Diversity Action Plan
College of Arts and Sciences 2017-2020

GOAL #1 (I: Inclusion): Create an inclusive and welcoming environment for all. Note: throughout this template, **G** = Goal, **S** = strategy, t = tactic

Strategy 1 – Create a more welcoming, respectful, and inclusive climate for all.

Tactics	Target	Resources to be used for this tactic	Name and title of lead personnel	Timeline
<u>**G1**.S1.t1</u>: Creation of diversity committees in all units of CAS, which will have representation from faculty, staff, graduate students, and undergraduate students, as appropriate. <u>Pertinence to **G1**.S1</u>: Having a group in departments to consider climate deeply and ways to improve it will help units know how to create a better environment.	Participation of units (goal of 100%) and reasonable regularity of meetings.	Service time of participants	Heads and Dean's Office	By October 15, 2017, units will submit committee information to CAS. By winter 18 CAS will establish working relationship with unit committees. By June 15, 2018, units will decide how their committees fit into unit governance structure. CAS deans will consult with units about how unit committees might relate to a central CAS committee.
<u>**G1**.S1.t2</u>: Creation of CAS diversity program awards, which will help fund ongoing or new programs that promote diversity, equity and inclusion, especially those that support recruitment, support, and retention of a diverse faculty. <u>Pertinence to **G1**.S1</u>: To empower good ideas that could improve climate and encourage unit members to think about diversity work: "what could I do if I had resources?"	Award one to three programs annually, aiming for representation across divisions. Review and publish final report from recipients.	$25,000	Dean's Office	First awards in spring 2017
<u>**G1**.S1.t3</u>: CAS diversity web page to collect information about efforts and achievements of faculty, staff, and students in diversity work and recognize their accomplishments. To promote public access, CAS will direct faculty to the site for diversity resources and tasks. <u>Pertinence to **G1**.S1</u>: To offer examples, so others can take inspiration for their own contributions; to provide links to CAS and campus	Track number of internal and external visits to the page. Assess after a year to evaluate interest and effectiveness.	CAS financial resources to update and maintain webpage	Dean for Faculty and Operations; Director of CAS Commu-nications	Launch in W17; update regularly. Assess interest and effectiveness in S18.

Tactics	Target	Resources to be used for this tactic	Name and title of lead personnel	Timeline
DEI resources, so people know where to turn for support for themselves and others.				

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

G1.S1.t1: Units will need to communicate membership and charge of their Diversity Committee to the Dean's Office by October 15, 2017. Smaller units may need to form joint committees. After a winter 18 meeting with CAS deans and Diversity Committee chairs, the Dean's Office will establish a reporting plan, so we are kept apprised of committee efforts in units and can share good ideas and best practices with the college. Next summer (2018), we will consider how these committees articulate with the CAS Dean's Office and other central CAS committees.

G1.S1.t2: Give awards and publicize them in the media and on the web page. Final reports from recipients will help us see if the awards are effective in achieving the purpose of the proposal.

G1.S1.t3: CAS diversity page is both a tracking tool and a source for information and ideas. We will track visits from inside and outside UO and collect feedback to learn if the page is interesting and useful to CAS members and others.

Strategy 2 – Incorporate promising practices that eliminate implicit bias and combat racism as well as other forms of discrimination. Incorporate promising practices to increase equity, inclusion, and intercultural understanding in onboarding, performance evaluations, tenure and promotion, and other unit processes and policies in ways that allow all members of the unit to thrive and succeed.

Tactics	Target	Resources to be used for this tactic	Name and title of lead personnel	Timeline
G1.S2.t1: Work with OPAA to insure that trainings are available for department heads and staff in best practices for avoiding bias in recruiting and hiring faculty and staff; onboarding new hires; performance evaluations; and staff training. Require heads to attend trainings as part of their appointment. Pertinence to **G1**.S2: Better trained heads will promote respectful and equitable hiring, training, and evaluation of employees and will set a standard for others.	One training per academic quarter. F17: Steps to avoiding bias in application review and interviews W18: Active search plans S19: welcoming, orienting, retaining new faculty	Service time of participants. Case studies for discussion	Heads and Dean's Office	Begin in F17; assess attendance and effectiveness in June 18.

