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, exemplified by the launching of a new webpage devoted to diversity plans and issues within the college:

http://cas.uoregon.edu/diversity-plans

Individual faculty within 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 includes forty-nine degree granting programs and represents the majority of UO students and faculty, it is not possible to describe completely our efforts 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 units to emphasize content areas of specific relevance and to organize strategic action plans according to its 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 2010, the College of Arts and Sciences submitted seven Innovations in Diversity and Academic Excellence proposals. All three divisions within the College - Humanities, Natural Sciences and Social Sciences – were represented in these proposals. One of the proposals was a joint proposal from CAS and the School of Journalism & Communication. Five of our seven proposals were approved for central funding, totaling $25,783. In addition to the funding approved centrally, the Dean and Associate Deans committed $25,783 of college funding for these five proposals and our CAS departments added another $56,133 of support. The total of $81,916 of support from both the Dean’s office and our CAS departments represents a 20% increase over the previous year’s $68,628 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.
(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 84 applicants to the graduate program for 2010-2011 the pool included 6 Latino or Mexican/Latin American applicants, 3 Native Americans/Alaska Natives, 3 Asian-Americans, 4 multi-racial or multi-ethnic applicants, and one Middle Easterner. Two of ten (20%) admitted students are students of color: an American Indian/Alaskan Native (who declined) and a Mexican national (accepted). Anthropology received Promising Scholar awards for both. The department also instituted changes in relation to how it uses the Promising Scholar awards so that students who receive them can also choose to combine non-service and GTF support. This means the students will not be disadvantaged financially. Not only will this new policy affect incoming Promising Scholars for 2010-2011, but Anthropology was able to add GTF support to two of the three current Promising Scholars.

• The Asian Studies Program reports that the number of undergraduate majors has increased to nearly 70 majors and minors, and, there has been an increase of Asian heritage students among its majors. In 2009-10 Asian Studies recruited two new graduate students, one non-Hispanic white, and one international. For 2010-11, Asian Studies reports a stronger than average pool of applicants and made two new GTF offers, one to a minority student, the other to an international student.

• The Department of Biology reports significant progress during the past year in increasing access to science careers for underrepresented minorities and for students with limited access to research opportunities. Biology received over 600 applications for SPUR 2009 (>20% increase) for ~20 positions. Biology was represented (by both faculty and staff) at the Annual Biomedical Research Conference for Minority Students (ABRCMS) and the annual Society for Advancement of Chicanos and Native Americans in Science (SACNAS) meeting. Six of Biology’s SPUR interns were awarded travel grants to attend ABRCMS 2009, the result of the department’s increased effort to provide opportunities for national exposure for its scholars and programs. Biology provided guidance and support to help its interns get the most out of the conferences and to make connections with colleagues. Three of Biology’s undergraduate scholars were heavily recruited for graduate schools, one of the SPUR 2009 students, won a national ABRCMS molecular biology undergraduate research award for his work with Biology Profs Karen Guillem in and Judith Eisen. Through SPUR and SACNAS 2009, the department successfully recruited a Hispanic student to its Biology graduate program. Biology reports that it has continued to take advantage of the advice and leadership of OIED, the Office of Undergraduate Studies and the Office of Student Affairs for help in planning the SPUR program and training and accommodating interns. Biology sought and received expert assistance from OIED Asst Vice Provost, Dr. Carla Gary, Vice President Robin Holmes (Academic 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 and Vice Provost Karen Sprague (Undergraduate Studies) presented keynote talks 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, this spring Chemistry targeted five minority applicants in the current recruiting class by seeking from and being awarded two Promising Scholars Award from the UO Graduate school (to date), a source of recruiting revenue for minorities that Chemistry has previously failed to utilize. Second, Chemistry intentionally targeted minority pools in our faculty seminar program. In this program, Chemistry funds faculty to give seminars at other schools with the intent of recruiting graduate students. Typically, these visits (ca. 25 per year) are to schools that are not on the usual faculty seminar tours. In addition, chemistry faculty actively participate in summer research experiences targeted toward minority students, programs currently run through the MSI and IMB. Chemistry is interested in developing ties to schools with large pools of minority students to target for recruitment of graduate students. The department has initiated informational trips to see if there are ways to develop a pipeline of graduate students from selected institutions. Specifically, one graduate student attended the 37th Annual Conference of the National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCChE) in Atlanta, GA on March 29 - April 2, 2010. What she learned there should allow us to target our recruiting efforts better. 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 school community 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 (such as the recent visitation of local high school science teachers arranged by Julie Haack and Dean Livelybrooks), and applying for large grants such as NSF GK-12 grants. Chemistry will continue these efforts and look for additional opportunities to help with minority recruitment efforts for undergraduate candidates.

• The Comparative Literature Program is just completing its graduate admission process and for Fall 2010. COLT has admitted a richly diverse entering class of doctoral students. Of the five students who have thus far accepted COLT’s offer, two are from the United States, one is from Turkey, one is from Ecuador and one is from India.

• The Department of Computer & Information Science maintains a Women in Computer Science group with a funded GTF to help women network, tutor students, and coordinate group activities. 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 has made concerted efforts to enhance diversity in its graduate admissions again this year. Creative Writing has been successful in recruiting a Korean American man in to the poetry program with the aid of a Promising Scholar Award from the Graduate School. Poetry has also made an admission offer to a Korean American woman. (In fact, under Professor Garrett Hongo’s leadership as head of admissions in the last several years, the MFA program in poetry has admitted one or two among the five total incoming students from underrepresented groups every year. This year, among two classes of poets in our two-year program--ten students--are a Filipino woman, a Hispanic woman, an Ethiopian woman from Switzerland, a Turkish woman, and an Asian American/Turkish woman). Creative Writing successfully recruited an African American student into the fiction program for Fall 2010, and the fiction program has admissions offers out to four women (of six admits).

