

**Diversity Action Plan
Folklore Program, College of Arts and Sciences Humanities 2017-2020**

GOAL #1 (I: Inclusion): Create an inclusive and welcoming environment for all.

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

Notes: (1) throughout this template, **G** = Goal, **S** = strategy, **t** = tactic;

Tactics	Target	Resources to be used for this tactic	Name and title of lead personnel	Timeline
<p>G1.S1.t1: CAS FLR</p> <p>The Folklore Program (FLR) will create a diversity and inclusion statement of welcome on its website with links to the American Folklore Society Cultural Diversity Committee and the UO Division of Equity and Inclusion websites.</p> <p><u>Pertinence to G1.S1:</u> The American Folklore Society is the largest and most influential professional organization in the field of folklore studies and has various initiatives regarding diversity and inclusion that are of importance to those involved in the discipline.</p>	<p>Invite diverse students, faculty, and staff into the community of FLR, explicitly provide welcoming message</p>	<p>Faculty and staff time</p>	<p>Chair, Equity and Inclusion Committee (Doug Blandy)</p>	<p>To be completed by the end of W18</p>

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

G1.S1.t1: Measure enrollment of students from diverse backgrounds, and get feedback from students and faculty in order to enhance diversity and inclusion in FLR undergraduate and graduate enrollment.

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

<p>G1.S2.t1: CAS FLR</p> <p>FLR will review its curriculum to look for opportunities to improve diversity and inclusion in its existing courses; FLR faculty will be encouraged to develop new courses, depending upon available resources and personnel.</p> <p><u>Pertinence to G1.S2:</u> Many FLR courses currently address issues of diversity, but a holistic curriculum that more completely addresses equity and inclusion will be academically stronger and more compelling to students and faculty.</p>	<p>Further enhance the FLR curriculum by offering courses that highlight the wide range of diversity issues central to the study of folklore and vernacular culture that will appeal to the diverse communities at the University of Oregon</p>	<p>Faculty time</p>	<p>Doug Blandy, Chair of Equity and Inclusion Committee</p>	<p>Curriculum review will begin AY 2018</p>
<p>G1.S2.t2: CAS FLR</p> <p>Commitment to dedicate one lectureship per year to an invited speaker whose work concerns a diversity-related issue. The talk will be publicized widely across campus and in the wider community, and open to all.</p> <p><u>Pertinence to G1.S2:</u> Yearly lectures by scholars related diversity issues will provide educational information that will further expand the understanding of issues of equity and inclusion.</p>	<p>One visiting lecturer per year who will give a talk specifically dedicated to issues surrounding diversity and inequality as these are related to folklore studies</p>	<p>The Folklore Program has very limited funding, but will provide as much support as possible for this event, and seek co-sponsorship from various units on campus, as well as the Oregon Humanities Center and CAS</p>	<p>Doug Blandy, Chair of Equity and Inclusion Committee</p>	<p>The lecture series will begin in AY 2018, and recur each year</p>

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

G1.S2.t1: The FLR Equity and Inclusion Committee will periodically review course offerings to determine ways in which FLR can further address issues of diversity, equity, and inclusion in its course offerings.

G1.S2.t2: Track and count the number of attendees at the lectures; administer a post-lecture survey that asks which parts of lecture and discussion were most useful, and what further concerns attendees may have. The results of the survey will be used to plan future lectures and enhance the FLR program's equity and inclusion mission.

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
<p>G2.S1.t1: CAS FLR</p> <p>Encourage all faculty to attend the Implicit Bias Training workshops offered by Human Resources/Learning and Development.</p> <p><u>Pertinence to G2.S1:</u> Intended to eliminate conscious and unconscious implicit bias, and enhance recruitment and retention of traditionally underrepresented students and faculty.</p>	<p>To eliminate implicit bias, conscious and unconscious, and to encourage the recruitment of diverse staff, faculty, administrators, undergraduate, and graduate students from traditionally underrepresented communities</p>	<p>Faculty time</p>	<p>Doug Blandy, Chair of Equity and Inclusion Committee</p>	<p>Faculty will be informed of Implicit Bias Training workshops and encouraged to attend by Spring 2018</p>
<p>Describe the evaluation tool that you will utilize to measure progress and ensure accountability.</p> <p><u>G2.S1.t1:</u> The FLR Equity and Inclusion Committee will assess the success of attendance at these workshops and present its findings to faculty.</p>				

