

UFC Digital Measures Diversity Task Force

Report on Recommendations for representing Diversity in DMAI April 2021

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Charge to Taskforce

In November 2020, the University Faculty Council established a task force to explore better alternatives for faculty to report their diversity-related teaching, research/creative activity, and service in response to one of the guiding principles of IU's anti-racism agenda, specifically, "To promote antiracism, diversity, and inclusion in teaching, public service, research, and training across campuses and partnerships (global and domestic)." The task force was asked to complete its work by the end of the spring 2021 semester.

Rationale for the Work

The current use of the diversity checkbox in DMAI is not providing the essential information that university leaders require to examine the progress being made at the university in ensuring diversity, equity, inclusion and justice (DEIJ) in our work as well as to identify those areas where gaps may still exist. In addition, faculty members whose teaching, scholarship/creative activity, and service lies in these areas at times struggle to educate their colleagues about those interconnections and their value. The university needs to develop a more detailed process for making DEIJ work visible so that it can be better valued.

The Task Force Process

The Taskforce met 4 times over the Spring semester. We reviewed the sole example provided by the vendor from a campus that had also worked to unpack diversity as a category in their faculty annual report. We reviewed documents from the IFC Diversity, Equity, and Inclusion Committee's working group on DEI Research-Based Evidence for promotion and tenure to help guide our construction of the appropriate drop-down options for IU. In addition, committee members reviewed our work with their campus colleagues to ensure we were proposing viable solutions that would work across IU schools and campuses.

Recommendations

The committee recommends the following changes in how DMAI currently handles the category of diversity:

1. We propose to broaden the category from “diversity” to “diversity, equity, inclusion and justice” in keeping with IU’s commitment to anti-racism. Thus, the new indicator would be “DEIJ” and the help text for it would read:

DEIJ efforts are any activity or program that involves any of the following:

Diversity: actively appreciates all campus members in terms of their backgrounds, identities and experiences, as constituted by gender, socioeconomic class, political perspective, age, race, ethnicity, religion, sexual orientation, disability, regional origin, nationality, occupation and language, among others.

Equity: works to ensure that all campus members receive treatment which recognizes the distinct needs of individuals and groups as a result of structural inequalities (equality is not equity).

Inclusion: works to enable all students, staff and faculty to feel they belong on campus and are heard.

Justice: participates in efforts to address structural imbalances on campus that privilege some campus members over others.

See IU’s diversity statement here: <https://diversity.iu.edu/about/diversity-definition.html>

See a glossary of terms for DEIJ here: https://diversity.iu.edu/doc/anti-racist/resources-articles-lit/DBP-glossary_of_terms_for_diversity_equity_inclusion_1.pdf

2. The current Diversity Checkbox will be replaced with a DEIJ dropdown menu of statements that can be selected. Faculty will be able to check as many of the options as apply to the specific activity about which they are reporting. The options have been tailored to the specific sections of DMAI and faculty are able to report anything not listed as an option by checking the *Other* box and filling in the rich textbox that appears. (See Appendix A for the specific recommended wording of all these dropdown options.)

3. Incorporate a new option to provide an integrative report on one’s personal DEIJ philosophy and how it has been incorporated into teaching, research, and service (See Appendix B for the specific recommended wording). This option would allow faculty to best reflect the connections among their DEIJ work and would be optional. The question and submission options would appear on the Supplemental Page of DMAI.

Proposed Timeline:

To put these suggestions in place for 2021 annual reviews (done in early spring 2022), the UFC would need to approve a final recommendation by the end of September 2021 to allow staff and the vendor adequate time to incorporate these changes into the DMAI itself as well as to make the needed updates for DMAI reports.

Periodic Review:

We recommend that the drop-down options be reviewed and revised as needed on a regular basis. It might be best to allow faculty to use the tool for at least two years before conducting the first review. At that time, a schedule could be set for further reviews.

Additional Items to Consider:

As we gathered feedback from campus colleagues, questions were raised that were outside the committee's purview. However, we believe it would be important for the UFC to consider addressing some of them so we provide them here for your further consideration.

1. Will the global data from the DEIJ section be published?
2. How will the data be used vis-à-vis annual evaluations? Will the senior leadership require this information to be filled out?
3. Do "diverse populations" include marginalized/underserved/historically underrepresented in international contexts? Or just US contexts?

