

University of San Francisco College of Arts and Sciences
Response to the Campus Climate Assessment Report
June 23, 2022

This letter responds to the February 11, 2022 Campus Climate Assessment Report: College of Arts and Sciences Summary Report, which was based on the USF Campus Climate Survey conducted in 2017. There have been many changes between when the survey was conducted and when we received the College of Arts and Sciences (CAS) assessment report; therefore, we will provide an overview of the current context of the CAS environment in terms of the scope of programs and community diversity. We will then provide a review of initiatives over the past few years that have been directed at increasing anti-racist diversity, equity, and inclusion (ADEI) at CAS.

CAS Scope and Diversity

The College of Arts and Sciences pairs a rigorous academic curriculum with an urban, global, and equity perspective. The college's vision of success involves both the head and the heart, with outstanding faculty members giving students the skills and compassion to fashion a more just and humane world. In recent years, our teacher-scholars have garnered unprecedented national recognition: winning national awards; receiving major new grants and prestigious Fulbright scholarships and Guggenheim fellowships; and premiering in major art venues and film festivals around the globe. Our students have published their research alongside our faculty, won prizes for their writing, received highly competitive fellowships, and been accepted at top graduate schools. Moreover, they are also engaged in the community and are making a difference: from building a library for street children in Zambia, to bridging the digital divide in Peru, to fighting against modern day slavery right here in the U.S., our students are working to change the world for the better.

The College of Arts and Sciences is the largest college at USF, offering over 100 majors and minors, many with specialized concentrations, and 19 graduate programs. Our largest undergraduate majors are Psychology (562), Biology (549) and Computer Science (417), followed by Kinesiology (206), Politics (177), Sociology (163), Communication Studies (143), and Media Studies (123). The Department of Art & Architecture (450+) supports four major and five minor degree programs. Our largest graduate programs are: MS in Data Science (110), MS in Sports Management (196), MFA in

Writing (96), and our MS in Applied Economics (76). Additionally, all undergraduates at USF take many classes offered exclusively in the College of Arts & Sciences to meet their core requirements. In keeping with the USF mission, we encourage ethical learning through service projects, interdisciplinary programs, and study abroad opportunities. The College offers 32 Community-Engaged Learning classes out of a total 46 offered by the university as a whole. From 2015-2021, we have offered 549 fieldwork courses as well as created 200 internship courses and 69 global immersion opportunities.

The College has approximately 280 full time faculty and nearly 500 adjunct faculty. While our faculty are balanced in terms of gender, the increase in student population diversity has far outpaced the diversification of the faculty in the College. CAS had 2352 BIPOC students in FY 15; in FY 21, the number went up to 2868, an almost 22% increase. The College employed 70 BIPOC faculty in FY 15, a number that grew to 74 in FY 21, just a 5.5% increase.

CAS Changes since 2017 and ADEI-Related Initiatives

Between the time of the 2017 campus survey and receiving the CAS Campus Climate Assessment Report in February 2022, we have faced the COVID-19 pandemic as well as a transition in the CAS dean's position in January 2020. The restructuring of the CAS leadership team led to the loss of three positions due to budget constraints. Nevertheless, the College has responded to various issues raised in the 2017 survey through several task forces and projects, such as the Diversity in STEM Committee (2019), the Harney Space Committee (2017; 2022 will see the formation of a Blood Center of the Pacific Space Committee), the Program Assistant Council (2018), and the Program Assistant (PA) Lead pilot (2021-22). The College has supported the transition of some part-time faculty to full-time term faculty positions, and increased transparency in course assignments and compensation for all part-time faculty. Further, we launched several new initiatives to address the current, urgent and critical issues of anti-racism pedagogy, diversity in hiring, and faculty and staff support and professional development. These include: the Dean's Advisory Council (DAC; 2020-21), which is part of CAS Strategic Planning, a division-level implementation of the USF Strategic Plan that integrated Climate Survey responses into its planning process; Moment to Movement (M2M; 2020-21); and the relaunch and expansion of the Gerardo Marin Dissertation and Post-Doctoral Fellowship. The work of each of these task forces, projects, etc. is summarized below, with the most extensive attention to the multifaceted DAC.

Diversity in STEM Committee (2019)

The USF Diversity in STEM Committee embraces the inclusive excellence that arises from the identity and heritage diversity that is found within our USF STEM community. By bringing together distinct points of view, the committee is a synergistic force able to tackle the most difficult problems in STEM, in accordance with the University's Mission, Vision, and Values, including: (1) Advocating for a diverse, equitable, safe, and inclusive STEM curriculum and community that is founded on empathy and respect; (2) Supporting the effort to recruit and retain more individuals from underrepresented groups into our STEM disciplines at the student, faculty, and staff levels; (3) Listening to and supporting those affected by inequities according to the Jesuit hallmark of cura personalis; (4) Striving to provide better resources for the academic success and career development of students, faculty, and staff from underrepresented groups.

