### **A. President of the University**

By virtue of the overall responsibility vested in the Office of the President by the Oregon University System for all matters concerning the administration of the institution, the president is the primary authority on all affirmative action and equal opportunity policies, procedures, and practices of the University of Oregon.

In consultation with various advisors, the president oversees the review, development and implementation of affirmative action policies and outcomes for the university, and recommends inter-institutional affirmative action policies and procedures to the chancellor of the Oregon University System as deemed appropriate.

The president has assigned authority and responsibility for affirmative action to the senior vice president and provost, the vice presidents for university relations, development, and institutional equity and diversity, and through the senior vice president and provost, to the vice presidents for research and graduate studies, student affairs, and finance and administration. Their responsibilities, along with the duties of other key personnel with responsibility related to the university's overall affirmative action objectives and the Affirmative Action Plan, are outlined below.

The president, through the vice president for finance and administration, has appointed the director of the Office of Affirmative Action & Equal Opportunity as compliance manager to be responsible for technical compliance with affirmative action obligations, including preparing and updating a compliant AAP.

The university has three standing advisory committees, appointment by the president, composed of a variety of members of the university community to assist in implementing the university's affirmative action and equal opportunity goals and objectives. These are the Affirmative Action Administrative Council (AAAC), the Diversity Advisory Council, and the Disabilities Issues Administrative Council (DIAC). The charge given to each of these committees is identified below.

The president confers with a variety of other volunteer groups and standing committees composed of faculty, staff and students who have an interest in and concern about affirmative action and equal opportunity issues. Those groups provide the president with a variety of perspectives on affirmative action and equal opportunity.

The president monitors progress of the university's overall affirmative action program through review of reports from executive officers and standing committees, through regular communications with a variety of campus groups concerned with affirmative action and equal opportunity, and through reports from the compliance manager. The president will evaluate the performance of the senior vice president and provost, the vice presidents for university relations, development, and institutional equity and diversity, and of other administrators reporting directly to the president, based in part on their good-faith efforts and contributions toward implementing the university's affirmative action program. Also, the president shall determine what further steps may be necessary to ensure university-wide progress toward the objectives of the university's overall affirmative action program.

## **B. Senior Vice President and Provost**

The senior vice president and provost (hereafter referred to as provost) is the chief academic officer of the university with responsibility for all academic programs including all instructional and research activities; enrollment management, including admissions, student financial aid and scholarships, and the registrar; and academic and student support services. The provost serves as the senior vice president, acting on behalf of the president as appropriate. The vice presidents for research and graduate studies, for student affairs, and for finance and administration report directly to the provost, as do the deans of the university's schools and colleges. The provost has primary responsibility for the affirmative action program in those areas of the University of Oregon that report to the provost, and monitors and promotes AAP progress in such areas through the following efforts:

- reviewing progress reports from deans, vice presidents and other administrators who report to the provost;
- reviewing reports and recommendations from the director of affirmative action and equal opportunity and from the vice president for institutional equity and diversity;
- holding each unit accountable to all affirmative action and equal employment opportunity policies and procedures as outlined in University of Oregon academic personnel and other relevant policies;
- identifying and developing corrective action for any under-representation of women and people of color in those units for which the provost is responsible;
- encouraging women, people of color, employees with disabilities, and covered veterans to participate in professional development and training activities, and all other avenues of professional growth in order to become qualified for advancement within the university;
- appraising the performance of each of the university administrators reporting to the provost based in part on each administrator's good-faith efforts and achievements in support of the university's affirmative action program in their respective areas of responsibility, and taking steps to promote improved performance in such units where appropriate.

When necessary, the provost will authorize further steps to be taken to ensure compliance with the university's overall affirmative action program within those areas reporting to the provost.

### **C. Vice Presidents**

The vice presidents for research and graduate studies, student affairs, finance and administration, university relations, and development have primary responsibility for providing leadership and ensuring that effective efforts are made in support of the university's overall affirmative action program within their areas of responsibility, and for monitoring and promoting AAP progress through the following efforts:

- reviewing the performance of and progress reports from administrators of each of the areas within their areas of responsibility;
- reviewing reports and recommendations from the director of affirmative action and equal opportunity and the vice president for institutional equity and diversity;

- holding each unit within their areas of responsibility accountable to all affirmative action and equal employment opportunity policies and procedures as specifically outlined in relevant University of Oregon policies;
- identifying and developing corrective action for any under-representation of women and people of color in those units for which he or she is responsible;
- encouraging women, people of color, employees with disabilities and covered veterans to participate in and take advantage of educational, research, training, and other avenues of professional development to qualify for advancement within the University of Oregon and with other employers;
- appraising the performance of each of the university administrators within their areas of responsibility based in part on their good-faith efforts toward and contributions to the university's AAP in their respective areas of responsibility, and taking steps to promote improved performance in such units where appropriate.

When necessary, the vice presidents for research and graduate studies, student affairs, finance and administration, university relations, and development shall authorize further steps to assure compliance with the university's overall affirmative action program.

Areas of responsibility for each of the vice presidents are as follows:

Vice President for University Relations:

Reporting to the president, the vice president for university relations oversees relations with the university's external constituencies. By building relationships with alumni, leaders, business partners, and communities throughout the state and around the world, University Relations encourages investment in and advocacy for the institution. University Relations promotes understanding and enthusiasm for the university in the minds of the University of Oregon's constituents through communications and outreach.

Vice President for Development

Reporting to the president, the vice president for development provides leadership for the University's fund-raising programs and serves as the institution's chief fund-raising officer. Responsibilities include working with the president and other University leaders to establish a strategic direction for University fund raising, and execution and evaluation of all aspects of the University's comprehensive development program.

#### Vice President for Research and Graduate Studies:

Reporting to the provost, the vice president for research and graduate studies provides leadership and oversight for the research and graduate activities of the University of Oregon, a Carnegie Doctoral/Research Extensive University and Oregon's only Association of American Universities (AAU) member. The office provides administrative support for sponsored programs, including identification of funding opportunities, proposal submission, research compliance, contracts and grant administration, as well as the translation of basic research into commercial products or services through technology transfer.

#### Vice President for Student Affairs:

Reporting to the provost, the vice president for student affairs manages the Division of Student Affairs which develops and administers university and unit policies to assure that students at the University of Oregon are supported in their academic and personal development and challenged to develop as individuals through an array of curricular experiences. The division plays a significant role in preparing students for a culture of learning in a global and diverse society, and includes the following units: the Career Center, Counseling & Testing Center, Erb Memorial Union, Physical Education and Recreation, the Office of the Dean of Students, the University Health Center, and University Housing. The vice president for student affairs serves as a member of the Affirmative Action Administrative Council (AAAC, discussed below).

#### Vice President for Finance and Administration:

Reporting to the provost, the vice president for finance and administration is the university's chief financial officer and is responsible for the sound and strategic management of the university's financial resources. The VPFA portfolio directly serves and supports all aspects of campus life, and includes the following units: human resources, affirmative action and equal opportunity, campus operations, university planning and real estate, public safety, emergency management, sustainability, and budget and finance, including budget and resource planning, institutional research and business affairs.

### **D. Vice President for Institutional Equity and Diversity**

The vice president for institutional equity and diversity is responsible for providing leadership, guidance and direction for all university equity and diversity matters as those relate to faculty, students and staff. Reporting to the president, the vice president serves on the president's executive leadership team and the leadership council, and participates in policy discussions at the executive level regarding diversity and equity issues in connection with all aspects of university operations. The vice president oversees the Office of Multicultural Academic Support, the

Center on Diversity and Community, and the Many Nations Longhouse. The vice president serves as a member of the AAAC. Additional responsibilities include, but are not limited to, the following:

- work collaboratively with university officials to promote the advancement of multicultural and diversity-related issues on campus and to improve the climate of the university's working and learning environments;
- serve as a consultant on multicultural concerns, overseeing and coordinating various committees, task forces, and groups focusing on diversity issues;
- serve as the university's liaison in connection with community diversity-related issues;
- with input from the university community, create, implement and oversee a campus-wide diversity plan, and provide guidance to university departments in developing departmental strategic diversity action plans;
- work collaboratively with the Office of Affirmative Action & Equal Opportunity and with Human Resources on university projects and programs aimed at increasing the pool of qualified candidates from diverse backgrounds and to help strengthen the university's standing as an equal opportunity employer; and
- provide regular reports on progress made toward reaching university diversity and equity goals.

#### **E. Associate Vice President for Human Resources**

The Associate Vice President, Human Resources, reports directly to the vice president for finance and administration, and oversees the University of Oregon Human Resources department.

Human Resources has overall responsibility for providing support and leadership with respect to human resources issues, and primary responsibility for the university's classified employment processes including recruitment, selection, classification, compensation, benefits, discipline and discharge. The associate vice president for human resources oversees administration of bargaining unit agreements, and is charged with ensuring compliance with applicable Oregon University System (OUS) and State of Oregon policies. It is the associate vice president's responsibility to assure that all HR functions are carried out in compliance with federal affirmative action and equal opportunity regulations.

Professional development for faculty and staff (including training on affirmative action requirements and diversity issues) and work/life resources are also part of HR.

The associate vice president for HR convenes and serves as a member of the AAAC. The associate vice president for HR reviews the Administrative Rules of the OUS and policies of state governmental agencies for their impact on human resources practices and their effect on the university's affirmative action programs, and advises the president and other appropriate university officials and committees of those policies and their impact on University of Oregon practices and programs.

#### **F. Director of Affirmative Action and Equal Opportunity**

The director of the Office of Affirmative Action & Equal Opportunity, appointed by the president through the vice president for finance and administration, serves as compliance officer. The director reports to the vice president for finance and administration and is responsible for the day-to-day monitoring and operation of the university affirmative action program. Responsibilities of the director of affirmative action and equal opportunity include, but are not limited to, the following:

- coordinate the production, publication, and dissemination of the university Affirmative Action Plan consistent with Executive Order 11246, the Rehabilitation Act, the Vietnam Era Veterans Readjustment Assistance Act, and their respective implementing regulations;
- administer internal audit and reporting systems to determine the degree to which university affirmative action program goals and objectives are being attained, and notify appropriate officials of the need for remedial action;
- report to and advise the president and university officials on federal and state equal opportunity and affirmative action requirements and the compliance status of current university policies, procedures, and practices with regard to these requirements;
- assist in the development of university affirmative action and equal opportunity policies and procedures and internal and external communications;
- assist in the development of effective avenues of outreach and recruitment for reaching women, people of color, people with disabilities, and covered veterans;
- review with appropriate university officials overall progress and any problems encountered in the affirmative action program;

- oversee the development and implementation of effective internal university discrimination grievance procedures, both formal and informal, ensuring compliance with federal, state and university requirements;
- participate in university-wide training on issues of diversity, equal employment opportunity, and affirmative action;
- assist academic departments and service units in identifying challenges and in developing plans to achieve department and unit diversity goals and objectives;
- support and monitor all unclassified searches to ensure that the searches conform to best practice and applicable university policy and all applicants are given full and equitable consideration in the selection process;
- coordinate compliance with the accessibility provisions of the Americans with Disabilities Act (ADA) for members of the public;
- coordinate compliance with the employment provisions of the ADA by assisting with employee requests for reasonable accommodation.

#### **G. General Counsel to the University**

The general counsel to the university reports directly to the president and advises the president, senior vice president and provost, vice presidents, and other members of the university community as to affirmative action and equal opportunity-related laws and regulations applicable to any facet of the university's employment, education, or services activities. The general counsel advises the AAAC.

