March 17, 2017

**Diversity Action Plan**

**College of Arts and Sciences**

*Executive Summary*

The College of Arts and Sciences (CAS) is large in scope, comprising roughly 65% of all faculty, undergraduate majors and degrees, and graduate students at the University of Oregon. CAS is also highly varied in the types of academic units that it comprises – from Classics to Physics – and is broken into the three large divisions of Humanities, Natural Sciences, and Social Sciences.

Because of its size, the overall gender and racial composition of CAS faculty and students closely follows those of the University. However, gender and racial composition can vary widely across various units and subsets of the College and therefore poses quite different challenges with respect to diversity, equity and inclusion (DEI). An obvious example is underrepresentation of both women and people of color in the natural sciences, which mirrors national and international patterns in these disciplines, while women are not underrepresented in some of departments in Humanities and Social Sciences. Recently, Dean Marcus undertook a major data collection effort to document and describe gender and racial composition of departments in the College during the period from 2003-2013, which can be viewed at <http://gisdev.uoregon.edu/casdiversity/>. One can see gains in gender and racial representation of students across many parts of the College, but much less significant gains among our faculty. This informs and motivates the focus of our recent diversity actions and proposed diversity action plans toward increasing efforts to improve the diversity of our faculty.

In particular, we are currently in the middle of a cluster hire search for scholars in African American Studies across our departments of English, History, and Women’s and Gender Studies. The search has led to successful hires of three scholars of African American descent. Related target of opportunity hires in Computer and Information Science, Political Science and Sociology are pending. These hires will help improve the racial diversity of our faculty. But we clearly need to do more, and so our DAP has a number of items directed at improving faculty diversity in CAS.

1) All search committee members must participate in implicit bias training and attend a group conversation with CAS deans at the end of search season to debrief and share insights gained. We started this last year and had honest and helpful conversations that informed this year’s searches.

2) All units must have and implement an active recruitment plan leading up to and continuing throughout their CAS faculty search.

3) All candidates in CAS faculty and staff searches must provide a diversity statement as part of their application materials, while also encouraging departments to also express preference for faculty who can advise and mentor students from underrepresented backgrounds when appropriate.

4) The creation of 3 new STEM diversity postdoctoral positions in the natural sciences is intended to help us recruit postdocs from underrepresented backgrounds to these positions and, ultimately, to TTF positions at the UO.

Given its size and heterogeneous populations, the College faces a wide variety of diversity, equity, and inclusion issues that are not easily addressed at the College level. As a result, our approach must encourage and incentivize our departments to develop and implement strategies that are specific to their local context. Yet, the size and heterogeneity of the College can also be a boon in a number of ways. For example, there is frequent innovation in different corners of CAS that, if identified and shared, can be disseminated and have a large impact on the entire College. This is why our recent College efforts with respect to diversity, equity, and inclusion have been to collect, document, and share innovative and best practices happening in our departments across the larger College. These considerations also guide the approach we are following to develop our DAP, as we plan to encourage and incentivize our units to develop their own diversity strategies for their local contexts. This includes:

1) Requiring that all departments establish an active diversity or community committee by the end of this academic year. These committees will allow us to better communicate with departments about diversity issues, to provide stronger intradepartmental conversations about diversity, and will elevate service related to diversity.

2) Offering improved, robust, and more frequent training on diversity issues for our department and program heads in the College.

3) Establishing new CAS diversity program awards to encourage and reward innovative, effective projects aimed at improving climate and increasing diversity in the College.

Finally, we also plan to address and promote diversity and inclusion in the leadership roles and activities of our College. This includes:

1) Assessing diversity of CAS leadership roles over the past decades and make diversity and inclusion a primary criterion when building pools of candidates for leadership roles in CAS from divisional deans to department and program heads to Dean’s Advisory Committee members

2) Assessing how diversity and equity issues are currently embedded in the College’s development work and identify top ideas for donor “asks.”