

**College of Arts and Sciences**  
**Evaluation of Strategic Planning & Overview of Diversity Efforts**  
**2007 – 2012**

Efforts to promote diversity and ensure equity and inclusion within the College of Arts and Sciences have been many and varied over the past five years. Of particular note, the practice of producing annual reports has become commonplace for our departments and all units show evidence of creating new initiatives and encouraging sustained efforts. We endorse the continued practice of strategic planning and annual reporting for the next five year period and propose several innovations in the ways that we support and track our efforts. In particular, we have proposed to our departments that the College constitute a Diversity Steering Committee composed of representatives from across our three divisions. Most departments and programs welcome such an institutionalization of support for diversity efforts and most are eager to have a mechanism through which to learn about best practices in other CAS departments and programs.

Although we have made some progress, especially in having created a climate within which it is possible to discuss diversity efforts, there is a perception that we have made only limited gains in achieving meaningful representation for under-represented groups. Although we have some goals about increasing representation, we have been reluctant to set specific targets. We have anecdotal evidence and some locally generated figures to suggest some numerical gains, but for the most part we have not been able to conduct detailed assessments because we continue to lack easily accessible data with which to evaluate the success of our efforts. To rectify that situation, we repeat our plea for support and collaboration on such efforts, a plea that we have reproduced in each of our last three Diversity Action Plan Annual Reports:

*In particular, we would benefit from the development of performance indicators and the collection of relevant data from one of the centralized administrative units on campus (presumably the Office of Institutional Equity and Diversity, the Office of Affirmative Action and Equal Opportunity, and the Office of Institutional Research). The lack of a coordinated data collection and tracking method hampers our ability to assess the effectiveness of our efforts. In particular, we would appreciate receiving reports about the diversity of undergraduate students, graduate students, faculty, and staff. And because of the multiple categories needed for reliable and valid assessment, we would appreciate having reports compiled down to the department, program, and unit levels, and would need counts sensitive to the differences within the relevant categories (e.g., lower division vs. upper division undergraduates; graduate students in MA vs PhD programs; tenure-related vs. non-tenure-related faculty; classified vs. unclassified staff). Having this data would assist our departments in judging the success of their efforts. The college would be happy to work with the relevant administrative units to develop protocols for the reporting of such data which is presumably collected for other types of reporting purposes.*

On the following three pages we provide the requested paragraphs summarizing (1) our approach to diversity planning, (2) our goals and action items including some successes and failures, (3) some of our measurement strategies and issues, (4) progress and opportunities for improvement, and (5) future ideas and needs. Because the College of Arts and Sciences is large, we cannot adequately capture the activities for all our departments in this overview, so we also attach individual reports from each CAS unit as an appendix to this report. For a quick review of some varied and thoughtful approaches, we recommend looking closely at reports from Biology, Chemistry, English, Ethnic Studies, Philosophy, Physics, Theatre and Women's and Gender Studies.

*1. Provide an introductory paragraph regarding your approach/philosophy regarding diversity planning*

The College of Arts and Sciences (CAS) is composed of 45 academic departments and programs organized into three divisions: Humanities, Social Sciences, and Natural Sciences. The College is home to approximately 435 tenure-related faculty, 375 non-tenure track faculty, over 50 officers of administration, over 100 classified staff and almost 1,000 graduate teaching fellows. According to the 2011 *University of Oregon Profile of Students*, over 14,300 undergraduate and graduate students are pursuing majors in the College of Arts and Sciences. We possess a decentralized organizational structure with semi-autonomous departments at the same time that we embrace diversity of all types in our mission and in our everyday activities. As the liberal arts and sciences core of the university, the College not only houses the majority of under-represented students, staff and faculty, but also fosters academic inquiry focused on multicultural understanding and promotes equity and inclusion in a wide range of activities. The College of Arts & Sciences is committed to developing and maintaining an intellectual climate in which everyone – regardless of race, ethnicity, gender, sexual orientation, national origin, or economic class – has the opportunity to develop to the best of his or her ability.

Since the first step towards diversity is to successfully recruit under-represented groups, part of the College's approach to promoting diversity includes ensuring that all searches for new employees (instructional faculty, research faculty, classified staff and officers of administration) incorporate advertising and recruitment approaches that effectively reach out to diverse communities. In our efforts to recruit and retain a diverse population of graduate students, our departments have developed and shared innovative approaches to reaching non-traditional and under-represented students and, once these students have arrived on campus, providing additional mentoring support. Our efforts to increase numbers of underrepresented undergraduate students include developing programs such as SAIL, SPICE and SPUR which introduce middle school and high school students to campus. And, as an academic institution, the College of Arts and Sciences instills a greater appreciation for and understanding of diversity by developing new curricular offerings. Over the past five years, CAS departments have created new classes that emphasize diversity across cultures, ethnic groups, sexualities and genders. These efforts have been highlighted in our previous Strategic Action Plan Progress reports.

*2. Summarize the goals you have set and action items that you have accomplished in the past 5 year period.*

Within the past five years, four diversity-related academic programs within the College were granted department status: Ethnic Studies, International Studies, Women's and Gender Studies, and Comparative Literature. The biggest impact of the status change from program to department is that the tenure home of faculty in these units can now reside in the new departments rather than in an outside department or program. This change was intended to help us retain excellent faculty in these departments and allow us to be more competitive in recruiting new under-represented faculty in areas related to innovative research about diversity, cultural expression and social justice. These changes are also intended to enhance our ability to attract and retain graduate and undergraduate students from under-represented groups across the curriculum. During this time, the College also created two new diversity-related undergraduate majors -- Latin American Studies and Folklore, and three new diversity-related minors --African Studies, Queer Studies and Folklore.

Our Romance Languages Department piloted a new program, Spanish for Heritage Learners, with a curriculum designed to serve US Latinos and other students with prior knowledge of and interest in Spanish as a Heritage Language. This new program received both an Innovations in Diversity and Academic Excellence award and a Williams Council grant. Subsequently, a new faculty position was created in Romance Languages to direct and develop this program. In Winter 2013, a graduate-level course focusing on teaching Spanish to Heritage learners will be taught for the first time. This course is

expected to attract Spanish teachers in Lane County schools who otherwise would have no access to the specialized training required to serve the Latino community and is a good example of our outreach to the community.

Our success at recruiting international students during this five year period is evidenced by a 160 percent increase in enrollment in the American English Institute. We anticipate the need for future discussions of the optimal relative mix of international and domestic minority students in our student body, with a clear need for both.

College of Arts and Sciences' goals included ongoing support of our individual departments and programs' efforts to increase diversity. These efforts vary widely among our divisions; for example, in our Natural and Physical Sciences, gender diversity has been a top priority. Each of our Science departments has worked on increasing the pipeline of available female candidates for both tenure related positions and graduate student admissions. We have seen a significant increase in the number of females who are finalists in our searches. However, success in actually recruiting candidates has been limited and will need to be assessed over a longer timeline.

Another College goal is to have departments become more aware of climate issues and to strive to improve the environment for our students, faculty and staff. Departments have explored climate issues in various ways; some have conducted surveys & self-studies, others have held workshops & department retreats. Once issues have been identified, departments have taken appropriate steps to improve the climate within the department. For example, three years ago the Physics Department contracted with the Committee on the Status of Women in Physics to do a site visit and has since worked to address the issues identified by this study.

*3. Summarize the ways that you have measured your progress*

During the past 5 years the College of Arts and Sciences has worked closely with the Office of Institutional Equity and Diversity (OIED) to encourage innovative approaches to promoting diversity within the College. We have strongly supported calls for proposals for Innovations in Diversity and Academic Excellence. This program was first introduced in Spring 2008. That year, the College provided \$34,700 of funding for department initiatives. In Spring 2009, the College increased financial support of the program by funding \$68,628 of IDAE proposals, a 100% increase in funding over the previous year. Spring 2009 support increased by another 20% for a total of \$81,916 and in Spring 2011, the College of Arts and Sciences provided \$100,719 in support of the program, an increase of 22% over the previous year. These numbers only measure increases in our financial support; the true success of the program is measured by the quality and creativity of the proposals submitted by CAS departments.

However, it is still extremely difficult to measure results of the increased funding in relation to increases in various populations. We continue to hope that the University will develop a central UO resource for tracking the success of our departments' efforts to recruit and retain diverse undergraduate and graduate students as well as tenure related faculty, NTTF and staff.

*4. Comment on progress made and areas of opportunity/improvement still needed*

Each year since 2007, the College has produced a Strategic Action Plan Progress Report and posted it on our website. This report gave each of our departments the opportunity to billboard their efforts to achieve a more diverse University and to share their efforts with their colleagues. However, this year several CAS departments have expressed a desire for a more formal opportunity to share information.

Departments wish to hear about successful efforts in other units, common problems and possible joint strategies. In response to this request, the College will dedicate a department heads' meeting to discuss best practices to promote diversity. This issue will also be a topic in a divisional heads' meetings since the smaller structure of these meetings is ideal for an in-depth discussion of possible joint efforts among similar departments. The College will continue this practice for the future.

Our departments have also expressed support for the creation of an internal CAS Diversity Steering Committee to advise the Dean. During Spring 2012, the College will begin a discussion of the goals and structure of this new committee with the hope of having it established by Fall 2012.

In their assessments of diversity efforts during the past five years, several departments commented that while they are informed of opportunities to recruit and fund minority graduate students, they are not aware of opportunities to recruit under-represented undergraduate students to their field. A suggestion was made that perhaps Admissions or Academic Advising could offer additional resources to academic advisors within departments on how best to encourage a diverse and inclusive student body.

Several departments commended the Graduate School for the creation of the Promising Scholars award; departments noted that this award assisted with the recruitment of under-represented graduate students.

*5. Comment on directions that you foresee in the future regarding your diversity efforts; and if you would like, discuss the tools, infrastructure or conditions that you feel you need in order to successfully move in that direction*

The College of Arts and Sciences will continue to develop and support diversity promoting efforts throughout our departments. As stated above, a new direction will be the creation of an internal CAS Diversity Steering Committee. As we look back over the past 5 years, we're proud of our accomplishments but recognize that we have taken the first few steps of an ongoing journey.

As we determine to continue to improve our efforts, it will be necessary for the University to develop resources for collecting and disseminating data to assist us with assessing our successes and failures. Without such tools, our departments are relying on anecdotal evidence rather than firm data. The entire UO community would benefit from seeing a standardized annual "report card" on diversity numbers. As stated in prior reports, this data should include diversity information on undergraduate students, graduate students, faculty and staff. The College is happy to work with relevant administrative units to develop protocols for the reporting and dissemination of such data. We are also willing to help train and guide faculty and staff in ways to incorporate best practices into their normal procedures for recruiting, hiring and promoting faculty and staff, as well as for recruiting, retaining and educating an increasingly diverse student body at both the graduate and undergraduate levels. We are eager to work with the new Vice President for Equity and Inclusion to enrich the excellence of the University through promoting multicultural understanding and increasing many types of diversity within our campus community.

*Submitted April 2012*

# *Anthropology*

Anthropology Diversity Report, April 2012

## Feedback on CAS Diversity Steering Committee:

Anthropology supports the formation of an internal CAS Diversity Steering Committee to advise the Dean and CAS departments about how to promote equity and inclusion.

Anthropology definitely needs help coordinating equity and inclusion efforts. Despite being a department that studies diversity, diversity is often ignored unless the Head or a vocal faculty member brings it up, and sometimes the reception is problematic. A committee could offer best practices from other departments and, in general, keep diversity on the radar.

### *1. Provide an introductory paragraph regarding your approach/philosophy regarding diversity planning□.*

The mission of the Department of Anthropology comprises understanding human cultural and biological diversity through our research and teaching. Anthropology precisely focuses on diversity, defined as "differences based on race, ethnicity, national origin or citizenship, gender, religious affiliation or background, sexual orientation, gender identity, economic class or status, political affiliation or belief, and ability or disability." This is one of our disciplinary strengths. However, despite this mission, specific diversity planning has not been regularized; as mentioned above, diversity often gets sidelined unless the Head or a vocal faculty member brings it up, and sometimes the reception is lukewarm. We have a committee on Community Development that has diversity as one of its missions.

### *2. Summarize the goals you have set and action items that you have accomplished the 5 year period.*

#### Faculty:

We have diversified the faculty somewhat in terms of race and ethnicity—we have 4 Asian faculty members, 2 hired in the past 5 years. This year the Department carried out two hires, both in Archaeology. The pool was not very diverse, but two of the six finalists for 2 positions were people of color. However, we hired 2 white males because they were very clearly the most qualified. Last year, we hired an Asian male as a spouse of a biological anthropology hire; unfortunately, we were unable to offer him a minority recruitment package. We have a good gender balance in the department and various sexual orientations are represented.

#### Undergraduate Education:

Our course offering in all of our subfields—cultural, biological, and archaeology—contain a very high level of material on diversity. It would be fair to say that virtually all of our classes, in various ways, deal with issues on race, ethnicity, class, and/or sexuality and gender. This includes our 100 and 200 level “service” courses in which students across campus are introduced to issues of diversity as well as our upper division courses in which these topics are addressed in greater depth. World Cultures, Sexuality and

Culture, Ethnoarchaeology, Scientific Racism, Feminist Methods, Race and Ethnicity in Latin America, and Gender, Folklore, and Inequality are examples of courses that have diversity as central to course material. The Department has made concerted efforts to attract and welcome a diverse student population, in part through the curriculum offered and additionally through the strength of our undergraduate advising. Informally, it appears that there is an increase in the diversity of our majors, a development the Department will continue to encourage. A number of our majors have been/are McNair and Pathway Oregon students. Over the next several years, we intend to continue reaching out to a diverse student population by participating in events for high school students hosted by the university and by making presentations at select local high schools.

#### Graduate Education:

We have made the most effort in this area, with mixed results. Below I copied our full application for the Track 2 grant for RECRUITING AND RETAINING DIVERSE GRADUATE STUDENTS to illustrate all the efforts we have made and our plans for the future.

*3. Summarize the ways that you have measured your progress*

We have talked about diversity every time we need to make a diversity report, every time we hire, and every time we do graduate admissions; however, we have not measured our progress in a systematic manner.

*4. Comment on progress made and areas of opportunity/improvement still needed*

See above

*5. Comment on directions that you foresee in the future regarding your diversity efforts; and if you would like, discuss the tools, infrastructure or conditions that you feel you need in order to successfully move in that direction.*

See above.

### **TRACK 2: RECRUITING AND RETAINING DIVERSE GRADUATE STUDENTS**

The Department of Anthropology is an excellent choice for funding under the Track 2: Recruiting and Retaining Diverse Graduate Students initiative sponsored by the Graduate School and the Center on Diversity and Community. Our department is uniquely situated to benefit from this program and can reach those goals identified in the Academic Plan such as graduate enrollment growth, programmatic innovation and increased diversity of the student body. We respond below to the four questions posed as part of the application process.

1) Why is your program a good candidate for this project? What have you learned from graduate student feedback (e.g., 2009 Graduate Student Experience Survey, Graduate School-administered Exit Surveys, your own departmental or college assessment tools) regarding your program's strengths and weaknesses in recruiting and retaining the student body profile to which you aspire? The Department of Anthropology is an excellent candidate for this program for several reasons. Firstly we are an interdisciplinary department covering three linked but unique subfields each with its own distinct sets of questions and methodologies. Our intellectual orientation ranges from a deep connection to the hard sciences such as biology and

chemistry, to other social sciences such as geography, history, economics, political science, and sociology, to the humanities such as the arts, folklore, linguistics, and literature. As a result we attract a diverse coterie of students simply on the basis of intellectual interests. Yet, we are also unique in that many faculty members work outside the United States across a wide range of nationally and ethnically diverse locales. Those members of our faculty who conduct research in the United States often work amongst communities of historically marginalized peoples such as Native Americans, Alaska Natives, Latino, African-Americans or the white working poor. The nature of this research puts our faculty in frequent contact with a number of potential graduate students from a wide range of backgrounds. It is our desire to take advantage of these opportunities to attract excellent graduate students who might represent their home communities in academia and who might extend the positive reach of the university into areas previously untouched by our academic mission. The Department of Anthropology has a record of attracting strong international scholars and those from under-represented groups; however we believe we could improve upon this if given the resources and training to do so. Attracting students is only the very beginning of the process--- retention, timely achievement of graduate degrees, and successful placement are the true measures of the success of Anthropology's graduate program. Toward those ends we are committed to creating the best possible climate of inclusion and support.

In 2009 we participated in the Graduate Student Experience Survey. We had a fairly good response rate at about 68% but that number could have been even higher. We were concerned by the results and determined to improve our program on all fronts. We agree with the Graduate Council's observation that "programs with fewer students of color, first-generation graduate students, women, and/or international students) received stronger ratings on departmental climate and perceived efforts to promote a diverse, inclusive community than did some more heterogeneous programs." Thus, the challenges of having a fairly diverse student body resulted in our receiving lower ratings than many of those departments that have a more homogenous composition. We know from experience that having a genuinely diverse group of graduate students can result in social tensions between individuals who differ in communication styles, cultural backgrounds, and world views. Graduate school is also an arena where students simultaneously compete with each other for scarce resources while they are asked to work cooperatively together in courses, as GTFs, serving on committees, etc. Our goal is to create and sustain a healthy, professional, and productive climate in which all students feel valued and can realize their highest potential. Our survey numbers were particularly disturbing to us because we scored low in the very areas we believed were most important with regard to program climate: "racially inclusive," "diverse," and "fosters community among graduate students."

