

Overview to the
*2007 College of Arts and Sciences
Diversity Report and Strategic Action Plan*

June 15, 2007

The College of Arts and Sciences is pleased to present the *2007 College of Arts and Sciences Diversity Report and Strategic Action Plan*, a plan to which many have contributed. As the plan shows, CAS has actively and successfully developed and supported diversity in almost every aspect of the College. Yet we realize that we must continue to strive for improvement in access, excellence, equality, and opportunity.

I. The Value of Diversity

As the vision statement of the UO Diversity Plan states (p.4), “A university that values diversity respects diversity of opinion...[and] as members of the University community, we take it upon ourselves to protect and enhance intellectual discourse and to discharge the obligations such investigation requires of us.” Diversity of opinion does not occur naturally, but must be nurtured and protected; it is the benefit we all derive from diversity of ethnicity, economic class, gender, etc. The leadership of the College of Arts and Sciences strongly endorses this statement, and we believe our plan will serve us well in further developing diversity and excellence. As we move into the 21st century, it is crucial that we both understand and value difference. The College 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.

II. Introduction to the College of Arts and Sciences

The College of Arts and Sciences (CAS) is a diverse group of departments and programs organized into three divisions: Humanities, Social Sciences, and Natural Sciences. The College is made up of approximately 40 departments/programs, 375* tenure-related faculty, 110*non tenure track instruction faculty, 80*officers of administration and officers of research and 75* classified staff (* note: figures are full time equivalents or FTE, not head count). According to the Fall 2005 Profile of Students, CAS provides a home for approximately 1,225 graduate students and 12,000 undergraduate student majors. The College also provides roughly two-thirds of all UO classes, student credit hours, and majors. The College curriculum spans a wide range of topics and provides a solid education in most areas of fundamental knowledge. Most of the general education courses offered at UO are within in the College. The College considers research and scholarly activities to be an essential part of its faculty members’ professional duties, encouraging and supporting research in all three divisions. College faculty members have been awarded many prestigious research grants and fellowships.

III. Principles and Overview of Diversity Initiatives

The College of Arts and Sciences has a proven record of promoting, supporting, and achieving diversity, and continues to support programs and initiatives that encourage the development of a diverse faculty, student body, and curriculum. According to the University of Oregon Affirmative Action Plan 2006, CAS as a whole has a significantly larger percentage of women tenure track faculty than the University, and is approximately on par in its percentage of minority faculty. Below we highlight a few examples from the last ten years. Details for some of these initiatives can be found in the divisional reports.

- ***Tenure-related Faculty Hiring:*** 23% of the more than 270 new tenure-related faculty hired during that period have been persons of color. Presently almost 19% of tenure-related faculty members in the College are persons of color, and almost 33% are women.
- ***Promotion, tenure, retention:*** Faculty of color have been promoted, tenured, and retained at rates comparable to the faculty at large.
- ***Department/Program heads:*** Thirteen faculty of color have been appointed as heads of departments or programs. At present, 13 of 36 department and program heads are women.
- ***Endowed chairs/professorships:*** Three faculty of color and six women out of a total of 18 were appointed to CAS endowed chairs or professorships.
- ***Undergraduate student recruitment:*** CAS has worked jointly with the Office of Admissions on strategies to improve recruitment of undergraduates in general, and students of color in particular.
- ***Graduate student recruitment:*** A number of our programs have experimented with pilot programs to both attract and support graduate students of color. Details are available in the divisional reports.
- ***New programs:*** Two major programs developing the curricular and research aspect of our diversity efforts have been launched and funded entirely by CAS, representing over \$1 million in incremental internal fund re-allocations. These are the new Ethnic Studies Program and the continuing Women and Gender Studies Program. In addition, a number of existing departments, including English and Romance Languages, have substantially expanded their faculty and offerings in the area of ethnic literatures in innovative ways. Working with Women's and Gender Studies, CAS has agreed to financially support the development of a minor in Queer Studies over the next two years.

- ***Encouraging diversity initiatives and faculty development:*** the CAS Dean's office will set up a fund (initially \$10,000) to match departmental diversity initiatives and faculty development.

These achievements notwithstanding, we are always looking for ways to improve, and have asked departments and divisions to develop their diversity agenda with that goal in mind. The CAS administration believes that initiatives – whether in the areas of curriculum, research, outreach, or elsewhere – should develop out of faculty interest and engagement with students, colleagues, and the larger community, and we encourage our departments to propose new activities and to address inadequacies within specific areas. Although we are reluctant to issue top-down directives, we notice that departments, programs, and individual faculty recognize areas of inadequacy and develop plans to address them. The divisional reports delineate many of these efforts. For example, referring again to the UO Affirmative Action Plan 2006, we see that in the tenure-track faculty ranks, while the three CAS divisions all have hired an appropriate number of minorities relative to availability (Table 2). Yet in the Natural Sciences, women tenure-track professors are underrepresented by 28.26%. The Women in Sciences Forum, planned for fall, 2007 and organized by the CAS Development staff, will address this need by bringing together women science faculty with female high school and undergraduate students interested in further study in the sciences (for details, see the Natural Sciences Plan).

Because new programs and initiatives are resource-intensive and we have limited funding, we cannot support every worthy idea, but must carefully evaluate proposals for evidence of widespread interest among faculty and students, further development of our research mission, and sheer practicality within the financially constrained conditions under which we function. However, because College support for diversity efforts includes the time and effort of faculty, staff, development officers, and administrative staff, it can be difficult to quantify. Most of the UO's curriculum in ethnic literature and history, women's and gender studies, and international languages and cultures resides in the College, and is supported through the consistent effort of the administration, faculty, and staff.

The three divisions of the College – Humanities, Natural Sciences, and Social Sciences – have academic missions that arise from the inherently different natures of these respective fields and, therefore, express different needs when it comes to promoting diversity. These different needs are discussed in the divisional reports. Briefly, we understand that while the Humanities and Social Sciences often address diversity thematically in curricular and research projects, the Natural Sciences – with the exception of Psychology – focus on the natural world rather than the social or cultural world, and their approach is therefore different. At the same time, the topics studied under the various departments of the Natural Sciences are more consistent across national and cultural borders than those of the Humanities and Social Sciences, offering increased opportunities for global exchange that bring diverse populations together.

With those differences in mind, we affirm some basic principles that equally apply to all of us across the boundaries of the divisions:

- Diversity and excellence are not contradictory. CAS divisions have maintained and will always maintain an emphasis on academic quality and merit, and we believe that approach will best serve the larger goals of diversity.
- Diversity exists in many forms. As the May 14, 2006 *University of Oregon Diversity Strategic Action Plan* states (p.16, “Developing a Culturally Responsive Community), the term “diversity” should be understood broadly, as referring to “differences based on race, ethnicity, national origin or citizenship, gender identity, economic class or status, political affiliation or belief, and ability or disability.” All divisions of the College recognize the complexity of diversity, and are committed to the fair and respectful treatment of every person on campus.
- Diversity initiatives will be most effective when they are integrated within academic life. This means that to be successful, diversity initiatives should be developed and controlled by those close to the academic mission of the divisions. It also means that we should appreciate and welcome the sometimes radically different approaches suggested by different departments and programs.

With these principles in mind and to the extent possible, CAS has provided and will continue to provide financial support for proposals that increase the diversity of the College. Innovative and practical ways to improve diversity within the College are presented in more detail and specificity in our divisional plans.

IV. Process

In accordance with our belief that initiatives must develop through grass roots efforts, CAS asked that each department or program develop its own process. As the divisional reports explain, many departments already had a process in place not only for the diversity initiative, but for academic initiatives in general – and that process generally includes soliciting input from faculty, students, and staff. The resulting College plan is based on a multi-faceted, dialectical process of writing, discussion, debate, revision, and resubmission that includes input from a large and diverse body of participants.

After receiving detailed information from the departments and programs, the CAS associate deans drafted divisional plans for the Humanities, Social Sciences, and Sciences. These drafts were circulated and revised within the CAS Dean’s Office, and then presented to the Dean’s Advisory Group of department heads for their comment and input. After revisions based on this feedback, the drafts went to the larger body of department heads for further discussion and review. The department heads made use of regular departmental processes to seek input from faculty, students, staff, and other interested parties. The drafts also were submitted to the Diversity Advisory Committee. Based on reviews from all of these sources, the plans were revised. The final document, the *2007 College of Arts and Sciences Diversity Report and Strategic Action Plan*, was approved by the Dean of the College of Arts and Sciences.

Diversity Report and Plan

CAS – Humanities

Part I

Diversity in the Humanities

I. Overview of the Humanities Division

As part of the College of Arts and Sciences, the Humanities Division shares in the mission of the College to offer part of a broad general education at the undergraduate level as well as advanced study and research at the graduate level in its specialized fields. The Humanities Division is also a critical part of the effort to provide a strong liberal arts foundation, which is essential to the strength and excellence of the university. More specifically, the departments and programs of the Humanities Division are committed to the study of human meaning as it is expressed in diverse languages, explained in diverse literatures, and reflected upon from diverse philosophical and religious perspectives. As a result, concern about fostering and maintaining diversity is already central what motivates the work of humanist scholars and teachers.

The role of languages in the development of diversity is explained in the report received from East Asian Languages and Literatures: “One of the most significant forms of diversity is marked by language and ... the best way to engage another culture is through the language that culture employs.” This issue is not only related to fostering international diversity but is important to understanding diversity within the United States as well. The report continues: “[The study of languages other than English] is particularly important in the United States, which remains predominantly monolingual. The monolingual, when engaging those from another culture, always put the burden of linguistic proficiency on the other.” Through the study of language and literatures, the structures of language, through comparative study, and through reflection on worldviews, religions, and the nature of identity, community and human nature, students in the Humanities take up a share of the burden of understanding. The report received from Religious Studies says this about their courses, but the conclusion can apply in general to study in the Humanities: “By their very nature, as investigations and analyses of human differences and commonalities, our course offerings play an important educational role in developing a [diverse and culturally responsive community] at the University of Oregon.”

II. Organizational Structure

The Humanities Division consists of 18 departments and programs, each led by a Department Head or Director who is responsible for the department or program budget, course scheduling, review of faculty, and department or program compliance with University and College policies. The Division also includes three non-degree-granting programs committed to supporting the study of languages. These include the Yamada Language Center, the American English Institute, and the World Language Academy. The Division is also

responsible for the publication of three journals: *Comparative Literature* (housed in the Comparative Literature Program), *Environmental Philosophy* (housed in the Department of Philosophy), and *The Northwest Review*, (housed in the Department of English). The University of Oregon Forensics program is also part of the Humanities Division. In addition to work in their home departments, faculty members in the Humanities participate in a wide range centers and institutes, often in leadership roles. Many faculty members also participate in degree programs inside the Division (e.g. Comparative Literature) and outside (e.g. Ethnic Studies).

Humanities Departments and Programs

Classics	Judaic Studies Program
Comparative Literature Program	Linguistics
Creative Writing Program	Medieval Studies Program
East Asian Languages and Literatures	Philosophy
English	Religious Studies
Folklore Program	Romance Languages and Literatures
German Studies	Russian and East European Studies
Germanic and Scandinavian	Scandinavian Studies
Humanities Program	Theatre Arts

Within the Humanities Division, the following languages are regularly taught. Many other languages are also available on an occasional basis through the Yamada Language Center.

