**Diversity and Inclusion Plan**

**Department of English**

**Florida International University**

**General Comments from AWED:**

Overall, this is a very impressive, well-developed and concrete plan with measurable goals. It is the among the very best that were proposed – if not the best! Congratulations and thank you for the time that was put into it.

There are two main recommendations:

1. To clarify who is responsible each action item and include a measure or outcome for each if you haven’t done so already. Please see the specific feedback on your plan below as to how to simplify it for reporting purposes—occasional suggestions are made to convey the general idea about how to make sure there is an action, responsible party and metric/outcome. See also the D&I checklist that summarizes the actions that were proposed across all departments reviewed so far. The Chair or her/his designee will prepare an annual report on departmental progress towards these goals – that will be easier if you have a concrete list of goals, actions, and metrics/outcome (draft of a reporting template is attached).
2. To consider setting some hiring and/or doctoral student recruitment goals to attract the NSF targeted demographic groups ie women, Hispanic and Black faculty/student over a five year period, i.e., focus on making some gains in terms of Hispanic and/or Black faculty applicants, i.e., increase by XX% each year the number of Hispanic and Black faculty applicants.

NEXT STEPS:

1. Please send a final copy of your revised plan to the Dean and AWED ([awed@fiu.edu](mailto:awed@fiu.edu)).
2. Present the plan as soon as possible at a faculty meeting this fall to have faculty endorse the plan.

In conclusion, we appreciate your strong interest in and support for our NSF Institutional Transformation goals. Thank you for being part of this process.

If you wish to discuss this plan further, please contact Suzanna Rose ([srose@fiu.edu](mailto:srose@fiu.edu)) or Yesim Darici ([dariciy@fiu.edu](mailto:dariciy@fiu.edu) ).

**Diversity and Inclusion Plan**

**Department of English**

AWED comments in yellow

The Department of English within the College of Arts, Sciences & Education (CASE) fully endorses Florida International University’s (FIU) efforts to advance the representation of underrepresented minorities and women.  We believe that difference must not only be valued in our hiring practices and in our departmental climate, but it must also pedagogically explored. The current diversity landscape of the Department of English comprises: 53% women and 15% underrepresented groups (URG’s) in both tenure and non-tenure line faculty positions.

Very good review of your demographics below. They clearly inform the direction of your plan. Thanks.

**Overall Faculty:**

* In terms of URG’s, 7% of overall faculty including T/TT and NTT are [[1]](#footnote-1)\*Hispanic White, 7% of overall faculty are Black and 2% are Asian.
* Among all T/TT faculty 13% are from URG’s. 0% of the T/TT URGs are men.
* Among NTT faculty, 17% are from URGs and 3.5% overall as men from URGs.

**Program Data:**

Within the four programs, the following data is broken down in terms of T/TT faculty only:

* Creative Writing (CRW)- 7 faculty
* Writing and Rhetoric (ENC)- 4 faculty
* Linguistics (LIN)- 5 faculty
* Literature (LIT)- 13 faculty
* Program data for 29 total T/TT faculty is as follows:
* URGs Among Women faculty: CRW: 0%; ENC 0%; LIN 33%; LIT 60%.
* URGs Among Men Faculty: 0% across all four programs.

**Graduate Student Data:**

Among our three graduate programs: the MFA in CRW, the MA in LIT, and the MA in LIN, the data is broken down as follows:

* 59% of all graduate students are women. 58% constitute URG’s.
* Within this group, 45% are Hispanic White; 10% are Black and 2.7% are Asian.
* CRW: 32% Hispanic White, 8% Black and 2.7% Asian.
* LIT: 75% Hispanic White, 5% Black, 5% Asian.
* LIN, 37% Hispanic White, 25% Black, 0% Asian.

