The College of Arts and Sciences continues to champion diversity efforts at the University of Oregon. During the past academic year we enhanced and expanded our commitment to promoting diversity in several ways. Faculty from the college continue to play key leadership roles in campus-wide diversity efforts and every CAS department is involved in strategic action planning to promote diversity. Because the College of Arts and Sciences offers a majority of UO degree programs and represents the majority of UO students and faculty, it is not possible to describe every effort to promote diversity. And because of our complexity and size, it is not possible to limit this report to the suggested five pages. Nevertheless, in the spirit of brevity, we address the components of the reporting guidelines using the suggested bullet format.

The University plan calls for individual plans to address several content areas, including
- Developing a Culturally Responsive Community
- Improving Campus Climate
- Building Critical Mass
- Expanding and Filling the Pipeline
- Developing and Strengthening Community Linkages
- Developing and Reinforcing Diversity Infrastructure

The University plan allows for colleges and other units to emphasize content areas of specific relevance and to organize strategic action plans according to their core missions. Accordingly, the CAS strategic action plan progress report is organized according to the following categories: (1) Students, (2) Faculty, (3) Curriculum, and (4) Community. Within these categories we report on various efforts by units within CAS to develop a culturally responsive community, to improve the campus climate, to build a critical mass, to expand and fill pipelines, to strengthen ties to relevant communities, and to develop appropriate infrastructure.

New CAS Initiatives: Innovations in Diversity and Academic Excellence

During Winter 2011, the College of Arts and Sciences submitted five Innovations in Diversity and Academic Excellence proposals. All three divisions within the College - Humanities, Natural Sciences and Social Sciences – were represented in these proposals. On April 8th we were notified that all five CAS proposals were approved for central funding, totaling $36,311. In addition to the funding approved centrally, the College committed $22,452 for these proposals and our CAS departments added another $78,267 of support. The total of $100,719 of support from both the Dean’s office and our CAS departments represents a 22% increase over the previous year’s $81,916 of CAS funding.

These proposals represent broad faculty interest in promoting diversity, as well as collaborative efforts among CAS faculty to identify and address the most pressing issues and needs. The five approved proposals are attached to this report and represent some of our future Strategic Action Plan activities.
As further evidence of the College’s commitment to diversity, Scott Coltrane, Dean of CAS, agreed to chair the search committee for the Vice President for Diversity position. The work of this committee includes extensive outreach to the UO and local community. The committee is holding visioning sessions to hear from UO faculty, staff, students and community members about the most important issues for the campus to focus on over the next five years as well as the greatest challenges to the UO’s current and future diversity efforts. The committee is working with a search firm to incorporate feedback from various constituencies into a challenges and opportunities document to be provided to potential applicants. A large number of CAS staff and faculty have participated in the visioning sessions and will continue to participate in the search process as it moves forward.

1. Students

Units within the College of Arts and Sciences have direct responsibility for recruiting graduate students, supporting them (sometimes with assistance from the Graduate School), and providing them with training for research and teaching. Consequently, many CAS efforts to promote diversity focus on expanding and filling the pipelines for graduate student admissions as well as building critical mass among entering cohorts of graduate students. In addition, departments and programs take responsibility for recruiting and retaining diverse students within their undergraduate major programs as well as preparing secondary school students from underrepresented groups for entrance into CAS majors, especially in the sciences (e.g., SPUR) and the social sciences (e.g., SAIL). Finally, CAS departments also work to create inclusive and welcoming cultures for both undergraduate and graduate students through the above efforts and with other initiatives like mentoring, advising, and internships. The following activities over the past year reflect diversity promotion efforts across content areas related to CAS students.

- The Department of Anthropology reports that of 87 applicants to the graduate program for Fall 2011, there were 7 Latino/Hispanic applicants, 3 Native Americans/Pacific Islanders, 3 Asian/Asian-Americans, 2 African Americans, and 3 Middle Easterner/Arab-Americans. Of the 10 students admitted, two (20%) were students of color. One of those students has accepted and the other offer is pending. The departmental Diversity Committee was restructured into the Community Development Committee in Spring 2010. One of the first activities of the newly-formed CDC was to conduct a series of detailed interviews with Anthropology graduate students to identify areas of satisfaction and dissatisfaction, and to develop strategies for improving the graduate student climate in the department. Two faculty members conducted interviews of approximately 30 minutes each with the majority of graduate students in the program. These interviews, which were designed to follow up on the UO Graduate Student Experience Survey, identified several areas of concern in the department, particularly those related to curriculum issues, GTF contracts, mentoring, and communication between faculty and graduate students. Students were asked to discuss several issues related to diversity if they were comfortable doing so. All students who offered an opinion on the issue of diversity felt that at heart the department is a safe, comfortable space for the range of diverse (broadly-defined) students. The conclusion of the CDC is that Anthropology has made significant progress on diversifying its graduate student cohorts and creating a safe, comfortable home for a range of diverse students. However, the CDC also feels that the department must continue to take steps to ensure that perceived inclusion and equity characterize departmental policies and practices.

- The Asian Studies Program For 2010-11 the program had a stronger than average pool of graduate applicants. Asian Studies recruited three international (Asian) students and one U.S. student from an economically underprivileged background. For Fall 2011 the program has so far successfully recruited one U.S. minority student for the M.A. program; the other likely recruit is an international student.
• The Department of Biology is a leader in well-coordinated efforts towards diversity. In Biology’s Summer Program for Undergraduate Research (SPUR), faculty, post-docs and graduate students serve as advisors and mentors to visiting interns. A major impact of this effort is to expand and fill the pipeline with talented minority graduate students, future researchers, and health scientists. Faculty visits and seminars at colleagues’ institutions continue to be a key component of outreach efforts. Through this Biology has made a number of informal collaborations that brought applicants to its graduate programs. Additionally, Biology identifies top graduate prospects through SPUR. The high quality of their research experiences motivates these interns to broadcast Biology’s reputation around the US. A graduate recruiter from Biology’s faculty each year attends the (ABRCMS), the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) conference, and, beginning in 2011, the American Indian Science and Engineering Society (AISES) regional meeting. From these meetings Biology has access to the contact information for member scholars and presentation award winners. This information is used to invite hundreds of scholars from underrepresented groups to apply for Biology’s graduate and summer programs. Among Biology’s graduate program applicants for 2011 were four SPUR alumni and several more who learned about the program through Biology’s minority recruiting efforts. The College is pleased to report this measurable reflection of Biology’s success with its SPUR program.

Improvements to the SPUR program during 2010-2011 include an expansion of efforts to find external funding for interns (visiting and UO students) to present their work at national conferences. The result of this initiative was to enable 10 summer interns to attend Annual Biomedical research Conference for Minority Students with outside funding, and three interns won prestigious ABRCMS presentation excellence awards, helping to showcase UO research excellence to this community of high achieving scholars. Funding for Biology’s IDAE 2011 proposal to CAS and OIED, “A combined strategy for graduate recruiting in sciences at minority student research conferences,” which aims to boost UO recruitment of minority graduate students in science disciplines that cross departmental lines within the College of Arts and Sciences, has been approved. This funding will enable Biology to host and staff a graduate recruitment table at three national scientific student conferences for minority undergraduates in 2011.

