

## Education Department Diversity and Inclusion Action Plan 2.0

Adopted May 12, 2021

### Introduction:

The Education Department wrote its first Department Diversity and Inclusion Action Plan (DDIAP) in 2016. This new version replaces that plan with a set of more ambitious, yet achievable goals and actions focused centrally on inclusion. This DDIAP is a framework for action and will guide the department over the next five years and beyond. To implement this framework, each and every year it will be the responsibility of the department chair, faculty directors, and DDIAP Committee to set an agenda in accordance with the DDIAP that evaluates our progress, prioritizes new actions, and assigns responsibility for implementing those actions to meet our goals. Details about the scaffolding of implementation and chains of accountability are outlined in the final section of this document.

We understand DDIAP work to be an ongoing, unfinished project central to all the work we do in the department, including our research and teaching. We aim to educate a diverse group of students (undergraduate and graduate) who will be future leaders in the field and center equity and inclusion in their educational work for the benefit of society. It requires us to continuously reaffirm our goals, prioritize new actions, assess our efforts, and adjust our goals to set our sights higher as we enact our commitment to diversity and inclusion across the various aspects of our work.

### DIAP Goals Defined:

The Education Department is committed to diversity, inclusion, and equity in our teaching, scholarship, department climate and functioning, and program partnerships. We aim to advance knowledge and improve education systems, support student learning, achieve educational benefits in learning, promote equity and opportunity through education, and increase the representation of historically under-represented groups in teaching, policy, and leadership. We aim to foster a diverse, inclusive, and supportive community in the department, united in its commitment to improving educational quality, benefits, and opportunity. We aim to contribute to strengthening public education in the nation and local area, especially Providence and Rhode Island's urban core.

As a department we value all kinds of *diversity*: race, ethnicity, national origin, gender identity, sexual orientation, religion, socio-economic status, educational background, ability, and other aspects as set forth in Brown's diversity definition. We also recognize that identities are intersectional and aim to be attentive both to how these identities combine and overlap to compound discrimination and marginalization and to how our efforts described herein can aid in dismantling these intersectional systems of inequality. While being attentive and welcoming to all identities, we will give particular priority to tracking and increasing racial and ethnic diversity in line with university DIAP priorities and our own commitment to increasing racial diversity in the field of education. This does not, however, mean that we are ignoring long-standing inequalities of gender, race, sexuality or other measures. We will continue towards dismantling all forms of inequality in all these efforts. This does, centrally, mean increasing the proportion of faculty, staff, and students who identify in the university-measured and defined categories of Asian, American Indian/Alaska Native, Black/African American, Hispanic/Latino, Native Hawaiian/Other Pacific Islander, and Two or More. While such categories are inherently limited, aligning our plan with extant university data collection and measures enables aligned efforts across university and department priorities.

Consistent with university priorities to address historical and ongoing structures or barriers of racism and inequality that have marginalized some groups more than others, we will pay particular attention to increasing the proportion of people from historically under-represented groups (HUG) as defined by the university, especially people who identify as Black/African American. While centering race, we intend with our actions described herein to attend to the ways racial identity intersects with class, gender identity, immigration status, and other identities as we move toward greater equity for all.

Specific goals are provided in the People section.

While being attentive to compositional diversity remains important, our primary focus in this second iteration of the DIAP is strengthening our work around *inclusion*, since diversity is shallow and meaningless without it. Inclusion means ensuring that all voices are recognized and considered by the whole departmental community; members of this community feel supported to do their best work; climate is perceived by all participants as welcoming; and the department is a place where all members feel personally and professionally valued and respected. If we are successful at building an inclusive department, people of all identities will feel welcome and supported. Since inclusion is multidimensional, it will be measured in a variety of ways outlined in Part V.

As we build upon the work of the first DDIAP, we aim to move beyond diversity and inclusion to anti-racism. This means our academic programs, research, and department work will seek to actively challenge and dismantle structural racism.

