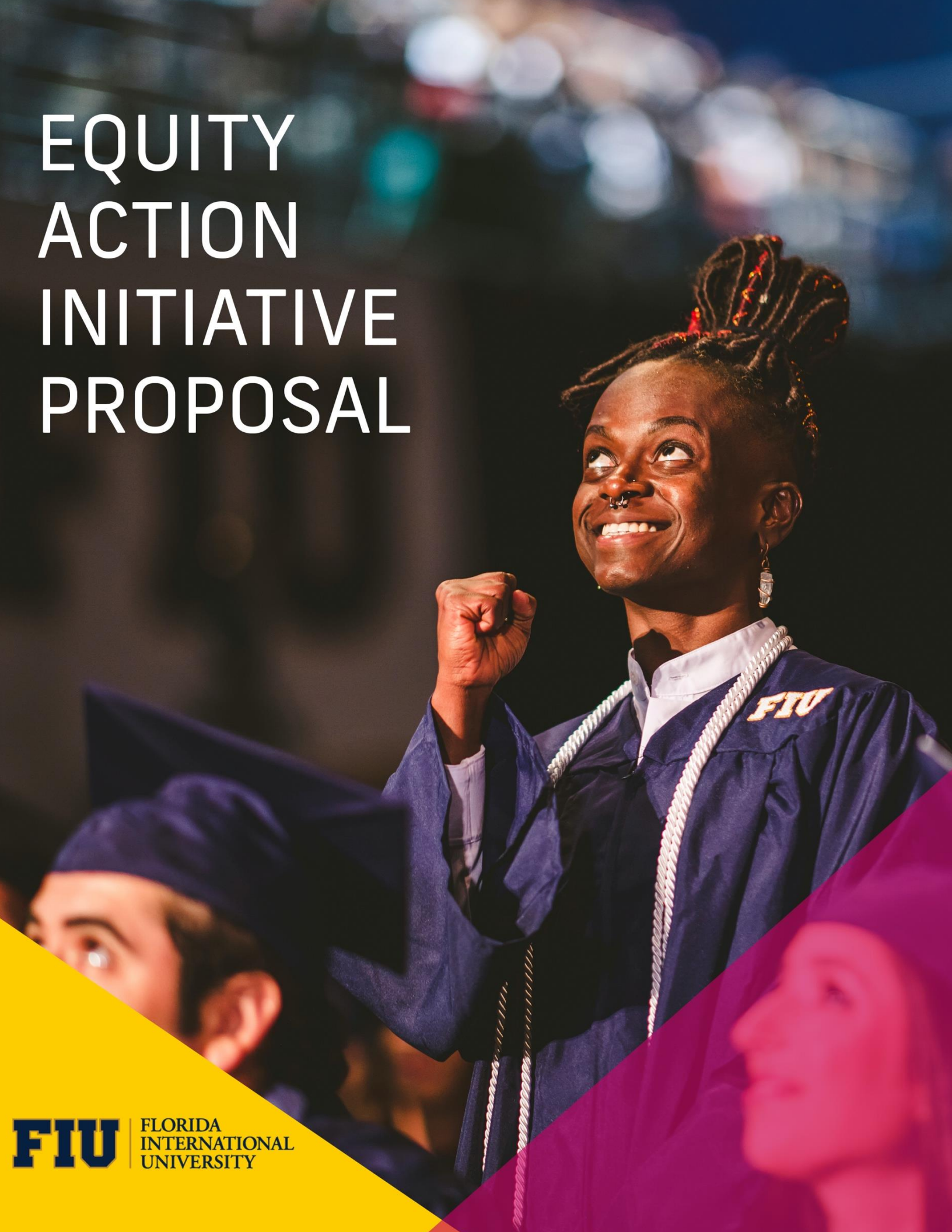


EQUITY ACTION INITIATIVE PROPOSAL



FLORIDA
INTERNATIONAL
UNIVERSITY



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[EQUITY ACTION INITIATIVE]

In the aftermath of the horrific George Floyd murder along with the global outcry for social justice leading to the reinvigoration of the Black Lives Matter movement, we were charged by President Rosenberg with the tremendous responsibility of identifying for implementation, initiatives that could begin the lifelong work to address issues of inclusion and equity, particularly as they relate to Black stakeholders at our FIU. Further, we were asked to work collegially to consult with our community, both inside and outside of FIU, on specific initiatives that would help improve the climate for and reality of equality, dignity, inclusion, and belonging.

These fifty days have allowed us to peek into the possibilities and offer real action steps that could help FIU begin to move the needle in a way that could likely garner national, if not global, attention. Within the context of the moment we are in, our FIU has an opportunity to once again be a trailblazer and move beyond merely a regime of tolerance to a culture shift that embraces a philosophy of anti-racism. Many of these recommendations challenge the long-standing practices of the academy, as well as the generally accepted behaviors within our university, that Black employees have learned to navigate daily.

The comprehensive work presented in this Equity Action Initiative (EAI) combines interviews with deans, faculty, staff, students, alumni, retirees, and members of the business community, with reviews of FIU practices, procedures, and related data points, best practices associated with diversity, equity, and inclusion efforts, and related research. As our group approached stakeholders, we were guided by a relentless curiosity to uncover the narratives that live deep beneath the public discourse and the quantitative metrics collected. In our inquiry, we listened intently to the sentiments of personal experiences by Black faculty, staff, and students related to exclusion, microaggressions, belittlement, and condescension that, in themselves, would not rise to the point of a discrimination investigation but have lent themselves to the creation of a culture of tolerance and self-adjustment for Blacks in our FIU community. What that communicates is that our consciousness to white privilege has been seared to insensitivity because our practices, 'neatly and without ill-intent,' have accommodated the exclusion and/or the marginalization of Blacks in our community. This proposal seeks to offer immediate recommendations to address the current ills for long term sustainable change.

Towards that end, this document proposes bold measures designed to disrupt and root out any manifestations of racism, bigotry and implicit bias found, with tangible recommendations to foster enhanced diversity, and inclusion for members of FIU's Black community as well as other groups who feel excluded from the fairness, opportunity and equal treatment called for, by our mission and values.

The review of this work necessitates that the reader divests of notions that affix the concept of "quotas" to every corrective action presented and sees these measures for what they truly are...leveling of the field by removing barriers--physical, procedural and psychological – toward true equity. Although difficult, we ask that the readers embrace these findings and recommendations, which are based on the hard truths we've unearthed, combined with the actionable steps that are likely piercing, and unconventional, as they contrast all that we've built in the academy.