In Spring 2010, Biology obtained funding through CAS and OIED/IDAE to hold a conference on improving and maintaining high quality summer internship programs for colleagues at research institutions in the Northwest US. This conference, Successful Summer Undergraduate Mentored Research Programs- a UO Workshop for Northwest US Program Administrators & Directors, was held 05-06 Feb 2011 in the UO Lewis Lounge, attended by 18 colleagues, with a welcoming introduction by CAS Dean Scott Coltrane. The topic of the first of 10 sessions was Enhancing Diversity in STEM disciplines, and this session featured a discussion with OIED Asst. VPs Tom Ball and Carla Gary. This project is still underway, with a collaborative effort to disseminate results online and develop guidelines for improving mentored research programs on a national level.

With the aim of improving Biology’s diversity enhancement strategies, the department applied for and was awarded an Innovation in Graduate Education (IGE) 2011 grant. This award, “Assessment of undergraduate research programs as avenues for enhancing diversity in the Biology graduate program,” will provide a means to evaluate the department’s activities in SPUR and in Biology graduate recruiting by working closely with researchers in CoDaC and with the graduate school. This analysis of Biology’s successes and failures will spawn ideas for new and fruitful directions.

The Biology Department should be commended for each year, rigorously evaluating (formatively and summatively) its programs, drawing on all involved, faculty, mentors, interns, and administrators. For summer 2010, Biology received over 750 applications to SPUR (>10% increase) for ~20 positions. The department improved its Mentoring Workshop to attract and train participating personnel, whose involvement serves the DSAP goals of developing a culturally responsive community. Biology tracks
progress through rough metrics, including demographic data of applicants, participants, and alumni: numbers and percentages of applicants, recruiting index (acceptances/offers). Data are recorded by the Biology Department and by SPUR. The career profiles of alumni, including matriculation in graduate/professional programs, awards, honors, degrees, employment are also tracked. These numbers are then used in reports to funding agencies. Biology’s results suggest steady progress toward a more diverse UO; however, statistical analysis is not yet sufficient to establish valid conclusions.

Each year, Biology consults with various UO offices for ideas, advice, inspiration, and leadership, including OIED, the Office of Undergraduate Studies, and the Office of Student Affairs. Biology sought and received assistance from OIED Asst. Vice Provost, Dr. Carla Gary, Vice President Robin Holmes (Student Affairs), Prof Gordon Hall (CoDaC), and Prof Mia Tuan (CoDaC). Dr. Gary also presented a professional development workshop to the SPUR scholars on access to professional careers. VP Charles Martinez (OIED), VP Robin Holmes, Vice Provost Karen Sprague (Undergrad Studies) presented keynotes talk at Biology’s Undergraduate Research Symposium.

• The Department of Chemistry continues to work to improve the fraction of minority graduate students through recruitment efforts. For example, last spring Chemistry targeted six minority applicants in the recruiting class by seeking and being awarded six Promising Scholars Awards from the UO Graduate School, a source of recruiting revenue for minorities that Chemistry has previously failed to utilize. Three of the six joined our graduate program in Fall 2010. This current recruiting season we have identified/targeted three candidates. One has verbally agreed to attend UO in Fall 2011 and the other two are still undecided. Second, Chemistry intentionally targeted minority pools in its faculty seminar program. In this program, Chemistry funds faculty to give seminars at other schools with the intent of recruiting graduate students. Typically, these visits (ca. 25 per year) are to schools that are not on the usual faculty seminar tours. This past year we have also increased our efforts to bring speakers to the UO campus who are minorities or groups underrepresented in the sciences, i.e., women. In the latter category Chemistry has become one of the main sources of funding for the UO Women in Graduate Sciences group.

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

• The Department of Classics reports that two students of diversity (a graduate student of Hispanic descent and a graduate student who self-identified as GLBTG) both graduated last year and have gone on to Ph.D. programs elsewhere.

• The Comparative Literature Program efforts to recruit an ethnically and internationally diverse graduate student body have improved over the past few years. In 2011, half of COLT’s incoming class of 6 students are women of color, as well as international students (an Ecuadoran, a South Asian and a Brazilian).
• The Department of Computer & Information Science maintained a Women in Computer Science group with a departmentally funded GTF to help women network, tutor students, and coordinate group activities. In the Spring 2011, CIS offered a seminar to improve understanding of the gender gap in computing and technology. The web site http://www.cs.uoregon.edu/groups/wics/ is used to inform women students of relevant UO and non-UO activities.

• The Creative Writing Program reports that of the 14 graduate students accepted into CRWR’s MFA Program, 7 are women. Among the 14 are an African American whose family came to the US from Nigeria, a black applicant from the UK, two native American), an Asian-American (Filipino), and an Arab-American. Although the Creative Writing Program has had for some time a well-earned reputation for admitting a very diverse group of graduate students each year, this group promises to be especially remarkable in that regard.

• The Department of English’s Fall 2011 admissions’ process for the Ph.D and M.A. programs is still underway. In an effort to expand the diversity of its graduate cohort the department has increased its Collins Fellowship Program. Last year the Fellowship supported one applicant to the Ph.D. program; this year English extended fellowship support to four applicants, including one student who plans to specialize in Native American literary studies, one who plans to concentrate on African American fiction, a Chinese American applicant who proposes to work in that area, and a film student from India who plans to concentrate on Indian cinema. In addition to the Collins Fellowship Program, English has extended offers of admission, together with Promising Scholar Awards from the Graduate School, to three minority applicants, an African American student who specializes in modernism, a Latino student who plans to work on Renaissance literature, and a Native American student interested in American literature.

• The Department of Economics started the Summer Academy to Inspire Learning (SAIL) in the summer of 2005. This program is now comprised of a sequence of four annual summer camps for local disadvantaged students during their high school career. The program involves roughly 100 students, as well as faculty in Economics, Psychology, Physics, the Honors College, and the Journalism School who run the camps. This past year, Economics expanded the program’s activities to provide advising and enrichment experiences for these students and parents throughout their high school career and, particularly, in the final years when they go through the college decision and application process. The majority of the program’s high-school seniors applied to college this year and the UO may end up with 6-8 of them at UO in the fall. This initiative obviously fits the “fill the pipeline” aspect of the University’s diversity initiative. More information on the program can be found at http://sail.uoregon.edu/. Economics has continued plans to expand the program with new camps in biology and international studies in summer 2011. Recent hiring of faculty members from under-represented minority backgrounds has provided the department with Under-represented Minority Recruitment (UMRP) funds for recruitment of economics graduate students from under-represented backgrounds. With the help from these funds, during the past year, Economics was able to recruit three first-year Ph.D. students (out of a class of 13) from under-represented backgrounds.