#### **H. Administrators and Supervisors**

By virtue of their responsibility to supervise employees of the University of Oregon, all administrators, managers and supervisors are involved in implementing affirmative action and equal opportunity and, through effective performance feedback and appraisal, shall be held accountable for their efforts in this area. As part of their equal opportunity and affirmative action responsibilities, supervisors, managers, and administrators are responsible for the following activities:

- making a good-faith effort to assure compliance with the University of Oregon's AAP in their respective areas of responsibility;
- providing assistance in the identification of problem areas and establishment of unit goals and objectives to resolve those problems;

- assisting with periodic audits of affirmative action and equal opportunity compliance, including recruitment, hiring and promotion patterns to remove impediments to the attainment of university AAP goals;
- responding to student and employee concerns related to affirmative action and equal opportunity, consulting with appropriate university officials in managing such concerns, and taking steps to assure that the university's affirmative action and equal opportunity policies are being followed;
- taking steps to ensure that all employees, including people of color, women, people with disabilities, covered veterans and members of other protected classes, are given full opportunities for training, transfers and promotions;
- participating in a variety of compliance activities including, but not limited to ensuring that affirmative action and equal opportunity posters are properly displayed, assuring that all facilities, including housing units maintained by the university for the use and benefit of students and employees, are in compliance with the university's policies and practices on nondiscrimination, and that locker rooms, rest rooms and other single-sex facilities are comparable for both sexes;
- assuring that all employees, including women, people of color, individuals with disabilities and covered veterans, are afforded a full and reasonable opportunity, and encouraged to participate in all university sponsored educational, recreational and social activities;
- taking appropriate action to prevent discrimination or discriminatory harassment of students and employees in their respective areas of responsibility;
- informing all supervisory personnel that their work performance will be evaluated in part on their good-faith efforts to support the university AAP, and their effectiveness in assuring affirmative action and equal opportunity.

## **I. Administrative and Advisory Councils**

### Affirmative Action Administrative Council (AAAC):

The AAAC, convened by the associate vice president for human resources, functions as a campus-wide management team for affirmative action and equal opportunity. The membership of the AAAC includes the senior vice provost for academic affairs, the vice president for student affairs, the vice president for institutional equity and diversity, the associate vice president for human resources, the general counsel to the university, and a member of the university faculty.

The AAAC reviews all formal student grievances of discrimination and makes recommendations for disposition and remedial action of such grievances to the president and the appropriate vice president. Review of all grievances by the AAAC assures consistency in the application of relevant federal, state and local laws and University of Oregon procedures and guidelines.

#### Diversity Advisory Council (DAC):

In spring 2004, the president convened a Diversity Advisory Council (DAC) composed of faculty, staff, students and community members, chaired by the vice president for institutional equity and diversity. DAC was preceded by the President's Council on Race which was established to advise the president and senior leadership on issues affecting the quality of the campus climate for people of color and to assist with proactive strategies to advance affirmative action objectives, both in attracting and retaining a diverse workforce and student body and in preventing harassment and other forms of discrimination. DAC provides ongoing support and guidance as the campus moves forward with implementation of the Campus Diversity Plan adopted in May 2006. In that role, DAC serves an important role in advising the president, the vice president for institutional equity and diversity, and other senior level administrators on ongoing diversity related issues.

In addition to DAC, the vice president for institutional equity and diversity has convened a group of representatives from offices on campus that deal with diversity-related issues. The OIED Affiliates group provides an additional avenue for informing the vice president regarding issues related to campus climate and diversity.

In his role as a member of the president's executive leadership team, the vice president brings diversity-related issues raised by the DAC, the OIED Affiliates group and other groups and members of the campus community to the attention of the president and other senior campus administrators.

#### Disabilities Issues Administrative Council (DIAC):

The university established the Disabilities Issues Administrative Council (DIAC) to assist in ensuring compliance with the Americans with Disabilities Act. This group is comprised of representatives from campus departments that have responsibilities for serving faculty, staff, students and members of the public, including individuals with disabilities. DIAC prepared the university's Transition Plan, identifying physical access barriers to programs and services at the university.

DIAC also produced a Self-Evaluation Plan which evaluated accessibility for individuals with disabilities to University of Oregon programs, activities and services. Required actions were completed during 1995.

DIAC continues to meet, as needed, to address issues related to the accessibility of university programs and services and other disability-related requests and concerns.

#### **IV. INTERNAL AUDIT AND REPORTING SYSTEM (41 CFR §60-2.10(b)(2)(iv) and 60-2.17(d))**

Self evaluation, including detailed records regarding applicants, employees, employment actions, and programmatic activities, is essential to the effectiveness of the University of Oregon's affirmative action program. Internal review and reporting systems have been developed to monitor personnel action patterns and evaluate the results of affirmative action efforts. Collectively, the data provide a reliable means for assessing where past efforts have been successful in achieving overall affirmative action objectives, and where additional effort is still needed.

The following reports are generated by the Office of Affirmative Action & Equal Opportunity on an annual basis to provide a comprehensive overview of the university's workforce, to identify areas where further effort is needed in our effort to build a workforce in which women and people of color are represented at a level comparable to their availability, and to guide those ongoing efforts.

##### **Work Force Analysis Report**

The Work Force Analysis Report consists of a snapshot listing each payroll job title, ranked from lowest paid to highest paid, within each department or other similar organization unit. For each job title, the total number of incumbents, the total number of male and female incumbents, and the total number of male and female incumbents in each of the following race/ethnic groups is provided: Blacks, Hispanics, American Indians or Alaska Natives (referred to collectively as American Indians), and Asians and Native Hawaiians or Pacific Islanders (referred to collectively as Asians). Included for each job title is the applicable salary range where there is an established range.

##### **Comparison of Incumbency to Availability**

The Comparison of Incumbency to Availability report shows calculated availability for women and total minorities within each affirmative action job group, and identifies areas where women and people of color are not represented within the University of Oregon workforce at a level that might reasonably be expected based on availability.

## **Annual Placement Goals Report**

The Annual Placement Goals Report identifies those job groups in which women and/or total minorities are not represented at a level comparable to availability. The report provides both the annual placement rate goal for those job groups in which women and/or total minorities are under-represented, as well as the total additional number of women or total minorities needed to achieve parity with availability.

In addition to the above reports, the following data is compiled and reviewed by the Office of Affirmative Action and Equal Opportunity on a regular basis.

### **Applicants**

Data comparing the gender and total minority group composition of applicant flow, by job group, to the availability estimates developed for each job group.

### **New Hires**

Data comparing the gender and total minority group composition of new hires, by job group, to the gender and total minority group composition of applicant pools by job group.

### **Promotions**

Data comparing the numbers of employees who have either successfully competed for or, following a thorough review, been promoted to another job title with a higher pay grade and salary range by gender and total minority within EEO categories and job groups within affected categories.

### **Separations**

Data comparing separations from EEO categories, and job groups within affected categories, by gender and total minority.

The Affirmative Action Plan is updated on an annual basis. Each updated plan includes a comparison, by job group, of current workforce representation to availability, and updated goals based on that comparison. The annual update reflects any changes in job groups and updates to availability.

The Office of Academic Affairs conducts exit interviews with all tenure-related faculty who leave the UO to take academic appointments at other universities or in a competing professional arena. The exit interview protocol explores with the departed faculty member his or her reasons for leaving. Exit interviews are conducted in concert with any earlier discussions with the faculty member that routinely occur as part of our retention efforts before another offer is accepted.

Results of exit interviews are provided to the vice president for institutional equity and diversity and are made available to the director of affirmative action and equal opportunity.

**V. WORKFORCE ANALYSIS**  
**41 CFR §60-2.11 (c))**

As of October 31, 2010, the University of Oregon employed 4,588 employees.<sup>1</sup> Of these, 2,502 (54.53%) were women and 621 (13.54%) self-identified as people of color. The workforce analysis, prepared annually, lists all job titles as they appear in University of Oregon payroll records ranked from the lowest paid to the highest paid within each organizational unit.<sup>2</sup>

Consistent with requirements of the implementing regulations, the workforce analysis provides for each job title the total number of incumbents, the total number of male and female incumbents, and the total number of male and female incumbents in each of the following race/ethnic groups: Blacks, Hispanics, American Indians or Alaska Natives (referred to collectively as American Indians), and Asians and Native Hawaiians or Pacific Islanders (referred to collectively as Asians). Job titles are listed from lowest paid to highest paid within each organizational unit, using applicable salary ranges. For classified positions, those salary ranges are as governed by the appropriate collective bargaining agreement. There are no specifically established salary ranges for unclassified officer of instruction, research and administration job titles. In order to display unclassified titles by salary order, a salary code has been assigned to each faculty rank for officers of instruction and research, and to each affirmative action job group for officers of administration. Unclassified employees are grouped in the workforce analysis based on these salary codes.

Officers of instruction, research and administration are all considered academic appointments. Officers of instruction and research hold faculty rank. On the workforce analysis, all instructional and research job titles are designated by the 02 EEO code; all executive and administrative job titles are designated by the 01 and 03 EEO codes, respectively, to distinguish them from instructional and research job titles.

The workforce analysis is maintained in the Office of Affirmative Action & Equal Opportunity.

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<sup>1</sup> This figure excludes the university president, all temporary employees, student workers, and graduate teaching fellows.

<sup>2</sup> Because there are no standardized job titles for officer of administration positions and the titles tend to be unique to the purpose served by each respective position, officer of administration positions have been grouped by affirmative action job group in the workforce analysis.

## **Lines of Progression**

There are very few formal lines of progression within the university workforce. Even where there are formal lines of progression, promotion from one step to the next is not automatic but occurs only after a thorough and carefully documented review to determine whether the incumbent's accomplishments justify promotion to the next step.

Recognized lines of progression for academic employees are as follows:

- Instructor ⇒ Senior Instructor
- Research Assistant ⇒ Senior Research Assistant
- Research Associate ⇒ Senior Research Associate
- Assistant Professor ⇒ Associate Professor ⇒ Professor

As noted above, promotion from one step to the next within these recognized lines of progression is not automatic, but occurs only after thorough review consistent with University of Oregon academic personnel policies governing promotion.

There are no formal lines of progression for classified staff or officers of administration. There are informal lines of progression as indicated by sequentially numbered like job titles (i.e., Office Assistant 1, Office Assistant 2). Movement from one job title to another occurs as a result of incumbents being selected for higher level positions through a competitive selection process, or being promoted following a careful review to determine whether current job responsibilities justify a different job title and the change is consistent with university policy.

## **VI. JOB GROUPS AND AVAILABILITY (41 CFR §§60-2.12(b) and 60-2.14)**

The university conducts a comparison of incumbency to availability for all major job groups as a part of its annual affirmative action plan (AAP). That analysis is intended to identify areas in which women and people of color are not represented within the university workforce at a level that reasonably could be expected based on availability.<sup>3</sup> In order to conduct that analysis, the university has divided its workforce into 49 affirmative action job groups and calculated the approximate availability of women and persons of color for each of those job groups pursuant to 41 CFR § 60-2.12(b) and 60-2.14, as discussed in detail below.

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<sup>3</sup> As used in this AAP, the terms under-represented, availability and problem area are technical reporting terms derived from federal regulations. These terms have no independent legal or factual significance. Although the university uses these terms in good-faith, that use does not mean that the university agrees that these terms are properly applied to any specific factual situation.