Arabic	German	Latin
Chinese	Greek	Portuguese
Danish	Hebrew	Russian
ESL	Italian	Spanish
Finnish	Japanese	Swahili
French	Korean	Swedish

Each department has its own internal governance structure, means of consulting students, and procedures for hiring and evaluating faculty. Some departments (e.g. English and Philosophy) have formally established operating guidelines while others have informal procedures established over time. Department Heads and Program Directors report to the Associate Dean for Humanities who, in turn, reports to the Dean of the College. As in the other CAS divisions, resources, academic program development, and student programs related to academic areas are managed by the departments with oversight by the Dean's office.

III. History of Diversity Efforts

Diversity efforts in the Humanities Division can be summarized under four headings: faculty development, curricular development, student development and community outreach.

Faculty Development: Departments in the Humanities have actively worked to develop a diverse faculty. The result has been positive overall. At present, 75% of the tenure-related faculty in the Humanities Division is White/Non-Hispanic, compared with 80% of the whole faculty of the College. Of the faculty who do not report themselves as White/Non-Hispanic, 8% identify themselves as Asian, 5% indicate that they are Hispanic, 3% indicate that they are African American, and 5% indicate one of the other racial/ethnic categories. 4% of faculty declined to respond. The Humanities faculty is currently divided equally between male and female faculty members. This compares with the overall College faculty, which has 33% female members.

Efforts in the Humanities Division to recruit and retain faculty of color are ongoing. These efforts typically involve three components. *First*, in conjunction with curricular developments, departments have often opened positions that contribute to fostering diversity. The English Department, for example, committed in 2001 to developing an academic strength in ethnic literatures. Hires in this area have often been faculty of color and the increased offerings in ethnic literatures have contributed to a more inclusive intellectual community of students and faculty. *Second*, departments have worked to advertise positions widely and to follow the guidelines they receive at the beginning of every search to maximize the diversity of search pools and to make sure that all qualified applicants are carefully considered. *Third*, departments have also worked to offer the best possible salaries and support to candidates selected for positions. Recruitment of faculty of color is a priority at the UO and at nearly every comparable university. The result is a need to provide competitive salaries and other forms of research support. Given relatively low salaries and few resources in the College to augment already limited departmental resources, searches often rely on the Minority Recruitment Program funds provided by the Provost's Office. These funds have made a significant positive impact on the ability of Humanities Departments to successfully recruit faculty of color.

Despite success in recruiting faculty of color, retention of these faculty members remains a serious difficulty. For example, the English Department reports that while it has successfully recruited 17 faculty of color since 1995, 6 of these faculty members (35%) have left the University. While reasons for these departures are complex, two significant factors are limited diversity in the Eugene community and the relatively low salaries and limited research support provided to faculty after the first several years at the University. These reasons are commonly reported by departing faculty members and their department heads and more detailed information about why a person leaves the university is not currently available. In the University's diversity plan the problems of critical mass, "cultural competence," and faculty service expectations are also identified as key issues to be addressed.

In addition to the regular process of recruitment, English also changed the general guidelines for hiring to reflect its curricular commitment to ethnic literatures. As a result of their 2001 planning, "members of the faculty committed themselves to reconceptualizing traditional literary fields by foregrounding issues of diversity. To this end, it was agreed that successful job candidates in the Department's upcoming searches, regardless of specialization, should demonstrate that their research involves significant engagement with questions related to the study of race, ethnicity, or gender." The English Department, thanks to several benefactors, has also been able to establish two endowed chairs dedicated to scholars working in racial and ethnic literatures. A search for a leading scholar to accept the Horn Chair is underway. The Carlisle and Barbara Moore Visiting Professorship is designed to support scholars who have a distinguished record of research that focuses on issues of race and ethnicity in literature and/or cultural production; who are willing to work with an active, diverse, and interdisciplinary faculty; and who can contribute to the continued development of ethnic literary studies at the University of Oregon. A search for the next Moore Professor is also underway.

Another successful effort in faculty development related to diversity was the establishment of the Judaic Studies Program in 2000 by a gift from the Harold Schnitzer Family Program to address what had been "a lack of attention to Jewish history, religious traditions, thought, and culture in the University's curriculum." In addition to program support, the gift partially endowed two faculty positions.

Curricular Development: The general mission of the Humanities is to study the processes of human meaning and value, its languages, its expression in diverse literatures, and reflections on the process from the perspective of philosophy and religion. In this light, Humanities departments and programs all have sought to include courses and course content that take up questions of diversity. Within the 18 departments and programs, all but three offer courses that satisfy the Multicultural Requirement (the exceptions are two very small programs—Medieval Studies and Humanities—and Creative Writing).

Many departments have developed courses within their majors that either focus on diversity-related aspects of their fields of study or incorporate significant diversity-related course content in “standard” major courses.

The College has also taken direct action to increase the number of foreign languages regularly offered. In the fall 2006, for example, Arabic, Korean, Portuguese, and Swahili were added through the new World Language Academy. The primary purpose of the WLA is to introduce new less-commonly taught languages into the UO curriculum, at first through self-support and later as regular offerings within a host department.

Other curricular developments include the addition of a Multicultural Drama course to the regular offerings of the Theatre Arts Department. The Theatre Department has also added “workshops from visiting artists that include participation in a new symposium on immigrant writing, theatre for social change (activist/community-based theatre), the Bill T. Jones Dance Company, and a new joint venture in developing summer workshops for ... disenfranchised and underprivileged youth ... in the Eugene area.” At the graduate level, the Philosophy Department continues to require the completion of at least two courses in feminist philosophy for students who are working toward either the MA or PhD. in philosophy. The UO Philosophy Department is the only graduate program in the US that has such a requirement. Also at the graduate level, the English Department has implemented a new “Structured Emphasis in Ethnic Literary Studies.” The “structured emphasis” allows a doctoral candidate to “pursue an integrated plan of study focused on one or more ethnic American literary traditions, culminating in a field exam that is taken in addition to the regular Ph.D. comprehensive exam.”

Student Development: Based on data collected by the Office of Institutional research, about 60% of Humanities majors are women at both the undergraduate and graduate levels. The percentage of White/Non-Hispanic undergraduate majors in the Humanities has increased from a low of 75% in fall 1999 to a nine-year high in fall 2005 (77.8%). At the same time, from 1999, there were decreases in the percentage of international students (from 5.1% to 2.9%), Black/Non-Hispanic (from 1.2% to .6%), and Hispanic (from 4% to 2.6%). Since the College as a whole does not show similar declines in Black and Hispanic students, it appears that roughly the same percentage of students attend but have moved into majors in other divisions or have been slow to declare a major. Still, the overall decrease in the racial ethnic diversity of Humanities majors suggests that additional attention should be paid to undergraduate student development aspects of department efforts.

Over the same period, racial/ethnic diversity at the graduate level has gradually increased. The percentage of White/Non-Hispanic students declined from a high of 64.7% in 1998 to its lowest level in fall 2005 (55.1%). When compared with the overall College racial/ethnic diversity, the percentage of White/Non-Hispanic students in the Humanities is consistently about 2% lower. With the exception of a slight drop in the percentage of Asian students and international students, all other

categories of racial/ethnic diversity have increased over the period. Efforts by some departments in the Humanities to more effectively recruit graduate students of color may in part be responsible for the steady increase in racial/ethnic diversity. Programs such as the Philosophy Department's Minority Recruitment Initiative and the English Department's Malarkey Memorial Fellowship Fund represent successful efforts and potential models for other departments. Both programs, it is important to note, face funding difficulties in the future. The 2001 MRP funds, which were used to support the Philosophy Department initiative, will support one more year of the program, and the Malarkey Fund will be gone at the end of AY 2006-07.

Student development efforts in Humanities departments also involve regular interaction with undergraduate and graduate students. In part this process takes place through the usual process of course evaluations. Curricular change is guided in part by the commitments of the faculty and in part by an assessment of how changes work in the classroom. As part of the Philosophy Department's efforts to expand the multicultural component of its undergraduate offerings, it initiated a new course, Human Nature, in 2003. The course satisfies the Identity, Pluralism and Tolerance category of the Multicultural requirement. In response to student interests and concerns the material considered has been adjusted several times. Other courses, such as the Romance Languages Department general education cultural studies courses, came about in part in response to non-language students' interest in studying French, Italian and Spanish cultures. In addition to input on course development, most departments also have student organizations that provide routine feedback on student issues to the department faculty. In some cases, students have elected representatives to participate in the process of department governance (e.g. English and Philosophy), and in at least one case, Philosophy, a student diversity committee was established to meet regularly with the Department Head to advise on diversity matters in the department. In general, students in the Humanities share a commitment to fostering diversity, and the departments work to respond to this commitment as they develop new programs and revise existing ones.

Community Outreach: Community outreach in the form public lectures and conferences, theatre productions, movie series, poetry and prose readings, and continuing education programs are central to the work of the Humanities Division. Work in a public context is both a crucial part of how Humanities scholars carry out their scholarship and creative projects and of how the wider community benefits from the work of the Division. Recent outreach activities are too numerous to list completely. Representative activities include the following:

The Comparative Literature department developed its Community Reading Project during AY 2005-06. The COLT report states that "the Project revolves around a single, given text, pitched to as many readers as possible. [It is designed] to build bridges across disciplinary boundaries and across the town/gown divide." In its first year, the Project centered on Art Spiegelman's book, *In the Shadow of Two Towers*, and included a public address by Spiegelman (off campus), a series of related events on terrorism and its representation, and a showing of Spiegelman's art at the

Schnitzer Gallery. Events both on and off campus were well attended by people from the community.

In 2006, the English Department presented a public symposium, “Intersections of Native American Culture, Politics, and Law,” at the Wayne Morse Center.

Also in 2006, the Philosophy Department hosted the second Community Philosophy Institute on the topic of “The Good Worker.” The institute brought together 15 local workers (including hourly workers, business owners, and corporate executives) to think about the issue of what makes a good worker. The conference addressed issues of economic diversity and ways of changing practices within businesses to foster meaningful work.

The Romance Languages Department ran an NEH summer institute for high-school teachers and faculty on “heritage speakers” of Spanish (students who come from a Spanish-speaking background but have had little or no formal training in the language).

The Judaic Studies Program will host this spring a major symposium titled “Witnessing Genocide: Representation and Responsibility,” which will examine representations of the Holocaust and will include a discussion of genocide in the Americas.

The Creative Writing Program offers a public series that includes six sessions each year and brings published authors to the community to present readings of their works.

Germanic and Scandinavian carry out a number of outreach activities. The department conducts a middle school program, led by advanced students in German, designed to introduce children to German and to the possibilities of learning other languages.

The Linguistics Department founded the Northwest Indigenous Languages Institute in 1998. Though NILI is now an Institute under the Vice President for Research, it is staffed almost entirely by members and alumni of the Linguistics department. The primary purpose of NILI is to support the revitalization of indigenous languages by providing instructional support for language teachers and by assisting in documenting “at risk” languages. NILI serves, as the Linguistic report points out, “what are undoubtedly the most dramatically culturally diverse communities in Oregon, and provides opportunities for our students to learn to interact and work effectively with and in these communities.”

IV. Resource Statement

As is often the case in Humanities departments, basic resources such as faculty time, funding support for initiatives, salary support for hiring faculty from

underrepresented groups in a competitive market, and support for graduate students (including students of color) are all extremely limited. Since diversity issues are part of the concern of humanities studies from the start, departments have already taken steps to carry out the strategies mentioned above despite the scarcity of resources. The stated approach to implementing new diversity plans involves seeking commitment in a significant way from the units themselves. As one administrator explained, if diversity is a value, then units should actively implement at least some plans even without outside support. The Humanities departments have already taken steps by investing in faculty and student development, curricular change and community outreach and so may not, in fact, be able to offer many new resources to help with implementation. At the same time, the Humanities have already shown a strong commitment to fostering diversity and so may be ideal targets for further investment.