• In 2009 the Department of English created a new award, the Collins Fellowship, to assist us in recruiting students of color into the Ph.D. program. The Department welcomed its Collins Fellow in fall 2009. The Fall 2010 admissions process is still underway, and English has issued an offer of admission to a new Collins Fellow who specializes in postcolonialism and globalization studies. The department reports that two other Ph.D. applicants of color have also been offered admission, along with Promising Scholar Awards from The Graduate School.
In the summer of 2005, the Department of Economics started the Summer Academy to Inspire Learning (SAIL), which is now comprised of a sequence of four annual summer camps for local disadvantaged students during their high school career. The program involves roughly 75 students, as well as faculty in Economics, Psychology, Physics, the Honors College, and the Journalism School who run the camps. We have received $140,000 in recent private funding that is allowing Economics to expand its 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. This initiative focuses on “filling the pipeline” with undergraduate students. More information on the program can be found at http://sail.uoregon.edu/. Economics has used its UMRP funds to provide significant financial resources for recruitment of graduate students from under-represented backgrounds. The Department uses UMRP monies to provide fellowships to Ph.D. program applicants who would enhance the diversity of its incoming class. Unfortunately, the two people who received these awards and entered the program last fall left for personal reasons. Economics is offering 4-5 awards this year.

In Fall 2009 the Environmental Studies Program made fourteen offers of admission to graduate students including one to a multi-racial (Hispanic) student who was given a Promising Scholar Award. That student has been successful in obtaining additional funding and will begin her fieldwork this summer working in Ecuador on the Shuar project with Professors Sugiyama and Snodgrass. In Fall of 2009 we also admitted a student from Chile, who is a recipient of Chile’s CONICYT/Bicentenario award. CONICYT (the National Commission for Scientific and Technological Research) funded the student’s two-year Master’s program in Environmental Studies. This Spring (2010), ENVS made 13 offers of graduate admission, including three to minority students with Promising Scholar funding attached. Two of those three have already accepted: one is native American (Cherokee), the second is Bangladeshi and is a graduate of North South University in Dakah. The third is Asian and has been involved in a project installing solar powered computer labs in rural India. Although he has not yet signed his letter of acceptance, he visited Eugene last week and we are hopeful that he will come to the UO.

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

The Department of Geography reports that as of Fall 2009 the department recruited five diversity candidates, four of whom are now enrolled in its graduate program. In winter, 2010, Geography recruited and accepted with support two diversity candidates. The students have not yet indicated if they will come to the UO. This exceeds Geography’s goal of including at least one student who will increase diversity in the department in its offers of three-year GTF appointments (our highest appointments). To encourage underrepresented students to consider attending the UO and majoring in geography, the department once again hosted Geography Awareness Week activities this year. As part of this process, Geography hosted day-long activities on Tibetan culture and identity. Elementary and Middle School students and teachers in attendance were made aware of the importance of geography in understanding issues facing the world today – with a focus on diversity - by participating with Tibetan refugees and their children in activities hosted at the EMU ballroom.

Several Department of Geological Sciences’ faculty have been consistently involved with the UCORE program, http://www.uoregon.edu/~msiuo/undergrad/ucore/ucore.html, which brings in community college students from the entire region for a 10-week summer internship in a research laboratory. Nine
UCORE students worked either full-time or part-time with geology faculty and graduate students during the summer of 2009; of these, five were women.

- The Department of German and Scandinavian received a College of Arts and Sciences’ Program Grant for a graduate conference on "Cultures of/in Migration in Post-WWII Germany," to be held in 2010-11. While it is difficult to discuss the aggregate impact of efforts in these areas, the department is hoping that this conference will encourage graduate student recruitment of minorities (i.e. minorities relevant to the German-Austrian-Scandinavian contexts, which are Turkish-German, Arab-German, and Jewish, for the most part).

- The Department of History reports that its most recent round of graduate admissions (for 2010-11) included two self-identified Latinos and one Asian student. The department does not yet know if they will enroll. The department also obtained a Promising Scholar Award for a Latino graduate student. The department also reports a couple of challenges: efforts to recruit a 2-year postdoctoral fellow through the new ACLS Faculty Fellow program this year revealed the difficulties of accessing support from the UMRP in the case of visiting faculty. Although the UMRP does offer such support, at least in theory, the abbreviated competition for ACLS fellows, along with the fact that the fellows did not submit affirmative action data cards (as normal job applicants are asked to do) made it virtually impossible to access these funds for their designated purpose. Although the History department did succeed in persuading an ACLS faculty fellow to spend the next two years in the department, this success came after two failed efforts to recruit other young scholars who might have offered more in terms of diversifying the department. History also reports that the greatest concern for the department this year has been the profound challenges faced in the under-representation of women, both on the faculty and in its graduate program. In both cases, the department lags significantly behind the historical profession at large and risks falling even further behind in the years ahead. Among tenure-related faculty, History has seven women, or 28%. In our graduate program, the percentage is only slightly higher (32%) among currently enrolled students. The graduate student cohort admitted for 2010-2011 included only 25% women, the lowest seen in many years. During the 12-year period between 1997 and 2009, women represented 33% of History PhD recipients. Nationally, that number has been stable at 40% for many years and has been increasing slightly in the recent past, to around 42%. It is fair to say that both women on the faculty and in History’s graduate program are increasingly concerned about female under-representation. This problem presents a significant challenge to the department’s undergraduate program as well. With a large number of majors, including many young women, courses are likely to be staffed disproportionately, if not exclusively, by male faculty and GTFs. Women comprise approximately 35% of History’s majors. Since women have earned 40% of history BAs nationally, with little change since the 1970s, women are also under-represented in the department’s undergraduate program. That historical research and teaching is dominated by men is certainly not a message the department wishes to be sending to any of its constituencies: undergraduates, graduate students, or faculty at any rank.