G1.S2.t2: Charge a Dean's Office-led working group to examine our hiring processes for staff and faculty and recommend improvements Pertinence to **G1**.S2: Establishing inclusive hiring practices will encourage diversity and ensure equitable hiring decisions	Research and promulgate best practices for equitable and inclusive hiring	Time of working group members. Expertise from HR	Ellen Coughran, Divisional Specialist for the Humanities, Anna Duncan, Divisional Specialist for the Natural Sciences, Alicia Gonzales, Divisional Specialist for the Social Sciences.	AY17-18 with a report to the deans in June 2018
G1.S2.t3: Pilot "onboarding" program for three cluster-hire departments in spring-summer 2017 to help departments welcome and mentor new faculty members from underrepresented groups Pertinence to **G1**.S2: The goal is to improve onboarding and evaluation processes and to avoid implicit bias as we bring new colleagues into our units. The workshops for cluster departments and hires (and other junior faculty of color on campus) will help ready departments to be welcoming and respectful of their new colleagues and help new colleagues understand the UO context and how to find support here.	Provide workshops with consultant from National Center for Faculty Development and Diversity in S17 and F17 for all faculty and staff in cluster-hire units as part of an ongoing program to support onboarding and mentoring of junior faculty: #1 on mentoring faculty of color and #2 on teaching for underrepresented minority faculty.	CAS Dean will partner with Academic Affairs on a pilot program to fund the consultant visit and provide incentives for the participants	Div Dean for HUM and Div Dean for SS	Onboarding program begins with the consultant and workshop in S17 and will continue through AY17-18
G1.S2.t4: Implicit bias workshop for the CAS Dean's Office Pertinence to **G1**.S2: We want to raise awareness among the deans, directors, and staff about implicit bias and educate ourselves in ways to overcome it, so we operate with cultural sensitivity and without bias in all that we do, among ourselves in the Dean's Office and as we interact with the College.	All Dean's Office deans, directors, and staff will participate in an implicit bias workshop together.	CAS Dean discretionary resources from general-purpose endowment	Dean for Faculty and Operations, Div Dean for HUM	Schedule in summer 2017 for summer or fall workshop

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

G1.S2.t1: We will survey faculty and staff who participate in best-practices sessions to gauge effectiveness of sessions and monitor searches through debriefing meetings to assess whether the process and outcome have been improved by the training.

G1.S2.t2: Divisional Specialists' working group will provide feedback on best practices and ways to improve Dean's Office hiring.

G1.S2.t3: Onboarding pilot: We will schedule a meeting at the end of the year with the Ombuds Office and the cluster-hire faculty to get feedback for CAS about how those faculty members felt they were treated by their departments, colleagues, and students.

G1.s1.t4: Follow-up survey of IBT session and follow-up discussions at CAS all-staff meetings to maintain awareness about implicit bias and discuss ideas for diminishing it.

GOAL #2 (D: Diversity): Increase the representation of diverse students, faculty, staff, and community partners at all levels of the university.

Strategy 1 – Incorporate active recruitment strategies, processes to eliminate conscious and unconscious bias, and other promising practices to recruit diverse staff, faculty, administrators, undergraduate, and graduate students from traditionally underrepresented communities.

Tactics	Target	Resources to be used for this tactic	Name/title of lead personnel	Timeline
G2.S1.t1: Have follow-up conversations with departments about implicit bias training effectiveness after searches. Pertinence to G2.S1: When the CAS deans and the search committee members meet in June each year to discuss how committees foregrounded the issue of implicit bias, we learn about how the searches are going and get ideas for helping in the future, and search committee members learn from each other. Knowing that the conversation is coming keeps committees attentive to the task of combatting bias throughout the year. This meeting serves the goal and strategy by raising awareness and recording progress and problems to be addressed.	Annual meeting with follow-up actions for recruitment in the following year	Service time of participants.	Heads and Dean's Office	First meeting in spring 2017
G2.S1.t2: Creation of a CAS job ad template that requests all candidates to discuss contributions/potential contributions to diversity work in their application letters and that emphasizes our commitment to diversity, equity, and inclusion. Pertinence to G2.S1: The template language assures that all units are communicating the UO's commitment to diversity, equity, and inclusion in their	Participation of units (goal of 100%)	Service time of participants.	Heads and Dean's Office	Job ad template made available in U17 for use in all AY17-18 faculty searches.

