



THE OFFICE OF
DIVERSITY AND INCLUSION
College of Arts + Sciences

Revised & Updated (8 1 22)

Statement of Values

The College of Arts and Sciences values diversity, equity, and inclusion as core strengths and essential elements in the success of its educational mission. We are committed to:

- Ensuring equity and access across the broad range of our research, teaching, and co-curricular activities;
- Maintaining a culture in which all students, faculty, and staff feel welcome, regardless of race, ethnicity, sex, gender identity and expression, sexual orientation, religion, ability status, socioeconomic status, immigration status, and other forms of difference, and;
- Valuing myriad and differing intellectual contributions, political and ideological views, and lived experiences for their capacity to enrich the learning process and contribute to the College's and the university's success.
- Intentionally fostering a diverse and inclusive community that values difference and promotes a sense of belonging

This is a living document. It will be updated to reflect the College's changing circumstances and priorities.

We believe that tangible educational, organizational, and personal benefits result from applying a critical lens to ourselves and our environment; individually and collectively examining our biases, assumptions, and worldviews; and challenging and mitigating structural inequities. Our commitment to diversity, equity, and inclusion is grounded in our aspiration to cultivate intellectual rigor and curiosity among our students and to prepare them to thrive in and contribute to a globally diverse, complex, and interconnected world.

Guiding Principles + Implementation Plans

What follows is a sample of ongoing and in-progress key initiatives for Diversity, Equity, and Inclusion that align with the 2017 [College of Arts and Sciences' strategic plan](#). The four focus areas correspond to previously identified areas of support and knowledge expansion for students, faculty, and staff and reflect the College's renewed emphasis on integrating racial justice and equity into its areas of operation.

Ongoing Strategic Focus Areas

I. Foster Original Research

- a. College's commitment to collaborate with departments to hire CRRES postdocs into TT faculty lines. (*strategic plan I.a and I.b*).
 1. This not only maintains a diverse pipeline of scholars into the College of Arts and Sciences with research expertise in fields or topics with an emphasis on race, ethnicity, gender studies, disability studies, or social justice, broadly construed.

- b. College's new STEM postdoc (*strategic plan I.b*)
College STEM Inclusive Postdoc Fellowship program
 1. This effort is a partnership between the College and interested labs headed by IU STEM faculty. The goal is to attract applicants from underrepresented backgrounds interested in doing cutting edge research in, and be mentored by, PIs running successful labs in the College.

Implementation: These postdocs will form a cohort with CRRES postdocs for professional development. Participating labs will be asked to have a mentoring plan that incorporates the College Inclusive STEM postdoc fellows into the respective cultures of both the lab and the sponsoring department.

- c. College's intentional participation in the President's Diversity Hiring Initiative (*strategic plan I.a and IV.a*)

The College makes hiring authorizations based on a variety of factors, including alignment between a department's request and the unit's priorities. The College liaises with VPFAA and the Provost's office to obtain approval to hire candidates through the PDHI program.

Implementation:

- The College encourages departments to post ads written for as wide audience of applicants as possible to yield a diverse and inclusive hiring pool.
- In compliance with OIE Academic Search Guide, the College encourages hiring committees to discuss how the position aligns with their department's Diversity and Inclusion goals *before* looking at candidate files so that there's agreement on the criteria for evaluation of all materials including the required diversity statement.

II. Improve Undergraduate Teaching, Learning, and Professional Preparation for students

- a. Diversity in the U.S. Requirements for Undergraduates in the College (*strategic plan II.b*)

The campus-wide General Education recognizes Diversity in the United States as a shared goal, but only the College of Arts and Sciences Education (CASE) Diversity in the United States requirement ensure that students take at least one 3-credit, semester-long course that meets specific Diversity, Equity, and Inclusion learning outcomes.

Implementation:

Since Fall 2020, students earning any degree offered by the College—B.A., B.F.A., B.S., and B.L.S.—will be required to meet the College Arts and Sciences Education (CASE) Diversity in the United States requirement.