The eruption of consciousness that is happening in our university, our nation, and our world, despite the unprecedented 2020 we are all experiencing, demands a response. Our EAI contribution is a living body of work that depends on our individual and collective will to open our minds, hearts, and institutional soul to create a new culture that brings everyone to the table. It is important to guide and galvanize this energy in a positive way and allow our FIU to take the lead in beginning to correct the wrongs of past years. This is a great beginning as the amalgamation of this work is astonishing; the presentation of this work is historic, and the implementation of this work will be transformational. As we embark on this noble path of equity, our FIU will ultimately be reimagined to shape and define the 21st century and our world.

Equity Action Advisory Core

El pagnier K. Hudson, Vice President, Human Resources

Delrish Moss, Captain, FIU Police Department

Valerie Patterson, PhD, Clinical Associate Professor, School of International & Public Affairs

Ana Moreyra, Senior Executive Assistant, Division of Human Resources

EAI METHODOLOGY

PRESIDENT'S CHARGE

Vice President E.K. Hudson, Associate Professor Valerie Patterson, and Captain Delrish Moss enthusiastically accepted this charge by President Mark B. Rosenberg:

Specifically, I ask that you work collegially and individually to consult with our community, both inside and outside of FIU, during the next month on specific initiatives that will help us to improve the climate for and reality of equality, dignity, inclusion, and belonging. At FIU, we must root out any semblance of racism, bigotry, and implicit bias and foster enhanced diversity, and inclusion for members of the African American community as well as other groups who feel excluded from the fairness, opportunity, and equal treatment called for by our mission and values.

TIMELINE

The Core Advisory Team has met daily (Zoom, Teams, emails, texts, and phone calls), with the exception of four (4) days, since June 10th. Within the first 10 days, the Core Advisory Team enlisted commentary and input via equityaction@fiu.edu as well as through personal Zoom meetings and telephone discussions with the Black community within and outside of FIU, to inquire of needs, perspectives, and experiences to aid in determining what we would present as action steps for submission. We met with faculty, staff, students, business leaders, alumni, retirees, directors of each museum and the CasaCuba program, Black Student Leaders, the SGA president, Black community leaders, and all university deans.

ESTABLISHMENT OF THE EAI WORKGROUPS

From these collegial meetings where we consulted with our university stakeholders, we enlisted the service of 30 members of our FIU community and alumni to comprise the workgroups who would conduct the research and gather information to build out the initiatives determined by the meetings held coupled with Dr. Rosenberg's "Going Forward" Town Hall.

CHARGE TO WORKGROUPS

Recognizing the time constraints to which we committed, we made clear in our first gathering, that our efforts needed to be fruitful, quickly. The following points were emphasized on day one:

- No death by committee; work must be action oriented.
- No sacred cows: everything would be 'on the table' related to mitigating systemic racism.
- Think BIG, for quick victories as well as long-term for sustainability.
- Do not despair by what we find; despair if we look the same next year.
- GO BIG OR GO HOME!

WORK OF WORKGROUPS

During weeks two through four, workgroups met corporately to flesh out information gathered and structure initiatives for inclusion. The beautiful tapestry of diversity found in the EAI workgroups represents a microcosm of what true diversity of thought, race, gender, sexual orientation, generation, and religion can yield. This incredible submission done in record time addressing years of systemic racism, is evidence of what diversity can yield. It was this collaboration that formulated the key recommendations.

During weeks five through seven, subgroups were formed, and met independently, with one of the three Core Advisory Team members assigned to the respective action, to review and present options and initiatives to reform and improve our approach to our work as well as improve the Black student experience. Each workgroup was given a work plan template to follow to ensure consistency in information being gathered for presentation. During week six, the EAI Advisory Core made a presentation at the President's Executive Leadership Retreat where summaries of each initiative were made. At the culmination of week seven, EAI subgroups made powerful presentations of assigned initiatives to the full EAI Workgroup Team so that we could provide feedback and identify any overlap that would need to be addressed. **Week eight** has been dedicated to the compilation, and formatting of this historic work.

PRESENTATION TEMPLATE

We were privileged to receive interest from across the university in the form of prepared proposals. While independent of the group work of the EAI Workgroups, members of our community were provided the same work plan so their contributions could be included in this submission. Additionally, substantive submissions made outside of the workgroups are included as an addendum.

EQUITY ACTION BRIEFINGS

The EAI Core Advisory Team prepared weekly updates of work to the President through Equity Action Briefings. These included information on meetings held, actions taken, highlights of discussions, and Zoom photos.

POINTS OF FOCUS

The following points of focus provide a preview of some of the challenges we identified as we examined data and collected evidence of inequities.

- FIU demographics demonstrate Black employee presence is stifled at mid-level management roles. (see Figure 1. below).
- Disparities noted should fuel and energize commitment to correct implicit biases that have influenced the outcomes shown.
- In June 2020, twenty-five deserving faculty were presented to the Board of Trustees for tenure approval; none of whom were Black. This group of tenured faculty constitute 86% of the total number of Black faculty (29) currently having tenured status (see Figure 2)..
- Black presence on FIU Boards is woefully low and provides an opportunity to extend invitation allowing Black stakeholders to offer expertise and feel a greater sense of affinity to our institution. Of 278 board positions across the FIU enterprise, only 14 are occupied by Black professionals (see Figure 3).
- Black students, though present and possessing Panther Pride, do not feel 'seen' or valued at our FIU and often traverse in the shadows. They do not identify with the marketing and outreach FIU presents; they do not see themselves, culturally, in the curriculum, and rarely, if ever, see high-level faculty and administrators to aspire to. Lastly, students have expressed a sense of not feeling 'safe'.