## **A. Job Group Analysis**

For purposes of this AAP, the university's 4,588 employees are organized into 49 major job groups. Federal regulations define job groups as one or a group of jobs "with similar content, wage rates, and opportunities" (41 C.F.R 60-2.12(b)). In developing its job groups, the university also recognizes the importance of establishing job groups large enough to permit meaningful statistical analyses. The university has balanced all relevant factors in an effort to ensure that job groups provide a sound basis for assessing whether and where women and people of color are under-represented, (employed at lower levels than would reasonably be expected based on availability) within the University of Oregon workforce.

The 49 job groups into which the university workforce has been divided reflect the size and complexity of the institution and the diversity of its staffing needs. With certain exceptions, these job groups reflect subdivisions of the federal EEO-6 categories.

### **EEO-6 category 1, High Level Executives**

Job Group 01A1: High Level Executives form one job group. This group includes vice presidents, deans, and high level directors of major campus programs.

### **EEO-6 category 2, Teaching and Research Faculty**

Job Groups 02A1 through 02L2: Teaching and Research Faculty are divided by academic fields (college, school, or division) and by tenure status within each academic field. Tenured and tenure-related faculty positions have been placed in job groups separate from fixed-term faculty positions on the basis that tenured/tenure-related faculty have significantly different job content (i.e., a responsibility to conduct meaningful research and to contribute to their field of study in addition to teaching and service requirements) and significantly different wage rates and promotional opportunities than those in fixed-term faculty positions.

Job Groups 02M1 and 02M2: Faculty positions within administrative units that report to the vice provost for research and graduate studies have been structured differently from other teaching and research faculty. These positions involve research (including limited duration post-doctoral research associate positions) and technical research support with a high degree of research specialization. Since most of these positions are fixed-term appointments, dividing them by tenure status would not provide meaningful analysis. Instead, the university has created two job groups based on rank: Research Associate and above (includes post-doctoral researchers) and Research Assistants (technical research support).

Job Group 02N1: Other Teaching/Research Faculty contains all employees whose major duties involve teaching and academic research, but who do not report to academic units or to the vice provost for research and graduate education. These employees may teach the community at large through the Continuing Education Center, provide tutorial assistance to at-risk students through the Office of Multicultural Affairs or Academic Advising, or conduct grant-funded research through the Oregon State Museum of Anthropology. Job content varies widely among members of this group, but since there are too few performing any specific job, they have been combined into one job group.

### **EEO-6 category 3, Other Professionals**

Other Professionals consists exclusively of officer of administration job titles. Officers of administration are professional employees whose positions are appropriately outside the state's classified ranks. They hold appointments for which the primary assignments are administrative tasks related to the operation of the university or professional service, rather than teaching classes or conducting academic research. Officer of administration positions cover a wide range of administrative and professional assignments that vary widely in terms of job content, wage ranges and opportunities. Officers of administration have been divided into twelve job groups that fall primarily in the Other Professionals EEO category (10 job groups), although with one job group each, consisting exclusively of supervisors, in the Clerical and Skilled Crafts EEO categories. Except in those cases where positions with similar content and opportunities were located nearly exclusively in a single department or other organizational unit, job groups in the Other Professionals category are defined and analyzed on a campus-wide basis, rather than by more discrete organizational units, to avoid having job groups with too few employees to allow meaningful analysis.

### **EEO-6 category 4, Clerical**

Clerical workers have been divided into six separate job groups. One is based on a broadly utilized classified job title (Office Specialist 2); one reflects the grouping of entry level office/clerical positions; one reflects the grouping of higher level specialized and/or executive office positions; and two consist of clerical positions in two distinct areas with unique clerical/office needs (finance related and library). Clerical supervisor positions, which are officers of administration rather than classified positions, have been assigned to a separate job group because those positions have significantly different job content, wage rates, and opportunities.

### **EEO-6 category 5, Technical/Paraprofessional**

Technical/Paraprofessional positions have been divided into four separate job groups based on similarity of job content. While that has resulted in some job

groups with fewer than 50 incumbents, it has avoided grouping together positions with unique job content and qualifications, and different patterns of availability.

### **EEO-6 category 6, Skilled Crafts**

Skilled Crafts workers such as carpenter, painter, printing press operator, and plumber have been divided into two separate job groups, one consisting of supervisors (officers of administration) and one of non-supervisory (classified) employees. Supervisory positions have been assigned a separate job group because of significantly different job content, wage rates and opportunities.

### **EEO-6 category 7, Service and Maintenance**

Service and Maintenance workers are divided into three major job groups: cooks/food handlers, custodial workers, and other service/maintenance workers. Other service/maintenance workers include construction laborers, grounds maintenance workers, equipment operators and public safety officers, among others.

## **B. Availability Analysis**

Availability is an estimate of the percentage of women and people of color who have the skills required for entry into a specific job group. It is intended to indicate the level at which women and people of color might be expected to be represented in the workforce.

In estimating availability, the university is required by the Executive Order's implementing regulations to consider at least two factors:

Factor 1: The percentage of people of color and women with requisite skills in the reasonable recruitment area (external availability).

Factor 2: The percentage of people of color and women among those promotable, transferable and/or trainable within the contractor's workforce (internal availability).

Each factor must be taken into account and weighed according to its importance in terms of total availability.

In determining the percentage of people of color and women with requisite skills in the reasonable recruitment area, the university has first carefully considered what constitutes the reasonable recruitment area for each of its job groups. For some job groups, the reasonable recruitment area is the local labor area. For others, primarily tenure-related faculty and high level executives, the reasonable recruitment area is national in scope. For many job groups, the university draws

applicants both from the local labor area and from a larger state, regional or national area. For each job group, the definition of reasonable recruitment area has been guided by the university's scope of recruitment policy and actual experience with past applicant pools.

Because of the unique and highly competitive requirements for employment within a comprehensive research and teaching institution, the university utilizes additional sources of statistical information regarding the availability of qualified women and people of color. Most notably, because a Ph.D. or other terminal degree is required for virtually all tenure-related positions, the university uses National Opinion Research Center (NORC) statistics on the number of Ph.D.'s granted by discipline to help determine the percentage of women and people of color with the requisite skills who are potentially qualified for tenure-related positions. When NORC or other data are used as an additional factor for job groups encompassing more than one discipline, weight is given to each discipline represented in the job group in proportion to the representation of that discipline within the overall job group.

In addition to Ph.D. recipient degree data, the deans for each academic school and college were invited to provide data from professional associations or other reliable sources. These data, where provided, have been carefully considered and incorporated into the analysis as an additional factor where that was deemed appropriate.

For the Executives job group, historical applicant flow data has been included as an additional factor.

Availability data were collected and weighted as appropriate in calculating overall availability for each job group. The complete labor market availability analyses for the University of Oregon's job groups, based on the most recent available data<sup>4</sup>, are maintained in the Office of Affirmative Action & Equal Opportunity.

## **VII. COMPARISON OF INCUMBENT WORKFORCE TO AVAILABILITY (41 CFR §60-2.15)**

One primary long-range objective of the University of Oregon's affirmative action program is a workforce in which women and people of color are represented in all job groups and at all levels within the institution at a rate commensurate with their availability in the relevant labor market. In order to determine where further efforts may be required, representation of women and people of color must be assessed annually. Utilization of women and people of color in the University of Oregon workforce has been analyzed for each job group by comparing the number of women and people of color employed in the job group as of October 31, 2010, to the number of women or people of color one might reasonably expect to be present in

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<sup>4</sup> For this 2011-2012 Affirmative Action Plan, availability is based on data from the 2000 Census.

the workforce based on current availability proportions and the current total incumbent workforce.

In order to achieve the long-range objective of a workforce in which women and people of color are utilized at a level commensurate with their availability in the relevant labor market, goals are established in those job groups where women or people of color are not presently represented in the workforce at a level one might reasonably expect based on availability. (See Section VIII, Annual Placement Goals, for a complete discussion of goals and the goal-setting process.) Consistent attainment of annual placement rate goals over time is the only means of assuring that the long-range objective of full utilization will be met.

Table 1 on the following pages shows the results of the comparison of current University of Oregon workforce representation of women and people of color to availability estimates. Under-representation occurs and a goal is established where representation is less than 80% of what reasonably would be expected based on availability. Table 1 also indicates where the current representation of women or people of color is one or more persons less than the number of women or people of color that would be expected given availability and the total number of employees in a given a job group.<sup>5</sup>

The following describes the items of information provided in Table 1.

**Column 1: Job Group**

Identifies the job group by title within EEO category.

**Column 2: Availability Percentages**

Shows the calculated availability for the job group for women and combined minority groups.

**Column 3: Under-represented -- One Whole Person**

Indicates where the number of women or people of color expected, based on availability, is one or more persons greater than the number of women or people color employed.

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<sup>5</sup> Note: A declaration of “under-represented” does not amount to an admission of discrimination or other impermissible conduct. It suggests neither a finding of discrimination nor a finding of a lack of good faith affirmative action efforts. Rather, “under-represented” is a technical targeting term used exclusively by affirmative action planners who seek to apply good faith efforts to increase the percentage representation of people of color and women in the workforce and serves as a benchmark for the university to use in assessing its progress in achieving a representational workforce. The University of Oregon is fully committed to taking appropriate affirmative steps to increase the representation of women and people of color in job groups where they are presently under-represented as compared to availability.

**Column 4: Under-representation -- 80% Rule**

Indicates where the representation of women or people of color employed is less than 80% of what would be expected based on availability. Goals are established when the representation of women or people of color is less than 80% of availability.

**Table 1: Comparison of Incumbent Workforce to Availability<sup>6</sup>**

Job Group	Available Percentage		Under-represented: One Whole Person		Under-represented: 80% Rule	
	Female	Minority	Female	Minority	Female	Minority
<b>ADMINISTRATIVE</b>						
01A1 Executives	42.58	16.18	Yes	Yes	No	Yes
<b>FACULTY/RESEARCH</b>						
02A1 AAA Tenure-Track Faculty	23.98	13.17	No	No	No	No
02A2 AAA Fixed-Term Faculty	29.09	10.11	No	No	No	No
02B1 Honors College Tenure-Track Faculty	49.71	12.22	No	No	No	No
02B2 Honors College Fixed-Term Faculty	49.71	12.22	No	No	No	No
02C1 Law Tenure-Track Faculty	29.07	12.10	No	No	No	No
02C2 Law Fixed-Term Faculty	26.97	7.89	No	No	No	No
02D1 Journalism Tenure-Track Faculty	51.71	14.43	Yes	No	No	No
02D2 Journalism Fixed-Term Faculty	59.14	20.04	Yes	Yes	Yes	Yes
02E1 Music Tenure-Track Faculty	38.75	16.10	Yes	Yes	Yes	Yes
02E2 Music Fixed-Term Faculty	49.93	10.32	Yes	Yes	No	Yes
02F1 Business Tenure-Track Faculty	35.54	11.96	Yes	No	Yes	No
02F2 Business Fixed-Term Faculty	47.51	7.97	Yes	Yes	Yes	Yes
02H1 Education Tenure-Track Faculty	64.44	12.28	Yes	No	Yes	No
02H2 Education Fixed-Term Faculty	67.67	7.33	No	No	No	No
02J1 CAS Humanities Tenure-Track Faculty	50.30	14.53	No	No	No	No
02J2 CAS Humanities Fixed-Term Faculty	48.26	14.50	No	No	No	No
02K1 CAS Social Sciences Tenure-Track Faculty	38.73	12.52	Yes	No	No	No

<sup>6</sup> Workforce representation is based on October 31, 2010 data.