**Departmental Plan Overview**

The Department of English will develop and implement a university-wide plan to increase diversity among faculty (both tenure- and non-tenure-line), and graduate students. Of particular concern is the dearth of male faculty and graduate students of color across all four programs of the department.  Diversity efforts will be integrated into core aspects of the Department of English including, recruitment efforts, academic priorities, leadership, quality improvement initiatives, decision-making, day-to-day operations, and organizational culture, in order to maximize the success of promoting equity, diversity, and inclusion.

The Department of English will focus on six suggested principles used nationally:

1. **Establish a Vision**
2. **Encourage Proactive Leadership**
3. **Strengthen Recruitment**
4. **Improve Climate in Support of Retention**
5. **Delineate Accountability**
6. **Establish Department-Wide Diversity Initiatives**

**Departmental Context and History of Engagement:** Commendable – good to know all that English has been doing!

Below are recent diversity and engagement efforts, beginning in 2016:

* Since the inception of AWED and the availability of STRIDE workshops, we have ensured that all faculty who serve on TT search committees have undergone STRIDE training. Many of our NTT faculty have also been trained, however we will ensure that all of our faculty, beginning in Fall 2018 have been trained.  We will also continue to ensure that all applicant pools are diverse and to increase the percentages of faculty from URG’s who are invited to on campus visits.

Set some goals for diversifying the pool? To achieve that will require a detailed plan and a commitment from some specific people to make sure it happens.

* The English department is actively involved in two Mellon initiatives designed to increase diversity and inclusion in the Humanities. The Mellon funded HSI Pathways to the Professoriate (5.1 million) program, began in 2016. The three-year program is designed to increase Latinx and minority representation in PhD programs in the Humanities. The “Making Diversity Meaningful in the Humanities,” began in Fall 2017, and is a Mellon Pathways Transfer grant (2.85 million). The program is designed to facilitate the transfer from Miami Dade College to FIU, for Humanities majors, with eventual placement in related career fields and/or graduate school.

Any possibility in a few years of recruiting a few of these students back to FIU as faculty once they have the PhD?

* The Writing and Rhetoric program has been actively engaged in Gateway curriculum redesign of all of our ENG 1101 and 1102 courses, to specifically address the cultural diversity of our student body. These courses have a tremendous impact on the retention and student success of our majority minority student population.
* Our Exile Studies program, the only one of the kind in the country, continues to flourish with its Certificate Program; and, the Betsy-FIU Writers in Residence Lecture series, which featured Richard Blanco, as well as Boris Fishman, the noted Belarusian creative writer, and Boris Sandler, the acclaimed Yiddishist, writer, and cultural activist, who served as editor of the Yiddish Forverts newspaper for over 18 years.  The program also established, beginning in 2016, the annual Betsy/FIU Exile Studies Yiddish Symposium.
* Beginning Fall 2017, the English department, along with the Writing and Rhetoric Program, sponsors the *Community Literacy Journal.* The journal is interdisciplinary and intersectional in nature, drawing from rhetoric and composition, communication, literacy studies, English studies, gender studies, race and ethnic studies, environmental studies, critical theory, linguistics, cultural studies, education, and more.
* Beginning in Fall 2017, we were pleased to welcome Richard Blanco, a visiting appointment in Creative Writing, to teach in our department. Blanco is the youngest, first Latino, immigrant, and gay person to serve as the Presidential Inaugural Poet. He is also an FIU MFA alum. Blanco will return to teach with us in the Fall.
* English, along with Modern Languages and Teaching and Learning, is part of a pilot program on multilingualism and multicultural teacher training. The initiative is part of a larger project to establish FIU as a leader in K-12 multilingual education.
* The Literature Program has been actively engaged in producing an LIT 1000 textbook geared towards our south Florida context, which includes a diverse array of writers who reflect the cultural contexts of our students. The textbook will be available for Spring ’19.
* The English department over the next academic year will be formalizing its involvement with Exchange for Change, a program which teaches writing in prisons and runs letter exchanges between incarcerated students and writers studying on the outside. By preparing prisoners for their reentry into the outside community and preparing that community for their return, Exchange for Change provides vision and understanding on both sides of the fence.
* Last year’s Butler Waugh lecture featured renowned Cuban American novelist, Ana Menendez, who, incidentally has been appointed to Co-direct the aforementioned Mellon Transfer grant. Award-winning Haitian American writer, Edwidge Danticat, will serve as this year’s Butler Waugh Invited Lecturer.

