AY2021-22 CAS Diversity Plans

This year, the College of Arts and Sciences will focus diversity work on improving undergraduate student success. Our goal is to ensure that all of our students—Native, Black, Asian, Latinx, White, Pacific Islander, Biracial, across disability, income level, sexuality, religion, and nationality—are able to thrive, belong, contribute, research, create, and learn in environments that are free from all types of oppression and discrimination. Areas of our work and the work of our departments and programs that may contribute to diversity, equity, and inclusion in the context of undergraduate student success include:

- Choosing a relevant annual curriculum assessment task
- Closing academic opportunity gaps that some students face disproportionately
- Broadening access to internships and other experiential learning opportunities
- Curricular practice and curricular revision that fulfill the UO’s Teaching Evaluation Criteria in especially effective ways in the context of diversity, equity, and inclusion
- Pedagogical practice and pedagogical revision that fulfill the UO’s Teaching Evaluation Criteria in especially effective ways in the contexts of equity and inclusion
- Advising practices supporting inclusion and equity
- Teaching awards for faculty who enhance feelings of inclusion in their classes through innovative pedagogy and curriculum in the context of their discipline.

We encourage all departments and programs to consider how they can support undergraduate student success in the contexts of diversity, equity, and inclusion, and we’re eager to hear departmental ideas for AY21-22.

Action items for the CAS Dean’s Office:

1. We are asking all relevant units to identify a curriculum assessment task for the year based, as always, on their learning outcomes with the goal supporting diversity, equity, or inclusion in their major or their core education curriculum. TEP has designed a template for streamlining this work and modeling how the task might be approached. Templates are optional, but encouraged.
2. This year’s Dean’s Diversity Grant will go to the most promising undergraduate student success/student outcomes projects proposed by departments and programs that apply. This proposal might fruitfully be linked to the assessment project, but that is not necessary.
3. This year’s Tykeson Teaching Awards will honor teachers who enhance feelings of inclusion in their classes through innovative pedagogy and curriculum in the context of their discipline.
4. We will ask units to update their Diversity Inventory, being sure to include their contributions to student success. Prior-year inventories will be archived.
5. CAS will work with TEP’s new STEM pedagogy specialist on closing the opportunity gap in STEM fields.
6. The curriculum development committee in the School of Global Studies and Language has been charged with developing a curriculum and pedagogy that support diversity, equity, and inclusion as one of the hallmarks of the new school.
7. We will actively support the BCC, CMAE, TEAC, and other student services to enhance and increase support for student academic success.
8. We will be actively working with OtP, TEP, UESS, STEM departments, and other partners to address opportunity gaps in STEM.

9. CAS Diversity Committee Chairs group will have an opportunity in fall 2021 to discuss student success and generate ideas to share with their unit colleagues; in spring 2022, the group will hear from a panel of colleagues about the unit assessment task and outcome.

In addition to this focus on student success and outcomes, the Dean’s Office will

- Continue the Faculty-Staff Workplace Environment project. In fall 2021, units will be developing their group norms/codes of values; these will be submitted to the Dean’s Office at the end of the term and posted on the CAS diversity page. We will continue the project in winter and spring 2022 while we also pursue this year’s student success work. Timeline for this project and the CAS DC year’s work:
  - Fall 2021
    - Group norms documents created by units in an inclusive process; documents submitted to CAS for posting on the CAS diversity page
    - Presentation on DuckREFS: [https://duckrefs.uoregon.edu](https://duckrefs.uoregon.edu)
  - Winter 2022
    - Discuss student success in the contexts of DEI and generate ideas to share with CAS units
  - Spring 2022
    - Onboarding and group norms for new faculty and staff
    - Faculty-staff project panel presentation
    - Assessment task panel presentation
- Ask departments and programs to reflect on recent work related to diversity, equity, and inclusion in their unit (including work outlined or proposed in their Diversity Action Plans, if they have such plans) to identify innovations, policies, practices, or plans they will carry forward. How will those achievements be formalized and sustained at the unit level? This can be reported in the Diversity Inventory.
- Invite our Dean’s Office diversity committee to recommend/organize MLK Day (January 17, 2022) service activities to our group, and CAS Communications will craft an early January message encouraging employees in CAS units to plan activities for themselves.
- Encourage our Dean’s Office diversity committee to select an event in this year’s African American Workshop and Lecture Series ([https://inclusion.uoregon.edu/uo-african-american-workshop-and-lecture-series](https://inclusion.uoregon.edu/uo-african-american-workshop-and-lecture-series)) as a training and community education event for the Dean’s Office.
- Collect and post updated Diversity Inventories from CAS units
  - A new survey will make submission easier for units after this year, and prior inventories will be available to units for viewing.