### DDIAP Process and Context:

In spring 2016, the Education Department created its first DDIAP. A committee representing faculty, staff, and students drafted a plan that was then revised and adopted by department faculty in September 2016. This plan emphasized increasing the diversity of faculty and students, with particular attention to recruiting and retaining people from historically underrepresented groups to the faculty, Masters of Arts in Teaching (MAT) and Urban Education Policy (UEP) graduate programs. At the time of the plan's drafting (2015-2016 academic year) there were no HUG faculty and the graduate cohorts were composed of 19% (MAT) and 21% (UEP) HUG students. The Education Studies undergraduate concentration, for which the department has less role in admitting and recruiting, was 48% HUG students. The 2016 DDIAP also paid considerable attention to increasing attention to DIAP issues in curriculum and programming, by increasing the number of classes, lectures and colloquia, and professional development opportunities that centered issues of diversity and inclusion. The plan also directed the department faculty to utilize university climate surveys, course evaluations, and student feedback from advisory committees to assess and improve the implementation of DIAP on an ongoing basis.

In the four years that followed the plan, the Education Department underwent significant changes in personnel and engaged in a year-long process of review and strategic planning that resulted in significant changes in all three degree programs. During this time, the department made significant progress in achieving its goals and in many cases surpassed the targets identified in the first DDIAP. In the 2019-2020 academic year, the percentage of HUG faculty and students had risen significantly: 33% HUG faculty, 31% HUG MAT students, and 42% HUG UEP students. By 2020, the modest goals for increasing DIAP-centered course offerings and programming had been replaced by significant curricular changes that embedded diversity and inclusion goals into required courses and activities for all three programs: culturally-responsive pedagogy threaded throughout the MAT

program, new core classes that centered race, inequity, and asset-based approaches to community were required in the UEP, and a required DIAP-designated introductory course in the Education Studies concentration was added. In order to monitor, assess, and improve department climate and community, the department went beyond the DDIAP actions to develop climate surveys, hold student feedback sessions and department town halls, solicit input from student representatives and DIAP committees, organize DIAP-focused professional development activities and workshop for faculty, and try new community-building activities within and across cohorts of the department. In summer 2020 in response to anti-Black violence, department faculty issued a statement committing the department to combating anti-Black racism and white supremacy in education and formed a Committee on Racial Justice (CRJ) to organize actions to give effect to our statement. The CRJ identified and implemented some immediate actions the department could take to promote inclusion and anti-racism, including faculty workshops on inclusive course design and pedagogy and an alumni conference to showcase anti-racism work in practice. With feedback from students and faculty, it also recommended a new DDIAP with more sustained attention to inclusion and more ambitious goals and actions to replace the existing one.

A newly formed DDIAP Committee began meeting in December 2020, representing faculty (Tracy Steffes (chair), Andrea Flores, and Crystal Thomas), staff (Mary Ellen Woycik), and students in each academic program (Alexa Ara (Education Studies concentration), Brianna McGagin (UEP), Samsara Davalos Reyes (MAT), and Emma York (MAT)). Students were invited to self-nominate and then selected by students in their cohort and paid for their service on the committee. The committee was racially diverse and diverse in terms of fields, but composed entirely of women, reflecting who volunteered for this service. The committee reviewed feedback from students in fall 2020 on the DIAP plan and DIAP goals, department diversity data, and an evaluation of the original DIAP. Through bi-weekly meetings and collaborative writing on google docs, the committee drafted a new plan by the end of February. Committee members then took the draft for feedback to the constituencies they serve in March and reconvened for a series of meetings in April to finalize a draft that reflects that feedback. This draft was sent to the faculty on April 19, 2021, discussed by faculty in subsequent meetings, and adopted by faculty vote on May 12, 2021.

