SUMMARY OF DAP TOWN HALLS

Town Hall with CAS Staff to Discuss the CAS Diversity Action Plan

October 4, 2017, 3-5 pm
Knight Library Browsing Room

Broad overview from Andrew; introduction of the deans

Purpose: to solicit your feedback on how to improve the CAS DAP

Why is this such an opportune time for these discussions?

1. The need has never been more urgent; demographic changes in OR and the USA; a public university needs to serve the diverse public
2. This moment in our college; number of retirements will lead to hiring opportunities
3. The very nature of the plan: dynamic, living, multiple opportunities for change and feedback; a plan that will thrive because of your participation
4. We have some mandates: he is deeply committed to diversity; “our diversity is our strength” and our future; the president has also given us a mandate; the DAP process in response to the black face incident; mandates with teeth, measurements, expectations

Mandate is based on the IDEAL framework, and the template goals and strategies are mandated by the president; it’s the tactics that we can work on together today

In the 90-day rush to submit our DAPS on time, we neglected to include staff and students adequately; that’s what we’re trying to address today; we’ve already met with our own CAS staff

Revised DAPs are due December 1; they will be posted over Winter Break (for comment/further work and synthesis?)

Four goals for today

1. A chance for you to ask questions of us
2. How can we improve what’s here already?
3. What have we missed; what can we add that can make your day-to-day lives better in the context of diversity, particularly in terms of staff processes?
4. What trainings would you like to have if any?

We’re pushing hard on IBTs, but what can we do to help you?

Cynthia Stockwell: no mechanism for us to work with any of the central units administratively; you look at “Find People,” and we can’t even put accents over people’s names; Sabena Stark agrees and has had experiences herself with a resistance to “foreign” names; we need to be sensitive and informed

Andrew: what would be helpful?

Bruce: an issue of cultural competence; is this a question of training? Learning what we should be aware of. Karen: Helpful to think of as cultural awareness, not cultural competence. Nobody can know all there is to know about all cultures.
Anna: *how do we interface with central offices?* None of is sure where we turn for different constituencies and cultural awareness; Anna Duncan: Can there be (or is there already) one place to direct all admin-related questions?

Cynthia: we don’t know where to turn to give feedback and support; we need the connection to something central in our DAP

Hal: we were asked to produced plans about what we were going to do not to tell others what they should do; our connection to central services and units wasn’t easy to articulate in this process

Andrew tries to redirect the conversation out to the group in the room

Jamie Rivas: Trainings about disability accommodations especially for people on search committees? She thinks it would be helpful for people to be aware of accommodations that people would like to see in the process; Susan Meyers: last year a candidate needed accommodations, and there was nothing available to help her; the services are for students

Andrew: we tend to be reactive rather than proactive about these needs, and we need to be more proactive

Questioner: In the 90-day process, how much did the president encourage units to work together?

Andrew: largely developed independently but in the context of the matrix; so no not at all encouraged to work together; Beth Magee: we’re just now looking at this in our units; are we towing the line, or are we really giving input that could change things?

Andrew: he thought these should be initiated out of the units and then collated, but the president thought there was more urgency and wanted a top-down process

Questioner: Curious to hear more about Yvette’s involvement in this; what direction and support has she given us in this process?

Andrew talks about Yvette’s ethics of inclusion; she thinks we’re the experts in what will work best; I give the nuts and bolts about her role

Kristina Mollman: Strategy 1: could we had something about what sorts of things could be done to make a climate more welcoming and inclusive? She would like to see movement on international hires; it’s a lot of red tape right now; we’re not very welcoming when we make them go through so much and meet with so many different people; one person to counsel/support them through the immigration process; can we add something to this section about this? Suggested a working group on these issues of climate and welcome.

Andrew: hiring and onboarding keep coming up; she agrees and thinks strategy 1 is the place to address this; Andrew: and we wouldn’t want that support to end when the hiring is complete (makes me think of our concierge idea); Andrew hears that this is so much not a CAS issue only; we have radically different environments just within CAS; what about other units? For our notes: does this need to be more centralized at UO? International Affairs, Enrollment Management, HR? Add this as a tactic in strategy 1

Kristina: A lot of the tactics make her wonder who’s going to do what for what compensation; it looks like CAS will need a staff person for some of this (calls for diversity stories, etc.)
Andrew talks about creating a diversity position in the CAS dean’s office; we have to find out if there’s broad support in the college to see resources diverted that way? Questioner: doesn’t Yvette’s office have people to do this? Someone needs to coordinate these things; piecing together the labor might not work; dedicated resources?

Andrew wants to come back to the question about disability accommodations; it comes up as an urgent problem right now; are there places outside hiring where you see we can do better on this? Identify some of the transactional things you do where this comes up? He refers to the work of Ben Brinkley and Cathy Soutar, IT and space; how often do people encounter issues? Ben: accessible web content and pdfs are huge problem; he doesn’t know of any place on campus that addresses this; the information is easy to make available, but that’s not enough; we need to support making this happen; website training would be the best remedy; if you’re managing a website or posting your syllabus as a pdf online, you need to know how to do that in an accessible way; it would be really bad if Betsy Wheeler’s disability studies syllabus weren’t accessible. Beth Magee: entry-level people are managing our website, blogs, and Canvas; we don’t know how to address these needs; can we request that this information gets sent to us?