- The Department of Human Physiology reports that over 50% of its graduate students are women, and over 20% identify themselves as minority. The department has engaged in the following activities to continue to increase enrollment of underrepresented minority students. HPHY has been awarded a Promising Scholars Award for an incoming graduate student of diversity. The department sought three separate positions, but two of the minority students went to other graduate programs, primarily due to the large discrepancy in the salary they would receive between the two institutions. HPHY participated in the SPUR program again last summer and also contributed to the SAIL program for the first time. Both programs target underrepresented minorities at the secondary level in an effort to fill the pipeline. HPHY has actively and aggressively sought out additional funding sources to assist our 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 our graduate program. The following are results of these activities: 1) A graduate student in HPHY was awarded a 2-year Porter Fellowship from the American Physiological Society. This provides 2 years of funding at a salary above UO GTF levels. 2) A second graduate student in HPHY received a competitive travel award to the 2010 Experimental Biology meeting, which includes travel, hotel, and registration. HPHY regularly features students that reflect our diversity on our webpage with our "Featured Student" section. Several minority students have mentioned that they reviewed this section on our website 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. About forty percent of graduate students admitted to the IS graduate program over the past two years have been either domestic under-represented minority students or international students.

• The Latin American Studies Program held an orientation session on January 29, 2010, for students interested in the Latin American Studies minor and the new LAS major. About 40 students showed up, many of them of Latino background. After the first two terms of its implementation, LAS has 30 majors, in addition to more than 40 LAS minors. The program hopes to increase the number of LAS majors to 100 by the end of the 2011-2012 academic year.

• The Department of Linguistics continues to actively recruit Native students for its graduate programs. As of AY 2009-10 Linguistics has two PhD students from Native communities in the Northwest. 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. In AY 2009-10 there were three Native students in the program; one more will join the program in summer 2010. Linguistics has just been awarded $11,600 from the Innovations in Diversity and Academic Excellence Program which will support the development of a mentoring program for students pursuing this track.

• The Department of Mathematics established the Civin award to attract underrepresented graduate students. It is endowed at $1000 per year and the first awards were granted in 2008/09 when the department offered two Civin awards, both to women who, unfortunately, went elsewhere. This year the department has, so far, offered one award for $1,500. Last year 7 out of 17 new graduate students in Math were women.

• Several CAS Natural Science women faculty members (Cashman, Geology; Eisen, Biology and deRose, Chemistry) are collaborating on an “Ideas to Impact” workshop for Fall 2010 to introduce female graduate students to the myriad ways in which their original research ideas can be translated into practical applications in the business sector, the public interest, the educational domain, etc. The goal is to bring in women scientists who are applying their science in an arena other than academics. The plan is to get some women from the public sector (such as USGS, EPA), people from industry (e.g., oil & gas, green technology, genomics, pharmaceutical, etc) and some people in consulting. The primary target audience will be women graduate students, although they plan to invite selected women undergraduates. The format will be a combination of panel discussions and small breakout groups - it will last all day and
include a luncheon. Funding has been secured from OIED, CAS, Geological Science, Chemistry and Biology with plans to ask other departments in the Natural Sciences.

• Over the last decade, the Department of Philosophy has worked to foster diversity in its graduate program. At present, the graduate program enrolls 42 students, 31 PhDs and 11 MAs. 50% of graduate students are women and 39% are 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).

• Department of Physics Senior Instructor Dean Livelybrooks spearheaded writing an NSF Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM) proposal to allow the department to recruit and offer scholarships to promising, lower SES students interested in majoring in Physics or Chemistry. This was funded and is leading to the Scholarships for Oregon Scientists (SOS) program. That program is just ramping up, but it should form a strong complement to the NSF GK12 and UCORE programs, which have strong roots in schools in eastern Oregon. http://www.uoregon.edu/~msiuo/undergrad/ucore/ucore.html Since a significant and growing percentage of the students in Hermiston (Umatilla) are Hispanic the hope is this program will have a large long-term impact on the department’s demographics. Three undergraduate majors attended a Female Physics Majors Conference at UC Santa Cruz in January. The department would like to host this conference at the UO in the future.

• The Department of Psychology reports an increase in minority applicants to its doctoral program. Psychology’s 2009-10 doctoral class included 5 out of 9 female students but no minority students; the doctoral class for 2010-11 so far includes 8 out of 14 female students and 5 out of 14 minority students.

• Two Romance Languages faculty members, Robert Davis and Pedro García-Caro, were awarded a CLLAS grant to conduct a survey of the Hispanic population at the UO, "Being Latino/a at the University of Oregon." This survey aims to identify the linguistic and cultural profile of Hispanic students at the UO, to complement raw data such as statistics about ethnic background. The survey includes a number of questions that will allow RL to create linguistic profiles of our Latino/a students so that the department can better tailor programs to the needs of heritage speakers. The results will be available this summer. This survey also looks to collaborate with the College of Education and to coordinate efforts and serve the Latino community in Oregon more effectively.

• The Russian and East European 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.