• The Environmental Studies Program admitted a PhD student in Fall 2010 who is native American and who has been very involved with people and events at the Long House. This year ENVS made 16 offers of admission to Masters’ students and three to PhD students. One PhD and one Masters student are native American, another Masters student is African American, and a third is from India. Thirteen of the sixteen are female.

• The Department of Ethnic Studies is considering the development of a graduate program. With assistance from CAS and the graduate school, ES is continuing to explore possibilities for graduate study in Ethnic Studies.
• During the past two years the **Folklore Program** successfully recruited one graduate student a year from an underrepresented group by offering a Promising Scholar Award, and is currently offering the same to a student for the next academic year.

• The **Department of Geography** recruited to its graduate program three diversity candidates, one of whom is now enrolled in its program as of Fall, 2010. Geography's goal is to include at least one student who will increase diversity when the department offers its three-year GTF appointments (our highest appointments). In winter, 2011, Geography exceeded its goal by recruiting and accepting with support two diversity candidates. The department also made one additional acceptance but without support. Geography has yet to hear if these offers have been accepted. Faculty members Alec Murphy and Xiaobo Su co-organized an international conference with Sun Yat-sen University, China that focused on the relationship between a rising China and the future of human geography. This international conference attracted a large number of Chinese students, including potential future graduate student applicants. To encourage underrepresented students to consider attending the UO and major in geography, the department once again hosted Geography Awareness Week activities this year, which brought in elementary and middle school students from off campus. In addition, Geography's graduate students co-led a young-women-in-science set of activities that introduced elementary and middle school girls to the kinds of work that our female graduate students are doing.

• The **Department of Geological Sciences** continues to promote diversity in the annual Undergraduate Catalytic Outreach & Research Experiences (UCORE) program, which supports a large number of women faculty and graduate students, and maintains an active community outreach program. UCORE brings community college students from across the region to university research labs for a 10 week internship (see website: [http://pages.uoregon.edu/msiuo/undergrad/ucore/ucore.html](http://pages.uoregon.edu/msiuo/undergrad/ucore/ucore.html)). Last summer (2010) Geology worked with 9 of these students, the greatest number yet. The department also continues to actively support women and ethnic minorities in the geological sciences. More than 50% of our graduate student population is female. However, only 2 of our graduate students identify as an ethnic minority (Asian). Of the 132 graduate student applications for this year, nearly 60% of 30 acceptance letters went to women.

• The **Department of History** regards gender equity as a core element of its diversity goals. In last year’s report, History emphasized the extensive examination and discussion of a broad range of issues related to gender in the department. A result of History’s discussion of gender equity was a careful examination of the gender balance in its graduate admissions process. This year, History’s graduate committee carefully monitored gender ratios at each stage in that process. The committee did not use quotas; the goal was to try to detect whether there was a stage in the process at which some sort of bias against female applicants was introduced. This year’s offers of admission reflect a far more balanced class than last year’s. In the total applicant pool, 34% of the 144 applicants were women; among those offered admission, the figure was 52%. History’s offers of admission to those who self-identified as members of underrepresented minorities almost exactly matched their numbers in the applicant pool: 14% of applicants and 16% of admissions offers. History applied for and received a Promising Scholar Award for an admitted applicant who self-identified as Native American. He has accepted the offer and plans to matriculate in the fall.

• The **Department of Human Physiology** reports over 50% of its graduate students are women, and over 20% identify themselves as minority. HPHY continues its efforts to recruit minority students. Two minority students have been awarded Promising Scholars Award as incoming graduate students of diversity. One of Human Physiology's current graduate students received a Porter Fellowship from the American Physiological Society. These are highly competitive. The goal of the Porter Physiology Development Program is to encourage diversity among students pursuing full-time studies toward the Ph.D. (or D.Sc.) in the physiological sciences. The program is open to underrepresented ethnic minority
applicants who are citizens or permanent residents of the United States or its territories, and provides 2 years of full GTF and tuition support. HPHY continues to participate in the SPUR program and also contributed to the SAIL program. Both programs target underrepresented minorities in an effort to fill the pipeline. HPHY has actively and aggressively sought out additional funding sources to assist its current and prospective minority students with their educational expenses. This includes monitoring and matching students with scholarship opportunities as well as special programs in the graduate school that assist with tuition for qualifying minority or under-represented students who are continuing their studies in the department’s graduate program. HPHY has also maintained contact with its minority alumni and has plans to establish a network of graduates who can assist the department in the recruitment and retention of minority students. The Department regularly features students that reflect its diversity on its webpage with the "Featured Student" section. Several minority students have mentioned that they reviewed this section and were pleased that minority students were featured. HPHY works with high schools, the Development Office, and the Athletic Department to give tours of our research laboratories to minority and under-represented students who are interested in attending the University and have expressed an interest in our Department.

- The **International Studies** department fosters critical understandings of local-global interactions brought about by processes of globalization. Teaching and scholarship in International Studies are inherently about diversity and the building of forms of community that are multicultural and inclusive.

- The **Judaic Studies Program** is continuing its fundraising priority for summer student scholarships for study in Israel—primarily for language acquisition, archaeology digs, environmental sciences, and resolution of the Israeli-Palestinian conflict.

- The **Latin American Studies Program** is in its second year as a major and is on track to graduate twice as many majors as last year. The number of minors is down slightly, but that may be due in part to students who were in the past limited to the minor now finding a home in the major. LAS will continue its outreach efforts as we build the major. All of the program’s courses have filled to capacity this year.