Tactics	Target	Resources to be used for this tactic	Name/title of lead personnel	Timeline
ads; this language cultivates diverse candidate pools by signaling to potential applicants that we value diversity, that we care about the issues they care about.				
G2.S1.t3: Require that all units provide and follow an active recruitment plan for faculty and staff searches; search member will be referred to the Hiring for the Future resource at Academic Affairs and the CAS diversity page for examples of effective recruitment plans. Pertinence to **G2**.S1: Requiring a detailed active recruitment plan will encourage units to expand and rethink their typical recruitment processes before the search is under way.	Participation of units (goal of 100%)	Service time of participants	Heads and Dean's Office; search committee chairs	Fall 2017
G2.S1.t4: Cluster-hires in areas that foster diversity, inclusion, and equity	Develop Institutional Hiring Plan (IHP) proposals for Gender-Based Violence, Global Health, and Latinx Studies clusters, as well as other clusters proposed by faculty.	Proposal development: faculty specialists and CAS deans Financial resources: UOs IHP budget, possible funding by donors	Heads, faculty experts, CAS Deans	AY17-18 develop proposals AY18-19 launch searches AY19-10 welcome new faculty in these areas

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

G2.S1.t1: The annual spring meetings to discuss implicit bias training and search processes are accountability meetings. We will review and approve job ads for all searches to be sure that they include the diversity statement in the application letter. Again, the spring meeting to debrief on searches will be an occasion to check in about the efficacy of the statements. Active recruitment plans will be reviewed and approved prior to approval to proceed with searches.

G2.S1.t2: Ad template: using AAEO job pool demographic data, we will monitor pools over the 2017-2020 period to see whether diversity increases.

G2.S1.t3: Active recruitment plan: using AAEO job pool demographic data, we will monitor pools over the 2017-2020 period to see whether applicant diversity increases and monitor offers and hires to see whether the recruitment plans are improving hiring.

G2.S1.t4: Cluster hire in scholarly areas related to diversity: complete second phase of Black Studies cluster in AY17-18; track cluster hire numbers in AY19-20

Strategy 2 – Use promising practices and effective strategies to retain diverse staff, faculty, administrators, undergraduate, and graduate students from traditionally underrepresented communities.

Tactics	Target	Resources to be used for this tactic	Name/title of lead personnel	Timeline
G2.S2.t1: Provide full funding for the Faculty Success Program "boot camp" from the National Center for Faculty Development and Diversity for all new tenure-track junior faculty members and select mid-career faculty members Pertinence to **G2**.S2: Giving new faculty early support and helping them establish a mentoring network will aid them in all aspects of their work and improve their progress toward tenure and promotion. We believe this program will help us retain more underrepresented faculty by giving them tools, resources, and mentors who can help them advocate for themselves.	Offer to all new junior TTF hires each year Have 75% of the qualifying faculty members complete the boot camp.	CAS financial resources	Dean for Faculty and Operations	Immediately
G2.S2.t2: Writing Circles (WCs) for Associate Professor Women Pertinence to **G2**.S2: WCs provide regularly scheduled weekly research time, group support, and facilitator mentoring to help female faculty members prioritize research and make timely progress toward promotion to full professor.	Assemble and schedule 2 Writing Circles of 6-10 faculty per term, F-W-S-U. Qualtrix survey of WC vets to gauge success and learn how to improve.	CAS financial resources and planning time	Dean of Faculty, Div Dean for HUM	Begun in S17, expanded in U17; need to expand further in AY17-18
G2.S2.t3: Cohort-building groups for underrepresented graduate students to allow students to bond with peers for support and to build critical mass of like groups. Pertinence to **G2**.S2.t3: The highest-risk time for new graduate students is in their first two years; if they bond with peers during that period, their retention and success rates improve dramatically. This tactic offers a best practice for supporting all graduate students but will be of special benefit to underrepresented students, whose sense of isolation in graduate school and their new environment can be even greater than usual.	First year, discuss with department diversity committees; second year, establish cohort groups; third year, consider creating same entity for underrepresented undergraduates	Time of heads, diversity committees, departments, and deans; eventually, modest funding to support gatherings.	Dean for Faculty and Divisional Dean with support from Dean's Office staff	Work with departments in AY17-18 to develop cohort-building entities in each unit

