**Guidance for the Development of Departmental Diversity and Inclusion Plans\***

REVISED 3-21-2018

As part of FIU’s commitment to the National Science Foundation ADVANCE Institutional Transformation project, FIU will develop and implement a university-wide plan to increase diversity among the tenure-line faculty over the next five years. The plan will focus on five 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 University-wide Diversity Initiatives**

**STRATEGY**

Academic Affairs, Colleges, and departments will create diversity and inclusion action plans. Plans should be feasible, specific, and achievable. Deans (and Chairs and faculty liaisons) will be accountable for meeting planned goals.

**KEY GOALS TO ACHIEVE**

1. To increase the representation of faculty from historically underrepresented groups (URGs), such as women in STEM, African-American and Hispanic-American faculty in all fields
2. To provide an equitable and supportive institutional climate for underrepresented groups ie, women, racial/ethnic minorities, LGBTQ+ people, and persons with disabilities) at the faculty and graduate and undergraduate student levels.
3. To ensure a welcoming environment for all faculty, students, and staff.

**REVISED TIMELINE as of 3-21-2018**

CASE and CEC

* Fall 2017: Draft of CASE and CEC college-level D&I plans due to AWED.
* March 15, 2018: Draft of CASE ~~and CEC~~ *departmental plans* due to AWED
* Extended to May 15, 2018: Draft of CEC departmental plans due to AWED

ALL COLLEGES

* ~~Feb 28, 2018~~:Extended to April 1, 2018. Draft of College-level plan for all remaining Colleges due to AWED (awed@fiu.edu).
* May 15, 2018: Draft of all remaining departments’ D&I plans due to AWED.

Meetings will be held with department chairs throughout the semester to provide them with detailed demographic data about their faculty and graduate students and to help identify actions tailored specifically to each department that might be included in their plans.See Guidance for Departmental Guidelines that begin on next page. Feedback on the plans will be provided to the chairs and deans.

* June 30, 2018: Final version of College/Deans’ plans and Departmental plans due to Provost and AWED

**SUGGESTED TOPICS FOR DEPARTMENTAL D&I PLANS\***

**Include a metric for measuring progress towards goals.**

1. *Departmental Context and History.* The plan should provide an overview of the history of diversity and inclusion engagement of the department and the context and issues it has addressed in the past and will addressed through the departmental diversity and inclusion plan.
2. *Human Capital.* Put forward actionable goals related to the following constituent groups: faculty, undergraduate students, graduate students (masters and PhD, if applicable), postdoctoral fellows (if applicable), and/or staff. Articulate how these goals align with departmental diversity and inclusion vision. If relevant, explain the rationale for why these particular goals were selected for each of the constituent groups.
	1. *Faculty Hiring, Retention, Promotion & Recognition*

EXAMPLES:

* Improve commitment to D&I by including Search Committee Chairs and members that are committed to diversity and excellence, i. e., that have attended FIU ADVANCE Programs such as STRIDE hiring workshops (STRIDE stands for Strategies and Tactics for Recruitment to Increase Diversity and Equity and is administered by AWED). and Diversity Advocate training (workshops will start January 2018).

Possible Metric: Percentage of committee members on each committee that met the stride requirement this year compared to previous year

* Include departmental faculty Diversity Advocates on each search committee; DA program will be launched in January 2018

Possible Metric: percentage of search committees with a Diversity Advocate member

* 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: Improvement on use of best practices useage --STRIDE will distribute assessment tool

* Assess faculty award nomination history and practices and increase diversity of nominees.
* Recognize and reward minority faculty that fulfill excessive service demands ie service on every search committee.
* Provide recognition for faculty that engage in diversity content or specialize in working with multicultural students.
	1. *Non-tenure track faculty and Postdoctoral Fellows*

EXAMPLE: Evaluate hiring patterns; develop pipelines to diversify applicants; provide mentoring.

* 1. *Graduate Student Diversity & Inclusion*

EXAMPLES:

* Evaluate the gender and racial/ethnic diversity of graduate students (masters and doctoral separately) and implement a plan to increase diversity if it is lacking.
* Develop a specific proactive plan (e.g., a pipeline) to recruit women and/or URM graduate students, i.e., prioritize travel funds to diversity graduate student recruitment efforts.
* Set aside funds for women/minority graduate student recruitment. Inform of availability of awards.
* Assess graduate student award nomination patterns and diversify nominations
* Graduate student employment – diversity of non-TA/GRA students doing paid work within the department
* Social climate – departmental support for minority graduate student networking
	1. *Undergraduate Diversity & Inclusion*
* EXAMPLE: Evaluate the gender and racial/ethnic diversity of undergraduate student research assistants and implement a plan to increase diversity if it is lacking. If diversity is lacking, actively recruit to increase diversity.
1. *Curriculum.* Identify current curricular offerings related to diversity and inclusion, and explain how new or existing course offerings will be modified xxxx and what incentives or recognition will be provided to faculty that participate.
	1. *Graduate Curriculum*

EX: Include a multicultural emphasis or course as a component of the curriculum; diversify speakers for the graduate student seminar series

* 1. *Undergraduate Curriculum*

EX: Include a multicultural emphasis or course as a component of the curriculum

1. *Departmental Climate.* Describe the departmental climate related to diversity and inclusion and how that assessment was made. Note which concerns, if any, are articulated and addressed by the departmental plan.