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
<p>G2.S1.t2: CAS FLR</p> <p>The FLR Graduate Admissions Committee will include an explicit focus on diversity as one dimension of assessment for graduate student admissions and recruitment.</p> <p><u>Pertinence to G2.S2:</u> If successful, increase recruitment and retention of traditionally underrepresented student groups.</p>	<p>To insure a diverse graduate cohort and increase diversity in the FLR MA program</p>	<p>No additional funding required</p>	<p>Doug Blandy, Chair of Equity and Inclusion Committee</p>	<p>To begin with graduate admissions for AY 2018</p>

<p>Describe the evaluation tool that you will utilize to measure progress and ensure accountability.</p> <p><u>G2.S1.t2:</u> The FLR Graduate Admissions Committee will keep records of admissions relating to diversity and track the outcome of its efforts increase diversity in the program.</p>				
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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
<p>G3.S1.t1: CAS FLR</p> <p>The Folklore Equity and Inclusion Committee will make up to \$500 available to support proposals specifically from underrepresented faculty and students to pursue professional and leadership opportunities.</p> <p><u>Pertinence to G3.S1:</u> If successful, increased recruitment and retention of traditionally underrepresented faculty and students.</p>	<p>A minimum of \$500 will be available each year to support proposals specifically from underrepresented faculty and students to pursue professional and leadership opportunities</p>	<p>FLR financial resources, based on summer dividends</p>	<p>Doug Blandy, Chair of Equity and Inclusion Committee</p>	<p>This plan of support for underrepresented faculty and students will begin in AY 2018</p>

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

G3.S1.t1: The FLR Equity and Inclusion Committee will survey recipients of this support and assess the value of this plan of financial assistance for faculty and students from underrepresented populations.

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

<p>G3.S2.t1: CAS FLR</p> <p>Identify professional development opportunities, scholarships, and leadership possibilities for underrepresented groups and systematically inform faculty and students of these opportunities through email announcements and information on the FLR webpage.</p> <p><u>Pertinence to G3.S2:</u> To provide students and faculty from underrepresented groups information and guidance in applying for scholarships and accessing opportunities for professional development, domestically and internationally.</p>	<p>Targeting faculty and students from underrepresented groups</p>	<p>No additional financial resources required; members of the FLR Equity and Inclusion Committee will work with the UO's Division of Equity and Inclusion, the Office of the Vice President for Research & Innovation, and other campus and national resources to identify applicable scholarships and professional development opportunities</p>	<p>Doug Blandy, Chair of Equity and Inclusion Committee</p>	<p>This plan to provide underrepresented faculty and students increased information about opportunities, scholarships, and resources will be implemented in AY 2018</p>
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Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

G3.S2.t1: The FLR Equity and Inclusion Committee will meet regularly to assess and discuss this plan, and will consult with its faculty and students from underrepresented communities about the success of the plan, and ways to improve it.

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
<p>G4.S1.t1:</p> <p>The Director of the FLR Program and FLR Equity and Inclusion Committee will encourage and support members of underrepresented groups to assume leadership positions at the UO.</p>	<p>Faculty from underrepresented populations</p>	<p>Faculty time; no additional financial resources required</p>	<p>Doug Blandy, Chair of Equity and Inclusion Committee</p>	<p>To begin AY 2018</p>

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

G4.S1.t1: The Director of the FLR Program and the FLR Equity and Inclusion Committee will meet on a regular basis to assess and discuss FLR efforts in this regard, in consultation with its faculty from underrepresented communities, to measure progress and develop additional ways to improve the support of faculty.

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
<p>G4.S2.t1:</p> <p>The FLR Equity and Inclusion Committee will strategize ways to identify philanthropic and other resources to promote the work of diversity, equity, and inclusion in FLR.</p>	<p>To advance the work of diversity, equity, and inclusion in FLR</p>	<p>Faculty time</p>	<p>Doug Blandy, Chair of Equity and Inclusion Committee</p>	<p>To begin AY 2018</p>

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

The FLR Equity and Inclusion Committee will meet on a regular basis to assess and discuss ways to reach out to alumni and other possible donors, in consultation with other fund-raising strategists on campus, in order to measure progress and advance diversity, equity, and inclusion in FLR.