Black Faculty/Staff Representation (Mid to Upper Level Roles)

Position Type	Total Faculty/Staff	Position Type	Total Black Faculty/Staff	Percentage
Administrative Level 3	336	Black Admin Level 3	54	16%
Administrative Level 4	238	Black Admin Level 4	25	10.50%
Officer Level 5	49	Black Officer Level 5	3	6.12%
Officer Level 6	13	Black Officer Level 6	1	7.69%
Total Assistant Deans	9	Black Assistant Deans	1	11.11%
Total Associate Deans	40	Black Associate Deans	3	7.50%
Total Associate Professors	41	Black Associate Professors	3	7.32%
Total Assistant Professors	128	Black Assistant Professors	11	8.59%
Total Chairs	55	Total Black Chairs	3	5.45%
Total Deans	12	Total Black Deans	1	8.33%
Dissertation Advisors	91	Black Dissertation Chair	3	3.30%
Instructors	150	Black Instructors	8	5.33%
Post Doc Associates	127	Black Post Doc Associates	10	7.87%

Figure 1

- Examples of Administrative Level 3 roles include Assistant Directors, Associate Directors, and Program Directors
- Examples of Administrative Level 4 roles include Directors, Senior Directors, and Executive Directors
- Examples of Officer Level 5 roles include Assistant Vice Presidents and Associate Vice Presidents
- Examples of Officer Level 6 roles include Vice Presidents and Senior Vice Presidents

Name	Faculty Hire Date	Tenure Granted Date
Marcia H. Magnus	08/08/1991	8/10/1995
Philippe Rukimbira	08/08/1991	08/08/1996
Noman D. Munroe	08/08/1991	08/08/1997
Tometro Hopkins	08/13/1984	08/11/1998
Jean-Robert J. Cadely	08/10/1995	08/13/2001
Jean Rahier	08/11/1998	08/13/2002
Theodore Tachim Medjo	08/11/1997	08/13/2003
Louis Roder Tcheugoue Tebou	08/13/2001	08/15/2006
Donna M. Weir	08/11/1999	08/15/2008
Assefa M. Melesse	08/13/2004	08/15/2008
Jessy G. Devieux	11/18/2002	08/17/2009
Heather Dawn-Marie Russell	08/13/2003	08/17/2009
Peter J. Clarke	08/13/2003	08/17/2009
Karlene C. Cousins	08/13/2004	08/17/2010
Ora Lea Strickland	07/01/2011	07/01/2011
Tawia Baidoe Ansah	08/17/2011	08/17/2011
Percy C. Hintzen	12/30/2011	12/30/2011
Chantalle F. Verna	08/15/2005	08/17/2012
Antoinette Labarbara Smith	08/15/2006	08/17/2012
Albert K. Wuaku	08/15/2006	08/19/2013
Ochieng Fred Walumbwa	08/19/2013	08/19/2013
Hilary Janet Jones	08/19/2013	08/19/2013
Dionne Stephens	05/06/2003	08/19/2014
Charles Chernor Jalloh	05/13/2003	08/19/2014
Andrea Jean Queeley	08/17/2009	08/19/2015
Okezi Tiffany Otovo	08/17/2012	08/21/2017
Isaac Burt	08/17/2011	08/13/2018
Julia Yaa Janewa Osei-Tutu	05/07/2012	08/13/2018
Boubakari Ibrahimou	08/09/2013	08/13/2019

Black Board Presence at Florida International University

Black Board Presence at Florida International University		
Board Members		
Colleges Reporting	Non-Black	Black
College of Business	28	0
College of Arts, Science & Education	24	1
CasaCuba	13	0
College of Communication, Architecture & the Arts	26	1
College of Law (proposed)	42	3
Herbert Wertheim College of Medicine	19	4
College of Engineering & Computing	17	1
Honors College	13	0
Jewish Foundation of Miami	15	0
Steven J. Green College of International & Public Affairs	10	0
Wolfsonian	27	0
Chaplin School of Hospitality & Tourism Management	19	0
Robert Stempel College of Public Health & Social Work	25	4
TOTAL FIU BOARD MEMBERS	278	14

Figure 3

To varying degrees, these and other points of focus are brought forward in the following pages with recommendations for actionable steps. There is great confidence that a genuine interest exists throughout FIU to drive meaningful changes in diversity, equity, and inclusion. As with the COVID-19 pandemic, it is our collective responsibility to care for one another in these difficult times. Panthers Protecting Panthers rings equally true as we work collaboratively to do the difficult work, engage in the difficult conversations, disrupt 'sameness' that has led to inequity and champion change, beginning with the mindset.

LAST WORDS OF CONGRESSMAN JOHN LEWIS

Together, We Can Redeem The Soul of Our Nation

While my time here has now come to an end, I want you to know that in the last days and hours of my life you inspired me. You filled me with hope about the next chapter of the great American story when you used your power to make a difference in our society. Millions of people motivated simply by human compassion laid down the burdens of division. Around the country and the world you set aside race, class, age, language and nationality to demand respect for human dignity. That is why I had to visit Black Lives Matter Plaza in Washington, though I was admitted to the hospital the following day. I just had to see and feel it for myself that, after many years of silent witness, the truth is still marching on.

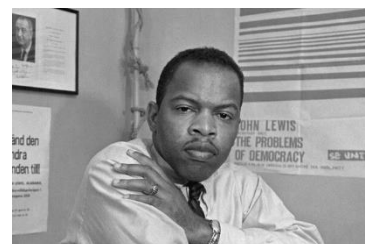
Emmett Till was my George Floyd. He was my Rayshard Brooks, Sandra Bland and Breonna Taylor. He was 14 when he was killed, and I was only 15 years old at the time. I will never ever forget the moment when it became so clear that he could easily have been me. In those days, fear constrained us like an imaginary prison, and troubling thoughts of potential brutality committed for no understandable reason were the bars. Though I was surrounded by two loving parents, plenty of brothers, sisters and cousins, their love could not protect me from the unholy oppression waiting just outside that family circle. Unchecked, unrestrained violence and government-sanctioned terror had the power to turn a simple stroll to the store for some Skittles or an innocent morning jog down a lonesome country road into a nightmare. If we are to survive as one unified nation, we must discover what so readily takes root in our hearts that could rob Mother Emanuel Church in South Carolina of her brightest and best, shoot unwitting concertgoers in Las Vegas and choke to death the hopes and dreams of a gifted violinist like Elijah McClain.

Like so many young people today, I was searching for a way out, or some might say a way in, and then I heard the voice of Dr. Martin Luther King Jr. on an old radio. He was talking about the philosophy and discipline of nonviolence. He said we are all complicit when we tolerate injustice. He said it is not enough to say it will get better by and by. He said each of us has a moral obligation to stand up, speak up and speak out. When you see something that is not right, you must say something. You must do something. Democracy is not a state. It is an act, and each generation must do its part to help build what we called the Beloved Community, a nation and world society at peace with itself.

Ordinary people with extraordinary vision can redeem the soul of America by getting in what I call good trouble, necessary trouble. Voting and participating in the democratic process are key. The vote is the most powerful nonviolent change agent you have in a democratic society. You must use it because it is not guaranteed. You can lose it. You must also study and learn the lessons of history because humanity has been involved in this soul-wrenching, existential struggle for a very long time. People on every continent have stood in your shoes, through decades and centuries before you. The truth does not change, and that is why the answers worked out long ago can help you find solutions to the challenges of our time. Continue to build union between movements stretching across the globe because we must put away our willingness to profit from the exploitation of others.