## **Part I: People**

### **Goals:**

- o All faculty, staff, and students, particularly those from historically under-represented groups, will thrive and feel supported to meet their academic and professional goals.
- o Our **faculty** will reflect racial and ethnic diversity, alongside other and overlapping social identities, with particular attention to strong representation from historically under-represented groups, especially Black faculty. Specifically, we aim for a faculty composed of at least 50% of people of color, (defined as HUG, Asian, and “two or more” self-identified racial categories), including at least 15% Black faculty and 25% other HUG groups over time. These percentages define our goals, focus our attention, and give us a way to measure our progress over time. They are not quotas and not used as the basis of decision in individual cases of faculty hiring. Rather, they are goals to increase the representation of groups where there is underutilization of minorities as stated in Brown’s Affirmative Action Plan.
- o Our **graduate students** will reflect the multiple, intersectional modes of diversity, especially racial and ethnic diversity, with particular attention to strong representation from historically

under-represented groups, especially Black students. Specifically we aim for graduate cohorts that are composed of at least 50% of people of color, (defined as HUG, Asian, and “two or more” self-reported racial categories), including at least 15% Black students and 25% other HUG groups. These percentages define our goals, focus our attention, and give us a way to measure our progress over time and to receive the educational benefits which flow from diversity.

- o Our **undergraduate students** will also reflect the multiple, intersectional modes of diversity, especially racial and ethnic diversity, with particular attention to strong representation from historically under-represented groups in our courses and concentration. Specifically we aim to attract at least 50% students of color, including 30% from historically under-represented groups, to our courses and concentration so that all students receive the educational benefits which flow from diversity.
- o Our **staff** will also reflect the multiple, intersectional modes of diversity, especially racial and ethnic diversity, with particular attention to strong representation from historically under-represented groups, including our department staff, mentor teachers, research staff, and other paid employees where there is underutilization of minorities as stated in Brown’s Affirmative Action Plan. We aim to increase this diversity over time as positions become available.

#### Actions:

#### **Faculty**

- Develop a multi-year hiring plan that prioritizes research and teaching areas for growth and periodically re-assess and revise the plan. Faculty should evaluate every faculty vacancy or new hiring opportunity in light of this plan and not assume that faculty vacancies will automatically result in hiring in the same field or topic; each vacancy should be assessed in terms of our needs and priorities. Faculty should define position descriptions in the broadest way possible to meet the defined need, with the goal of attracting a diverse pool of applicants and the job ad itself should be approved by the faculty.
- Revise faculty search procedures to meet best practices in order to: (1) reduce unconscious bias in hiring (2) ensure consistency and transparency across searches in the process and criteria used to develop a large and diverse candidate pool; (3) center DIAP considerations in the search process starting with the recruitment and evaluation of potential candidates. As part of this process, the diversity officer on the search committee should collect and measure the compositional diversity of the pool and assure diversity exists at every stage including the final candidates. The department will track this data about diversity at each search stage to identify any patterns or concerns in the hiring process over time.
- Department faculty will follow OIED and the Dean of the Faculty’s guidance on hiring diverse faculty, including how to center DIAP considerations and reduce unconscious bias in faculty searches. Shared understanding of this guidance should be a prerequisite for all faculty serving on a search committee.
- Develop a pre-select/target of opportunity faculty hiring process and standards so that when opportunities arise to make a targeted hire outside of the usual open search process to increase HUG faculty, the department has an established protocol for considering them.

- Revise the department's standards and criteria document to be as transparent and consistent as possible about standards for hiring, reappointment, and promotion. Demonstrated commitment to diversity, inclusion, and equity should be integrated into these standards, including recognition of the DIAP dimensions of faculty research and teaching. As the faculty revises these standards, it should be attentive to how traditional yardsticks and assumptions about "academic rigor" in the academy have been rooted in histories of academic exclusion, where people of color, their interests, and methods for knowledge production were systematically segregated from white, often male scholarly spaces. As the faculty revises its standards, it should take care to ensure that the application of commonplace assumptions about what constitutes "merit" and "rigor" are not uncritically replicating these exclusions to devalue fields, publication venues, disciplines, methodologies, and areas of inquiry that center race and where faculty of color and other diverse faculty, including trans community members, are strongly represented.
- In order to support equitable and transparent faculty service in the department, develop departmental criteria for measuring and weighing department service burden (including formal committee assignments, advising and student support) that gives credit to the informal advising and service that faculty of color often perform. Considerations of equitable service burden should guide service assignments by the department chair and other department leaders who should thus be particularly mindful that junior faculty, faculty from under-represented groups, and female-identified faculty do not bear a disproportionate burden of service and student support as is common throughout the academy.
- Increase tenured HUG faculty, by supporting and promoting junior faculty through tenure and/or hiring at the senior level. To this end, the department will encourage faculty to utilize university mentoring resources (DOF and Faculty Network of Color mentoring programs) as well as provide additional mentoring support: establish a document of best practices for senior faculty to mentor and support junior faculty, including the updated standards discussed above; provide coaching and guidance to junior faculty on annual review and other promotion-related documents; provide department support (space and/or money) for writing groups, book workshops, and other programming for research development.
- Seek opportunities to bring faculty of color to the department to supplement and enrich, but not supplant or substitute for, the permanent faculty: postdoctoral fellows, visiting and adjunct faculty, and courtesy appointments to faculty in other departments.

