



INDIANA UNIVERSITY

SCHOOL OF EDUCATION

Vision Statement

We aim to create an equitable and inclusive environment for learning, research, and service by honoring, respecting, and embracing diversity within the School of Education (SoE) and the surrounding communities.

Mission Statement

Our mission is to improve teaching, learning, and human development in a global, diverse, rapidly changing, and increasingly technological society. We

- Prepare reflective, caring, and highly skilled educational practitioners and scholars who lead in their chosen professions;
- Inform educational theory and practice through research;
- Work in partnership with a range of constituents to effect change from the local to national levels throughout the world; and
- Prioritize diversity, inclusion, and equity in all our work.

Who We Are and What We Value

- We are an exceptional and engaged community of educators that believes that integrity and excellence are foundational to our identity as Indiana University's SoE.
- We believe that diversity, equity, and inclusion (DEI) are vital to who we are and the work that we do as educators.
- We believe that the diversity within the SoE should be a reflection of our world and society and utilized to extend and create new knowledge that illuminates the teaching, learning, and research practices needed to engage the world around us and combat educational and social inequalities.
- We are committed to ensuring that all SoE stakeholders, especially those from historically underrepresented groups, feel valued and are able to flourish and grow personally, professionally, and intellectually.

- We value an environment that is accountable and acknowledges diversity across many dimensions, including race and ethnicity, socio-economic status, sexual orientation, gender expression, religion, (dis)ability, language, citizenship, national origin, and age.
- We recognize and acknowledge historical inequities and discrimination within the United States for those from historically underrepresented groups, and are prepared to advocate and provide opportunities and resources that seek to disrupt generational legacies that have been intentionally and unintentionally perpetuated by institutionalized discriminatory and inequitable practices and policies.

Purpose and Scope of the Faculty Diversity, Equity, and Inclusion Plan

This DEI plan is a living document that requires vigilance and ongoing engagement to ensure that our mission and values are consistently reflected throughout the SoE. As a living document, this plan will be displayed publically on the SoE's website, revisited and updated annually by the SoE's Committee on Diversity, with recommendations for changes reported to the SoE's Policy Council and shared with the larger SoE community electronically. Further, this plan is designed to hold us accountable and to ensure that we are building a national and international reputation that competitively positions us as a school that not only recruits and retains a diverse faculty, staff, and student body, but also engages in teaching, research, and service activities that address current DEI challenges and issues in the field of education. It is our hope that our plan will facilitate an environment that attracts and supports faculty of color and those from historically underrepresented groups.

During the 2016-17 academic year school, we¹ collected data from various SoE stakeholders, via administrator diversity baseline training, faculty roundtables, an all day faculty diversity retreat, a staff diversity training, and two schoolwide diversity talks. In addition, in 2014, the SoE's Committee on Diversity conducted a survey to assess SoE faculty, staff and students' perceptions of the cultural climate and the SoE's DEI related efforts. In the spring of 2015, a town hall meeting was held in which the findings from this survey were shared with the SoE community, with faculty, staff, and students invited to further share their experiences within the SoE related to DEI and offer feedback. As we developed this plan, we took each of these data points into consideration. More particularly, our approach to developing this plan was not simply to generate a list of best practices that might recruit and retain a more diverse community, but to strategically think about the areas that we needed to examine to do so. Further, we sought to engage in collective action.

Across this yearlong process, we collectively identified five critical domains for fostering and promoting DEI and have thus developed our plan in relation to these *intersecting* domains, which include: 1) Climate, 2) Communication, 3) Policies, 4) Hiring Faculty of Color, and 5) Leadership. Figure 1 illustrates how these domains are intersectional and inform one another. Perhaps unsurprisingly, the first domain, Climate, includes the largest number of strategies/actions given that it is foundational to the process of promoting and sustaining DEI within the SoE. In addition, we developed two goals specific to each of these domains, and recognize that the domains and goals are interconnected.