V. Plan Development Process

The plan is a product of a three-part process. First, departments and programs were asked to provide information about diversity-related programs, challenges, achievements and opportunities. Second, this information was then integrated into a division-level report by the Interim Associate Dean for Humanities. The result included both an overview of the Division and examples of particular activities, problems and possible initiatives. Third, this preliminary draft was reviewed by the Dean's Advisory Group and the revised plan, as part of the overall CAS diversity action plan was sent to department heads and program directors for review within the departments by faculty and students.

VI. Diversity Value Statement

The study of human meaning and value necessarily attends to the diverse ways in which people express and explain their sense of themselves and the world in which they live. For most of the last three centuries in much of the world influenced by European culture, diversity has been understood in part in terms of racial and ethnic difference and in part through differences marked by sex, gender, sexual orientation and religion. These categories, though far from stable in their meanings, have provided a framework for human conflict, cooperation, and change. Humanities departments and programs include the study of languages, literatures, performance in the form of theatre and film, the nature of categories, and conceptions of self, community and the world. Diversity is a value in the work of humanist scholars and teachers.

VII. Diversity Defined

Diversity is as much a product of changing contexts as it is of antecedent definition in terms of which a report can be researched and written. In general, it is helpful to think about diversity in terms that are common both within and outside the university and which can provide visible guidelines in terms of which diversity action plans can

be evaluated. From this perspective, diversity understood in terms of self-reported racial/ethnic and gender categories provides a preliminary framework for our efforts. Other sorts of diversity are less easy to trace in part due to a lack of good data (for example, about the number of gay, lesbian, and transgender students in particular majors) and in part because some categories are even more difficult to define than race and ethnicity (socioeconomic group, for example). As a result, some aspects of the strategic action plan propose activities intended to address concerns about certain kinds of diversity that can only be evaluated generally and anecdotally. At the same time, international diversity is also important to the Humanities Division, although it is not a primary concern of the 2006 University Diversity Report. Efforts to foster international diversity are nevertheless ongoing and though not explicitly a part of our action plan, are an integral aspect of Humanities Division work. In general, the University Diversity Plan provides a very broad notion of diversity. While this report focuses on some aspects more than others, it does not imply that efforts will not change over time or that those aspects of diversity not explicitly addressed might become important as efforts and resources expand.

Part II

Areas of Emphasis

In the following section, we set out a series of goals roughly organized in relation to the six points specified in the University Diversity Plan. Since data from the environmental scan is incorporated in the discussion of current efforts in Part I, the following section will focus on giving specific actions, a brief rationale, specification of responsibility, indication of the unit responsible for funding the action, and a timeline including goals. In general, activities are of two sorts: activities for the Division as a whole and activities proposed by individual departments. Since the six points often overlap, actions are listed in the category that seems the best fit overall. The section concludes with two comprehensive proposals that involve all three categories.

Points 1 & 2: Developing a Culturally Responsive Community and Improving Campus Climate.

1. Support for GTF Diversity Training
 - a. Action: Provide diversity training support for Humanities Departments each fall. Training support will include supplying materials on conflict resolution resources, student support services, harassment policies, and confidentiality issues.
 - b. Rationale: While there are a variety of support and training structures in place for new faculty as a whole, GTF training is less standardized and in some cases more infrequent. Providing support to departments for training purposes will allow departments with well-developed processes to augment their programs if there are gaps and will allow departments with less well-developed training processes to have a more thorough model with which to start.

- c. Responsibility: Associate Dean for Humanities, Department Heads
 - d. Cost: CAS
 - e. Timeline: Training materials and suggestions should be available through CASWeb by Spring 2008.
- 2. Course Development, Germanic and Scandinavian
 - a. Action: Develop one or more additional courses examining cultural meeting points between German and/or Scandinavian culture and other non-European cultures.
 - b. Rationale: Questions of diversity are not limited to the US and approaches to diversity in other parts of the world have the potential to shed light on the meaning and problems of diversity.
 - c. Responsibility: Department Head.
 - d. Cost: Germanic and Scandinavian
 - e. Timeline: At least one course submitted to the College Curriculum Committee by the spring 2008 round of review.
- 3. Course Development, Religious Studies
 - a. Action: Develop a course on religions of the Indian sub-continent.
 - b. Rationale: Interactions between India and the US are increasing. Understanding a people is closely connected with understanding their religious traditions and history. At present, the department has no courses focused on the religions of India.
 - c. Responsibility: Department Head
 - d. Cost: Religious Studies
 - e. Timeline: A course submitted to the College Curriculum Committee by the spring 2008 round of review.
- 4. Course Development, English
 - a. Action: Regularize one or more of the experimental courses related to issues of diversity currently being taught by new faculty. These include ENG 119, Race and Ethnicity in Film; FLR 399, Folklore and Sexuality; FLR 399, African Folklore; FLR 399, Folklore and Gender; ENG 410/510, Survey of Irish Literature; HC 424, British Slavery; ENG 481, Theories of the Moving Image: Music Television.
 - b. Rationale: these courses all focus on or contain significant content on issues related to diversity.
 - c. Responsibility: Department Head
 - d. Cost: English
 - e. Timeline: At least one course submitted to the College Curriculum Committee by the spring 2008 round of review.
- 5. Program Development, Theatre Arts
 - a. Action: Review current curriculum and production plans to incorporate the cultural/ethnic diversity of dramatic forms and practices.

- b. Rationale: Theatre offers a unique way to study cultural diversity and the department is seeking to add new faculty who will bring expertise in diverse theatrical forms to the program.
 - c. Responsibility: Department Head
 - d. Cost: Theatre Arts
 - e. Timeline: Contingent on completing successful searches in AY 2006-07. Assuming additional faculty begin in fall 2007, the department will begin its program review in 2007-08 with a preliminary report due in spring 2008.
- 6. Program Development, Romance Languages
 - a. Action: Review program to develop offerings for heritage speakers. This will involve (1) determining the profiles and needs of heritage speakers at the UO, (2) propose appropriate coursework and support, and (3) locate funding for the proposed program.
 - b. Rationale: Heritage speakers are most often American students who have strong backgrounds in languages other than English. These students bring an important cultural diversity to the UO which could be strengthened by providing opportunities for these students to study their “home” languages more formally.
 - c. Responsibility: Department Head
 - d. Cost: Costs of the study, Romance Languages. External funding required for new course development and teaching.
- 7. Course Development, Philosophy
 - a. Action: Reinstitute Phil 216, Philosophy and Cultural Diversity
 - b. Rationale: This introductory course helped to provide an introduction to philosophy in terms of diversity issues and helped to increase the number of students of color who continued in advanced philosophy courses. The course has not been taught during the regular academic year since 2003.
 - c. Responsibility: Department Head
 - d. Cost: Philosophy
 - e. Timeline: The course should be redesigned and taught again in Fall 2008.
- 8. Course Development, Classics
 - a. Action: Develop at least one new course devoted to cultural identity and pluralism in the ancient world.
 - b. Rationale: Such courses demonstrate the department’s commitment to cross-cultural study and comparisons that examine the concept of diversity as a value that can profitably be embraced through study of the past as well as the present.
 - c. Responsibility: Department Head
 - d. Cost: Classics

- e. Timeline: A course submitted to the College Curriculum Committee by the spring 2008 round of review.
9. Program Development, East Asian Languages and Literatures
- a. Action: Devise activities and/or course offerings that will make majors in EALL more diverse in racial/ethnic terms. A variety of activities (e.g. a film festival, outreach activities in local schools, weekend introductory language for high school students) are possible. The department will determine which seem most useful and implement one or more.
 - b. Rationale: While the major has a higher than average percentage of Asian students, enrollment of African American and Hispanic students is very low. Special effort is needed to attract larger numbers.
 - c. Responsibility: Department Head
 - d. Cost: EALL for the study; additional funding sources may be necessary for events.
 - e. Timeline: The department will aim to implement one or more activities during 2008-09. Success standards will be determined in light of the activities selected for implementation.

Point 3: Building Critical Mass

In general, the Humanities Division is committed to increasing the number of students of color in Humanities majors. The difficulty with this commitment is that if increases come only at the expense of students majoring in the social sciences and sciences, then there is no overall gain in diversity (in racial/ethnic diversity in particular). Therefore, we propose (1) to continue and enhance pre-college outreach programs (see Point 4), (2) to encourage improved advising for students of color who enter Humanities major in order to foster better retention, and (3) to actively recruit graduate students of color (see Point 4).

In the data and narratives they presented to CAS, Humanities departments called for an increase in the availability of targeted financial aid for undergraduate and graduate students interested in pursuing study. While active recruitment, advising, and access to courses can make some difference, the primary reason students leave college before they finish is financial according to a report presented to the Retention Subcommittee of the Enrollment Management Council (fall 2006). If the University is serious about building a critical mass of students from underrepresented groups, it must commit sufficient financial assistance to make attendance until graduation a real possibility.

The effort to build a critical mass of faculty of color is well underway. Departments already engage in a full range of best practices (see Part I). The primary need remains financial. If the Division is to be more successful in recruitment and retention, it will require additional salary and research support provided centrally.

1. Advising.
 - a. Action: (1) Develop diversity-related curricular information for distribution to undergraduate students. Departments will be encouraged to develop a description of their diversity-related courses, faculty interests, related careers and fields of study. This material would be formatted for inclusion in the department website. (2) Departments that have developed diversity-related materials will meet with the staff of the Office of Multicultural Academic Support to talk about their programs.
 - b. Rationale: Recent work by the Enrollment Management Retention Subcommittee suggests that retention rates for undergraduate students (including students of color) are lower as students enter their third and fourth years of study. Since the retention issue emerges at the point in their studies when student declare majors, one way to promote retention is to improve advising within majors. Diversity (as the University Plan makes clear) is not just a matter of enrolling or targeting more students of color. Students from all backgrounds may find that diversity issues are crucial to their college success, especially as they select and pursue a major field of study. This action plan will provide overt support to all students interested in aspects of diversity (which could include students interested LGBT issues, race and ethnic issues, issues of socio-economic class and so on). Many Humanities departments are well-suited to provide both curricular content and advising to students with interest in diversity related issues. This approach would require that the Associate Dean work with departments to encourage the development of materials, advisers and contacts, but would not require each and every department to have the same level of involvement.
 - c. Responsibility: Department Heads/Program Directors, Associate Dean
 - d. Cost: Departments with additional support provided by discretionary funds in available; website staffing support (provided by the CAS Web Coordinator).
 - e. Timeline: During 2007-08, at least 2 Humanities Departments or Programs will develop web content and meet with OMAS. During 2008-09, at least 2 more Humanities Departments or Programs will develop advising materials, etc.

Point 4: Expanding and Filling the Pipeline

1. Outreach Programs
 - a. Action: Establish (or reestablish) pre-college outreach programs. Such programs would be developed and administered by departments.
 - b. Rationale: Since increased diversity in the Humanities will rely in significant part on increasing the number of students in underrepresented groups entering the College, outreach programs directly affect the issue of critical mass. The English department

(from 1997 to 2002) developed a Native American Bridge Program. Germanic and Scandinavian currently run a language outreach program. EALL would like to offer weekend introductory classes to help students become more interested in learning an Asian language. With reasonable funding support such programs could increase the potential pool of UO students representing and interested in diversity.

- c. Responsibility: Various departments
- d. Cost: Outreach programs presume a commitment of time from department faculty and staff. If the Associate Dean of Humanities has available discretionary funds, some support should be provided.
- e. Timeline: Programs would be initiated competitively and could apply to the Associate Dean of Humanities for discretionary funds to match departmental support. The goal for 2007-08 is to approve two outreach programs that would be carried out the following 2008-09.