As a result of these findings, the Anthropology faculty created the Community Development Committee to pursue the results of the Graduate Student Survey and obtain a deeper understanding of our problems. The goal of this committee was to provide a safe and welcoming space in which to air grievances and elaborate on some of the issues that had arisen in the survey. The students were invited to schedule a time with two faculty members who listened to any issues students wanted to discuss. During the Spring term of 2010, the Community Development Committee conducted a series of interviews with

almost all current anthropology graduate students on campus to identify areas of satisfaction and dissatisfaction, and to develop strategies for improving the graduate student climate in the department. In total, the committee conducted 21 interviews of approximately 30 minutes each, and held numerous informal conversations with other graduate students. Overall, the majority of graduate students in the program took advantage of the opportunity to voice their concerns. There was remarkable consistency in many of the views expressed by the graduate students. The results of the interviews (which were anonymous) were presented to the faculty at a subsequent faculty meeting and were organized into several categories including the proseminar, the core course curriculum, GTF assignments, issues with advisors, decision-making in the department, divisions within and across the subfields, etc. The faculty discussed the results thoroughly and immediate improvements were suggested to address the major concerns with the proseminal, GTF contracts, communication between faculty and students and graduate curriculum. Perhaps the most interesting result of the interviews was a general sense among students that diversity was not a serious problem but that the faculty had exacerbated problems between the subfields through poor communication. This demonstrated to us a potential disconnect between the results of the Graduate Student Survey and our own internal interviews. It further illustrated the potential for climate within the department to shift rapidly.

**2) Describe the general profile of the students who typically apply to and are accepted into your graduate program(s). Describe current steps the program takes to actively attract the groups of students you are seeking to more effectively recruit (e.g., international students, women, underrepresented students of color, or others)**

Anthropology is a three-field department (biological anthropology, archaeology, cultural anthropology), and we have students applying from diverse intellectual backgrounds and coming with a variety of both undergraduate and graduate degrees. Normally we have 130-170 applicants per year. The majority in recent years have applied to the cultural anthropology subfield (83-87 on average). We often have a very diverse pool within the cultural anthropology applicants; of 86 applicants for the academic year 2012-2013, 39 of 86 applicants were either international students or students from historically underrepresented groups in the U.S.. This percentage drops considerably in the other two subfields with Archaeology having the next most diverse pool and Biological Anthropology having the least diverse pool. All subfields have relative gender equity in the applicant pool; indeed, across the U.S anthropology departments, there are at least as many female as male graduate students. In recent years, we generally have had slightly more women applicants than men overall. As mentioned above, one way we attract students is through our own research activities that place us directly into communities from which we can attract diverse applicants. We have recently updated our website to provide more accurate information about our research and the communities in which we work. The recent NRC rankings placed our department quite high indicating that through faculty excellence we have improved our national and international visibility.

**Current Steps To Recruit and Retain Graduate Students:**

There are currently no formal means or specific policies pursued by the Department of Anthropology with regard to recruitment and retention. Faculty members have recruited students from diverse backgrounds through personal and professional contacts. The department has updated and improved its website to increase visibility and to highlight

our five cross-subdisciplinary areas of excellence. Three of our five areas in particular attract diversity:

- **Indigenous and Minoritized Groups** encompasses issues facing indigenous and minoritized sites and cultural heritage. We foster indigenous scholarship (both undergraduate and graduate), and promote collaborative relationships such as those between the academy and tribal and local community stakeholders.
- **Identity, Heritage, and Globalization** encompasses the politics of culture, nationalism and transnationalism, folklore, tourism, and popular culture, performance and political economic change both in the modern world and historically. We investigate the different dimensions of identity including gender, race and ethnicity in a variety of contexts such as international development and political organizations, festivals, rituals, museums and state and local governments. We examine cultural heritage and cultural resource management as well as globalization and culture contact in both pre-contact and contemporary contexts such as migration and displacement.
- **Sex, Gender, and Sexuality** examines the evolutionary dimensions of sex and sexuality; variations in constructions of sex, gender, sexuality, and the body; intersections of systems of sexuality and gender with other systems of inequality such as class, race, ethnicity and political economy through the lens of social movements and popular culture; and kinship systems, broadly construed, as these relate to gender and sexuality regimes, through time and across cultures.

**Improving Curriculum:** We are currently increasing our course offerings at the graduate level by designing courses that “bridge” the subfields and cross conventional boundaries. These classes will be created and taught by at least two faculty members from different subfields to focus on issues related to our areas of excellence. In this way we hope to attract and retain students by demonstrating our commitment to exploring interdisciplinary approaches to a variety of contemporary issues. This will also strengthen student cohorts by having, for example, archaeologists engage with biological and/or cultural anthropologists on joint or complementary research projects.

**3) Provide a frank self-evaluation of how your program(s) currently fare in attracting and retaining diverse graduate students. Please note areas of strength as well as challenges.**

Although we have attracted diverse applicants via our research, personal contacts, website and departmental visibility, we often have difficulty providing the funding and institutional support to bring students here, guarantee their support and provide the kinds of resources necessary to help them secure housing, negotiate the university and (possibly) a new country. Our efforts to recruit diverse students do not generally falter at the initial point of contact, but in providing financial support and a welcoming climate. We have lost ~5 students from historically underrepresented groups in the last three years due, in part, to inadequate funding. In one case, the student's advisor was recruited to another institution, and the student chose to leave the U.S. In another case, the needs of the student's children had to be prioritized over the student's own work. In another case, adult members of the student's family relied on the student for financial and other support. In yet another case, the student was continually frustrated by expectations beyond what s/he could accomplish with his/her current skills. These are students who may be very far from home or lack the kinds of support networks that may be able to help

them thrive. Some are the first students in their families to pursue an advanced degree. Others have family responsibilities they cannot meet with a GTF salary.

**4) What are the outcomes you believe would be evidence of successfully achieving your goals as part of this program?**

In a recent study (Quarterman 2008)<sup>1</sup>, graduate students from diverse backgrounds were asked what the chief barriers to their recruitment and retention had been. Their responses indicated funding and supportive climate were key issues, some of which may resonate with our students:

- The need for planned recruitment and retention programs
- Lack of financial funding to support recruitment and stipends for retention
- An "insufficient number of eligible students"
- Students' feelings of social isolation/alienation/loneliness
- Lack of academic preparedness from undergraduate programs
- Ambivalence about job market
- Poor dissemination of information to diverse student population.

This leads us to believe that recruitment and retention are two aspects of the same challenge. Part of any effective recruitment strategy has to be the ability to demonstrate to potential students that their retention is a top priority. Evidence of success would be measured by four outcomes:

1. Increasing visibility and outreach to diverse students, with a consequent increase in applicants from diverse backgrounds
2. Increasing financial and institutional support for new students including the students' home or family networks.
3. Increasing the numbers of students that we retain in the program until completion of the degree.
4. Professional placement of students with degrees

Recently we have had success with our Ph.D.s from diverse backgrounds including:

- Deana Dartt-Newton – Native American Curator, Portland Art Museum
- Carla Guerriero-Montero, Associate Professor University of Delaware
- David Lewis – Cultural Resource Specialist, Confederated Tribes of Grand Ronde
- René Vellanoweth – Professor, California State University, Los Angeles
- Jason Younker – Associate Professor, University of Rochester

With funding from the Graduate School Program on Recruiting and Retaining Diverse Graduate Students, we would implement the following initiatives:

**In the area of recruitment:**

1. Increase communication to potential graduate students via personal and professional networks, conferences and seminars with a focus on departmental commitment to diversity coupled with highlighting the University's commitment to diversity.
2. Increase the amount of internal funding available for diverse students.

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<sup>1</sup> Quarterman, Jerome (2008) **An Assessment of Barriers and Strategies for Recruitment and Retention of a Diverse Graduate Student Population:** College Student Journal 42(4): Pages: 947-967.

3. Work closely with students to pursue all possible external funding.

**In the area of retention:**

1. **Graduate Student Diversity Visitation Weekend** - We would host a graduate student visitation weekend in the spring following graduate admissions. This will introduce newly accepted graduate students from diverse populations to the academic and cultural diversity of the University of Oregon and to our department
2. **The Mentoring Program** will organize activities throughout the school year to foster faculty-student relationships as well as acclimate students to the rigors of the academy. Participants will meet together on a monthly basis from September to May. Faculty members advise their mentees on how to navigate graduate school successfully and strategically, learn of the special circumstances of new students from diverse backgrounds, and develop broader skills in working with traditionally disadvantaged groups by learning and understanding the challenges multicultural students face.

We would expect that both of these activities would create a welcoming, supportive, and inclusive environment for graduate students of marginalized groups and enhance the educational experience of our students. This should help students transition to the rigors of graduate school and of obtaining Ph.D.s We would hope that this would increase the retention and graduation rates of students from historically marginalized groups.

**Other Specific Actions we will take to improve the climate of our Department include:**

- Hold a departmental workshop for faculty and current graduate students with a skilled mediator to address issues of race, difference, etc., and community.
- Establish mechanisms for graduate students to communicate concerns and problems, especially around issues of difference, to the department at large via the Community Development Committee or similar body.
- Work with counseling professionals on campus to assist us in this sometimes highly emotional process of negotiating these relationships and make sure that all department members understand the availability and importance of these services.

## Department of Biology Diversity Strategic Action Plan: 5 Year review, March 1, 2012

*1. Provide an introductory paragraph regarding your approach/philosophy regarding diversity planning*

Our diversity plan has grown over the past 5 years in several directions. Our overall vision has always stressed recruitment and retention of underrepresented and disadvantaged groups into life sciences careers, primarily as PhD graduate students although with some effort at the high school level to recruit undergraduates.

Our approach to recruiting has involved visitations and collaborations with institutions around the country by faculty who spread information, interest, and enthusiasm about our graduate research programs to diverse audiences. We have also recruited at national meetings that focus on minority student undergraduate research work and opportunities. Additionally, our undergraduate mentored research programs have provided an important avenue for showcasing our research and academic programs. Finally, we have used outreach through online networking with institutions and individuals.

Retention has been more challenging. Our efforts involve culturally responsive community building through graduate student groups. We have put energy into retention in the past 2-3 years by examining evaluations of our programs and working to make improvements.

*2. Summarize the goals you have set and action items that you have accomplished the 5 year period.*

In our original Diversity Plan, we noted the lack of diversity in our fields and our efforts toward improving our identification, recruitment, selection, admission, and retention of a diverse student population. We sought to improve these features, and, in doing so, we continually set new goals and added new directions toward meaningful progress.

We are continuing our efforts to fill and expand the pipeline, with faculty visitations, our summer programs, and our networking through national meetings. We have undertaken new projects in the past five years to help us evaluate and understand the effectiveness of our diversity work.

Our summer programs for undergraduate research provide opportunities for promising young scientists to participate in ongoing projects in our laboratories: SPUR, our NSF UO-REU Site Program in Molecular Biosciences, and our new NIH R25Summer Research Program in Child Health and Human Development. With these programs, we offer an intimate look into the complex culture of science for students who are at a crossroads in their career decision process. They present an intimate and clear picture of the excitement, thought processes, design strategies, research approaches, techniques, analysis, and methods of communicating scientific knowledge and ideas. These approaches have helped us generate regional and national networking activities, raising our national profile and, we think, attracting a diverse pool of applicants to our undergraduate and graduate programs. The generous involvement of the UO President, the Dean of CAS, the OIED Vice President, the Vice President for Student Affairs, the Vice Provost for Undergraduate studies in our SPUR and Biology department events has shown to our students the personal commitment of the UO administration in promoting diversity.

We have improved and expanded our diversity efforts:

Our IDAE 2010 grant funding from OIED and CAS ("Designing and Sustaining Successful Summer Undergraduate Mentored Research Programs: A University of Oregon Workshop for Northwest US Program Administrators & Directors") enabled us to network and share program ideas and strategies with colleagues and made a significant impact. This helped us expand the regional network for communication and information and resource sharing, and we have implemented several changes. Through SUMR, we developed a presentation for national meetings, (our 1<sup>st</sup> meeting at NSF in April 2012). Through our REU Site program in the NSF BIO directorate, we attend regular PI meetings for NSF UO-REU Site Program, expanding our network and recruiting capabilities. The involvement of our Dean of CAS and our OIED participants made an inspiring impact on our colleagues. UO commitment to the project also made an impact on our NSF program director.

Our IDAE 2011 grant funding from OIED and CAS ("A combined strategy for graduate recruiting in sciences at minority student research conferences") permitted us to recruit cross-disciplinarily more effectively at national meetings. We recruited for the sciences, Physics, Biochemistry, Biology, Geology, and Psychology. Meetings were attended by faculty, a graduate student, and undergraduates.

Biology developed a new camp component of the UO SAIL program (Summer Academy to Inspire Learning), which helps expand and fill the undergraduate pipeline by offering High School students a glimpse into college life, targeting underprivileged students.

Our retention efforts are aided in a large way by two active Biology graduate student groups, Career Advancement in the Biological Sciences (CABS) and Students in the Biological Sciences (SIBS) that host speakers, meetings and workshops and help to maintain a close cohort; another group, University of Oregon Women in Graduate Sciences (UO-WGS), promotes career opportunities for women in the sciences. It assists undergraduates to transition to graduate schools and it offers assistance to graduate students with children. In addition, our graduate students lead a workshop for UO undergraduates and SPUR interns on selecting and applying to graduate school.

Our professional training of graduate students and postdoctoral fellows in the responsible conduct of research includes segments on cultural competency, diversity in science, and social implications of scientific research. Our course was recently overhauled based on new guidelines from NSF and NIH.

We have undertaken an evaluation study under an Innovations in Graduate Education (IGE) grant ("Assessment of undergraduate research programs as avenues for enhancing diversity in Biology graduate programs") from the UO Graduate School, currently in its second year, which partners our program with CoDaC scholars. We have used 4 years of survey and interview data from SPUR archives and provided analyses that have helped us improve. We are currently developing an improved Mentoring Workshop and a website redesign to help us more culturally competent and visible to a diverse audience. We hope to apply our findings to graduate recruitment. We hope to create an evaluation algorithm that would find broad utility among training programs.

*3. Summarize the ways that you have measured your progress*

We have measured progress in our undergraduate Summer programs using formative and summative evaluations, evaluating process and progress aspects.

Our work with CoDaC and the Graduate School illustrates the value of broad evaluation exercises, followed by serious analysis (not just statistical) of the evaluations, further followed by action for change. This project, though small, could have larger applicability and broad implications if we could develop a standard evaluation protocol to be used more broadly among colleagues.

*4. Comment on progress made and areas of opportunity/improvement still needed*

We are encouraged by our progress, as summarized above, and we see potential opportunities that would require UO commitment to achieve. We would benefit from diversification at all levels. Very specifically, perhaps the most effective means of enhancing diversity among UO programs is to hire and retain faculty of color and faculty from underrepresented groups. This would take a concerted effort and real UO commitment to diversification, and possibly a change in mindset. We expect that the investment will be returned as a significant cultural change.

*5. Comment on directions that you foresee in the future regarding your diversity efforts; and if you would like, discuss the tools, infrastructure or conditions that you feel you need in order to successfully move in that direction.*

Our future directions include making our improvements permanent as infrastructural parts of our programs, continuing and updating our networking efforts to match expanding technologies. This will require search for additional funding in tight economic times.

Our IDAE 2011 grant funding from OIED and CAS, mentioned above, funded one year of participation at three such meetings. Continuing this funding yearly would make our diversity efforts more efficient and effective. This step would require yearly progress report and re-evaluation. The IDAE 2010 grant provided funding for one event. A fund for this type of workshop would benefit all departments.

For your 5 year reviews, it is suggested that you:

- 1. Provide an introductory paragraph regarding your approach/philosophy regarding diversity planning*

While CIS department values diversity, having a quite diverse faculty (both ethnically and gender-wise), and makes every effort to maintain diversity, we do not feel we have resources to go through the process necessary to develop a meaningful diversity plan (see 6 below). Also, there is a scarcity of racial minorities among both student and faculty/staff applicants. Therefore, the most impact the CIS department can have in promoting diversity is by increasing participation of women in computer science.

- 2. Summarize the goals you have set and action items that you have accomplished the 5 year period.*

1. Faculty recruiting: We have made a conscious effort to include a diverse group of highly qualified candidates among those interviewed for faculty positions. We have hired a woman Director of Undergraduate Studies. Unfortunately, three of our female faculty colleagues have retired during this period.
2. Internationalization of computer science education: We continue our efforts to infuse CS education with international aspects. Our faculty received two NSF grants to support these efforts: we offer a Distributed Software Development course in collaboration with Pekin University, organized two very successful Pacific Rim Summer Schools. We are also working to introduce an International Track in CIS major.
3. Broadening participation: We maintain a Women in Computer Science group with a departmentally funded GTF to help our students network, tutor students, and coordinate group activities. On several occasions, we sent our women students to a national conferences ("The Grace Hopper Celebration of Women in Computing"). We offer a seminar to improve understanding of the gender gap in computing and technology. In collaboration with Springfield School District, WICS conducts "Project Hatch" promoting involvement in computer science among female K-12 students. The project was designed with especial focus on providing early computer science exposure to young females, with hopes of improving the percentage of women studying computer science at the college level and

beyond.

The web site <<http://www.cs.uoregon.edu/groups/wics>> is used to inform women students of relevant UO and non-UO activities.

*3. Summarize the ways that you have measured your progress*

According to the Computer Research Association, only 13.8% of computer science Bachelor's degrees were awarded to females in 2010 (United States and Canada). See the recent OED article  
<<http://dailyemerald.com/2012/02/22/computer-science-still-a-male-dominated-major-at-the-university>>

*4. Comment on progress made and areas of opportunity/improvement still needed*

*5. Comment on directions that you foresee in the future regarding your diversity efforts; and if you would like, discuss the tools, infrastructure or conditions that you feel you need in order to successfully move in that direction.*

CIS having started, maintained, and financed WICS for many years, the support of the WICS GTF position (at minimum) should be assumed by higher level entities.

**6. From Los Angeles County Guide for a Model Diversity Plan**  
(<http://oaac.co.la.ca.us/ModelDiversityPlan.shtml>)

A. Diversity can be defined as "all the ways in which we are different and similar along an infinite number of lines." Four distinct dimensions characterize the many facets of differences and similarities of diverse employees. These four dimensions are:

1. Personality Dimensions: The unique characteristics of each individual that directly impact communication with others, which may include, patient or impatient, doer or thinker, assertive or nonassertive, listener or talker, flexible or inflexible, rational or emotional.
2. Internal Dimensions: Diversity characteristics that for the most part are not within a person's control, but shape expectations, assumptions and opportunities such as, age, gender, ethnicity, race, physical ability and

sexual orientation.

3. External Dimensions: Social factors and life experiences that are more under a person's control and also exert a significant impact on behavior and attitude. Examples of these include religion, marital status, parental status, educational background, income, appearance, geographic location, and work experience.