Andrew: does sending information out once accomplish enough? Do we need to consider staffing to support this? Questioner: but as the person doing it, I’d rather have something than nothing; Mike Moresi in CAS IT: when he worked with Wheeler, he began to realize the needs, and he can conduct training sessions to help us; contact him; Bruce: is there an article that can help us? Ben: the next step would be some training

Andrew trying to synthesize these comments: it sounds to me like we have an overarching issue related to access: how to provide the transactional documents applicants and students would need; do you see this as something that ought to have a workgroup formed around it? What’s our biggest issue? Graduate applications, job applications? What’s the best approach to this? Do folks want to add a tactic here on access? Seamus Bartlett: it sounds like a UO issue/workgroup to him (does Seamus mean in place of unit-by-unit committees?); Miriam: tying back in to collaboration across units, maybe we can find synergies and put efforts together to address as a campus rather than just in CAS; when we know what bubbles up in the revisions and work groups, that will help us know how to process

Questioner: Strategy 1 could have a tactic relating to finding those synergies: “develop a working group to identify transactional obstacles to engagement with the UO”: David: getting feedback from departments about their issues will turn up shared concerns, and we can give preference to solving those problems at the CAS level; we can tackle a lot together; he likes the committee/workgroup idea who can say, “this is an issue; let’s address it”

Sabena Stark: mostly on her mind is the question of racial diversity; the American Nazi party’s local office is in PDX; and there are many other groups promoting European identity; recruiters for them come to campus and put up Nazi materials; people who work on campus need to know this is going on, and we don’t want this to be a safe place for Nazis, violence, and racism; part of how we do that is for people to understand how we got here; how did this issue develop in the northwest? There have been trainings and exhibits about it, but there needs to be trainings for all of us about the history here of our systemic problems; having that knowledge and background will, she hopes, help us not be exclusive and biased.
I tell her about the workshop by DEI about exactly that last year, but part of the process with the DAPS is that so few people were involved.

Anna shows us a notice for a lecture next week on why there aren’t more black people in OR; Mariah Clark (CAS IT) would like to see WGS 101 and ES 101 materials offered to staff; also we need staff to be given time to go to those things without having to take vacation; time of day is important, too.

Andrew: How do we take on a concrete action that can be evaluated down the line as a college? How do we engage in a broader educational effort, so more people attend? David: is there a way to measure that faculty and staff are taking the trainings? If we want this to succeed, we have to give it our full effort. I ask about paralleling the equity and inclusion contributions in the faculty personnel reviews. Questioner: if we have to do sexual harassment training, why don’t we have to take trainings in these other issues: race, ethnicity, ability; Miriam lets me know that staff already have a diversity contribution expectation in their reviews.

Few classified people understood our call and felt encouraged to come; Miriam: how could we have communicated better? Josie Mulkins: tell us to bring our staff! Beth: it’s really important for managers to support the staff; Questioner: incentives like brownies and coffee are helpful.

Sabena: the human rights commission and the NAACP did a series last year called Community Conversations; put us all into talking circles; people from all over the county; it’s a model for us, interactive.

Susan Meyers: how to get information out: Melissa forwarded it to them, though it was buried in her other email; but we did send it to CAS employees; Andrew: you’re identifying the problem we’ve thought about regarding how to have better internal communications.

Cynthia Stockwell: a corollary to what we’ve been talking about: the impact of our diverse faculty and students in the DAP; some students are deeply biased towards others and create significant problems in their classes; how do we get at the classroom environment, free speech, and hate speech? Andrew: something that may help us in this is an initiative the president will announce soon: a free speech dialogue.

Bruce: we struggled to work students into our DAP because it seemed like a university thing—how we work with students—that was hard for us to wrap our minds around; we included student involvement on diversity/community committees.

Andrew would like us to move to other Goals and Strategies, like increasing diversity among our staff and OAs, recognizing achievements.

Alicia thought the “student” focus would be in the student-centered units: Enrollment Management, UGS, Student life.

Jared from OCIAS: probably goes in the leadership category; talked about what has been done with SAIL; pipelines to a more diverse university; it would be so great if we had an entrepreneurial moment, so we could try to launch some ideas in diversity; we don’t have down times, but we have less frantic times; CAS program grants are for faculty/research; Andrew: what about a CAS grant for OAs and staff? They
think that’s an excellent idea, and $6,000 is a large amount of money for most staff; the chasm between staff and OAs: we need support for making that transition; let’s make it a tactic. Anna: Did this staff support mean salary, or resources toward a program or project, like the program grants? I thought the latter, but people would clearly appreciate a stipend as well.

Anna Duncan: people who are hiring staff and OAs out in the departments should restrict “minimum” qualifications to the things that are truly essential to the job, so the job ads can draw in more people; not “doing the same job that you’re applying for for five years”; Miriam: attitude and aptitude are the essentials; everything else you can train; Seamus: is that us or the union spelling out the minimums?

Andrew: this is about inclusivity and recruitment again; looking at the job descriptions may be limiting the applicant pool; often unintended obstructivism

Ben feels strongly about this and has been struggling; the IT classifications tend to require not-really-required skills and credentials including IT degrees, which we know underrepresent women; a related issue about international hires; staff hires don’t have the clear language they need about what the institution will and won’t do relating to international applicants

Ellen Laing: adds that when you post a student job, one of the questions is “are you willing to hire an international student?” and if a unit says no, then they can’t hire international students; Seamus: has this experience in his wife’s graduate school applications

Anxiety about international status now in the US

People coming from other countries sometimes don’t realize that colleges are not the government, and we’re required to do things by the government that we may not want to do

Miriam: proposes some kind of ally training similar to the Queer Ally Coalition training related to international students or other groups that we need to be more sensitive to culturally; tactic: how to become an international ally; OIA does this informally, go to the housing office and give presentations, but there’s nothing formalized

Andrew: what about the ranks of our OAs and staff: thoughts about recruitment? Creating a more representative staff? Our population here is not diverse; staff and OAs are not going to be coming from out of state; Andrew intends to think more about national recruitment for staff an OAs; Questioner: we don’t have the resources or the ability at the unit level to do that; it’s hard for people to move here with so little support: Andrew: let’s put together obstacles that are within our control to coming to OR from elsewhere [Karen: national recruitment for more diverse hires among staff and OAs was mentioned at the summit or CAS retreat by president or provost; will UO want to put resources there with the emphasis on TTF hires, and will national searches for these positions make current campus employees feel even more disadvantaged for career advancement?]