2. Graduate Student Recruitment

- a. Action: Carry out two Minority Recruitment Initiative conferences each year. These conferences (modeled on the successful Philosophy Department model) would be conducted by two Humanities Departments each year (with no department having more than one such conference in two years).
- b. Rationale: A critical mass of students from underrepresented groups in the graduate program makes a significant contribution to encouraging undergraduate enrollment and to changing the diversity of the disciplines. As a result, effective graduate student recruiting is a high priority. This approach provides information and support, but no special access to the graduate program. It provides a service to the discipline by encouraging promising students to learn more about graduate study and, whether they attend UO or not, may encourage more students from underrepresented groups to enter the academy.
- c. Responsibility: Various departments, especially those with MRP funding. If OIED funding is available, departments should apply directly for support.
- d. Cost: Programs of this sort can be run for less than \$9000 each.
- e. Timeline: Assuming funding is available, two MRI conferences would be held in the fall 2008.

Point 5: Developing and Strengthening Community Linkages

The process of developing and strengthening community linkages is ongoing in the Humanities as suggested above. Several departments have programs in place, and others are currently seeking funding for such programs. While we have no specific proposals here, we would recommend that OIED establish a fund and review process so that departments interested in developing outreach programs (including conferences, community classes, workshops, even theatre performances) could apply for funding. Some support could be gained through the CAS program development

grants, direct fund raising by departments and the College to serve as matching funds with those available through OIED.

Point 6: Developing and Reinforcing Diversity Infrastructure.

Infrastructure, from the perspective of the Humanities Division, relates to support for faculty hiring, providing scholarly resources to support research in areas related to diversity, student financial aid, adequate classrooms, office space for advising and teaching assistants, and so on. It is our hope that efforts to address diversity do not neglect these larger issues. Creation of new programs requires space. The desire to enroll more economically underprivileged students requires more financial aid. The creation of a more diverse public persona requires computer resources and staffing.

Comprehensive Proposals

Additional Faculty. The Humanities Division, in light of its diversity-related efforts and its broad interest in diversity as it relates to research and curriculum, is a prime target for investment that will address faculty diversity, climate, curriculum, and graduate enrollment at once. We therefore propose that the University fund two new faculty positions in the Humanities.

Latin American Studies Humanities joint position. This would be a joint position between two appropriate disciplines in Latin American Studies in the Humanities (e.g. Comparative Literature, English, Philosophy, Romance Languages,). Latin American studies is rapidly growing and is especially well suited to the particular diversity of Oregon.

Arabic Language and Literature. The World Language Academy's first year Arabic courses are oversubscribed and we expect that the demand for Arabic language courses will increase. While instructors can sustain basic language instruction, advanced study in language and literature will require the addition of a specialist with an appropriate research agenda. With the addition of a literature specialist, combined with the current work done in Religious Studies, we could begin to establish a major in Islamic Studies. Over the next decades, the importance of Islamic studies will increase as will student demand. Further, an increasing number of US citizens and recent immigrants are Muslim, and in order to respond to this new diversity, a flourishing Islamic Studies program is essential.

Since the College has no resources for funding new positions and the Humanities Departments, among the lowest paid in the University, have few resources, we ask that the University provide support for these positions. Should these resources be provided, the Humanities Division would reserve on Knight Professorship in order to attempt to recruit a senior scholar for one of these positions.

Diversity Report and Strategic Action Plan

CAS – Natural Sciences

I. Structure and Mission of the Division of Natural Sciences

The Natural Sciences Division within the College of Arts and Sciences consists of eight departments:

- Biology
- Chemistry
- Computer and Information Science
- Geological Sciences
- Human Physiology
- Mathematics
- Physics
- Psychology

and one program:

- General Science

The division contributes to the fundamental mission of the College of Arts and Sciences to supply a broad and general education by offering a large variety of courses that train students in quantitative, analytic, and communication skills. Another key mission of the division is to foster fundamental research in the natural sciences and mathematics, and to train future generations of researchers, efforts that are crucial to the further development and the very survival of our technology-based society. The division realizes that in order to achieve these goals it is crucial to reach out to all talented individuals, and to actively break down existing barriers.

The departments and the program within the division report to the Associate Dean of Natural Sciences, but operate with a substantial degree of autonomy in their day-to-day business. The individual departments' policies and practices are quite different in detail, which reflects the diverse cultures, interests, and purposes served by the various departments. They are unified by CAS policies and by the overarching mission that is common to all of them.

II. Diversity Report and Plan for the Natural Sciences Division

The University of Oregon Diversity Plan calls for each unit to develop a strategic plan that addresses six main points:

- Developing a culturally responsive community
- Improving campus climate

- Building a critical mass
- Expanding and filling the pipeline
- Developing and strengthening community linkages
- Developing and reinforcing diversity infrastructure

The Division of Natural Sciences recognizes and appreciates the importance of the goals laid out in the University's Diversity Plan. We are committed to ensuring that all groups represented in society at large are given the opportunity to be adequately represented, and to participate, in the activities of the Natural Sciences Division. Apart from being the right thing to do on general philosophical and moral grounds, this is necessary to ensure that all available talent is tapped to accomplish our mission.

The Division of Natural Sciences has an impressive record in some of the thrust areas described in the University Plan, and is committed to additional efforts and further progress in all of them. As is the case for all other aspects of academic life and business, the specific diversity issues, as well as realistic and attainable goals with respect to diversity, differ substantially from department to department even within the division. While the plan outlined below addresses all of the six main points, the relative emphases vary from department to department, as will be apparent from the plan outlined below. We will address each of the points separately and explain our accomplishments, current status, and future plans by using efforts in various departments as examples.

The responsibility for implementation of the diversity-related plans described below will primarily lie within the individual departments and programs, as is the case with all other missions of the Natural Sciences Division. That is, department heads and program directors will be expected to implement the plan as appropriate for their units, subject to oversight from the College of Arts and Sciences. This responsibility will include the allocation of appropriate resources, and balancing resource allocations in this area against all others. If appropriate and desirable, the Associate Dean for Natural Sciences will supplement funding for projects from his or her discretionary funds. Any funds made available by the Central Administration will be passed on to departments and programs according to established procedures and policies.

1.) Developing a culturally responsive community, and building a critical mass

In our view, the two issues of a culturally responsive community and building a critical mass are closely related. This is because in the absence of an adequate, by some reasonable measure, representation of people from both genders, different racial and ethnical backgrounds, etc., that is, without a "critical mass", it would be very hard to achieve a truly culturally responsive community, even if all community members acted in the best faith possible, since too homogeneous a community would lack the feedback and interactions necessary to achieve true cultural responsiveness. For this reason we consider both of these issues under a single heading.

The Natural Sciences Division is committed to hiring the best faculty available worldwide within any given field of specialization. This policy has by necessity led to a culturally diverse faculty, as faculty with vastly different ethnic and cultural backgrounds from all over the world have joined our ranks. As an example, of 31 instructional faculty in the Department of Mathematics 19 are from foreign countries including the former Soviet Union, China, Britain, Israel, Poland, and Iran. The cultural diversity represented by these individuals is something we value very highly, and it has practical benefits in addition to being desirable for intellectual and philosophical reasons. By tapping the cultural expertise of their faculty, this diversity allows the natural science departments to effectively respond to cultural issues ranging from judging applications from international students to personal problems encountered by resident graduate students or junior members of the faculty. We plan to continue the existing policy of recruiting globally with an overriding emphasis on excellence, which has served us very well, and to build on this strength by using our faculty's national and international connections for even broader recruitment efforts for both faculty and students.

The situation is more difficult with respect to the more narrowly defined concept of diversity that refers to U.S. nationals who are members of underrepresented minority groups or, in some disciplines, gender. In many areas in the natural sciences the pool of such individuals is very small, which results in a very competitive hiring market. This becomes apparent from surveys such as one conducted by the Council of Chemical Research in 2005/2006. Out of 34.2 faculty in an average chemistry department that ranks in the first quartile of the most recent National Research Council ranking (our Department of Chemistry belongs to this group) just 1.1, or 3.2%, are African-American, Hispanic, or Native American. Our Department of Chemistry thus was at the national average, with one Hispanic faculty member, until he left for UC Berkeley a few years ago, a move that reportedly almost doubled his salary. Similarly, out of 26 PhD degrees awarded, only 2.1, or 8.1%, go to members of these underrepresented groups. (See also the section on filling the pipeline below.) In other science disciplines, the corresponding numbers are even smaller. For instance, out of 3,252 faculty in the top 100 physics departments ranked by R&D expenditures, just 87, or 2.6%, are African-American, Hispanic, or Native American. Consistent with these numbers, according to the University of Oregon Affirmative Action Plan from January 1, 2006, minorities are not underrepresented among faculty in the natural sciences; women, however, are (see p. 25 of the Affirmative Action Plan). This raises the question how to successfully compete in a very competitive market for female science faculty, and at the same time make further progress with respect to minority recruitment. Apart from the obvious need to improve faculty salaries, one promising strategy we plan to pursue is to conduct broader searches that are not restricted to a particular subdiscipline. Such broad searches maximize the pool of applicants and thereby maximize the chances that qualified members of underrepresented groups will apply. For instance, a broad search conducted by the Department of Physics several years ago resulted in the hiring of the first female faculty member in Physics. We will actively encourage such broad searches in the future as part of our overall diversity efforts and our desire to achieve a critical mass.

In addition, we will continue and expand our support for efforts such as Geraldine Richmond's (Chemistry) COACH (Committee on the Advancement of Women Chemists) workshops to increase the number of, and support for, women in the sciences. (See also Sec. II.3 for a related program UO postdocs and graduate students will attend at Rice University.)

One such activity already in the planning stages is a Women in Science Forum to be organized by the Development Office of the College of Arts and Sciences. This event will engage women on the UO science faculty, female high school students exploring a career path in science, and potential donors with an interest in the advancement of women in science. The first step will be a panel discussion led by members of the science faculty, which is planned for Fall 2007.

Another specific goal is for the Physics Department to participate, starting in AY 2007/08, in the Travel Grants for Women Speakers program sponsored by the Committee on the Status of Women in Physics within the American Physical Society. The goal of the program is to increase the recognition of women physicists by expanding the opportunity for physics departments to invite women colloquium speakers. Having more female colloquium speakers will provide our female graduate students with role models, and it will build a contact network that will be important and useful for encouraging female applicants to apply for future faculty searches.

Another important aspect of cultural responsiveness relates to the student body. It is our policy to foster mutual respect and understanding among the students by providing common spaces to both undergraduate and graduate students, and to encourage social activities such as annual picnics and other events. For example, most of the natural science departments have both undergraduate and graduate lounges (examples are the Hilbert Space in Mathematics, and the Binney Lounge in Physics) that offer access to computers in addition to a socially and intellectually stimulating environment, and many of these are supported by generous donations from alumni. Arguably as a result of these supportive and inclusive efforts, problems related to cultural differences among students are rare in the natural sciences. When such problems do occur, they are effectively dealt with by the department heads, with help from faculty members knowledgeable in the cultural area in question. We consider this an area where our existing policies and procedures work well, and we plan to continue them. Consistent with this perception, an internal survey conducted within the Department of Psychology (see the appendix) showed that graduate students in this field rated the departmental climate with respect to responsiveness to students from diverse backgrounds 7 on a scale of 1 to 10. However, while 7 out of 10 is encouraging, it is not a perfect score, and the rate of participation was low (40% for faculty and about 20% for students). We will encourage departments to develop surveys that draw a higher response rate, which will raise awareness and help address lingering departmental climate problems or problems that have not been identified in the past.