4. Organizational Dimensions: Characteristics of a person's experience within an organization which impact assumptions, expectations, and opportunities. This may include functional level or classification, management status, department/division/unit and work group, union affiliation, work location, seniority, work content or field.

B. The three general approaches for implementing diversity in an organization are Affirmative Action, Valuing Diversity, and Managing Diversity. These three approaches can be characterized as follows:

1. Affirmative Action: An approach with a goal to gain representation and upward mobility for ethnic minorities and women. It is motivated by legal and political considerations. It is focused on special efforts for targeted groups who are underutilized. It opens up the doors of the organization to establish the base for diversity.

2. Valuing Diversity: An approach with a goal to improve the quality of relationships between people. It is motivated by a commitment to capitalize on the richness of different cultures. It is focused on understanding the cultural similarities and differences within an organization. It opens up people's emotions and minds to diversity and establishes mutual respect and greater receptivity to diversity initiatives.

3. Managing Diversity: An approach with a goal to improve the full use of all human resources in the organization. It is motivated by the organization's commitment to provide quality service and achieve increased productivity. It is focused on creating a diversity friendly management system. It opens up the whole system to change and questions the policies and practices of the organization in light of the current diverse environment.

All three of these approaches may occur simultaneously, especially in a large organization. It is important to understand which of these approaches to apply before intervening in a particular situation.

C. Establishing a diversity plan: the assessment data should be used to

identify key issues to be addressed by the diversity effort.

#### **POLICIES AND PRACTICES ACTIVITIES**

1. Develop guidelines and recommend training programs to provide employees with a basic understanding of diversity issues and how to deal with those issues.
2. Recommend changes to senior management on employee recognition issues.
3. Recommend changes of upward mobility and promotional systems.
4. Recommend revised performance evaluation system.
5. Recommend improved recruitment process.

# Chemistry

## Department of Chemistry Diversity Issues

March 2012

Michael M. Haley, Head

The Department of Chemistry continues to work to improve the fraction of minority graduate students through recruitment efforts. For the last three recruiting seasons, we have targeted minority applicants (from both underrepresented and socio-economically disadvantaged groups) by seeking and being awarded Promising Scholars Awards from the UO Graduate School, a source of recruiting revenue for minorities that Chemistry had previously failed to utilize.

Spring 2010 – six awards, three joined program Fall 2010, two still here

Spring 2011 – three awards, one joined program Fall 2011, still here

Spring 2012 – four awards so far, too soon to know outcome

Second, Chemistry has intentionally targeted minority pools in our faculty seminar program. In this program, Chemistry funds faculty to give seminars at other schools with the intent of recruiting graduate students. Typically, these visits (ca. 20-25 per year) are to schools that are not on the usual faculty seminar tours. For the past two years we have also increased our efforts to bring speakers to the UO campus who are minorities or groups underrepresented in the sciences, i.e., women. In this latter category Chemistry has become one of the main sources of funding for the UO Women in Graduate Sciences group.

Third, Chemistry faculty, in cooperation with the UO Industrial Internship Program, have led the establishment of an OUS system-wide (except OSU) chapter of the National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCChE). Chemistry professor Darren Johnson is the UO faculty advisor (and is also faculty advisor of the WGS). The OUS chapter was recently certified, and importantly, the west regional meeting of NOBCChE will be held on the UO campus Spring 2013.

In relation to undergraduate students, Chemistry has an excellent record of working with the admissions office and with developing out-reach programs to the high schools and community colleges in Oregon. This includes participating in many admissions office recruitment efforts (e.g., Duck Days) including those specifically targeted at minorities, developing summer courses for high school teachers, developing enrichment events for high school teachers (e.g., the visitation of local high school science teachers arranged by Julie Haack and Dean Livelybrooks), and applying for and being awarded large block grants such as NSF GK-12 program. Chemistry will continue these efforts and looks for additional opportunities to help with minority recruitment efforts for undergraduate candidates. One of these is the recently NSF-funded "Scholarships for Oregon Scientists" program for incoming and transfer chemistry and physics majors. Chemistry faculty actively participate in targeted academic year programs (e.g., Ronald McNair Scholars, of which Chemistry has 3 this year) as well as summer research experiences targeted toward minority students, programs currently run through the MSI (REU, UCORE) and IMB (SPUR).

With regard to faculty and staff, Chemistry has had a long history of good representation of women on the faculty and staff – currently 25% of the faculty and over 50% of the staff. The former number is much higher than the national average for Chemistry (ca. 10%), but this demographic is aging. Attempts to hire three new women faculty over the last 5 years were not successful, primarily due to strong competition from other schools. We made excellent strides within the last couple of years in the number of minorities on the department staff. Narrowly defined as ~1.0 FTE long-term employees, we have gone from zero to two minority members on our staff of ten. Assuming the pool to be around 15-20%, this places us within national

averages. Nonetheless, if we are to make progress in minority hiring of faculty and recruitment of minority students, we will continue to look carefully at staff hiring and ensure that we are doing our best to have a diverse staff as well.

*Looking forward*

We ask the main UO administration and/or CAS to provide resources to improve the national competitiveness of the UO science departments for faculty. We feel that this is the primary way that will enable us to improve the recruitment of minority faculty in the sciences. The pool of top minority faculty candidates is small and intensely sought after nationally. The Eugene community is an excellent place to live, but historically has not been a particularly attractive setting for minorities. Prospective science faculty will be looking primarily at our reputation and record for being able to provide resources and support for their research and teaching efforts.

Finally, I think there also needs to be more direct leadership on diversity issues by CAS and/or Johnson Hall. Departments have likely varied wildly in their response to diversity needs, and I suspect all would benefit from a coordinated effort.

SUMMARY OF PROGRESS RE:  
CLASSICS DEPARTMENT STRATEGIC ACTION PLAN FOR DIVERSITY  
submitted by Lowell Bowditch, Department Head, 02/24/2012

The Classics department at the University of Oregon welcomes the opportunity to continue to pursue the goal and practice of diversity, as defined by the Diversity Plan adopted by the University Senate in May 2006. As a discipline that has at times been viewed as elitist and irrelevant to contemporary society, Classics recognizes that it is crucial to its survival that it embrace diversity in the make-up of its faculty and its students, in the content of its curriculum, and in the efforts that it makes toward public outreach and visibility. As stated in the department's original strategic action plan, the classics faculty believe that its efforts regarding diversity should be focused in three particular areas or "pillars" of the university wide plan: "Developing a Culturally Responsive Community," "Building a Critical Mass," and "Filling the Pipeline."

So far, we have been most successful in the first area, where we have continued to add to our permanent curriculum courses that examine issues of multiculturalism and diversity from the perspective of Greco-Roman antiquity. This was one of our primary goals and we have made distinct progress on this front by adding two new courses, "Ancient Food," and "Greece and China," both of which have become part of our regular curriculum ("Ancient Food" is taught by a member of the Classics department, but as an offering of the Humanities Program, with credit hours going to Classics). In addition, a senior instructor of Classics regularly teaches "Greece and India," a successful elective course that we plan to incorporate into our permanent offerings. These courses demonstrate our commitment to cross-cultural study and comparisons that promote the concept of diversity as a value that can profitably be embraced through study of the past as well as the present. Finally, the Classics Department regularly participates in a swap with English, whereby a faculty member of our department teaches a course on "Classics and Postcolonialism" (as the "Classical Tradition") in exchange for "Greece and China." Overall, the department has added four new courses with a multicultural perspective to its curriculum; we hope to have all these courses approved as general education multicultural courses in the future, but only one of them fulfills that requirement at this time.

With regard to the make-up of Classics faculty, we continue to enjoy gender diversity, with women comprising 50% of our tenure-line faculty and 50% of our instructors. Should we find ourselves hiring at the assistant professor level in the next few years, we will proactively encourage applications from underrepresented groups. In this endeavor we would welcome input regarding strategies that other disciplines and departments have used to build minority representation in the applicant pool.

With regard to students, the Department of Classics is committed to attracting more students from underrepresented groups in terms of race and ethnicity. We have discussed the potential usefulness of making presentations about the Classics major to minority student groups around campus. Many students simply do not know about Classics as a discipline. Such proactive publicity, wherein we advertise the major to targeted student

groups, would serve to inform and to attract those student populations that might not otherwise be introduced to the study of classical antiquity. In addition, we intend to implement a questionnaire for all our Classics students to find out their reasons for pursuing the major. When we have compiled the data from this questionnaire, we will develop further strategies for attracting underrepresented groups to Classics.

We also aspire to devote more time and resources to filling the pipeline, one of our goals in our original diversity plan. We still believe that bringing Latin back to the public school system provides an opportunity for the department of Classics to actively partner with high schools in the Eugene-Springfield area to encourage students from diverse backgrounds to pursue the study of classical antiquity at the university level. Given the severe cuts in funding public education, however, this goal continues to be elusive.

Finally, we wish to make scholarships in Classics available to women, minorities, and students with financial need on both the undergraduate and MA graduate levels. Such scholarships for two years of study at the university level would go far to attracting men and women from diverse ethnic, racial, and economic backgrounds, to the study of classical antiquity. In order to achieve this goal, however, we need the financial resources of interested donors.



March 1, 2012

## Five-Year Diversity Review: Comparative Literature Department

### 1) Our approach/philosophy regarding diversity planning.

- At the heart of Comparative Literature at Oregon has always been the kind of "commitment to international awareness and understanding" cited in the University mission statement and in the 2006 Diversity Plan.
- At the most basic level such awareness and understanding is *linguistic*: whence COLT's insistence on foreign language proficiency and on a responsible pedagogy for instruction in world literature.
- Increasingly as we have moved toward departmentalization and greater stability, we have focused our attention on the question of **translation**.
- Inter-cultural communication is arguably the sine qua non of successful diversity planning; a better understanding of the gains, losses, problems and pitfalls of translation will be paramount for any meaningful commitment to a diverse and international university.

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### 2) Our goals and action items accomplished.

In line with our mission, our 2006 departmental diversity report included four goals. I've listed them below, along with our recent actions taken to meet them:

- **Goal #1: Growing and diversifying our major**

- Since 2007 we've grown our undergraduate major by nearly 60%, adding an additional 20 new majors.
- Our outreach to a broader and more international segment of the undergraduate population has been aided by our NOMAD Mentorship Program as well as a revamped major and undergraduate curriculum (we added 11 new courses to our curriculum in 2008).
- The focus of both the Mentorship program and the new curriculum is even more explicitly internationalist than our programming had been in the past.
- We do not, however, currently track diversity statistics with our undergraduates.

- **Goal #2: Improving graduate recruitment and diversity (including possibility of a terminal masters program)**

- Our efforts to recruit an ethnically and internationally diverse graduate student body have only improved over the past few years.
- In 2011, half of our incoming class of 6 students were women of color, as well as international students (an Ecuadorian, a South Asian and a Brazilian).

**COMPARATIVE LITERATURE DEPARTMENT**

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- Two of our three admits in 2012 are from the People's Republic of China; the third incoming student this year is from Turkey.
  - We spent nine months researching the possibility of a terminal Masters in World Lit as well. We ultimately decided not to pursue that initiative – primarily due to limited faculty resources.
  - **Goal #3: Further developing COLT as a center for the study of translation.**
    - We have just successfully hired an assistant professor in the emerging field of Translation Studies (we recruited our first choice candidate). We are the first Comparative Literature department in the country to advertise in this field.
    - Since Fall 2009, COLT has been at the center of the Translation “wing” of the Global Oregon initiative, and the home of the Translation Studies Working Group.
    - We are increasingly recruiting graduate students working in translation
      - One of our top ranked 2012-13 doctoral recruits intends to specialize in translation studies; she has already accepted the admission offer
      - Of our seven ABD students, two are writing dissertations on translation oriented topics; One of these won a Fulbright to study in China for the other; the other is one of this year’s recipients of the UO Doctoral Research Fellowship.
  - **Goal #4: Hiring as a means to diversify curriculum and professoriate**
    - Our 2009 hire of Michael Allan (a native French-speaking Canadian/US bi-national who specializes in Francophone and Arabophone literature of the Middle East) has been utterly transformative.
    - This year’s successful hire promises to be similarly transformative by providing a faculty anchor in translation studies.
- 

### **3) Progress needed and future direction**

- We need to begin tracking the diversity represented by our undergraduates, and particularly finding metrics to investigate whether the international focus of our curriculum has managed to attract and serve a more diverse student body (anecdotally we believe this to be the case; e.g. one of our Majors is the founder of the Arab Student Union).
  - We need to shore up our programming in translation and translation studies; our current plan, already being discussed with our newest faculty member, is the possibility of a Masters certificate in translation studies and/or literary translation.
- 

Report submitted by Lisa Myōbun Freinkel, Department Head

# Creative Writing



UNIVERSITY OF OREGON  
College of Arts and Sciences

February 23, 2012

## Diversity and the Creative Writing Program: 2004-Present

### Faculty

The current faculty includes an Asian-American (Garrett Hongo), an African-American (David Bradley), and an Israeli-American (Ehud Havazelet). I am not sure whether Professor Havazelet's background falls within the current definition of "diversity." If it does not, it should. The above represent 50% of the tenure-track faculty in the program.

### Graduate Students

Between 2004 and the current academic year, a total of 107 students were admitted to our MFA program. 65% of those students (70 in all) were white and U.S. citizens. 35% (37 in all) were not. This second group includes students who self-identified as Hispanic or Latino, African American, Pacific Islander, American Indian, and multi-racial, as well as others (6 in all) from outside the U.S. (Canada, the UK, Sweden, and Turkey). I suspect that this is one of the most diverse groups of graduate students in CAS.

### Reading Series

Since 2006 16% of the authors that we have bought to campus as part of the Reading Series co-sponsored by the Creative Writing Program and the Honors College have come from underrepresented groups (6 of a total of 31 readers). We are committed to increasing that percentage as we move forward.

### Conclusion

The Creative Program remains one of the most diverse units in CAS—both in terms of its faculty and the graduate students it attracts. Our efforts to increase the diversity of the faculty are currently blocked by the lack of additional positions. Although largely successful, our efforts to recruit graduate students from underrepresented groups have been hindered somewhat by the limited amount of support available for those students. Many other programs—Michigan or Texas, for example—are able to offer incoming students a stipend (in addition to a tuition waiver) that is more than 50% larger than the one that is available from UO. The "Promising Scholar" awards from the Graduate School provide some help in this area. However, if we were

#### CREATIVE WRITING PROGRAM

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able to offer more substantial support to students of color, we would certainly be able to build upon the success described above.

Sincerely,

*George E. Rowe*

George E. Rowe  
Director, Creative Writing Program  
Professor of English  
Editor, *Comparative Literature*

## Diversity Planning in EALL

*Provide an introductory paragraph regarding your approach/philosophy regarding diversity planning*

EALL does not have an explicit structure in place to recruit students from traditionally underrepresented groups in the U.S. However, the recruitment and outreach efforts for the Chinese Flagship and Japanese Global Scholars Programs target high schools with Chinese and Japanese language programs as well as communities with high numbers of heritage students. Scholarship funds available through these programs have made it possible for students from economically less affluent homes to attend the UO. Two new courses in Chinese (Accelerated Chinese 199 and 399) are specifically designed to meet the needs of heritage speakers.

Perhaps more important than recruitment and outreach efforts, are that the subjects we teach and the diversity of our faculty attract and support the needs of students who wish to study issues of diversity in East Asia. A number of EALL faculty conduct research on issues of race, ethnicity and gender/ sexuality. The increasingly transnational focus of our department explicitly calls into question traditional ways of understanding national and ethnic identities. Moreover, many of the students who take our classes represent diversity in ways that do not show up on census data; some come from families with two or more races/ ethnicities (through marriage and adoption), others may be the first of their family to attend a U.S. university (anecdotally many of our students fit this profile), still others are exploring what it means to have a non-traditional gender or sexuality. By offering courses that expose students to cultures and ideas outside the U.S. mainstream, we hope to attract students with diverse interests and backgrounds and, in parallel fashion, present all students with a new and dynamic understanding of East Asian cultures that forces them to question their own cultural assumptions. As advisors, we work with all our students to help them find the support and resources they need to succeed and graduate.

*Summarize the goals you have set and action items that you have accomplished the 5 year period.*

EALL played a key role in the UO's successful application for Title VI funding. Central to our application was the establishment of Korean Studies at the UO. This year (AY 2011-12), EALL filled the first two tenure-track lines in Korean Studies at the UO; we also hired a second full-time NTTF in Korean language. Our ability to offer Korean Studies and four years of Korean language is an important expansion and diversification of our East Asian offerings.

*Summarize the ways that you have measured your progress*

- . The successful establishment of Korean studies courses.
- . Tracking the number of students enrolled in those courses
- . Tracking data provided by the UO on diversity of majors.

*Comment on progress made and areas of opportunity/improvement still needed*

In comparison to CAS, EALL seems to do well in terms of diversity of majors. 57% of our majors (AY 2010-11) identify as white; the next most significant group is those who identify as Asian (19%). Comparable CAS figures are 72% white and 5% Asian. Further diversity in the department is shown by the 7% of majors who identify as non-resident aliens, the 6% of majors who have two or more races, and the 2.7% of majors who identify as Latino/ Hispanic.

*Comment on directions that you foresee in the future regarding your diversity efforts; and if you would like, discuss the tools, infrastructure or conditions that you feel you need in order to successfully move in that direction.*

EALL is doing what it can to attract and serve the needs of students of students interested in East Asia including students of Asian descent. We will be offering a new course called Race and Ethnicity in Japan next year that may attract students from other majors including Ethnic Studies. There is obviously much room for improvement at the UO and EALL, but to be frank, given their resources and mission, it seems that Admissions is best positioned to attract and recruit a diversity of students to the UO. Departments should focus on developing curricula and engaging students in issues that matter to them. The innovative language and content courses we have developed in EALL are doing that. One administrative change that would allow us to do even more is the ability to offer co-taught courses across departments. Broadly transnational courses that look at Japanese cultural flows to South and North America, and the Chinese presence in Africa and the Americas are beyond the ability of any current faculty to teach but would help students and faculty imagine global cultural flows in exciting new ways.

