

Linguistics Department Diversity Action Plan (2019-20 AY): DRAFT

Goal 1: Work toward a more diversity-minded campus and broader community, with particular focus on linguistic diversity.

- **Strategy 1:** *Provide opportunities for conversations around topics related to language-diversity.*
 - **Tactic 1: Diversity-related colloquium speaker.** Continue to dedicate one slot per year of the weekly departmental colloquium series to an invited speaker whose work concerns a language diversity-related issue (broadly construed, but preference given to scholars/activists whose work has tangible, applied recommendations for addressing language-related inequalities). The colloquium talk will be publicized widely across campus and in the wider community.
- **Strategy 2:** *Develop and implement research-based outreach programs for our broader community about linguistic diversity.*
 - **Tactic 1: Language Diversity Ambassador Program.** Continue to support the Language Diversity Ambassadors Program (LDAP), a group of faculty, grads, and undergrads whose mission is to develop presentations aimed at general audiences and for training purposes, with the goal of improving outcomes for linguistically marginalized groups.
 - **Tactic 2: Encourage general outreach and engagement activities.** Continue to encourage and support other ad hoc presentations on diversity-related topics by department members to the campus and broader community (e.g., provide training for campus advisors, presentations at science days at local museums like Eugene Science Center and OMSI, presentations at Languages Out Loud, FLIS, SAIL, Vital Voices, etc.)

Goal 2: Sustain a department atmosphere that is inclusive, equitable, and values diversity.

- **Strategy 1:** *Continually assess current departmental climate with respect to diversity and inclusion, and implement changes in response to that information.*
 - **Tactic 1: Department climate survey.** Develop and circulate a departmental climate survey. Analyze results and report back to department. Discuss and implement changes.
 - **Tactic 2: Active diversity committee.** Maintain a vibrant departmental Diversity Committee with representation from across the department. Reassess and update the departmental DAP annually.

Goal 3: Recruit, train, and retain diverse undergraduate and graduate students.

- **Strategy 1:** *Improve departmental visibility to diverse populations of undergraduate and graduate students.*
 - **Tactic 1: Marketing and social media.** Increase marketing and visibility efforts, including but not limited to social media and to Tykeson advisors, in order to get existing UO undergraduate students from diverse backgrounds into Linguistics courses and major/minor.

- **Tactic 2: Website.** Revise departmental website to more clearly highlight and reflect diversity of department and with an eye toward diverse audiences.
- **Tactic 3: Active recruiting of diverse graduate students.** Continue to work with the Grad School on Promising Scholar and other diversity funding awards for potential graduate students.
- **Tactic 4: Better promote existing course offerings among relevant groups.** Enhance advertising of course offerings and programs which either work with underrepresented communities or are attractive to students from these communities. Of particular relevance: the Swahili program, the Language Teaching Specialization MA program, NILI and African Studies (both strongly associated with the department), and the Sahaptin program.
- **Tactic 5: First Year Experiences.** Develop relationships with First Year experiences including Arcs, FIGs, and Runways where areas of interest overlap with diverse student backgrounds.
- **Tactic 6: NSF REU.** Apply to become NSF REU site to host a summer program that trains Native American students in a broad spectrum of Linguistics research.
- **Tactic 7: Improve alumni relations.** Develop infrastructure for network of undergraduate and graduate department alumni to check in with alumni annually. With this information, showcase the diverse range of alumni backgrounds, experiences, and careers in the materials created in G3.S1.T1 (Marketing and social media). Explore possibility of pursuing exit surveys.
- **Strategy 2:** *Provide supportive environment and opportunities for academic and professional development of undergraduates and graduate students. (Such activities will be made available to all students with the expectation that they will disproportionately benefit underrepresented students.)*
 - **Tactic 1: Graduate writing workshop.** Hold a 2-hour weekly writing workshop for graduate students, providing workshops on strategies for academic writing, supportive accountability, a forum for group discussion, and structured writing time.
 - **Tactic 2: Professional development events.** Hold periodic professional development events for undergraduate and graduate students that highlight the range of available pathways and careers, and the skill sets applicable.
- **Strategy 3:** *Revise undergraduate curriculum with diversity and inclusion in mind.*
 - **Tactic 1: Syllabus language.** Develop department-specific syllabus language regarding the departmental commitment to diversity and inclusion in our courses.
 - **Tactic 2: Major requirements.** Update major requirements with an eye to skill development and career pathways).
 - **Tactic 3: New gen ed courses.** Develop new general education courses with reference to new multicultural requirements.
- **Strategy 4:** *Recruit and retain diverse faculty.*
 - **Tactic 1: New faculty searches.** Conduct new faculty searches using practices that reduce bias and promote equity and inclusion, including inclusive job ad language and active recruitment strategies.

Goal 4: Support and encourage diversity-related research, teaching, and mentorship within the department.

- **Strategy 1:** *Make inclusive teaching practices a priority department-wide.*
 - **Tactic 1: TEP inclusive teaching practice workshop.** Support instructor training in inclusive teaching practices by bringing in TEP to provide trainings for faculty and graduate students.

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