The Department of Psychology has developed additional means to increase awareness of cultural diversity and improve cultural responsiveness. Within the department there is a Cultural Laboratory that conducts research on diversity issues and other laboratories help diverse students acclimate to the department. There are occasional colloquia on diversity issues and the department also sponsors the biennial “Sundberg Conference on Cultural and Community Psychology”, at which a monetary award is presented to a graduate student studying cultural and/or community psychology. Such activities will serve as examples that other departments can follow and adapt to their own situations, and the College will encourage and support them in doing so.

With respect to non-academic staff, the same policies of inclusiveness and responsiveness as for students apply. The main difference is that the absolute numbers of non-academic staff in the natural sciences are small, and the composition of this group is therefore characterized by very large fluctuations. As in the case of the student body, cultural problems in this area are rare events in the natural sciences.

2.) Improving campus climate

The College of Arts and Sciences constitutes almost two thirds of the University, in terms of faculty and student numbers, which makes the climate within the College a very important part of the overall campus climate. We believe that the best way for the College to help improve the campus climate is to start in our own departments and divisions, following the motto “think globally, act locally”, and we are pleased to report that the climate within the Natural Sciences Division is very good. This judgment is based mostly on anecdotal evidence, and on the absence of major problems that would be brought to the attention of the administration, and it is consistent with the internal Psychology survey mentioned in point 1.) above. In addition to actively working on maintaining and further improving this state of affairs, members of the College will continue to serve on university-wide committees and task forces such as the Diversity Advisory Committee, which has a distinctive record of service by members of the College of Arts and Sciences.

3.) Expanding and filling the pipeline

The small number of both faculty and Ph.D. recipients in the natural sciences who belong to groups of underrepresented minorities mentioned under point 1.) above points to a structural problem that needs to be addressed much earlier than at the stage of hiring faculty. In recognition of this, the Natural Science Division is active in a substantial number of initiatives that are designed to encourage minority students, from grade school through college, to consider careers in the sciences.

One example of such an initiative is the UO Summer Program for Undergraduate Research (SPUR) that has been run by the Department of Biology for the past 10 years. While the SPUR is open to both minority and non-minority students, under the leadership of its current director the program has put particular emphasis on recruiting minority students by establishing contacts with institutions that have large minority

student populations, such as UNBC, the University of Hawaii, and the University of New Mexico. This approach has been very successful. A tracking survey conducted by SPUR has shown that of 70 participants who were members of underrepresented minority groups, 44 are pursuing or have completed a graduate degree in a science discipline, 11 pursued careers in medicine, and 5 work in science education.

In order to capitalize on the success of this program, we will provide professional development opportunities for faculty in other areas of the sciences. The current director has agreed to conduct a workshop in AY 2007/2008 that will inform other sciences departments about the SPUR program and discuss how to successfully develop similar initiatives in their areas.

Another SPUR program is run by the Department of Psychology and has been equally successful. In addition, a senior Psychology Professor secured NIMH funding over three years (2002-2005) to conduct a summer research training program for ethnic minority students. Three students from that program have been admitted as graduate students in clinical psychology. In addition, the College of Arts and Sciences provided funds to recruit six additional graduate students who enhanced diversity in the department's student population. For the near future, the department plans outreach efforts to specifically target high schools and middle schools with diverse student populations, and to participate in the Oregon Young Scholars Program, which has a similar goal.

Another example is a program initiated by the Department of Economics (in the Social Sciences Division) to bring disadvantaged middle-school students from the local community to campus for a week in the summer, with the goal of making them feel welcome at the UO and make them aware of the educational opportunities open to them. The focus of this program is on students from low socio-economic backgrounds, and this target group contains a large percentage of minority students. Some programs and departments in the Natural Sciences have noticed the success of this program and taken it as a model for future initiatives. The Department of Psychology is already participating in this initiative and will continue to do so, and the Department of Geological Sciences plans to join in these efforts this coming summer.

The Departments of Chemistry and Physics conduct an annual Science Open House that is targeted at high school students all over the State of Oregon. Feedback received from students and teachers alike shows that this is a very popular and successful event that opens many students' eyes with respect to the opportunities a career in the sciences can offer. Due to its broad scope, this event is guaranteed to reach a proportion of minority students equal to their representation in the general population.

Such initiatives require substantial resources, both in terms of faculty time and direct expenses, which are borne by the departments. These efforts demonstrate the commitment on the part of our science departments to the overall effort to bring

diversity to their fields. While they do little to improve the diversity on campus in the short run, they are crucial for expanding the pool of qualified minorities in the long run, and help ensure that talented individuals from all segments of the population get the opportunity to enter a science career if they wish to do so, which in turn is crucial for the long-term health of the disciplines. The College of Arts and Sciences is committed to further encouraging and supporting these efforts.

A definitive plan for the near future is the UO UCORE (Undergraduate Catalytic Outreach and Research Experience) program that will be run this summer by the Departments of Chemistry, Geological Sciences, and Physics. It will bring 24 community college students to the UO for an 8-week research experience. UOCORE is a \$1.6 Million 4-year program supported by the National Science Foundation. The primary goal of this program is to introduce strong community college students to the possibility of a career in the physical sciences, and to increase the diversity of students majoring in the physical sciences. Substantial resources in the form of faculty time have been expended by the participating departments while writing the grant proposal, and many more will be committed to run this program.

Another initiative aimed at increasing the number of female faculty in the sciences are plans for female UO postdoctoral fellows and senior graduate students to attend a Workshop for Women in Science and Engineering at Rice University this coming fall. This workshop provides a unique opportunity for prospective women faculty to learn from faculty leaders across all science and engineering disciplines, and its goal is to help increase the number of female faculty in these areas. The College of Arts and Sciences has disseminated this information to its science departments, who are actively encouraging interested female post docs and graduate students to attend this workshop. Their experiences, together with the experience gained through the planned UO Women in Science Forum described in Sec. II.1, will be used to use to plan further activities of this type.

4.) Developing and strengthening community linkages

The Natural Science Division has a strong record of building and maintaining community linkages, both locally and globally.

In the global arena, a senior Professor in Biology has developed several contacts in Africa and has taught a nine-day school for graduate students and post docs in Cape Town, South Africa. In addition to establishing contacts with the global community, these activities help attract international students to the UO and thus contribute to a more diverse student population on campus.

The Department of Human Physiology runs an annual Human Performance Camp that attracts a large number of local high school students with an interest in sport, dance, and other areas where human performance and physical activity are at the heart of the endeavor. The department has plans for a weekend or summer program

along similar lines that will specifically target high school science students from underrepresented minority groups.

The Departments of Chemistry and Physics conduct a large number of outreach activities that also have an undergraduate recruitment component. They include the very popular Science Circus program that is regularly performed at local high schools as well as at community events. While not specifically targeted at underrepresented minorities, the sheer breadth of these activities ensures that they expose a large number of minority students to the challenges and opportunities offered by a science education.

The College of Arts and Sciences actively encourages and supports these and other activities conducted by the various science departments. They play an important role in the mission of a public university, and they are important for student recruitment, both overall and with respect to minorities in particular. They have substantially increased in numbers and scope over the past two decades, and the College will continue to encourage and support this expansion.

5.) Developing and reinforcing diversity infrastructure

The College of Arts and Sciences considers it good management policy to keep diversity-related infrastructure at an institutional level, where it exists in the form of the Office of Institutional Equity and Diversity. It would make little sense to duplicate such a structure at the departmental level, or even at the college level. Instead, we believe it is more efficient to work with the OIED on a case-by-case basis as needed, and to handle most diversity related issues through our existing committee structure. The current planning effort, and in particular the departmental considerations that have become part of this college-wide document, have made sure that all faculty and students who are involved in the existing infrastructure are aware of the pertinent issues and will make addressing them part of the routine business their committees conduct.

The Natural Sciences have a long tradition of soliciting input from students in any decisions that are relevant for the educational mission of the university. Student input is routinely sought and taken into account for curricular decisions, and many departments routinely have student representatives on faculty search committees. The extent to which students, and what level of students, are involved depends on the topic under consideration. Obviously, recruiting undergraduate freshmen to serve on a faculty search committee makes less sense than soliciting advice from advanced graduate students, whereas undergraduate input on lower-division curricular matters may be very useful.

For the purpose of the diversity planning process, the science departments have followed the same procedures, which have proven very useful in these other contexts. To give a few examples, the Psychology Department has formed a diversity committee with student representation. The Department of Chemistry plans to create

a new committee with broad representation to deal with diversity issues, and this representation will include students. Chemistry also plans to form additional student support groups modeled after the existing Women in Chemistry Graduate Student Group or the existing American Chemical Society student affiliate chapter. In the future, these will constitute a second conduit for student input. The Biology Department had students involved in the planning and development of their SPUR program that is highlighted elsewhere in the current plan, and will do the same for its broader diversity efforts as they unfold over the next several years.

Appendix: Diversity Survey Conducted by the Department of Psychology

Faculty Diversity Questionnaire

Name (optional): _____

I. Defining Diversity

1. How do you personally define diversity?
2. What do you consider to be the department's priority needs in terms of diversity? (i.e., what aspects of diversity)?
3. What do you think are the hallmarks of an organization that promotes “diversity” in the workplace?
4. Do you think our department embodies your vision of a diverse workplace? Please explain.
 - In what areas do you think our department has been effective in promoting diversity in the workplace?
 - What areas do you think need improvement?

II. Performing Diversity

1. Do you integrate diversity issues into the content of your research and/or teaching? (If so, please give examples. We recognize that different areas of research and teaching lend themselves differently to diversity issues).
2. Have you/are you currently doing anything to make the classroom climate, department climate, or both welcoming to faculty and students of diverse backgrounds? (If so, please give examples).
3. Describe your interest in or engagement with community outreach that might help expand and fill the pipeline of diverse students.
 - Do you think the Psychology Department should provide opportunities and rewards for such activities?

III. Further questions

1. Do you think that areas of diversity (course content, classroom climate, or both) should be included on course evaluations or faculty evaluations? If so, how?

2. Do you think the department should provide opportunities for faculty/staff/graduate student trainings or workshops in diversity? Would you attend such workshops?
3. What awareness, knowledge, and/or skills would you like to acquire from participating in training or a workshop related to diversity?
4. On a scale of 1-10 (10 being the highest), how concerned are you with issues of diversity in the psychology department? _____
5. On the same scale (10 being the best), how would you rate the psychology department's current commitment to diversity? Please include department climate, training opportunities, and personal experiences in your rating. _____
6. Please list factors that contributed to your ratings in questions #4 and #5.

Student Diversity Questionnaire

Name (optional): _____

I. Defining Diversity

1. How do you personally define diversity?
2. What do you consider to be the department's priority needs in terms of diversity? (i.e., what aspects of diversity)?
3. In what areas do you think our department has been effective in promoting diversity?
4. What areas do you think need improvement?

II. Performing Diversity

1. How well has the department integrated diversity issues into the courses you have taken? Please explain.
2. Do you integrate diversity issues into your own research and/or teaching? If so, in what ways?
3. In your opinion, how welcoming is the department climate to students from diverse background on a scale of 1-10 (10 being the most welcoming)? _____. Please explain.
4. Are you involved in community organizations that promote diversity? If so, please list them.

