TO: Charles Martinez, Vice Provost, Institutional Equity and Diversity
FROM: Scott Coltrane, Dean, College of Arts and Sciences
DATE: April 13, 2009

SUBJECT: 2008-09 Report on CAS Diversity Strategic Action Plan

Attached is the College of Arts and Sciences 2008-2009 Report. Although longer than five pages, this report gives us the opportunity to highlight the many diversity efforts on the part of the 40 departments and programs housed within the College of Arts and Sciences. Please note the closing summary highlighting the need for central data collection and dissemination so that we can track the success of efforts at UO to increase diversity. In the years ahead we look forward to seeing the ongoing impact of our efforts.

Please don’t hesitate to contact me if you have any questions.

Cc: Jim Bean
Dietrich Belitz
Scott Pratt
Larry Singell
College of Arts and Sciences


During Winter 2009, the College of Arts and Sciences submitted eleven Innovations in Diversity and Academic Excellence proposals. All three divisions within the College - Humanities, Natural Sciences and Social Sciences - were represented in these proposals. Five of our eleven proposals were approved for central funding, totaling $43,000. In addition to the funding approved centrally, the Dean and Associate Deans committed $29,000 of college funding for these five proposals and our CAS departments added another $39,628 of support. The total of $68,628 of support from both the Dean’s office and our CAS departments represents a 100% increase over the previous year’s $34,700 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.

Strategic Departmental Organization

In Fall 2008, two CAS programs, Ethnic Studies and International Studies were granted department status; in Spring 2009 the Women’s and Gender Studies Program was also granted department status by the College. We have been working with the three new departments to complete the transition, thereby improving faculty morale in these units and positioning the college to be more successful in hiring underrepresented faculty in the future. The biggest impact of the status change from program to department is that the tenure home of faculty in these units will reside in the new departments rather than in an outside department or program. This change should help us to retain our excellent faculty in these departments and allow us to be more competitive in recruiting new underrepresented faculty. These changes, in turn, should enhance our ability to attract and retain graduate and undergraduate students from underrepresented groups.

Reporting on Progress in the College of Arts and Sciences

The College of Arts and Sciences is pleased to report on our current efforts to promote diversity in the following four areas: Student Recruitment and Retention; Faculty Recruitment, Retention and Development; Curricular Development; and Community Outreach. Each area includes a description of current activities pursued by CAS departments as well indicating department progress and results, and some suggestion of future plans.

Because the College of Arts and Sciences includes forty departments and 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. At the conclusion of the report we suggest major areas of future need, including a comprehensive central tabulation and tracking system that would allow the college and other
units on campus to better assess progress in fulfilling the important goals and objectives represented in our Diversity Strategic Action Plans.

Student Recruitment and Retention; expanding & filling the pipeline

- The Department of Anthropology: Five of 14 students accepted into the Anthropology graduate program were students of color this year (3 Latinas and 2 Asian Americans). Of the five students offered admission (all in cultural anthropology), four were offered Promising Scholar Awards. One student has accepted, two will be visiting campus in April, and one has declined. These strong numbers speak both to the nature and quality of the research being pursued by Anthropology faculty and to the progress the department is making in creating a climate that promotes diversity. Anthropology’s graduate students continue to excel in their graduate work on diversity-related research topics. In 2008, the department’s graduate students of color garnered the following competitive research awards: 2 CoDac Summer Research Awards, 1 CSWS Laurel Award, 1 Asian Studies Award (Graduate School), 1 Gary Smith Award (Graduate School) and 1 summer Fellowship from CLLAS for a total of six awards.

- The Department of 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. At these meetings Biology provided guidance and support for four students who participated in SPUR (University of Oregon Summer Program for Undergraduate Research) and who were presenting their work. The Biology Department successfully recruited two SPUR alumni to its graduate program.

In addition, Biology’s Summer Program for Undergraduate Research (SPUR) http://biology.uoregon.edu/SPUR/ received support from the Federation of Associated Societies for Experimental Biology (FASEB) Minority Access to Research Careers (MARC) to help host 9 students in the program. In addition, two SPUR scholars received FASEB MARC travel awards to attend ABRCMS. Biology’s Research Experiences for Undergraduate Site Program in Molecular Biosciences was funded by NSF, enabling them to host 3 URM undergraduates in 2008.