- The **Department of Linguistics** is continuing to actively recruit Native students for its graduate programs. As of AY 2010-11 Linguistics has three PhD students from Native communities in the Northwest. (One has just been awarded a Graduate School Dissertation Fellowship to complete her dissertation next academic year). A fourth will join the PhD program in Fall 2011. The Department is building a program within its Language Teaching Specialization MA program for Native students who are pursuing a career in language revitalization in Native communities. Beginning in AY 2008-9, under the auspices of the World Language Academy, the Linguistics Department and the Northwest Indian Language Institute (NILI) have offered a two-year sequence in the Yakima Sahaptin language, a highly endangered Native language of Oregon and Washington. This program is the work of four Linguistics graduate students, including three Native graduate students, from the PhD program and the LTS MA program. Every summer Linguistics works with NILI to present a two-week training program in basic linguistics and language teaching for teachers and language activists from Native North American communities. This has been an active ground for interaction between Linguistics undergraduate and graduate students and Native community members from the Northwest, as well as providing a productive recruitment pool for Native applicants to our graduate programs. In terms of numbers of students, the primary contribution of the Linguistics Department is in the area of International Diversity. At the graduate level, the majority of Linguistics’ MA students are international and the department actively seeks to bring in PhD students who represent indigenous minority language communities for linguistic training to help with future cultural and linguistic survival of these communities. Linguistics just received a promising scholar award for a member of the Boro tribal community from the NE of India.
The American English Institute, which is part of the Department of Linguistics, offers International Graduate Teaching Fellows support courses each fall and winter term. These IGTF Oral Skills and English for Classroom Communication courses are designed to improve international GTF's English language skills prior to undertaking teaching assignments. Each year, 30-45 GTFs are enrolled in these courses. The AEI has built on the success of the AEIS program and has developed a 610 writing course to encourage retention of international graduate students from many departments. These courses, which began in 2009, have enrolled up to 12 students per course, serving 48 international students in the 2009-10 academic year. Improving the written and oral skills of international graduate students should have a strong effect on retention and graduation. At the undergraduate level the AEI Intensive English program welcomed to the University of Oregon 642 new students, representing 20 to 25 countries per term. These included Brazil, Bhutan, Bulgaria, Burkina Faso, Cambodia, Chile, China, Colombia, Costa Rica, Czech Republic, Dote D'Ivoire, Djibouti Dominican Republic, Ecuador, France, Guatemala, Haiti, Hong Kong, Indonesia, Iran, Italy, Ivory Coast Japan, Jordan, Kazakhstan, Korean, Kuwait, Liberia, Libya, Mexico, Mongolia, Morocco Myanmar, Nigeria, Pakistan, Saudi Arabia, Syria, Taiwan R.O.C., Thailand, Togo, Tunisian, Turkey, Turkmenistan, Qatar, Russia, United Arab Emirates, Vietnam. These students often enroll in one class at the UO while simultaneously enrolled in the Intensive English Program. Each term, approximately 100 of AEI's intensive program students matriculate into the University of Oregon as full-time international students.

- The Department of Mathematics continues to use two strategies to try to attract female graduate students. The Civin award is offered to the most promising prospective graduate students from underrepresented groups and Math has been applying the "when there are two equally qualified candidates, choose the woman" to admitting graduate students. This has some small effect, but since other Universities are using a similar strategy, it doesn't have a clear large effect.

- Over the last decade, the Department of Philosophy has worked hard to foster diversity in its graduate program. At present, the graduate program enrolls 43 students (35 PhD and 8 MA students), 51% women and 21% students of color. For comparison, in 2008, of PhDs awarded in Philosophy, 26% were awarded to women and 14% were awarded to students of color (National Science Foundation Report). At present the department enrolls 232 majors and minors. Of the 192 majors enrolled, 33% are women and 26% are students of color. In order to support greater gender balance in the major the department has instituted an outreach program to potential women majors. Activities have included meetings with women graduate students, increased encouragement of talented women students to consider the major, and a significant recruitment event in the winter. This event, "Lady Power," featured a talk by Nancy Bauer, a prominent feminist philosophy from Tufts University, and a follow up event the next week. Over two hundred students attended the talk and over forty attended the follow up. Our goal for next year is to increase the percentage of women in the major to at least 40%.

- Department of Physics will hold the Northwest Undergraduate Women in Physics Conference on April 16-17. This will bring together students from northwest colleges and universities for mentoring and advice on pursuing a career in physics. There will be 6-7 invited speakers, a poster session, a dinner, etc. This conference grows from a group of similar conferences in other parts of the country. It is being organized primarily by female physics majors, with advice from the Department Head.

- The Department of Political Science’s Fall 2010 entering graduate class consists of eight students of which five were women with one student from China and another from Turkey.

- The Department of Psychology’s 2010-11 graduate class included 18 female students out of 34, as well as 6 minority students and 3 international students. The doctoral class for 2011-12 so far includes 8 females out of 12 students, as well as 3 minority students and 1 international student. Psychology’s
faculty were again central contributors to the SAIL program, a summer camp for high school students from lower income/lower college attending high schools from Springfield.

- The **Russian and East European Studies Program** attracts proportionately larger numbers of two groups of students: non-traditional students and international students. REES has continued to recruit both groups of students, and has dedicated sections of its website to both groups. Older/returning students often face the problem of difficulty in language acquisition; REES works with them to help provide language tutoring and other forms of support. REES’ graduate program includes many international students. The program works closely with them and has added more sessions to its orientation to help international students become acquainted with the American educational system.

- The Department of **Sociology** encourages students who are interested in internships to participate in placements that focus on diversity type initiatives, such as ASPIRE (Access to Student Assistance Programs in Reach of Everyone) [http://www.ocfl.org/grant_programs/special_aspire.html](http://www.ocfl.org/grant_programs/special_aspire.html). ASPIRE pairs volunteer advisors with high school students to help overcome barriers to higher education. After training, sociology interns have worked one-on-one with students needing encouragement, technical assistance, and information on colleges, scholarships, applications, and career exploration. Some sociology faculty and graduate students are also discussing becoming involved with UO’s SAIL — the Summer Academy to Inspire Learning ([http://sail.uoregon.edu](http://sail.uoregon.edu)).

- The Department of **Theatre Arts** reports a measurable increase over the past two years in undergraduate students of diverse ethnicity and background involved in its University Theatre productions and majoring in theatre. Theatre Arts reports that it has yet to increase diversity numbers in graduate admissions. This year, Theatre Arts created a "Hope" scholarship to give to students in emergency financial need. So far, students nominated have been predominantly of diverse background.

- The Department of **Women’s & Gender Studies** reports that the WGS major, minor and graduate certificate program have all continued to grow. As of March 2011, WGS had 81 majors, 39 minors, and 26 graduate certificate students. The Queer Studies minor officially launched in F10 and now has 13 students.

**2) Faculty**

Efforts in the area of faculty hiring and retention address four of the content areas specified in the UO Strategic Action Plan for Diversity, including (1) Developing a Culturally Responsive Community, (2) Improving Campus Climate, (3) Building Critical Mass, and (4) Developing and Reinforcing Diversity Infrastructure. In addition, as described below, this strategy also promises to improve our efforts in a fifth content area - Developing and Strengthening Community Linkages.

- The **Department of Anthropology**’s faculty continue to provide leadership to units on campus that contribute to the institution’s profile as a university that takes diversity seriously, including: Lynn Stephen’s as Director of CLLAS; Jon Erlandson’s leadership of the Museum of Natural and Cultural History; Sandi Morgen’s service as Associate Dean of the Graduate School; and Lamia Karim’s position as Associate Director of CSWS. Anthropology is in the process of hiring a tenure-track biological anthropologist at the Assistant Professor level from a domestic under-represented minority group. In addition to standard advertisements to professional associations, the department attempted to maximize our reach to scientists from underrepresented groups by posting the job ad to the Underrepresented Groups Committee of the American Association of Physical Anthropologists; posting the job ad to the Ford Fellows listserv; and directly contacting institutions with graduate programs that include high enrollments of underrepresented groups. Of 133 applicants, women were represented at a level that
exceeded availability, and people of color were slightly underrepresented. A long list of 13 candidates was selected, of which 8 identified as women and 4 as people of color (all Asian). Of the final 4 candidates, one is a woman and three self-identified as people of color (2 Asian, 1 African).