Program Assistant Council (2018) and Program Assistant Lead pilot (2021-22)

In an effort to collectively and collaboratively address staffing and workload issues, the College created the Program Assistant Council in 2018. The Dean's Office meets monthly with elected program assistant representatives to improve communication; design long-term, comprehensive strategies for staffing that will serve the greater good of the College and its academic programs; improve retention and advancement opportunities for program assistants; explore alternative support structures; and boost overall morale. We have also collaborated to develop general guidelines so that compensation can be more equitably awarded.

In collaboration with the Program Assistant Council, the College created a professional development opportunity for program assistants in the College called the Program Assistant Lead (PA Leads) in 2021. Three PA Leads were selected through a competitive interview process. The PA Leads are each tasked with overseeing two PA Teams (resulting in six teams of 4-5 PAs in the College) and with working with the Assistant Dean and PA Council on improving training and processes for program assistants. A Spring 2022 survey of the program indicated very strong support for PAs seeking help with a challenge or issue, and general agreement that the PA Leads help foster collaboration and build community among their team.

M2M, Moment to Movement (2020-2021)

M2M, Moment to Movement: Evolving & Sustaining Anti-Racist Pedagogy at USF emerged from the Faculty in Conversations on Racial Pedagogy (CoRPs) project, itself part of the 6 + YOU initiative funded by the Jesuit Foundation and the College of Arts and Sciences, to create opportunities for the University of San Francisco to address racism, and anti-Black racism specifically, in this historical moment. CAS faculty participants in the CoRPs project developed M2M to gather faculty throughout the College whose teaching, service, and/or research have contributed to building and integrating racially inclusive and critical curriculum and programming at USF. During AY 2021-2022, faculty gathered in community for an intensive pedagogy workshop series, including an off-campus 3-day overnight retreat, and two pre- and post-retreat workshops. This workshop series focused on education and systemic and intersectional forces of marginalization. It aimed at the ongoing transformation of educational engagement with anti-racism at USF by identifying critical pedagogical needs, institutional impediments, strategic priorities, and effective practices for advancing DEI in teaching and throughout CAS. In addition, M2M members designed a multi-tiered transformative process to better grow and sustain the College of Arts & Sciences as a Jesuit Mission-centered institutional leader in anti-racist higher education.

Gerardo Marín Dissertation and Post-Doctoral Fellowships (est. 1994, 2022-2023)

The Gerardo Marín Dissertation or Post-Doctoral Fellowships serve to increase the presence of currently underrepresented racial and ethnic groups in the U.S. professoriate by supporting advanced doctoral candidates during completion of their dissertation, or helping to develop their teaching experiences after completion of their doctoral studies. Gerardo Marín (1947-2018), former Senior Vice Provost and Professor of Psychology, laid the foundation for USF's current diversity and inclusion efforts throughout academic affairs, particularly through the recruitment and retention of a diverse faculty. Dr. Marín successfully brought to USF the Irvine Foundation Curriculum Developmental Grant in 1994 which laid the groundwork for the Irvine Fellows, later continued as the Ethnic Minority Dissertation Fellowships in 2010, and renamed Gerardo Marín Diversity Fellowships in 2016. Through the evolution of this program, USF has hosted 36 doctoral fellows and one postdoctoral fellow, 13 of whom have become USF faculty and senior administrators.

The College of Arts & Sciences has funded and successfully appointed three new faculty positions for 2022-23 and plans to fund two more positions in 2023-24. Each appointment emerges after a broad, national search with participation from former Irvine/EMDF fellows now in tenure-track positions. Dissertation scholars will complete their dissertation and initiate an ongoing program of scholarly or creative work. Teaching postdoctoral fellows will have the opportunity to enhance their teaching effectiveness, and to begin or collaborate on a research program. Each fellow will be housed in a particular department/program and be mentored by senior faculty members.

Dean's Advisory Council (DAC)

In response to the University's Strategic Plan Goals and Objectives, the college created and launched the Dean's Advisory Council (DAC). In collaboration with the Dean and Associate Deans, DAC members holistically advance the College's efforts to create and sustain an academically challenging, innovative, mission-focused Jesuit liberal arts education that encourages inclusive excellence and meets the needs of our students. They also serve as liaisons to CAS faculty and staff and other units in the university, leading targeted efforts to get community feedback, and gathering data on needs and trends in higher education to assist with overall operations in the College.

A group of faculty and staff have been focused on several areas that respond to these several priorities of the University's strategic planning. They have been organized into working groups, as follows.

Curriculum and infrastructure (core reimagining, process for curriculum co-design).

The Curriculum and Infrastructure Subcommittee is tasked with reimagining Jesuit education to accelerate a more just and sustainable world. This includes proposing a process by which the College curriculum (including the Core Curriculum, administered almost entirely by CAS) can be re-envisioned in ways that are responsive to our students' aspirations, and to build infrastructures that provide a sustainable and incentivizing process to invite, design, and implement new programs and academic initiatives that serve all learners. This group is engaging CAS stakeholders in a design thinking process, with the aim of incubating, developing, proposing, and implementing curricular revisions and innovations; considering, proposing, and implementing structural changes to the College; and contributing to the Core revision discussions being initiated by the Joint University

Curriculum Committee. The development of a rigorous, transparent, and inclusive process for co-designed change in curriculum and structure ultimately aims to enhance the academic experience of students, to strengthen collaborative relationships among stakeholders (including between faculty and administrators), and to create more efficient and sustainable curricular and administrative structures in the College.