02K2 CAS Social Sciences Fixed-Term Faculty	48.94	22.99	Yes	Yes	Yes	Yes
02L1 CAS Sciences Tenure-Track Faculty	28.17	10.60	Yes	No	Yes	No
02L2 CAS Sciences Fixed-Term Faculty	31.10	10.85	No	No	No	No
02M1 VP Research Research Associate	34.45	12.40	No	No	No	No
02M2 VP Research Research Assistant	50.58	20.00	No	Yes	No	Yes
02N1 Other Teaching/Research	58.90	16.82	Yes	Yes	No	Yes
<b>PROFESSIONAL</b>						
03A1 Senior Administrators	52.35	14.23	Yes	No	No	No
03A2 Resource Administrators	61.75	14.74	Yes	Yes	No	Yes
03A3 Info Tech Administrators	31.26	16.52	Yes	Yes	Yes	Yes
03B1 Professional Specialty	33.00	16.32	No	Yes	No	Yes
03B2 Professional External Relations	54.85	10.50	No	Yes	No	Yes
03B3 Professional Librarians	81.52	13.01	Yes	No	No	No
03C1 Service/Support Academic	63.05	14.99	No	No	No	No
03C2 Service/Support Administrative	70.29	15.65	No	Yes	No	Yes
03C3 Service/Support Specialty	48.28	12.93	No	No	No	No
03C4 Athletics Coaches	33.13	17.43	Yes	No	No	No
<b>CLERICAL</b>						
04A1 Clerical-Classified Office Specialist 2	94.51	7.46	Yes	No	No	No
04A2 Clerical-Classified Office Specialist 1	93.31	6.28	Yes	No	No	No
04A3 Clerical-Classified Assistants	78.90	13.76	No	Yes	No	Yes
04A4 Clerical-Classified Finance Related	77.07	7.53	No	No	No	No
04A5 Clerical-Classified Library	69.02	19.23	No	Yes	No	Yes
04B1 Clerical-Unclassified Office Manager	80.62	10.12	No	Yes	No	Yes
<b>TECHNICAL</b>						
05A1 Technical-Classified Health Care Related	79.09	7.83	No	No	No	No
05A2 Technical-Classified Child Care Workers	95.53	14.39	No	Yes	No	Yes

05A3 Technical-Classified Comp/Tech Related	43.04	11.73	Yes	Yes	Yes	No
05A4 Technical-Classified Accountants	66.63	10.44	No	No	No	Yes
<b>SKILLED CRAFT</b>						
06A1 Classified Skilled Craft Workers	18.50	13.67	Yes	Yes	Yes	Yes
06B1 Unclassified Skilled Craft Supervisors	30.31	12.37	Yes	Yes	Yes	Yes
<b>SERVICE/MAINTENANCE</b>						
07A1 Service/Maint. Food Handlers-Classified	66.30	20.34	Yes	No	No	No
07A2 Service/Maint. Custodians-Classified	25.77	14.96	No	No	No	No
07A3 Service/Maint. Service/Maint.-Classified	33.10	12.45	Yes	No	No	No

Note: A declaration of “under-represented” does not amount to an admission of discrimination or other impermissible conduct. It suggests neither a finding of discrimination nor a finding of a lack of good faith affirmative action efforts. Rather, “under-represented” is a technical targeting term used exclusively by affirmative action planners who seek to apply good faith efforts to increase, in the future, the percentage representation of people of color and women in the workforce and serves as a benchmark for the university to use in assessing its progress in achieving a representational workforce. The University of Oregon is fully committed to taking appropriate affirmative steps to increase the representation of women and people of color in job groups where they are presently under-represented as compared to availability.

## **VIII. ANNUAL PLACEMENT GOALS (41 CFR §60-2.16)**

### **A. Prospective Annual Goals**

Annual percentage goals are established for women and total minorities in job groups where the representation of either women or people of color is less than 80% of what would be expected based on availability. Goals are expressed as annual placement rates equal to current availability proportions.

Affirmative action goals are targets that reasonably can be attained by means of applying good-faith efforts to make all aspects of the entire affirmative action program work.

Table 2 presents annual percentage goals, as well as the number of women and people of color presently needed to reflect availability for those job groups where the representation of women or people of color as of October 31, 2010, is less than

80% of what would be expected based on availability.<sup>7</sup> The number needed to reflect availability is derived by multiplying availability by the total number of people in each job group, then subtracting current workforce representation from that number and truncating to a whole number.

**Table 2: 2011-2012 Annual Placement Goals<sup>8</sup>**

JOB GROUP	PERCENTAGE GOALS (EQUAL TO AVAILABILITY)		NUMBER NEEDED TO REFLECT AVAILABILITY	
	Female	Minorities	Female	Minority
<b>ADMINISTRATIVE</b>				
01A1 Executives	*[42.58]	16.18	[3]	3
<b>FACULTY/RESEARCH</b>				
02A1 AAA Tenure-Track Faculty	*	*		
02A2 AAA Fixed-Term Faculty	*	*		
02B1 Honors College Tenure-Track Faculty	*	*		
02B2 Honors College Fixed-Term Faculty	*	*		
02C1 Law Tenure-Track Faculty	*	*		
02C2 Law Fixed-Term Faculty	*	*		
02D1 Journalism Tenure-Track Faculty	*[51.71]	*	[1]	
02D2 Journalism Fixed-Term Faculty	59.14	20.04	4	3
02E1 Music Tenure-Track Faculty	38.75	16.10	3	1
02E2 Music Fixed-Term Faculty	*[49.93]	10.32	[1]	2
02F1 Business Tenure-Track Faculty	35.54	*	3	
02F2 Business Fixed-Term Faculty	47.51	7.97	10	1
02H1 Education Tenure-Track Faculty	64.44	*	4	
02H2 Education Fixed-Term Faculty	*	*		
02J1 CAS Humanities Tenure-Track Faculty	*	*		

<sup>7</sup> Percentage goals equal to availability are established officially only for those job groups in which women or people of color are presently represented at less than 80% of availability. However, Table 2 also shows availability and number needed to reflect parity for those job groups in which the percentage representation of women or people of color is equal to or greater than 80% of availability, but the representation is at least one whole person less than expected as compared to availability. The intent of including that information is to alert hiring authorities of additional areas that may warrant on-going affirmative attention. Of note, however, the University does not consider the representation of women at less than availability in its Clerical job groups indicative of a problem warranting any further review of affirmative effort.

<sup>8</sup> An \* indicates that no goal has been established because there was no under-representation.

An \* followed by a number in brackets indicates that the protected group is not under-represented and there is no official goal, but representation of the protected group is at least one whole person less than expected based on availability and therefore may warrant on-going attention.

JOB GROUP	PERCENTAGE GOALS (EQUAL TO AVAILABILITY)		NUMBER NEEDED TO REFLECT AVAILABILITY	
	Female	Minorities	Female	Minority
02J2 CAS Humanities Fixed-Term Faculty	*	*		
02K1 CAS Social Sciences Tenure-Track Faculty	*[38.73]	*	[3]	
02K2 CAS Social Sciences Fixed-Term Faculty	48.94	22.99	6	5
02L1 CAS Sciences Tenure-Track Faculty	28.17	*	13	
02L2 CAS Sciences Fixed-Term Faculty	*	*		
02M1 VP Research Research Associate	*	*		
02M2 VP Research Research Assistant	*	20.00		10
02N1 Other Teaching/Research	*[58.90]	16.82	[11]	4
<b>PROFESSIONAL</b>				
03A1 Senior Administrators	*[52.35]	*	[7]	
03A2 Resource Administrators	*[61.75]	14.74	[1]	5
03A3 Info Tech Administrators	31.26	16.52	15	3
03B1 Professional Specialty	*	16.32		2
03B2 Professional External Relations	*	10.50		4
03B3 Professional Librarians	*[81.52]	*	[6]	
03C1 Service/Support Academic	*	*		
03C2 Service/Support Administrative	*	15.65		11
03C3 Service/Support Specialty	*	*		
03C4 Athletics Coaches	*[33.13]	*	[2]	
<b>CLERICAL – Note: See Footnote 7 on page 27</b>				
04A1 Clerical-Classified Office Specialist 2	*[94.51]	*	[9]	
04A2 Clerical-Classified Office Specialist 1	*[93.31]	*	[4]	
04A3 Clerical-Classified Assistants	*	13.76		9
04A4 Clerical-Classified Finance Related	*	*		
04A5 Clerical-Classified Library	*	19.23		2
04B1 Clerical-Unclassified Office Manager	*	10.12		3
<b>TECHNICAL</b>				
05A1 Technical-Classified Health Care Related	*	*		
05A2 Technical-Classified Child Care Workers	*	14.39		5
05A3 Technical-Classified Computer/Tech Related	43.04	*[11.73]	33	[2]
05A4 Technical-Classified Accountants	*	10.44		0
<b>SKILLED CRAFTS</b>				
06A1 Skilled Craft Workers-Classified	18.50	13.67	9	8

JOB GROUP	PERCENTAGE GOALS (EQUAL TO AVAILABILITY)		NUMBER NEEDED TO REFLECT AVAILABILITY	
	Female	Minorities	Female	Minority
06B1 Skilled Craft Supervisors-Unclassified	30.31	12.37	3	3
<b>SERVICE MAINTENANCE</b>				
07A1 Service/Maint. Food Handlers-Classified	*[66.30]	*	[10]	
07A2 Service/Maint. Custodian-Classified	*	*		
07A3 Service/Maint. Service-Maint-Classified	*[33.10]	*	[7]	

\* Indicates that no goal has been established because there was no under-representation. An \* followed by a number in brackets indicates that the protected group is not under-represented and there is no official goal, but representation of the protected group is at least one whole person less than expected based on availability and therefore may warrant on-going attention.

## B. Assessment of 2010-2011 Goal Attainment

Annual goal attainment for those job groups and protected groups where under-representation was identified in the 2010-2011 Plan was assessed by taking into account the applicable number and percentage of hires into those job groups between November 1, 2009 and October 31, 2010. The assessment is made by comparing the number of hires of women and people of color in those job groups with under-representation to the annual goals. The comparison of annual goals to new hires indicates whether progress was made during the last plan period.

Table 3 shows that assessment with the following items of information.

### Column 1: Job Group

Identifies job group.

### Column 2: Protected Group

Indicates whether information is for women or people of color.

### Column 3: Annual Percentage Goal

The goal is presented in percentage form. The percentage goal is equal to availability.

### Column 4: New Hires

Shows the percentage of women and people of color hired in the job group within the plan period.

### Column 5: Goal Met

Indicates whether the annual percentage goal was met for each job group.

**Column 6: Progress Made**

Indicates if there was progress made toward the annual goal within each job group.

**Column 7: Opportunity**

Identifies those job groups in which there were no new hires and therefore no opportunity for progress toward meeting annual goals.

The 2010-2011 Affirmative Action Plan established goals for women in ten job groups. Progress toward those goals, as reflected in Table 3 (next page), was as follows:

- Three of the goals were met.
- Progress was made toward four additional goals.
- Three goals were not met despite hiring opportunities that might reasonably have been expected to result in one or more hiring opportunities.