Though I may not be here with you, I urge you to answer the highest calling of your heart and stand up for what you truly believe. In my life I have done all I can to demonstrate that the way of peace, the way of love and nonviolence is the more excellent way. Now it is your turn to let freedom ring.

When historians pick up their pens to write the story of the 21st century, let them say that it was your generation who laid down the heavy burdens of hate at last and that peace finally triumphed over violence, aggression and war. So I say to you, walk with the wind, brothers and sisters, and let the spirit of peace and the power of everlasting love be your guide.



<https://www.nytimes.com/2020/07/30/opinion/john-lewis-civil-rights-america.html>

EQUITY ACCESS INITIATIVE CONTRIBUTORS

EAI Workgroup Participants and EAI Contributors are described in the last letter of late Congressman John Lewis; reflecting “ordinary people with extraordinary vision [who] can redeem the soul of America”. Several hearts and hands have contributed to this historical work and are noted here for their contributions to this finished product.

Equity Action Initiative Workgroups Participants:

Gerald Grant, Alumnus, Member, Board of Trustees

Agatha Caraballo, PhD, Assistant Teaching Professor and Assistant Chair, Department of Public Policy & Administration | Marketing & Communication Strategies, Mentoring & Advocacy Programs, Police Reform, SAT Reform

Carleen Vincent-Robinson, EdD, Associate Teaching Professor and Associate Chair, Department of Criminology & Criminal Justice | Mentoring & Advocacy Programs, SAT Reform

Carolyn F. Jackson, Executive Director of Human Resource Strategy, FIU Foundation | Mentoring & Advocacy Programs, Reforming Hiring Practices

Kathleen Wilson, PhD, Vice Provost for Faculty Leadership & Success, Office of the Provost; Professor of Voice, School of Music | DEI in the Classroom

Candice Ammons-Blanfort, PhD, Assistant Teaching Professor, Department of Criminology & Criminal Justice | Police Reform

Erica Caton, PhD, Director of Educational & Faculty Development, Center for the Advancement of Teaching | DEI in the Classroom

H. Scott Fingerhut, Faculty Administrator and Assistant Director, Trial Advocacy Program, College of Law | DEI in the Classroom; Police Reform

Heather D. Russell, PhD, Senior Associate Dean and Professor, School of Environment, Arts & Society | Destination FIU: Expanding Pathways for Black Faculty and Students

Judith D. Bernier, PhD, Director and Associate Teaching Professor, Center for Labor Research & Studies | African & African Diaspora Studies

Kerrie A. Montgomery Orozco, PhD, Director, Campus Life | SAT Reform

Madeline Baró, Director, Media Relations | Marketing & Communications Strategies

Marie Barnes, PhD, Program Director and Assistant Teaching Professor, Department of Psychology | Reforming Hiring Practices

Emmanuele Archange Bowles, EdD, Assistant Director, Talent Acquisition & Management | DEI in the Classroom, Executive Level Diversity & Inclusion Role, Reforming Hiring Practices

Melissa Hernandez, Chief Administrative Officer, FIU Foundation; Associate Vice President, University Advancement | Executive Level Diversity & Inclusion Role

Michael Hearon, Assistant Vice President of Operations, Biscayne Bay Campus and Regional Academic Locations | Marketing & Communication Strategies, Mentoring & Advocacy Programs, Police Reform

Michael Heithaus, PhD, Dean, College of Arts Science & Education | Destination FIU: Expanding Pathways for Black Faculty and Students

Michelle Denise Mason, Senior Associate Dean for Experiential Learning and Associate Dean for Enrollment, College of Law

Equity Action Initiative Workgroups Participants (continued):

Phillip Lloyd Hamilton, Director of Outreach & Program Development, Office of Student Access & Success | DEI in the Classroom, Marketing & Communication Strategies, SAT Reform

Phyllis Kotey, Lecturer, College of Law | African & African Diaspora Studies, Mentoring & Advocacy Programs, Police Reform

R.M. Michaële Antoine, FIU Alumna, Founder, Curios Consulting | Marketing & Communication Strategies; DEI in the Classroom

Saif Ishoof, Vice President, Office of Engagement | Community Initiatives

Shirlyon McWhorter, Director, Office of Inclusion, Diversity, Equity & Access | Reforming Hiring Practices

Sonja Montas-Hunter, PhD, Assistant Vice Provost, Office of Student Access & Success | Executive Level Diversity & Inclusion Role, Mentoring & Advocacy Programs

Suzanna Rose, PhD, Associate Provost, Office to Advance Women, Equity & Diversity | Destination FIU: Expanding Pathways for Black Faculty and Students

Todd Lengnick, PsyD, Director, Counseling & Psychological Services | Reforming Hiring Practices

Tracey Weiler, PhD, Academic Program Director and Associate Professor, Department of Human & Molecular Genetics | DEI in the Classroom

Equity Action Initiative Contributors:

Joerg Reinhold, PhD, Professor, Department of Physics; Chair, Faculty Senate; Member, Board of Trustees

Atilda Alvarido, Special Assistant to the Provost, Office of the Provost | Tenure/Tenure Restitution

Barbara S. Manzano, Associate Provost, Planning & Finance, Office of the Provost | Tenure/Tenure Restitution

Bridgette Cram, PhD, Assistant Vice President, Academic & Student Affairs | Micro-Credentialing & Badging

Bronwen Bares-Paleaz, PhD, Dean of Students, Academic & Student Affairs | Campus Climate Support Team

Claudius A. Carnegie, PhD, EdD, Adjunct Professor, College of Engineering & Computing

Emily Gresham, Assistant Vice President, Research, Innovation & Economic Development | Equitable Panther Procurement

Isaac Burt, PhD, Associate Professor, Department of Counseling, Recreation & School Psychology; ADVANCE Faculty Fellow | Tenure/Tenure Restitution

Jarrold Benjamin, Program Director, Academic Programs & Partnership | Micro-Credentialing & Badging

Jody Glassman, Director of University Admissions | SAT Reform

Kelly Loll, Director, Procurement Services | Equitable Panther Procurement

Matt Cacciaguida, Recruiter III, Professional MBA Programs | Intergroup Dialogue (IGD)

Melissa Castriota, Associate Director, FIU@I-75 | Enhance Multicultural Programs

Rhia Rae, Digital Archivist, University Libraries | Diversifying Archival Practices

Susan Gladstone, Director, Jewish Museum of Florida-FIU | Black Lives in Jewish Context Lecture Series

EXECUTIVE LEVEL DIVERSITY, EQUITY, AND INCLUSION STRUCTURE

Executive Summary

In keeping with our strategic plan, our diversity, anchored by our global connectedness and steady in-migration, continue to give us an advantage in forging the cooperative relations that can be key to 21st century prosperity. FIU continues to bolster lofty goals –as we should-- given that our ‘DNA’ embraces challenges that seem impossible only to realize them as inevitable.