Anti-racism, Diversity, Equity, and Inclusion (curriculum, assessment and student retention/success).

The Anti-racism, Diversity, Equity, and Inclusion (ADEI) subcommittee aims at creating an environment that advances an equitable sense of belonging, increases student retention, and nurtures all students' personal, academic, and professional growth regardless of their advantages or disadvantages. Research and proposed initiatives have centered on injecting ADEI into the CAS operations, procedures, and structural units (administrative and academic) that help define the experiences of our community in the college and the university as a whole. Potential projects include: Designing and implementing a practical DEI impact analysis framework in decision-making processes across the university; Identifying student service programs that successfully foster an inclusive experience and sense of belonging for potential partnership with CAS courses or curricular programs in our quest to enhance student success, especially the success of historically underrepresented students. (e.g. summer jumpstart programs, living learning communities, BASE); Identifying and extending the scope of successful student programs to broaden sense of belonging; Working with SEM and student life to broaden the scope of student onboarding summer programs; Developing a DEI accountability chart to evaluate progress over the next five years; Provide continuing education opportunities and training for faculty and staff to address bias, support cross-cultural communication, and inform DEI reflective practices; Work collaboratively with other strategic planning subcommittees to ensure they filter DEI questions and issues in their projects.

Faculty and staff engagement/professional development.

In order to address workforce satisfaction, this subcommittee has sought an understanding of why faculty are experiencing disengagement, a problem also identified at the national level, and here at USF in individual conversations and surveys such as the USFFA State of the Faculty survey from Fall 2021 as well as the Campus Climate Survey. There is additional

anecdotal evidence that the disengagement was in process prior to the March 2020 pandemic and shift to remote work and instruction, and that it has continued to create gaps in the faculty and staff experience as well as in faculty leadership initiatives. In order to develop ways to reconnect and offer support, and to create conditions for energetic reengagement, the Staff & Faculty Engagement Subcommittee is collating a comprehensive list of faculty and staff development resources, support, and recognition opportunities that originate from the College, University, and colleagues and creating a landing page on the CAS website that would make lists available in a comprehensive and user-friendly manner. This includes the many workshops on pedagogy and research success, faculty learning communities and study groups, along with the many awards and funding opportunities available to faculty and to some extent to staff.

Global engagement, Faculty and Student research/creative work.

In response to the climate survey findings on Global Education and Student Research at USF, this subcommittee also seeks to reimagine Jesuit Education to accelerate a more just and sustainable world and to provide a radically inclusive, international and welcoming campus experience. To be a truly global and truly inclusive university in the coming years, we further consider how we as a community define global perspective and engagement, and how we envision implementing and supporting these concepts in the research, teaching, and service work of faculty and staff in the College of Arts and Sciences. Potential projects include: creating a center for global engagement modeled on centers like CTE and CRASE, to serve as a central hub for global activity on campus and provide a forum for those who do global work to connect with each other; restarting the faculty/staff immersion program; creating an award that recognizes global research work; identifying means for better support of key global perspective programs, such as languages and the regional area studies minors.

Space and facilities (supporting arts and sciences curricular vision).

Initially conceived as a means to more efficiently allocate space in the Harney Science Center prior to its planned upgrades, this Subcommittee is being created internal to the Dean's Advisory Council and is prepared to meet the challenges of an expanded space for science-based research and instruction made possible by the acquisition of the Blood Center of the Pacific.

Integrated Enrollment plan for Graduate programs.

The questions posed by the Climate Survey regarding Graduate Education center around the graduate student's satisfaction with the program, the responsiveness of faculty, and the atmosphere of the program, faculty and staff. They also center around the experience of faculty and staff regarding workload and value. The subcommittee on CAS Graduate Programs is focusing its efforts on rightsizing programs; making the enrollment process more streamlined and effective and thus increasing yield; identifying ways to make housing and scholarships more available; formalizing leadership structures of programs to more evenly and equitably distribute the workload among chairs and faculty and staff.

Concluding Remarks

The College's next steps are to complete the strategic planning process with the Dean's Advisory Council, developing action plans for CAS based on that process, and to move forward the work of the various other initiatives described above. These will be used to inform the College and USF-wide action planning to prioritize efforts in recruitment and retention of BIPOC faculty; to reevaluate and increase faculty and staff engagement; to encourage innovative and data-driven program designs; to implement inclusive curriculum assessment; and to support the work of ADEI in all departments and programs in the College. Much of the work implementing the College's priorities will be done in collaboration with the Provost and Vice President of Academic Affairs.