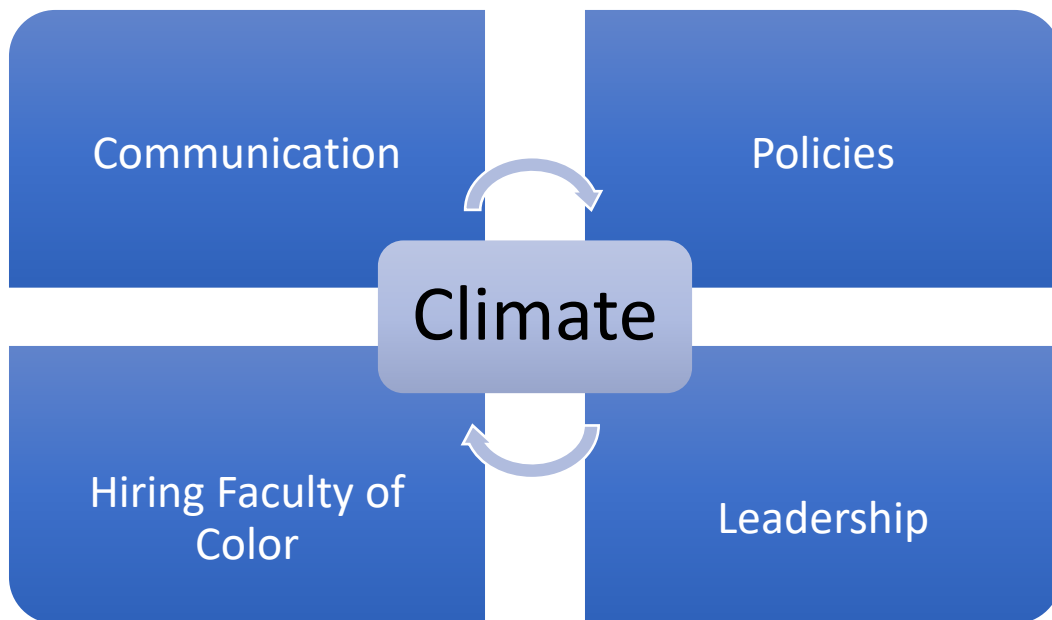


Figure 1. Key Domains of the SoE’s Faculty Diversity, Equity, and Inclusion Plan

We next introduce each domain in turn, presenting the two related goals, strategies actions/initiatives, best practices, and accountability measures. We distinguish between strategic actions/initiatives and best practices because we aim to delineate between our broader aims and initiatives (e.g., develop a mentoring program) from the everyday or more micro-practices (e.g., offer ongoing support to pre-tenure faculty). Finally, to make our accountability measures visible, we include a table in which each strategic action/initiative is listed alongside a proposed metric and timeframe.

DOMAIN 1: CLIMATE

Goal 1a: SoE community members will work to foster a diverse and equitable climate through their teaching, research, creative works, volunteerism, service, and/or advocacy activities.

Goal 1a: SoE community members will cultivate an inclusive climate that welcomes diversity, particularly as it relates to race, class, gender, disability, sexual orientation, age, ethnicity, language, and national origin.

Strategic Actions/Initiatives²

- Build informal social networks utilizing lunches and/or gatherings with rotating subgroups of faculty (e.g., faculty of color luncheon, women’s luncheon).
- Create a faculty DEI Ambassador Program, where a dedicated group of faculty members serve as a welcoming committee to assist in community onboarding.
- Develop and provide annual professional development for faculty focused on DEI.

- Develop a structured mentoring program, which includes giving attention to concerns specific to faculty of color.
- Implement an exit interview or survey process to ascertain feedback from faculty leaving the SoE.
- Create an annual award and incentive program that acknowledges faculty members engaging in DEI work.
- Evaluate the physical spaces within the building to determine:
 - Who/what is represented;
 - Who/what is not represented;
 - Who can/cannot access the various spaces;
 - How the physical spaces may be repurposed to facilitate ongoing a sense of community.
- Partner with campus and university programs aimed at attracting and supporting diverse faculty (e.g., DEMA UNITS: NMBCC, LaCasa, LGBTQ+ Culture Center, Asian Culture Center, CRRES, Black Faculty & Staff association; Latino Council, Affinity Alumni Assoc. Safe).