- b. Inclusive Pedagogy: Kovener Fellows Program (*strategic plan II.b*)
Named in honor of donors Gary and Sharon Kovener, was launched in 2019 with the objective of supporting excellence in teaching. Its creation has enabled the College to address issues of inclusive pedagogy – critically, experientially, and in applied format

Implementation:

This initiative runs under the leadership of the Assistant Dean. Click hyperlink learn more about the [Kovener Teaching Fellows Program](#).

- c. The College of Arts and Sciences academic STEM outreach initiatives.

These programs have a demonstrated track record of student success and institutional support from their respective professional associations and/or the College of Arts and Sciences.

- The [Jim Holland Summer Science Programs](#), run through the Department of Biology and co-sponsored by DEMA. (*strategic plan III.a*)

Implementation: ongoing. Faculty Director writes a yearly assessment report.

- The [Physics Bridge Program](#), which has been going on for 5+ years and recruits underrepresented and non-traditional students to the Physics Ph.D. program (*strategic plan I.b*)

Implementation: ongoing. Physics department assesses Bridge students according to their existing metrics.

- The [Chemistry Bridge Program](#), which recruits underrepresented and non-traditional students to the Chemistry Ph.D. program. (*strategic plan I.b*)

- **Implementation:** ongoing. Chemistry department assesses Bridge students according to their existing metrics.

- The [I Can Persist \(ICM\) STEM](#) program is a collaboration between the College and the School of Education, aimed at fostering success and mentoring for Black undergraduate women in STEM fields at the college and graduate level, with targeted outreach to high school students and mentoring from professionals in the field. (*strategic plan III.a*)

Implementation: ICP students who participate in the research study associated with the class give their assessment of how effective the curriculum and co-curricular activities support their goal of STEM persistence.

- The College's new [pre-doctoral Bridge Program](#) (*strategic plan II.a*) is discipline agnostic pipeline-expanding program for talented graduate students from under-resourced backgrounds who seek to pursue a doctorate. Students receive a fellowship, health insurance, and a transition supplement. Recipients of the fellowship will take a mix of courses in the graduate program and courses that allow them to master additional essential skills. Following the year, they move (without further application) into the PhD program, where they receive a five-year funding package.

Implementation:

The College has created a [Graduate Mentor](#) position who will: meet individually with first-year graduate students to determine their needs and expectations, network students with others who share their interests, advise students regarding the challenges they face in adapting to life in Bloomington and at IUB, and work with the Graduate Diversity Recruiter in The College Graduate Office in organizing social events for graduate students.

III. Increase College Interaction with, and Impact on, Wider Communities

- a. Intentionally recruiting a more diverse student body (*strategic plan II.a*)
 1. College Recruitment Office: The College has hired an Associate Director for Recruiting whose primary focus will be to recruit students from underrepresented backgrounds. The College and DEMA have partnered to hire the joint position of Director of Holland Summer Science Programs/Assistant Director of Recruitment and Scholarships for the Hudson Holland Scholars Program. Both positions increase the College's interaction with and impact on wider communities.

Implementation

Using Fall 2020 class numbers and demographics as a baseline, the College Recruitment Office will determine the impact of this new Associate Director for Recruiting on our overall goal of diversifying admissions to the College of Arts and Sciences.

2. The Executive Dean signed an MOU with the Hudson and Holland Scholars Program to leverage its College-specific scholarships to increase the diversity of the incoming class of first-year students along multiple factors.

Implementation

College Hudson and Holland Scholars identified through this metric who accept admission to IU and the College continue receiving their award as long as they maintain a major in the College and make satisfactory progress towards degree.

3. College Bridge Programs in Physics, Chemistry and the new College Bridge program increase access to wider communities. (*strategic plan II.c*).

Implementation

Participating departments evaluate their Bridge cohort according to existing metrics. Successful participants in the College Bridge may come from any College department and will be streamlined into the PhD cohort the year following completion of their bridge curriculum.