• 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.oef1.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). This program identifies talented youth in local high schools whose family background hinders access of attending college – or even thinking about it. SAIL enrolls these bright teenagers in a week of scientific and cultural activities for successive summers, getting them accustomed to and interested in the university environment. Participation is free and eligibility is based on need and ability. Currently students have course options in economics, psychology, and physics. Sociology seems like a natural addition.
• The Department of **Theatre Arts** just this year initiated a designated scholarship for supporting under-represented undergraduate or graduate students. Theatre Arts reports an increase this year in students of color taking major and minor roles in its productions. This is a result both of a trend in choosing plays and in casting policy that has improved every year over the past five years.

• The Department of **Women’s & Gender Studies** reports that even though the official launch of the new Queer Studies minor will not happen until F10, it has already attracted 12 students. One of these students made the uniqueness of the minor and its connection to student recruitment clear. “The main reason I chose to come to the University of Oregon”, she exclaimed, “was precisely because of the Queer Studies minor.” WGS is now working to attach a FIG to its “Introduction to Queer Studies” course beginning F11.

• The **World Language Academy**’s faculty and graduate student tutors (seven males, eleven females; 14 different nationalities) represent one of the most diverse groups of internationals working at the UO. Complementing their work is that done by three Native American GTFs from the Yakama Indian Reservation, who teach the Sahaptin language.

(2) **Faculty**

Two new African American professors joined our CAS faculty this past year, along with two other professors from under-represented groups. CAS also had some success retaining under-represented faculty during the past year. We were able to retain one Asian American faculty member in the social sciences who had previously taken a leave of absence to accept a tenured position at an Ivy League college. We faced the potential departure of another senior level female social science professor who had an offer at the premier department in her field on the west coast, but were able to retain her (and her spouse) with a generous retention package. In addition, the College of Arts and Sciences continued to build the newly formed Departments of Ethnic Studies, Women’s and Gender Studies, and International Studies by facilitating the movement of full or partial faculty lines to these departments. Three faculty members whose research and teaching interests center on these fields but with appointments in other departments became new members of these three new departments. Other faculty members with former teaching obligations in these programs had their faculty appointments institutionalized with joint appointments in the new departments. Finally a new faculty member was hired into the Ethnic Studies Department and she was granted tenure through the normal review process this winter. By strengthening the institutional security of these departments, the college is attempting to improve its chances for recruiting and retaining the best faculty in these new disciplines. In addition, hires in other departments included targeting research on domestic minority populations (e.g., African Americans) or on different cultures or regions of the world (e.g., Africa, the Islamic world, Asia).

These 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 **Classics** reports the resignation of an assistant professor of Hispanic background. This resignation was due to an outstanding offer from Duke University and the issue of a trailing spouse.

• In 2008 the **Comparative Literature** Program completed a successful hire. COLT’s newest tenure-track Assistant Professor deferred his employment for one academic year in order to complete a postdoctoral fellowship at Columbia University during academic 2008-2009. A specialist in modern
Arabic literature, French and Francophone literature, critical theory, Middle Eastern studies and visual studies, he has now arrived on campus, and brings to COLT a significant research profile in the areas of ethnicity, religion and gender. The array of courses he has taught this year or has under development for next year, enhance a program which already presents a substantial address to questions of diversity, both globally and within the sphere of academic research and life.

- For the second year in a row, the Economics department received Under-Represented Minority Recruitment (UMRP) funds that led to the successful recruitment of a new faculty member from an under-represented minority group. Women are generally underrepresented in the economics profession as well, so it is noteworthy that another of the department’s new hires who will join UO next year is a woman.

- The Department of English looks forward to the arrival in September 2010 of its newest colleague, an African Americanist, who will be an Assistant Professor.

- The number of tenure-track positions in the Department of Ethnic Studies has grown from 3 in 2006 to 8 as of fall 2009. This reflects an increase in tenure-track FTE from 2.4 to 5.8. The number of tenured faculty has increased from 1 to 4, with one more tenure case pending this year and two promotion-to-full cases pending this year. All of the new faculty represent underrepresented minority groups. The number of tenure-track female faculty members has increased from 0 in 2006 to 4 as of fall 2009 (now comprising 50% of our faculty). The number of joint appointments with WGS has increased from 1 to 3.

- The Department of German and Scandinavian has rehired for 2010-11 a Visiting Professor in Scandinavian who works on Jewish-Scandinavian literature, and has cross-listed two courses this year in Judaic Studies.

- The Department of History has had two searches this year, each with great potential for diversifying its faculty and our curriculum. First, the department’s search for a historian of the Islamic World succeeded with the appointment a scholar of Islam during late antiquity and the medieval period who received his PhD from the University of Chicago in 2009. He will join our faculty in September 2010 and offer courses on Islamic history that have never before been taught at UO. This will add significantly to the diversity of our historical coverage of the world and its peoples. Second, the search for an occupant of the newly endowed Dixon Chair in U.S. Western History provided History with the most racially and ethnically diverse pool of applicants seen in many years, perhaps ever. History hopes to appoint a very talented scholar of the U.S./Mexico borderlands during the 20th century who is also African-American. It is not clear that she will accept the position, but we will know by the end of April. If she does, it will be a major step not only for the History Department, but for many other UO programs and initiatives engaged with the Americas, immigration, and ethnic studies within and beyond the United States.

In fall 2009, History submitted a successful proposal to the UMRP in connection with a new Assistant Professor’s appointment. It is anticipated that support from that program during the next four years will benefit library acquisitions related to African-American history, a speaker series on the African diaspora, and the repetition of our innovative team-taught course, “Historical Perspectives on Diversity” (first offered in Spring 2009), among other diversity-oriented departmental activities. It will also offer direct support for the research of the new Assistant Professor and cognate faculty.