Best Practices

- Ensure that all faculty have spaces to be heard. Provide opportunities for faculty to anonymously voice concerns and receive feedback.
- Create opportunities that provide support and recognition to ensure that faculty doing DEI work feel valued.
- Create monetary incentives and awards for faculty teaching, research, and service focused on DEI and social justice.
- A diversity of mentoring activities beyond the one-on-one are encouraged, including peer groups, mentoring activities, including seminars and workshops.
- Mentorship should continue beyond tenure for associate professors.
- Mentoring tasks should include: discussion of professional goals, scientific leadership, access to professional opportunities for advancement, including funding and speaking opportunities, and ways to balance priorities and expectations in the academic environment.
- Mentoring should addresses work-life balance issues and techniques for effective time management.
- Build informal social networks such as: departmental social events, lunches with rotating subgroups of faculty.

Accountability Measures

Strategic Action/Initiative	Metric	Responsible Unit(s)	Timeframe
Build informal social networks utilizing lunches and/or gatherings with rotating	Program established.	Executive Associate Dean Faculty Development	Ongoing.

subgroups of faculty (e.g., faculty of color luncheon, women's luncheon).			
Create a faculty DEI Ambassador Program.	Program established.	Committee on Diversity	August 2017-May 2018.
Develop and provide annual professional development for faculty focused on DEI.	Number of professional development session provided to SoE Faculty. Participant surveys.	Faculty Development	Annual/Ongoing.
Develop a structured mentoring program, which includes giving attention to concerns specific to faculty of color.	Program established.	Faculty Development in collaboration with the Executive Associate Dean	August 2017-May 2018.
Implement an exit interview or survey process to ascertain feedback from faculty leaving the SoE.	Exit interview/survey process established.	Executive Associate Dean	Ongoing.
Create an annual award (e.g., Charlie & Jeanetta Nelms Award) to value and acknowledge faculty members engaged in DEI related research, teaching, and service.	Award and incentive program developed.	Dean's Office	August 2017-May 2018.
Evaluate the physical spaces within the building.	Evaluation completed and report produced with recommendations for how to repurpose the physical spaces within the SoE.	Executive Associate Dean, the Space Committee, and a representative from the Committee on Diversity.	August 2017-May 2018.
Partner with campus and university	The number of partnerships	All academic and student support units	Ongoing.

<p>programs aimed at attracting diverse faculty (e.g., DEMA UNITS: NMBCC, LaCasa, GBLT, Asian Culture Center, CRRES, Black Faculty & Staff association; Latino Council, Affinity Alumni Assoc. Safe).</p>	<p>established and maintained as reported annually.</p>		
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DOMAIN 2: COMMUNICATION

Goal 2a: SoE community members will engage in diverse, inclusive, and equitable conversations that make visible our commitments to DEI.

Goal 2b: All forms of communication within the SoE will explicitly demonstrate and reflect our strong commitment to DEI.

STRATEGIC ACTIONS/INITIATIVES

- Develop a set of statements related to DEI, which faculty and school leaders can draw upon for different purposes.
- Conduct an audit of existing marketing materials to determine the extent to which the included implicit and explicit messages align with and/or preclude current and emergent DEI goals.
- Organize and facilitate TeachEducateAct (TEA) Talks to create ongoing opportunities for faculty, staff, and students to engage in courageous and risk-taking conversations about DEI.

BEST PRACTICES

- Consistently communicate a commitment to DEI by acknowledging and responding to world and local events that specifically impact and/or target people of color and those from historically underrepresented groups.
- SoE community members engage often in conversations that challenge their privileges.
- Broadly disseminate SoE faculty research, teaching, and service that relates to DEI.
- Visually communicate the SoE’s commitment to representing diverse perspectives, histories, and identities by, for example, posting signage throughout the building that reflect this commitment.
- Online communications, including social media (e.g., Twitter), reflect the SoE’s commitment to representing diverse perspectives, histories, and identities.
- Assure that the SoE website foregrounds our commitment to DEI.

- Use the digital screens to promote DEI and broaden representation.
- Widely advertise events related to DEI.
- Maintain a common calendar to coordinate and promote DEI related events.

ACCOUNTABILITY MEASURES

Strategic Action/Initiative	Metric	Responsible Unit(s)	Timeframe
Develop a set of statements related to DEI, which faculty and school leaders can draw upon for different purposes.	Statements developed and reviewed and approved by the Policy Council.	Committee on Diversity Policy Council	August 2017-May 2018
Conduct an audit of existing marketing and online materials (e.g., website, etc.) to determine the extent to which the included implicit and explicit messages align with and/or preclude current and emergent DEI goals.	Audit complete and report generated with recommendations for changes to existing marketing materials.	Marketing & Communications	August 2017-May 2018
Organize and facilitate TeachEducateAct (TEA) Talks to create ongoing opportunities for faculty, staff, and students to engage in courageous and risk-taking conversations about DEI.	Number of TEA Talks as reported annually. Participant surveys.	Committee on Diversity subcommittee	Ongoing.

