**Diversity Committee Report for Fall 2018- Spring 2020**

In the past two years, the Diversity Committee has focused on several issues pertaining to diversity, equity, and inclusion in the College of Arts & Sciences. We completed several initiatives started by the F2016-S2018 Committee, including a Syllabus Equity and Inclusion Statement and Students with Disabilities and Learning Accommodations Best Practices, which were both supported by the A&S Council as best practice options for faculty and are accessible to all faculty in A&S.

During Fall 2018-Spring 2020, the Committee also took on the task of creating a webpage that offers resources to faculty, staff, and students. At the start of Fall 2018 the Diversity Committee’s page was a dead link; we have since updated the webpage to include the following:

* Diversity, equity, and inclusion best practices for faculty
* Pedagogical resources focused on ways to make our classrooms more diverse, equitable and inclusive
* Links to university resources that help faculty promote more diversity, equity, and inclusion, and offer students and faculty programs and resources pertaining to equity and inclusion
* Statistics on the diversity of our College’s students, faculty, and staff
* The option for students, staff, and faculty to submit, anonymously, questions or concerns regarding diversity, equity, and inclusion to the committee.

Our committee also drafted a letter to the College voicing our concerns about creating classrooms that support accommodations for students with different needs and abilities, while also contending with large class sizes that make supporting these various accommodations more difficult each year.The letter was emailed to the Dean of A&S, but did not ask specifically for a reply.

Additionally, our committee spent much of our time working on issues connected to the tenure and promotion of underrepresented faculty. Specifically, we voiced our concern regarding the college and university’s recognition of the hidden work of faculty of color, queer faculty, and female faculty. We also voiced our concern over how the college and university are working to recognize implicit bias in student evaluations, faculty observations, and tenure and promotion practices. We spent a good deal of time working with Council and Senate on how the college and university might offer more concrete guidelines for recognizing hidden work as well as provide more education for faculty on issues of implicit bias and how it affects underrepresented faculty members’ tenure and promotion processes. Our work included meeting with the Chair of the College’s Tenure and Promotion Committee, Professor Elizabeth Robertson (2018), Faculty Senate President Carrie Dunham-Lagree; Professor Jennifer Harvey; and several meetings with the Associate Provost of the university Office of Equity, and Inclusion, Erin Lain. Based on these meetings, we drafted a memo for A&S Council voicing our concerns regarding the issues mentioned above. This memo was discussed at length in Council, which decided that these issues should be approached at the University level and council passed the memo on to University Senate. Currently, Senate Exec is working with Associate Provost Erin Lain to create a task force of University (tenured) faculty to research and make recommendations on how to better serve our underrepresented faculty leading up to and during the promotion and tenure processes. These issues are the ones we most hope the incoming committee remains focused on.

Finally, the committee spent time meeting with Associate Dean of Students Tony Tyler and faculty sponsors of student organizations to get feedback on issues of diversity, equity, and inclusion, within these student-run groups. Based on feedback from Dean Tyler, faculty sponsors, and the Diversity Committee’s student representatives, we found that multi-cultural organizations consistently experience more issues related to “cultural competency” among faculty/staff/students/other involved parties, when it comes to access to resources (time, energy, and additional hurdles, including finding faculty advisors). Students and faculty sponsors for multi-cultural organizations are also frustrated by the University’s use of students of color for marketing efforts without making a stronger commitment to addressing the issues that students of color face on campus.

The student perspective from the Disability and Action Awareness Coalition included concern over professors who seem prying or not willing to make accommodations, or tokenization of students who are differently-abled. Students in DAC are particularly concerned with issues of mental health and finding ways to support themselves.

We hope our work has helped make our college and university a more diverse, equitable, and inclusive place and that it has made the issues and shortcomings addressed above more visible to the university.

Respectfully,

Colin Cairns, Associate Professor, Chemistry

Matthew Canfield, Assistant Professor, Law, Politics, and Society

D’Azhane Felder-Johnson, Student Representative

Eduarado Garcia-Valleda, Associate Professor of Spanish

Lisa Grulke, Laboratory Assistant, Biolgy

Ashlyn Hardin, Administrative Assistant, Chemistry

Vince Kenny, Assistant Professor, Music

Meredith Luttrell, Assistant Professor, Biology

Yasmina Madden (Chair), Assistant Professor, English

Teresa Otanez-Ortez, Student Representative

2018-19 Reps:

Alice Fynaardt, Administrative Assistant, Biology

Bryce Lang, Student Representative

Shauna Kaplan, Assistant Professor, Biology

Milan Sherman, Associate Professor, Mathematics