- 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 college city can rarely compete for spousal professional opportunities with universities in major metropolitan areas. Mathematics’ NTTFs are about 50% women (and 20% of color).

• The Department of Philosophy recently completed three searches hiring specialists in American Philosophy, Continental Philosophy and Latin American Philosophy. These hires contributed to the diversity of the College and University faculty: one of the three hires is a woman and two are faculty of color. As a result, the Philosophy department faculty will be 37% women, and 27% faculty of color.

• With financial help from the CAS and Vice President for Institutional Equity and Diversity, the Physics Department entertained a site visit by the Committee on the Status of Women in Physics. These site visits evaluate and make suggestions to improve department climate, with an eye toward enhancing the department’s ability to attract and retain female students and faculty. In advance of the site visit, the Department Head and Office Manager filled out an extended survey to provide departmental statistics on the gender diversity of students, staff, and faculty, as well as several other bits of data designed to probe possible (unintended) gender bias (e.g., to time to degree for male and female graduate students). A committee of three professional female physicists visited campus on May 28, 2008, and met with physics students and faculty as well as several UO administrators. The day ended with a closeout in which the committee delivered its findings informally to the Head, and a more detailed document was provided a few months later. The committee was supportive of the department’s efforts to increase gender diversity, particularly of Physics’ faculty. The committee made some useful suggestions, most of which have been acted upon. As part of Physics’ commitment to increase the gender diversity of its faculty recruiting pool, the department head accessed a database from the Rice ADVANCE program which lists postdocs and graduate students who have attended Rice’s career development workshops and contacted those that seemed about ready to apply for faculty positions. Two applicants who made Physics’ short list were among those contacted, and the department made an offer to one of those. Unfortunately, she recently turned down the offer, most likely, because of a trailing spouse issue. The department also sponsored, and the department head attended, a Committee on the Status of Women in Physics reception that followed similar career development workshops at the American Physical Society’s March Meeting in Portland. This was a great way to contact this segment of the faculty applicant pool as it is preparing to enter the job market. The department plans to continue this activity in the future and to maintain close ties with the CSWP.

• The Department of Psychology just completed a successful search for a tenure-related position. The new faculty member will contribute to our diversity efforts in a number of ways. He 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. Also, with help from the University, Psychology successfully retained an outstanding Asian-American faculty member.

• The Department of Religious Studies successfully made a hire for a new tenure-track position to teach classical Arabic and to supervise the program of instruction in modern Arabic. This position was identified in the College Diversity Plan 2007 as of major strategic importance. This hire will help enhance the further development and growth of Arabic language instruction with the addition of advanced courses in the cultural and literary context, and increase the offerings in Islamic Studies. The candidate’s research is of direct importance to cultural diversity, especially communal self-definition in the medieval Islamic world, the Jews of Islamic lands, and Islamic scholasticism in contemporary Yemen. He is 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. This is an important project of preservation of cultural heritage.
• The **Russian and Eastern European Studies** Program has included more coursework on diversity within Russia, Eastern Europe, and Eurasia. A Fall 2009 course on the sociology of Russia and Eurasia was one instance of specific inclusion of minority issues and diversity; another is a Spring 2010 Russian literature course on “Self and Other in Russian literature” (on Russian literary treatments of Asia).

• The Department of **Sociology** notes that when searching for new faculty members, the department has learned that advertising “areas open” enhances our ability to locate potential faculty in protected categories, without stereotyping all sociologists of color as specialists in race/ethnicity. The recent retirement of Professor Lawrence Carter, one of UO’s first African American professors, is a case in point. He was a mathematical demographer in the Sociology Department for 30 years – whose discovery (with Ron Lee, UC Berkeley) of nonlinearity in human mortality patterns revolutionized social security systems around the world. However, the UO’s inability to match job offers from peer institutions has prevented us from hiring some recent top candidates, including an Oregonian Latina in F08, whose other offers included salaries and research packages well over twice ours.

• The Department of **Women’s & Gender Studies** is working with OIED and CAS, to create a post-doc position for someone who teaches and conducts research in the areas of race and gender. If successful, the person would be a participating member of the WGS faculty in 2010/11, teach three courses, and give a colloquium for the University community. WGS, received a 10K grant from the Vice President for Research and Graduate Studies to support its Queer Studies minor. The funds will be used to award faculty research grants 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, exemplified by a new Queer Studies minor.

• The **African Studies** Program offers the only degree in African Studies in Oregon: a Minor approved in 2008. There are currently approximately 25 students in the Minor with 8 having graduated.

• Professor Lynn Stephen, **Anthropology**, received funds from OIED and CAS for her undergraduate “Latino Roots” course to be taught in Anthropology, connected to the Americas Big Idea, in 2010-2011. Professor Stephen was also the recipient of one of the Martin Luther King awards this year.

• The Department of **Classics** continues to emphasize the natural diversity of its subject matter, several of the courses offered as classics-in-translation are focused specifically on issues of identity, pluralism and tolerance. “Gender and Sexuality in Antiquity” is a 300-level course that explores ancient attitudes of hetero-, homo- and bisexuality, and the points of continuity with and difference from our own society. Next year, this course will be taught twice and so attain a wider student audience. “Greek and Roman Tragedy” explores ancient drama as a public genre that negotiates Greek and Roman identity in relation to other foreign cultures; “Greek Life and Culture” and “Roman Life and Culture” explore the ways these alien cultures have affected each other and our own culture. All of these courses demonstrate Classics’ commitment to cross-cultural study and comparisons that promote the concept of diversity as a value that can profitably be embraced through study of the past as well as the present.
• The new **Cinema Studies** major was designed with a strong commitment to diversity in all areas of the curriculum. During the planning stages for the new major, a new course was developed to satisfy the university’s Identity, Pluralism and Tolerance requirement: English 381—Film, Media and Culture. Cinema Studies has strong ties with Women and Gender Studies, Ethnic Studies, with whom we hope to collaborate in the near future on a joint hire, and CSWS, which is directed by media scholar Carol Stabile.