Today, like never before, organizations are awakening to the business case for diversity. Research shows that when organizations commit to diverse leadership, they are more successful, they more easily attract top talent, and they outperform their peers.

FIU has a long road ahead with rich resources, strong bandwidth, and unparalleled passion to harness the energy of this historic moment. It is imperative that we establish a placement for the right senior leadership to lead the university’s Diversity, Equity, Inclusion, & Belonging work in a way that disrupts the status quo, leads the charge in eradicating systemic racism and unearths inequities lurking subtly in our structure.

Statement of the Problem

Florida International University, although more diverse than its peer institutions, still lacks intentional efforts to prioritize diversity and inclusion policies and practice designs needed to become reflective of the community it serves. Black residents make up approximately 16.73% ([Miami Dade Matters](#)) of Miami Dade County’s population. It is important to note, that while Black student representation is only slightly lower (about 12%) than the county representation, Black student enrollment, in any given academic year, at FIU has remained relatively flat for the last four years ([FIU Factbook](#)).

Table 1. Black student enrollment

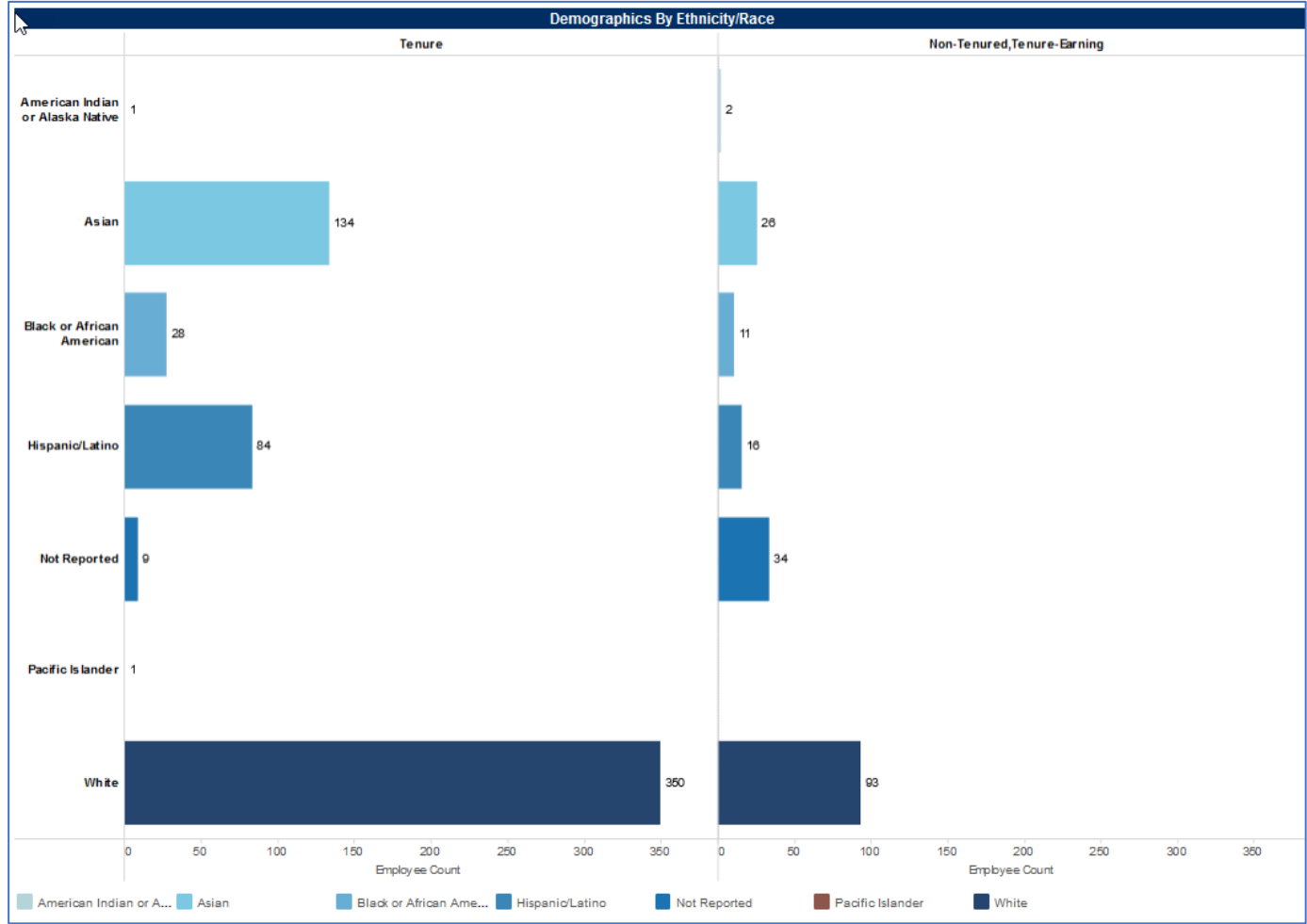
Academic Year	2016-17	2017-18	2018-19	2019-20
Undergraduate	5,017	5,137	5,014	4,912
Graduate	1,065	1,085	1,155	1,150

Source: <https://accountability.fiu.edu/student-headcount-demographics.html>

Research has reflected that a diverse faculty is beneficial to student success and for facilitating a well-rounded education, however many institutions have lagged in achieving a faculty composition that reflects its student body. FIU has not been exempt from this statistic. According to a 2019 study, 5.2% percent of tenured faculty at the doctoral level institutions, nationally, are Black

https://www.jbhe.com/features/55_blackfaculty.html. In FIU’s academic colleges, Black faculty representation at FIU has remained flat since 2016. In the 2019 calendar year, within the Academic colleges, there were 789 full-time tenured/tenured-earning faculty of which there were 39 full-time Black Tenured/Tenured Earning Rank faculty representing approximately 4.9% of Tenured/Tenured Earning faculty, as indicated by the chart below.

Chart1. Tenured and Tenured Earning Faculty by Race (2019)



In 2019-20 AY, in some academic units, Black full-time faculty is absent. For example, in Chemistry, there are not any Black faculty, and Black undergraduate student headcount is 57 compared to 317 undergraduate Hispanic student headcount.