The 2010-2011 Affirmative Action Plan established goals for total minorities in twenty-two job groups. Progress toward those goals, as reflected in Table 3 (next page), was as follows:

- Twelve goals were met.
- Progress was made toward three additional goals.
- In the case of four goals toward which no progress was made, availability multiplied by total hires was less than one whole person, reflecting very limited opportunity for progress.
- Three goals were not met despite hiring opportunities that might reasonably have been expected to result in one or more hiring opportunities.

Among Faculty/Research job groups, there were thirteen goals with progress as follows:

- Five goals were met.
- Progress was made toward five additional goals.
- Three goals were not met despite hiring opportunities that might reasonably have been expected to result in one or more hiring opportunities.

Among Officers of Administration job groups, there were ten goals with progress as follows:

- Five goals were met.
- Progress was made toward one additional goal.
- In the case of three goals toward which no progress was made, availability multiplied by total hires was less than one whole person, reflecting very limited opportunity for progress.
- One goal was not met despite hiring opportunities that might reasonably have been expected to result in one or more hiring opportunities.

Among classified Clerical, Technical, Skilled Crafts and Service Maintenance job groups, there were eight goals with progress as follows:

- Five goals were met.
- Progress was made toward one additional goal.
- Two goals were not met despite hiring opportunities that might reasonably have been expected to result in one or more hiring opportunities.

**Table 3: Assessment of 2010-2011 Goal Attainment**

JOB GROUP	PROTECTED GROUP	ANNUAL PERCENTAGE GOALS	NEW HIRES PERCENTAGE	GOAL MET**	PROGRESS MADE	OPPORTUNITY
<b>ADMINISTRATIVE</b>						
01A1 Executives	Women	*				
	Minorities	16.18	0.00%	N/R	No	Yes
<b>FACULTY/RESEARCH</b>						
02A1 AAA Tenure-Track Faculty	Women	*				
	Minorities	*				
02A2 AAA Fixed-Term Faculty	Women	*				
	Minorities	10.11%	14.75%	Yes	Yes	Yes
02B1 Honors College Tenure-Track Faculty	Women	*				
	Minorities	*				
02B2 Honors College Fixed-Term Faculty	Women	*				
	Minorities	*				
02C1 Law Tenure-Track Faculty	Women	*				
	Minorities	*				
02C2 Law Fixed-Term Faculty	Women	*				
	Minorities	7.89%	11.76%	Yes	Yes	Yes
02D1 Journalism Tenure-Track Faculty	Women	*				
	Minorities	*				
02D2 Journalism Fixed-Term Faculty	Women	59.14%	40.00%	No	Yes	Yes
	Minorities	20.04%	20.00%	Yes***	Yes	Yes
02E1 Music Tenure-Track Faculty	Women	*				
	Minorities	16.10%	100.00%	Yes	Yes	Yes
02E2 Music Fixed-Term Faculty	Women	*				
	Minorities	10.32%	0.00%	No	No	Yes
02F1 Business Tenure-Track Faculty	Women	35.54%	50.00%	Yes	Yes	Yes
	Minorities	*				
02F2 Business Fixed-Term Faculty	Women	47.51%	34.78%	No	Yes	Yes
	Minorities	*				
02H1 Education Tenure-Track Faculty	Women	*				
	Minorities	*				
02H2 Education Fixed-Term Faculty	Women	*				
	Minorities	*				
02J1 CAS Humanities Tenure-Track Faculty	Women	*				
	Minorities	*				
02J2 CAS Humanities Fixed-Term Faculty	Women	*				
	Minorities	*				

JOB GROUP	PROTECTED GROUP	ANNUAL PERCENTAGE GOALS	NEW HIRES PERCENTAGE	GOAL MET**	PROGRESS MADE	OPPORTUNITY
02K1 CAS Social Sciences Tenure-Track Faculty	Women	*				
	Minorities	*				
02K2 CAS Social Sciences Fixed-Term Faculty	Women	48.94%	44.00%	No	Yes	Yes
	Minorities	22.99%	16.00%	No	Yes	Yes
02L1 CAS Sciences Tenure-Track Faculty	Women	28.17%	0.00%	No	No	Yes
	Minorities	*				
02L2 CAS Sciences Fixed-Term Faculty	Women	*				
	Minorities	*				
02M1 VP Research Research Associate	Women	*				
	Minorities	*				
02M2 VP Research Research Assistant	Women	*				
	Minorities	20.00%	6.67%	No	Yes	Yes
02N1 Other Teaching/Research	Women	*				
	Minorities	16.82%	0.00%	No	No	Yes
<b>PROFESSIONAL</b>						
03A1 Senior Administrators	Women	52.35%	55.56%	Yes	Yes	Yes
	Minorities	*				
03A2 Research Administrators	Women	*				
	Minorities	14.74%	10.00%	Yes***	Yes	Yes
03A3 Info Tech Administrators	Women	31.26%	0.00%	No	No	Yes
	Minorities	16.52%	12.50%	Yes***	Yes	Yes
03B1 Professional Specialty	Women	*				
	Minorities	16.32%	0.00%	N/R	No	Yes
03B2 Professional External Relations	Women	*				
	Minorities	10.50%	9.09%	Yes***	Yes	Yes
03B3 Professional Librarians	Women	81.52%	80.00%	Yes***	Yes	Yes
	Minorities	*				
03C1 Service/Support Academic	Women	*				
	Minorities	*				
03C2 Service/Support Administrative	Women	*				
	Minorities	15.65%	10.00%	No	Yes	Yes
03C3 Service/Support Specialty	Women	*				
	Minorities	*				
03C4 Athletics Coaches	Women	*				
	Minorities	*				
<b>CLERICAL</b>						
04A1 Clerical- Classified Office Specialist 2	Women	*				
	Minorities	*				
04A2 Clerical- Classified Entry Level Office & OS1	Women	*				
	Minorities	*				
04A3 Clerical- Classified Spec/Exec Level Office	Women	*				
	Minorities	13.76%	11.11%	Yes***	Yes	Yes
04A4 Clerical- Classified Finance Related	Women	*				
	Minorities	*				
04A5 Clerical- Classified Library	Women	*				
	Minorities	19.23%	0.00%	No	No	Yes
04B1 Clerical- Unclassified Office Manager	Women	*				
	Minorities	10.12%	0.00%	N/R	No	Yes
<b>TECHNICAL</b>						
05A1 Technical- Classified Health Care Related	Women	*				
	Minorities	*				
05A2 Technical- Classified Child Care Workers	Women	*				
	Minorities	14.39%	10.53%	Yes***	Yes	Yes

JOB GROUP	PROTECTED GROUP	ANNUAL PERCENTAGE GOALS	NEW HIRES PERCENTAGE	GOAL MET**	PROGRESS MADE	OPPORTUNITY
05A3 Technical- Classified Computer/Tech Related	Women	43.04%	20.00%	No	Yes	Yes
	Minorities	11.73%	20.00%	Yes	Yes	Yes
05A4 Technical- Classified Accountants	Women	*				
	Minorities	10.44%	25.00%	Yes	Yes	Yes
<b>SKILLED CRAFTS</b>						
06A1 Skilled Craft Workers- Classified	Women	18.50%	0.00%	No	No	Yes
	Minorities	13.67%	28.57%	Yes	Yes	Yes
06B1 Skilled Craft Supervisors- Unclassified	Women	*				
	Minorities	12.37%	0.00%	N/R	No	Yes
<b>SERVICE MAINTENANCE</b>						
07A1 Service/Maint. Food Handlers- Classified	Women	*				
	Minorities	*				
07A2 Service/Maint. Custodian- Classified	Women	*				
	Minorities	*				
07A3 Service/Maint. Service/Maint.- Classified	Women	*				
	Minorities	*				

\* Indicates that no goal was established because there was no under-representation.

\*\* Goal Met indicates whether the annual goal was met or exceeded for each job group.

\*\*\* Indicates that the goal was met in terms of the number of new hires that would be expected based on availability, even though the percentage of hires was less than availability.

N/R Indicates that the annual percentage goal multiplied by the actual hires is less than one whole person, resulting in very limited opportunity for progress.

## IX. IDENTIFICATION OF PROBLEM AREAS (41 C.F.R. §§ 60-2.10(b)(2)(ii) and 60-2.17(b))

The university continues to experience under-representation in a number of job groups. Efforts to correct this under-representation have resulted in increased representation of women and people of color in many job groups. However, a number of extraneous factors beyond the institution's control create challenges to our progress.

Some of those include a decrease in state funding which has contributed to below-market compensation. As a result, the university is often at a disadvantage in competing for the most highly qualified candidates, including women and minority candidates. In addition, the university is located in a mid-size metropolitan area in a state with racial and ethnic populations below the national average. The limited availability of established minority communities also affects institutional efforts to attract and retain minority employees. The troubled economy during the past two years has provided both unique opportunities since many institutions have significantly curtailed hiring, but also unique challenges insofar as professional candidates are not as mobile as they might be in a better economy.

Despite these and other challenges, the university has continued to make progress with increases in the representation of women and people of color.

## A. Minority Representation

The representation of people of color is at least 80% of availability in 16 of 23 Faculty/Research job groups, in five of ten Professional job groups, in three of six Clerical job groups, in two of four Technical job groups, and in all three Service/Maintenance job groups.

The representation of people of color is less than 80% of availability in the executive job group, seven Faculty/Research job groups (one tenure-related and six non-tenure-related), five Professional job groups, three Clerical job groups, two Technical job groups, and both Skilled Crafts job groups.

Goals have been established in the twenty job groups in which people of color are represented at less than 80% of availability.

There has been a decrease of two job groups with identified under-representation of people of color as compared to the 2010-2011 AAP, with people of color represented at less than 80% of availability in 20 of the UO's 49 job groups, compared to 22 of 49 job groups in 2010-2011.

The representation of people of color, across all job groups, increased by 6.52% from October 2009 to October 2010, from 583 to 621 employees identifying as persons of color. As reflected in the table below, there has been an increase in the number of people of color employed in a significant number of job groups. Increases in faculty/research job groups are particularly noteworthy since there are limited hiring opportunities in those job groups; increases in professional job groups are noteworthy since the representation of people of color in those job groups had been relatively static, with some decreases, prior to 2010-2011.

EEO Job Category	Job Groups in which the # of People of Color Increased	Job Groups in which the # of People of Color Decreased	Job Groups in which the # of People of Color has Remained Constant
Executive Administrative (1 job group)	0	0	1
Faculty/Research (23 job groups)	13	5	5
Professional (10 job groups)	5	3	2
Clerical (6 job groups)	2	2	2
Technical (4 job groups)	2	1	1

EEO Job Category	Job Groups in which the # of People of Color Increased	Job Groups in which the # of People of Color Decreased	Job Groups in which the # of People of Color has Remained Constant
Skilled Craft (2 job groups)	1	0	1
Service/Maintenance (3 job groups)	1	2	0
<b>TOTAL</b> (49 job groups)	24	13	12

Hiring authorities are regularly advised of under-representation within the relevant job group when a search is commenced. Particular attention is devoted to search activity involving officers of instruction, research and administration job groups.

### **B. Female Representation**

The representation of women is at least 80% of availability in the executive job group, 16 of 23 faculty/research job groups, in nine of ten professional job groups, in all six clerical job groups, in three of four technical job groups, and in all three of the service/maintenance job groups.

The representation of women is less than 80% of availability in seven faculty/research job groups (four tenure-related and three non-tenure-related), in one professional job group, in one technical job group, and in both skilled craft job groups.