4. I Can Persist Program facilitates STEM persistence by forming a cohort model that pairs BIPOC women STEM students from Ivy

Tech and IU Bloomington, as well as UNC--Chapel Hill and U Mass-Boston.

Implementation

ICP PI, Vivian Halloran, along with Co-PIs from UNC-Chapel Hill and UMass-Boston meet monthly with Ivy Tech co-PIs. ICP Scholars from all campuses meet virtually in monthly empowerment lunches with STEM professionals.

IV. Make the College a Better Place in which to Work

- a. College-sponsored Mental Health First Aid Training was made available to interested College staff and faculty on a first-come, first serve basis during AY 2021-22. ([strategic plan iv.a](#))

Implementation: Several workshops were announced to College-wide constituencies. The Associate Dean for Diversity and Inclusion kept track of interested faculty and liaised with workshop providers. The Associate Dean for Diversity and Inclusion followed up with workshop participants to ascertain their satisfaction with the programming.

- b. College Staff DEIJ Retreat

The College's inaugural DEI Staff Retreat will take place fall 2022. This retreat seeks to celebrate and raise awareness of the different staff identities and backgrounds that coexist within the College community. Staff presenters from across the College will join us to share insights and lived experiences. We expect that our first DEI staff retreat will result in ongoing individual and collective education and understanding of the College's diverse community. This is an initiative undertaken by the College's DIAAC and under the leadership of the Assistant Dean.

Implementation:

The DIAAC appointed a planning committee comprised of staff from across the College. To date, the planning committee has secured a keynote speaker, has issued the call for proposals, and a retreat website is currently under development. A follow-up survey will be circulated among attendees.

- c. Inclusive Excellence Professional Development Series ([strategic plan iv.a](#))

Under the leadership of the Assistant Dean, ODI offers a 5-part diversity, equity, and inclusion professional development series for College faculty and staff. Designed and facilitated by the Assistant Dean for Diversity and Inclusion, the series takes a process-based approach to DEI education and seeks to provide College faculty and staff with an opportunity to develop and strengthen their knowledge, skills, and habits of mind so as to build and sustain inclusive and equitable attitudes, actions, and systems across the College.

Implementation:

To date, the Assistant Dean for Diversity and Inclusion has facilitated the Inclusive Excellence Professional Development Series with hundreds of faculty and staff across the College. In Fall 2022, the Assistant Dean will continue working with the Media School to complete the series with staff (the faculty completed the series in spring 2022).

d. ODI Faculty Fellows (*strategic plan iv.a*)

An initiative under the leadership of the Assistant Dean, the Faculty Fellows are appointed for two years and work closely with the ODI Deans. They play a key role in (1) driving core initiatives to strategically advance diversity, equity, and inclusion in the faculty ranks, and (2) promoting an inclusive academic climate in the College. The Faculty Fellows support efforts to promote the recruitment and retention of a diverse faculty and lead widespread delivery of DEI education to support best practices in faculty teaching. Faculty Fellows lead specific initiatives and programming.

Implementation:

Critical Conversations of Anti-Blackness (CCAB).

CCAB educates College faculty and staff on the historical contexts and impacts of anti-Black racism in the United States. To date, CCAB has offered an inaugural symposium (May 18-19, 2021) and related workshops that provided faculty with an understanding of the historical and contemporary ramifications and impacts of anti-Black racism, as well as introduced faculty to Civic Reflection Dialogue. CCAB held two events in AY 2021-22:

- Fall 2021. “The Truth About Anti-Black Racism and How We Can Heal.” Taking an excerpt from Dr. Joy DeGruy's, *Post Traumatic Slave Syndrome*, the panel addressed trauma from anti-Black racism and how our communities--the IU and Bloomington community—can be involved in healing from this trauma.