References

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Sylvester, C-Y., Sánchez-Parkinson, L., Yettaw, M., and Chavous, T. (2019). The Promise of Diversity Statements: Insights and an Initial Framework Developed from a Faculty Search Process. *Currents*, 1(1): 151-170. <https://quod.lib.umich.edu/cgi/p/pod/dod-idx/promise-of-diversity-statements-insights-and-a-framework.pdf?c=currents;idno=17387731.0001.112;format=pdf>

Appendix A

DMAI Drop Down Options for the DEIJ checkbox

Research Section (DEIJ indicator appears for following sections here: Artistic and Professional Performances and Exhibits; Contracts, Fellowships, and Grants; Publications/Scholarship of Discovery; Scholarship of Application/Engagement; Digital Scholarship; Presentations)

1. Organized diverse teams for my research/creative activity projects.
2. Mentored diverse students through research/creative activity.
3. Partnered with diverse community organizations to co-conduct needed research/creative activity.
4. Presented my research/creative activity to a diverse audience.
5. Shared scholarship in open access journals, open platforms, or institutional repositories (ScholarWorks, DataWorks, DataCORE, etc.) to support knowledge equity.
6. Conducted research, Creative Activity, and/or Scholarship about diversity, equity, inclusion, and/or justice
7. Studied and/or included groups that have been historically underserved by academic research or focused on understanding issues of social inequalities in my scholarship.
8. Other (please indicate a short description)

Teaching Section (DEIJ indicator appears for all sections here: Directed Learning; Non-Credit Instruction; Courses; Teaching Innovation and Curriculum Development)

1. Mentored individuals who are underrepresented
2. Revised syllabi to emphasize the intellectual contributions provided by scholars from underrepresented groups in my discipline and feature studies of a range of diverse research subjects
3. Incorporated significant DEIJ issues in course
4. Discussed diversity with students with a focus on intersectionality
5. Worked to create a classroom environment where every student feels comfortable participating in discussions.
6. Identified and remedied environmental cues that might be present in my course or my teaching space that could make some students feel as if they do not belong
7. Engaged students actively who may be dealing with social identity threat issues to ensure they are comfortable seeking help when they are struggling.
8. Discussed what microaggressions are prior to starting group projects and made it clear they will not be tolerated.
9. Attended pedagogy workshops focused on enhancing DEIJ in teaching
10. Designed lectures intentionally to display visual imagery representative of diverse populations

11. Educated students/audiences about the contributions of other cultures, faiths, societies, ethnicities
12. Other (please indicate a short description)

Service Section (DEIJ indicator appear for all sections here: Institutional Service; Professional Service; Public Service; Clinical Service)

1. Attended extension programming on diversity, equity, inclusion, and justice
2. Provided extension programming on diversity, equity, inclusion, and justice
3. Expanded extension, engagement, or outreach programming to include diverse audiences
4. Engaged in efforts to expand access of university programming to diverse groups.
5. Served on committees or related groups (both on-campus or off) focusing on issues related to DEIJ
6. Engaged in intentional efforts to bring in speakers and organize panels to ensure diversity is represented
7. Served as faculty advisor to student organizations who contribute to realizing a more diverse and equitable campus climate and culture
8. Served as faculty mentor to underrepresented students (i.e. women, racial/ethnic minorities, first-generation college students, student veterans)
9. Participated in university recruitment and retention efforts to increase the number and retention of underrepresented students, faculty, and/or staff on campus
10. Provided academic service to advance equitable access to higher education for groups in fields where they are underrepresented
11. Other (please indicate a short description)

Librarian Performance Section

1. Mentored individuals who are underrepresented
2. Diversified library collections and/or the scholarly record
3. Provided direct support to programs which support diverse student populations
4. Provided direct support to programs which foster the success of diverse faculty populations
5. Provided direct support for DEIJ-related faculty or student research/creative activity
6. Advanced library DEIJ goals/ initiatives
7. Developed tools, guides, or documents which reduce or eliminate inequities and barriers to information to groups that have been historically underserved
8. Other (please indicate a short description)

Awards and Honors Section

We will retain the DEIJ indicator; there is already a box to provide narrative about the award or honor

Professional Development Section

1. Received professional development related to diversity, equity, inclusion, and/or justice
2. Provided professional development related to diversity, equity, inclusion, and/or justice
3. Received professional development designed to enhance intercultural or intergroup competencies and skills.
4. Provided professional development designed to enhance intercultural or intergroup competencies and skills.
5. Other (please provide a short description)

Appendix B

New Integrative Option

Screen Name: Integrative Diversity Statement

Calendar Year:

Share your philosophy on diversity, equity, inclusion, and justice and describe how you incorporated your personal, departmental, school, campus, and/or university DEIJ objectives into your teaching, research/creative activity, and/or service work.

[Faculty will be provided with a Rich Textbox to enter their response directly into DMAI as well as with the option to add an attachment. This would appear on the supplemental page.]