

**Faculty Diversity Plan (FDP)**  
**Indiana University, Bloomington - School of Public and Environmental Affairs**  
**June 2016**

SPEA-Bloomington (SPEA) is committed to creating a diverse and inclusive community in which people from different backgrounds are welcomed and valued. Indeed, this commitment is reaffirmed in the school's new strategic plan, *SPEA 2020 for Bloomington (SPEA 2020)*, which states that "Inclusivity is a core value of the SPEA community" (Priority #6). *SPEA 2020* provides a range of strategies and metrics for realizing this core value across SPEA: faculty (tenure-line as well as specialized/non-tenure track), staff, students, and curriculum.

The SPEA Faculty Diversity Plan (FDP, this document) provides a more detailed examination of the strategies and metrics SPEA will use to recruit and retain a diverse tenure-line faculty who are (1) underrepresented minority (URM) faculty<sup>1</sup> and/or (2) senior women faculty in STEM and other fields where they are underrepresented in the School<sup>2</sup>. As a second priority, SPEA will employ similar strategies and metrics to recruit and retain a diverse non-tenure line faculty. Also in keeping with campus guidelines, we define URM faculty as persons legally eligible to work in the U.S. who are African American, Hispanic, Native American (American Indian, Alaskan Native, and Native Hawaiian), and Asian American and Pacific Islanders (in areas, if any, in which the university considers them to be underrepresented). Similarly, we recognize veterans and individuals with disabilities as among those groups warranting "affirmative action, positive and extraordinary, to overcome the discriminatory effects of traditional policies and procedures." Finally, SPEA also recognizes that creating a true culture of inclusion requires sustained efforts to provide a welcoming atmosphere and ongoing support for these and other groups subject to discrimination based on characteristics such as religious preferences, sexual orientation, gender identity, or immigrant status.

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<sup>1</sup> See Vice Provost for Faculty and Academic Affairs, *Policies, Procedures and Best Practices for Faculty Recruitment*, September 2015 (p. 15). Available at <http://vpfaa.indiana.edu/policies/Policies,%20Procedures,%20and%20Best%20Practices%20for%20Faculty%20Recruitment.pdf>

<sup>2</sup> The language used by the Office of the Vice President For Academic Affairs (VPFAA) is "senior women in fields where they have been historically underrepresented" – defined "by comparing the availability of doctorates in the discipline and/or the U.S. population and the current composition of the field."

Achieving SPEA's diversity goals as set forth in *SPEA 2020* and in this document will have clear benefits to the School by urging its faculty, staff and students to: (1) engage with a wider and more comprehensive set of opportunities, challenges and problems in public affairs, (2) learn from, share ideas with, and work productively with a more diverse coalition of people, (3) recognize and embrace a wider range of ideas, opinions, dissenting views, and conflicts, and (4) recruit, work with, and serve the most talented people possible.

SPEA faculty, staff, and students already work with and serve diverse communities in Indiana, the United States, and around the world and the diversity of the communities with which SPEA members engage will only increase over time as the steps proposed in this document and in *SPEA 2020* are implemented. These steps will advance not only SPEA, but the campus' and university's goals with regards to diversity. This plan is divided into 3 sections: (1) a values statement, (2) a list of best practices regarding recruiting and retaining a diverse tenure-line faculty, and (3) metrics.

### **SPEA's Mission**

SPEA's mission, as articulated in *SPEA 2020*, SPEA is:

*[T]o build a better world by helping people solve complex problems at the crossroads of policy, management, and science. We promote sound decisions, well-managed organizations, just and healthy societies, democratic governance, and a sustainable environment through education, scholarship, and civic engagement. We give our students the knowledge and skills to have a significant impact in diverse settings around the globe. At the heart of SPEA's mission is the constructive role of the public sector but SPEA also embraces the critical roles of the nonprofit and private sectors in solving complex problems.*

### **Guiding Values**

As emphasized in the statement on "Guiding Values" in *SPEA 2020*, to pursue its mission, SPEA believes "[c]onversation and collaboration among individuals with diverse perspectives, backgrounds, and skills leads to more vibrant ideas and solutions." SPEA thus prioritizes inclusiveness because it wants to ensure that all members of its community are:

- Ready to tackle a wide variety of opportunities, challenges and problems at the forefront of public policy at all levels of society and across all policy domains

- Exposed to and empowered to grapple with many (often conflicting) ideas and perspectives
- Comfortable working and collaborating with people from many backgrounds
- Able to serve a wide range of communities whether those that are internally diverse or those that while internally homogeneous (by choice or force), coexist in broader communities
- Able to recognize and appreciate the compositions of the world in which they operate and other communities to which they may not yet have much exposure.

SPEA is a global school: as such, it engages with and seeks to address the ideas, challenges, and aspirations of people from all backgrounds and communities. The more diverse SPEA is, the better it will be able to achieve its mission.

SPEA expects all members of its community to engage in and contribute to its effort to create a diverse community on an ongoing basis. Creating a truly inclusive school will require the ongoing ideas, dedication, and work of the entire community.