- Spring 2022. "You Don't Belong Here": A Virtual, Theatrical Performance and Facilitated Participant Discussion. This was a dramatization and guided discussion about anti-Blackness and racism in academia.
- Under the direction of the Assistant Dean, beginning Fall 2022, the faculty fellows will be working on the Black Women Faculty Community project. The BWFC aims to support and retain Black women faculty in the College. Central to this project is an emphasis on shared challenges, a focus on the needs and goals of the group as a whole and the cultivation and strengthening of community member relationships and interconnectedness. The Women of Color Faculty Community's promotion and maximization of the purposeful, community-based, and active learning of its members will not simply help to mitigate some of the barriers that Black women faculty face in academia but will empower them to subvert institutional barriers and make sense of their scholarly identities and contributions on their own terms. This initiative has received support from the Black Philanthropy Circle.

e. Creation of Departmental & Program Diversity Committees (*strategic plan IV.a*)

Diversity Committees and Statements are an important way to strengthen the College's mission to serve all of its constituencies with integrity and fairness. Operationalize the College goal of creating more diverse and inclusive admissions, retention, and career-development paths at the departmental level.

Implementation: The Associate Dean for Diversity and Inclusion meets with the chairs of all the units' Diversity and Inclusion Committees twice a semester to discuss ongoing DEIJ initiatives and serve as a forum for expertise exchange and sharing among Diversity Chairs from different units. The Associate Dean calls for periodic review and updating of departmental/program public-facing diversity statements.

f. Transparent hiring: Faculty Job Candidate Diversity Statement requirement & PDHI meetings with Associate Dean for Diversity and Inclusion. (*strategic plan IV.b*)

Implementation:

1. Each department approved for a hire must require a diversity statement from all applicants for a position.

2. The Associate Dean for Diversity and Inclusion meets with job candidates whose recruitment aligns with the President's Diversity Hiring Initiative (PDHI) as well as any other candidate that the Executive Dean of the College or department Chairs suggest.
 3. The Associate Dean for Diversity and Inclusion reads and analyzes all the PDHI candidate diversity statements and reports back to the Executive Dean and Associate Deans, as well as to the Chairs & Directors, and Diversity Committee chairs on general trends and patterns found in each year's documents.
 4. The Associate Dean for Diversity and Inclusion encourages the Diversity Committee chairs from each department with a hiring authorization to meet with the hiring committee chair and discuss how best to evaluate the required candidate diversity statements as part of their overall assessment of job qualifications.
- g. The [College Diversity and Inclusion Advisory and Action Committee \(DIACC\)](#) faculty working group will be surveying the Diversity Chairs and working to establish a set of best practices for evaluating faculty job candidates' diversity statements during the hiring process.

Implementation: DIAAC working groups present the result of their inquiries and/or planning to Executive Dean and when appropriate move forward with initiatives that align with the College's DEI plan.

- h. [College Accountability Form](#). (strategic plan iv.a) This is an internal reporting procedure for offenses that do not rise to the institutional level investigated by OIE. The College wants to be informed about faculty grievances or complaints. We support faculty governance by ensuring that department chairs or program directors are informed about complaints and advised about what their options are for handling them in keeping with College, Campus, and University procedures. Through this form, the College holds itself accountable for responding to complaints in a timely manner even if we cannot always share the details of what has been done.

Implementation plan:

The form is live through the College website by clicking on the Diversity link. The Associate Executive Dean and the Associate Dean for Diversity and Inclusion handle grievances that come in through the form. The College contacts Chairs in impacted units to offer assistance or advice in either contacting OIE or handling other matters that

- i. Faculty Belonging: First- and Second-Year Tenure Stream Faculty Luncheons. The College has adopted this tradition of sponsoring one luncheon per semester where first- and second-year tenure stream faculty from the Core College and the College Schools meet one another and discuss their experiences and/or questions about life as a faculty members at IUB. (*strategic plan IV.a*)

Implementation:

First and Second-year faculty in the College of Arts and Sciences who attend the once per semester lunches with the Deans and Associate Deans will receive questionnaires to solicit feedback on how well the lunches establish an informal network of interaction with the new and ongoing faculty cohort in the College. We will ask for feedback on what works well and what needs to improve to make such intentional interactions more useful for the faculty.