Seamus agrees: even if coming from not too far away, the wages here just don’t justify the move; Bruce: the largest underrepresented group in our area is Latinx, and maybe that’s the group to begin with right here; Sandra Castro, a recently graduated Latina who’s now on staff in Political Science, thinks we could do more to make staff from underrepresented communities welcomed; what would they want from us in order to be interested in applying and working here? Bruce: would an internship program to these
Populations help? Alicia De Gonzalez: translatable skills for people who want to move into higher ed; some kind of resume resource at UO for them? There’s more we could do to partner with community contacts and to offer support from us; we expect a certain background in our resumes and could help people translate their skills to match this.

Internship suggestion: it’s one way to start some movement in a simple way; it’s hard to move the needle on diversity if underrepresented people are so seriously underrepresented here.

Subsidized housing for graduate students; what about subsidized housing for employees?

Andrew summarizing: one piece, under Goal 2 Strategy 1, what about internships or training programs? To let people know there are opportunities here; also a recruitment plan . . . we need a tactic; Seamus: could the SAIL model work for recruiting underrepresented groups in our community to work at the UO? SAIL gets local students who wouldn’t normally think of college to come in and see themselves here; are they a group we could help get employment after they’ve graduated? Questioner: could this be part of Tykeson advising, something for staff jobs?

Questioner: Most of the community engagement with UO revolves around sports; maybe we should let the community know that we’re more than sports and that we have valuable jobs for the community.

Andrew: there is a lot else here, but it gets swamped by the sports coverage; who are we reaching in the community, and are we really getting a diverse community? Older people and people already affiliated with the UO; our UO communications outperforms the whole region’s media, but whom are we reaching?

Miriam: people can get a foot in the door through temporary positions; to the extent that we tend to reproduce ourselves now, she wonders if there’s a way to use the temp jobs to reach out to a more diverse community; provide skills and training that would make people more marketable.

Anna: I would also reinforce (though I didn’t say this at the time) Miriam’s point that temp hires tend to occur through social networks and friends/acquaintances hiring each other. Then the person has been in the position for six months by the time we fill the permanent position, and surprise, the friend who’s been temping is now the most qualified applicant because they’ve been doing the job for six months! To the extent that our friends look and think like us, this is a barrier to our making diverse hires.

Teri Rowe: many people don’t even think of the UO for employment because they think there’s nothing here for them; we emphasize sports and research so much; we don’t have the “that’s a great place to work” reputation; if we want to encourage a broader applicant pool, we have to make this a great place to work, and we all need to help with this; why does our community think we’re not approachable if they’re not students here? Anna: Partly because there is a perception that “there’s always an internal candidate.” No pipeline for employment and careers. Also some have no college education; the people who come to work are asked all the time, “where did you go to school, what did you get your degree in?” There is a stigma that attaches to those who don’t have college degrees. It’s off-putting to them and to people who work here already. Josie: we should address the snobbishness.

Ellen Laing: the requirement of a degree; there should be some experiential equivalency.
Questioner: Misinformation that shared services is antithetical to inclusive, diverse hiring; the assumption that “shared services” means fewer staff

Andrew explains that it’s about efficiency not about reductions; we need more not fewer staff;
questioner: this comes from outside CAS where “efficiency” pushes have resulted in an elimination of staff

Miriam: we need to make it easier for our employees who want to continue their education to be able to do that; some of us got our bachelor’s degrees after we took up employment here; it’s a personal choice, but we need to make it easier to make that choice; the barrier is work coverage (provide money for a student worker to cover the job, flex schedules?)

Lauren Pinchin, History department manager: Child care should be part of the conversation about providing support to staff and OAs; the situation is dire here; whatever childcare is available is not financially accessible to people with low incomes; Anna: Childcare for an infant is upwards of $1100/month even at UO centers.

Andrew: this has been even more valuable than he imagined; we’ll be summarizing the comments and revising the DAP; he would be glad to meet again in the future, maybe sit down again in winter and report back on what we heard and what we’ve changed in the plan to try to address what we’ve heard; maybe we’ll talk to several of you about taking leadership roles in implementing some of the things we’ve heard today. He really appreciates what they’ve brought to this.

Pat Martin: when she first came, she had to do a financial stewardship course; how about a diversity stewardship training?

Mariah, CAS IT: does a lot of volunteering in the community and is part of a coalition that puts on a lot of trainings that might be relevant to the UO mission; would the UO want to tap into community organization trainings that would be good for campus? This is a great way to link town and gown and to avoid reinventing the wheel.

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Town Hall with CAS Faculty to Discuss the CAS Diversity Action Plan

October 10, 2017, 3-5 pm
Knight Library Browsing Room

Dean Marcus: Introduces Dean’s Office staff. Notes that the Diversity Action Plans (DAPs) are a university effort, sparked in part by the blackface incidents last November, which led to the call for the development of DAPs by all units in 90 days.
He welcomes everyone and indicates that opportunities are in front of us, particularly with turnover of faculty – 5-6% a year in the coming years. This means that with respect to the faculty, we’ll have the ability to reinvent the College.

Reminder that these plans had to be drafted quickly and he really encourages feedback. These DAPs are meant to be living documents. He has stated his personal commitment to promoting diversity, equity and inclusion on the CAS diversity webpage.

He then provides a brief overview of the very compressed timeline that led to the initial drafting of the CAS DAP by March 2017, and acknowledges that the existing draft has weaknesses related to students and staff. A recent town hall with staff was very effective and will help address any weaknesses there in the DAP. CAS will have a student town hall on Tuesday, October 17 to gain their feedback and he asks faculty to encourage their students to attend. He also reminds everyone that we need units to tell us about their diversity committees by next week.

Goals for today:
1) Answer questions that people have about the DAPs
2) Gain suggestions for improvement to existing items in the DAP
3) Hear what could be added (sub-question: Are there new trainings CAS should provide?)
4) Hear where your expertise help us with certain aspects of the DAP

He introduces Vickie De Rose, the new Director of the Center on Diversity and Community (CODAC), and asks her to provide any comments.