Some visiting minority SPUR 2008 students encountered some uncomfortable social situations in the Eugene community and among UO colleagues during their stay. Biology sought and received expert assistance from OIED Asst Vice Provost, Dr. Carla Gary, who, as always, gave very helpful guidance. Dr. Gary also presented a professional development workshop to the SPUR scholars on access to professional careers. OIED Asst Vice Provost, Charles Martinez presented a keynote talk at the SPUR Symposium in 2008.

To enhance Biology’s URM graduate recruiting efforts, faculty are networking with other institutions and granting agencies to enhance contact with institutions having high underrepresented minority population. Biology faculty also met with NIH officials to discuss the year-old CAGT program (Community for Advanced Graduate Training) to improve recruiting of students in MARC (Minority Access to Research Careers) programs around the US. This program serves as an interface between NIH Pre-doctoral T32 Training Grant Programs (of which Biology has four) and NIH undergraduate T34 MARC programs. Since 2007 Biology has used CAGT through its four T32 Training Grants and accessed it online to contact potential URM applicants to Biology’s graduate program.
The Department of Chemistry continues efforts to improve its minority graduate student representation through active recruitment efforts. Specifically, Chemistry intentionally targets 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 are to schools that are not on the usual faculty seminar tours. Secondly, Chemistry has department-based summer research experiences targeted to minority students, similar to programs currently run by the MSI and IMB, programs in which numerous Chemistry faculty actively participate. Chemistry is interested in developing ties to schools with large pools of minority students to target for recruitment of graduate students. We are interested in informational trips, which might be organized more at the CAS science department level, rather than for the chemistry department specifically, to see if there are ways to develop a pipeline of graduate students from selected institutions. Building a critical mass of minorities in Chemistry’s graduate program will also address the goal of expanding and filling the pipeline of Ph.D.s for faculty positions nationally, and should also improve retention.

The Department of Classics has been able this past year to successfully recruit one student of Hispanic descent and another who is self-identified as GLBTG. The Department remains committed to attracting more students from underrepresented groups and wishes to focus on diversifying its undergraduate majors in addition to its faculty and graduate students.

The Department of Computer & Information Science maintains a Women in Computer Science group and funded a WICS GTF to help women network, tutor students, and coordinate group activities. The web site (http://www.cs.uoregon.edu/groups/wics/old/index.html) and a list serve are used to inform women of relevant UO and non-UO activities.

The Creative Writing Program’s admissions committees have attended to recruiting students of color. Each year Creative Writing aims at admitting 12 students out of 600 applicants, making it the most selective graduate program at UO. This year, of the 30 applicants on its admit and wait lists, 20 are women and five are from under-represented ethnic groups. The Creative Writing Program applied to the Graduate School for a Promising Scholar Fellowship for a Hispanic applicant to the poetry program, and he is now considering this offer. Professor Laurie Lynn Drummond completed revision of the core curriculum for Creative Writing’s undergraduate Kidd Tutorial Program, which now includes generous representation by women, people of color, working class writers, gay and lesbian writers, and international authors.

The Department of English pooled faculty Minority Recruitment Funds, and has strengthened its efforts to recruit graduate students interested in pursuing a Ph.D. in Structured Emphasis in Ethnic Literary Studies. With the help of Collins Professor David Li, English has also created the Collins Scholarship, a key recruiting tool for a Ph.D. applicant interested in pursuing scholarship on ethnicity and/or globality.

The Department of Economics instituted the Summer Academy to Inspire Learning (SAIL) in the summer of 2005. This is now a sequence of annual summer camps for local disadvantaged students at local middle schools and high schools, primarily located in Springfield, Oregon. In summer 2009, Economics plans to have about 75 students involved with 4 camps. Departments and programs involved now include Economics, Psychology, Physics, the Honors College, the Journalism School and the Social
Sciences Instruction Lab (SISL). With a gift of $50,000 from a donor recently, Economics is expanding its activities to get UO students mentoring these high school students, to coordinate with Admissions to provide information session for their parents, and help our high school seniors in the program apply to and enroll in college. 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 applied for and received UMRP funds in Winter 2009 that led to the successful recruitment of a new faculty member from an under-represented minority group. Besides use of funds to make the employment offer more attractive, the proposal also called for providing $25,000 to enhance recruitment of graduate students from under-represented backgrounds and $35,000 to support and encourage faculty research on issues of equity and diversity.