III. Further questions

1. What awareness, knowledge, and/or skills would you like to acquire from participating in a training or workshop related to diversity?
2. On a scale of 1-10 (10 being the highest), how concerned are you with issues of diversity in the psychology department? _____
3. On the same scale (10 being the best), how would you rate the psychology department's current commitment to diversity? Please include department climate, training opportunities, and personal experiences in your rating. _____

Diversity Report and Plan

CAS – Social Sciences

Part I

Diversity in the Social Sciences

I. Overview of the Social Sciences

Social sciences provide an analytical and historical approach to society – in particular, societal problems. As a result, faculty and students in the social sciences often focus on issues that are controversial – i.e. racism, international conflict and war, ethnic strife. The scientific inquiry into societal problems is often difficult, as such topics are not easily assimilated into a laboratory or controlled experiment, or even measurable by a survey question. Often, social scientists are intrigued by truly elusive phenomena – things that don't happen – such as nonvoting or treaty noncompliance. The student majoring in the social sciences emerges with the ability to assess different viewpoints on controversial issues, to provide and analyze information on these issues, and to arrive at a constructive solution to a policy dilemma. These abilities allow students to “make a difference” in whatever career they choose and become responsible, informed citizens as well.

The importance of diversity to the social sciences can best be expressed in the words of Lee Bollinger, current president of Columbia University and U of O political science graduate:

“The experience of arriving on campus to live and study with classmates from a diverse range of backgrounds is essential to students’ training for this new world, nurturing in them an instinct to reach out instead of clinging to the comforts of what seems natural or familiar. We know that connecting with people very—or even slightly—different from ourselves stimulates the imagination; and when we learn we see the world through a multiplicity of eyes, we only make ourselves more nimble in mastering—and integrating—the diverse fields of knowledge awaiting us.” (“Why Diversity Matters,” *The Chronicle of Higher Education*, June 1, 2007)

II. Organizational Structure

The division of social sciences within the College of Arts and Sciences consists of 6 departments and 6 interdisciplinary programs, each led by a Department Head or Program Director who is responsible for the budget, course scheduling, faculty review, and compliance with CAS and University policies. The social sciences

division also includes the Social Science Instructional Laboratory and Social Science Data Services which assist faculty and students throughout the University. Using 2004-2005 ORM data, this division encompasses 104 tenure-related faculty (17.7% of UO), 2,571 majors (19.9% of UO), and confers 1,170 degrees annually (29.7% of UO).

In addition to their work in their department or program, faculty members participate in a number of centers and institutes, such the Center for Asian and Pacific Studies (CAPS), the Institute for Cognitive and Decision Sciences, the Center for the Study of Women in Society (CSWS), and the proposed Center for Race, Ethnicity, and Sexuality (CRESS). Many faculty members also participate in degree programs outside the division (e.g. Russian and East European Studies).

Social Science Departments:

Anthropology	History
Economics	Political Science
Geography	Sociology

Social Science Programs:

Asian Studies	International Studies
Environmental Studies	Latin American Studies
Ethnic Studies	Women's & Gender Studies
European Studies	

III. History of Diversity Efforts

Faculty Development: Departments and programs in the social sciences have worked to develop a more diverse faculty, and much progress has been made. At present, 82% of the tenure-related faculty members in the social sciences are White/Non-Hispanic, compared with 80% of the faculty of the College as a whole. Of the faculty who do not report themselves as White/Non-Hispanic, 4% identify themselves as Asian, 5% indicate that they are Hispanic, 1% indicate that they are African American, and 4% indicate one of the other racial/ethnic categories. Five percent of faculty declined to respond. Thirty-five percent of social science faculty members are female, compared with the overall College faculty, which has 33% female members.

Despite this seeming low number of minority faculty, the University of Oregon's "Affirmative Action Plan," effective January 1, 2006 (<http://aaeo.uoregon.edu/2006AAP.pdf>), on page 37, states, for that minorities and women for tenure-track faculty in the social sciences, "no goal was established because there was no under-representation." For fixed term faculty, this same

evaluation was applied to minorities, although for women a goal of 28.0% was established and was then exceeded by actual hires of 46.67%.

Efforts in the social sciences to recruit and retain faculty of color is ongoing. This effort typically involves three components. *First*, in conjunction with curricular developments, departments have often opened positions that contribute to fostering diversity within academic programs and a more diverse faculty. As a recent example, the Department of Political Science and the Ethnic Studies program committed in 2006 to a joint search in “Racial Politics,” and this search resulted in the successful hire of a person of color this year. *Second*, departments and programs have advertised positions widely and followed the affirmative action guidelines to maximize the diversity of search pools and to make sure that all qualified applicants are carefully considered. *Third*, departments have also worked to offer the competitive salaries and research support to candidates selected for positions. Such searches often rely on the Minority Recruitment Program funds provided by the Provost’s Office. These funds have made a significant impact on the ability of social science departments and programs to successfully recruit faculty of color.

Retention of these faculty members remains a serious difficulty. For example, the History Department has hired two persons of color to teach African-American history over the last decade, but both of these faculty members have been recruited away by larger universities. The Ethnic Studies program has had an even greater turnover of faculty of color. While reasons for such departures are complex¹, three significant factors are: 1) limited diversity in the Eugene community (See Appendix I for recent Register-Guard articles on exodus of minority faculty from the Eugene-Springfield area.); 2) the relatively low salaries and limited research support provided to faculty after the first several years at the University (see below); and, 3) limited opportunities for dual career hiring at the university and in the wider Eugene-Springfield area.

The social sciences, in general, have a difficult time recruiting and retaining minority faculty because of noncompetitive salaries. For example, the average salary for a Sociology professor is only 74% of that of our AAU Peers (*University of Oregon 2005-2006 AAU Peer Faculty Salary Comparisons*) A most distressing example is that of a minority faculty member in the social sciences who recently received an outside salary offer (from a college in an area with a similar cost-of-living) that was \$40,000 higher than his/her current U of O salary

As a further challenge, the social sciences have a very high teaching burden. The 2006 University of Oregon Performance Indicators show that the overall SCH per total Instructional FTE is 601 for the university overall, 595 for CAS, but 753 for the

¹ As to individual minority faculty who have recently left the U of O, it would be a violation of confidentiality to quote from their letters of resignation, but perhaps OIED could conduct an survey of such faculty in order to ascertain their personal explanations for leaving the U of O.

social sciences. For some social science department, this figure is even higher, as in 892 for Economics and 895 for Political Science.

Curricular Development: Social science departments and programs have made greater effort to include courses and course content that center on questions of diversity. All but three offer courses that satisfy the Multicultural Requirement. Courses in the social sciences constitute a large portion of all such university courses that satisfy this requirement: Social sciences courses make up 55% of all courses that satisfy the “American Cultures” category, 48% of all courses that satisfy the “Identity, Plurality, and Tolerance” category, and 3), and 46% of all courses that satisfy the “International Cultures” category.

Two interdisciplinary programs, Ethnic Studies, Women’s & Gender Studies have been created and expanded within the social sciences division of the College of Arts and Sciences:

The Ethnic Studies Program examines the construction and context of ethnicity in the United States with a primary focus on Americans of African, Asian, Latino, and Native American descent. As an element of American identity that cuts across disciplinary categories, ethnicity requires a mode of study that draws on the humanities and the social sciences as well as interdisciplinary sources such as cultural studies. Ethnicity also must be addressed historically and comparatively, paying attention to the five centuries of experience of underrepresented communities in North America and the perspectives of other societies-such as Mexico, Brazil, and Peru-where cognate experiences have had their own cultural and political expressions. In that spirit, the participating faculty of the program is an open roster of scholars committed to giving students a wide array of approaches to this challenging topic. Many courses, including the introductory sequence, are interdisciplinary. Above all, the program seeks to convey knowledge and understanding of ethnicity in the United States and to help students learn about the opportunities and responsibilities they have as citizens in an increasingly multicultural nation.

The Women's and Gender Studies Program offers students an interdisciplinary curriculum that focuses on the diverse experiences of women in both national and international contexts. The program also examines the meaning of gender as a socially constructed category that shapes personal identities, beliefs, opportunities, and behaviors. The wide range of classes explores the intersections of gender, race, class, and sexuality; the institutional structures that have an impact on women's and men's lives; and the broad range of feminist theory that seeks to explain and influence women's status in society. Among the areas of emphasis in the Women's and Gender Studies program are gender and sexuality, third world feminism, cultural representation and literature, women and labor, feminist theory, critical race feminism, immigration and citizenship, and social activism.

Part II

Plans and Future Activities

The following plan outlines the ongoing and future activities of these units, directed at meeting the University's diversity mission. Given the size and variety of departments and programs in the social sciences, this plan will provide representative examples of the types of current or planned initiatives.

I. Developing a Culturally Responsive Community

Sociology: This department plans to set aside \$1000 a year to fund speakers (a speakers' series) in the area of race/ethnicity, gender, and inequality. Some of these speakers should appeal to our undergraduates. In addition to setting aside money for speakers, certain courses could require undergraduate students to attend or give extra credit to those who attend and write a short report on these lectures.

Asian Studies: This program is committed to expanding the offerings of its new course titled "What is Asia?" This course introduces new aspects of the variety of perceptions of Asia in different disciplines and different locations of the globe and was created to strengthen the theoretical basis for the analysis of current academic discussions on topics such as the challenges of globalization, changes in historiography, regional politics, and transnational exchange.

Women's and Gender Studies:

This interdisciplinary program has proposed a new minor in Queer Studies, which will undergo curricular review during the 2007-08 year. The College of Arts and Sciences has committed \$20,000 at start-up funds for this new minor.

This program also plans to establish a track of study in WGS that centers the intersection of gender with race/ethnicity and transnational studies. In addition, the program is in conversation with Ethnic Studies about developing a joint Master's program in intersections of race, gender, sexuality, and class, a program of study that would also contribute substantially to further enhancing the intellectual climate with graduate students and pull two very dynamic scholarly units together. The joint Master's program would bring in more students who might come from underrepresented groups, and therefore contribute to expanding and filling the pipeline; it would develop stronger campus infrastructure for students of color; it would attract more faculty applicants from underrepresented groups who might be interested in teaching in such a program and thus build critical mass at UO; it would demand the creation of new classes that might contribute to developing a culturally responsive community and to improving campus climate. This MA program would require a commitment of resources that would be directed at the specific goals of the diversity plan to recruit and retain faculty from underrepresented groups—we would expect more faculty lines be committed to this program.

II. Improving Campus Climate

History: This department recently sponsored two one-year visiting assistant professorships in African-American history, funded jointly by History and the Office of Institutional Equity and Diversity. These junior scholars enabled the department to maintain the diversity of its curriculum, and their presence on campus has contributed to the critical mass that is central to the diversity plan's goals. At the same time, the department's support for the professional development of these junior scholars has contributed to filling the pipeline for minority scholars in academia at large. History proposes converting this two-year experiment with visiting assistant professors in African-American history into an ongoing postdoctoral fellowship. This would be a cost-effective, high-impact way to help recruit future UO faculty members. It would demonstrate the university's seriousness about mentoring and hiring faculty of color in a nationally visible way.

Sociology: The department will maintain and further develop its numerous courses that directly relate to diversity (race/class/gender). Social Inequality (Soc 207); America's People (Soc 305); Race, Class, and Ethnic Groups (Soc 345); Sociology of Women (Soc 355); Sociology of Race Relations (Soc 445/545); Social Stratification (Soc 451/551); Issues in the Sociology of Gender (Soc 455/555); Feminist Theory (Soc 456/556); and several topics classes at the graduate level.

III. Building Critical Mass

The following departments have made recent advances in the minority hiring or anticipate such a hire in the near future:

Sociology: In terms of racial/ethnic diversity, two faculty members are Asian Americans and one is Hispanic American. Therefore, at the present time 22% of Sociology's faculty members are in the protected classification of minorities, whereas 78% of its faculty is white non-Hispanic. The American Sociological Association website lists data for faculty in graduate departments by race for the 2000-2001 academic year. For faculty at such universities, 84% of the faculty members are white and less than one percent is not classified.