Vickie De Rose (Chemistry and CODAC Director): One of her roles is to facilitate these DAPs and CAS is in her portfolio. She is available to consult on DAPs. Office hours 9-11 every Friday. Implicit bias workshops are being provided as much as possible this fall to meet the Senate requirement.

Dean Marcus: Part of Vicki’s role is to get more faculty involvement and engagement with CODAC and other activities of the Division of Equity and Inclusion (DEI).

Our CAS DAP is based on the IDEAL framework. The goals and strategies were mandated by the President and DEI. We welcome comments on these, but they were not our decisions, though we are certainly supportive of them. The more malleable parts are the tactics specified in the DAP. As an example, the town hall with staff led to important points about better inclusion of individuals with disabilities.

Karen Ford (CAS Dean’s Office and Interim CHC Dean): We are also doing divisional DAPs this term as well. What we are discussing today is this CAS-wide DAP.
Naomi Zack (Philosophy): I don’t understand the bureaucracy around all of this. However, a new idea is to present a certificate of diversity at both undergraduate and graduate levels. Its basic requirements would be the following:

1) 3 courses on diversity
2) Attend 6 seminars or events that are diversity related
3) Take a 1-course on diversity, equity and inclusion
4) Write a reflective essay on how diversity, equity, and inclusion is integrated in their course of study.

Believes it would cost about $7400 and proposing to her department. But this may also be something that could be university-wide.

Dean Marcus: Great idea. Curriculum is the purvey of the faculty and so encourage folks to put it forward.

Bill Harbaugh (Economics and VP of UO Senate): Senate Committee is working on multicultural requirements and this is also part of discussion about possibly re-doing core curriculum. Naomi’s idea seems very sensible and encouraging.

He then notes that all of the development of DAPs was done without consultation with the Senate and then they had to assert that they should have a role and were brought into the process later. Some of these things in the DAPs might have to go through the Senate.

Chris Sinclair (Math and UO Senate President): The Senate is putting together a taskforce on diversity and service to make sure underrepresented faculty are not subject to uncompensated service. If you are interested in being on the taskforce, please contact him.

Bill Harbaugh: DEI has a large carryforward in their budget and he hopes that Vice President Alex-Assensoh could provide it to people who will be doing the work envisioned in the DAPs.

Naomi Zack: Would her idea have to go through the Senate?

Chris Sinclair: Only if it is something that affects a lot of units.

Spike Gildea (Linguistics): If it is a certificate, then it has to go through the HECC and the State.

Erin Beck (Political Science): What was done to make sure this wouldn’t be an unfunded mandate for faculty time?

Dean Marcus: We thought about it, but tried to make it relatively easy. Need to have honest conversations about how to prioritize service. Probably works best at the department level.
Erin Beck: Disagrees that it works best at the department level. At the department level, additional service typically falls to people who are already doing the service.

Dean Marcus: We worry about centralizing too much and want to maintain local control. Open to suggestions to get the right balance.

Erin Beck: The Political Science diversity committee discussions were about support for networking with other diversity committees to share best practices and resources.

Dean Marcus: Good idea and we can coordinate at the College level.

Laura Pulido (Ethnic Studies): Best practices and foregrounding at the university level will help everyone, and we all need to work on it. At the United Academics website, they indicate they are exploring issues of diversity, equity and inclusion with promotion and tenure (P&T) processes. Doesn’t know what the statements of equity and inclusion look like in P&T cases.

Ellen Scott (Sociology): Echo Erin’s point of having committees work together to share best practices and hopefully get efficient solutions. Ideally, there should be funds to support these workshops and to underwrite the things that the groups decide would work well.

Dean Marcus: Resources do need to be dedicated to this and we have some very modest funds at this point. But we don’t have a lot of resources. With regard to UA, we have worked to have a good relationship with them and will reach out to their leadership to understand their concerns about the role of diversity, equity, and inclusion in P&T processes.

Laura Pulido: There could be a better statement about at the university regarding what diversity is about. I’m focused on people of color, but there many other dimensions of diversity.

Dean Marcus: Gender composition is a very big issue in some areas, not just people of color. We can’t mandate quotas. A call to everyone to engage in the upcoming institutional hiring plan (IHP), which is an area where we can think about these issues. Reminder that the IHP is a process where the Provost makes the faculty decisions, not the deans. But we all have a role in the process. Cluster hires are one way in which we can think about addressing DEI issues. (e.g., Latinx cluster hires) Want to encourage collaboration with other schools and colleges as people think about proposing cluster hires.

Brett Rushforth (History): Issue of hiring faculty of color and assumption that we can only get this done through targeting certain subfields and we should consider this more deeply. Targeting certain subfields is easy way to go after diversity versus working on diversity in ALL faculty hires.
Dean Marcus: We have tactics in our DAPS to try to effect this. Tactic c in strategy 1 of Goal 2. Brings up the example of Joe Sventek taking trips to historically black colleges to recruit graduate students.

Edward Davis (Earth Sciences): We are missing tactics on working to get better diversity in our graduate and undergraduate student recruitment. This may be more important than faculty recruitment. Lots of good ideas, but need some funds. For example, have faculty go out to high school students to recruit.

Dean Marcus: Our initial view as we developed the DAP is that undergraduate recruitment is a university-wide effort, not as much College-level. We were hesitant to commit faculty efforts toward helping increase more diversity of undergraduates for this reason. There is likely more to be done with graduate recruitment that can be done more efficiently with faculty time.

Katie Lynch (Environmental Studies): The Environmental Studies (ENVS) program has been focused on how to diversify undergrad students in ENVS. Have found that building a cohort is very important and especially when working with indigenous students. Ultimately, one hopes to have it reach back to the reservations. This does suggest that we all need to share our best practices. We created an ally training for incoming graduate students and they run this on their own without faculty. ENVS happy to share their practices with others and could be a model.

Dean Marcus: Climate survey from ENVS definitely says these practices are definitely working and could be a model for others.