- The Department of Geography obtained a Promising Scholar Award from the Graduate School in Spring 2008 for a minority Ph.D. candidate who joined Geography graduate program in Fall 2009. In spring 2009 Geography recruited four diversity candidates to the graduate program and so far, two have accepted.

To encourage underrepresented students to consider attending the UO and to major in geography, the Geography department hosted Geography Awareness Week activities this year for four classes of low income and ethnically and racially diverse middle school students from Springfield, Eugene, and Lebanon. These students were made aware of the importance of geography in understanding issues facing the world today - including diversity - by participating in interactive mapping activities and going on a field trip on campus with geography graduate students and listening to a geography lesson on global change and global issues inside a giant globe.

Geography’s InfoGraphics Lab has created a campus accessibility map that will be published soon. In addition, the interactive Campus Map (http://www.uoregon.edu/maps.shtml) shows the locations of support services for disabled students.

- Several members of the Department of Geology’s faculty have been actively engaged in recruiting and training women (in particular) as undergraduates. These faculty members have women undergraduates working in their labs; and have had UCORE http://www.uoregon.edu/~msiuo/undergrad/ucore/ucore.html and SPUR http://biology.uoregon.edu/SPUR/ students who were female.

Geology Department Head Kathy Cashman was PI (with several other Geology faculty as co-PIs and participating faculty) in a pre-proposal to the NSF IGERT program, part of which will include recruitment, particularly of Native American, Alaskan and Hawaiian students into graduate degrees in environmental science.

- As part of the Department of History’s efforts to maintain the diversity of its graduate students, History applied for and received a Promising Scholar fellowship from the Graduate School which helped bring a URM graduate student to the UO.

- The Department of Human Physiology faculty continues to make efforts to diversify the undergraduate and graduate students in the department, as well as within the faculty and staff ranks.
Over 50% of the department’s graduate students are women, and 30% identify themselves as minority. The department participates in the university’s SPUR program which seeks to provide summer research experiences for underrepresented groups. Human Physiology has actively and aggressively sought out additional funding sources to assist 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. The department also maintains contact with its minority alumni and plans to establish a network of our graduates who can assist in the recruitment and retention of minority students.

The department has and will continue to participate in the "Reach for Success Program" which provides exposure to research activities on campus to groups of minority middle school students. To enhance its attractiveness to underrepresented students, Human Physiology regularly features students who reflect the department’s diversity on the department’s webpage with its "Featured Student" section.

Human Physiology works with high schools, the Development Office, and the Athletic Department to give tours of its research laboratories to minority and under-represented students who are interested in attending the University and have expressed an interest in Human Physiology.

The department currently has three applications in to the Promising Scholars Award program this year in an effort to attract targeted students to its graduate program (two were minorities and one was a first-generation college graduate).

- The Department of International Studies’ faculty travel widely for research purposes, and tap their extensive network of international contacts in recruiting students to the department, particularly graduate students. International Studies has also worked with the Graduate School to establish the Proudfoot Award, a special scholarship to support an incoming native-American graduate student. In addition to the award’s financial support (a year of funding from the Graduate School followed by a year of GTF funding from the department), this award includes a strong mentoring component and the opportunity to assist in supporting a diversity-related conference at the UO. The first Proudfoot Award has been offered to a student now who will matriculate in Fall 2009.

- The Department of Philosophy continues to attract and admit graduate students of color. This year out of six spots in the incoming class, three of seven initial offers were made to students of color. Next year, Philosophy plans to initiate a Minority Recruitment Initiative (MRI) to attract top students of color to the program.