While we recognize we have achieved some notable programmatic successes in terms of promoting diversity and community engagement, we know that there is a great deal of work to be done in terms of achieving necessary diversity and inclusion goals.

Very impressive efforts! Keep up the good work.

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

**KEY GOALS TO ACHIEVE**

1. Increase the representation of faculty (both tenure- and non-tenure line), and graduate students from historically underrepresented groups (URGs). This includes minority designations based on race, ethnicity, biological sex, gender identity, sexual orientation, nationality, disability, socioeconomic status, and 1st generation college students.

Modest numeric recruitment goals?

1. Provide an equitable and supportive departmental climate to attract and retain underrepresented groups (i.e., women, racial/ethnic minorities, LGBTQ individuals, and persons with disabilities) at the faculty (both tenure- and non-tenure line) and graduate levels.
2. Ensure an open and supportive environment for all faculty, students, and staff.

**STRATEGY**

Toward these goals, we will incorporate the following into our operations, planning, and policies:

**1.      Recruitment**

a.       **Faculty**

1. **DIVERSITY ADVOCATES AS PART OF SEARCH COMMITTEES:** To ensure that faculty search committees recruit the strongest and most diverse pools of applicants, the Department of English will identify a team of *Diversity Advocate(s)* to inform search processes. The Department of English will institute a policy of having a Diversity Advocate(s) serve on every faculty search committee. The Diversity Advocate(s) will be expected to identify additional avenues and opportunities to recruit excellent, diverse talent. The Diversity Advocate(s) will ensure that job ads are placed in strategic locations to increase the diversity of application pools and also will endeavor to identify additional candidates and reach out to encourage them to apply for positions. [Any support, help or recognition/reward for whomever takes on the DA role? ]

*Possible Metric: Beginning by Fall 2018, all search committees will include a Diversity Advocate(s) to provide equitable consideration for diverse applicants. Each advocate will complete STRIDE and Diversity Advocates training by the end of AY 2018-2019, and complete one webinar on Diversity from the Association of American Colleges and Universities (AACU). Nice touch!*

1. **STRIDE TRAINING:** Members on every faculty search committee will attend STRIDE (Strategies and Tactics for Recruiting to Improve Diversity and Excellence) training to increase their awareness of diversity challenges in recruitment and instill commitment to search broadly. *Possible Metric:* *By Fall 2020, 100% of all Search Committees will be in compliance for* *meeting the STRIDE requirement.*
2. **NUMBER AND DIVERSITY OF CANDIDATES FOR ON-CAMPUS INTERVIEWS:** Faculty search committee members will actively encourage the inclusion of candidates from URGs for on-campus interviews. *Possible Metric: No less than 40% of candidates invited for on-campus interviews are from URG’s (*minority designations based on race, ethnicity, biological sex, gender identity, sexual orientation, nationality, disability, socioeconomic status, and 1st generation college students).
3. **BROADEN SEARCH AREAS:** As per national data recommendations, the English Department will broadly define searches in order to attract a more diverse applicant pool, and in turn, increase diversity in hiring. We will implement best practices recommended by STRIDE to increase diversity for faculty searches (i.e. use “open” broadly defined job search ads, ask job candidates to provide a diversity statement with their application materials, etc.). *Possible Metric: Each Search Committee will develop a candidate evaluation rubric and will include a question about diversity and inclusion in the interview process.*
4. **JOB ADS:** The Department will continue its practice of posting all job ads with the Chronicle of Higher Education’s “Diversity and Inclusion email.” In addition, we will ensure job ads are posted on at least 5 English societies/job boards, including: Association for the Study of the World-Wide African Diaspora (ASWAD), the Latin American Studies Association (LASA); College Language Association (CLA); Caribbean Studies Association (CSA), et al depending on the hiring program’s focus. The Diversity Advocate(s) will be tasked with ensuring such postings are fulfilled. We will expect our Dean’s office support to cover the extra cost of posting jobs widely to promote open FIU searches. *Possible Metric: By the beginning of Fall 2019, at least 50% of job postings will be with professional societies who serve diverse populations.*
5. **OUTREACH AND RECRUITMENT PRACTICES:** Outreach and recruitment practices will be strengthened to reach a broader range of candidates for faculty positions, partnering as necessary with other organizations to create strong pipelines for diverse candidates. The Diversity Advocacy team will identify, and connect with organizations and training institutes to create a pipeline for diverse students, and faculty.  *Possible Metric: The DA team will generate a spreadsheet of organizations and training institutes by the end of AY 2018-2019 for use in upcoming searches and recruitment efforts. The spreadsheet will be disseminated to all search and screen committees.*