Table 2. Academic Units where there are less than four Black FT Faculty, AY 2019-20

Academic Unit	AA Faculty (Tenured/Tenured Earning)	AA Undergraduate Students
Biology	0 out of 25	379
Chemistry	0 out of 26	57
Psychology	1 out of 26	619
Electrical Engineering	0 out of 20	35
Civil Engineering	0 out of 12	63
Business (all majors)	4 out of 63	562

Source: <https://accountability.fiu.edu/student-headcount-demographics.html>

Although Black instructors have better representation at the non-tenure/non-eligible at 160, they still represent only 21.6% of all non-tenure eligible faculty at FIU. It is also important to note that Hispanic faculty at FIU represent only 23.5% of full-time tenured track faculty at one of the largest HSI in the country where Latino students represent 61% of the student body.

It is important to any research institution to ensure that research conducted is reflective of the “*Broad Impact Criterion*” that is required by many grant awards, including those from the NSF and NIH. Most of these grant competitions are sought after by tenured track faculty. So, having a diverse tenure/tenured earning faculty that understands the criterion of “broad impact” will support FIU being more successful in grant awards.

Table 3. Percentages of Black Faculty/Staff at FIU in 2019-2020

Role	Percentage
Students	11.95%
Faculty	7.24%
-Tenure	1.01%
-Non-Tenured, Tenure-Earning	0.36%
-Non-Tenured, Not Tenure-Earning	2.56
-Multi Year	0.11%
-Not Tenure Eligible	3.21%
Faculty Administrator	7.60%
Administrative/Staff	11.56%
Temporary Non-Student	22.62%
Student Assistants	13.20%
Graduate Assistants	4.97%

Diversity at the leadership level is also critical to advance the university's infrastructure for research and education, such as facilities, instrumentation, networks, and partnerships. Dedicated executive level leadership ensures that issues of diversity, equity, and inclusion are present across every sector of FIU's infrastructure.

The dedicated executive level diversity and inclusion role should be strategic and integrate student achievement, leadership, access, and community building across the university. Based on the Chief Diversity Officer Development Framework™ broadly used among our peer institutions, the Diversity, Equity, and Inclusion Executive's work will have four key areas: Student Support, Pedagogical Support, Faculty/Staff Hiring & Development, and Community Engagement. In addition, *the DEI Executive will be the catalyst through which FIU will support and engage in social justice and equity efforts nationally and globally, including, and specifically at this juncture, of the Black community at FIU.*

Key Areas

1. Student Support: Work to ensure that FIU becomes an inclusive and welcoming community for all that choose to pursue their education through formal and informal mentorship and community building.
2. Pedagogical/Faculty and Staff Support: In collaboration with university partners, such as the STEM Transformation Institute and Center of Advancement in Teaching (CAT), the DEI Executive will provide various training opportunities for students, staff and faculty to ensure that future and current practitioners are culturally informed and are poised to provide culturally informed and responsive care.
3. Faculty/Staff Hiring & Development: Will work with Academic Affairs, Division of Human Resources, AWED, and the office of IDEA to collaborate on inclusive and equitable practices that ensure authentic opportunity and presence toward hiring and promotion of marginalized faculty and staff across the enterprise, with focus on areas with underutilization.
4. Community Engagement: To develop the assets within communities and to access additional needed resources in a mutually beneficial way to ensure that FIU is representative and accessible to all members of the South Florida community.
5. Institutional and Leadership Accountability: Among the most important of responsibilities is the focused accountability for implementation, resourcing, and management of measurable outcomes of both qualitative and quantitative results. In addition to quantitative measures, success should be measured and rewarded based on qualitative factors – including key behavioral changes that can create cultural shifts. The combination of robust metrics coupled with incentives can yield successful outcomes of desired behavioral changes.

Expected Outcomes

After reviewing the models of aspirant and peer universities with the benchmarking data and other feedback, the workgroup is recommending that Florida International University creates a model executive level diversity, equity, and inclusion structure titled the “Division of Diversity, Equity, and Inclusion”. This division will provide oversight, leadership, and accountability to resolve systematic inequities through engaged research, teaching, and public service, by expanding pathways for access and success throughout the university community. This includes the leadership of all aspects of diversity, equity, and inclusion initiatives, programs, and services within the university. This model includes key elements such as:

1. A cabinet-level position with comparable positioning to vice presidents, with access to resources/budget, and responsibility for strategy, programming, expertise, consultation and support, best practices and metrics, and compliance oversight. This role will work with the President and Provost to hold university leadership accountable for improvement in diversity, equity, and inclusion for all student, faculty, staff, alumni, and university community.
2. A central division for all diversity efforts at the university that will offer diversity, equity, and inclusion education, training, support services, facilitation of cross-campus collaboration, and enterprise-wide leadership to the campus and university community to build an inclusive culture for all students, faculty, staff, and alumni. This division will also be responsible for the annual publication and communication of the diversity report, diversity goals and metrics, and climate survey.
3. Establish a dedicated senior-level role as direct reports to each Dean/Vice President, designated as the Diversity, Equity & Inclusion Advisor for whom inclusive excellence is a key responsibility and focus of the position – not an “add on” – with emphasis on alignment, tailored programming, partnership and advocacy, accountability, and information/assistance. It is recommended that large Divisions/Colleges have a full-time position, where smaller colleges and units utilize the shared services model where the full-time DEI Advisor role is focused on inclusive excellence as its key responsibility. As envisioned, the CDO/Vice President for Diversity, Equity & Inclusion will, from time to time, review the positions and provide feedback as to effectiveness although not directly supervise each DEI Advisor. It should be noted that this recommended structure has the support of some academic deans who have expressed willingness and ability to fund the position within the respective college(s) with the recommended reporting structure including dotted lines to the CDO/Vice President for DEI.
4. An executive level DEI role will collaborate with talent within the university to tap into research and other expertise on campus via a senior advisory board composed of scholars and professionals to help position the university effectively, maintaining continuity and sustainable practices for this lifelong work in support of all aspects of diversity including, but not limited to, race, color, religion, sex, sexual orientation, gender identity, national origin, disability or protected veteran status.

Top-level strategies for this model will be to:

1. create a critical mass of talented students, faculty, staff, alumni, and community that will fully represent South Florida's excellence and diversity and provide an environment in which all can thrive academically and professionally.
2. create and sustain a healthy campus climate by providing the conditions necessary for all university members to feel welcomed, supported, included, and valued by the university and each other.
3. collaborate with faculty and staff to broaden the creation of ideas and knowledge on equity, inclusion, and diversity, making contributions to the body of scholarship, as well as to the campus and society.
4. creation of Diversity, Equity, and Inclusion Advisors structure that will report to the business unit lead (Dean/VP).