### **Best Practices**

To recruit and retain a diverse faculty, SPEA will engage in the following best practices:

#### Prioritize Diversity

1. Ensure that creating a diverse community is an ongoing and top priority of the school, including, but not limited to, recruiting or evaluating/promoting faculty.
2. Under the joint auspices of the Associate Dean for Faculty Affairs and the Director of Human Resources, appoint a Diversity standing committee immediately whose charge will be to (1) create an inviting environment for URM tenure-line faculty and senior women in STEM and other underrepresented fields; (2) identify and build relationships with promising URM and women STEM/underrepresented scholars who might ultimately be recruited to SPEA; (3) articulate ways to retain such scholars who have chosen to join the SPEA faculty; (4) identify “watch lists” of URM faculty and doctoral students at other universities; and (5) request targeted searches when the opportunity arises, including opportunities that extend beyond tenure-line faculty.

3. Conduct an audit of SPEA's diversity efforts by the end of the 2015-16 Academic Year. In collaboration with the SPEA Human Resource Office, the Diversity standing committee will be asked (1) to do a retroactive analysis of recent searches to gather data and examine successes and limitations of SPEA's efforts to build a diverse faculty, (2) identify fields where SPEA appears to be most deficient in URM and women STEM/underrepresented scholars to determine priorities, and (3) work with SPEA's Director of Human Resources to suggest helpful trainings for SPEA faculty, staff, and students in cultural competency and in creating a welcoming environment.

#### Engage the Full Capacities of the Campus and School

4. SPEA will work closely with and seek the advice and knowledge of the relevant campus offices on issues of diversity and inclusiveness, including the Provost, the Office of the Vice Provost for Faculty and Academic Affairs (OVPF AA), and the Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA).
5. All members of the SPEA community will be asked to endorse the above Values Statement and participate in efforts to implement best practices.
6. SPEA will provide ongoing trainings to increase the cultural competency of all members of its community. It will task the Diversity standing committee (see above), in collaboration with SPEA's Director of Human Resources, to examine trainings that other IU units and external organizations have employed successfully in order to develop a training schedule for SPEA faculty and staff.

#### Faculty (and Staff) Searches

7. SPEA will appoint search committees that are themselves diverse and inclusive.
8. All members of search committees will be expected to read, be familiar with, and operate in accordance with IUB's *Policies, Procedures, and Best Practices for Faculty Recruitment: A Guide for Search Committees and Administrators*.
9. SPEA will, to the extent possible, organize collective meetings for all persons serving on search committees for the coming year with the appropriate campus officials to review how best to strategize and achieve the recruitment of diverse faculty.

10. Search committees will be encouraged to continue to write job descriptions that attract a broad and diverse range of candidates.
11. Before formal faculty recruitment begins, SPEA will ask search committees to compile and submit to the SPEA Dean's office a list of required and desired qualities of strong candidates with a view to screen for unconscious bias (judging candidates by qualities that are not crucial to job performance). For instance, if a degree from an elite Ph.D. program is not determined by the search committee at the beginning of a search, to be a prerequisite for success as a faculty member, then the committee will be expected not to judge applicants by whether or not they graduated from such a program.
12. Search committees will proactively recruit a diverse pool of candidates rather than simply assume that such candidates will apply for the positions in question. Search Committees will be expected to consult with the Diversity Standing Committee for information on "watch lists" of prospective URM faculty and also consult with URM faculty for guidance on how to access URM candidates. In addition, the chair of Search Committees for Tenure-track faculty will be required to participate in the annual "Bias Workshop" organized by the Vice Provost for Faculty and Academic Affairs if search committees have been appointed at the time of the workshop. Otherwise, the chair will consult with the Associate Vice Provost for Faculty Development and Diversity about efforts to recruit a diverse pool of candidates.
13. At several points in the search process,<sup>3</sup> the Chairs of search committees will be expected to obtain from the OVPFAA and share with the committee and with the Dean's office information regarding the number of applicants from URM populations and senior women in STEM/underrepresented fields. To the extent possible, the SPEA Human Resources Director will facilitate this process by accessing data available at the campus level (e.g., URM Dashboard). The Chairs will also share what the committees have done proactively to encourage and solicit applications from these groups.
14. Search committees will examine candidates holistically and not focus overly on one area, such as letters of recommendation, the prestige of the candidate's doctoral program, or the reputation of his/her current employer.

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<sup>3</sup> For example, (1) mid-point between the posting and "reviews will begin" dates (to make sure there is time to rectify gaps), (2) before identifying candidates for Skype interviews, (3) as part of the request for permission to interview, and (4) as part of recommendation to make an offer.