The plan above will be key to your success. Most likely will require sustained effort and the development of personal relationships.

1. **DIVERSITY STATEMENT:** Require applicants for tenure- and non-tenure-track faculty positions to include a Diversity Statement with their application. We encourage search and screen committees to strongly consider the candidate’s diversity statement and the extent to which it maps onto the Department’s Diversity Mission Statement (see Improving Climate). *Possible Metric: All candidates must submit diversity statements with application materials by Fall 2019. Such statements should explicate their ideas about the importance of diversity and inclusion in the academy.*

b. **Graduate Students**

1. **OUTREACH AND RECRUITMENT PRACTICES:** Outreach and recruitment practices will be strengthened to reach a broader range of applicants to our graduate programs, partnering as necessary with other organizations to create strong pipelines for diverse candidates. Faculty will be encouraged to widely disseminate graduate student recruitment materials in locations to increase the diversity of application pools (e.g., Historically Black Colleges and Universities, Historically Hispanic Serving Institutions). Graduate faculty directors will also reach out FIU organizations such as the Haitian Students Association, The Black Student Union, the Asian Student Union and others. While we have almost 60% URGs who comprise our graduate programs, we need to improve recruitment of graduate students of color. *Possible Metric: Applicants of color should comprise 20% of the total applicants by 2020.* Specify a separate goal for Hispanic vs Black?
2. **DIVERSITY AWARDS:** Allocate funds exclusively for recruitment of URGs of color. Applicants will be informed of availability of awards on the English website and during the interview process. *Possible Metric: By 2020, the English department will allocate three $500 awards to be given for two years across the three programs to graduate students of color.*

You can use funds to send people to recruit, but best not to provide them to someone just because of their gender or race etc. The award would have to be based on something other than an identity. You might be able to do something like create a diversity scholarship that requires an essay on diversity.

**2.      Retention and Advancement**

a.          **Faculty**

1. **FACULTY MENTORING:** We encourage our faculty – particularly women and URGs - to participate (as both mentors and mentees) in the AWED Faculty Mentor Program. *Possible Metric: provide service recognition on annual evaluations for faculty that engage in mentoring faculty from URGs.*
2. **RETENTION AND EQUITY RAISES:** The Department of English will maintain a diverse faculty by recommending to Chair/Deans that women and URGs be equally considered for equitable compensation and in decisions about raises and retention offers. In accordance with the Collective Bargaining Agreement (CBA), requests/ recommendations regarding equal pay can be made twice a year to Deans to promote equity.  *Possible Metric: faculty, especially those from URGs, will work with the Diversity Advocate(s) and the Chair to help address and support their requests for equity.*
3. **SERVICE OBLIGATIONS:** The Department will heighten awareness that faculty of color and women may bear a heavier burden of mentorship and committee service. Thus, the Department will more effectively measure and equitably balance institutional and departmental workload, including mentoring, committee assignments, and other service obligations, across all faculty. *Possible Metric: The departmental self-study, to be conducted in AY 2018-2019 will include  documented equity in mentoring, committee assignments, and other service obligations among URGs and non-URGs faculty.* The Diversity Team will work with the Chair to make recommendations for how the department might mitigate, recognize and/or reward these additional service obligations to be implemented AY 2019-2020.