Roles and Structure

1. ***New Role:*** Vice President, Diversity, Equity, and Inclusion/Chief Diversity Officer
 - a. Summary of Duties: Plans and directs all aspects of the university's diversity programs and services at the institution. This role will foster the best practices in diversity, equity, and inclusion to include helping to build diverse student, faculty, and staff populations; creating opportunities to engage diverse ideas inside and outside the classroom; and providing programs and services that emphasize the importance of a diverse and inclusive campus environment; develops and maintains systems of accountability. Studies develops and implements training programs to educate students, faculty, employees and offers support and knowledge. Stays abreast of changes in regulatory and market conditions that may affect the university's diversity, equity, and inclusion policies, procedures, and practices. Makes any necessary changes or adjustments to ensure compliance and sensitivity to the needs of all students, faculty, employees, alumni, and community. Develop policies and infrastructure to ensure accountability.
 - b. ***Cost: Salary Range: \$200,000- \$250,000***
2. ***New Role:*** Director, Diversity Branding, Communication, and Marketing
 - a. Summary of Duties: Lead the strategy for diversity branding and marketing communications for the university. Develops and implements a communication plan that outlines how and via what channels DEI will communicate with collaborators,

stakeholders, faculty, staff, and students to meet their needs, enhance the consumer experience, and deepen their relationship. Works with External Relations and university departments to build and maintain awareness around the strategy/programs/ initiatives both internally and externally, including social media. Publication of annual diversity report, climate survey, diversity metrics, etc.

b. *Cost: 50% External Relations/ 50% DEI Salary Range: \$100,000- \$110,000*

3. ***Departmental New Role:*** Diversity, Equity, and Inclusion Advisor (One for each college, school, and/or division)

a. Summary of Duties: DEI Advisors will be responsible for taking leadership on matters of equity, diversity, and inclusion within their colleges, school, divisions assisting deans in meeting their DEI goals, throughout the university. They will leverage their direct experience with local culture and climate to advise their deans in terms of strategy, policy, training, climate, and accountability. Although DEI Advisors report directly to their deans/vice presidents, they also work closely with and provide invaluable advice to the Vice President for Diversity, Equity, and Inclusion.

b. *Cost: This is an appointment that requires additional compensation up to 10% of the faculty/professional staff's salary.*

4. Formalization of Diversity, Equity, and Inclusion Council

a. Summary of Duties: Composed of university experts (faculty and professional) in diversity, equity, and inclusion, this senior advisory group would serve as a resource for the President and Executive DEI to help position the university effectively. To be chaired by the Executive DEI and include alumni as well as community leaders to comprise a potent leadership group in advising on the lifelong work of systemic reset.

5. Reorganization of current departments with diversity, equity, and inclusion programs and initiatives to report into this structure:

a. Student Access and Success (Assistant Vice Provost)

i. Pre-College (TRIO UB/ETS, CROP and NAS)

ii. The Education Effect

iii. College Access (Golden Scholars, TRIO SSS, FPP, Invitationals Scholars, TRIO McNair)

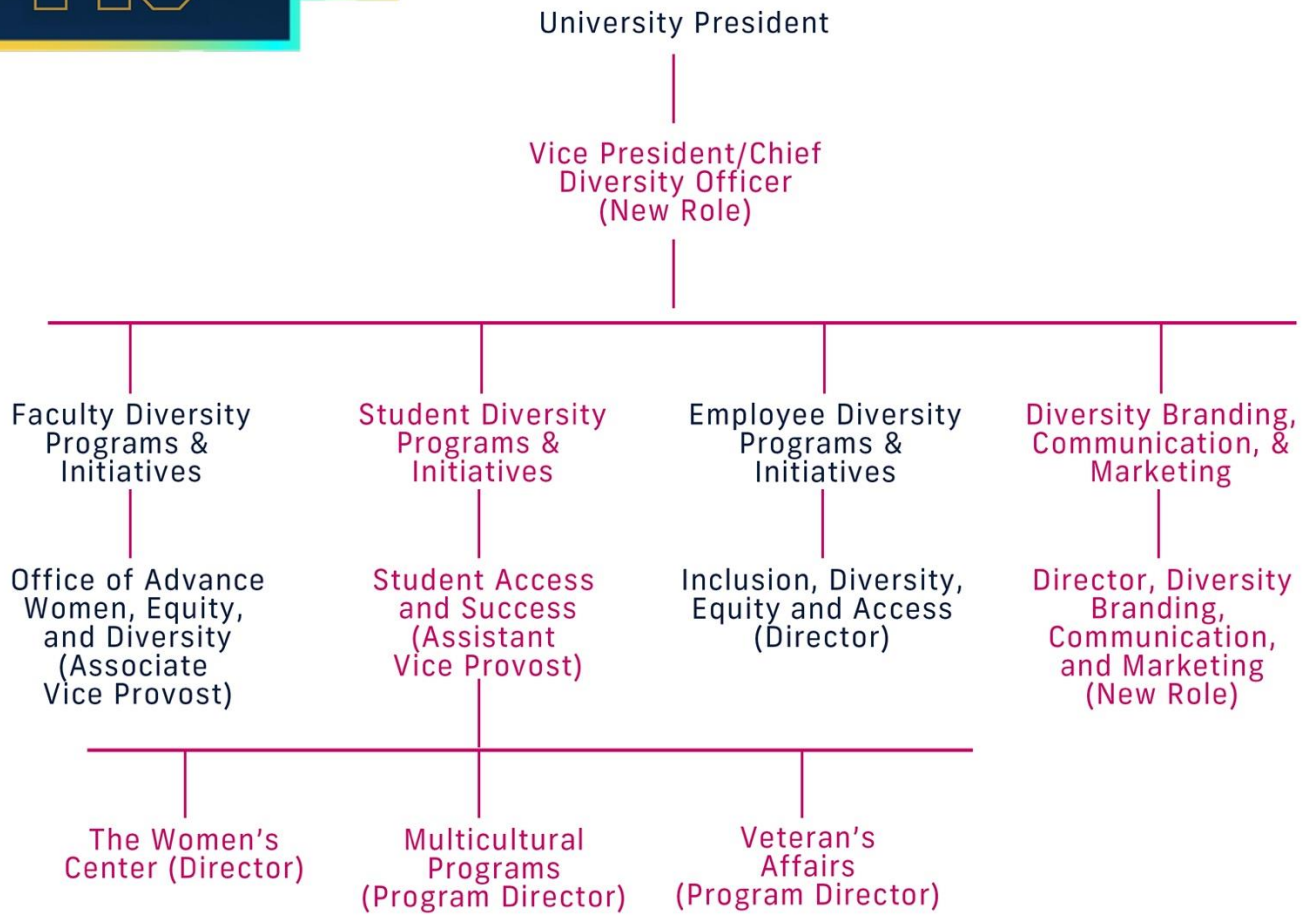
iv. Multicultural Programs (Program Director)

v. The Women's Center (Director)

vi. Graduate Diversity Fellowship Programs (McKnight, AGEP, NSF BD, SREB, and GEM)