Political Science: During the 2006-07 academic year, Political Science has hired three persons of color, in the fields of Latin American Politics, Asian Politics, and Racial Politics. The latter is a joint appointment with the Ethnic Studies Program. Although this department has made numerous offers to applicants of color in the past, these new faculty are the first faculty of color to join the department in over a decade.

Ethnic Studies and Women's & Gender Studies, with assistance from the CAS Dean's Office, successfully pooled their resources in 2006 to fund a new joint position for the partner of a recent hire - a successful use of the university's new Dual

Career policy, which secured two new faculty of color in the College of Arts and Sciences.

In addition, two interdisciplinary programs, (**Ethnic Studies and International Studies**) are currently seeking departmental status. One of the primary reasons for this change in status is the resultant ability to make personnel decisions entirely within the interdisciplinary field; that is, the tenure home for faculty would be in Ethnic Studies or International Studies, rather than in a regular department, as is currently the case. This departmentalization requires a sufficient number of tenured faculty in order to make the appropriate decisions on tenure and promotion, and we are slowly building in these areas.

The process of departmentalization is a gradual process, and requires an initial stage of identifying “core faculty” within the University who can assist the program in personnel decisions. International Studies has had a core faculty for several years, and Ethnic Studies will do so for the next academic year.

New Cluster Hire

The College of Arts and Sciences proposed to the Office of Academic Affairs an “African Diaspora” Cluster Hire involving five social science departments and programs, using existing CAS resources to fund four of these positions, including one senior position. (See Appendix II.) This initiative could serve to both retain and recruit faculty of color in CAS.

IV. Expanding & Filling the Pipeline

Economics: In the past summer, the Economics department began a week-long day camp program for local low-income 9th graders. The goal was to give local low SES middle school students a taste of college life, and some information about how to prepare and pay for college. Springfield Middle School, the lowest SES middle school in the local area, helped to identify bright kids from low SES families who they thought were not on track for college, but who could succeed with some encouragement. A significant fraction of the Economics faculty participated by volunteering to teach hour-long sessions on various topics. The department was assisted graduate and undergraduate students in teaching, supervising and mentoring. A camp website is can be found at <http://economics.uoregon.edu/summer/>. The department plans to continue this program into the future and is in the process of helping other departments to start up similar programs. In particular, they have had conversations with people from Psychology, Math, Environmental Studies, PPPM, and Physics about jointly hosting a similar week-long program. The department has coordinated with these departments and has tentatively planned to have 10th grade students who enrolled in its program last year to sign up for the programs of other departments in the coming summer. In the meantime, Economics plans to host a new group of 9th graders for the Economics summer camp. The CAS Dean’s Office has already committed \$3,000 to this effort.

Women's & Gender Studies:

The Future for Minority Studies Project-Junior Scholars Caucus began this year, providing both graduate student Research Grants and Travel Grants for graduate students. The CAS Dean's Office has contributed \$6,000 to this program.

Sociology: The department plans encourages students who do internships to participate in placements that focused on diversity or diversity type initiatives. For example, ASPIRE (Access to Student Assistance Programs in Reach of Everyone): "The ASPIRE volunteer advisor program assists high school counselors to help students overcome barriers to education beyond high school. The program trains volunteers to work one-on-one with students who need encouragement, information, and technical assistance to reach their post-high school goals. Activities include academic preparation, scholarship search and application, career exploration, and college selection." For more info, see http://www.ocf1.org/grant_programs/special_aspire.html .

International Studies Program: Explore Diversity Scholarships Funded by Summer Session Dividends: One of the key structural barriers to diversity is the cost of gaining international experience in the form of study abroad, or more ideally, internship work. These are expensive undertakings. The financial, opportunity, and other costs can preclude participation by students of color and those from economically disadvantaged backgrounds. Internships in the international arena, arguably the best way to break the Catch-22 of needing international work experience in order to gain international employment, are usually unpaid, and because of the cost of travel and sustaining oneself in a city on another continent, are de facto the domain of a cultural and economic elite (on this point, see the January 2007 David Graeber article in *Harper's*, "Army of Altruists"). As a unit, ISP seeks to address this inequity by exploring the possibility of devoting a regular fraction of summer session dividends (2 to 5%, to be determined) to fund one or more scholarships to help students from disadvantaged backgrounds undertake international study or internship. ISP will explore the appropriate size and number of these scholarships; affordability, or how to maximize the benefits of summer session funds; how we will define "disadvantage" (in terms of ethno-racial or other cultural identity, in terms of socio-economic status, in terms of first-generation in family to attend college, other or some combination of these criteria). The program hopes to have these explorations completed and a draft program in place by summer 2007.

Anthropology: Undergraduate Education Recruitment

With the goal of attracting more majors and students from underrepresented groups, especially from the local Native American and Latino communities, this department will develop a plan for visiting selected high schools and college fairs, and presenting at meetings for college-bound seniors and for freshman from underrepresented groups. They will coordinate this with other appropriate departments and with Admissions (while exploring funding options). The department plans to participate in UO Foreign Language and International Studies Day and build active institutional

links with the Office of Minority Affairs, CODAC, Office of Undergraduate Admissions, and Future of Minority Studies (FMS, a national consortium).

V. Developing and Strengthening Community Linkages

Geography: Recruitment of students for the summer geographic education program for K-12 teachers will continue to target educators from diverse school districts by using the extensive network of teachers who have completed or are enrolled in the Advanced Placement Human Geography course, the EDGE website, program brochures and personal letters to principals, and school visits. The department will continue to play a leading role in the community, region, and state's annual Geography Awareness Week activities. These activities include faculty and student presentations in middle and high schools in our area that are culturally diverse and helping coordinate National Geography Bees at local middle schools. Schools with low socio-economic indicators are specially targeted for these activities.

Anthropology: With the goal of increasing the visibility of faculty research foci, many of which encompass diversity, the department will publicize their colloquia series in a more timely manner and to wider audiences where appropriate, e.g., list serves such as Ethnic Studies, Folklore, CSWS, Center for Race, Ethnicity and Sexuality, area studies programs, Inside Oregon, Humanities Center Newsletter, plus off campus via the Eugene Weekly, Register Guard, and radio shows. The department also plans to make better use of the Museum of Natural and Cultural History as an interface between the department, the university, and the community.

VI. Developing and Reinforcing Diversity Infrastructure

Geography: If funding can be secured, the InfoGraphics Lab will create, publish, and disseminate a campus map showing the locations of support services and other information for disabled students. One of the Assistant Professors in Geography has research interests in developing maps and geospatial tools for the blind and currently has an NSF-funded project to develop such maps. The UO campus and downtown Eugene are being used as test sites for this project. In the future, the department hopes to build on this work to develop functional maps for blind students and disseminate them widely on campus and in the community.

International Studies: Online Journal as Venue to Highlight Diversity Issues: ISP is currently playing a leading role in the development of a new online journal for international and areas studies scholarship, with two ISP core faculty serving as Co-Managing Editors of *InterNationality: A Journal of Global and Area Studies*. The inaugural issue of this journal (funded by a CAS Program Grant), expected in Spring 2007, will focus on citizenship, immigration and identity issues. In all issues, *InterNationality* will draw national and international attention to the UO as a node for cross-cultural and interdisciplinary scholarship, much of which will enhance our reputation as an intellectual community that takes issues of diversity seriously. *InterNationality* will work closely with colleagues and units across campus,

welcoming future special issues that highlight issues of diversity in global and cross-cultural perspective (for example, the department would welcome submission of the results of the best research funded by CODAC scholarships). The CAS Dean's Office already has committed \$5,000 to this effort.

International Studies: Assist Center for Indigenous Cultural Survival (CICS) in Transition to New Leadership: CICS, long closely associated with our program, is undergoing an unfortunate and unexpected transition to new leadership. This Center has been an important focal point for students of Native American background, as well as for students of international indigenous heritage. ISP will continue to work with the Graduate School and others to ensure a successful transition to new leadership of CICS. ISP hopes that this will result in steadying, and invigorating, a locus of support and intellectual community for recruiting students of indigenous origin from the US and globally, who will continue to enrich the intellectual community of International Studies.

APPENDIX I

Register Guard Articles on Exit of Minority Professionals from Eugene-Springfield Area

“Principal's exit list grows over years “

The Register - Guard - Eugene, Or. Author: The Register-Guard Date: Feb 20, 2005
Start Page: A.1 Document Types: General News Text Word Count: 907

Document Text

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More than 10 years ago, Anselmo Villanueva began an exodus record of minority professionals

The "eXit Files" - do they really exist?

Anselmo Villanueva says the e-mail list got its start more than 10 years ago when he and Donna Albro, then affirmative action director at Lane Community College, met for coffee and began talking about all the minority professionals they knew who'd left the Eugene- Springfield area.

Villanueva jotted the names - more than 30 - down on a napkin. Then he went home and put them in a computer file, which he later dubbed the eXit Files.

Before long, he added Albro's name to the list. She resigned in October 1995, citing frustrations with LCC's commitment to affirmative action issues.

Villanueva, who today is principal at Adams Elementary and Hillside Alternative schools, says he eventually stopped compiling the list after it grew to more than 150 names. In between job changes and computer upgrades, he says he misplaced or lost the master list.

But as recently as July 2003, he sent an e-mail to Adrian Rodriguez, who was leaving the area after working at both LCC and the University of Oregon.

"As you know, one of the honors that comes with 'moving on' is to be named to the 'eXit Files.' You will be number 139," Villanueva wrote.

Villanueva notes that most of those on the list work in the public sector - government and schools - because that's his professional circle. Similarly, it does not reflect local minorities who hold blue-collar jobs or work in the service and retail industries.

Most everyone on the list, he says, cites similar reasons for leaving - workplace hostility, a "glass ceiling" that blocks job advancement, an expectation that they'll take on diversity work in addition to their regular duties, and a "cultural void" brought on by the community's lack of ethnic diversity.

Villanueva was born and raised in Santa Barbara, Calif., to a German-English mother and Filipino father. "I'm as much white as brown, but people would never accept me as a white person," he says.

He and his wife, Rose Mary, were public school teachers who first moved to Eugene in 1979. Villanueva says they were drawn here because it seemed a good place to raise a family. "We saw lots of families outside, dads in the parks with their kids," he says.

His first job in Eugene was as a reading specialist at Willakenzie Elementary School. He served an earlier stint at Adams Elementary, for five years in the '80s, as a school counselor. For 11 years he was the school district's minority community liaison, working from the Education Center. His first principalship, from 2000 to 2002, was at O'Hara Catholic School in Eugene.

Villanueva, 55, has also earned his doctoral degree in education from the UO, and served on multiple community boards.

He says he's often asked why he stays, especially as he catalogs the names of so many others who've gone.

"I left once already - I left Southern California - and I don't have the energy to leave again," he says.

"And you've got to take your stand somewhere. As kids today say, 'What the hey, just stay.' "

- Jeff Wright

THE eXit FILES

A sampler of minority professionals who've left Eugene

Donna Albro: Director of peer education in human relations program, Hobart and William Smith Colleges, Geneva, N.Y. Resigned as Lane Community College affirmative action director in 1995.

Jacquelyn Belcher: President, Georgia Perimeter College. Served as vice president of instruction at LCC, left in 1990 after unsuccessful bid for presidency.

Jon Cawthorne: Associate university librarian for information and collections, San Diego State University. Previously served as reference and outreach librarian at University of Oregon Knight Library.

Randy Choy: Program officer for education and special funds, Oregon Community Foundation, Portland. Previously served as associate director of UO multicultural affairs office.

Allison Davis-White Eyes: Indian Education coordinator, Oregon State University. Previously served as assistant director of admissions at UO. Left Eugene in January 2000.