Shaul Cohen (Geography): Have been involved in the UO Admissions Connections program and there is room for CAS to be more proactive with them to provide more faculty and student involvement to make the program less isolated. One would want to construct more engagement points between prospective students and faculty like SAIL. Currently, they are not getting enough faculty contact and CAS can be more proactive with this program.

Dean Marcus: SAIL is a very successful program. Only locally-focused, but conversations to make it more statewide with COE.

Bill Harbaugh: When SAIL was started, we focused on low-income students because we thought it would also bring in lots of students of color. Expanding it will help us get to further. UO has been very good in more diversity related to underrepresented ethnicities, but we are really bad at getting students of low income backgrounds. This is the current crisis at the university, but it is nowhere in the DAPs. Did you look at the data in determining what to target with diversity efforts?

Dean Marcus: We do have data on faculty and graduate students in CAS and have produced data graphics on that.
Bill Harbaugh: LCB has a climate survey and really figured out their students. They found out where students really felt disadvantaged along political lines, commuter or residential, etc. We should find out more about our CAS students.

Dean Marcus: Given that we have 20,000 students flowing through CAS, this perhaps should be done centrally. It's not clear that a climate survey of CAS students would have value-added at the College level for that reason. And bandwidth of conducting such a large scale survey is an issue.

Bill Harbaugh: The survey has been constructed by LCB already. Why not just use that.

Dean Marcus: CAS is very heterogeneous. Would it fit our CAS sub-populations?

Eric Pederson (Linguistics): Everything seems to be about freshman, but transfer students are an issue as well and they can have a very different demographic profile. Also, we would need to target our outreach to different places (like community colleges) to reach these populations.

Dean Marcus: More suggestions about UO connections, Shaul?

Shaul Cohen: Things could be done to have it be a less “canned” experience. Could be more targeted to students from specific communities. No perfect answer, but try to be more proactive to help admissions to show them what our faculty and students are really like. It does take faculty saying “Yes”.

Dean Marcus: I’m very concerned about scalability of our effects and uncompensated work by our faculty.

Shaul Cohen: SAIL was done on a shoe string and became very successful. Appeals to faculty who are not overly worried about compensation and understand that it is part of their service. Faculty will want to engage if it looks like it works.

Bruce Blonigen (CAS Dean’s Office): Service is highly variable. People who feel like they are being overtasked are usually the ones doing the service. But it’s less clear how high the average service load is.

Eric Pederson: Prioritization means that you are not getting to other things. You have to give less effort to other things, otherwise you are not prioritizing.

Laura Pulido: Why do people leave the UO? We should figure this out and look at exit patterns and see if this can be addressed.

Michael Najjar (Theatre Arts): Rather than prioritizing, let’s think about integrating diversity into everything we do, which doesn’t necessarily require extra costs. For example, scheduling more diverse plays in TA. What are the little things we can do in daily life.
Dean Marcus: Great point. Some of this is about how we evolve the culture.

Doris Payne: What is the current climate on international diversity? Is it off the radar?

Dean Marcus: It is very high on our radar in the CAS Dean’s Office. This is something that happens through admissions for our undergraduate students. They have been working very hard to maintain this during the past year. International population is not as diverse as it used to be because it is now mainly Chinese. This could be a topic of conversation. We should also think about this with respect to Tykeson Hall advising.

Eric Pederson: We think of international students in terms of nationalities, but not their ethnicities or whether they are from. We need to be aware that there are students from underrepresented minorities within a group of students from the same nation.

Michael Najjar: Theatre Arts admitted a student from Ethiopia who was denied a visa and this was very painful and frustrating for everyone involved.

Ellen Scott: Where are the conversations about GE funding levels? Any hope to address it.

Dean Marcus: It is an issue and makes it especially hard to recruit the best students. Its an ongoing conversation and central administration understands it, but hard to find more funds for it. We are continuing to raise it as an issue. There is an issue with funding Master’s students and considering converting some of this into Ph.D. stipends or more Ph.D. students. This has difficult tradeoffs.

Julie Weise (History): But we do actually get the best MA students and can then get them into the top Ph.D. programs. If we can’t get the top Ph.D., this is a great way to get top students initially. And this population is also more diverse than our Ph.D. students.

Dean Marcus: Good point and this suggests that we should look at the data on diversity separately for Master’s and Ph.D. students.

Trish Pashby (Language Teaching Studies): We also experienced difficulties with visa issues for our best MA students who are international this year.

Edward Davis: We are funding constrained. But a good strategy seems to use our limited resources to target some very top graduate students to increase diversity.

Dean Marcus: We have had limited funds for this. We will no longer control the number of GE terms that we have in the College. We will be given GE allotments from the Provost’s Office by CAS division. We are concerned about the “use it or lose it” piece of the allocation.
Edward Davis: But the main issue is the stipend level. It would be helpful if there are some sources from DEI and elsewhere that we can use to help us get great and diverse graduate students. Although in some departments, the stipend level is not as much of an issue.

Vickie De Rose: We should use this discussion to not just say what we should do better or can’t do, but to make sure we understand what we are doing well and share best practices. What’s working? Let’s share this. We have been talking a lot about diversity, but should spend more time thinking about equity and inclusion. And stresses that we should look for things that don’t increase workload.

Katie Lynch: ENVS has been thinking about service load and that a good rotation on diversity committees can help ensure there is equitable workload on this. ENVS trying to figure out the best way to do this.

Joe Sventek (Computer Science): Regarding the diversity inventory that departments need to update, do I just list what we do?

Karen Ford: Clarifies that departments can look at what they have reported in past years regarding the diversity inventories and simply list any new activities or practices.

Lowell Bowditch (Classics and Creative Writing): Reiterates importance of sharing best practices on recruitment strategies. What strategies are available besides more funds?

Joe Sventek: Our strategy this year was “early bird gets the worm”. Made first offers in January and were the first to invite them all out to campus. UO shows extremely well. Got a great corps of recruits and 7 out of 11 are female, with one as an NSF winner. Now the department has an amazing cohort of women who will hopefully be a major asset for recruitment of more women in the future to their graduate program.