• The Department of **East Asian Languages and Literatures** reports the following changes to its curriculum: Add “Japanese Business Culture and Language” to our Japanese curriculum to help Oregon business students acquire the cultural and linguistic competency helpful for succeeding in a today’s global commerce. In collaboration with the Center for Applied and Second Language Studies EALL has developed a Chinese Flagship program that aims to train motivated Oregon students into global professionals able to operate in their respective fields using superior Chinese. Also in coordination with the Center for Applied and Second Language Studies, EALL has applied for a Japan Foundation grant to create a Japan Global Scholars program, a counterpart of the Chinese Flagship program. EALL had added Korean language class offerings starting in fall 2010, thus increasing the diversity of East Asian languages we offer.

• In AY 2009-10 the **English** Department completed a major revision and expansion of its undergraduate curriculum in Ethnic American Literary Studies. The following changes to the university Catalogue are now fully approved: new courses: Introduction to African American Literature and Culture; Introduction to Native American Literature and Culture; Introduction to Asian American Literature and Culture; Introduction to Chicano/Latino Literature and Culture; and made changes to 9 existing ethnic literature courses.

• The Department of **Ethnic Studies** is in the process of adding additional permanent courses in Latino Studies, and one of the new fulltime FTE positions added since 2006 includes expertise in Latin American studies. One course, ES 442/542 Caribbean Literature and Politics, has been approved by the CAS Curriculum Committee and is currently under review by the UOCC. Joint discussions with WGS regarding a Master’s program are currently on hold, but the first joint meeting of both departments took place on April 2, 2010 with discussions focused on pedagogy and intersections of race and gender. This is an important first step toward any larger goal.

• Over the last five 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.

• The Department of **Human Physiology**, in collaboration with Anthropology, started a FIG entitled “Physiology of Diversity” in the Fall 2009 term for which a Rippey Innovative Teaching Award was received. The goal of the FIG was 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 **Judaic Studies Program** is introducing, on a two-year trial, the option of Modern Hebrew Language. The Program currently offers a very successful curriculum of Classical Hebrew that allows three years of study. The Modern Hebrew instruction will be run by the World Languages Academy.

• **Latin American Studies** reports that its most important undertaking this year has been the preparation and submission of a Title VI-A grant proposal to the Department of Education. This two-year grant would bring to campus important resources to enhance LAS’ ability to teach in some key areas such as Indigenous languages of Latin America, Portuguese language, Brazilian Studies, and African Diaspora in
the Americas. In addition, it will allow LAS to reach out to the larger Oregon community through the organization of a summer institute for Oregon teachers, where they will receive instruction from our faculty on issues such as the history of the relations between the US and Latin America, migration, and race and ethnicity in the region.

All three courses Latin American Studies offered for the first time this year have enrolled to maximum capacity. These courses are: LAS 200, Introduction to Latin American Studies; LAS 211, Environmental Issues in Latin America; and LAS 212, Latin American Art History.

• 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. In summer 2010 the Linguistics Department and NILI will host the second international Institute for Field Linguistics and Language Documentation, which brings together students, faculty, and community members representing linguistic minority groups from around North America and the world to learn current best practice in language documentation and revitalization.

• The Medieval Studies Program curriculum offers students a far more diverse course offering in the Middle Ages than most undergraduate Medieval Studies programs across the nation, extending curricular offerings well beyond the European, Christian Middle Ages to include the Judaic and Islamic Middle Ages, as well as courses in feudal Japanese culture and East Asian Art, Literature, and religious traditions. Medieval Studies majors and minors are nearly all from a Euro-American heritage, though we do have one or two Asian-American students who are working on a major or minor.

• In spring 2009, the Department of Philosophy committed to expanding its program at the undergraduate and graduate levels by adding a specialization in Latin American Philosophy. The Department recently completed a search for a tenured related faculty member in the field and new courses will be developed next year to complete the process. The new faculty member joins three other faculty with competence in the field. The development of a specialization in Latin American Philosophy will connect with other campus initiatives including the new Latin American Studies major, the Center for Latino/a and Latin American Studies, and the Americas “Big Idea”.

• The Department of Religious Studies is submitting a proposal in spring 2010 to regularize a course on Religions of India, in fulfillment of an identified need in the 2007 Diversity Plan. The Department is also submitting proposals for 3 new courses in advanced Classical Arabic, and 4 new courses in Islamic Studies. Some of these will be submitted in spring 2010 and the remainder in fall 2010. These courses all deal with matters of identity and cross-cultural understanding from a critical perspective. They will be critical for developing robust programs of study in both Arabic and Islamic Studies, and the possibility of a new major. 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 2009-10 the Department of Romance Languages continued the development of courses for Spanish Heritage Learners, a project that RL started last year. In September of 2009 RL organized a three-day retreat with three Spanish heritage speaker specialists (Kim Potowski, The University of Illinois at Chicago, Maria Carreira, California State University at Long Beach, and Francisco Lomeli, University of California at Santa Barbara). The retreat’s goal was to train Spanish faculty to teach Spanish heritage students, and to start the development of new courses that RL will be offering next year. At the present
time, RL was working on course descriptions and syllabi for SPAN 211-212 Intensive Review Spanish; SPAN 308 Lengua y Cultura: Comunidades bilingües; SPAN 312 Advanced Writing Skills 2; and SPAN 428/528 Topics in US Hispanic Literature. RL expects to start offering these courses in 2010-11.