Goals have been established in the eleven job groups in which women are represented at less than 80% of availability.

The number of job groups with identified under-representation of women increased by one, with women represented at less than 80% of availability in eleven of the UO's 49 job groups in this 2011-2012 AAP, compared to ten job groups in 2010-2011.

The representation of women, across all job groups, increased by 3.18% between October 2009 and October 2010, from 2,425 to 2,502 women. As reflected in the table below (next page), there has been an increase in the number of women employed in a significant number of job groups. Increases in representation in faculty/research job groups are particularly noteworthy since there tend to be limited hiring opportunities in those job groups.

EEO Job Category	Job Groups in which the # of Women Increased	Job Groups in which the # of Women Decreased	Job Groups in which the # of Women has Remained Constant
Executive Administrative (1 job group)	0	1	0
Faculty/Research (23 job groups)	12	7	4
Professional (10 job groups)	5	4	1
Clerical (6 job groups)	3	2	1
Technical (4 job groups)	2	1	1
Skilled Craft (2 job groups)	0	2	0
Service/Maintenance (3 job groups)	2	1	0
<b>TOTAL (49 job groups)</b>	<b>24</b>	<b>18</b>	<b>7</b>

Hiring authorities are regularly advised of under-representation within the relevant job group when a search is commenced. Particular attention is devoted to search activity involving faculty/research and officer of administration job groups.

**X. DEVELOPMENT AND IMPLEMENTATION OF ACTION-ORIENTED PROGRAMS**

**41 CFR § 60-2.10(b)(2)(iii) and 60-2.17(c)**

To ensure a quality education for its students, the university promotes cultural diversity as a core value. Ongoing proactive efforts to build and support an increasingly diverse community include: institutionalizing responsibility for achieving and supporting diversity; engaging in vigorous affirmative recruitment efforts designed to attract an increasingly diverse student body and workforce; consideration of programs that will help increase the numbers of minority undergraduates going on to graduate school; encouraging campus support groups, such as ethnic student unions for minority students and the Faculty and Staff of Color Coalition; regularly informing the campus community of its equal opportunity and affirmative action policies and the expectation that all members of the community are expected to conduct themselves in accordance with those policies; and training faculty and staff to recognize potentially discriminatory behavior and develop appropriate responses in a way that creates an environment that is open and welcoming to all students and employees.

Programs and practices specifically designed to support the university's commitment to diversity are described below.

### **Campus Diversity Plan and Strategic Diversity Action Planning**

The Campus Diversity Plan, approved and issued in May 2006, provides a framework for ongoing diversity planning on campus, with attention focused on six areas of emphasis: developing a culturally responsive community, improving campus climate, building critical mass, expanding and filling the pipeline, developing and strengthening community linkages, and developing and reinforcing diversity infrastructure.

The Campus Diversity Plan requires that all departments and major organizational units on campus develop departmental strategic diversity action plans addressing each of the six areas of emphasis. In addition to charging departments and major organizational units with developing plans are unique to their needs, the Campus Diversity Plan institutionalizes campus-wide responsibility for achieving and supporting diversity. Departments and organizational units began their strategic diversity action planning process during 2006-07. The Campus Diversity Plan calls for annual review and update of the strategic diversity action plans. The Campus Diversity Plan and organizational unit strategic diversity action plans are posted on the OIED web page, along with the annual report to the University Senate by the vice president of institutional equity and diversity.

Consistent with the structure of the diversity planning process, this section on strategies for implementation is organized around the six area of emphasis.

#### **1. Developing a Culturally Responsive Community**

Training regarding diversity contributes to enhanced understanding among the university community regarding the benefits of diversity, the importance of cultivating a respectful working and learning environment for all employees and students, and legal obligations related to affirmative action, equal opportunity, and reasonable accommodation. Increased understanding is critical to developing a culturally responsive community.

Much of the training offered by various offices of the university focuses on issues of equal opportunity, affirmative action, diversity, and ensuring a classroom and workplace environment that is welcoming and supportive of all students and employees. Training opportunities are publicized via written announcements distributed broadly to campus employees and posted continuously on the web pages of the units that sponsor the training. Offices with specific training responsibilities are listed below, with a brief description of their focus.

## Human Resources

Organizational Development and Training (ODT), housed in Human Resources, serves a central role in providing professional development to the campus community. Many of the professional development offerings focus on supporting a discrimination-free environment that fosters diversity among faculty, staff and students. Classes are offered throughout the year on such topics as preventing and dealing with sexual harassment, the employment and program accessibility provisions of the Americans with Disabilities Act, as well as topics specific to the variety of cultural differences found in our campus community. These include workshops exploring differences in race, ethnicity, gender, age, sexual orientation, socioeconomic class and national origin, and how discrimination in these and other areas hurts all members of the university community, whether that occurs in the classroom or the workplace.

## University Teaching and Learning Center

*"Open inquiry, freedom of expression, and respect for difference are fundamental to a comprehensive and dynamic education. The University Teaching and Learning Center is committed to upholding these ideals by encouraging the exploration, engagement, and expression of divergent perspectives and diverse identities."*

The University Teaching and Learning Center (UTLC) provides numerous resources to help University of Oregon students from diverse backgrounds and with a wide range of needs succeed. UTLC offers a number of courses focusing specifically on helping instructors create a classroom environment that is welcoming and conducive to the learning of all students.

## Office of Institutional Equity and Diversity

The Office of Institutional Equity and Diversity (OIED) has as its goal to ensure equitable access to opportunities, benefits, and resources for all faculty, administrators, students, and community members.

OIED serves the diversity goals and education mission of the university by:

- supporting students individually and in programs
- facilitating collaboration on diversity initiatives throughout the campus community
- providing professional development opportunities
- funding and supporting diversity activities for faculty, administrators, current students and potential students.

Partnering with many academic and administrative departments on campus, and working with individuals and groups in the community, OIED provides student support, academic programming and links to community members. OIED provides opportunities for diverse experiences on campus, helps celebrate the strengths of a multicultural community and guides the campus community in enhancing institutional fairness and equality. OIED's programs are designed to make connections and to promote and develop an environment that is enriched by the personal, cultural, and intellectual differences of its students, faculty, staff, and local community.

### Center on Diversity and Community

The Center on Diversity and Community (CoDaC) is an applied research center dedicated to advancing cross cultural dialogue, knowledge, skill, and awareness, with an emphasis on academic communities within higher education. CoDaC works with individual faculty as well as campus units striving to become more multiculturally inclusive and accessible. CoDaC hosts institutes, conferences, workshops and other events to engage scholars, practitioners, the wider campus community, and the general public regarding issues related to diversity. Events and services offered by CoDaC are announced broadly throughout the university community and posted on the CoDaC webpage.

## **2. Improving Campus Climate**

In addition to training, addressed above, efforts to improve campus climate involve numerous and varied opportunities for exchange of ideas and experiences. Events that honor those who have championed civil rights and equality of opportunity, or honor different cultural and other heritages contribute to greater campus awareness and understanding. Activities have included panel discussions, films and videos, educational presentations, book signings, art shows, candlelight vigils, faculty and staff recognition events, human rights awards ceremonies, storytelling, poetry reading, plays, gospel chorale, a march for diversity, and family entertainment events.

The university regularly invites renowned scholars in various fields for guest lectures and presentations to enrich the educational experience of university students and employees and to foster community involvement with the campus. In addition, university professors and students frequently present papers, lectures and works in progress to the university community. Many of these guest lectures and presentations by university faculty and students have focused on issues of cultural and ethnic diversity.

The director of diversity education & support in the Office of the Dean of Students works on programming that supports students from under-represented groups, and

provides opportunities for engaging the broader campus in events and issues of particular significance to students from those groups.

The director of LGBT education and support in the Office of the Dean of Students works on programming that supports the lesbian, gay, bi-sexual and trans-gender community on campus and provides opportunities for engaging the broader campus in dialogue designed to increasing awareness and understanding of LGBT issues.

### **3. Building Critical Mass**

#### **Employment-Related Activities**

The university continues to pay particular attention to the search process as new hires present an opportunity for progress toward greater diversity, with a focus on affirmative steps that hiring authorities and search committees can take. Those efforts will continue, with regular and ongoing review in order to strengthen campus understanding and support for affirmative action goals and objectives.

##### **a. Employment Outreach**

The university participates in a number of activities aimed at increasing the number of minority, women, disabled and veteran applicants for classified and unclassified (officer of instruction, research and administration) positions. Possible avenues of outreach and recruitment specifically intended to reach and attract diverse applicant pools have been identified by the OAA&EO for faculty, research and administrative positions and by Human Resources for classified positions, and are provided to hiring departments to assist with recruitment efforts.

Many units, as part of their strategic diversity action planning process, reviewed the effectiveness of past outreach and recruitment efforts. As a result of that review, hiring departments have been developing more extensive and innovative outreach and recruitment plans.

The employment manager in Human Resources provides job information at monthly WorkNet meetings. These meetings are sponsored by the Workforce Partnership, an umbrella organization that brings together agencies such as the Oregon State Employment Department and Oregon State Vocational Rehabilitation, with an invited group of their job-seeking clients and local employers. The employment manager also attends job fairs in Eugene and other relevant communities and periodically serves on employer panels to present job and job search information. The employment manager talks with applicants about open positions and the application process, and is available to applicants for informational interviews.

The Underrepresented Minority Recruitment Program (UMRP) encourages departments to hire underrepresented minority faculty in tenure-related and visiting

faculty appointments by providing funds to reimburse departments for costs incurred related to the appointment of a new tenure-related or visiting colleague from an under-represented group. Funds provided through the UMRP are intended to contribute to the cultivation of a welcoming and positive academic environment both through support for the new hire and through corresponding support for the hiring department and its faculty. The program is designed to make it easier for departments to compete with other institutions in successfully hiring diverse faculty members who are the top candidates in a search. The availability of the program is not considered in making hiring decisions, but rather the program is designed to increase recruiting flexibility for departments that have already decided to make job offers to top candidates of color. UMRP funds are designed to provide support for new faculty members in a manner that is congruent with common start-up negotiation norms in the department. They are designed to reimburse departmental costs associated with providing an appropriate level of support to a new faculty.

#### **b. Selection for Hire and/or Promotion**

To ensure equal opportunity for hire and promotional advancement, the university posts all employment opportunities unless an exception to the posting requirement has been approved after appropriate review. University personnel and prospective applicants from outside the university may access information regarding employment opportunities by computer via the Jobs page on the Human Resources webpage.

A representative of the OAA&EO regularly meets with search committees for unclassified searches to review, answer questions, and reinforce understanding of affirmative action and equal opportunity in the hiring process.

To ensure that selection decisions are made on a fair and equitable basis grounded in job-related criteria, the selection process for classified positions is monitored by the Human Resources employment manager and the selection process for unclassified positions is monitored by the OAA&EO. Documentation of the job-related reasons for selection and non-selection of applicants is maintained as part of that monitoring process. Requests for promotions or reclassifications are also monitored by Human Resources (classified positions) or the OAAEO (unclassified positions) to ensure that the requests are consistent with applicable university policies.

#### **c. Employment Related Assistance**

**Work/Life Resources:** The university recognizes that employees who are balancing family and work responsibilities represent a group, primarily women, who can be disadvantaged in the workplace by these dual roles. Human Resources works to remedy this potential disadvantage through a program titled Work/Life Resources. The work/life resources administrator helps university families

successfully manage the responsibilities of work, education and family life by developing and implementing programs, services and policies to support faculty, staff and student families.