1. **Curriculum**
2. We currently have the Multicultural Literature requirement as part of our English CORE.
3. Writing and Rhetoric is drafting an MA track proposal, with a focus on multicultural and multilingualism.
4. Literature is exploring a new curriculum map to allow for students who chose a multicultural focus to more readily do so.

1. **Improving Climate**
   1. **DEVELOP A DIVERSITY STATEMENT**: We have already begun working on a departmental mission statement that includes language regarding equity, diversity, and inclusiveness for faculty, students, and staff. This statement will be posted on the departmental website and included with recruitment materials for faculty, post-doctoral fellows, and graduate students. *Possible Metric:* *a departmental mission and diversity statement will be publicly available on the Department’s website and in all recruitment materials.*
   2. **DIVERSITY ADVOCATE(S):** Diversity Advocate(s) will be available to faculty, post-doctoral fellows, and graduate students to help mediate or investigate any grievances or violation of rights, especially related to issues of discrimination or prejudice pertaining to URGs. The Diversity Advocate(s) will also act as a liaison to AWED. *Possible Metric: Diversity Advocate(s) service to the department will be recognized on their annual evaluations*.
   3. **DEPARTMENTAL ANNUAL DIVERSITY, EQUITY, AND INCLUSION SELF-STUDY:** Completion of the annual Department diversity, equity, and inclusion self-study led by the Diversity Team will inform efforts to enhance a climate of inclusion for all faculty, graduate students, and staff.  Faculty will be encouraged to participate in an annual online self-study that includes questions regarding biological sex, gender identity, race, ethnicity, nationality, sexual orientation, and disability status. Graduate students will be encouraged to participate in an annual Multicultural Environment Inventory. Data from these surveys will be used to inform ongoing improvements to the climate of inclusivity. *Possible Metric: Self-study to be conducted AY 2018-2019. Greater than 85% response rate of faculty and graduate students completing the annual online self-study.*

An annual inventory can be a lot of work – who will do it? Maybe make this part of a longer term plan or do it every X years.

* 1. **ENGLISH WEBSITE:** The Department will create website content that presents data and highlights the shared values and ongoing efforts to promote diversity, equity, and inclusion in teaching, research, and community-engagement. *Possible Metric: website content will be developed and maintained every quarter.*
  2. **For Faculty:** FIU ADVANCE AND BYSTANDER INTERVENTION PROGRAM: All English faculty will be encouraged to participate fully in ADVANCE activities and participate in the Bystander Intervention Program. *Possible Metric:* *Increase* *percentage of faculty that attended ADVANCE activities and participated in the Bystander Intervention Program to 50% by 2021.*
  3. **For Graduate Students:** SUPPORT GROUP: We will support students, in particular students from URGs, with a confidential support group to discuss and problem-solve common barriers to successful graduate performance including, for instance, stereotype threat and imposter syndrome, as well as navigating microaggressions and other forms of bias. Meetings will be facilitated by the Diversity Team. *Possible Metric: Beginning in AY 2019-2020, faculty-facilitated support group meets at minimum twice per semester.*

1. \*The term Hispanic White is used in providing demographic data to delineate race and ethnicity, although in the document, we shall use “Latinx” as the preferred term for our diversity and inclusion efforts. [↑](#footnote-ref-1)