• The Social Science Instructional Lab provides equipment, software and technological support to social science faculty and students that utilize technology in their curriculum. Although a small unit SSIL serves approximately 4,000 students per year. SSIL understands that to successfully provide support to all UO students, the students must feel comfortable asking questions of our staff. This is best accomplished by hiring a student staff that is racially diverse and balanced with regards to gender. SSIL has been particularly proactive in attempting to hire female consultants. Last year the male-female composition of staff was roughly 5/6 male. This year SSIL improved on hiring and now employ 30% female; 70% male. SSIL attempts to keep the staff ethnically diverse as well. Last year we employed 3 students of Asian descent, 1 student of Indian decent, and one African American student. This year the African American student is studying abroad. Roughly 50% of our staff is Asian-American. SSIL also promotes a welcoming environment through staff training. Currently one hour a week is devoted to training our staff on a variety of issues. Approximately half of the training time is committed to teaching our students general customer service. In the future, a portion of this customer service time will be allocated to develop our staff’s sensitivity to gender, racial, and ethnic differences in computer support.

• A result of Women’s and Gender Studies changing from a program to a department was the addition of three new faculty this year. This has enabled WGS to broaden its curriculum to include offerings in gender, environment, and development in Africa; Indigenous women, literature, and politics; and feminist epistemologies and Latin America. Next spring WGS will offer its first 600-level class taught by Professor Lynn Fujiwara and titled “Queer Theory in Asian American Studies”. WGS plans to offer one WGS 600-level class per year, giving both our 25 graduate certificate students and graduate students from around the campus opportunities to take seminar courses from WGS faculty. WGS continues conversations with Ethnic Studies about developing a joint Master’s Program in Intersections of Race, Gender, Sexuality, and Class.

(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 Comparative Literature Program hosted a visit by Lawrence Venuti (Temple University), a leading figure in the area of Translation Studies, in February, 2010. Topics under discussion included strategies for teaching cultural sensitivity in the context of the emergent field of World Literature; addresses to twenty-first century “global English”; ethnic, religious and cultural hegemony and questions of translation.

• The Creative Writing Program reports its annual Reading Series is one of the most prominent and far-reaching ways the Program contributes to the diversity and equality goals of the University. In 2009-2010, Asian American writer Marilyn Chin joined Creative Writing in the fall for a public reading; she also conducted a workshop for MFA students and gave lectures to undergraduates in the Kidd Tutorial
Asian American poet Rick Barot read in winter term, conducted a workshop, and gave a lecture. Female fiction writers Cai Emmons (fall) and Miriam Gershow (winter) also gave readings and lectures to the two undergraduate audiences; and this spring female poet Keejte Kuipers will be giving a reading and lectures. In addition to bringing these writers of color and women writers to the University of Oregon, the program has given generous cosponsor support to Junot Díaz, Pulitzer Prize winning Dominican writer, and Rebecca Skloot, who writes creative nonfiction. We are now in the process of planning next year’s reading series and intend to invite African American poet Tyehimba Jess, African American fiction writer Z.Z. Packer, and a gender-balanced slate of guests for the year.

• The department of Economics used UMRP funds to provide significant financial support to encourage faculty research on issues of equity and diversity. Current faculty members also published a number of refereed articles this past year on issues connected to equity and diversity. This includes Prof. Lambert’s work on developing precise measures of poverty and unequal income, Prof. Stone’s and Gray’s work on racial differences in U.S. marriage and fertility rates, Prof. Waddell’s and Singell’s work on racial and gender differences in higher educational outcomes, Prof. Sly’s work on the effects of international trade on wage inequality, and Prof. Lindo’s work on gender-specific responses to educational performance standards. The department also hosted a number of seminar speakers whose talks touched on issues of equity and diversity. Most notable was Eric Verhoogen from Columbia University, who spoke on the impacts of international trade on wage inequality in Mexico.

• The Folklore Program, in collaboration with the Arts and Administration Program in AAA has been identified to partner with state arts and culture associations in Oregon to serve as the hub of the Oregon Folklife Network (OFN). The OFN will oversee public folklore programming (e.g. folk art exhibits, folk artist apprenticeship programs, curricular development, festivals) with cultural communities across the state, including Latinos, Native American, and immigrant/refuge communities. In addition to programming, the Folklore Program’s Randall V. Mills Archives of Northwest Folklore in partnership with Special Collections of the Oregon Libraries will manage the holdings of the Oregon Folklife Program (now OFN), much of which consists of documentation of the arts and cultural practices of these same underserved populations. The Folklore Program is also launching an electronic catalog for the Randall V. Mills Archives of Northwest Folklore in May 2010. This catalog will replace the existing card catalog and greatly increase the accessibility of its holdings across the state, including those underserved communities who are represented in the collections.