DOMAIN 3: POLICIES

Goal 3a: SoE community will develop new and revise existing policies to ensure that the SoE's goals and commitments related to DEI commitment are consistently institutionalized and sustained.

Goal 3b: SoE community members will adopt uniform decision-making protocols that consider DEI concerns in policy development.

STRATEGIC ACTIONS/INITIATIVES

- Conduct a policy audit of all existing policies to determine the extent to which a given policy aligns with and/or precludes current and/or emergent DEI goals. Possibly build this process into the revision of the School’s constitution, which will occur over the next year or two.
- Develop policies in the following targeted areas:
 - Policies establishing a schoolwide accountability framework for DEI initiatives;
 - Policies related to the establishment of an Office of DEI, particularly those delineating the responsibilities of an Associate Dean of DEI;
 - Policies establishing schoolwide investment targets, specifically the recruitment of faculty from of color and those from underrepresented groups; and
 - Policies concerning the expedited development of DEI courses and initiatives.

BEST PRACTICES

- Assure that mentoring policies and practices are intentionally related to DEI.
- Utilize common decision making frameworks that promote DEI as a strategic focus.
- Consistently review policies and practice to assure they align with DEI goals.
- Implement policies and practices in a transparent manner.
- Engage in regular reviews of DEI related policies to determine their effectiveness.

ACCOUNTABILITY MEASURES

Strategic Action/Initiative	Metric	Responsible Unit(s)	Timeframe
Conduct a policy audit of all existing policies to determine the extent to which a given policy aligns with and/or precludes current and/or emergent DEI goals.	Audit complete and report generated with recommendations for changes to existing policies.	Policy Council, Associate Dean of Graduate Studies, and Executive Associate Dean	May 2018
Develop policies in the following targeted areas: <ul style="list-style-type: none"> ▪ Policies establishing a schoolwide accountability framework for DEI initiatives (Target 1); ▪ Policies related to the establishment 	Relevant policies submitted to the SoE Policy Council for consideration.	Relevant SoE Committees	Ongoing

<p>of an Office of DEI, particularly those delineating the responsibilities of an Associate Dean of DEI (Target 2);</p> <ul style="list-style-type: none"> ▪ Policies establishing school-wide investment targets, specifically the recruitment of faculty of color and those from historically underrepresented groups. (Target 3); and ▪ Policies concerning the expedited development of DEI courses and initiatives (Target 4). 			
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DOMAIN 4: HIRING FACULTY OF COLOR

Goal 4a: The SoE community will increase the number of faculty of color hired and retained.

Goal 4b: SoE community will actively recruit faculty of color.

STRATEGIC ACTIONS/INITIATIVES

- Recruit and retain faculty of color.
- Develop a search “toolkit” of comprehensive guidelines for faculty searches and a tool kit to explore creative options to attract faculty of color.

BEST PRACTICES₄

- Require hiring committee to participate in workshop/trainings (e.g., implicit bias).
- Educate members of the hiring unit so that they understand how they can constructively contribute to a successful search with a diverse pool of faculty applicants.

- Modify the search process (e.g., job postings and visit schedules) to better match the needs and interests of faculty of color and those from historically underrepresented groups.
- Ensure a diverse search committee with members who understand how diversity is a priority for the hiring unit.
- Utilize faculty networks to build a more diverse pool of applicants.
- Network with current and potential faculty of color and those from historically underrepresented groups at other institutions, which may even include inviting individuals to campus prior to a search.
- Consider the full range of faculty candidate qualities and how those qualities could contribute to the goals of the hiring unit and the SoE's goals of increasing representation across a range of identities.
- Engage in open communication with faculty candidates about the strengths and challenges of the hiring unit, school, and community.
- Connect faculty candidates to people across campus and in the community who share their interests and potential concerns when they visit campus.
- Consider alternatives to "regular" search processes (e.g., targeted hiring, cluster hiring, post-doc positions) to increase the number of faculty of color hires and those from historically underrepresented groups.