- The **Department of East Asian Languages and Literatures** hired two new faculty this year to support its new Korean Studies focus. Both are international hires: one Korean and one European.

- The **Department of English** welcomed a junior colleague, African Americanist Courtney Thorsson, to the faculty in September, 2010. During AY 2010-11, English hired a new Native Americanist, Kirby Brown, a recent Ph.D. from UT, Austin, and a specialist on Cherokee literature and nationhood and Mark Whalan as the Horn Professor in English. Whalan is a modernist whose area of specialization is the Harlem Renaissance. His course offerings and research on African American modernism will dramatically enhance the Department’s profile in this area.

- The **Environmental Studies Program** added its first female core tenure track faculty member in the Fall of 2011. This faculty member works extensively with the Karok and Yurok tribes in northern California and ENVS anticipates that her work and network of contacts will provide enriching teaching and research opportunities for both undergraduate and graduate students in its program.

- The **Department of Ethnic Studies’** Diversity Strategic Action Plan from 2006 named the successful hiring and retention of faculty as a primary objective in promoting diversity. The main strategy toward this objective was to seek departmentalization for the Ethnic Studies Program. ES has grown significantly in faculty numbers (particularly at the senior ranks, with a successful associate-level hire, two promotions to full professor, and a successful tenure case), although this growth was obtained prior to the current reporting year. Unfortunately, this year, ES failed to retain one of its full professors who will be on leave next year after accepting a position at another university.

- The **Department of German and Scandinavian** hired two new assistant professors during this year. One works on Jewish-Scandinavian literature and will teach cross-listed courses in Judaic Studies and the other is a joint hire with Cinema Studies whose area is German Cinema, Media, and Gender Studies. Her research includes work on the Women Film Pioneers Project, which documents the work of early women directors, screenwriters, and cinematographers. This has enhanced German’s faculty representation in the area of gender studies and film and media studies. Film is one of the areas in which German culture has become diversified ethnically in recent years, especially through the important creations of Turkish-German filmmakers. Both hires will strengthen the Department’s contribution to the discussion of cultural diversity on campus, and will enhance the attractiveness of the major to minority students.

- The **Department of History** newly hired historian of the Islamic World arrived on campus in Fall 2011. This addition to the department fulfilled point 5 of History’s original 2006 diversity plan proposal. This year History also conducted a search for a new position in women’s and gender history, which resulted in a successful hire. This new position was made possible by History’s successful application to CAS for funds to support it. In last year’s report, the department emphasized the extensive examination and discussion of a broad range of issues related to gender in the department. History’s decision to create a position in women’s and gender history was one result of that review. Overall, the department’s gender balance has improved as a result of its recent searches. Among the past five faculty hires, three have been women. As a result, History has been able to address the issue created by the loss of two women colleagues in recent years. History hopes that combination of better gender balance on the faculty and having a position dedicated to women’s and gender history will enable the department to attract a more balanced pool of high-quality graduate students as discussed above. (Diversifying the faculty and filling the pipeline are inextricably linked.)
• The Department of Mathematics maintains an unusually high level of diversity in terms of national background, training and area of expertise within its discipline. The department has regularly made offers to highly qualified women during job searches. The biggest obstruction to having these offers accepted seems to be an issue that is not special to women: at the level our department hires, most candidates have professional spouses and a university in a small city can rarely compete for spousal professional opportunities with universities in major metropolitan areas. The Department’s Non Tenure Track Faculty are about 50% women. Math has been making a concerted effort to hire women. In 2005-06, 2007-08, 2008-09 its first offers were made to female job candidates although the department did not succeed at recruiting any of them. Last year the department made no tenure track offers and this year the department had a tenure track search, but no women made the short list.

• The Department of Philosophy successfully completed three tenure related searches in 2009-10. At present (after one retirement this year), the department has ten faculty members; three are faculty of color and four are women making the department one of the most diverse philosophy faculties in terms of gender and race/ethnicity in the United States.

• The Department of Physics has made significant attempts to enhance the candidate pool in faculty searches. The department has used a database maintained by the Rice ADVANCE site, which lists female students who have participated in their career development workshops, cross-indexed by field, degree status, etc. The Physics Department Head has contacted 8-10 prospective female candidates in each of the past two years and encouraged them to apply for open positions. This yielded a few candidates each year. The Department Head has also made personal contact with two prospective candidates from this database. With these efforts and working hard to sift through applicant files to make sure there are no hidden prejudices, the department had three females (and no minority) applicants make the short list in three searches, with a total of 17-18 interviewed. This is slightly below the national average of PhD's in Physics. The next step is for Physics to try harder to develop the applicant pool. The Department Head is encouraging physics faculty to think of a search as a 1 ½ year endeavor, with the first year focused on developing the applicant pool by inviting promising young potential candidates to visit and deliver a Departmental Colloquium. This will be the subject of a faculty meeting during Spring term. Physics also sponsored a reception after a female postdoc career development workshop associated with the APS March Meeting in Portland last year. Although the department made some good contacts, so far, no applications have resulted from this event.

• The Department of Political Science hired two new tenure related faculty, one is African American and another is South Asian.

• The Department of Psychology’s newest faculty member is a Canadian citizen from a south Asian family with a Muslim background. His research on psychology of religion with an emphasis on cross-cultural variation in religiosity is very relevant to diversity issues. Psychology has just successfully recruited a social psychologist who also has a south Asian background.

• The Department of Religious Studies took over administration of Arabic Languages and Literature, identified in the 2007 Diversity Plan as of strategic importance, with the mandate to develop it in a disciplinary context. In building the program, the Department recently made two appointments for Arabic Instructors to begin next year, both women from Arabic-speaking countries. These hires of highly qualified instructors not only contribute to the diversity of our department, but will contribute to building an excellent program that can meet the needs of increasing numbers of students wanting to understand and interact with the Arabic world. The Director of Arabic Language and Literature is also Director of a project supported by the National Endowment of the Humanities to digitize sectarian Arabic manuscripts in a private library in Yemen that are in immediate danger of suppression and destruction. The Yemeni
Manuscript Digitization Initiative is an important project of preservation of cultural heritage that is now headquartered at the University of Oregon (http://ymdi.uoregon.edu/).

- During orientation week in September 2010, the Department of Romance Languages offered a workshop on diversity issues in the classroom for all RL faculty (with obligatory attendance). The workshop was conducted by María Carreira (California State University, Long Beach), who presented a lecture on “The five ‘Sís’ of cultural understanding: conocimiento, comprensión, colaboración, confianza, and complementariedad;” and by Tim McMahon (UO's Center on Diversity and Community), who presented a talk on “Navigating difficult moments in the classroom.” This workshop addressed how to respond critically and with sensitivity to diverse student identities and beliefs. The Department completed a search process and hired a new Spanish Faculty who is an applied linguist of Spanish. She is a specialist in language, gender, and identity construction and will be directing RL’s program on Spanish Heritage Learners. The Department also hired a new French instructor who is a specialist in Francophone culture in the USA.