### **Staff**

- In accordance with UHR policies, develop a department process for staff hiring to ensure the process is transparent, inclusive, and builds DIAP considerations into the process. The compositional diversity of the pool should be measured and evaluated at every stage and tracked over time to identify any patterns. Follow UHR guidance for diversifying the applicant pools.
- Support staff in developing professional development plans and accessing university resources to support these goals, including UHR trainings and the campus mentoring program. Allow time during the workday for this professional development. Encourage participation in the university's Professional Development Day.

## Graduate Students

- Strengthen recruitment efforts and processes, especially recruitment outreach to networks and institutions targeting or disproportionately serving students of color, including HBCUs, IRT, Mellon Mays, McNair Scholars, Breakthrough Providence, Generation Teach, and other HUG-serving programs and institutions. Increasing applications and yield from students of color should be a strong focus of recruitment efforts.
- Clarify, consistently define, and make transparent within both graduate programs how scholarships are awarded, including the weight given to financial need and qualities defined as merit. In accordance with the principles of holistic race-conscious admissions, continue to examine whether the candidate contributes to the program's goals of increasing representation of under-represented groups in teaching and policy across admissions and aid, including historically under-represented racial and ethnic groups, low-income and first generation students, and students from other socially marginalized identities.
- Institute a more robust tracking system to identify compositional diversity of the applicant pool, admitted students, and matriculants that disaggregates HUG data as possible. Use this data to identify and analyze any stages in the recruitment process where we are disproportionately not yielding or retaining students of color, especially Black students and other historically under-represented groups.
- Administer surveys to the graduate students mid-year and at year end to survey them about their experience in the program and department and how they came to select it. Utilize this data, especially disaggregated for HUG students, to both improve our recruitment targeting for HUG students and to identify ways to better support current students.
- Strengthen graduate student support, specifically: knowledge about and access to university resources including for mental health, mindfulness, and financial counseling; regularized academic support for UEP quantitative courses; financial aid and emergency aid resources; job-search tools and skill-building; connections to alumni networks. Curate these resources in a google site.
- Create a fund for emergency (or limited-duration) need-based graduate aid to offset (limited) academic costs and personal needs that are not met by other university sources, including funding for NCTE, conference participation, internship or student-teaching costs, Praxis exams, and unexpected personal needs or emergencies. Communicate about the existence of this fund and criteria for accessing it in a clear, transparent way to all students.
- Utilize the Urban Education Fellows program, to the extent practicable, to increase historically under-represented groups in the local teaching and policy workforces. Build more robust networking opportunities and support for UEFs and for all graduate students seeking to stay in the Rhode Island urban core.

## Undergraduate Students

- Track the racial diversity of the undergraduate concentration and undergraduate course-taking, with an eye toward identifying and addressing if there is a significant disjuncture. While the department does not recruit and admit undergraduate students to the Education Studies

Concentration, it aims to be a welcoming place that students of color, especially HUG students and students with socially marginalized identities, choose to engage with in coursework and in selecting as a concentration.