## Progress Report on Economics Department Diversity Activities Over the Past Five Years

February 2012

Most of the department's relevant activities have been concerned with "Expanding and Filling the Pipeline" and "Developing and Strengthening Community Links," though we have also had some strategic hires of faculty and GTFs to address the "Building Critical Mass" pillar. To this end, here are our achievements in these areas:

### Expanding and Filling the Pipeline & Developing and Strengthening Community Links

1) Grow the Summer Academy to Inspire Learning (SAIL) program into one of the university's premier "fill the pipeline" programs. In the summer of 2006, the economics department started the Summer Academy to Inspire Learning (SAIL), which is now comprised of a sequence of four annual summer camps for local disadvantaged students during their high school career. Over the past five years

- a) Program has grown from 20 students to well over 100 students.
- b) Program has expanded from faculty involvement in Economics and Psychology, to now also including camps led by Biology, Human Physiology, Music, Physics, and Journalism faculty.
- c) Have secured over \$200,000 in pledged donor funding for the program.
- d) Now have a professional Associate Director to advance the program forward.
- e) Have expanded the program beyond summer camps to provision of year-round advising and mentoring of these students with UO undergraduates.
- f) Have had outstanding success in meeting program goals. Our oldest cohorts have graduated from Springfield H.S. the past two years, with over 75% of them going directly to post-secondary educational options. Seven of them are now UO students.

More information on the program can be found at <http://sail.uoregon.edu/>.

2) Other community outreach activities undertaken by the SAIL and economics program:

- a) Began organization meetings with all "fill the pipeline" and outreach programs on campus to better coordinate efforts and common goals.
- b) We now have our honors students in economics (in the course "EC 418/419: Economic Analysis of Community Issues") conduct analysis of community issues connected to diversity and equity. For example, this year two groups will use data from the local school districts to assess the effectiveness of the SAIL program, as well as a United Way program to help pre-school children in low-income neighborhoods come to Kindergarten ready to read.

### Building Critical Mass

- 1) Two of the seven hires we have made in the past five years have qualified for with Under-represented Minority Recruitment (UMRP) funds.
- 2) Two other hires are female, which we consider under-represented in economics, but which do not qualify for the UMRP.

We have used the UMRP monies to

- 1) Build critical mass of under-represented populations with our GTF positions, offering additional scholarship incentives to five GTFs, who we successfully recruited to our program.
- 2) We have put a substantial portion of the UMRP monies toward funding toward encouraging faculty and GTF research on issues of equity and diversity:
  - a) Seven of our twenty faculty members have had research on equity and diversity funded through UMRP funds, a number of them multiple times.
  - b) Six of our Ph.D. students have had research on equity and diversity funded through UMRP funds.

The funded topics include measurement of social inequality, inequality effects from environmental policies, and the effects of college competition for students on various student populations, including from under-represented backgrounds. The faculty and students presented their work in various public settings, both at the UO and externally, which then fits the “Developing and Strengthening Community Links” pillar.

# English

## **Five-Year Review of Diversity Efforts**

### **Department of English**

#### **1. Philosophy and Approach to Diversity Planning**

The English Department has been at the forefront of campus initiatives aimed at enhancing diversity at UO for decades. Indeed, the Department (with the strong support of the College of Arts and Sciences) began pursuing an aggressive diversity agenda long before the University's higher administration took steps to establish diversity as a campus priority. During the last five years, the Department has focused its diversity efforts on three areas: curriculum development, graduate student recruitment, and faculty hiring. We have made significant progress in all three areas.

#### **2. Goals and Accomplishments in Last five Years**

**Curriculum Development:** Some of the English Department's most notable gains in diversity planning have occurred at the level of curriculum development. When the faculty gathered five years ago to strategize about diversity goals and challenges, it was decided that a major overhaul of our undergraduate curriculum in Ethnic American literary studies was needed. At the time, we had an uneven blend of courses in Native American Literature, African American Literature, Women Writers, and "ethnic folklore." We decided to revise and expand this array of undergraduate courses by creating introductory and advanced offerings in four areas: Native American, African American, Asian American, and Latino/a writers. The Department now offers the following:

- ENG 241 Introduction to African American Literature
- ENG 242 Introduction to Asian American Literature
- ENG 243 Introduction to Chicano and Latino Literature
- ENG 244 Introduction to Native American Literature
- ENG 245 Ethnic American Literature
- ENG 246 Global Literature in English
- ENG 360 African American Writers
- ENG 361 Native American Writers
- ENG 362 Asian American Writers
- ENG 363 Chicano and Latino Writers
- ENG 364 Comparative Ethnic American Literatures
- ENG 365 Global Literatures in English
- ENG 488/588 Race and Representation in Film
- FLR 370 Folklore and Sexuality
- FLR 416/516 African Folklore
- FLR 418/518 Folklore and Gender

We believe this dramatic expansion of the curriculum in Ethnic American literary studies is one important way to enhance the experience of UO students in relation to the University's diversity goals.

**Graduate Student Recruitment:** Recruitment of highly qualified graduate students who enhance the Department's intellectual and embodied diversity aspirations is also a crucial area of emphasis. By pooling the Department's Underrepresented Minority Recruitment Funds, we have been able to strengthen our offers of support to prospective graduate students. Also in order to improve our recruitment efforts, we have created a special track within our PhD Program, the Structured Emphasis in Ethnic Literary Studies. This program is designed to capitalize on faculty strength in the area of Ethnic literary studies and to attract highly qualified PhD candidates by offering them a carefully focused concentration within the graduate curriculum. Finally, with the help of Collins Professor David Li, we have also created the Collins Scholarship, a key recruiting tool for Ph.D. applicants interested in pursuing scholarship on ethnicity and/or globality.

**Faculty Hiring:** English has been working hard to diversify its faculty for at least twenty years. In the early 1970s, when courses in women writers and Native American and African American writers were first offered, the department had no dedicated specialists in these emerging fields. Roughly half the faculty is now made up of female scholars, many of whom concentrate on women authors and issues of gender and sexuality, and we now have a very strong cadre of scholars working in all aspects of race and ethnicity studies. An abbreviated list of recent hiring decisions that bear on the issue of faculty diversity (especially in the context of ethnicity) would include:

Quinn Miller, Queer Theory, Gender and Sexuality, Film and Media (hired 2012)  
Kirby Brown, Native American Literature (hired 2010)  
Courtney Thorsson, African American Literature (hired 2009)  
Enrique Lima, Literature of the Americas (hired 2006)  
Pricilla Ovalle, Latino/Latina Film Studies (hired 2006)  
Ernesto Martinez, CSWS (tenure home in English) Women's and Gender Studies (hired 2006)  
Michael Hames-Garcia, Ethnic Studies (tenure home in English) Latino/Latina Literature, Prison Literature (hired 2005)  
Lisa Gilman, African Folklore (hired 2005)  
David Vazquez, Latino/Latina Literature (hired 2004)  
Sangita Gopal, Post-Colonial Theory and Anglophone Literature (hired 2004)  
Anthony Foy, African American Literature (hired 2002; resigned 2006)  
Cynthia Tolentino, Asian American and African American Literature (hired 2002)  
Anand Prahlad, Folklore and African American Lit. (hired 2000; resigned 2002)  
Jayna Brown, Ethnic Studies (tenure home in English) African American Literature and Dance (hired 1999; resigned 2002)  
David Li, Collins Professor of English, Asian American Literature (hired 1998)  
Elizabeth Wheeler, Contemporary American Fiction, Caribbean Literature, Disability Studies (hired 1996)

We remain committed to building faculty strength in these now well-established fields.

### 3. Ways We Have Measured Progress

We measure our progress toward diversity goals by taking stock of our efforts regularly during Department meetings. We do not use systematic measurements so much as we regularly discuss our goals and results. We are meeting next week, for example, to address hiring strategies aimed at enhancing the diversity of applicant pools in future searches.

#### 4. Areas of Opportunity/Improvement

Graduate student recruitment is probably the area in which we have struggled most. Graduate students of color and those working in Ethnic American literary studies are often sought after by better funded universities, all of which have their own ambitious diversity goals. We have sought to compete for the most talented of these students, but our record of recruitment is weak. Our Director of Graduate Studies, Prof. Bovilsky, is spearheading a group of faculty who are working to improve the Department's performance in this area this year.

#### 5. The Future of Diversity Efforts in English

The Department of English is proud of its overall progress toward diversity goals over the last twenty years. We see the institution of a University-wide diversity plan, with its periodic reporting protocols, as a minor annoyance and distraction, since we have been working hard on these issues with little fanfare all along, yet we applaud the University for joining us in these efforts. Our hope is to continue focusing our diversity goals on the interrelated areas of curriculum development, graduate student recruitment, and faculty hiring.

## Diversity Strategic Action Plan comments from Environmental Studies

February 29, 2012

General things that have worked well for ENVS

**1. Promising Scholar Awards from the Graduate School.** We have had several of these awards in the past five years. Whether the students who received them came BECAUSE of them is hard to say, but we were happy to have been able to add diversity to our graduate student population in this way.

**2. Faculty joint hire with Sociology.** We prioritized interdisciplinary scholarship and identified environmental justice as an area of special interest. And while the person we hired (Kari Norgaard) is not herself an ethnic minority, her work with the Klamath tribes and her scholarship and teaching in environmental justice is important to our program and is likely to attract more minority graduate students to our program (too early to know that for certain)

**3. Incorporating diversity into the curriculum.** In addition to explicating dealing with issues of diversity and social justice in courses such as the one Kari teaches (ENVS 435/535, Environmental Justice) we have incorporated events or activities into other parts of our curriculum. These include:

- IN ENVS 425, service-learning projects are built on the foundation of 'knowing your audience'. Students must examine and discuss how they will adapt the educational programs they are designing to be inclusive and meet the needs of diverse audiences. Inclusive means considering the many markers of identity - gender, ethnicity, class, age, and ability. This training helps us develop a culturally responsive community.
- In the Environmental Leadership Program, the environmental education components work with low-income schools in general. For example, Adams Elementary School was 65% free and reduced lunch school (a marker of socio-economic status) prior to the merger with Crest. We work in rural schools as well, like the McKenzie Middle School. We mostly reach low income students rather than ethnically-diverse students.

As to the broader questions.

*In particular, would you support the formation of an internal CAS Diversity Steering Committee to advise the Dean and CAS departments about how to promote equity and inclusion in the college? Do you need help coordinating equity and inclusion efforts, and*

*if so, how should this assistance be organized?*

With a unit as small as ENVS, getting a firm grip on metrics for how we are doing is hard – we've hired two new faculty members in the past six years – neither are minorities, but as mentioned above, we feel very good about what Kari Norgaard brings to our efforts to be inclusive. But sample size is small. The same is true if we look at the diversity of graduate students in our program.

Our undergraduate program is large enough that some meaningful measurements might be made. It would be interesting to know how the diversity of students in our program compares to others in CAS or across the University. It would also be interesting to know if we have managed to be more inclusive than environmental studies programs nationally are. It has traditionally been a field dominated by non-minorities.

Rather than have fixed targets for x percentage of minority students or faculty, I think a more useful approach would be to have reports such as these discussed annually at the Dept Head retreat or in some other meeting of Heads/Directors. Hearing what some units are doing that is successful could help other units to develop similar strategies. And just keeping the issue on the table for discussion can be useful, too.



To: CAS Dean's Office  
From: Lynn Fujiwara, Department Head, Ethnic Studies  
Date: April 1, 2012  
RE: Diversity Plan SAP 5-Year Progress Report

The past five years have marked significant growth and stability for the Department of Ethnic Studies. We see Ethnic Studies as a central element to the diversity efforts at the University of Oregon. ES is an intellectual leader and political locus for scholarship on race and intersectionality, and ES faculty are individually and collectively involved in multiple projects, groups, and affiliations across campus. We see our efforts toward institutional equity and diversity as core to our programmatic goals for undergraduate education, graduate student training and mentorship, staff and community cohesion, and faculty support and development.

The most significant goal that we have achieved was the departmentalization in 2008. This accomplishment has led to our ability to recruit and hire two new faculty members, one at the senior level in African American Studies, and one at the junior level in Caribbean globalization studies with ES as their full tenure home. Likewise, we have promoted an assistant professor in Native American Studies to Associate Professor, and are currently in the process of promoting two more assistant professors to the associate level in 2012. And in 2011 we successfully promoted an associate professor to full professor. Unfortunately we did not retain our other full professor, which is a major loss for our strong focus in Native American Studies. We hope to rebuild this in the coming year.

The successful departmentalization and the growth of our faculty are essential for building critical mass in CAS and the UO more broadly. Our affiliate faculty find ES an intellectual space for collaboration and support for their own work. This also feeds into a more vibrant campus climate where symposia, works in progress, and lectures reflect the broad interests of faculty engaged in race, culture, institutions, and intersectional approaches. However, we are still a small department with too few faculty to carry out the large scale growth we would like our department to undertake. Faculty leaves and family obligations can leave us with a year where the growth we have accomplished will once again be put on hold.

Our faculty are extremely accomplished and active scholars who win awards, and are sought for their expertise, retention is a serious issue as we face mid-career opportunities at other universities.

**DEPARTMENT OF ETHNIC STUDIES**

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*An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act*

With the added faculty over the past five years we have substantially restructured our undergraduate major to promote excellence in undergraduate education in Ethnic Studies. We developed a three-quarter sequence of theory, method, and research where every ES major researches and writes a major senior paper as part of their degree requirements. In addition new courses on critical race theory; whiteness studies; race, empire, and globalization; race and popular culture; race and criminal justice; and race and cinema; have added to our course desirability, while also providing a breadth in curricular areas in the field. We began the 2011-2012 year with a faculty retreat to discuss our vision and goals regarding our curricular development. We hope to succeed in more fine-tuning to further the growth of our undergraduate majors and minors.

With the assistance of CAS and the Graduate School, ES has actively pursued our exploration of developing a graduate program. We started the year off with a departmental conversation to develop a plan of action to utilize the resources for an administrative GTF to research graduate programs in ES and similar areas. Through the Winter quarter, we hired a GTF to conduct a major exploration of existing ES, American Studies, and other innovative interdisciplinary graduate programs. This information has been compiled and was presented to the faculty at our symposium with invited guest, Nikhil Singh, the graduate director of American Studies at New York University. Clearly there is a need and demand for a program in critical ethnic studies in the Pacific Northwest region.

Our graduate studies symposium consisted of the core faculty, our affiliate faculty, and other invited interested parties. Professor Singh was extremely resourceful and helpful in our discussion about the plausibility in terms of logistics, and demand in terms of region and departmental strengths that we possess. Our GTF research and symposium were most fruitful, and have led us to want to pursue a graduate program in ES, likely in collaboration with WGS – to result in a graduate program in Race, Gender, and Sexuality Studies. However, all the faculty unanimously believe that in order for us to take on this new programmatic endeavor, we absolutely need more faculty lines. Establishing a graduate program in ES would make an immense impact on pipeline issues from undergraduate, to graduate, to faculty lines. With this institutional infrastructure in place, ES at the UO would be a cutting edge department along with other highly regarded programs across the country.

**A note about the process of Strategic Action Plans:**

While this process is useful for departments and colleges to reflect on the efforts made, accomplishments achieved, continued work to be done, it is important for the work around diversity to meet benchmarks with rewards and consequences. To

make the work of institutional diversity matter a university mandate needs to make clear that accomplishments are counted and recognized (structurally, not just symbolically) with more departmental support – i.e. letting the good work pay. And for those units who continue to struggle - interventions, or different forms of incentives should be put in place.

I do think an internal CAS diversity steering committee could be a potentially positive body to establish guidelines for such 'rewards' and 'incentive' models, in addition to taking the charge of fulfilling diversity plan goals under the new OIED leadership. However it is important that a committee such as this has a clear cohesive vision in order to be effective and successful.

On the point about the retention of faculty of color, I will take this opportunity to voice my concerns about the current CAS/University policy, which is to only provide retention packages when a faculty member has an outside offer. For faculty of color, and particularly of the high caliber in ES, this is a grave position for us. The job market process is time consuming, distracting, and not a course someone chooses to take lightly. If a faculty member is pursuing the job market in order to better their existing position at the UO, we greatly run the risk of loosing invaluable faculty members through a process they may not have otherwise approached. I strongly urge the university to make a proactive approach to diversity related retention efforts. Given the need for critical mass of faculty of color at the University of Oregon, this needs to be a top priority for the larger diversity plan.

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# Folklore

## The Oregon Folklife Network: *Developing and Strengthening Community Linkages*

The Folklore Program in collaboration with the Arts and Administration Program in AAA and UO Libraries Special Collections is establishing the Oregon Folklife Network (OFN), a statewide public folklore organization on campus. The OFN oversees public folklore programming (e.g. folk art exhibits, folk artist apprenticeship programs, curricular development, festivals) with cultural communities across the state, including Latinos, Native American, and immigrant/refuge communities. In addition to programming, the Folklore Program's Randall V. Mills Archives of Northwest Folklore in partnership with Special Collections of the Oregon Libraries will manage the holdings of the Oregon Folklife Program (now OFN), much of which consists of documentation of the arts and cultural practices of these same underserved populations.