- With the support of OIED and CAS, the Department of Women’s & Gender Studies hired a post-doc to teach courses in intersections of race, gender, and sexuality. WGS also received a 10K grant from the Vice President for Research and Graduate Studies, which was used to support faculty research and course development in the area of queer studies and match library funds for the expansion of its queer-relevant holdings.

(3) Curriculum

In addition to promoting diversity through student and faculty recruitment and support activities, CAS departments and programs instill a greater appreciation for and understanding of diversity by developing new curricular offerings. Over the past year, many of our departments created new classes that emphasized cross-cultural, cross-ethnic and cross-national understanding. Several units also developed curriculum designed to develop a better understanding about diversity in sexualities and genders.

- The Department of Anthropology & the Department of Human Physiology developed a Freshman Interest Group (FIG) course “The Physiology of Diversity” that emphasizes the connections between human diversity and health. This course has now been taught in each of the past two years.

- The Department of Classics recently submitted a new course for review that will fulfill the Identity, Pluralism and Tolerance requirement. Classics 110 (Classical Mythology) has passed the College of Arts and Sciences review committee and is on its way to University wide review. Once approved, this course will allow the Department to bring the important and enlightening ancient perspectives on the issues of identity, pluralism and tolerance to a broader range of undergraduates at an earlier stage in their academic development and in a pleasant and deeply engaging way.

- The Cinema Studies Program continues to broaden the scope of classes offered to include film in diverse cultures. For example, this spring term, Cinema Studies offered “Israel Thru Film”.

- The Department of East Asian Languages and Literature has two new initiatives that will help support a more diverse student body and curriculum. The first is the initiation of Korean studies with two new faculty lines in Transnational Korea and Korean linguistics, as well as a full language program with the addition of four years of language instruction. The second initiative is Japanese Global Scholars. Parallel to Chinese Flagship, this program allows EALL to teach ACTFL advanced level Japanese across the curriculum (language classes cover a term each of topics in Science, Social Science, and Humanities). Next year, EALL will initiate content classes taught in Japanese. Both of these initiatives will allow the department to serve the needs of heritage students as well as other advanced language learners. Also,
several courses taught in the department support the new Queer Studies minor. The department’s new faculty line in transnational Korea will allow it to develop more courses exploring ethnic/national diversity within East Asia.

- In 2009-10, the Department of English expanded its course offerings at the lower and upper-division levels in African American, Asian American, Native American and Latino/a literatures. In 2010-11 English taught this expanded curriculum for the first time and received very positive feedback from students. By focusing on ethnic literatures this new set of course offerings will both educate majority students about the life experiences of ethnic minorities and create a more welcoming environment for African Americans, Asian Americans, Native Americans and Latino Americans.

- The Folklore Program proposed new undergraduate major and minors and these proposal are working their way through the UO curriculum process. A key objective is for students to engage critically with the folklore forms of communities, many of which are defined by race, ethnicity, class, and gender identities, in the United States and abroad. In addition, the Folklore Program proposed two new courses which fulfill multicultural requirements.

- Over the last six years the Humanities Program has supported the development of the African Studies Program by providing a subsidy for the HUM 315, African Culture course. By mutual agreement with the African Studies Committee, this course remains a cornerstone of the African Studies major. More recently, the Humanities Program has also supported the development of a set of courses under the rubric “food and culture”. These courses deal not only with the production and consumption of food, but also with ritual practices that promote social bonding in societies. HUM 300, an intermediate level introductory course, now includes significant portions devoted to non-European and non-American themes. One course now explicitly compares epic on a cross cultural basis involving African and native American traditions; another course compares the medieval cities of Avignon and Florence [on one hand] with Muslim Cordova and Damascus.

- The Department of Human Physiology continues to offer, in collaboration with Anthropology, a FIG entitled “Physiology of Diversity” for which a Rippey Innovative Teaching Award was received. The goal of the FIG is to expose students to issues relating to the variation in human physiological responses to health and disease across race/ethnicity, gender, aging, and socioeconomic status.

- The Department of International Studies proposed two new courses INTL 101 Introduction to International Issues, and INTL 434 Language Issues for International Students. Both courses have been requested to fulfill the multicultural category C “international cultures” general education requirement. The INTL 101 course provides a critical study of how world cultures cope with a variety of current issues. The INTL 434 course covers how language serves as a foundation, as well as a marker, of individual and collective identity. International Studies current curriculum at both the graduate and undergraduate levels continues to include explicit exploration of cross-cultural communication skills and the importance of diverse value systems and worldviews. The department’s curriculum as a whole emphasizes the importance of context, history, language, culture, and identity in gaining deep understanding of contemporary global issues.

- Beginning in AY 2008-9, under the auspices of the World Language Academy, the Linguistics Department and the Northwest Indian Language Institute (NILI) have offered a two-year sequence in the Yakima Sahaptin language, a highly endangered Native language of Oregon and Washington. This program is the work of four Linguistics graduate students, including three Native graduate students, from the PhD program and the LTS MA program. CAS is currently working with the Vice Provost for Academic Affairs and other units on campus to explore how Native language instruction might be delivered through alternative distance delivery mechanisms such as web courses. Every summer
Linguistics works with NILI to present a two-week training program in basic linguistics and language teaching for teachers and language activists from Native North American communities. This past summer, in conjunction with these efforts, UO hosted the major international conference (Infield) of the linguistics professional association.

- In 2010-11, the Department of Philosophy submitted new course proposals for PHIL 342, Latin American Philosophy, and PHIL 309, Global Justice. Both courses will develop material related to cultural diversity and both will satisfy general education and multicultural requirements. These course offerings add to the department’s development at the undergraduate and graduate levels by adding a specialization in Latin American Philosophy. The development of a specialization in Latin American Philosophy will connect with other campus initiatives (including the Latin American Studies major, the Center for Latino/a and Latin American Studies, and the Americas “Big Idea”) and, along with new course offerings, supports the Strategic Action Plan goals (Point 1) Developing a Culturally Responsive Community and (Point 2) Improving Campus Climate.