- Provide programming directed toward enhancing undergraduate academic development and community building. Include undergraduate students in events, activities, and professional development opportunities provided for graduate students.
- Strengthen undergraduate advising by offering more training and support to faculty for advising, including how to build strong mentoring relationships, advise across differences (including HUG status, gender, and first-gen low income status) and connect undergraduates to offices on campus (e.g UFLI Center) and academic and personal supports. The department should explore peer advising, the CAP advising, and group/cohort advising opportunities as well.
- Provide opportunities for undergraduates to explore professional pathways in education, through the Senior Seminar class and programming.
- Administer one or more surveys to senior concentrators to assess inclusion and to collect information about their post-graduation plans, in order to inform planning and provide information for current and future students about the professional pathways of education graduates.

## **Part II. Curriculum and Pedagogy**

### Goals:

- o Students experience department programs, courses, and teaching as inclusive and equitable.
- o Through required courses and experiences, graduates of all three degree programs have opportunities to wrestle with power, privilege, inequality, identity, stereotypes, racism, and socially transformative justice in their studies in ways that are meaningful in education. Graduates have the knowledge, skills, and commitments to be agents of change in the world to improve educational quality and equity for all young people.
- o Faculty are supported for continuous learning around inclusive and anti-racist course design, pedagogy, and classroom practices.

### Actions:

- Strengthen curricular offerings and specialization options in the Education Studies concentration that grapple with systemic racism and inequality and engaged scholarship and training. To that end: make specialization options visible on the website; increase the number of DIAP-designated Education courses that tackle systemic racism and inequality to at least one-third; cross-list or recommend DIAP courses outside the department relevant to education; increase CBLR-courses and their visibility to offer at least two per semester; align with and support the Engaged Scholars Program and Engaged Scholars Certificate Program, as well as future certificate programs aligned with our DIAP goals.

- Strengthen and foreground attention to systemic racism in education throughout the UEP program. To this end, there should be regular UEP faculty meetings and planning throughout the year and careful attention to how systemic racism is addressed throughout the curriculum.
- Continue to develop the culturally sustaining pedagogy focus throughout the MAT program's required coursework, workshops, and placements. Support MAT mentor teachers in this work so that they reflect and reinforce the values of the program.
- Articulate the ways every department course contributes to DIAP goals, broadly construed, through syllabus statements, committee review of proposed new courses, and/or annual review statements.
- Provide faculty workshops and professional development opportunities at least once per year during Education Department faculty meetings. The goals of these sessions are to strengthen and support inclusive teaching through training on inclusive syllabus design, equitable and student-centered course policies and assessment, inclusive practices that affirm identity such as sharing preferred pronouns, and asset-based approaches to build greater competencies. Encourage faculty to enroll in additional workshops and training on these topics available through the Sheridan Center, the Faculty Advancement Network, and other sources.
- Provide DIAP training for students in required courses and/or optional workshops, including topics like microaggressions, positionality, cultural competency in the workplace, strategies for recognizing and disrupting bias, systemic racism and structural inequality in the context of educational spaces and systems.
- Develop a set of recommended best practices for faculty to support student success within courses, including university resources that faculty can highlight for extra help, transparency about course costs and sources of university aid, and flexibility in deadlines for special circumstances.

### **Part III: Department Climate and Community**

#### Goals:

- All faculty, staff, and students feel welcomed, respected, supported, safe, comfortable, and represented in the department community.
- Students are engaged with and more readily participate in the life of the department, especially undergraduates who have historically felt the most disconnected from the department.
- There is strong communication, understanding, and community across faculty, staff, and student groups, including across program cohorts.

#### Actions:

- Focus a significant portion —at least half— of department speakers, panels, events, and forums on issues of race, power, equity, opportunity, identity and social justice in education, broadly construed.