15. In accordance with *Policies, Procedures, and Best Practices for Faculty Recruitment* (page 18), search committees will be asked to avoid bias against (1) candidates with nonconventional career paths, (2) candidates with nonconventional research interests, (3) faculty applicants from minority-serving institutions, (4) applicants from institutions other than major research universities, (5) job seekers with spouses or partners, who are believed to be harder to recruit or to accommodate, (6) women who are pregnant or have small children, (7) minority candidates who are presumed not to like small Midwestern towns, or (8) applicants who are presumed to be good fits because they are “like us.”
16. During campus visits, all candidates will be introduced to a diverse pool of faculty, staff, and students.
17. SPEA will explore whether the current template for campus visits, in which candidates are shuttled from place to place throughout long and busy days, conveys the wrong image to candidates who might be concerned about life-family balance.
18. SPEA will explore creating post-doctoral fellowships or research faculty positions for Ph.D.s who are URM or women in STEM/underrepresented fields, with the goal of helping these individuals put together portfolios that will ultimately make them competitive for tenure-line positions at SPEA.

#### Retention and Advancement in Rank

19. SPEA will commit to aggressive efforts to retain URM faculty and senior women in STEM/underrepresented fields and will work with campus administration to leverage all available resources for this purpose.
20. SPEA will prioritize the ongoing and effective mentorship of URM faculty and of women faculty in STEM/underrepresented fields as part of its formal mentoring policy in which mentors are assigned to all junior-level faculty in consultation with the junior faculty, the chairs of faculty groups, and the Dean’s Office.
21. SPEA will seek to use campus resources for the development and advancement of URM faculty and Women faculty in STEM/underrepresented fields, such as the National Center for Faculty Development and Diversity’s Faculty Success Program ([www.facultydiversity.org/?FSProgramDescription](http://www.facultydiversity.org/?FSProgramDescription)), the Faculty Writing Groups sponsored by the VPFAA (<http://vpfaa.indiana.edu/docs/leadership/SWP%20Description.pdf>), the

Institute for Advanced Study's Resources for Associate Professors

(<http://ias.indiana.edu/resources-for-assoc-professors/ias-awards-for-assoc-professors>), the

Office of Vice Provost for Research (<http://ovpr.indiana.edu/>), and similar efforts.

22. SPEA will encourage all URM faculty and women faculty in STEM/underrepresented fields to take on leadership roles within the school, university, and larger community in order to create and train a robust leadership pipeline. At the same time, it recognizes that such roles can interfere with research priorities and that not all faculty are interested in pursuing such leadership opportunities.
23. SPEA recognizes that URM and women faculty members frequently face higher requests for service than their peers. The school will review committee assignments annually for the purpose of maintaining equitable and reasonable service obligations.
24. SPEA will ensure that URM and women faculty in STEM/underrepresented fields have sufficient resources for labs.
25. SPEA will recognize that student evaluations of faculty teaching often reflect biases against URM and women faculty; the school will look closely at student evaluations for evidence of bias and use a variety of means/processes to evaluate faculty teaching.
26. SPEA will encourage URM and female faculty in STEM/underrepresented fields to collaborate with colleagues from across campus.
27. SPEA will provide opportunities for female and URM male faculty in STEM fields to get to know, on both a professional and social basis, the rest of the SPEA faculty not situated in MSBII.
28. SPEA will provide support to enable URM faculty and women STEM/underrepresented faculty to bring to campus world-class scholars in their fields of specialty.
29. SPEA will provide small grants for faculty to implement creative programming designed to improve recruitment and retention of underrepresented faculty. Some faculty have included such programming in grant proposals to outside funding agencies.
30. SPEA will encourage men to take paternity leave as a matter of equity and to destigmatize maternity leave.
31. SPEA will provide funds to female and URM male faculty in STEM/underrepresented fields to pay for lab managers to keep labs going when they are on maternity/paternity leave.

32. SPEA will provide as much flexibility as possible to faculty with family care responsibilities when scheduling courses.

### **Metrics**

The Diversity standing committee will annually prepare a report, due June 30 of each year, on the following metrics:

- Number and percentages of tenure-line and non-tenure track URM faculty and senior women faculty in STEM/underrepresented fields.
- Number and percentages of searches that attract strong URM candidates and, if applicable, senior women in STEM/underrepresented fields.
- Number and percentages of searches that invite to campus at least one applicant who is from an URM background or, if applicable, a woman in a STEM/underrepresented field.
- Number and percentages of times SPEA makes an offer to an URM applicant or to a female applicant who is or has the potential to become a senior faculty member in a STEM/underrepresented field.
- Number of times the majority of members of a search committee (1) meet with campus officials who can help them to strategize the recruitment of URM faculty and senior women in STEM/underrepresented fields, and (2) compile and submit to the SPEA Dean's office a list of required and desired qualities of strong candidates.
- Number and percentages of search committees that obtain from the OVPFAA and share with the Dean's office information regarding the number of applicants, at various stages in the search, from URM populations and women in STEM/underrepresented fields.
- Number and percentages of times SPEA uses Campus Strategic Recruitment Funds to help recruit URM faculty and women in STEM/underrepresented fields.
- Number and percentages of URM faculty and senior women in STEM /underrepresented fields who advance through promotion and tenure.
- Number and percentages of UJunRM faculty and senior women in STEM /underrepresented fields who take on leadership roles in the school and become part of SPEA's leadership pipeline.