- Two Department of Religious Studies’ faculty members were involved in two different Freshman Interest Groups and led the corresponding College Connections course: “Ancient Stories” and “Silk Road”. The former involves the courses REL 211 Early Judaism and Eng 107 World Literature. The latter involves REL 101 World Religions: Asian Traditions and HIST 190 East Asian Civilizations. In both of these FIG pairings, issues of cultural diversity, identity, and tolerance are central and explicit. Both were supported by CAS Rippey Innovative Teaching Awards. The FIG program has proven to be one of the most effective retention tools for incoming freshman by developing a supportive network of students and close interaction with professors and student mentors. The Department also added two new courses related to the Indian subcontinent: REL 304 Religions of India and REL 305 Hinduism: Myth and Tradition. These courses address a significant gap in the department’s course offerings that were identified in the 2007 Diversity Plan. These two courses are parallel to our offerings on Japanese and Chinese Buddhism, and expand the diversity of offerings both geographically and culturally. The Department also had two new courses approved in Classical Arabic: ARB 331 Reading Classical Arabic; REL 435/535 Advanced Study of the Qur’an. These courses allow students with a foundation of Modern Standard Arabic to pursue advanced study of texts in Classical Arabic. Religious Studies also has a new course approved in Islamic Studies: REL 335 Introduction to the Qur’an. Together, these three courses all deal with matters of identity and cross-cultural understanding from a critical perspective and will be critical for developing robust programs of study in both Arabic and Islamic Studies, with the eventual goal of adding a new major or minor. This in turn is important for attracting and retaining students of diverse ethnic background from the Islamic world, as well as students interested in these areas for study, and for fostering an atmosphere of cross-cultural understanding and valuing of diversity on this campus.

- In 2010-11, the Department of Romance Languages continued with the development of courses for Spanish Heritage Learners. A first course for this program has been approved and it is being offered this spring: SPAN 308, Lengua y Cultura: Comunidades Bilingües.

- Russian and East European Studies has added courses on diversity within Russia, Eastern Europe, and Eurasia. Last year a course on sociology of Russia and Eurasia specifically included minority issues and diversity; another class focused on “Self and Other in Russian literature” (on Russian literary treatments of Asia). A course called “Literature and Empire” likewise focuses on literary treatments of Russia’s control over smaller peoples, and a current class on Prison Camp and Siberian Literature also addresses the non-Russian peoples of Siberia.

- Women’s and Gender Studies broadened its curriculum to include offerings in gender, environment, and development in Africa; Global Feminisms; Indigenous women, literature, and politics; feminists epistemologies and Latin America; gender and sexuality in the Asian diaspora; and gender, race and
coloniality. This winter WGS offered its first 600-level class “Feminist Approaches to Intersectionality.” WGS plans to offer one WGS 600-level class per year, giving both its 25 graduate certificate students and graduate students from around the campus opportunities to take seminar courses from WGS faculty.

(4) Community

Departments and programs in the College of Arts and Sciences also promoted diversity and greater understanding of issues related to culture, ethnicity, and gender through community contacts. Community dialogue has been promoted locally, regionally, nationally and internationally, with an effort to develop and sustain conversations that include non-academics as well as academics. Some community connections occur in Eugene or within Oregon, whereas others occur in field research sites, or through contact with professional organizations or with other universities. An important part of CAS’ community building relating to diversity is the sponsoring of lectures, talks, readings and colloquia with themes that promote cross-cultural knowledge and tolerance both on campus and in other public venues.

- The list of events organized or sponsored by the Department of Anthropology’s faculty that foster intellectual inquiry and discussion about race, inequality, and social justice is lengthy. Examples of some of these efforts include: a panel discussion on cultural heritage and revolution that brings together faculty from Museum Studies and Geography; graduate student presentations from Environmental Studies and Anthropology that focused on psychological stress in the context of culture change in Ecuador and Social Citizenship in the Vietnamese American Community in New Orleans East; and a presentation on assessing community leaders’ views on immigrant-community relations in Lane County.

- The relatively new Cinema Studies Program has held numerous events and film screenings which are open to the public. Most include an international focus: the Cine-Lit Conference on Spanish cinema and literature; Jorg Foth, a German director co-sponsored with the Department of German and Scandinavian; and Roberto Brodsky, a Chilean novelist co-sponsored with Romance Languages. Cinema Studies is also a major participant and co-sponsor of Cinema Pacific, the annual film festival that features film from Pacific-bordering countries. The event fosters knowledge of international cinemas and new media. Cinema Studies has supported other events specifically related to race, ethnicity and gender: film director Ester Figueroa (“Jamaica For Sale”) sponsored by the Ethnic Studies program; and Tristan Taormino (on pornography for women), co-sponsored with Journalism and Communication. Next year, Cinema Studies’ Working Filmmakers Series will be titled “Women Working in Media” and will bring women working in film and media industries to campus. Women have historically been under-represented in both film production and film schools emphasizing production.

- The Department of East Asian Languages and Literatures continues its outreach efforts to K-12 schools in Oregon to promote Chinese Flagship and Japanese Global Scholars. The most important outreach effort in EALL is participation in the Cinema Pacific Film Festival which is open to the entire community.

- The Folklore Program, in collaboration with the Arts and Administration Program in AAA and UO Libraries Special Collections is establishing the Oregon Folklife Network (OFN), a statewide public folklore organization on campus. The OFN oversees public folklore programming (e.g. folk art exhibits, folk artist apprenticeship programs, curricular development, festivals) with cultural communities across the state, including Latinos, Native American, and immigrant/refuge communities. In addition to programming, the Folklore Program’s Randall V. Mills Archives of Northwest Folklore in partnership with Special Collections of the Oregon Libraries will manage the holdings of the Oregon Folklife Program (now OFN), much of which consists of documentation of the arts and cultural practices of these same under-served populations. In the 2010-2011 academic year, OFN sponsored a Listening Session,
bringing cultural leaders of Native American communities in the Willamette together to discuss potential partnerships.

- **Department of Geography**’s faculty member Amy Lobben continued her partnership with Guide Dogs for the Blind, the Oregon School for the Blind, and the Washington State School for the Blind on research projects and developing tactile maps for schools and organizations. She also was co-chair for the International Cartographic Association commission, Maps and Mapping for the Blind and Partially Sighted. Both Lobben and the InfoGraphic Lab’s efforts in providing navigation and infrastructure for persons with disabilities should increase the ability of these individuals to enroll as students and seek employment on campus. In spring, 2011, Shaul Cohen is teaching a class in the Salem State Penitentiary on the conflicts in Northern Ireland.

- **The Department of German and Scandinavian** has organized (or co-organized) several film series and visiting scholars’ presentations relevant to diversity including: “Africa on Film”; a lecture by filmmaker Jörg Foth, from the former East Germany, whose focus is political and cultural diversity; Michaela Grobbel, Associate Professor of German at Sonoma State University, will speak on Roma and Sinti (“Gypsy”) minorities in Germany and Austria in May 2011. The Department’s graduate students held a conference in winter 2011 “Germany and Exile - Post-World War II Migrations of Culture, Art & Thought” focusing on ideas of multiculturalism and on exile and philosophy. Presentations were on notions of home, the construct of a third space between Europe and Latin America in essays by a German living in Columbia and writing in Spanish, language and the body in narratives by a Turkish-German writer, blogs by German expatriates in Saudi Arabia, European and North American approaches to philosophy, etc.