Dean Marcus: You did bring the students here which indicates you had some funds to do it. Not everyone has it. Providing more funds for these recruitment efforts is something we should consider.

Bill Harbaugh: Will we get Blonigen’s notes and an action plan afterwards?

Dean Marcus: Yes. We will distribute the notes and will make changes to our DAPs after we get all the feedback.

Anita Christie (Human Physiology): Wants to see retention numbers on folks who are here. We should look at exit data, but also examine why people are staying too.

Dean Marcus: Points back to ENVS and climate survey.
Katie Lynch: ENVS plans to have diversity, equity and inclusion as a topic for 20 minutes of every program meeting this year.

Laura Pulido: CAS webpage on diversity seems redundant with other university-wide pages. We should have a university-wide webpage.

Dean Marcus: We can only control our webpage.

Vickie De Rose: Happy to have DEI be the one-stop webpage with links to all the diversity webpages if that works better.

Laura Pulido: Wants to know more about the CAS international travel grants and the logic behind including those in the DAP.

Karen Ford: CAS Dean’s Office staff heard that faculty felt we were only supporting US-centric research and we wanted to fund people doing international scholarship as a way of supporting diversity in this dimension.

Derek Hindery (International Studies): A focus on Ph.D. students can hurt diversity. The Master’s students are typically more diverse in their demographic profile. He encourages supporting AEI and TLC to help support our international students well.

Dean Marcus: He notes that International Studies only has a Master’s program, so it is disadvantaged by the university focusing on Ph.Ds. Can we find a way to have a professional Master’s program that would work for these students? We are getting a lot of pressure to not allocate GEs to Master’s students by Provost.

Katie Lynch: Our most diverse students are in the Master’s cohort, but not the Ph.Ds. We are much more competitive for the best Master’s students than the best Ph.D. students too.

Julie Weise: Agrees with the previous comments by Hindery and Lynch. Many diverse students are more likely to be ignored by top graduate programs, so this is a way in which UO programs can get great students and support diverse students.

Dean Marcus: These are very helpful insights and I will make sure to discuss this again with the Provost’s Office.

Laura Pulido: What are we doing for the world (rather than just our faculty and campus)? This focus is missing from the DAP. Not just about us getting diverse at UO, but filling the pipeline for the world. Nominating diverse students for prestigious fellowships is a really great tactic. Can change a life.

David Luebke (History): If most Master’s students are going to Ph.D. students, why are we making this distinction?
**Dean Marcus:** Ph.Ds. help our national recognition. One additional emphasis is that we need to get our Master’s students through our programs quickly.

**Spike Gildea:** We have goal 1 in the DAP, which is about us, but agrees with Pulido that we are not thinking about the rest of the world as much we should. What are we doing to help our students coming from so many different backgrounds to get them “awakened” to the world and different perspectives. And we have experts in the College that can really help us on that. Is the multicultural requirement enough?

**Dean Marcus:** This is probably why we should revisit the multicultural requirement. Also, notes that the President is going to have a “free speech” initiative, to have events and programming for the entire campus to understand what free speech means and the obligations that come with protecting this right. We haven't taken that on in the College.

**Bill Harbaugh:** We will be revisiting the multicultural requirement in the Senate as a faculty and that’s who should be doing it, not the CAS Dean’s Office.

**Karen Ford:** Great question by Spike. We always have student life do orientation with students, but it would be good for us to get proactive as a faculty in this process because there is a lot of faculty expertise on these issues.

**Dean Marcus:** One key take-away message for me has been that we need to consider ways in which we can be more proactive with the staff who recruit our undergraduate students to get our faculty engagement and expertise part of those processes.

**Anthony Hornoff (Computer Science):** It would be useful to expand this discussion across the College’s faculty. We all have very different backgrounds and perspectives, and it would be good to have a conversation on this.

**Phil Scher (CAS Dean’s Office):** Shout out to Ethnic Studies and notes that one of their alums has proposed and shepherded the approval of a state mandate that all high school students will be required to have an ethnic studies class. We could do outreach to those schools and help them with our expertise.

**Dean Marcus:** In contrast, Arizona has banned the teaching of ethnic studies in College.

**Julie Weise:** Emphasizes unequal service burdens across faculty. Colleagues of color are likely not here at this town hall because they are already overburdened with service work, much of it related to diversity, equity, and inclusion. So CAS should look at compensating those folks more explicitly. This is a real issue for retention. Modest amounts of money can go a long way toward shifting that dynamic.
Edward Davis: There are many stories of people not getting tenure because of unequal service burden. It would be great to get to a point where people may not get tenure if they are not doing enough service.

Derek Hindery: Hopes we can reconsider the use of GRE scores in graduate admissions because it is not a good measure of the ability of students from underrepresented backgrounds and other nations.

Dean Marcus: We are at the end of time. Thank you to everyone here for your participation.

Transcribed by Bruce Blonigen, Dean for Faculty and Operations, CAS

Town Hall with CAS Students to Discuss the CAS Diversity Action Plan

October 17, 2017, 3-5 pm
Knight Library Browsing Room

Students in attendance:

- Math undergrad
- General Science undergrad
- Geography/Theatre Arts undergrad
- Theatre Arts graduate student
- Earth Sciences graduate student
- Neuroscience graduate student
- Philosophy graduate student
- Chemistry graduate student
- Linguistics graduate student
- Human Physiology graduate student
- Clinical Psychology graduate student
- Four graduate students from Physics

Introduction:

Andrew: We are launching new activities related to diversity in a more purposeful way, and will rely on local activities to help move us forward.
Important to note that there are CAS v UO-wide responsibilities, e.g., Office of Enrollment Management recruits undergrads but not grad students, who are recruited by departments.

Similarly, student climate with respect to undergrads is overseen by Student Life vs. climate in individual departments, which is something that CAS has a large role in influencing (though still specific to departments).

Regarding curriculum – that is very much the purview of the faculty in general, and specifically the Senate.