- The Department of Physics coordinates UCORE which brings community college students who are the first in their families to go to college to the UO to try to energize them to come here and/or to study science. This is a much more diverse population than the student body at the UO.
  http://www.uoregon.edu/~msiuo/undergrad/ucore/ucore.html

The Department of Physics also leads the UO’s GK-12 Science Outreach Program which is supported by the National Science Foundation, the Department of Education GAANN program, and the Oregon Engineering and Technology Industry Council. This program provides fellowships for 15 graduate
students from the Chemistry and Physics departments. In return these GK-12 Fellows serve as resources for teaching hands-on physical science and mathematics in partnering Oregon elementary and middle schools. The 2008/09 program is focused on working with schools within the Umatilla-Morrow ESD and the North Central ESD, 300 miles northeast of the University in Eastern Oregon. The graduate fellows spend two weeks per term as "scientists-in-residence" assisting with a variety of in-school activities, centered around the use of nationally developed, inquiry-based science kit curricula. 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 our demographics.

http://www.uoregon.edu/~msiuo/GK12/Overview.html

- The Department of Sociology encourages students to participate in internship placements that focus on diversity initiatives, such as ASPIRE (Access to Student Assistance Programs in Reach of Everyone): 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.

http://www.ocf1.org/grant_programs/special_aspire.html

Building and Maintaining Critical Mass among the Faculty

- A significant number of Anthropology faculty are actively pursuing research that focuses on gender, race, ethnicity, sexualities and/or the dynamics of and inequalities generated by globalization. In addition to their own research foci, anthropology faculty were actively involved in the development of "Big Ideas" proposals on the Americas, Internationalization, China, Human-Environment Connections and Genes in the Environment that could play a key role in helping make the UO a more culturally responsive community.

- The Department of English hired an African Americanist, Courtney Thorsson of Columbia University, as an Assistant Professor beginning September 2009.

- The Department of Ethnic Studies successfully completed a search for an African Americanist with the hire of Charise Cheney, an accomplished scholar (she is the author of Brothers Gonna Work It Out: Sexual Politics in the Golden Age of Rap Nationalism, published by New York University Press in 2005). She is scheduled to join the UO faculty as an Associate Professor in September 2009.

- The Department of German’s faculty member Michael Stern participated in the drafting of a Title VI grant for a center on Migration (with Prof. Craig Parsons, Political Science); and served on the organizing committee for a joint African-Studies-European Studies Conference for the coming year at the University of Oregon.

The Department of History conducted a search for a historian of the premodern Islamic world and brought three candidates to campus. Unfortunately, they were unable to succeed in making a hire this year in this highly competitive field.
History also recruited for a faculty vacancy in African history and a second offer has been extended. Last year the department hired in the area of African American history. The two hires represent History’s contribution to the five-position cluster hire initiative in African-American, African and African diaspora studies (see also Ethnic Studies and English, above).

- The Department of International Studies (DIS) has played a leading role in the development of a new online journal for international and areas studies scholarship, with the department’s Core Faculty serving as Co-Managing Editor of InterNationality: A Journal of Global and Area Studies; the other Co-Managing Editor is director of Latin American Studies. InterNationality now uses designated office space within PLC. The inaugural issue of this journal (funded by a CAS Program Grant), expected in 2009-10, will focus on citizenship, immigration and identity issues. In all issues, InterNationality will draw national and international attention to the UO as a node for cross-cultural and interdisciplinary scholarship, much of which will enhance our reputation as an intellectual community that takes issues of diversity seriously. InterNationality will work closely with colleagues and units across campus, welcoming future special issues that highlight issues of diversity in global and cross-cultural perspective (for example, we would welcome submission of the results of the best research funded by CODAC scholarships). The Oregon Consortium for International and Area Studies (OCIAS) is applying for a major grant to bring together faculty and students around a set of themes of global importance that cut across and unify our many disciplines, area/language interests, and related forms of expertise. Three members of the Department of International Studies’ Core Faculty are members of the Title VI-International Steering Committee and anticipate that the resources DIS will receive through this grant will facilitate our overall diversity efforts.

- The Department of Physics is renewing its long-range hiring plan, and has made clear that diversity is an important part of that discussion. The Department’s planning will combine a process that traditionally has focused on research areas with strategies to improve diversity. We anticipate that this planning process will result in broader searches, with the hope of hiring 2-3 faculty in each search, which will increase the chances of hiring a female or minority candidate. (The only current female faculty member in the department was hired out of a very broad search that hired three people. This broad search was an anomaly at the time, but we plan to conduct this type of search more often.) The department projects 5-7 openings in the next 5 years, and Physics’ goal is to use this opportunity to further increase both the quality and the diversity of its faculty.