**Childcare:** The university operates the Vivian Olum Child Development Center which provides comprehensive care for children ages 8 weeks to 12 years. It can accommodate approximately 90 children on a full-time basis, primarily from staff and faculty at the university.

**Professional Training and Development:** The University of Oregon recognizes the importance of employment-related professional development activities in order to support employees in acquiring, developing and maintaining the knowledge, skills and competencies necessary for their roles within the university. The university is committed to identifying, creating, and providing opportunities for professional development and training to enhance and build the capacity, skills, excellence, and professionalism of employees to enable them to contribute effectively and creatively to the University's mission. Supervisors are responsible for working with employee to identify and support appropriate learning experiences for employees. Individual employees are responsible for investing the time and effort necessary to maintain job-related skills and professional performance throughout their university employment. The intent of the shared responsibility is to provide the university community with a workforce having the expertise and flexibility to meet the challenges of an ever-changing business environment.

In support of this commitment to professional development, the university created the Organizational Development and Training unit within Human Resources, which serves a primary role in fulfilling the university's commitment to professional development. Professional development opportunities are communicated broadly to the campus community and are posted on the ODT web page.

The university's commitment to professional training and development is an important tool for all employees interested in building their knowledge and skills and thereby their potential for promotion to positions of increasing responsibility.

**Transportation:** As a further employment related service to university employees, the university provides free bus passes for Lane Transit District (LTD) buses. This benefit particularly helps lower-income staff, as well as members of our university community with disabilities. LTD buses are accessible to individuals with disabilities, including those using wheelchairs. Routes to and from the university are readily accessible at transfer stations that border the university. In addition, the university operates a service, the UO Access Shuttle, which provides on-campus transportation assistance to students and employees with disabilities and short-term conditions that limit mobility and make getting around campus difficult.

#### **4. Expanding and Filling the Pipeline**

Expanding and filling the pipeline involves increasing the number of students from under-represented groups who are pursuing higher education at both the undergraduate and graduate levels. This provides increased opportunity to students from under-represented groups to develop to their full potential, benefiting both the students and the communities to which they will contribute in the future. In addition, diversity in the classroom contributes a broader range of perspectives and experiences which enriches the learning experience for all. Expanded diversity among the student body will contribute to greater diversity in the workforce of the future.

The university has a number of programs in place that provide outreach to under-served populations in the state – minority, first-generation, and economically disadvantaged students. The programs are intended to introduce students from those groups to the opportunities of higher education in order to remove barriers and encourage them to consider the possibility of higher education. Some of the programs target high school and middle school students in an effort to increase diversity among undergraduates. Others target undergraduate students, in an effort to increase diversity among students pursuing advanced degrees. Some of the programs currently in place include the following:

##### **a. Connections**

Each year the university offers a special college advocacy program called *Connections*. This visitation program is geared towards minority, first-generation and economically disadvantaged high school students from across the state. *Connections* is designed to provide under-served high school age students an opportunity to sample college life in an effort to encourage them to consider higher education in general, and the University of Oregon in particular. *Connections* is sponsored by the Office of Admissions and supported by various participating offices and programs across campus. Each event includes sessions on admissions, academic life, financial aid, and campus support services. The high school participants also meet with current university students in what has proved to be an informative and successful panel discussion.

##### **b. Reach for Success**

In addition to *Connections*, the university's outreach program for high school students, the university also has developed an outreach program for middle school students. *Reach for Success* is a college day for middle school students of color and students from other under-represented populations. The program, created by the Office of Multicultural Academic Support, includes information, education, and fun for seventh- and eighth-grade students and their parents, counselors and representatives from community organizations that support the educational mission.

The purpose is to introduce the students to the future possibilities a college career can provide. The program typically attracts approximately 150 participants.

### **c. Embracing the Future**

Embracing the Future (EtF) is a new spring recruitment event geared toward historically underrepresented students. During EtF, high school seniors admitted to the University of Oregon are invited to campus to experience college life – in some cases for the first time. The purpose of this program is to encourage recruits to consider the University of Oregon through contact with faculty, staff, and current students. Through exposure to academic and extracurricular programs that will be available to them, the program hopes to impress upon recruits the opportunities for success and growth that are available at the University of Oregon.

### **d. GEAR UP**

The University of Oregon is an active partner in the GEAR UP program. This federal initiative awards multi-year grants to locally designed partnerships between colleges and high-poverty middle schools, plus at least two other partners – such as community organizations, businesses, religious groups, state education agencies, parent groups, or non-profits – to increase college-going rates among low-income youth.

The Oregon Young Scholars Program, a UO GEAR UP program launched in the summer of 2005, is an educational initiative whose focus is on Oregon student populations most at risk for high school completion and matriculation into four-year colleges and universities according to the OUS statewide educational data for 2004. This program specifically targets African-American, American Indian/Native American, Hispanic/Latino American, Asian/Pacific American students and economically disadvantaged students who are committed to academic excellence for entry into degree programs at four-year institutions of higher education. This program features pathways for student engagement by working in discipline cohorts in the areas of urban planning and public policy, business and finance, mathematics, public health and chemistry, all of which are offered to assist students in developing critical academic skills and an awareness of career paths in which these targeted students represent populations both underrepresented and often underserved. The students participate in year round programming that culminates in a summer intensive experience on the University of Oregon campus for 7 to 10 days each year, until they graduate from high school.

### **e. Diversity-Building Scholarship**

The Diversity-Building Scholarship (DBS) program recognizes undergraduate and graduate students who enhance the educational experience of all students by

sharing diverse cultural or interpersonal backgrounds. The DBS is a tuition-remission scholarship with partial and full tuition awards.

#### **f. Target of Opportunity Laurel Award**

The Target of Opportunity Laurel Award is designed to encourage undergraduate students to pursue graduate education and to support current graduate students in their academic programs.

#### **g. PathwayOregon**

The University of Oregon is committed to providing more students the financial boost needed to study at the state's flagship university. A cornerstone of the effort to keep the university affordable is PathwayOregon. PathwayOregon ensures that qualified Oregonians from lower-income families will have their tuition and fees paid while also receiving comprehensive guidance in academic, career, and related planning. The highest-achieving students in the program have the opportunity to be selected for a grant to cover housing costs as well. At a time of escalating tuition and student debt, PathwayOregon offers a measure of financial freedom with the promise that qualified students of all economic backgrounds will have access to the UO's world of academic achievement.

#### **h. Encouragement of Women and Minorities in Physical Sciences**

The College of Arts and Sciences offers the Mildred Braaten Archibald Scholarship, recognizing high achievement among undergraduates majoring in math, biology, chemistry or physics. Students are selected for this award upon nomination by the chemistry, physics, biology, and math department heads, and preference is given to students showing significant interest in issues relating to women in the sciences.

#### **i. Summer Program in Undergraduate Research**

The University of Oregon sponsors a Summer Program in Undergraduate Research (SPUR) that offers fellowship opportunities for both UO and non-UO students to participate in ongoing research in Life Sciences Laboratories at the UO. The program is open generally to undergraduates in good standing who have completed at least one year of undergraduate biology coursework and who are strongly motivated to pursue research in the life sciences. Special consideration is given to students who are members of groups under-represented in the sciences (e.g., low income and first generation, Native American, African American, Latino or Pacific Islander). SPUR summer research fellows receive a summer stipend, participate in a weekly seminar series, present their research at the end-of-summer Undergraduate Research Symposium, and write a formal research project report. The SPUR program allows fellows the opportunity to gain valuable research skills and to

interact with research scientists at the UO and with other students interested in careers in the life sciences.

#### **j. Adaptive Technology Center**

The university maintains an Adaptive Technology Center (ATC) with specialized computers and other equipment that enables students with disabilities to fully participate in the university curriculum. The ATC provides computers equipped for students with vision, mobility, and brain-injury related issues. It maintains specialized technology used by students with issues related to learning disabilities. The center provides basic training on all supported adaptive software. Assessments of students' technology needs are conducted at the center. The ATC oversees the transfer and dissemination of adaptive technology into general student computing labs allowing students with disabilities to work alongside their peers.

The Adaptive Technology Center also acts as a resource to the wider university community. The center provides training and guidance to faculty and staff with disabilities and their departments. The center is located in rooms 138-139-140 in the Knight Library.

Students with reading issues related to either physical or learning disabilities frequently need texts converted into an alternative format. The Accessible Document Production Center (operated by the ATC) assists students in creating Braille, e-text, and large-print documents.

#### **5. Developing and Strengthening Community Linkages**

The university is active in the community in sponsoring and promoting programs that build and emphasize the value of diversity. For example, one of the primary roles of the Office of Institutional Equity and Diversity is to establish and maintain connection with under-served communities throughout the state. Similarly, the Office of Multicultural Academic Success offers professional expertise relating to people of color in higher education and strengthens the university's commitment to diversity by actively participating in the university community. The university sponsors the Friendship Foundation for International Students and supports community outreach activities such as the Asian Celebration, and related multicultural events.

The University of Oregon has actively participated in community organizations whose purpose is to foster cultural diversity and equal opportunity. Examples include the City of Eugene Human Rights Commission, the American Association for Affirmative Action, and the Diversity and Human Rights Consortium, an information sharing and coordination forum for agencies and jurisdictions that provide governmental and public services in the Eugene-Springfield metropolitan area.

The university has sponsored community symposia on alternative dispute resolution for race relations and has conducted affirmative action and equal opportunity training for various local businesses and private and public organizations and agencies.

The university also places great value on employee participation in the community and in public affairs. Employees are encouraged to join and hold offices in various community organizations. Community organizations and agencies are made aware of the university's recruitment interest in minority and women candidates for employment.

## **6. Reinforcing Diversity Infrastructure**

The university is committed to taking steps necessary to ensure a working and learning environment free of prohibited discrimination and discriminatory harassment for all employees and students. As noted above, its policies are widely communicated, along with the expectation that all members of the community will adhere with those policies.

The university has established processes, both formal and informal, that allow students and employees with concerns or questions about possible discrimination or discriminatory harassment to seek counsel, with multiple offices available to provide information and support.

The OAA&EO is designated as the Discrimination Grievance Counselor under the university's formal discrimination grievance process. Employees and students are specifically encouraged to bring general and specific equal opportunity and affirmative action issues to the attention of OAA&EO, or to any other responsible administrator. It is the commitment of the university that no individual shall be subjected to retaliation for identifying affirmative action problem areas or concerns or participating in any of the university's discrimination grievance processes.

Primary responsibility for discrimination grievance intake and investigation resides with the OAA&EO, with oversight by members of the Affirmative Action Administrative Council (AAAC) convened by the associate vice president of human resources.

## **XI. COMPLIANCE WITH SEX DISCRIMINATION GUIDELINES (41 CFR §60-20)**

The policies of the University of Oregon conform to the Sex Discrimination Guidelines set forth in 41 Code of Federal Regulations section 60-20, as specifically noted in this section.

## **A. Recruitment and Advertising**

The university actively recruits employees of both sexes. Any position for which sex is thought to be a bona fide occupational qualification (BFOQ) is subject to strict scrutiny by the director of affirmative action and equal opportunity and university counsel.

The university expresses no preference in employment advertisements placed in newspapers, professional journals or other media unless sex is a BFOQ. Advertisements of non-classified employment openings are reviewed for compliance by the Office of Affirmative Action and Equal Opportunity; advertisements of classified employment opportunities are reviewed by Human Resources.