ACCOUNTABILITY MEASURES

Strategic Action/Initiative	Metric	Responsible Unit(s)	Timeframe
Recruit and retain faculty of color.	The number of faculty of color recruited and retained as reported annually.	Dean's Office, Executive Associate Dean, SoE Faculty, and SoE Department Chairs	Ongoing.
Develop a search "toolkit" of comprehensive guidelines for faculty searches and a tool kit to explore creative options to attract faculty of color.	"Toolkit" developed.	Committee on Diversity	August 2017-September 2018.

DOMAIN 5: LEADERSHIP

Goal 5a: SoE leadership will be committed to making DEI an institutional priority.

Goal 5b: SoE leadership will be professionally and personally responsible for strategically coordinating, and leveraging resources to support and facilitate DEI in the SoE.

STRATEGIC ACTIONS/INITIATIVES

- Create an Office of DEI and position for Associate Dean of DEIs.
- Require all SoE leaders to participate in DEI related professional development and training (e.g., NADOHE, NCORE, etc.).

BEST PRACTICES⁶

- School leadership champions DEI within the SoE, as well as in broader educational communities.
- School leadership annually document their record of promoting DEI, particularly as related to hiring faculty of color and those from historically underrepresented groups.
- School leaders ensure units within the SoE allocate and utilize resources to achieve DEI goals.
- School leadership broadly understands the potential barriers that faculty face in the promotion and/or tenure process in the context of diversity-related professional activities (e.g., teaching, research, service) (NADOHE Standard).
- School leadership has current and historical knowledge related to issues of nondiscrimination, access, and equity in higher education institutions (NADOHE Standard).
- School leadership has awareness and understanding of the various laws, regulations, and policies related to equity and diversity in higher education (NADOHE Standard).
- School leadership envisions and conceptualizes the diversity mission of the SoE through a broad and inclusive definition of diversity (NADOHE Standard).
- School leadership understands how institutional programming can be used to enhance the SoE's diversity mission to support faculty, especially faculty of color and those from historically underrepresented groups (NADOHE Standard).
- School leadership has basic knowledge of how data can be used to benchmark and promote accountability for the diversity mission (NADOHE Standard).

ACCOUNTABILITY MEASURES

Strategic Action/Initiative	Metric	Responsible Unit(s)	Timeframe
Create office and position for Associate Dean of DEI.	Office and Associate Dean of DEI created.	Dean's Office, Long-Range Planning Committee, Faculty Affairs & Budgetary Affairs, and the Committee on Diversity	July 1, 2017-June 30, 2018
Require all SoE leadership to participate in DEI professional	The number of trainings reported annually.	Dean's Office	Annually

development and training (e.g., NADOHE; NCORE).	Participant surveys.		
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1 The Faculty Diversity Plan Subcommittee was developed and charged by the SoE's Committee on Diversity to lead a schoolwide effort to engage in dialogue about DEI within the SoE and collectively develop a Faculty Diversity Plan.

2 We seek to address climate challenges specifically related to recruiting and retaining faculty from historically underrepresented groups, specifically faculty of color. Research shows that historically many faculty of color feel that they work in isolation and are not part of an intellectual community that affirms and values their scholarship, particularly if their research is about issues of race and ethnicity. Additionally, research has shown that isolation is compounded, due to a lack of mentoring and knowledge on how to navigate university and cultural politics and/or support the challenges that arise due to racial and cultural dissonance in their teaching and research. This lack of mentoring might also restrict access to networks and resources, which can hamper opportunities to advance leadership levels with decision-making and influence. Further, because faculty from historically underrepresented groups are often in the minority, they often have a disproportionate amount of service and serve in a representational capacity without being allowed to have a substantive roll. The IU SoE is no stranger to the challenges highlighted in the literature. Our climate survey, faculty roundtables, and historical track record speak to the necessity for us to not only acknowledge how faculty from historically underrepresented groups might experience the SoE, but to create a plan that outlines how we might strategically address our challenges and monitor our progress.

3 Some of the best practices included were informed by the following:

http://www.ems.psu.edu/faculty_staff/faculty_mentoring and <https://diversity.umn.edu/idea/sites/diversity.umn.edu.idea/files/BestPracticesHandbook-v2016sm.pdf>.