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

G2.S2.t1: FSP tuition: annual reviews and mid-term reviews of untenured faculty will provide an assessment of the impact of the Faculty Success Program on the faculty member's work. Department heads will receive training from CAS (see **G1**.S2.t1) on mentoring underrepresented faculty and monitoring their needs for early intervention and support.

G2.S2.t2: Writing Circles: a Qualtrix survey after a year of Writing Circles will solicit responses on whether the WCs are helpful and how they can be improved.

G2.S2.t3: Graduate student cohort building: diversity committees and graduate directors will be consulted to help us know if the peer bonding efforts are improving the first two years for graduate students and contributing to their long-term success.

GOAL #3 (A: Achievement): Facilitate access to achievement, success, and recognition for under-represented students, faculty, staff, and alumni.

Strategy 1 – Eradicate any existing gaps in achievement between majority and underrepresented students, faculty and staff in graduation rates, tenure and promotion, professional opportunities, leadership opportunities and recognition.

Tactics	Target	Resources to be used for this tactic	Name and title of lead personnel	Timeline
G3.S1.t1: Provide full funding for the Faculty Success Program "boot camp" from the National Center for Faculty Development and Diversity (NCFDD) for all new tenure-track junior faculty members and select mid-career faculty members Pertinence to **G3**.S1: Giving new faculty early support and helping them establish a mentoring network will aid them in all aspects of their work and improve their progress toward tenure and promotion. We believe this program, which has a special focus on diversity, will help us retain more underrepresented faculty by giving them tools, resources, and mentors who can help them advocate for themselves and succeed in being productive researchers.	Offer to all new junior TTF hires each year; have 75% of the qualifying faculty members complete the boot camp.	CAS financial resources	Dean for Faculty and Operations	Immediately
G3.S1.t2: CAS FSP Grant: FSP tuition-share grant to make NCFDD boot camp available to more faculty on a competitive basis Pertinence to **G3**.S1: Giving associate professors support, especially those whose progress toward promotion to full has been delayed because of heavy service, and helping them establish a mentoring network will facilitate their progress	Ten grants available in 2017-2018	Collaboration between CAS and DEI: $1,500 from Dean's resources, $1,500 from VP DEI resources, $500 from	Div Dean for HUM to establish process; all CAS deans to select recipients	Pilot the grant program in AY17-18

Tactics	Target	Resources to be used for this tactic	Name and title of lead personnel	Timeline
toward promotion. We believe this program, which has a special focus on diversity, will help more underrepresented faculty succeed by giving them tools, resources, and mentors who can help them advocate for themselves and be productive researchers.		faculty recipients		
G3.S1.t3: Build diverse applicant pools and hire diverse advising team for new Tykeson College and Careers building Pertinence to **G3**.S1: The Tykeson vision depends on offering students one-stop academic and career advising; to serve a diverse student population and provide accessible advising to a diverse student body, we will need to hire an advising team that is itself diverse and inclusive. Having diverse advisors will recognize staff from underrepresented groups and serve underrepresented students simultaneously.	Current CAS advisors are predominately white according to a survey we conducted last year; our goal will be to have the advisor demographics more closely mirror the student demographics	CAS Dean staff and search committee time	Dean for Faculty and Operations	Year prior to the opening of the building in 2019..
G3.S1.t4: Support for SAIL program through information sharing with CAS departments and encouragement for units and faculty to participate from Dean's Office. Pertinence to **G3**.S1: SAIL is a pipeline program, helping to introduce low-income high school students to the UO campus; by expanding CAS participation in SAIL, we will be supporting an effective program and giving faculty in CAS an opportunity to contribute to UO's inclusion efforts. Participation in SAIL will help us close the achievement gap for some local students.	Increase unit and faculty participation SAIL by 10% in AY17-18	Unit resources, possibly (if unit can support SAIL camp financially) and faculty time	Dean for Operations and Divisional Deans in cooperation with Heads and in consultation with SAIL director, Lara Fernandez	AY17-18: We will make it a priority to discuss participation in the SAIL program with Heads and communicate ways they can support SAIL with resources and volunteers and how such work can figure in personnel reviews.