## **B. Job Policies and Practices**

All relevant written personnel policies expressly indicate that discrimination against employees on account of sex is prohibited.

The university affords equal opportunity to employees of both sexes for any available job they are qualified to perform, unless sex is a BFOQ.

The same employment opportunities, wages, hours, benefits and other conditions of employment are provided for employees of both sexes.

In its employment practices, the university does not discriminate on the basis of marital status. Further, the university does not make a distinction between married and unmarried persons of the same or the opposite sex.

The university does not consider non-job-related factors such as family status and composition, e.g. parents with young children, in connection with employment opportunities.

University policy and practice assure that appropriate physical facilities are provided for both sexes, and members of one sex are not denied employment because there are no rest rooms or associated facilities.

The university does not rely on any so-called protective law(s) to discriminate against a female employee or applicant unless such provision constitutes a BFOQ. This same practice applies to questions of pregnancy as a physical disability. The university will rely on competent medical opinion in assessing whether a woman, while pregnant, is physically capable of performing a particular job. Such determination is made apart from consideration based on sex.

The university's Pregnancy Leave Policy complies with state and federal law. University policy prohibits penalizing women in their conditions of employment because they require time away from work for childbearing. The university affords pregnancy leave of absence and, where the employee meets state or federal regulations and university leave of absence requirements, such women employees shall be reinstated on return to the workplace to their original job or to a position of like status and pay without loss of service credits.

Written collective bargaining agreements with the Service Employees International Union (SEIU), the Teamsters Local Union 206, and the Graduate Teaching Fellows Federation (GTFF) are regularly reviewed to ensure consistency with the above policies.

### **C. Seniority System**

Sex is not a factor in any seniority system.

### **D. Wages**

The same wage schedules apply to employees of both sexes.

University policy prohibits limiting or restricting job classifications to members of one sex unless such distinction constitutes a BFOQ.

### **E. Affirmative Action**

The University of Oregon takes affirmative action to solicit applications from women for positions in which they traditionally have been under-represented. Among other things, the university publishes academic and other vacancies in professional journals whose target audience includes a high proportion of women, sends academic position announcements to professional and scholarly organizations and/or special interest groups within professional and scholarly organizations intended to reach prospective women candidates, and uses advertisements to indicate that women are encouraged to apply and will be treated equitably in the selection process.

University policy governing academic appointments requires that where a small list of finalists has been selected, "if there are minorities and women included on this list, then the best qualified of them shall be chosen, unless it is determined that some other candidate is demonstrably better qualified for the position or that no candidate is adequately qualified." (University of Oregon Policy 02.01.15 – Faculty: Hiring of Women and Minority Faculty)

The university offers training and educational assistance without regard to sex. Personnel practice permits, where feasible, part-time employment, job sharing, and other structuring designed to increase employment opportunities for women.

#### **F. Sexual Harassment**

In addition to its policy prohibiting discrimination on the basis of sex, the University of Oregon prohibits sexual and other discriminatory harassment through Oregon Administrative Rule 571-003-0025 which states in part:

Using arbitrary or capricious grounds to make available or to deny educational or professional opportunity to other members of the university community is unprofessional conduct and may constitute prohibited discrimination under the university's and the Oregon State Board of Higher Education's rules. Prohibited discrimination including discriminatory harassment and sexual harassment of students, faculty, or staff by other members of the university community is prohibited both by law and this rule. Unwelcome sexual activity by persons abusing positions of economic, supervisory, or academic power is inherently oppressive. Discriminatory harassment, including sexual harassment, regardless of the relative power of the harasser, is disruptive of the workplace and campus life, and it acts to deny its object equal opportunity as a student or an employee. Discriminatory harassment, including sexual harassment, shall not be tolerated at the University of Oregon . . .

Redress for members of the university community who believe they have been subject to discrimination on the basis of sex or sexual harassment in violation of university policy is covered in detail in the brochure entitled *Office of Affirmative Action and Equal Opportunity: An Overview of Services and Complaint and Grievance Procedures*, which is broadly disseminated to faculty, staff and students.

#### **XII. COMPLIANCE WITH GUIDELINES ON DISCRIMINATION BECAUSE OF RELIGION OR NATIONAL ORIGIN (41 CFR §60-50)**

The university's Nondiscrimination Policy includes an explicit prohibition against discrimination on the basis of religion or national origin, consistent with the federal Guidelines on Discrimination Because of Religion or National Origin. The university is committed to ensuring equal employment opportunity, and continuing its efforts to enrich the campus community through cultural in a manner that fosters sensitivity, understanding, acceptance and support of religious and cultural differences. This commitment is regularly communicated as a component of the university's comprehensive cultural diversity training for supervisors, employees and students. The university is committed to making a good-faith effort to reasonably

accommodate religious observances and practices of employees and prospective employees unless it is unable to do so without undue hardship to the conduct of the university's primary mission. In making this determination of reasonable accommodation, the university will consider at least the following factors: (a) business necessity, (b) financial cost and expense, and (c) resulting personnel problems. University employees and students who reasonably believe they are the victims of religious or national origin discrimination may file grievances under the University of Oregon Nondiscrimination Policy.

### **XIII. COMPLIANCE WITH AFFIRMATIVE ACTION GUIDELINES FOR COVERED VETERANS AND INDIVIDUALS WITH DISABILITIES (41 CFR §60-250 and 60-741)**

In keeping with its policy of equal employment opportunity for all persons, the University of Oregon does not engage in discriminatory practices against any employee or applicant for employment because of physical or mental disability in regard to any position for which the employee or applicant for employment is qualified. Also, the University of Oregon does not engage in any discriminatory practices against any employee or applicant for employment based on that individual's status as a special disabled veteran, Vietnam-era veteran, recently separated veteran or any other protected veteran<sup>9</sup> (hereafter "covered veterans"). In addition, in accordance with applicable federal regulations, the University of Oregon takes affirmative action with respect to individuals with disabilities and covered veterans.

This section contains the University of Oregon Affirmative Action Plan (AAP) for persons with disabilities and covered veterans. This plan is designed to satisfy the requirements of Section 503 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, and their implementing regulations as set forth in 41 Code of Federal Regulations sections 60-250 and 60-741.

#### **A. Policy**

It is the policy of the University of Oregon not to discriminate in its employment practices and in its treatment of applicants and employees who are individuals with disabilities or covered veterans. Employment decisions are based on job-related factors such as qualifications, job interest, job performance, and ability to do the job in a satisfactory, safe, and dependable manner, with or without accommodation as appropriate for individuals with disabilities.

To fulfill its obligations under section 503 of the Rehabilitation Act and the Vietnam Era Veterans Readjustment Assistance Act, the University of Oregon takes affirmative action to employ and advance in employment qualified persons with

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<sup>9</sup> Other protected veteran is defined as "a person who served on active duty during a war or in a campaign or expedition for which a campaign badge has been authorized."

disabilities and covered veterans at all levels of employment. Such action applies to all employment practices, including hiring, upgrading, demotion or transfer, recruitment or recruitment advertising, layoff or termination, rates of pay, and selection for training.

Applicants or employees who believe they are individuals with disabilities or covered veterans as defined under applicable statutes are invited to identify themselves, on a voluntary basis, to the Office of Affirmative Action & Equal Opportunity. This information is used solely for required reporting purposes (e.g., Vets 100 Report) and in connection with the university's affirmative action program for individuals with disabilities and covered veterans.

#### **B. Communication of Policy: Internal Dissemination**

The university's policy prohibiting discrimination against and requiring affirmative action to ensure equality of opportunity for individuals with disabilities and covered veterans is widely communicated and posted on university premises including the place of taking applications.

Supervisory and management staff are informed of the university's AAP for persons with disabilities and covered veterans and are advised how to properly respond to an employee who self-identifies as an individual with a disability or a covered veteran under this Plan.

The university's affirmative action policies and procedures regarding persons with disabilities and covered veterans shall be included in affirmative action training and reinforcing discussions with university managers and supervisors.

The university will seek to determine the availability of employees with disabilities and covered veterans who may be qualified for promotion or transfer consideration by ensuring that all employment opportunities are posted unless an exception to the posting requirement has been approved after appropriate review.

The university reviews its employment practices to ensure that personnel programs provide the necessary affirmative action for the employment and advancement of qualified persons with disabilities and covered veterans

#### **C. Positive Recruitment: External Dissemination of Policy**

The university utilizes appropriate, specialized recruiting sources, seeks their technical assistance when necessary in referral of candidates for employment, and informs those agencies of its equal opportunity policy.

Purchase orders and contracts (where applicable) contain proper references to compliance by the university with regulations regarding persons with disabilities and covered veterans.

Job openings are posted on the University's Jobs page and therefore accessible to the State Employment Division except for (a) positions that the university proposes to fill from within the organization, (b) executive and top management positions as defined in applicable regulations, and (c) positions lasting three days or less.

#### **D. Reasonable Accommodation**

The university will attempt to make reasonable accommodation for the known physical or mental limitations of an otherwise qualified disabled or special disabled veteran applicant or employee consistent with business necessity and financial cost.

The university will ensure that persons with disabilities and special disabled veterans have access to the employment process so they may be considered for jobs based upon their qualifications.

The university is committed to safeguarding the health and welfare of its employees. It is our policy to provide a safe work environment and sound operating practices. This policy includes these practices:

- Place prospective employees in work for which they are fully qualified and which they can perform safely, with or without reasonable accommodation.
- Determine whether reasonable accommodation(s) can be made for a person with a disability or a special disabled veteran that will overcome the limitations of the disability and enable the individual to satisfactorily perform the essential function of the job.
- As appropriate, the university will base job-related decisions concerning an employee's ability upon competent medical opinion.

#### **E. Records and Reports**

In compliance with the above regulations, the university maintains the following records and reports:

- A record of those employees who have self-identified or are otherwise known to be individuals with disabilities or covered veterans.
- A record of oral or written complaints from persons with disabilities or covered veterans alleging violation of related federal law or regulation. These records will be maintained for at least three years. These records will not be used in any discriminatory manner against such persons. These

records shall be maintained as confidential records as appropriate under applicable federal and state law and university policy.

#### **F. Compensation**

In offering employment or promotions to persons with disabilities and covered veterans, the policy and practice of the university is not to reduce the amount of compensation offered because of any disability-related income, pension or other benefit the applicant or employee receives from another source.

#### **G. Responsibility and Duty of the Director of Affirmative Action & Equal Opportunity**

The director of the Office of Affirmative Action & Equal Opportunity is given authority to implement the affirmative action program for persons with disabilities and covered veterans. The director has the full support of top management of the university. The director will monitor the AAP for persons with disabilities and covered veterans to ensure compliance with the appropriate regulations.

#### **H. Disabilities Issues Administrative Council**

The university established the Disabilities Issues Administrative Council (DIAC) to assist in its efforts to ensure compliance with the Americans with Disabilities Act (ADA). This group is comprised of representatives from campus departments that have responsibilities for serving faculty, staff, students and members of the public, including members of those groups with disabilities. DIAC advises on accessibility and other disability-related requests and concerns.

#### **I. Oregon State Veterans Preference Act**

In addition to meeting its obligations as a federal contract, as addressed above, the University of Oregon has taken necessary steps to ensure that applicants who are covered veterans receive preference in their consideration for employment with the university as required by the State of Oregon Veterans Preference Act.