The Physics Department has scheduled a site visit by the American Physical Society’s Committee on the Status of Women in Physics. The department anticipates valuable feedback from the committee on the current climate for female faculty and students in the department, and suggestions for further improvements in that area. In particular, the department will discuss strategies to increase the number of women among the faculty.

- The Department of Women’s & Gender Studies collaborated with the CAS development office to facilitate a relationship with a potential donor. After a visit in the fall of 2007 this anonymous donor determined that WGS at the University of Oregon was the appropriate place to establish a new fund to support Lesbian Studies. This donor has created the Sally Miller Gearhart Fund for Lesbian Studies. Subsequently, the donor dedicated in her will the funds to establish an endowed chair in Lesbian Studies.
in WGS. We continue to work with the development office to increase the funds committed to that endowment. This year we will hold the first annual Gearhart Lecture in Lesbian Studies by bringing Arlene Stein, Rutgers University, to speak on Wednesday May 8th, noon, in Gerlinger Lounge. http://www.uoregon.edu/~wgs/events/content-center.php

In the Spring of 2008 Women's & Gender Studies faculty member Lynn Fujiwara, along with Lynn Stephen, and Daniel HoSang were awarded a grant from the National Council for Research on Women's (NCRW) Ford Foundation funded “Diversifying the Leadership of Women's Research, Policy and Advocacy Centers” initiative. From March 2008 until June 2009 Lynn Fujiwara has been the principal coordinator of the project that enlisted 10 women of color junior faculty from across the UO campus, who identified their priorities and goals in spring 2008. In AY 2008-09, they have focused on academic success as a key component of leadership development for women of color junior faculty: The path to tenure is often plagued with an overburden of service that falls on women of color, who are often among few in their disciplinary areas who work in the area of race, and the challenges associated with teaching at a predominantly white university without adequate mentorship from senior members in their home departments. To address these issues, the project established a multi-tiered set of workshops and events which have been taking place all year and are culminating this spring with a focus on the institutional barriers to their success.

Curricular Development

- The Department of Classics has focuses its efforts on shaping its curriculum to reflect many of the issues of identity, pluralism, and tolerance that must be addressed by a community committed to diversity. Several of the courses offered as classics-in-translation here at the UO are focused specifically on such issues: “Gender and Sexuality in Antiquity” is a 300 level course that explores ancient attitudes to hetero-, homo-, and bisexuality, and the points of continuity with and difference from our own society; “Greek and Roman Tragedy” explores ancient drama as a public genre that negotiates Greek and Roman identity in relation to other foreign cultures; “Roman Life and Culture” addresses the ways that ancient Rome absorbed foreigners into a truly multicultural society.

In addition to the above courses that were already a part of Classics curriculum before the implementation of the diversity plan, Classics has introduced three new courses: “Greece and China” examines the relationship between knowledge and wisdom in literature produced by two different ancient civilizations from c.1000 B.C.E. to 86 C.E. “Ancient Food,” a course offered by the Humanities Program but taught by a Classics professor, presents the role of food in ancient culture and emphasizes the diverse economic and cultural backgrounds of the origins of food in the ancient world. Finally, a new course on the different conceptions of the afterlife in ancient Greece and India is being taught this spring quarter and promises to be an excellent addition to our permanent curriculum. All of these courses demonstrate our commitment to cross-cultural study and comparisons that promote the concept of diversity as a value that can profitably be embraced through study of the past as well as the present.
• The English Department is revising and expanding its undergraduate curriculum in Ethnic American Literary Studies. The Curriculum Committee is currently formulating a motion to create the following 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; Introduction to Ethnic American Literature.

• The Folklore Program formalized three diversity related courses, which had previously been taught as experimental courses under the 399 and 410/510 numbers. They are now permanent parts of the curriculum: FLR 370 Folklore and Sexuality; FLR 416/516 African Folklore and FLR 418/518 Folklore and Gender

• The Department of German has continued to teach various diversity-related offerings, such as GER 351 Diversity in Germany (in which Professor Anderson's students submitted projects to the "Multicultural Germany: web-site, managed by UC Berkeley, for potential publication on this site); GER 222 Representations of the Holocaust (in which racist ideologies in general form the explicit context of the study of Nazi anti-Semitism); GER 223 Germany: a Multicultural Society; etc.. Professor Michael Stern has also taught a challenge FIG this year in which Frederick Douglass' "Autobiography of an American Slave" served as point of departure for a thematization of identity, etc.