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

G3.S1.t1: FSP tuition for incoming junior faculty and select associate professors: survey participants to assess their satisfaction with the program; track promotion, tenure, publications, and awards of participants and compare to records of their peers

G3.S1.t2: CAS/DEI FSP tuition grant: survey participants to assess their satisfaction with the program; track promotion, tenure, publications, and awards of participants and compare to records of their peers

G3.S1.t3: Tykeson advisors: compare 2016-17 CAS advisor demographics to Tykeson advisor demographics in 2019-20 when the building opens and the advising operation is staffed

G3.S1.t4: SAIL support: working with SAIL director, measure increase in unit participation in SAIL, unit support for SAIL, and CAS faculty participation in SAIL

Strategy 2 – Increase faculty, student, staff, and alumni participation (with special focus on groups that are currently underrepresented) in global leadership experiences, research, professional development opportunities, and scholarships (e.g. Rhodes Scholar and Marshall Scholar competitions) as well as other prestigious awards and recognitions.

Tactics	Target	Resources to be used for this tactic	Name and title of lead personnel	Timeline
G2.S2.t1: Analyze the demographic distribution of named/endowed positions in CAS and assign vacated chairs with an eye to improving recognition of high-achieving underrepresented, faculty; develop appointment criteria that will encourage diversity and inclusion Pertinence to **G3**.S2: Increasing the number of underrepresented faculty holding named positions will, by definition, increase faculty participation in awards and honors and will also recognize and reward high-achieving underrepresented faculty and lend them visibility as role models	Working from AY16-17 analysis of current named position holders, identify specific areas for improvement and make assignments of named positions responsive to those needs	CAS endowments	Dean for Faculty and Operations	Analysis of current chair holders and identification of potential chairs for assignment, S17; inclusive assignment plan to go into effect as soon as chairs become available
G2.S2.t2: Introduce CAS international travel grants Pertinence to **G3**.S2: We want to support and encourage international research, areas of study with a diverse faculty population and that often involve social justice topics about people underrepresented in the academy	Distribute at least $5,000 per quarter (fall, winter, spring, summer) to TTF scholars working in international contexts	CAS discretionary funds	Dean for Faculty and Operations	AY16-17 and ongoing
G3.S2.t3: Analyze the demographic distribution of CAS scholarship recipients, undergraduate and graduate students, and award scholarships with an eye to improving recognition of high-achieving underrepresented, students when award language allows; develop scholarship criteria that will encourage diversity and inclusion; contact underrepresented students through UGS and DGS outreach and publicize scholarships widely to students through CAS Communications Pertinence to **G3**.S2: Increasing the number of underrepresented student award recipients will, by definition, increase student participation in awards and honors and will also recognize and reward high-achieving	Working from analysis of current named scholarship holders, identify specific areas for improvement and make awards responsive to those needs	Established CAS scholarships (http://cas.uoregon.edu/cas-scholarships/)	Dean for Faculty and Operations and Div Deans	AY17-18 and ongoing

Tactics	Target	Resources to be used for this tactic	Name and title of lead personnel	Timeline
underrepresented students and support their studies to ensure their future success				

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
G3.S2.t1: Named/endowed positions: consult list of current position holders to evaluate demographic distribution; create list of high-achieving underrepresented faculty to guide decisions; track demographics of position holders from 2010-2020 **G3**.S2.t2: International travel grants: Final reports from award recipients will tell us if faculty feel the grants are helping them pursue their research; tracking topics of research and faculty demographics will help us see if the grants are supporting the work of underrepresented faculty and/or research in relevant areas **G3**.S2.t3: CAS scholarships: consult list of recent scholarship holders to evaluate demographic distribution; create inclusive award criteria to guide decisions; track demographics of position recipients from 2010-2020

GOAL #4 (L: Leadership): Leadership will prioritize and incorporate diversity, equity, and inclusion in plans and actions.