- **The Humanities Program** provides administrative support for a major international research project, “MappingHistory”, supported by grants from the Williams Fund and from the German Alexander von Humboldt Foundation. This grant has allowed the development of a series of animated historical maps. Within this concept modules have been produced on Native Americans, three on Latin America, slavery and cotton production in the American South, and many other themes that characterize the diversity of American history as well as similar issues on a global scale. Ina Asim, the new director of the program, is a historian of China and hopes to expand the mapping project to include now the study of a set of early Chinese maps in the Smithsonian Library.

- **The Judaic Studies Program** has focused on community outreach with a series of events focused on the Holocaust. The program co-sponsored the Singer Family Lecture in Judaic Studies with the Oregon Humanities Center, and had Mauricio Wainrodt, the award-winning Argentinian Jewish choreographer of the Anne Frank Ballet speak on campus. As part of the premiere of the Eugene Ballet Company’s production of the Anne Frank Ballet, the Program coordinated efforts to have educated community members speak at local middle and high schools about the Holocaust. And, on May 1, the program is sponsoring a discussion with Holocaust survivors at a local synagogue. At that time, Program Director Deborah Green will interview Shlomo Libeskind and Marion Walter, both professors in the mathematics department of the University of Oregon who survived the Holocaust (one living under an assumed identity and the other part of the Kindertransport).

- **The Latin American Studies Program** in coordination with the Center for Latino/a and Latin American Studies (CLLAS) and the Americas "Big Idea," participated in the organization and sponsorship of a year-long speaker series, "African Diasporas in the Americas." The series included round-table events in both fall and winter quarters (including both distinguished guests and UO faculty) and will culminate in the annual Bartolomé de las Casas lecture, to be delivered this year by Haitian-Canadian novelist and critic Myriam Chancy (April 14, 2011). This series was funded with a CAS Program Grant and co-sponsored by the Departments of Ethnic Studies, and Romance Languages, the School of Law, and the UO Newman
center. Again in co-operation with CLLAS and the Americas Big Idea, LAS revised and re-submitted a Title VI-a grant proposal to the US Department of Education. Projects to be supported by the grant, if awarded, include the establishment of instruction in Zapotec, one of the most important indigenous languages of Mexico and a key language for Oregon's growing immigrant population. A further element of the grant is the development of a summer institute for Oregon teachers, a critical initiative in our efforts to reach out to the larger community and help prepare our teachers and students to function in an increasingly diverse environment. As part of LAS 211, "Memory in Latin America," LAS invited Chilean novelist and screenwriter Roberto Brodsky to campus in February, 2011, for a public lecture and screening of the film Machuca. LAS has co-sponsored a number of diversity-related events organized by other units, such as the commemoration of the 100th Anniversary of the Mexican Revolution, a planned visit by author Reyna Grande, a screening of "Precious Knowledge" planned for spring, and a talk by SUNY-Albany professor Barbara Sutton on women in Argentina.

* Thanks to UMRP money received this year, the Department of Philosophy planned an ambitious schedule of conferences and colloquia designed to support the development of Latin American Philosophy. Several speakers came to campus this year to begin the conversation including Enrique Dussel (UNAM, Mexico) and Ofelia Schutte (University of South Florida). Philosophy also completed planning Ethics in The Americas, a three day conference to be held in the fall, bringing together fifteen leading philosophers from North, Central and South America to discuss ethics, meaning and the concept of America.

* The Department of Political Science hosted an invited speaker, Lisa Garcia Bedolla, to talk on "Mobilizing Inclusion: Getting Out the Vote in Low-Income Communities of Color"; co-sponsored a book event with the Morse Center for Dan HoSang's release of Racial Propositions; co-sponsored two colloquiums with the Morse Center: "The Politics of Immigration Reform" and "Mexican Immigration and American Obligations."

* The Department of Romance Languages has been supportive of events that promote understanding of diverse cultures and societies including: the 6th Annual Raza Unida Youth Conference. – Organized by MEChA; the “Cinema of the Mexican Revolution (1910-1921)” and “Syrian Jewish Community in Mexico”. Also, associated with RL's course the “Cultural Legacies of the Haitian Revolution in the Romance Language World,” co-taught by Fabienne Moore and Tania Triana, the department will host a series of speakers coming to campus this spring.

* The Department of Sociology underwrites visitors and conferences related to diversity issues. In the past year these have included: Barbara Sutton (Associate Professor, SUNY-Albany) examined how multiple forms of injustice are contested through women's bodies; Carrie Rentschler (Associate Professor and William Dawson Scholar, McGill University) spoke on the cultural legacies of the 1964 Kitty Genovese case, in which an Italian-American lesbian woman was assaulted, raped, and killed by a neighborhood homeowner, a Black family man; Frances Fox Piven (Distinguished Professor, CUNY and Morse Chair 2000) participated in the 10th Anniversary celebration of the Wayne Morse Center for Law and Politics and the 30th Anniversary of the Wayne Morse Chair; Tristan Taormino retrospectively examined her career as a sex educator, writer, and filmmaker, discussing why feminist erotica is dangerous. The department encourages undergraduates to attend lectures related to issues of diversity and inequality by offering extra credit in some courses to those who attend and write short reports. When a sociological component is evident, the department also donates small sums to student associations based on racial, ethnic, and national identities to help them with special events. Recently these included International Week and the MECHA youth conference.

* The Sally Miller Gerhardt Fund for Lesbian Studies, part of which has come in the form of a matching grant, has provided the Department of Women's and Gender Studies with a unique opportunity to
connect with the LGBTQ community in the local area and around Oregon. Together with the UO Foundation and Student Support Services, WGS has publicized the fund and the endowed lectureship it sponsors at a variety of community events and with a variety of community groups. As of 2011, WGS had successfully met the match through the generous donations of local community members, many of whom plan to attend the lecture and reception for donors this year in April.

Summary

The College of Arts and Sciences continues to develop and support diversity promoting efforts in almost every aspect of the College. Our major accomplishments this year include substantial and varied contributions from units within the college directed toward promoting diversity in terms of (1) students, (2) faculty, (3) curriculum and (4) community. In conjunction with these efforts we increased our support for the Innovations in Diversity and Academic Excellence program.

We continue to hope that the University will develop a central UO resource for tracking the success of our departments’ efforts to recruit and retain diverse undergraduate and graduate students as well as tenure related faculty, NTTF and staff. Although reports on the OIED webpage this past year listed some data for growth in minority student enrollment, it was difficult to assess progress without more context and comparative analyses. Similarly, raw data from IR is difficult tabulate or understand for most academic units without more standardized measures and benchmarks. The entire UO community would benefit from seeing a standardized annual “report card” on diversity numbers. We realize that simple demographic counts are insufficient to judge adequately our progress in promoting a more inclusive culture and environment, but without such widely available and accurate data, we will have difficulty agreeing on appropriate assessments and evaluations. Consequently, we repeat the concluding paragraph from the past two CAS SAP progress reports as a reminder that we hope to make more substantial progress along these lines in the coming year.

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