• During academic year 2008-09, the Department of Geography offered 10 courses and during summer, 2008, the department offered four courses, which address differences among societies in terms of their languages, religions, customs, among other geographic themes. Five of these also fulfill the general education multicultural requirement

• The Department of History's department head, Professor John McCole, received funding from the program for Innovations in Diversity and Academic Excellence for his proposal for a new undergraduate course, "Historical Perspectives on Diversity". It will be taught collaboratively with James Mohr, Ellen Herman, and Jeff Ostler in Spring 2009.

• The Department of Linguistics is currently piloting a new program within its Language Teaching Specialization MA Program for Native Americans who are pursuing a career in language revitalization with Native American communities. In AY 2008-2009, Linguistics had one Native American student. In AY 2009-2010, the department anticipates three native students in the program.

• In AY 2008-2009, under the auspices of the World Languages Academy, the Northwest Indian Language Institute (NILI), Yamada, and Linguistics organized the Yakima Sahaptin language courses which should be offered at least through 2012. This provides a rare opportunity for students of all backgrounds to work with an elder of a NW Indian tribe and to study an important and endangered language and community of this area.

• The Department of Philosophy added requirements to its undergraduate and graduate programs that will diversify the kind of thinkers and texts that students encounter as a standard part of the curriculum. UO Philosophy is one of only a few philosophy programs to require its graduate students to take courses in feminism and other underrepresented areas of concern. Last Spring Philosophy offered an experimental
course devoted to Latin American Philosophy coinciding with a May conference on the most important Latin American philosopher of the last 50 years (see below).

- Within the Department of **Women & Gender Studies** The Queer Studies Minor was approved. The department has at least 4 students who are already pursuing the minor. With the funds provided by OIED and CAS, and the department, we have hired Mary Wood, English, to teach the introductory course next year and Josh Faught, Art, to teach an upper division QS course.

WGS continues conversations with Ethnic Studies about developing a joint Master’s Program in Intersections of Race, Gender, Sexuality, and Class.

**Community Outreach**

- The Department of **Ethnic Studies** sponsored and co-sponsored several events this year, including the American Society for Ethnohistory Annual conference, a four-day event in November with over three hundred participants.

Daniel HoSang, a faculty member in both Ethnic Studies and Political Science, is the main organizer of a symposium to be held April 17–18 called *Racial Formation in the 21st Century*, with support from many units on campus including CAS and OIED. It is organized around presentations and panels by 20 nationally recognized scholars from a range of disciplines—Sociology, History, Anthropology, Political Science, Ethnic Studies, Law, and Geography—to discuss key debates, contradictions, analytical shifts, trends and future developments in the area of racial formation theory. http://www.waynemorsecenter.uoregon.edu/Racial_Formation_09/home.html

- The **Folklore Program**, is increasing collaborative efforts with the School of Architecture and Allied Arts (A&AA), specifically Doug Blandy and the Center for Community Arts and Cultural Policy. This collaboration works to sustain and strengthen the diversity of arts, culture, and heritage in the West through research, policy, education, and community engagement, and enhance understanding of diverse identities, experiences, and forms of cultural expression.

The Folklore Program houses the Randall V. Mills Archive of Northwest Folklore which is the largest facility of its kind in the Northwest. It contains over 4,000 separate collections of fieldwork reports, video documentaries, and visual folkloric materials on the cultural heritage of the region. These diversity-related materials document traditions of groups of people across all ethnicities, national origins, genders, economic statuses, and political affiliations. The archive allows researchers an opportunity to understand the background and culture of diverse populations. The Folklore Program continues to collaborate with UO Libraries and Special Collections (“Folklore Program/UO Libraries Collaboration Initiative, 2007-2009”) to update and digitalize the archive, which will provide greater access to existing collections. This collaboration also emphasizes an understanding and celebration of the archive’s rich collections reflecting the diversity of expressive culture and heritage in the Northwest.

- In spring, 2008, the **Geography** Department sponsored Irish visitors, for a program on "The Pragmatics of Peacemaking." The department is a sponsor again this year with the title "Keeping the Peace". Both efforts relate to promoting dialogue and conflict resolution between Catholics and Protestants, and to developing models for conflict resolution elsewhere.
Geography’s Amy Lobben partnered 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.