Strategy 1 – Develop and promote programs that support, mentor and prepare members of underrepresented groups for leadership opportunities (i.e. department heads, directorships, deanships, vice presidencies, etc.) at the UO.

Tactics	Target	Resources to be used for this tactic	Name and title of lead personnel	Timeline
G4.S1.t1: Assess diversity of CAS leadership roles over the past decade and begin conversations and develop ideas for creating leadership pathways in the College that would ensure greater representation of diverse faculty and staff in leadership roles. Pertinence to **G4**.s1: the first step in developing leadership pipelines for underrepresented faculty is to established current demographics and identify areas for improvement	Assess level of ethnic, racial, and gender diversity among CAS leadership roles: deans, department heads, program directors, department managers	Dean and Dean's staff time; time for conversations with Wise Heads and CAS heads and directors	Dean and Dean's staff	AY17-18
G4.S1.t2: Establish Dean's Fellow pipeline program that would open leadership pathways for all faculty with a special focus on underrepresented faculty by giving faculty experience in and compensation for working on a special project in the Dean's Office	Draft program description in Summer 2017; publicize it in F17; identify Dean's Fellow(s) to participate in AY17-18	Dean and Dean's staff time.	Dean and Dean's staff	AY17-18 create and announce program and application process and appoint first Dean's Fellow(s)

Tactics	Target	Resources to be used for this tactic	Name and title of lead personnel	Timeline
Pertinence to **G4**.s1: Developing strong and diverse leadership is important for any organization. We want to be more intentional about developing an inclusive leadership pipeline in our College				Summer 2018: evaluate the first year of the program with the aid of the participants and launch next call for participants

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
G4.S1.t1: Leadership assessment: assemble data and discuss with CAS leaders in AY17-18, incorporating their ideas into the Dean's Fellow plan
G4.S1.t2: Dean's Fellow program: AY17-18 draft the plan in consultation with others; in AY18-19 launch program with assessment through interviews and survey at the end of the year

Strategy 2 – Utilize philanthropy and other resources to advance the work of diversity, equity, and inclusion in your unit and across the University.

Tactics	Target	Resources to be used for this tactic	Name and title of lead personnel	Timeline
G4.S2.t1: Explore and identify underutilized resources from current Foundation accounts to target for diversity initiatives Pertinence to **G4**.S2: By better directing Foundation resources that may be available, we will be able to fund the advancement of our work in diversity, equity, and inclusion	By June 2018, identify underutilized endowment funds that can be deployed for CAS projects related to diversity, equity, and inclusion	Dean and Dean's staff time, Foundation account funds	Dean, Dean for Faculty and Operations. Asst Dean for Budget and Finance	Assess funds in AY17 -18 and deploy in the coming years
G4.S2.t2: Assess how diversity and equity issues are currently embedded in development work and identify top ideas for donor "asks." Pertinence to **G4**.S2: Educating our development staff about diversity-related donor relations and fund raising and charging them with embedding this in their work will serve the goal of utilizing philanthropy to advance diversity, equity, and inclusion work	Raise number of diversity-related asks and gifts	Dean and Dean's staff time	Dean and Sr. Director of Development for CAS	Assess in AY17-18 and implement improvement immediately

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
G4.S2.t1: Create report of underutilized resources and their gift terms; identify opportunities for deploying available resources to support this diversity action plan. **G4**.S2.t2: Philanthropy will be supporting activities in this plan that require financial resources. Reviews of development activities and personnel should include a section on diversity and inclusion.