The DAP: What is it, where did it come from? Blackface incident led to President asking for action plans within 90 days; CAS created College-wide plan that pulls together separate plans for divisions. It was put together very rapidly, with the goals coming out of IDEAL plan.

We were mandated to write a plan that aligns with these goals, but welcome ideas that don’t necessarily fit into this framework. And our purpose today is to explore tactics that CAS might implement.

This is a working document, not final by any measure. It must be updated and submitted by Dec. 1, but that’s not an endpoint, it will be continually revised. That said, we want to start to take action.

Bill Harbaugh – the Senate has looked at IDEAL plan, not at all happy with the process used to develop the DAP plans or the IDEAL plan; a plan about administrative spending.

Student: Looks like you missed the student voice in the rush to create these plans.

Student: What have you heard in the other town halls?

Bruce: We’ve received some pushback from faculty regarding the fact that Enrollment Management is responsible for bringing students here, but can faculty be more involved in recruitment, maybe grad students, too?

Andrew: A previous town hall also brought up the absence of talking about access for disabilities. And an overarching question: What is diversity, what are we trying to achieve?

Miriam: Also, barriers to employment, increase diversity of applicant pool (the way that screenings eliminate some people). Also, system fonts don’t allow for accent marks on accented names.

Bruce: Faculty also mentioned concerns about making sure that there’s not uncompensated service for people of color, a lot of concerns about visa issues, concerns about the big push for
increasing # of PhD students but what about Master’s students? There could be more diversity in that group, and we need to take another look at that.

Andrew: Both previous groups stated that there’s a lack of sharing of information, best practices

Bruce: There have been big advances at undergraduate level increasing diversity, especially in-state via the Pathway program, but out-of-state is skewed toward higher income groups. Another aspect of diversity: Conservative students feel disenfranchised, which points to whole range of diversity definitions.

Neuroscience student: One way to increase diversity in STEM is funding to provide summer research programs for undergrads, which provides a professional development opportunity. Also students can be around other students they can identify with. Programs to adopt/consider at models: UCSC STEM Diversity Program and MARC (minority access to research careers)

Physics student: There’s no mention of how to interface with groups that already exist to address these issues – and how to get cross-involvement.

Andrew: This is very much along the lines of the faculty concern that we are not sharing best practices.

Physics student: Examples of existing groups, led by grad students <>, in departments: Women in Physics, Northstar, SCORE in biology, others

Physics student: Maybe bring groups together under divisions, like sciences. Meet grad students leading these groups. Not happening at the faculty level, but grad students are taking the lead.

Math student: Some undeclared students can find a home in these groups.

Andrew: What kind of forum would help the most with this? Can we create something that might result in a community?

Student: What is a realistic platform? Grad students no idea what might work. It’s intimidating to talk to even a department head.

Bill: Would rather see money spent on programs to students rather than redesign the university’s webpage

Andrew: We could put resources on these issues if there was a coordinated set of ideas that came together.
Student: As an example that builds on the plan -- cohort building would benefit from interfacing with existing group —because they are already doing this

Other student: That’s basically our entire platform.

TA student: Also existing strategy <?> groups that bring together faculty, staff and students in individual racial/ethnic groups. She participates in Latino group. Also black strategy group and indigenous group. Latino strategy group has strong representation of faculty, staff and students.

Andrew: We have done in an inventory across departments but we need to look the degree to which student groups are included

Student: To succeed at cohort-building, will funding be needed?

Andrew: Funding might be needed, but not talking yet about actual amounts of money.

Bruce: We have CAS program grants for faculty to submit proposals; could potentially have a set of grant funds for groups to build cohorts; we could get to know groups better through this process. We could also bring panels together to share best practices.

Bill Harbaugh: Should be asking VPEI for money for these kinds of programs.

Neuroscience student: It’s very hard to come up with a plan if you don’t know how much money you have to work with.

Andrew: We could put out a call for proposals with dollar amount attached, but can’t say how much till VPEI provides fund.

Neuroscience student: Will this be a one-time thing?

Andrew: No, ongoing; don’t want to supplant what’s there already through ASUO <<not sure I capture this correctly>>

Earth Sciences student: There’s money set aside for faculty hires, you should be thinking about graduate students. Supporting student groups and developing cohorts can make a bigger difference quicker.

Andrew: We have created a chart for DEI, showing large differences among departments.

Earth Sciences student: We have a very small pool, have to take extra steps to attract students who might not even apply
Theatre Arts student: Why are students not included? How do trainings include students, who will carry the work forward? Could be part of the UO’s investment in the student.

Andrew: We are now creating opportunities for faculty outside their departments; open to suggestions for how opportunities could be offered for students outside their departments.

Geography student: I was asked to be on diversity committee in my department but received no training that will tell me about these issues and how to engage in the conversation. What kind of training do faculty get to act inclusively?

Andrew: In my mind, the division of Undergraduate Studies, Graduate Studies and Student Life would take this on in their plans. Did not think about the direct line we have to all of you through our classes.

Hal: All of us trying to improve, but most of us don’t have training. It’s actually confusing and hard work. Divisional plans do address training to some degree.

Andrew: There’s definitely a need for us to be sharing between units (like Undergraduate Studies). What kind of training are faculty getting? Not a whole lot. Depends on what they seek out. We are requiring all faculty to do implicit bias training, but finding that the online version is not as effective.

General science student: Students don’t have the same experiences as faculty who are here long-term. There’s such a large group coming in each year with different perspectives on diversity, and it would be helpful to introduce students to our shared values.

Andrew: The Senate looking at multicultural requirement.

Physics student: Implicit bias training – why not on grad student admissions level?

Earth sciences: We need help with proactive recruitment.

Chemistry student: Our department says there aren’t any students in our field, but no one goes to the conference for underrepresented students.

Physics student: I’ve gone to a conference, SACNAS (Society for Advancement of Chicanos/Hispanics and Native Americans in Science) with thousands of undergraduate students in STEM who are graduating, looking at grad schools, but there are zero faculty from my department. We have a bigger cohort going this year.