### OFN initiatives:

- Awarded National Endowment for the Arts Native Language-Arts Apprenticeship  
*Collaborate with Grand Ronde to integrate basek-tweaving with language revitalization efforts*
- Partnering with Warm Springs Culture and Heritage Language Dept.  
*Digitize sound and video recordings of songs, dances, oral histories, and spoken language. (Includes training Warm Springs staff in sound preservation skills and best practices.)*
- Joined UO Native Strategic Planning group.  
*Coordinates work with native populations, visits to native reservations, and advocacy efforts for native inclusion in UO activities, facilities, and focus*
- Invited to video document Tribal Legacies Teacher Training Workshop to improve K-12  
*Oregon History curriculum to be more inclusive of Native perspectives (July 2012)*
- 36<sup>th</sup> Annual American Indian Youth Camp  
*Conducting training for four youth to self-document the (July 2012)*
- Oregon Latino Heritage Collaboration:  
*Project committee Latino Roots traveling exhibit – community self-documentation workshops.*
- In the 2011-2012 academic year, the OFN initiated a Traditional Artist Apprenticeship Program (TAAP), funded by the National Endowment for the Arts. TAAP provides grants to an artist to teach an apprentice from her or his community a traditional art form that otherwise might receive little support. Traditional Arts Apprenticeship Program – record-breaking 38 applications:
  - o Palestinian Embroidery, Ghanaian Music, Warm Springs Baby Board making, Dry Stone Masonry, Indian Carnatic music, Tai Chi Dance Movement, Traditional Mexican Dance and Costumes, Irish Dance and Piping, Tribal Storytelling, Western Saddle Making, Ukrainian Egg Decorating, Native American Dentallium piece work, Classical Dance of India, Chinese Rod Puppetry, Corhusk Basketry
  - o Beaverton, Warm Springs, Corvalis, Portland, Veneta, Glide, Central Point, La Grand, Baker City, Otter Rock, Terrace, Eugene, Grand Ronde

### New Folklore major and minor

The Folklore Program proposed a new undergraduate major and minor in Folklore, which was approved and will go into effect in Fall 2012. A key objective is for students to engage critically with the folklore forms of communities, many of which are defined by race, ethnicity, class, and gender identities, in the United States and abroad.

### **Diverse students: *Building Critical Mass***

The Folklore Program has successfully recruited one graduate student a year from an underrepresented group in the past two years by offering a Promising Scholar Award, and we are currently offering the same to a student for the next academic year.

### **New courses: *Improving Campus Climate***

During the past five years, Folklore faculty have developed new courses that fulfill the university's multicultural and diversity requirements:

- FLR 225 Voices of Africa
- FLR 370 Folklore and Sexuality
- FLR 416 African Folklore
- FLR 418 Folklore and Gender

### **Folklore faculty research:**

A number of Folklore Faculty pursue research that interrogates relationships between the arts, power, and social identities (based among other things in race, ethnicity, and gender) in the United States and abroad.

# Geography

## Department of Geography Diversity Actions—5-Year Review

April 6, 2012 – by Peter Walker, Department Head

### 1. Approach/philosophy regarding diversity planning

Some scholars have half-jokingly referred to geography as the study of everything. Geographers study the world from the perspective of the vast array of differing landscapes, environments, cultures, social structures and processes, political and economic systems, languages, religious beliefs, sense of identity and place, and the methods and technologies that we use to study, understand, and inform and teach about this vast diversity. A quick glance at the UO Geography Department's course offering indicates that this is precisely what we are doing. In short it is probably fair to say that at its core geography is the study of the world's diversity. It is hard to think of another discipline for which diversity is a more central theme.

Yet, one of the core findings of the discipline of geography over the last several decades has been that within our own discipline the knowledge, interpretations, and understanding of the world's people and places that we gain through the study of geography are strongly influenced by the origins, experiences, and perspectives of scholars themselves. And yet, the discipline of geography in the United States faces a major challenge of building diversity within our own scholarly community (see for example data and strategies for diversity by the Association of American Geographers at <http://www.aag.org/cs/diversity> ). Our own Geography Department at UO faces challenges that are similar to those faced by the discipline nationally. As enumerated in our department's previous years' diversity reports, we believe we have much to be proud of in terms of our contributions to the understanding of diversity at our university. Where we still see a major challenge is in promoting diversity within our own community of faculty and students.

### 2. Goals you have set and action items that you have accomplished

As enumerated in our past years' diversity reports, our department has vigorously promoted diversity, with our goals defined by the “six pillars” of the 5-Year Diversity Plan. To help develop a culturally responsive community and improve campus climate (pillars 1 and 2), we have focused largely on enhancing our focus on diversity in our course offerings, including providing statements about special accommodation and information on how to contact the bias response team, in our course syllabi. We believe we have been successful in bringing diversity and an improved campus climate into our curriculum and into our classrooms.

In terms of building critical mass and “filling the pipeline” (pillars 3 and 4) our efforts have largely focused on increasing the presence of underrepresented communities in our graduate student and faculty recruiting. Although we have had some success on both of these (for example, we hired our first tenure-track person of color faculty member in 2007 and our only current person of African descent in our

graduate program in 2009), these “pillars” represent perhaps the single biggest challenge for our program. For example, we seem to be particularly challenged by our frustrating failures, despite our vigorous efforts, to recruit graduate students from underrepresented communities because of our inability to provide offers of financial support that are competitive with other universities (notably, our only current graduate student of African descent came to us because she had a three-year Fulbright scholarship in hand, and we were not required to provide her with funding).

With respect to developing and strengthening community linkages and developing and reinforcing diversity infrastructure (pillars 5 and 6), our program has focused on a range of outreach efforts that include our summer K-12 geography teacher education program, Geography Awareness Week, various individual faculty outreach efforts (for example, Shaul Cohen’s work with the Inside Out program—which contributed to his winning of this year’s Martin Luther King Jr. Award), and various technology-based efforts to assist underrepresented communities, such as the mapping and navigation-for-the-blind efforts by our Infographics Lab and Professor Amy Lobben. Our past years’ diversity reports show the large number of significant achievements in our department in fulfilling these goals, for which we are frankly quite proud.

#### *3-4. Measurements of progress and progress made and areas of opportunity/improvement*

As noted in the first section of this report, we can think of our accomplishments with respect to diversity in two broad categories—promoting the awareness and understanding of diversity in our research, teaching, and community outreach; and building diversity within our own community of students and faculty. In terms of research, teaching, and outreach, we see no single easy metric of progress, but perhaps a single metric would not be particularly illuminating. We feel generally satisfied that our contributions in this realm have been and will continue to be significant. With respect to building diversity within our own community of students and scholars, one obvious metric is the proportion of persons from under-represented communities in our faculty and graduate student populations. By that measure we are frankly not doing nearly as well as we would like. Among our current faculty of 16 persons (including several faculty members who are jointly-appointed with other programs), only one is a person of color. Among our 35 or so graduate students, only a handful (depending on differing definitions) are persons of color or other underrepresented communities. There are obvious difficulties associated with defining a precise quantitative goal for diversity within our faculty and graduate student community; yet, in a discipline for which diversity is a core concept of research and education, our notably limited diversity in our faculty and graduate student populations is certainly a major concern and an area for improvement.

#### *5. Future directions*

In sum, the Geography Department is proud of our contributions to promoting the understanding of diversity on campus and in our community. Our biggest challenge is building diversity in our own scholarly community. Limited resources significantly constrain our ability to recruit scholars from more diverse backgrounds.

# Geology

Over the past 5 years, the Department of Geological Sciences has tried to improve diversity by supporting a large number of women faculty and grad students, the annual UCORE program, and maintaining an active community outreach program. Over the past five years, our numbers of female graduate students has stayed approximately the same; our percentage of female professors has decreased, because our most recent faculty hires were male; the annual UCORE program has increased its participation, and our outreach efforts have increased.

UCORE brings community college students from across the region to university research labs for a 10 week internship (see website: <http://pages.uoregon.edu/msiuo/undergrad/ucore/ucore.html>). Last summer (2011) we worked with 8 of these students (two were primarily in physics), and the year before 9, which together reflect our highest numbers. In addition, Daniele McKay, who was one of our PhD students, is one of the group leaders/mentors this coming summer.

The department also continues to hire and support women in the geological sciences. However, the actual percentages of female faculty in our department decreased over the past 5 years. In 2007, four of our 15 faculty and more than 50% of our grad student population were women. Today, 5 of our 19 faculty are women; with our new hire, that ratio will be 5/20 in 2013. The ratio of women to men in our graduate program has stayed roughly the same over the past five years with minor fluctuations. Nearly 60% of our grad students are women today.

Much of our department is also involved in outreach. Outreach includes presentations outside the campus community and mentoring graduate and undergraduate students who occasionally present to local area schools and senior centers. They also include working with local media to discuss geologic phenomena, such as volcanic eruptions or earthquakes. This effort has increased somewhat recently because of our increasing involvement with the Museum of Natural and Cultural History and the increased outreach activities of our undergraduate Geology Club.

Marli Miller  
*Associate Head, Dept. of Geological Sciences*

Toward an Evaluation of the Past Five-year Diversity Strategic Action Plan Process  
from the Perspective of the Department of German and Scandinavian --  
Submitted by Jeffrey S. Librett, Prof. of German, Department Head  
March 2, 2012

In response to the questions of Dean Coltrane:

1. I am neutral with respect to the notion of a CAS Diversity Steering Committee  
-- it would depend on its planned activities and goals
2. I do not need help in coordinating equity and inclusion efforts in my department  
(except in terms of *recruitment*, as elaborated below)

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In reference to the 6 pillars of the 5 year diversity plan:

1. We value the goal of working toward a culturally responsive community.

Because the Holocaust and World War II, the history of communism and its fall in East Germany, etc. shadow everything we do in the Department of German and Scandinavian, our work is oriented toward cultivating a culturally responsive community--this work is rooted in our personnel, our ethics, our curriculum, our very basis in language-instruction, and so on.

To address one specific issue: the university's response to the Pacifica Forum was not terrible, but somewhat weak, we thought. We considered speaking out as a Department, but the issue quieted down before we could, and then we didn't wish to provide more press to Pacifica Forum by stirring things up again.

As a Department, however, we do hope to address "free speech" in curriculum and invited presentations, as the 'free speech' issue was one manipulated cynically by the Pacifica Forum members. This concerns both the community and the campus climate.

2. To work to improve the campus climate is crucial (although my sense is that the climate is a relatively tolerant one). As indicated, we do what we can through our curriculum and our departmental ethos. It is hard to see, however, what further we can do.
3. Building Critical Mass -- Not exactly sure what this means.
4. Expanding and filling the pipeline --

It is hard to get US Americans of color involved in German and Scandinavian studies. We do what we can, and we do perhaps best with Latin American students. But we need help from the Admissions and Recruiting people

targetting high school students who are minorities and who are studying German. We can't do this by ourselves. We simply don't have the resources. Without financial help and labor input (person-power) from Admissions, the desideratum of attracting minority candidates to fields like German and Scandinavian is either a hopeless endeavor or empty talk.

Similarly, to find minority grad students, we need help (we'd have to advertise in and search in Germany, in Africa, etc., but we need people and funds in order to do this, and we lack both). We're already maxed out on work load. It's unrealistic and verging on cruel to ask that we do more, especially in such matters where one is searching without knowing where to look.

##### 5. Developing and strengthening community linkages:

Community can be a helpful or a hurtful thing.

Our work with the community in Scandinavian Studies (the "Friends of Scandinavian," our local supporters) suffered a small setback in recent years because when we moved to hire a (Christian) man who happens to be interested in Scandinavian Jewish literature, among other things (he speaks about seven languages and is a strong scholar of medieval Scandinavian and German literature, etc.--he's no lightweight), the local "Friends of Scandinavian" became upset about his "Judaic Studies" work. This means that the "community" supporters of Scandinavian were not only invasively involving themselves in our job search, but acting on the basis of the assumption that one could not be both a Jewish writer and a Scandinavian writer at the same time (it was a question of Meir Goldschmidt, one of the foremost novelists of the Danish 19th century). Such an assumption at the very least verges on the anti-Semitic. This means that our community supporters are lacking diversity skills that we, as a department, possess. In short, here the "community linkage" was a hindrance to positive diversity progress (which we made anyway, by making the hire) within the department. We are in the process of healing the rift that resulted, through no fault of our Scandinavian faculty. However, this illustrates that the "community" is not always helpful when one wants to move to incorporate diversity into the classroom and into the faculty. . .

On another point, one of our faculty members is interested in African Studies and his work will lead us to make progress in diversity (at least on the level of our curricular offerings) by incorporating German-African and Scandinavian-African colonial history and hyphenated minority literatures, etc.

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In general, however, the challenge in German and Scandinavian is to find nonwhite students interested in these fields. In order to do this, we need significant help from the Admissions and Recruiting people. We simply do not have the resources to do this work

on our own. In curriculum, we're doing a ton to teach real thinking and feeling about diversity. We contribute a lot on that level.

That's our brief summary and response for now. We hope that's useful.

# History

Department of History  
Five-Year Diversity Plan evaluation  
April 1, 2011

John McCole, Department Head

Looking back at the History Department's original proposal for the university's diversity plan, the product of discussions in the fall of 2006, I find that we've done quite well in following through on our stated intentions and in reacting to new challenges as they've come up. At the same time, my own view, and that of many in my department, is that the neither we nor the university have yet come close to doing what's really needed. Rather than lament that, I'll make a couple of suggestions about what I've found to work best in promoting diversity and inclusion.

First, to report what we proposed to do and whether we succeeded in doing it, here are some bullet points:

- We took part in a cluster faculty hiring plan in African and African diaspora subjects together with a coalition of departments including English, Ethnic Studies, and Romance Languages. For our part, we hired and have so far retained junior faculty in the fields of African American history and African history. One of them is a minority scholar. In the other search, we tried hard to successfully recruit a minority scholar, for whom a UMRP grant was approved, but we lost him to another institution primarily because we couldn't match their salary offer. We did successfully hire our next-choice candidate.
- We successfully hired and have so far retained a rising young scholar in the field of history of the Islamic world, a prominent priority in our proposal.
- In the field of Asian history and studies, we shifted our emphasis from an initial proposal defined as transnational Asia and searched this year in the field of South Asian history. This is a new field for our department, and it significantly broadens our international coverage. We are about to fill the position with our top candidate, a minority scholar for whom we received UMRP support.
- Our desire to enhance our faculty in the field of Latino history has shifted upward in focus from a proposal to create a postdoctoral fellowship to discussions about a tenure-related faculty line. When we were able to add a faculty line two years ago, this idea finished a close second to another of our diversity-related hiring concerns, which was to hire in the field of women's and gender history. (See the next point.)
- Gender balance and inclusion have risen in the order of the department's priorities since the 2006 proposal. We are unsatisfied with this at all levels: from the relative proportions of men and women undergraduate majors to graduate students and faculty representation. Our addition of a position dedicated to women's and gender history, and the successful recruitment of a very promising young scholar in this field last year, was one element of our response, and we expect it to have ripple effects on other areas of concern. We have also begun monitoring the gender balance of pools of applicants for graduate admission and faculty searches, at all stages of the process.

- Finally, in addition to the inclusion of diversity-related themes in all of our coursework, the department head received a grant from the Innovations in Diversity and Academic Excellence to support the creation of a collaboratively taught course, “Diversity in Historical Perspective.”

Second, if I were to make a recommendation about what works best to promote diversity, I would say that the single most important measure to take is to promote the recruitment and retention of a diverse faculty. I do not mean that the other rubrics of the university’s five-year diversity plan (campus climate, filling the pipeline, and so on) are not important; I believe that they are. But if we can attract a more diverse faculty and keep them here, improvement on those additional dimensions will follow. (Not without further effort, of course, on the part of all faculty, not only minority faculty.) To put it the other way around, trying to make progress on the other dimensions while failing to recruit and retain minority faculty is a recipe for failure.

What promotes such hiring and retention? In my experience, two things:

1. The UMRP grants have proved to be a powerful for both recruiting and program building. Funding for those grants must be maintained.
2. Cohort-building among networks of faculty who teach diversity related topics--including, of course, minority faculty. In the right circumstances, cohort building can be jump-started by cluster hires across departments and programs.



RE: 5 Year Strategic Diversity Plan

We would support the formation of an internal CAS Diversity Steering Committee to advise the Dean and CAS, provided there was minimal cost and directives were not mandated. Our undergraduate Academic Advisor(s) could benefit from an additional resource to help guide how we can encourage a diverse and inclusive student body. All of our Faculty are informed of (and part of the reporting structure for) opportunities for minority graduate students through our primary organizations (such as the American Physiological Society), and regional/national funding agencies, such as NIH and the American Heart Association. We have been successful in getting minority graduate students funded through those mechanisms, ranging from full scholarships to travel awards. The assistance provided by the Graduate School (in the form of a stipend via Promising Scholars) has been helpful to recruit some students into our graduate program. However, we have lost a number of students as well, because it simply is not on-par with the opportunities created by other Universities.

We have maintained the goal of reaching out to the undergrad ranks via programs such as SPUR and SAIL. However, due to the large increases in enrollment resulting in the care/feeding of our current student body, we are at our capacity to add Faculty time devoted to this issue and would therefore benefit from strategic approaches with central resources to help manage the outreach efforts. In terms of building the employee base here on campus, I see/know of very little that has been successful, and we do not have a specific policy in place that would help us to recruit or retain a more diverse group.

I have added comments below regarding a couple of the “pillars” below, including my candid thoughts on their implementation and management:

Developing a Culturally Responsive Community: Much of the community that we have on campus is defined by the Faculty and Staff. We have not seen any real mechanism by which a more diverse Faculty or Staff could be recruited to this campus. There are some minor incentives through the Provost Office, but they come with attachments regarding needing to teach additional courses or other criteria. Again, the challenge we have is focusing on our primary directives regarding teaching and research.

Improving Campus Climate: This is an area that I feel the University community does quite well; there are many talks and informational resources, including campus organizations, which help to educate the overall community. I have not seen this branch out at an individual Department level in a substantial way. We have in the past offered FIG programs that addressed issues related to Diversity and Inclusion.

**DEPARTMENT OF HUMAN PHYSIOLOGY**

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*An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act*

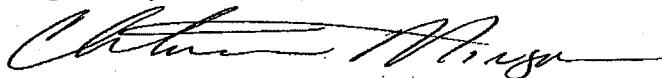
Building Critical Mass: I hear of efforts to do so in the student population, but other than our work in the SPUR, SAIL, and Promising Scholar programs, there is not much that we see across campus to help in this regard, particularly in terms of Faculty and Staff hiring.

Expanding and Filling the Pipeline: Other than our own efforts and the small resources available through the Graduate School, we have seen little benefit or effort placed here.

With respect to the future directions of our diversity planning, we have not discussed this in any great detail. This is not because we do place importance in it; it is purely because we are working so hard to manage our current effort and people are operating at full capacity. We will continue to pursue opportunities through agencies, foundations, and institutes that provide support for graduate students.

In terms of what I view as tools, infrastructure, and conditions that would need to be in place to improve our diversity planning, I would include top-down incentives that would come with administrative/management support, real funding behind efforts that are competitive with top institutions, and implementation schemes that would not have a high cost in terms of Faculty time.