• Geography Department faculty member Derrick Hindery produced a report in Spanish on the impacts of Enron and Shell gas pipelines on Chiquito and Ayorea indigenous communities and the Chiquitana Dry Forest. This report was disseminated to the communities. 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. Faculty member Lise Nelson hosted visiting graduate students from National Autonomos University of Mexico in fall, 2009. Geography faculty members have given community talks at schools and civic organizations throughout Oregon. In particular, Shaul Cohen gave lectures in the Eugene Irish Cultural Festival on the Northern Ireland peace process. Susan Hardwick gave a talk to the Osher Center on immigration issues, and worked with LERC on a project examining immigrants in Oregon. The Geography department’s InfoGraphics Lab published a campus accessibility map that was published in 2009 http://infographics.uoregon.edu/campusMaps/accessibility.pdf. In addition, the interactive Campus Map (http://www.uoregon.edu/maps.shtml) shows the locations of support services for disabled students.
• The Human Physiology Department maintains contact with its minority alumni and plans to establish a network of our graduates who can assist us in the recruitment and retention of minority students.

• The Judaic Studies Program hosted a public lecture by a prominent Jewish writer Joanne Greenberg, on “Jewish Themes in My Novels.” The subject matter was as much about gender and cross-cultural understanding. The Program is also hosting its 10th Anniversary Celebration in May 2010, with public lectures by several guest scholars that emphasize the breadth and diversity of Judaism geographically, culturally, and intellectually.

• The Latin American Studies Program has instituted a year-long series of speakers, lectures and film. LAS, in coordination with the Center for Latino/a and Latin American Studies (CLLAS), will host a speaker series on “Putting Latino and Latin American Studies in Conversation.: Issues of Race and Gender.” This series was funded with a CAS Program Grant and co-sponsored by the Departments of Ethnic Studies, Romance Languages, English, and Philosophy. A film series is scheduled for Spring 2010, on “Frónteras: Exploring Migration through Film”. Seven films dealing with issues of immigration in and from Latin America will be screened, each, of them followed by a discussion led by one member of LAS faculty. The annual “Bartolome de las Casas Lecture in Latin American Studies” will feature, renowned Mexican writer Elena Poniatowska. She is one of the most prolific writers of Mexico, the author of about 20 books (novels, testimonials, essays, and short stories). Her May 20 talk is entitled “Literature that Rises from the Streets.” In conjunction with the “Americas in a Globalized World” Big Idea, a speaker series will be offered on “Rethinking the Americas: Hemispheric and Transnational Approaches.” The first lecture will feature Prof. Ricardo D. Salvatore, from Argentina, who will speak on April 16 on “Under Southern Eyes: Critical Hemispherism and American Studies.” Latin American Studies, in coordination with CLLAS, mounted a bilingual exhibit at the Eugene Airport to showcase the new Latin American Studies major and the new center (CLLAS), as part of a recruiting effort. LAS is also working with the CAS Development Office and the Schnitzer Museum of Arts in the organization of a community event on April 24, 2010, which will showcase a variety of cultural activities related to Latin America (dance, music, art, and video).

• The Department of Romance Languages is staging activities focused on issues of bilingualism and biculturalism to complement and promote its courses for heritage speakers. RL believes that the issue of Hispanics in the US has to be addressed from the perspectives of the two languages and cultures that are the foundation of the Hispanics in the US community: English and Spanish. In this regard, RL plans to organize a conference on Hispanic Literature and Culture in the US, in cooperation with the English Department. Also for next year, two RL faculty members, Fabienne Moore and Tania Triana, are organizing a series of activities related to the Haitian revolution, “Cultural Legacies of the Haitian Revolution in the Romance Language World.” These activities will be centered in our graduate seminar (RL 623 - Spring 2011), but will take place all year long. Film screenings, theater productions, invited speakers, and art exhibitions are among the events planned as part of this project. These activities are aimed at bringing to the UO campus new perspectives on race, gender, language, and culture in the Caribbean region, focusing on the interaction of three languages and cultures: English, French, and Spanish. RL has been awarded a grant from CAS and the Office of the Vice-Provost for Diversity for this project.

• The Department of Sociology underwrites visitors and conferences related to diversity issues. These have included a highly successful visit by Dr. Robert Bullard, the Edmund Asa Ware Distinguished Professor of Sociology and the Director of the Environmental Justice Resource Center, Clark Atlanta University. Known as “the father of environmental justice,” his research demonstrates the insidious institutional racism inherent in the location of toxic waste dumps, smelters, oil refineries, chemical plants, and landfills. Sociology also helped underwrite the Racial Formation Symposium in 2009 with many visiting sociologists of race/ethnicity participating, including Michael Omi (UC Berkeley), Howard
Winant (UC Santa Barbara), Eduardo Bonilla-Silva (Duke University), Catherine Lee (Rutgers University) and Sherece Razack (University of Toronto). Most recently Sociology helped underwrite "Great Expectations: Obama and the Politics of Reform" at the Wayne Morse Center for Law and Politics. It included lectures related to immigration reform, social class, and perceptions of inequality. In a few weeks Doug McAdams will visit from Stanford University as a Phi Beta Kappa Visiting Lecturer. The Sociology Department helped fund this, particularly his public lecture concerning how crucial Freedom Summer in 1964 was for the civil rights movement and its parallels to current day Teach for America.

• 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; this has allowed WGS to sponsor at a variety of community events with a variety of community groups. Currently WGS is working with the Eugene City Club to present a panel discussion about LGBTQ issues in Eugene and at the University of Oregon at one of the Club’s weekly meetings.

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 developing a new webpage on diversity; continued support for the newly formed departments of Ethnic Studies, International Studies and Women’s and Gender Studies; and 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, providing more than three quarters of the total financial support for the five approved proposals from CAS, as well as providing direct financial support for some of the proposals not chosen this year by the IDAE advisory committee.

Following discussions with OIED VP Charles Martinez, we 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 and NTTF. We repeat the concluding paragraph from last year’s SAP progress report 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.