Chemistry student: For the [similar] conferences in chemistry and biology, we don’t send anyone.

Hal: Biology and Chemistry go to SACNAS.
Physics student: At SACNAS, OSU had four tables, buzz around their tables, giving out free stuff. I talked to 13 students and they didn’t even know had physics program.

Chemistry student: What if we require that faculty members attend a conference for underrepresented students every five years?

Andrew: I like the idea but faculty governance is overseen at department level.

Theatre Arts student: If faculty are sent there, implicit bias training might go hand in hand; the Teaching Engagement Program offers wonderful speakers on pedagogy.

Andrew: TEP falls under Undergraduate Studies but will be in Tykeson Hall.

Neuroscience student: Leadership is needed to coordinate these things, use funds to hire someone to coordinate various efforts.

Earth Sciences student: There are pros and cons to hiring more administrators.

Math student: We could have a pan-departmental group that interfaces with Dean’s office and all the various groups.

Andrew: When I applied for deanship, proposed a position for diversity. But the problem with a committee is: Does everyone have the time to do it justice? I’m a fan of appointing a person in charge.

Bruce: When faculty go up for promotion, they must write a statement about what they’ve done to support DEI. Going to a conference, being on committees, other things you’ve suggested – could all be incorporated in performance reviews.

Physics student: If you’re the only woman in your department, you’re spending all your time on committees and can’t get your research done.

Physics student: In the DAP, the proposed writing groups, the language is problematic, implying female faculty members don’t prioritize research.

Andrew: Female faculty often feel they can’t say no to requests for committee work.

Bruce: We can rewrite it to not single out women, even though they have asked for this. Any junior faculty member can benefit.

Vicki DeRose: The idea is to protect time for research and to protect writing time.

Andrew: What’s the way to get accountability?
Linguistics student: Your plan is all about awards, recruitment, hiring new people, not much time on how to help people who are here feel welcome and that they belong. Can we treat it like plagiarism – write it up in the syllabus? – part of what we’re trained to address? How can we make the classroom inclusive?

Andrew: More focus on training for our grad students than incoming faculty.

Bruce: Also heard from staff saying that feel excluded by faculty.

Human Physiology student: GRE requirements harmful for recruiting underrepresented groups. Biology did away with their GRE requirement. It’s a no-cost tactic. Departments need to have a goal related to graduate student recruitment

Chemistry student: Does onboarding = assimilation?

Andrew: Exactly the opposite. But it could be written differently

Theatre Arts student: How do professors who stand up in front of large survey courses welcome students, especially freshman? This might be the place to target anti-bias training: the composition of your classroom is changing.

General science student: Wish I would hear more from professors in intro classes; and maybe messaging through housing? Open a discussion about importance of these issues; people might not understand value of diversity because they haven’t experienced it before.

Human Physiology student: How do we teach instructors to be more proficient in classes with high DFW rate, in the fields where there’s a large achievement gap? Training available through Community to Accelerate Teaching Effectiveness < Mystery CATE >

Linguistics student: How to encourage American students to respect people from other cultures, nations? Languages represented in EMU welcome banner do not include Hebrew or Thai.

Andrew: This is one of the very big issue we discuss.

Geography student: I hear on a daily basis that the interface between student and professor is where the discriminating action takes place. Professors are required to have training for hiring, but nothing beyond that. The people who have sought out anti-bias training are those who are going to be approachable, but others that don’t seek it out – that’s where the problems can arise. I agree that we should think about the people who are already here. I was formerly an RA, and in housing, we have trainings in multiculturalism; everyone should have this. Also, my experience as an international student creates other issues. Why are 2,000 of the 3,000 international students Chinese?
Andrew: It’s very much an economic driver that allows us to offer scholarships to more diverse students. International students are bringing in $35K each. It costs $16K/student to train each student but, because international students pay $35K, in-state students pay about $6K.

Linguistics student: There’s an international fee on top of international tuition.

Chemistry student: Can recommend Rehearsals for Life, interactive workshops to train for everyday instances, microaggressions, offers concrete examples/how to intervene; offers this for lab settings, teachers, etc.

Physics student: How can we support existing grad student groups? As it stands, we have to pull teeth to get enough money together for a social event. Would be helpful to have funding that is applied for. Hire someone who has been successful at another institution – to administer funds and also mentor groups to be successful and be sustained.

Andrew: COE has done this; there’s an assistant dean for diversity, with many roles and responsibilities in these areas

Vicki: Top down v bottom up—how to support bottom up w/out imposing a structure that inhibits it. Don’t want to create formula.

Miriam: How do we reach out to student groups? What’s the best way to reach out? How did you hear about this?

Chemistry student: Received an email from department head; faculty advisor also sent it out to members

Math student: Department email list

Theatre Arts student: Received email, encouraged by department head, then shared with my own list—but students may wonder if they could come to a meeting and make a difference? Then, how do you convey that you’ve done something with the information you heard? Shorter, pithier communications.

General science student: Invited people but they don’t feel I know enough to offer anything

Chemistry student: Science library screens, Facebook events

Geography student: I lack the skill and language to participate in something like this, and inviting friends who care about diversity don’t feel it’s worth their time to come and participate; I’m here to collect info and report back to my department
Physics student: Department doesn’t want to require faculty to do anything; maybe needs to be top-down requirement. You’ll get a ton of pushback, but eventually it becomes the norm.

Bill Harbaugh: I did an implicit bias training – trainer said there’s no evidence that this training works, and if people are resistant, might increase their resistance; people will be motivated if they think they can make a difference

Theatre Arts student: Second the idea of experiential training: Rehearsals for Life, Crucial Conversations. Also worth noting that faculty have different engagement with graduate vs undergrad students; undergrads more vulnerable

Physics student: We need to restructure teaching pedagogy in general – flipped classrooms; lectures not effective, demoralizing, lowers retention rates of underrepresented minorities

General science student: How to promote open-mindedness?

Notetaker: Lisa Raleigh, CAS Director of Communications