Respectfully submitted,



Christopher T. Minson, Ph.D.  
Professor and Department Head

## Department of International Studies

### I. IS Mission & Diversity Value Statement

The scholarly mission of the department of International Studies highlights cross-cultural understanding in a complex, culturally diverse global community. International Studies is thus inherently organized around the idea that we live in a diverse world, and need language and cross-cultural communication skills and a deep understanding of the complexities of histories, cultures and identities, to function effectively in the international arena. To quote from our existing Collaborative Vision (adopted April 2011):

At its intellectual core, our department links people-centered development to questions of culture, belonging and meaning. We conceive culture in a broad sense that encompasses social, political, economic, and religious institutions, processes and relations . . . Our work emphasizes power, inequality and identity in scholarship from many disciplines and using many tools, sharing a common focus on the impact of global social change on human communities and individuals. We are committed to understanding social change and promoting cross-cultural understanding, social justice, environmental justice, sustainable development, gender equity, indigenous rights, and access to education.

In this sense, teaching and scholarship in International Studies are inherently about diversity and the building of forms of community that are inherently multicultural and inclusive. Our concern for this is global and, as such, we situate diversity challenges in a global context. Indeed, we are convinced that the diversity debate within the U.S. would be enriched by seeing the U.S. more fully in the context of other societies and other efforts to address cultural difference and the building of fair and inclusive political communities. International Studies is uniquely positioned on this campus to provide this much-needed comparative perspective. This is what we teach in our courses, emphasize in our advising, and advance in our scholarly work.

### II. Comment on the relevant pillars of the 5-year Diversity plan:

#### 1. Developing a Culturally Responsive Community

In International Studies teaching and research – conducted by faculty, graduate students and undergraduate students writing senior honors theses – this pillar is often reflected in the themes being studied.

#### 2. Improving Campus Climate

International Studies has over 200 undergraduate majors and nearly three dozen graduate students. Our students tend to be actively involved in a wide range of campus activities, especially those concerning global, environmental and social justice issues. Our core faculty also participates actively on campus, speaking at student events on these three themes.

#### 3. Building Critical Mass

We have succeeded to a considerable extent with recruiting more U.S. minority and international students into our graduate program. Our undergraduate majors are also internationally diverse. The only arena where we have been less successful is in recruiting ethnically diverse faculty, but then we haven't had much opportunity to do so.

#### 5. Developing and Strengthening Community Linkages

International Studies faculty and graduate students continue to be active in the community, giving talks about distinct world regions. In particular, we work closely with Mobility International USA (based in Eugene), give talks at the various Rotary Clubs in the area, give talks at the Community Interfaith breakfasts, and are frequently interviewed on KLCC and other radio programs accessible in Eugene.

### III. Summary of Goals and Accomplishments in this 5-Year Period

In Fall 2006, we established the following as our Diversity Goals in the upcoming five years, some as ongoing efforts (1-4) and some as new efforts (5-8):

1. International student recruitment (ongoing effort)

**Accomplishment:** We have enjoyed continued success in receiving 1-2 annual Promising Scholar awards for US minority graduate students, 1-2 annual Promising Scholar awards for international graduate students, and 1-2 Fulbright scholars annually. We are very concerned with the highly diminished number of International Scholar Awards – *only 5 for the entire UO* – and fear this may harm our international graduate student recruiting efforts, especially of students from low income countries who significantly add to the diversity on campus. For example, we have used the international Promising Scholar awards for students from Tanzania, Senegal and Ethiopia in the past two years, but did not receive an International Scholar award this year for a prospective graduate student from India, and we fear she may not be able to come to the UO. Please see table at the end of the report for admissions data.

2. Relationships with cognate diversity-supporting units (ongoing effort)

**Accomplishment:** We have long worked closely with key units on campus that tend to be intrinsically useful in providing intellectual engagement for students from diverse backgrounds. We work very directly with the area programs that constitute OCIAS; our ties to all of these departments and programs are deep and historic. These units help attract graduate students from diverse backgrounds, and draw the interest of undergraduates looking for a major that helps them make sense of the world beyond the U.S., and helps them place the U.S. experience in global perspective.

**Regret:** Our late colleague, Rob Proudfoot, had been a founding member of The Center for Indigenous Cultural Survival. We deeply regret that there have been limited efforts to sustain CICS, and International Studies is enthusiastic about being a part of the effort to do so.

3. Curricular strength in cross-cultural communication and cultural studies (ongoing effort)

**Accomplishment:** Our curriculum at both the graduate and undergraduate levels includes explicit exploration of cross-cultural communication skills and the importance of diverse value systems and worldviews. Our curriculum as a whole emphasizes the importance of context, history, language, culture, and identity in gaining deep understanding of contemporary global issues. We have succeeded in attracting a diverse student body in large part because we offer courses that students recognize will help them in a culturally fractious global environment. Because what we study and teach is inherently tied up with the nature and consequences of diversity, students attuned to these issues seek us out and select our major. We have added a number of new courses in this five-year period.

4. Faculty recruitment (ongoing effort)

**Accomplishment:** The total FTE in International Studies is 4.8; exactly half is male and half is female, all are white American nations. Our new core faculty hire in 2007 was a white American male; our new core faculty hire who will begin in fall 2012 is a white American female.

5. Explore diversity scholarships (new effort)

**Accomplishment:** We have succeeded in bringing in new graduate students from diverse areas of the world through the Promising Scholar scholarships and recruiting more Fulbright scholars. Recent Fulbright scholars have been from Kazakhstan and Mali, and we hope to bring in four more from Afghanistan, Laos, Pakistan, and Vietnam next year.

6. Collaborate on "summer camp" activities run by OIED and/or Economics Dept. (new effort)

**Accomplishment:** This never came to fruition. Instead, we have expanded our summer school curricula offerings significantly, trying to cover more diverse particular areas than we can in our regular year offerings. For example, in summer school we offer "Global Sports & Politics," "Pakistan and Afghanistan: Connecting the Problems and the Solutions," both of which challenge students to think about global regions differently than they have in the past.

7. OCIAS Online Journal – InterNationality – as venue to highlight diversity issues (new effort)

**Accomplishment:** This initiative never really took off, in part due to the creation of the Big Idea, Global Oregon, which focused its attention elsewhere.

8. Assist Center for Indigenous Cultural Survival in transition to new leadership (new effort)

**Accomplishment:** As noted above in # 2, we regret this has not yet happened, but are still committed to helping with this effort in any way possible.

**IV. Summarize the ways that you have measured your progress**  
Clarified above in detail.

**V. Comment on progress made and areas of opportunity/improvement still needed**  
Clarified above in detail.

One arena which would greatly benefit the UO diversity initiative is if we could explore ways of bringing in more international faculty, either through Fulbright's visiting faculty program or through other efforts. While having a diverse population of students certainly helps this initiative, students being in a classroom and learning from someone from another country – say from Chile, Pakistan, Syria, Uganda, or Zambia – will have a strong impact on how students think about the rest of the world as well.

**CAS Requested Information:**

**Was the data available for assessing progress?**

The data was obtained from adjunct pool application data, and Student Data Warehouse queries regarding graduate program admissions, curriculum offerings, and instruction.

**Would you support the formation of an internal CAS Diversity Steering Committee to advise the Dean and CAS departments about how to promote equity and inclusion in the college?**

I am ambivalent on this, as different departments face different diversity challenges.

Rachele Raia at [raraia@uoregon.edu](mailto:raraia@uoregon.edu)

**Department of International Studies – Graduate Admission Statistics**

Percent of Applicant Pool and Admitted Students

Year	Nonresident Alien		Federal Ethnicity*		Unknown	
	Applied	Admitted	applied	admitted	applied	admitted
2007	19%	13%	8%	7%	13%	20%
2008	17%	11%	9%	11%	9%	11%
2009	23%	29%	9%	12%	17%	18%
2010	20%	20%	14%	20%	31%	10%
2011	20%	29%	7%	5%	4%	0%
2012	29%	40%	10%	13%	6%	13%

\*other than white or unknown

**Rachele Raia**

**Subject:** Linguistics

The Department of Linguistics has been engaged throughout its history with Native/Indigenous/First Nations/Adivasi “Fourth World” communities in North and South America, Africa, and South / Southeast Asia. Originally this engagement consisted primarily in research by Oregon academics on undocumented languages, but over the past 15 years we have been increasingly involved with community language development programs and with “capacity development”, providing training for community language workers, and, ultimately, trying to bring students from these communities into our undergraduate and graduate programs. These have remained our goals over the past five year period.

We pursue these goals in several ways.

First, faculty and graduate student field research in language description always involves literacy development, training of local language workers, and other community-oriented components. This has developed further in the past five years.

Second, we are involved in programs which bring community language workers to our and other campuses for summer workshops. The most important of these is the Northwest Indian Language Institute (NILI), created by Linguistics in 1997 in response to requests from Oregon Native tribes, who were trying to develop preservation and revitalization programs for their highly endangered languages. Although now structurally independent of the Linguistics Department, NILI is staffed primarily by current and former Linguistics graduate students (the current Director is a 2002 Linguistics PhD). Every summer Linguistics works with NILI to present a two-week training program in basic linguistics and language teaching for teachers and language activists from Native North American communities. In the last five years, we have expanded activities in these areas. For example, in summer 2010 the Linguistics Department and NILI hosted the second international Institute for Field Linguistics and Language Documentation, which brings together students, faculty, and community members representing linguistic minority groups from around North America and the world to learn current best practice in language documentation and revitalization.

The third component, most directly relevant to the Diversity Plan, is recruitment of students from these communities to join our undergraduate and graduate programs. We currently have four Native PhD students from communities in the Northwest (Yakama, Lushootseed, and Tolowa). Over the last three years, the Department is building a program within its Language Teaching Specialization MA program for Native students who are pursuing a career in language revitalization in Native communities. However, we are having difficulty reaching a critical mass of students to allow optimized training in such revitalization. We cannot run classes in the topic for 1-2 students and must warn incoming students that while our program may well be the best possible program available for these interests it still remains far short of what we would like it to be. We are currently in discussion with some of the NW tribes about what a successful program would need to be to attract more students and how many students we might be able to expect each year should such a richer program be developed.

The presence of these students and associated programs brings an important element of diversity to the campus at large. Beginning in AY 2008-9, under the auspices of the World Language Academy, the Linguistics Department and the Northwest Indian Language Institute (NILI) have offered a two-year sequence in the Yakima Sahaptin language, a highly endangered Native language of Oregon and Washington. In 2010 we added Lushootseed, a highly endangered language of the Puget Sound area. Both programs are the work of

Linguistics graduate students, and all of the instructors in both programs are from the Linguistics PhD program and the LTS MA program.

The major reason for our success in recruiting Native students to our programs has been our involvement with NILI, which has considerable visibility, and trust, in Native communities in the Northwest. Moreover, many of our Native graduate students are supported through NILI GTF's. Thus the continued health and growth of NILI is essential to the continuation of our most successful diversity initiatives.

For many reasons, especially but not only financial, it is more difficult to bring students to Oregon from overseas communities. The Department is dedicated to this goal, however. This year we have been able to bring into our PhD program a student from the minority Boro tribe of North East India. We are happy to see the Graduate School's new International Scholar Award program, which may make it easier to bring students from this kind of background to Oregon.

In terms of diversity of the faculty, we have had no appreciable success in attracting qualified US underrepresented groups. In a vicious cycle, this is largely the problem of what type of students acquire PhDs in linguistics. As an example, our most recent tenure-line hire is an expert in African American Vernacular English ("Ebonics"), though he is a middle-class White male. We do have more success in attracting international scholars and the proportion of international scholars in our job applications seems to increase with each search.

**Rachele Raia**

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**From:** Hal Sadofsky  
**Sent:** Monday, February 27, 2012 6:13 PM  
**To:** raraia@uoregon.edu  
**Subject:** SAP 5 year review - Mathematics

**Summary:**

Our department maintains an unusually high level of diversity in terms of national background, training and area of expertise within our discipline. We continue to act on our belief that the best basis for our decision making on diversity as well as other matters is to maximize quality.

This strategy will not dependably lead to greater representation of women or any other specific group, and our faculty composition has not changed. The department has regularly made offers to highly qualified women during job searches. The biggest obstruction to having these offers accepted seems to be an issue that is not special to women: at the level our department hires, most candidates have professional spouses and a university in a small college city can rarely compete for spousal professional opportunities with universities in major metropolitan areas.

**Gender balance in the faculty:**

Our TTF continues to be highly gender imbalanced (all men), and recruiting female candidates continues to be difficult. The difficulties include the fact that established top researchers in mathematics (which is who we hire) are in great demand and in even greater demand if female, that the two-body problem seems to be an even more universal problem among female job candidates than among male ones, and that we are located in a relatively small city where opportunities for professional spouses are more limited than campuses in large urban areas.

In our current open field search, our top short list candidate was a woman. She declined to come on an interview because she and her husband were trying to find jobs together, and his CV did not merit consideration for an interview for a tenure track job. We have three other women on our interview list this year.

We also have several women on our interview list for our joint positions with Biology in Math-Bio.

In our 2010-2011 search in probability we made no offers to women.

In 2009-2010 we had no search.

In our 2008-2009 open field search, our first offer was made to a woman and we worked hard to recruit her (offering a salary above our scale and extending the deadline several times). She took a position where they were able to find a job for her husband.

In our 2007-08 open field search, our first offer was to a woman.

Our NTTFs are about 40% female (and 13% of color).

**Gender balance among the graduate students:**

Roughly 20% of our graduate students are women. This is slightly below the national average which is 23% for public group 1 mathematics departments.

We choose women over men to admit when equally qualified. We have an award (the Civin award) which I have been trying to use as a recruiting tool, offering it to the best qualified women we admit. I have yet to successfully award this as these students have chosen other institutions. I have been doing this since the 2009-2010 academic year.

**Compliance with 2006 diversity plan:**

A: Hiring not specific to any area of mathematics when possible.

We have generally been successful at this.

B: Pipeline Initiatives:

Our plan was not to seek engagement in these.

C: Graduate Recruitment:

We have tried to use the Civin award and personal contacts to increase graduate recruiting of female students. This has not had measurable results.

D: Mentoring:

We have started a mentoring program (in 2009-2010). It is difficult to tell whether this has had an impact.

E: Curriculum:

As planned, we have not looked for ways to change our curriculum to address diversity.

2/27/2012

## MEDIEVAL STUDIES AND UO DIVERSITY EFFORTS

As part of its diversity initiative, The UofO possesses a commitment to international awareness and understanding, a commitment only thoroughly possible when we know and reflect on the past (our own and others'), as well as on our local and global present and future. The Medieval Studies curriculum offers undergraduate students an extensive curricula in a variety of departments, from philosophy to music, and asks students to integrate their knowledge into a cross-disciplinary grounding in a subject. Medieval Studies involves students in the depth of history and in analyzing problems with more than one culture and time period in view. The program includes a far more diverse course offering in the Middle Ages than most undergraduate Medieval Studies programs across the nation, extending curricular offerings well beyond the European, Christian Middle Ages to include the Judaic and Islamic Middle Ages, as well as courses in feudal Japanese culture and East Asian Art, Literature, and religious traditions. So far, however, the majority of our majors and minors focus on the European Middle Ages.

### FACULTY

Medieval Studies is not the tenure home for any faculty; instead it is a program staffed by participating faculty. All participating faculty are housed in traditional home departments (like History, Religion, Romance Languages, East Asian Languages and Literatures, Music, Art History, etc.) and thus reflect the diversity achieved within those home departments. Recent hires in Romance Languages and Religious Studies have strengthened the diversity of the Medieval Studies curricular offerings, including Medieval Islamic-Sephardic-Iberian studies, Hebrew Language and Literature (in the West, the Byzantine empire, and the ancient Middle East), and Islamic/Arabic studies (housed within Religious Studies).

### COURSES

Except for reading and thesis credit hours and an occasional summer course, Medieval Studies is constructed by cross-listing courses focused on the "Middle Period" but housed within traditional disciplinary departments. As traditional departments diversify their curricula, Medieval Studies has benefited greatly. The following courses take our students beyond an exclusively Western European Christian Middle Ages and count for the MDVL major:

ARH 387 Chinese Buddhist Art

ARH 395 Japanese Art II (Jomon through Edo periods)

ARH 490 Islamic Art and Architecture (7th-13th centuries)

CHN 305/306 History of Chinese Literature (readings in English)

CHN 380 Self and Society in Traditional Chinese Literature (taught in Chinese)

CHN 424 Issues in Medieval Chinese Literature

HIST 190 Foundations of East Asian Civilizations

HIST 322 The Crusades (which focuses on attitudes, beliefs, and contacts between Western and Eastern Europe, Western Europe and the Middle East)

HIST 437 Medieval Spain (Iberia as a multicultural, multireligious society)

HIST 487 China: Topic I. Song and Yuan Dynasty (topics change but when the focus is on these earlier dynasties, the course qualifies for MDVL studies credit.)

HIST 490: Japan: Topic I Classical Age (topics change but when the focus is on these earlier periods, the course qualifies for MDVL studies credit.)

HIST 498: Early Japanese Culture and Society: Topics (topics vary, but the following count for MDVL studies credit: I. Buddhism and Society in medieval Japan. II. Samurai and War. III. Medieval Japan.

HUM 102 Introduction to the Humanities (the diversity of the curriculum in this course depends on the Instructor. Some have created the course as a dialogue among Mediterranean Medieval cultures; others include some Northern African, Byzantine, Islamic, and Judaic cultural materials within courses that focus mainly on Western Europe. Many instructors have reworked the more traditional Western European focus to make the course more responsive to a global past.)

HUM 300 and 354 are topics courses and some medieval faculty have offered courses focused on gender and/or on a multicultural Middle Ages.

JDST 212 Medieval and Early Modern Judaism

HBRW 313 Post-Biblical Literature (from late antiquity through the Middle Ages)

REL 102: World Religions: Near Eastern Traditions

REL 233 Introduction to Islam

REL 324 History of Eastern Christianity I

REL 335 Introduction to the Qur'an

REL 355 Mysticism (explores all three Abrahamic faiths)

REL 418 Martyrdom (in the three Abrahamic faiths)

REL 432 Islamic Mysticism

REL 435 Advanced Study of the Qur'an

REL 444 Medieval Japanese Buddhism

In addition, courses on the Hebrew Bible and East-Asian Religious traditions may serve as credit for Medieval Studies students.