- Consider student input in planning department programming. Take care to include a diverse array of speakers and events, including those focused on professional development in DIAP issues, to appeal to a broad constituency in the department. Ensure department programming is accessible to the whole community.
- Make the physical space at 164 Angell St. more welcoming and inviting to students, and more conducive to faculty and staff work, such as space for student collaboration.
- Provide funding and opportunities for peer-led community building and social activities by coordinating with the Departmental Undergraduate Group (DUG) and creating a graduate equivalent, a Departmental Graduate Group (DGG).
- Provide regular updates and transparent communication to the department community about activities, events, and news within the department and outside of it in education, including regular updates about ongoing Department DIAP work.
- Provide workshops and professional development opportunities at least once per year for faculty and staff on DIAP topics (beyond and in addition to teaching-focused trainings in part II). Topics should include: culturally responsive advising and mentoring; recognizing and disrupting bias, microaggressions, systemic racism, and structural inequality; fostering inclusive and equitable classrooms, workplaces, and relationships; positionality, intersectionality, allyship, and anti-racism. To the extent possible, these should be held at faculty meeting times and attendance should be expected of all. Encourage faculty and staff to enroll in additional workshops and training on these topics available through Brown, the Faculty Advancement Network, and other sources.
- Provide periodic information to faculty, staff, and students about the *university avenues* for filing discrimination claims or reporting incidents of bias including anonymously, at least twice per year.
- Provide periodic information to faculty, staff, and students about who they can report DIAP concerns to *within the department*, including the department chair, program directors, and Director of Graduate Affairs, at least twice per year. Develop and communicate procedures for protecting confidentiality with these reports.
- Track at the department level student concerns that are reported within the department or reported to the department by the university with the goal of identifying patterns and needed actions. As appropriate for maintaining privacy and protecting anonymity, faculty will receive summaries about any patterns of concern, especially where collective action is needed, at least once per year.
- Administer a short standardized survey every year to all faculty, staff, and students about department climate. It should allow comparisons over time. To the extent practicable, it should be administered to students in a required class so that response rate is high.

## **Part IV: Research, Community Partnerships, and our Impact Beyond the Department**

### Goals:

- o In our scholarship, program partnerships, and external-facing work as individuals and a department, we promote the values of diversity, inclusion, and equity and have positive, real-world impacts to improve equity in education.
- o We leverage department resources, including faculty research and program partnerships, to have positive, equitable impacts in education, including in the local community.
- o We support and engage university-wide efforts toward diversity, inclusion, and community impact in sustained ways.

### Actions:

- Encourage, support, and make visible research and practice by department faculty, students, and graduates that identifies and challenges structural racism, applies asset-based lenses to knowledge production, and centers the experiences and needs of historically underrepresented groups in education. This work should be promoted and given visibility on the website, social media and other department communications; infused into department programming; and recognized in annual reviews as valuable.
- Encourage, support, and make visible research done in partnership with community organizations and public agencies to advance knowledge and inform real-world policy and practice. This work should be promoted and given visibility on the website, social media and other department communications; infused into department programming; and given sufficient recognition in annual reviews and promotion as research that is valued.
- Develop a plan to strengthen our communication and outreach to alums, with the goal of supporting their work and building a more robust network of support for current and former students. This plan might include a newsletter for alums, mentoring for or by alums, and participation in department events and programs.
- Strengthen our outreach and engagement with Providence-based community organizations through our research, teaching, programming, and educational programs in mutually beneficial ways. This might include inviting them as speakers and participants in classes or events, partnering on class or research projects, amplifying their work, or collaborating on solving problems of policy and practice.
- To the extent practicable, invite the wider community (alums, community partners, local organizations) to participate in department programming and events as speakers and attendants. Plan periodic events aimed specifically at alums and community partners.
- Over time and as capacity permits, utilize the resources and expertise of the MAT program and faculty to strengthen the culturally responsive and inclusive teaching practices of Education Department faculty and partnership-school sites.
- To the extent practicable, develop partnership school sites as places of service for all three programs, in order to provide professional development in culturally sustaining pedagogy for in-service teachers; target student internships, volunteering opportunities, and CBLR (Community

Based Learning and Research) courses and projects; and encourage and support equitable policies and practices at those school-sites.

- Encourage partnerships and engagement with the Swearer Center for students and faculty, including CBLR Fellows, curricular grants, and participation in programs. Support, showcase, and steer Engaged Scholar Program, Engaged Scholar Certificate, and Community Based Learning and Research efforts toward community-facing and responsive research.