The Geography Department also runs the Summer geographic education program for K-12 teachers. Students in this program are current teachers who do a masters degree in three consecutive summers. In recruiting, the department targets educators from diverse school districts by using the large network of teachers who have completed or are enrolled in the Advanced Placement Human Geography course, the EDGE website http://geography.uoregon.edu/edge/, program brochures and personal letters to principals, and school visits.

Geography’s Susan Hardwick and colleagues published a "UO Immigration Report" that was printed in English and Spanish for use in the state’s school classrooms and by immigrant rights groups in Oregon.

Faculty members in Geography have given community talks at schools and civic organizations throughout Oregon. In particular, Susan Hardwick gave talks for the Center on Diversity and Community (CoDaC) and Osher Learning Center on campus last fall focusing on immigrants in Canada between the Vietnam War and Iraq War years.

- In summer 2010, the Linguistics Department, in conjunction with the Northwest Indian Language Institute (NILI) http://babel.uoregon.edu/nili/, is hosting the Institute for Field Linguistics and Language Documentation http://darkwing.uoregon.edu/~spike/Site/InField_2010.html (INFIELD), the alternate year training workshop for field work training in Linguistics. This was first held in 2008 at UCSB with participation from the UO. Importantly, it brings together students, faculty and community members representing linguistic minority groups both within the US and internationally. This is in addition to the annual NILI summer program for Native American training in basic linguistics and pedagogy.

- The Department of Philosophy offered a May conference on the work of Enrique Dussel, arguably the most important Latin American philosopher of the last 50 years. The conference not only brought Dussel to campus, but also several Latin American thinkers currently working in the U.S. The event was very well attended and made evident to those visiting from afar that among North American philosophy departments, Oregon is a leader among those who would reconfigure current conversations to include voices outside of traditional seats of power and influence.

- The Department of Romance Languages this year organized and supported several events that address diversity issues. The department organized a Teaching Matters Workshop “Heritage Speakers” with Professor Beatrice Pita (University of California, San Diego) in October 2008. In November of 2008 RL contributed to the visit of Chicana writer Cherrie Moraga to campus. February of this year, RL organized the visit to campus of Professor Kate Regan (University of Portland) to present and discuss her film: ¡Fiestaremos! Judy Frankel and the Sephardic Music Tradition. This film is about the preservation of the musical tradition of Sephardic Jewish families, who have maintained their Spanish language traditions for over 500 years since their expulsion from Spain in 1492. The department is also supporting Chicana filmmaker Lourdes Portillo’s visit to campus this spring.
• The Department of Sociology engages with the university as a whole by helping to underwrite visitors and conferences related to diversity issues. Most recently 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.
http://uoregon.edu/~caer/2009/01/07/robert-bullard/
• The Departments of Women’s & Gender Studies and Ethnic Studies, are currently planning “Teaching Race and Gender Beyond Diversity” a conference to be held in May 2010. This conference has been funded by a CAS Program Grant and the OIED Fund for “Innovations in Diversity and Academic Excellence”.

Summary

The College of Arts and Sciences continues to develop and support diversity promoting efforts in almost every aspect of the College. Our major accomplishment in this effort this year has been to alter an organizational framework within the college that was perceived by some to be an impediment to hiring and retaining underrepresented faculty: assigning alternate tenure homes to faculty hired in interdisciplinary units traditionally focused on diversity, including Ethnic Studies, International Studies, and Women’s and Gender Studies. By reorganizing these programs into departments, the college facilitated a transition to a system under which they have more control over the tenure and promotion process. This change should enable future members of these departments to have the security of knowing that the standards governing their merit and promotion reviews will be derived from academic norms emerging from their fields of study. Early indications are that this change will have beneficial influence on faculty and student morale.

The College endorses the Innovations in Diversity and Academic Excellence program and we hope to continue this year’s practice of providing ongoing matching funds to the best proposals. As we move into next year, we would appreciate working with OIED in efforts to better assess the success of these programs and our other efforts to promote diversity at UO.

A major ongoing challenge in our diversity efforts remains: The lack of a tracking method to accurately determine if our departments’ efforts in recruiting and retaining diverse undergraduate and graduate students are successful.

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.