RUSS 334 Old Church Slavonic

\*Topics courses offered in numerous departments, offered by medievalists on the UO faculty, add to the diversity of curricula offered under the umbrella of Medieval Studies. And, depending on a student's focus within Medieval Studies, additional courses may also qualify for credit within the major.

# Philosophy

## Strategic Action Plan, Department of Philosophy Five-Year Report: 2007-2012

### 1. Approach to Diversity Planning

The Department of Philosophy has a culture of diversity, in the sense that diversity considerations naturally emerge as part of the department's decision-making at all levels: committee and leadership assignments, curriculum design, graduate admissions, colloquium and events planning, faculty recruitment, and so on. We have not, however, done a good job of setting and measuring progress toward diversity goals in a broad and systematic fashion (as distinct from specific goals, such as attracting a demographically representative body of undergraduate majors). This is reflected in the fact that no Strategic Action Plan for our unit is on file in the department or with the College. Despite this fact, we have made and continue to make regular progress in support of the six pillars of the diversity plan, and we take pride in being the most diverse philosophy department among AAU Public Research Universities (based on the 2010 NRC Assessment).

### 2. Goals and Accomplishments

#### *1. Attract, retain, and support the development of a highly diverse faculty*

We have conducted five successful tenure-track faculty searches during this five-year period. Of the five faculty hired, two were women, and two were faculty of color. One of the women hired has since taken a position elsewhere. Of our current eleven faculty, 4 are women (36%), and 3 are people of color (27%), making us one of the most diverse philosophy departments in the country.

#### *2. Attract, train, and graduate a highly diverse graduate population*

We regularly admit highly diverse cohorts of graduate students, typically including one or more Promising Scholar Award winners. Initiatives to maintain this diversity have included department sponsorship of and participation in Philosophy in an Inclusive Key Summer Institute, a week-long event hosted by the Rock Ethics Institute at The Pennsylvania State University that encourages undergraduate students from under-represented groups to consider future study in philosophy. Of our 38 current graduate students, 50% are women, and 13% are students of color (with 18.5% not reporting). Of the 24 doctoral students that we have graduated since 2007, 50% were women, and 40% were students of color. For comparison, of PhDs awarded nationally in Philosophy in 2010, 27.9% were women, and 13.4% were students of color (National Science Foundation Report).

#### *3. Increase the diversity of undergraduate majors and minors*

Increasing the gender diversity of our undergraduate majors and minors continues to be a top priority of our diversity planning and initiatives. Currently, of our 197 undergraduate majors, 32% are women, and 20% are students of color (with 6% not reporting). This compares with 50.4% women and 13.7% students of color in the total undergraduate population at UO as of Fall

2010 (OUS Factbook).

In addition to curriculum and programming efforts, our initiatives to increase undergraduate diversity have included an outreach program for women majors, a graduate-undergraduate mentoring program, revitalization of the undergraduate philosophy club, and a new format for the department's annual prize for best undergraduate essay. We are currently developing new data collection and assessment surveys for graduating majors and alumni that we hope will provide feedback on these efforts and aid in planning for future initiatives.

#### *4. Increase the diversity content of our graduate and undergraduate curriculum*

Our curriculum has long maintained strengths in diversity content, with courses in Philosophy of Race, Feminism, Native American Philosophy, Philosophy & Cultural Diversity, and others. Over the last five years, we have added a number of new courses to our undergraduate and graduate curriculum that increase this diversity content, including courses in Asian Philosophy, Latin American Philosophy, and Global Justice. Unfortunately, with the departure in 2009 of the one faculty member with training in Asian Philosophy, it is unlikely that we will be able to maintain courses in that area. In Fall 2009, we added new diversity requirements to our curriculum: Undergraduate majors are now required to complete at least one course in the category of "Gender, Race, Class, & Culture." Doctoral students are now required to complete at least one course in the category of "Asian, Race, Native American, & Latin American."

#### *5. Maintain strong diversity content in department events programming*

The department has regularly planned, supported, and hosted events related to diversity, including international and national conferences, colloquium speakers, film series, and other events. We have not, however, maintained a master list documenting these events. Over the last two years, UMRP have allowed an ambitious schedule of speakers and conferences related to Latin American Philosophy, culminating in a three-day conference in Fall 2011, "Ethics in the Americas." Other major conferences hosted during this period have included the Society for Interdisciplinary Feminist Phenomenology, the Radical Philosophy Association, and the Simone de Beauvoir Society.

#### 3. Measures of Progress

We have measured our progress concerning faculty and graduate students by comparing our statistics with national averages. We have measured our progress in attracting a diverse body of undergraduate majors by comparison of our demographics with those of the university undergraduate population. We are in the process of developing graduation and alumni surveys that will allow us to collect additional information relevant to diversity issues. We are also developing a comprehensive assessment plan concerning the status of women and other under-represented groups in our department.

#### 4. Progress and Opportunities

Our faculty, graduate program, curriculum, and department programming have been and continue

to be very diverse. We would like to further improve the gender balance of our undergraduate majors.

#### 5. Plans and Needs

Our plans are to continue to maintain the strengths of our faculty, graduate program, curriculum, and programming, while increasing the diversity of our undergraduate majors. We also plan to establish better measures of our success in maintaining a welcoming and supportive atmosphere for women and under-represented groups within our department. As noted above, we are in the process of developing a comprehensive assessment plan concerning the status of women and other under-represented groups in our department. Guidance from the administration concerning best practices for such assessments would be valuable.

The key resource needed for our continued success in attracting a diverse graduate student body is a significant increase in the level of graduate funding. The programs with which we regularly compete for women and students of color all offer five years of guaranteed funding (compared with our four) and stipends that are 15-25% higher than ours.

#### 6. Comments on University framework, availability of data, and CAS framework

As I am in my first year as department head, I do not have enough experience with this process to provide useful feedback. I do not have any concerns to register at present.

#### 7. CAS Diversity Steering Committee?

I support the formation of such a committee, especially if the committee could provide departments with individualized feedback or visit department faculty meetings to share ideas concerning goals, opportunities, and measures.

#### 8. Do we need help coordinating within the department?

I do not see a need at this stage for help coordinating diversity efforts in our department, although we would benefit from learning about emerging best practices around the college (which could be handled as described in #7 above).

# Physics

*Comments on SAP 5-Year Review  
Steve Kevan, Head, Physics Department  
February 16, 2012*

*1. Provide an introductory paragraph regarding your approach/philosophy regarding diversity planning.*

Depending on how one quantifies diversity, our Department faculty (and the entire field of physics) is either fairly diverse or is a disaster. In our department, we have 7 faculty of Asian descent and about an equal number of European (but not North American) descent. But we have only one female and no African American or Hispanic faculty. These numbers are not so far from the demographics of the field as a whole.

We have adopted an admittedly narrow goal in our diversity efforts, that is, to improve our gender diversity, particularly at the faculty level but also at the graduate student level and to a degree among our physics majors. Given the demographics of the field, combined with the trailing partner issue, gender diversity of our faculty is a difficult problem, but we really need to find solutions or else we will not be competitive in attracting both male and female students into the Department.

*2. Summarize the goals you have set and action items that you have accomplished the 5 year period.*

*Consciousness-raising:* Three years ago, with support from CAS and OIED, we contracted with the Committee on the Status of Women in Physics, associated with the American Physical Society, to do a site visit of our department. I did not expect them to find egregious problems, and they did not. They located some ‘climate issues’ that we did not know about, and we have worked to address those. There is always more work to be done, but I think we have a friendlier and more supportive environment than previously was the case. An interesting metric is the morale of our female office staff, which is markedly improved. Our students are probably feeling a more supportive environment, too, though this is harder to gauge since making good progress in physics graduate school not easy.

The Department has a weekly colloquium, and the first of these each year is a ‘State of the Department’ colloquium by the DH. This is a good tradition and can be valuable in setting priorities. I have emphasized the gender diversity issue in this talk every year, and think this has at least helped maintain a focus on this issue. Our primary goal has been to hire more female faculty, and in this we have so far failed.

*Pipeline issues:* We have also engaged in developing the ‘pipeline’ to increase the number of young women interested in science. Miriam Deutsch and Brandy Todd have developed a SPICE summer camp for middle school girls in the area. They visit for a week in one or more summers, and are also engaged regularly during the school year with science-based activities. With help from the OIED and CAS, the Department hosted the first Northwest Undergraduate

Women in Physics Conference last April. This was great fun and I think was very useful to the 50+ students who attended. This year the second such meeting was held at UW over the MLK weekend, with about 80 participants. We are now part of a broader collection of such conferences, with a total attendance of around 800 this year. These now have some federal funding and before and after surveys have been taken to gauge participant reactions.

*3. Summarize the ways that you have measured your progress*

This is somewhat covered in #2 above, particularly in the pipeline activities.

We have tried to increase the representation of females in our faculty applicant pools by reaching out to potential applicants. For example, each year we search the Rice ADVANCE database of senior graduate students and postdocs who have attended their career development workshops, and contact them to encourage them to apply. We have contacted 15-20 promising female physicists in the past 3 years. I do not know how many have applied, but three of those have made our interview lists, and one was made an offer. This year we are running two faculty searches, with four of the eleven candidates being interviewed being female, one of which was on the ADVANCE database. We are hopeful that we will hire at least one new female faculty member this year.

To increase the applicant pool further, we have started to think of a faculty search as a two-year process, with the first year devoted to inviting promising candidates to visit informally. This is not specifically gender-related, but we certainly try to make sure we include potential female applicants as well. A female interviewee visiting this week, from Harvard and the large hadron collider in Geneva, visited informally last year.

*4. Comment on progress made and areas of opportunity/improvement still needed*

This is largely covered above.

One major issue that arises in most every search we run is the trailing spouse/partner 'problem'. A recent survey found that about 80% of female academic scientists are attached to other scientists (birds of a feather, I guess). It is particularly difficult to solve the dual career problem for science faculty applicants in Eugene, where there really are not many options for professionally trained scientists outside the University. I have no particularly good ideas for how to address this problem, but the existing UO dual career policy is really not adequate. It offers 3 years of support as an adjunct, with the ability to do some scholarship as well, in hopes that a faculty position will open for which the trailing spouse/partner can apply. This is a minimalistic approach that will pretty much antagonize the trailing partner and lead to a failure to hire either member of the couple.

*5. Comment on directions that you foresee in the future regarding your diversity efforts; and if you would like, discuss the tools, infrastructure or conditions that you feel you need in order to successfully move in that direction. ☐*

We will keep plugging away at the female faculty issue; we should hire about 10 faculty in the next decade and it will be a major lost opportunity if all new hires are males. It is very important for us to continue to broaden our applicant pools; the CSWP site visit gave us some direction on this and our recent recruiting activities seem to be working. Our main impediment is the dual career policy.

We have noticed increasing difficulty recruiting female graduate students. Traditionally we have had a female population near the national average; we'd like to do better, but at least we were not doing worse. The past 2-3 years the entering graduate classes have had fewer than expected female students, and this is a serious concern. Possibly the paucity of female Physics faculty in our department is one driving force, but I know some physics departments elsewhere are aggressively recruiting female students, with signing bonuses, fellowships and the like.

Department of Political Science  
5 Year Assessment of Diversity Plan  
Winter 2012

1. Approach to Diversity Planning:

Our department has committed itself primarily to improving the campus climate and building a critical mass of faculty of color.

2. Goals and Accomplishments:

Over the past five years, we have hired four faculty of color, as well as a joint appointment with Ethnic Studies.

Our department has become more diverse in its graduate recruitment. For example in 2010, the entering graduate class consisted of eight students, including five women and one student from China and another from Turkey. In 2011, a Chinese, Korean, Canadian and Turkish student entered the program.

We have had six invited speakers who spoke on issues of diversity.

3. Steps Taken to Achieve These Goals

We have coordinated many of our searches with interdisciplinary programs and advertised more widely.

4. Areas Still in Need of Improvement

We have done little in the way of community outreach or building the pipeline

5. Future Directions

We will continue our efforts to hire more faculty of color and diversify our graduate program. We will also coordinate and expand our speakers program with the Morse Center and other interdisciplinary units.

## Rachele Raia

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**From:** Louis Moses  
**Sent:** Thursday, March 01, 2012 12:52 PM  
**To:** raraia@uoregon.edu  
**Subject:** Psychology Department SAP Report

### Psychology Department SAP Report

Looking back over the last 5 years, The Department of Psychology has made significant progress on diversity, equity, and inclusion on several fronts:

- Faculty Hiring. We have successfully recruited 6 tenure-stream faculty in the last 5 years. 2 of these have been female (Mendle, Pfeifer), and another 2 are Asian-American (Shariff, Mehta). We have also hired two full time instructors. One is an Asian-American (Bala) while the other is a spousal hire recruited in part to retain an Associate Dean in the Law School (Sparks). In our current searches at least half of our candidates are female and two of our candidates are ethnic minorities.
- Faculty Retention. We have retained several minority faculty in the face of competitive offers from other institutions (Awh, Hall, Srivastava). On the downside we lost our only Native-American faculty member although we did mount an impressive effort to retain him (Frey).
- Graduate Student Recruitment. We have always been successful in recruiting female students (well over half of our graduate students are female). We have historically been less successful in recruiting minority students although that has begun to change in the last 2 or 3 years as we have moved closer to critical mass in our faculty ranks. For example, in 2010 3 of our incoming doctoral students received Promising Scholar Awards and 4 did so in 2011.
- Research. Research focusing on culture has become increasingly prominent in our department in the last several years in areas ranging from cross-cultural variation in personality structure and religiosity to differential effectiveness of psychological therapies in different ethnic populations.
- Expanding the Pipeline. Throughout this period our faculty members have been central contributors to the SAIL program, a summer camp for high school students from lower income/lower college attending high schools from Springfield.
- Teaching. We teach a number of diversity-related courses at the undergraduate level (e.g., Culture and Mental Health) and the graduate level (e.g., Cultural Issues in Clinical Psychology).
- Administration. We maintain a significantly diversified departmental leadership. We have an Australian Department Head, a female Director of Graduate Studies, an Asian-American Director of Undergraduate Studies, an Asian-American Director of Clinical Training, and a female Clinic Director.
- We have contributed financial support for a range of diversity related initiatives on campus (e.g., for speakers on diversity issues in Martin Luther King week and for events spearheaded by CODAC). For several years we have also released Gordon Hall from part of his psychology FTE to take up a position as Research Director at CODAC.

# Religious St.

## FIVE YEAR DIVERSITY - STRATEGIC ACTION PLAN

### Religious Studies

#### Overview

The discipline of religious studies, in both research and teaching, by its very nature requires acute sensitivity and attention to the diversity of religious life and culture in terms of both similarities and differences, and across a wide range of factors including faith commitments and practices, gender, sexuality, race/ethnicity, and class. As a highly interdisciplinary field, diversity is expressed not only in terms of subject content, faculty and instructor appointments, but also theory and method with regard to the study of religion. Thus relevant developments from a wide range of disciplines are engaged including philology, historiography, anthropology, sociology, archaeology, philosophy, feminist and literary theory. The Department of Religious Studies has maintained a consistently high level of quality and productivity in both research and teaching as it has expanded in both areas, and we look forward to continued growth, especially in targeted areas of diversity. In terms of areas targeted in the past five years, specifically related to Islam and Arabic Language, and South Asia, we have been successful in appointing two male tenure-track faculty members, three women from Arabic-speaking countries, two new regular course offerings in South Asian Religions, two new courses in the study of Islam, and a full range of language courses in the Arabic Language Program, brought under the umbrella of the Department of Religious Studies in 2010. Our faculty members have continued to be highly productive in research, with the publication in the above stated targeted areas of three monographs, and numerous edited volumes, dictionaries, journal articles and book chapters. We did suffer one loss, a tenure-track faculty member in Chinese Religions who was a joint appointment, but we will be making efforts to fill this area of need. Moving forward, areas that we would like to consider in adding full-time faculty members and further course offerings include South Asian Religions, American Religions, Religious Ethics, and Eastern Orthodox Christianity.

#### Addition of Instructional Staff

During the past five years, we have appointed: Dr. Frederick Colby, Associate Professor of Islam; Dr. David Hollenberg, Assistant Professor of Arabic Language and Literature, and Director of the Arabic Language Program; Dr. Hanan Mohammad Hasan Ahmad, Instructor of Arabic Language and Arabic Language Program Coordinator; Ms. Rana Mikati, M.A., Instructor of Arabic Language; and Ms. Abeer Hassan Tayel, M.A., Instructor of Arabic Language. Also, Dr. Federica Francesconi, Visiting Assistant Professor of Judaic Studies, has taught REL 318 Women in Judaism.

#### Curriculum

During this time, we have added the following courses in targeted areas: ARB 331 Reading Classical Arabic, the three-course Arabic Language series for first and second year Arabic (ARB 101-3, 201-3), and have received Curriculum Committee approval for a third year sequence ARB 301-3). In the Islamic studies curriculum, we have added two courses, REL 335 Introduction to the Qur'an, and REL 435/535 Advanced Topics in Qur'an and Interpretation, the former of which will be taught for the first time in Fall 2012. We have added two courses in South Asian religions, REL 304 Religions of India and REL 305 Hinduism: Myth and Tradition, both of which are taught by Dr. Veena Howard, adjunct instructor in Religious Studies. In addition, we will be adding in Fall 2012 REL 253 Religion, Love, and Death East and West, a large lecture course on comparative religion and the narrative self that will add to two current offerings with content in comparative religion, REL 355 Mysticism, and REL 353 Dark Self East and West.

Two additional courses related to the FIG program have been added during this period, REL 199 College Connections: Ancient Stories, that has served as the first-year FIG students' bridge course for REL 211 Early Judaism and ENG 107 World Literature, and REL 199 College Connections: Silk Road, that serves as the first-year FIG students' bridge course for REL 101 World Religions: Asian Traditions and ARTH 209 History of Japanese Art. Both of these FIG courses, taught by Dr. Daniel Falk and Dr. Mark Unno, respectively, have received the Rippey Innovative Teaching Award.