## **Part V: DIAP Governance, Implementation, and Accountability**

### Goals:

- We will assess whether we are making progress toward our goals and be transparent about our DIAP activities and results throughout each and every year.
- Across faculty, staff, and students, there will be shared and widespread engagement, investment, participation, and responsibility for helping to reach our DIAP goals.
- There is a clear structure for DIAP implementation with specific people and groups responsible for ensuring we set DIAP goals and take action each and every year.

### Actions:

- Create a standing DIAP Committee, composed of 3 faculty, 3 students (1 from each program), and 1 staff member. Faculty members should have staggered, multi-year terms to ensure continuity and a faculty member should chair the committee. Faculty should rotate through the committee to ensure that there is widespread engagement in the work, with special care to ensure that DDIAP service does not fall disproportionately to faculty of color and women. Students will select their own representative for the committee at the beginning of each year and these student DDIAP representatives will be paid for their work. Students and staff are eligible to serve more than one year with the support of the group they represent. The committee will:
  - Serve as an oversight group for all DIAP work in the department. If multiple committees or groups are doing DIAP work, they will report to the DIAP Committee.
  - Set a DDIAP agenda for the year in consultation with the Department Chair that determines which items the DIAP committee will prioritize and pursue itself and which it recommends that the chair, department officers, ad hoc faculty committees, or others take up that year. In most cases, this agenda will be drawn from the DDIAP.
  - Take initiative for pursuing some items from the DDIAP, whether by planning or actually initiating and implementing them.
  - Review department DIAP data and make recommendations to the faculty for action.
  - Collaborate with the Department Chair in writing the annual DIAP report for the university.
  - Communicate with department constituencies about department DIAP work.
  - All members of the DIAP committee are also responsible for bringing suggestions, concerns, and feedback from the groups they represent to the committee. Student representatives should hold at least one listening session per year and provide additional avenues for student input and voice.
- The department chair and program directors will provide regular, transparent information to

students, faculty, and staff (through the newsletter, email, and/or public meetings) about: how to

report concerns or give feedback within the department and university; the DIAP work being undertaken by the department; summarized results of climate surveys; and the compositional diversity of the department as it is released by OIED and OIR for public view.

- The department chair and/or DDIAP Committee Chair will share progress toward diversity and inclusion goals with the faculty every year in a faculty meeting or retreat and share relevant data and reports.
- Department faculty will utilize data about compositional diversity, including disaggregated HUG data, at critical junctures, including faculty hiring, student admissions, and program reviews as well as in the annual review by faculty. As outlined in Part I, this data should be collected, analyzed, and tracked at every step of graduate admissions and faculty and staff hiring to ensure adequate representation of HUG applicants and identify any stages at which we are disproportionately losing HUG candidates.
- Develop new, multi-dimensional measures of inclusion and utilize these to assess our progress toward inclusion goals each year and over time. The individual(s) responsible for overseeing this data collection are indicated. Once baselines are established in these measures we will set goals for improvement over time. These measures might include:
  1. A new, short standardized annual survey of faculty, staff, and students to assess perceptions and experiences of climate and inclusion (Director of Graduate Affairs and Department Manager).
  2. A new end of year graduate satisfaction survey (Director of Graduate Affairs).
  3. Aggregate data about reported concerns over bias that is careful to protect confidentiality and to prevent retaliation (Department Chair and Director of Graduate Affairs).
  4. Information from student course evaluations on classroom climate and inclusion, including our relationship to the division and university averages (Department Chair and Department Manager).
  5. Qualitative Feedback from town halls and listening sessions (DIAP chair and committee).
  6. Attendance at department events, including number attending and the groups represented, especially taking note of undergraduate attendance (staff supporting events).
  7. Engagement by alums in quality and quantity (Communications specialist; faculty program directors).
  8. Meeting recruitment and retention goals, particularly for faculty (Department Chair, Director of Graduate Affairs, and Communications Specialist).
  9. The diversity of undergraduates enrolled in our courses and concentrating in Education Studies.