4 Some of the best practices included were informed by the following:

<http://www.cuny.edu/about/administration/offices/ohrm/diversity/DiversityActionPlan.html>

5 This particular recommendation emerges from the ongoing efforts to establish a schoolwide Diversity Plan and comes with strong support from the members of the Committee on Diversity and members of the Faculty Diversity Plan Subcommittee. In addition, many of the faculty and staff members who participated in the recent SoE retreat focused on DEI (on March 24, 2017) expressed the need for developing such an office, as well as an Associate Dean of DEI position to expand, sustain, and institutionalize DEI-related efforts within the SoE.

Specifically, the purpose of an Office of DEI is to develop, coordinate, advocate for, and support programming and initiatives related to DEI within the SoE. We recommend that such an office be led by an Associate Dean of DEI, who reports directly to the Dean, with this individual having both fiscal and policy authority to carry out DEI initiatives for the SoE. Once fully

developed, we envision that the Office of DEI will have a budget and staff independent of the Dean's office. This independence is necessary to enable the Office of DEI to monitor and invest in school-wide DEI goals that will be established in collaboration with administration, faculty, and staff. Further, the Office of DEI may incorporate existing SoE units that currently focus on issues related to DEI within this office and thereby increase coordination of efforts across the SoE. The aim of this inclusion is to minimize duplication in programming efforts, establish cost efficiencies for program oversight, and centralize efforts under the Associate Dean of DEI.

The following are the suggested minimum qualifications for the position of the Associate Dean of DEI include:

- An earned doctorate from an accredited institution in one of the disciplines housed within the SoE;
- Previous administrative experience at the program, department, or school-level is preferred;
- A record of research, service and teaching that merits a tenured faculty position at the rank of associate or full professor;
- A record of engaging in scholarly, service, and teaching activities related to DEI;
- A record of successful experience developing, promoting, and leading DEI related initiatives at a research-intensive university;

The members of the SoE's Committee on Diversity identified other schools/colleges of education within the Big 10 Universities that have similar offices, noting (where possible) whether these offices were led by tenured faculty or staff and the scope of such office. Our search for peer institutions with Offices of DEI and/or Associate or Assistant Dean's of DEI was primarily based on analyses of individual school/college websites and thus it is possible that additional peer institutions have Offices of DEI with no online presence. We found that five colleges at other Big 10 Universities have existing Offices of DEI (named different things by the various institutions). These institutions include: Michigan State University (ranked #21 among Education Schools in 2017), University of Minnesota (ranked #21 among Education Schools in 2017), Ohio State University (ranked #18 among Education Schools in 2017), Pennsylvania State University (ranked #38 among Education Schools in 2017), Purdue University (ranked #46 among Education Schools in 2017), and University of Wisconsin-Madison (ranked #3 among Education Schools in 2017). Notably, many (four out of six) of the schools/colleges of education were ranked higher than the Indiana University's SoE (ranked #32) in the most recent rankings published by the U.S. News & World Report. While we recognize the limitations of ranking systems, we also point to the possibility that many of these schools are likely engaged in significant efforts related to programming, recruiting, and retaining faculty, students, and staff from historically underrepresented groups. It is important to note that some of the schools/colleges of education with existing Offices of DEI are led by tenured faculty. The Ohio State University, for instance, has an Office of Diversity, Inclusion, and Community Engagement (<https://ehe.osu.edu/diversity>), which is led by a tenured faculty member and includes staff members and graduate students.

Beyond Big 10 Universities, other peer institutions also have Offices of DEI. While we did not include all schools/colleges of education in the US and/or who may be classified as our peers in our search, several members of the Committee on Diversity offered additional examples of peer institutions with Offices of DEI led by Associate Deans (tenured faculty). Notably, the University of Georgia's College of Education recently established an Associate Dean for DEI position (<https://coe.uga.edu/directory/profiles/asingh>) and the University of South Carolina's College of Education is currently searching for an associate or full professor to serve as an Associate Dean of DEI and be part of the College's leadership team.

⁶ Some of the 'Best Practices' listed within the domain of Leadership were informed by the following: <http://www.nadohe.org/standards-of-professional-practice-for-chief-diversity-officers> and <https://inclusion.uoregon.edu/content/leadership>.