Through the addition of instructional staff and course offerings, Religious Studies has been able to broaden, both cultural and geographically, the range of subject matter offered at all levels, and overall, our enrollments have steadily increased. Areas in need of further full-time instructional staff, as noted above, include South Asian Religions, American Religions, Religious Ethics, and Eastern Orthodox Christianity. In addition, we look to replace lost staffing in Chinese Religions.

#### Research

In targeted areas of research, the following monographs have been published: Dr. Frederick Colby, *Narrating Muhammad's Night Journey: Tracing the Development of the Ibn 'Abbas Discourse* (Albany, NY: SUNY Press, 2008); and Dr. Stephen Shoemaker, *The Death of a Prophet: The End of Muhammad's Life and the Beginnings of Islam* (Philadelphia: University of Pennsylvania Press, 2012). In addition, Dr. Deborah Green has published *The Aroma of Righteousness: Scent and Seduction in Rabbinic Life and Literature* (University Park: The Pennsylvania State University Press, 2011), Dr. Judith Baskin has published *The Cambridge Dictionary of Judaism and Jewish Culture* (Cambridge: Cambridge University Press, 2011), and Dr. Veena Howard has had accepted for publication her monograph on Gandhi's asceticism and its implications for his political activism as well as religious life. Many other edited volumes, journal articles and related publications, too numerous to mention here, have contributed to the breadth and depth of research in religious studies at the University of Oregon. In another research arena, Dr. David Hollenberg is the Director of the Yemeni Manuscript Digitization Initiative, a major project of textual and cultural preservation that involves numerous international scholars from the most prestigious institutions; this project has received major funding from the NEH, and the University of Oregon has been selected as the headquarter institution for this effort. One of the most productive research units within the College of Arts and Sciences per faculty member, the Department of Religious Studies looks forward to continued productivity in current areas and in new areas with the addition of new faculty.

Looking back on the past five years, significant progress has been made in targeted areas as demonstrated through increased diversity in its faculty, curriculum, and research. At the same time, there has been some loss as well as new areas in great need of development. We look forward to working with the College of Arts and Sciences and the UO as a whole to meet these needs and to contribute to a research and teaching program rich in all facets of diversity.

**Rachele Raia**

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**From:** wacks@cas.uoregon.edu on behalf of David Wacks  
**Sent:** Wednesday, February 29, 2012 1:07 PM  
**To:** raraia@uoregon.edu  
**Cc:** David Wacks  
**Subject:** SAP 5-Yr review RL

Department of Romance Languages  
Strategic Action Plan for Diversity  
5 Year Review (2007-2012)  
28 Feb 2012  
David Wacks, Interim Head and Assoc. Prof. Spanish

**(1) Intro: approach/philosophy**

Romance Languages, by virtue of its global scope and focus on a wide variety of national and regional linguistic, cultural, and literary traditions, is a diverse unit, both in terms of curriculum, personnel, and programming. Our faculty and graduate student cohorts include natives of Algeria, Argentina, Bolivia, Brazil, Cameroon, Canada, Chile, Colombia, Cuba, Ecuador, France, Martinique, Italy, Peru, Puerto Rico, Romania, Turkey, the UK, and the US. In addition to the curricular languages of English, French, Italian, Portuguese, and Spanish, our community reads, speaks and writes Arabic, Fè'e Fe'e (Bamileke), German, Hebrew, Romanian, Mapuche, Nahuatl, Russian, Tamazigh, and Turkish. According to our mission statement, "our objective is to create conscious members of a global community, with a profound awareness of social and cultural diversity, and with a strong understanding and appreciation of French, Italian, and Spanish communities both in the USA and abroad." We bring to this endeavor a particular focus on language and literature (in the broadest sense) as a tool for communication across regional, national, and class boundaries, and a resource for social justice in the US and abroad. As a unit we strive to carry these ideals in our hiring practices, curriculum design, research, teaching, and programming.

**(2) Goals and accomplishments:**

At the beginning of the review period, RL continued in its resolve to be pro-active in its hiring practices as regards both curricular focus and faculty demographic. We have made considerable progress in this area, as our faculty roster demonstrates, and in particular among the ranks of TTF with the hires of Assistant Professor Pedro García-Caro (2007), the retention of Assistant Professor Tania Triana (2008), and the hire of Assistant Professors Claudia Holguín Mendoza (2011) and Mayra Bottaro (2012). We were also successful in hiring members of underrepresented groups in the NTTF ranks with the hires of two Career Instructors of Spanish with expertise in teaching Spanish to Heritage Learners, Amy Costales and Liliana Darwin-López (2011) and the promotion of Olga Avalos to Senior Instructor of Spanish 2009, as well as with the hire of Career Instructor of French Dr. Brian Barnett, a specialist in Francophone cultures of North America. In Fall 2012 we will be adding Portuguese instruction into RL, bringing two instructors over from the World Languages Academy.

We have continued to offer a culturally diverse curriculum that combines national literatures with a focus on transnational, regional, and diasporic cultures. Our TTF are continually designing courses at the graduate and undergraduate levels that challenge accepted paradigms of literary and cultural inquiry. Representative examples from AY 2010-2011 include FR 490, [Cameroonian writer] Mongo Beti: Return From Exile: (Djiffack), SPAN 316, Three Cultures of Medieval Spain (Wacks), SPAN 490: Caribbean

Women Writers (Triana), SPAN 328: Hispanic Writers in the United States (Taylor), SPAN 490/590: Narcoviolence and the US-Mexican Border (García-Caro), FR 399: Francophone Communities in the United States (Barnett), and SPAN 407: Roots of Latino NYC (Triana).

Most notably, since receiving funding from the Innovations in Diversity and Academic Excellence RFO program awarded to Professors García-Pabón, Epple, Enjuto-Rangel, García-Caro and Senior Instructor Amanda Powell in 2009, we have set our sights on building a robust program of Spanish for Heritage Learners, a curriculum designed to serve US Latinos and other students with prior knowledge of and interest in Spanish as a Heritage Language. In a Williams Council grant awarded to Professors Juan Epple and Analisa Taylor in 2011 facilitated the development of a series of 200- and 300-level courses designed for Heritage Learners of Spanish. In addition, Prof Claudia Holguín Mendoza was hired to direct and develop the program, and has added courses at the 400, 500, and 600 levels in order to broaden our offerings. In winter 2013 she will be teaching a graduate-level course in teaching Spanish to Heritage Learners that is expected to draw a number of Spanish teachers in Lane Country schools who otherwise would have no access to the specialized training required to serve the Latino community.

Finally, RL continues to produce academic and cultural programming that highlights and explores cultural diversity in the US and beyond. Recent events include teaching workshops on Spanish for Heritage learners (2009 and 2010), invited speakers on the Haitian Revolution, Mexican Cinema, Syrian Jewish Mexican writing, women in Chilean politics, translation studies, the US/Mexican border, Holocaust survivors in Oregon, among many others.

**(3) Assessment of progress:**

RL has measured our progress in terms of faculty hires and promotions, scope and content of faculty publications, variety and content of course offerings and enrollments in these courses, and in the amount and content of academic and cultural programming, including RL support for programming in other units. Finally, participation of RL faculty and graduate students in other departments and units such COLT, Latin American and Latino Studies, Judaic Studies, and African Studies.

**(4) Progress made/improvement still needed**

During the review period, RL has continued to offer a variety of courses and programming that promote diversity on campus. The hires of specialists in US Francophone and US Latino linguistics and culture have broadened our curriculum significantly, and we have been successful in recruiting NTTF and TTF from underrepresented groups. However, most recently Assistant Professor Tania Triana was denied tenure (2011) and will no longer be on faculty as of Fall 2012. This failure to retain women faculty of color has its analogue in other units on campus and is an area in which RL, CAS, and UO need to redouble their efforts.

**(5) Future directions and resources/tools needed:**

RL will continue to be a campus leader in promoting diversity through hiring, curriculum, and programming. We are excited at the prospect of expanding our offerings in Francophone language and culture, and in growing our program in Spanish for Heritage Learners to meet the demand of Latino and other interested students both on campus and in Lane County. We would also like to grow our program in Portuguese Language and Lusophone culture with the addition of a TTF line in Global Portuguese Literature and Culture in AY 2012-13.

David Wacks  
Interim Department Head

**SAP 5 Year Review  
Department of Sociology  
March 1, 2012**

*For your 5 year reviews, it is suggested that you:*

**¶1. Provide an introductory paragraph regarding your approach/philosophy regarding diversity planning**

In a sense, much of Sociology's academic focus is on diversity: differences and inequalities among individuals and groups. A major component of Sociology's diversity planning, therefore, involves undergraduate and graduate course offerings. Other important issues involve the diversity of faculty and students and the inclusiveness of the department community.

**¶2. Summarize the goals you have set and action items that you have accomplished the 5 year period.¶**

Sociology's 2006 diversity plan included seven goals:

- Setting aside \$1000 each year to fund speakers in the area of race/ethnicity, gender, and inequality.
- Maintaining substantive strength in the areas of race/ethnicity, gender, and inequality/class.
- Actively participating in cluster hires involving diversity, if appropriate.
- Maintaining curricular offerings related to diversity.
- Encouraging students pursuing internships to consider placements focused on diversity.
- Focused recruiting to diversify the pool of graduate student applicants.
- Reviewing curriculum related to diversity.

**3. Summarize the ways that you have measured your progress**

Progress has been measured by evaluating:

- records of speaker funding¶
- course offerings
- composition of faculty, faculty applicants, students, and graduate student applicants

**4. Comment on progress made and areas of opportunity/improvement still needed¶**

- We have reached our goal of contributing \$1000/year to fund diversity speakers every year, including 2011-12.
- We have maintained faculty strength in the area of race/ethnicity and social class, but have lost strength in the area of gender.
- Since 2001 the department has lost (not counting retirements) eight women faculty (and one man), two of whom were women of color. During the same period, and

including our current completed searches, we hired five women and seven men faculty, two of whom identify as people of color. In 2012-13, 35% of our faculty will be women and 18% will be self-identified people of color. Both figures are below our 2006 profile (44% women, 22% faculty of color).

- Our graduate applicant pool is typically fairly diverse. More than half of applicants are women (58% this year), typically more than a quarter (29% this year) identify as an ethnic/racial minority, and around 10% are international students. Of our current students, 50 in all, 38% are people of color, 44% are women, and 12% are international students.
- We have not made a concerted effort to actively recruit a diverse student population, and so this is an area of opportunity. This year we are initiating a graduate student recruitment weekend, with the goal of enrolling more of our top admitted students. However, the low graduate student stipends are a major roadblock for improving and diversifying our graduate cohorts.

*5. Comment on directions that you foresee in the future regarding your diversity efforts; and if you would like, discuss the tools, infrastructure or conditions that you feel you need in order to successfully move in that direction. ??*

I anticipate that we will continue to focus our research and courses on topics related to diversity, and that we will continue to support speakers and other programs related to diversity around campus.

The more difficult tasks before us are to increase the diversity of faculty and students and to strengthen our commitment to an inclusive and welcoming climate for all. Our success hiring diverse faculty and admitting diverse students is, frankly, hampered by our lack of resources. The department has made offers to highly qualified faculty of color, but many have decided to accept positions elsewhere, in part because of higher salaries and other resources. The same problem holds with our graduate student applicants. While we have succeeded in attracting a fairly diverse student body, the reality is that we lose our top tier of admitted students to other schools that can offer higher stipends, more extended funding, and research assistantships as well as teaching positions. A Diversity Steering Committee sounds potentially useful, but departments also need the resources to support their good intentions.

## Diversity Strategic Action Plan Report

From Theatre Arts – 2/28/2012

prepared by John Schmor

Our department over the past five years has seen the opening of a new facility and a number of new faculty hires, along with a ten-year program review and major reconstruction of our graduate programming. We were able to hire just last year a new faculty member who won UMRP funding that was in part extended to a second hire who also brings very important diversity to our faculty profile and most importantly to our curriculum. Together, these two new faculty have already made a notable difference this year in recruitment, programming, and curriculum.

Our strategy was primarily focused, five years ago, on upcoming searches and new hires. We had also moved to increase courses that embrace a wider world of dramatic literature and theatre practices. Two years ago, faculty voted to designate scholarship funds for students of ethnic or economic background who are in financial need and have enriched the diversity of our student body in some way. Last year, we saw the first measurable increase in students of minority background committing to the Theatre Major, and this year that increase was sustained. Five years ago, our faculty was able to recommit to offering at least one “multicultural” gen-ed course a year. This year, we are offering one each term.

We measure our progress not only by new course offerings or student participation but in our capacity for longer-range planning. With our two most recent hires and UMRP funding, this department is in a new position to realize longer-range goals – such as active recruitment of Oregon undergrads, active recruitment of national minority and international graduate students, and a more robust capacity for building alliances via symposia, guest artists/speakers, and interdisciplinary studies programs.

Having come through a turbulent time (an almost 75% change in faculty), we believe we are on the right footing now to proceed towards greater opportunity for our students and UO gen ed students to study with experts in both African American Arts and Arab-American Theatre. We've already begun scheduling artists and scholars in these areas to visit classrooms and participate in theatre productions. As our junior faculty proceed to forge connections across campus, we expect to see more cross-disciplinary projects and coordination.

## WOMEN'S AND GENDER STUDIES FIVE YEAR REVIEW OF THE DIVERSITY STRATEGIC ACTION PLAN

### Overview

In the last five years, WGS has been focused on substantial restructuring necessary to enhance the capacity of WGS to increase the overall diversity of the faculty and students on campus. In this time, we became a department, which allows us to hire faculty and to tenure and promote them. We established the Queer Studies minor, something students had demanded for some time. We are now working on recruiting and retaining faculty, expanding our faculty, expanding our curriculum, and discussing the possibility of a graduate program, possibly jointly with Ethnic Studies. The intellectual vision in WGS, expressed in faculty recruitment and in changes to our undergraduate and graduate curriculum, is to continue to expand our capacity in intersectional and international and comparative work on gender, race, class, and sexuality. This reflects the direction of the field nationally and it reflects the interests of our faculty and students alike.

### BUILDING AND MAINTAINING CRITICAL MASS AMONG THE FACULTY

After acquiring (finally!) departmental status, we added two new faculty members (joint appointments with Ethnic Studies [Professor Shari Huhndorf] and International Studies [Professor Yvonne Braun]) and one TRP faculty [Professor Linda Fuller]. With these additions to our faculty, we benefitted from a larger and more diverse set of course offerings (see below). We just completed a joint hire with International Studies through which we will gain a scholar with expertise in gender and global health and specific interests in Latin America. This will add important dimensions to our curriculum, but unfortunately she is only .2 in WGS so her course offerings in our department will be slim.

Our primary concern right now in WGS is retaining the faculty who bring diversity to the department and the curriculum and attract diverse students (racial-ethnic minority students, international students, and sexual minorities, for example). Shari Huhndorf is taking a leave of absence for the year (2011-12) to test the waters at UC Berkeley and if we lose her to that position this will be a serious blow to Native Studies within WGS and ES at the University of Oregon. Yvonne Braun was just interviewed at Syracuse University and we are waiting for the outcome of that search. As quickly as we build, we are losing people, not because they are dissatisfied with WGS, they tell me, but because they are so underpaid compared to other institutions, and their teaching load is heavy, relatively speaking. We are 4.4 FTE spread over 6 people. With such low FTE, we are barely able to manage the labor of offering the range of courses necessary, and advising majors (60-80, depending on the year), minors (around 30), graduate certificate students (25-35, depending on the year), and the new queer studies minor.

We have used other mechanisms to help fill our need for more faculty. With the support of OIED and CAS, we created a post-doc position and hired Shireen Roshanravan from

Kansas State University to teach courses in intersections of race, gender, and sexuality. She also gave a colloquium on her work during winter 2011. We hire graduate students from all over the university to assist in teaching WGS 101. Before they teach their own sections, we provide them with rigorous training and common materials to teach our intro course.

Finally, to support our Queer Studies minor, we received a 10K grant from the Vice President for Research and Graduate Studies, which was used to support faculty research and course development in the area of queer studies and match library funds for the expansion of its queer-relevant holdings. We are currently surveying the faculty across campus who teach courses relevant to the minor and we are providing a mechanism to help students identify courses of interest in the area of queer studies.

## CURRICULAR DEVELOPMENT

With the addition of three new faculty, and one postdoc, we broadened our curriculum to include offerings in gender, environment, and development in Africa; Global Feminisms; Indigenous women, literature, and politics; feminists epistemologies and Latin America; gender and sexuality in the Asian diaspora; and gender, race and coloniality. In winter 2011 we offered our first 600-level class taught by Professor Lynn Fujiwara and titled “Feminist Approaches to Intersectionality.” Our hope is to begin offering one WGS 600-level class per year, giving both our graduate certificate students and graduate students from around the campus opportunities to take seminar courses from WGS faculty. Next year, jointly with Ethnic Studies, WGS is going to co-teach a graduate level class in pedagogy and research from an intersectional perspective (“The Intersectionality Paradigm: Research and Teaching), a course that follows a conference co-organized with Ethnic Studies and produced in 2009. With the support of CSWS, WGS and Ethnic Studies are planning to devote resources to allowing our faculty to co-teach one course each year for the next three years in an effort to enhance our teaching from an intersectional approach. This is also part of the general exploration the units are doing to think about the possibility of a joint graduate program.

## UNIVERSITY AND COMMUNITY OUTREACH

We have had two endowed lectures in lesbian studies supported by the Sally Miller Gearhart Fund for Lesbian Studies. The first was delivered by Arlene Stein, Rutgers University, and the second by Suzanna Danuta Walters from the University of Indiana. The major donor who created this fund and Sally Miller Gearhart (for whom the fund is named) visited for each lecture and they met with other donors to the fund.

The Sally Miller Gerhardt Fund for Lesbian Studies, part of which has come in the form of a matching grant, has provided WGS with a unique opportunity to connect with the LGBTQ community in the local area and around Oregon. As of 2011, we had successfully met the match through the generous donations of local community members, many of whom attended the lecture and reception for donors last year.