EXAMPLES

* Develop a departmental mission statement that includes language regarding equity, diversity, and inclusiveness for faculty, students and staff.
* Set up a Diversity and Inclusion Committee within the department to make policy and procedure recommendations, to conduct an annual diversity self-study, and/or to develop a departmental mission statement.
* Conduct a Departmental Annual Diversity, Equity, and Inclusion Self Study (request see attached template)
* Encourage faculty to participate in FIU’s NSF-funded research projects aimed at increasing institutional transformation (i.e. Interactive Theater Events, Bystander Intervention Program, Diversity Advocate Program) (Metric: Increase in the number/ proportion of faculty that have participated)
* Encourage faculty to address issues of diversity in their research, writing, conference papers, and presentations.
* Ensure diversity representation in Speakers’ Series (speakers and content) and media and public relations visual and written materials
1. *Accountability and Governance.* Articulate how progress will be measured and by whom in the department. Explain how the department works with other university offices to ensure that it is making good faith efforts towards meeting its goals.
	1. *Departmental Self-Study (template attached)*
	2. *Bylaws, Policies and Procedures*

EXAMPLES

* Review bylaws to be consistent with diversity plan
* Change departmental faculty meeting times to a “family-friendly” time slot
* Implement term limits for search committee chair(s) (possible bylaws change?)
* Provide a copy of the bylaws to every faculty member
* Ensure that every faculty member is included in search committee duties within a reasonable time frame if they wish to serve
1. *Community Engagement.* Outline existing collaborations with communities outside of the department and/or university that have a diversity component and identify proposed activities related to community engagement which have clearly stated goals related to diversity and inclusion.

\*Adapted from Brown University’s Criteria for Assessing Departmental Diversity plans and *best practices at* Ohio State University, CUNY, University of California system, Brown University, Rutgers, University Massachusetts, and others.

# FIU Departmental Annual Diversity, Equity, and Inclusion Self Study\*

# Fall 2017

**Instructions**: Thank you for taking the time to reflect and develop on diversity and inclusion efforts within your department. From faculty to students to staff, the benefits of diversity come in many forms. You are encouraged to have a dialogue with your faculty about progress and challenges over the last year in meeting the objectives and mission of your department. For resources and ideas on how to discuss various topics, [see the supportive feedback documents available here](http://www.montana.edu/nsfadvance/documents/PDFs/SupportiveFeedback.pdf):

**Evaluation and Use of the Department Chair Self Study Data**: Each department chair annual review self-study and indicators will be reviewed by the Dean, the Provost, and the Office to Advance Women, Equity & Diversity (AWED), as well as serve as possible training and information for FIU Diversity Advocates. Deans will use these data to recognize and reward Chairs that develop and meet diversity goals, to make recommendations and identify resources for departments that may benefit from additional support in pursuing their goals, and to recognize exemplary and creative efforts to increase inclusion and equity within departments for faculty, students, and staff.

Name of Department:

Chair:

Today’s Date:

**Annual Review for 2017**

What is the department’s mission regarding equity, diversity, and inclusiveness among a. *tenure-line* *faculty and b. graduate students* (to better reflect undergraduate student diversity)*.*

What does the department see as the biggest challenge they face to promoting and fostering a culture of equity and inclusion for their TT and NTT faculty? How has this challenge changed since last year’s self-study?

What does the department see as the biggest challenge they face to promoting and fostering a culture of equity and inclusion for their undergraduate and graduate students (if applicable)?

For 2017, what were the department’s greatest strengths and successes in broadening the participation of underrepresented people within the field?

For 2018, how will the department chair work to create a supportive climate for underrepresented faculty and students in the unit? What resources, if any, are needed to accomplish these goals?

In what ways, if at all, have you, your faculty, and/or department been involved with the STRIDE Committee, Office to Advance Women, Equity and Diversity, or your Dean’s Faculty Diversity and Inclusion Committee?

**Instructions: Because data are often incorrect or lagging behind, we ask you to complete the following for your tenure track faculty. Such departmental indicators are also useful to illuminate successes and challenges. Please report data that best reflects your TT faculty data by June 1.**

|  |
| --- |
| **Number of Tenured/Tenure-Track Faculty by Gender and Rank** |
|  | **TT Men - #** | **TT Women - #** | **Total # Faculty** |
|  | Full | Associate | Assistant | Total | Full | Associate | Assistant | Total |
| **2017** |       |       |       |       |       |       |       |       |       |
| **Department/University Leadership Roles by Gender (**please list position title**)** |
|  | **Men (Names and number of obligations)** | **Women (Names and number of obligations)** |
| **2017** |  |  |
| **TT Faculty Department/University Service by Gender in 2017** |
|  | **Men (Names and number of obligations)** | **Women (Names and number of obligations)** |
| **P&T Review** |  |  |
| **Search Committee** |  |  |
| **College/University Committee** |  |  |
| **Other** **(please specify)** |  |  |
| **Change in TT Faculty by Gender and Rank in 2017** |
|  | **TT Men - #** | **TT Women - #** |
|  | Full | Associate | Assistant | Full | Associate | Assistant |
| **New Hires** |       |       |       |       |       |       |
| **Attrition** |       |       |       |       |       |       |
| **Retirement** |       |       |       |       |       |       |
| **Received Tenure** |       |       |       |       |       |       |
| **Promotion (please specify transition)** |       |       |       |       |       |       |
| **Leave of TT Faculty by Gender in 2017**  |
| **Sabbatical** | **One Semester** | **One Year** |
| **TT Men - #** | **TT Women - #** | **TT Men - #** | **TT Women - #** |
| Requested | Approved | Requested | Approved | Requested | Approved | Requested | Approved |
|       |       |       |       |       |       |       |       |
| **Parental Leave** |       |       |       |       |       |       |       |       |
| **Modified Duties** |       |       |       |       |       |       |       |       |
| **Other (please specify)** |       |       |       |       |       |       |       |       |
| **TT Faculty Awards by Gender (**please list names of awards**)** |
|  | **Men - #** | **Women - #** |
|  | Nominated | Awarded | Nominated | Awarded |
| **2017** |       |       |       |       |