Matt Garcia: Associate professor of American civilization and ethnic studies at Brown University, Providence, R.I. Taught ethnic studies and history at UO from 2000 to '03.

Robert Jimeenez: Education professor, Vanderbilt University, Nashville, Tenn. Taught at UO between 1990 and '94.

Martin Dale Montoya: Assistant professor of sociology, University of North Carolina at Pembroke. Earned doctoral degree from UO, taught at LCC, OSU, Southern Oregon University, Linn-Benton Community College. Left Eugene in 2004.

Adrian Rodriguez: Counselor at Portland Community College. Left LCC in 2003 after working as diversity coordinator and counselor.

Sho Shigeoka: Counselor, Westview High School, Beaverton. Previously served as director of UO Women's Center. Left Eugene in November 1997.

Bettie Sing Luke: Office manager and program coordinator, Organization of Chinese-Americans of Greater Seattle. Worked as multicultural trainer/equity specialist at Eugene School District until half-time position eliminated in August 2003.

Clarence Spigner: Associate professor, social and behavioral science, University of Washington, Seattle. Previously taught public health, anthropology and ethnic studies at UO. Left Eugene in 1994.

Bert Suarez: Bilingual project specialist, State University of New York at Oneonta. Joined Eugene Police Department as police officer in 1992. Left Eugene after 20 years residency in 1997.

Quintard Taylor: Professor of American history, University of Washington, Seattle. Former chairman of UO history department. Left Eugene in 1999.

Donna Wong: Associate director, Office of Multicultural Programs and Services, Emory University, Atlanta. Earned doctoral degree, managed Educational Opportunities Program at UO.

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Abstract (Document Summary)

[Anselmo Villanueva] says the e-mail list got its start more than 10 years ago when he and Donna Albro, then affirmative action director at Lane Community College, met for coffee and began talking about all the minority professionals they knew who'd left the Eugene- Springfield area.

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The eXit Files

The Register - Guard - Eugene, Or. Author: Jeff Wright The Register-Guard Date: Feb 20, 2005 Start Page: A.1 Document Types: General News Text Word Count: 1719

Document Text

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An informal roster of minority professionals exiting Eugene reveals the psychological defeat that racism has imposed

Robin Morris Collin says she had to flee Eugene's racist ways - and so she did.

But she didn't have to go far.

Collin is in her second year as a law professor at Willamette University in Salem - after spending 10 years teaching at the University of Oregon School of Law. She says her new job is a lateral move, and that she left Eugene strictly because of the racial attitudes she encountered on and off the job.

"There were no other reasons," she says. "I would have stayed. It was perplexing."

In leaving, Collin found her name added to the "eXit Files," an informal list of minority professionals who've come to Eugene with high hopes, only to leave dispirited and dismayed.

One of the latest entries is Marilyn Mays, until recently the diversity coordinator for the city of Eugene and president of the Eugene-Springfield chapter of the National Association for the Advancement of Colored People.

Mays resigned her city job last month, announcing her plans to return to San Diego, where she previously worked in recreation services. She intends to leave Eugene at the end of the month, after fulfilling her duties as coach of a YMCA youth basketball team.

Mays, 38, said community denial around issues of racism, and the fallout from an allegation of racial profiling made by her nephew, Cortez Jordan, contributed to her decision to leave. "I'm really just part of that list," she said last month, referring to the so-called eXit Files.

In recent interviews with eight others on the list, all but two said racist attitudes played a major role in their decision to leave Eugene. Most said they felt psychologically defeated, and several said they suffered physical health effects. None said they regret leaving Eugene, though two said they would consider moving back.

Collin, who's lived in Louisiana, Kentucky and California, said she never encountered such a combination of "shallow friendliness" and social discomfort among white acquaintances until moving to Eugene.

"It's as if people don't have a place in their minds for black people of accomplishment or means," she said.

"They'd either not know how to respond, or offer a superficial welcome, or just plain didn't like it."

Collin said four years ago she was showering at the Downtown Athletic Club, where she was a member, when another woman began muttering about "niggers" being "allowed" on the premises - in a voice loud enough for Collin and others to easily hear. When the woman approached her, Collin said she asked her name, told her that her comments were inappropriate, and advised her to take any concerns about club membership rules up with the manager.

Beyond her fear that things could escalate, Collin said she was dismayed that several other women in the room who heard and saw the exchange refused to speak up or intervene - including one who initially resisted Collin's plea to go get the locker room attendant for help.

"They were in denial - ready to protect her instead of me," she said.

On campus, Collin believes she was denied advancement opportunities because of her race. She said there's a "silencing effect" in which professionals of color learn to go along to get along. "If you stand up, go public, do not shut up, the response is, 'We will crush you.'"

Can it really be so different 60 miles up the interstate at Willamette? Collin says yes - and not merely because the law school president at Willamette is a black man. The difference, she said, "is equal treatment - you are treated equal to everyone else. And if you do something of value, you are actually supported and embraced."

One example: When she announced to UO faculty that she and others had received an award from then-Vice President Al Gore for creating an environmental law curriculum, Collin claims she was "greeted with snickers. But here at Willamette, they put it on their Web site."

Collin said she's not a quitter, which is why she remained in Eugene for so long. The indignities, she said, were affecting her physical and mental health. "I finally realized that, at the end of the day, it wasn't going to get any better. And I can't stop being black."

Collin, 50, said she still encounters racist assumptions and comments in Salem, but not as frequently or powerfully as when she lived in Eugene. She's not sure why.

"All I know is, my mental posture here is different. I don't feel threatened or suspect all the time. I'm happier here."

Kelly Johnson says the same about Portland, where she works as a deputy district attorney for Multnomah County - after serving in a similar position with the Lane County district attorney's office for 5 1/2 years. A "persistent bias in the professional community in Eugene" is what she says sent her to Portland.

"I had every reason to stay," said Johnson, whose husband, Edwin Coleman III, grew up in Eugene. "But it reached the point where I was just loathing it. I saw no opportunity as an African-American so long as the standard I was being held to was, 'Does she fit? Does she have the face we want to be presenting?'"

One of the hard things about being a minority professional in Eugene, she said, is that you "have to be your own advocate and cheerleader and support network. Generally, you're in situations where you are the first. There are no role models."

Johnson has her own horror stories about life in Eugene. She says she was pregnant and sitting in a booth at a Eugene restaurant when a man she'd recently prosecuted in court suddenly accosted her, yelling, cursing and flailing his arms as if to hit her.

Johnson said the restaurant manager quickly came over to investigate the commotion - and asked her why she was causing trouble.

Johnson previously lived in Northern California when she attended Humboldt State University. "If Eugene is white, Humboldt County is stark white," she said. "But I never experienced that kind of thing, in terms of being singled out or accused or confronted, before I came to Eugene."

But others on the eXit Files list say their experiences were different, and that they didn't leave because of perceived racism.

Roy Brown was a captain in the Eugene Police Department, lured to the job in 1996 by Leonard Cooke, the city's first black police chief. Brown said perceptions of racial profiling - including two police stops involving black UO music professor John Gainer - dogged the department during his tenure. But he said he did not find much racism directed toward him personally, and that he and his wife so enjoyed Eugene that they think about returning after retirement.

Brown, 58, is police chief in Claremont, Calif., a city of 35,000 near Los Angeles. He said he left Eugene when it became clear that higher-ups in the city did not think he had the qualifications for police chief, the position he coveted.

"I didn't leave because of anything to do with race; I left when I was told I wasn't qualified," he said. "I thought, 'Well, I'll have to go show them that I am qualified,' and I did. I've been down here (as chief) for almost five years now."

Marshall Saucedo, now an associate dean of ethnic and cultural services at Loyola Marymount University in Los Angeles, says he, too, misses Eugene - and has the UO Ducks license plate frames on his car to prove it.

Saucedo, 50 and Latino, worked in the UO's Office of Multicultural Affairs for 10 years, seven as director. While racism was not a primary factor in leaving Eugene, he says he remains disappointed by the community's "one step forward, one step backward" approach to dealing with the issue.

"I applaud all that's been done, but I also have to ask the hard question: Why haven't we made greater progress, given the amount of time and effort involved?" he said. "I think it comes down to leadership."

Saucedo predicts professionals of color will continue to leave Eugene - a notion seconded by Tina Napier, a black woman who left last year after working for the city of Eugene for 10 years. Napier, who now lives in Sacramento, says Eugene's lack of diversity makes it especially hard for single people such as herself to connect socially.

"I have friends there who say, 'I'm not dying in Eugene,' " she said. "People are staying there just long enough to raise their kids or retire, and after that they're packing up and moving."

Danielle Torres, a Mexican-American, says she was the only one among her friends of color who stayed in Eugene after graduating with her doctoral degree in counseling psychology from the UO in 2003.

"Everyone else came and left," said Torres, 31. "No one ever had the idea they were going to stay."

Torres stayed to accept a teaching job at Pacific University's Eugene campus. But she, too, has since left - to Portland, where she is now a professor at Lewis & Clark College. She said she admires but also worries for Eugene's cadre of racism-fighting activists.

"I've seen how frustrated they can be, feeling they're banging their heads against the wall and nothing ever coming easily," she said.

Last month, at a professional conference in Los Angeles, Torres said she met an older black man who identified himself as a fellow UO alum. The man, she said, sympathized when Torres said she'd lived in Eugene for six years.

"He asked, 'How did you cope?' and was very serious and sincere," she said. "I think that's just sad - that the reputation of what it's like to live in Eugene hasn't really changed in 25 or 30 years."

[Illustration]

Caption: Law professor Robin Morris Collin now teaches at Willamette University in Salem after spending 10 years teaching at the University of Oregon School of Law. The difference, she said, "is equal treatment - you are treated equal to everyone else." "It's as if people don't have a place in their minds for black people of accomplishment or means." ROBIN MORRIS COLLIN FORMER EUGENE RESIDENT AND UO LAW PROFESSOR

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Appendix II

Proposed “African Diaspora” Cluster Hire in the College of Arts and Science

The Department of English, the Department of History, and the Ethnic Studies Program propose to further the University’s commitment to diversity, interdisciplinarity, and internationalization by coordinating hiring across disciplines in African and African American Studies:

- History has two vacancies that it plans to fill with junior hires in African History and African American History.
- English has an unfilled senior endowed professorship (the Horn Professorship) designated as a position in African American Literature.
- Ethnic Studies will have one of three "senior premiums" in the College next year, with which it plans to target an associate-level hire in African American Studies.

These initiatives, all within CAS, follow previous sustained endeavors, such as CAS’s creation of 4.0 FTE in Ethnic Studies through internal reallocation of resources during the late 1990s and early 2000s.

These most recent resource commitments by units across the humanities and social sciences come at a time when Romance Languages and Ethnic Studies are facing difficult retention issues.

CAS is therefore requesting an allocation of recurring funds from the Provost's Office toward the creation of a new, tenure-track assistant professorship to be located in Ethnic Studies. This new position will contribute to the organic cluster of positions that has emerged at the initiative of English, Ethnic Studies, History, Romance Languages, and the College of Arts & Sciences. The College plans to advertise all five new faculty positions simultaneously and to promote them as a coordinated effort at diversifying its faculty and curriculum. Furthermore, the faculty members in this cluster will contribute significantly to strength in the University’s research centers (including CSWS, CRESS, and the proposed Center for Latino and Latin American Studies). Given that the bulk of this cluster is coming from commitments by the Departments (including both senior positions), the contribution from the Provost's Office, while essential, will be comparatively small. The potential payoff, however, is six faculty members at all levels of seniority across four units, giving the University a new profile and vitality in this important field of study.