- vii. Veteran & Military Affairs (Program Coordinator)
- b. Office to Advance Women, Equity & Diversity (Associate Provost)
 - i. Workshops and training to improve faculty hiring and the promotion process
 - ii. Faculty mentoring programs
 - iii. Increase, retain, and promote more women and underrepresented minority faculty and to create an environment of inclusive excellence
- c. Inclusion, Diversity, Equity & Access (Director)
 - i. Title IX
 - ii. Discrimination and Sexual Harassment Investigations
 - iii. Affirmative Action Plan
 - iv. ADA Accommodation Request

Proposed Organizational Structure



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REFORMING HIRING, PROMOTIONAL, AND PERFORMANCE MANAGEMENT PRACTICES

Executive Summary

As one of the largest employers in South Florida, our workforce should mirror, or at least reflect, the demographics of our community. According to the [Miami Dade Matter's 2020 demographics](#), Miami Dade County has a total of approximately 2,834,352 residents, with almost 475,000 of them identifying as Black. That accounts for 16.73% of the entire community, yet FIU employs less than 1000 of the 8,136 full-time, benefit earning employees. At 11.73% of the workforce, FIU is not truly representative of the community that it serves (Table 1).

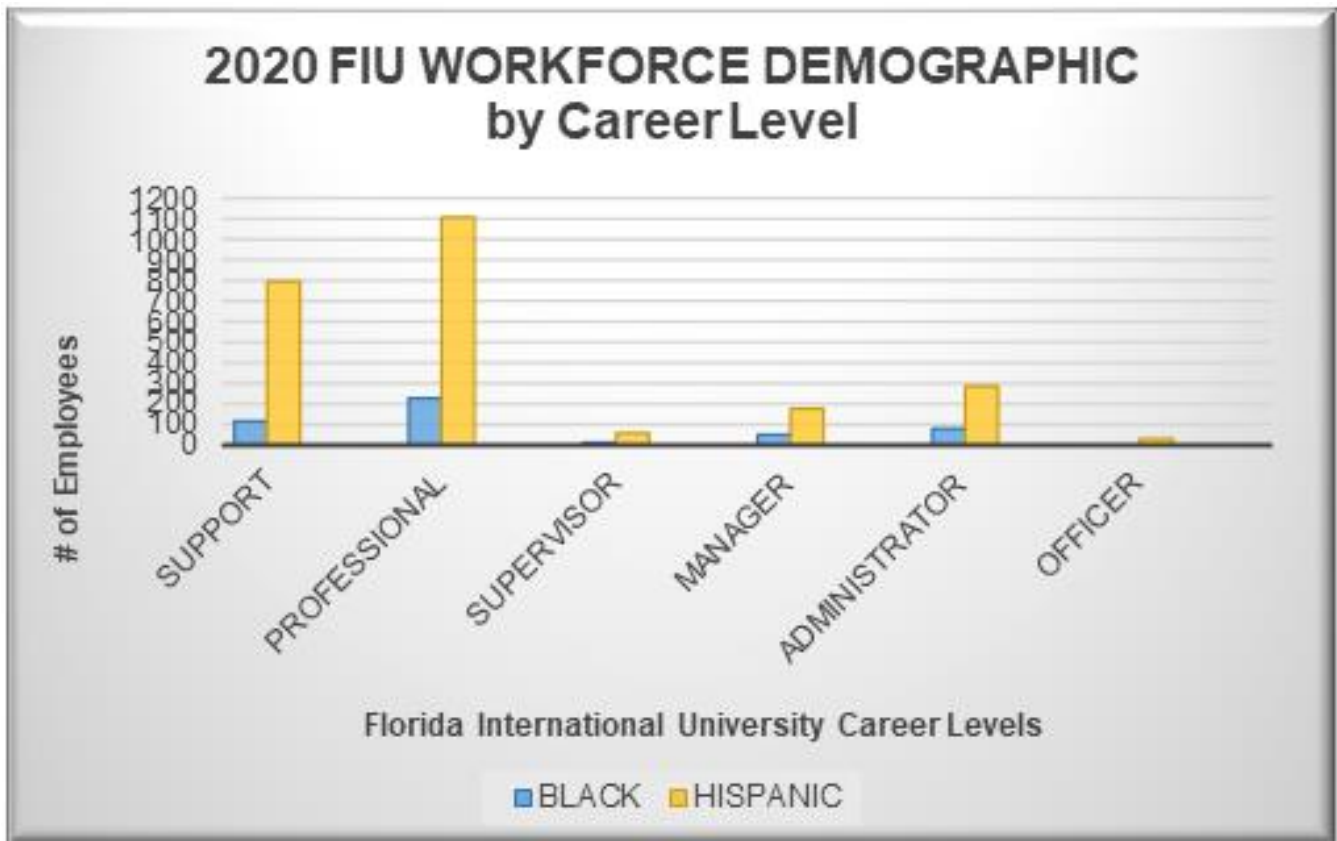
Table 1. 2020 Black population vs. FIU population

	MIAMI DADE COUNTY	FLORIDA INTERNATIONAL UNIVERSITY
TOTAL	2,834,352	8,136
BLACK	47,4232/ 16.73%	954/ 11.73%

Of the 954 Black employees, 344 (36%) are within the support and professional career levels. At first glance, it appears that we recruit and hire an acceptable percentage within the initial 3 career levels, but as we move in an upward trajectory through the Supervisor/Manager, Administrator and Officer career levels, the representation falls to 63 (6.6%), 79 (8%) and 4 (.04%) respectively.

When we compare the trajectory of Black employees to that of the employees who identify as Hispanic, the trend differs. As noted in Table 2, Hispanics represent almost twice that of Blacks at 67% of the Support and Professional levels; almost 9 times as many Blacks with 58.8% of the Supervisor/Manager career level; twice as many Administrators and over 7 times the amount of Blacks in the Officer career level.

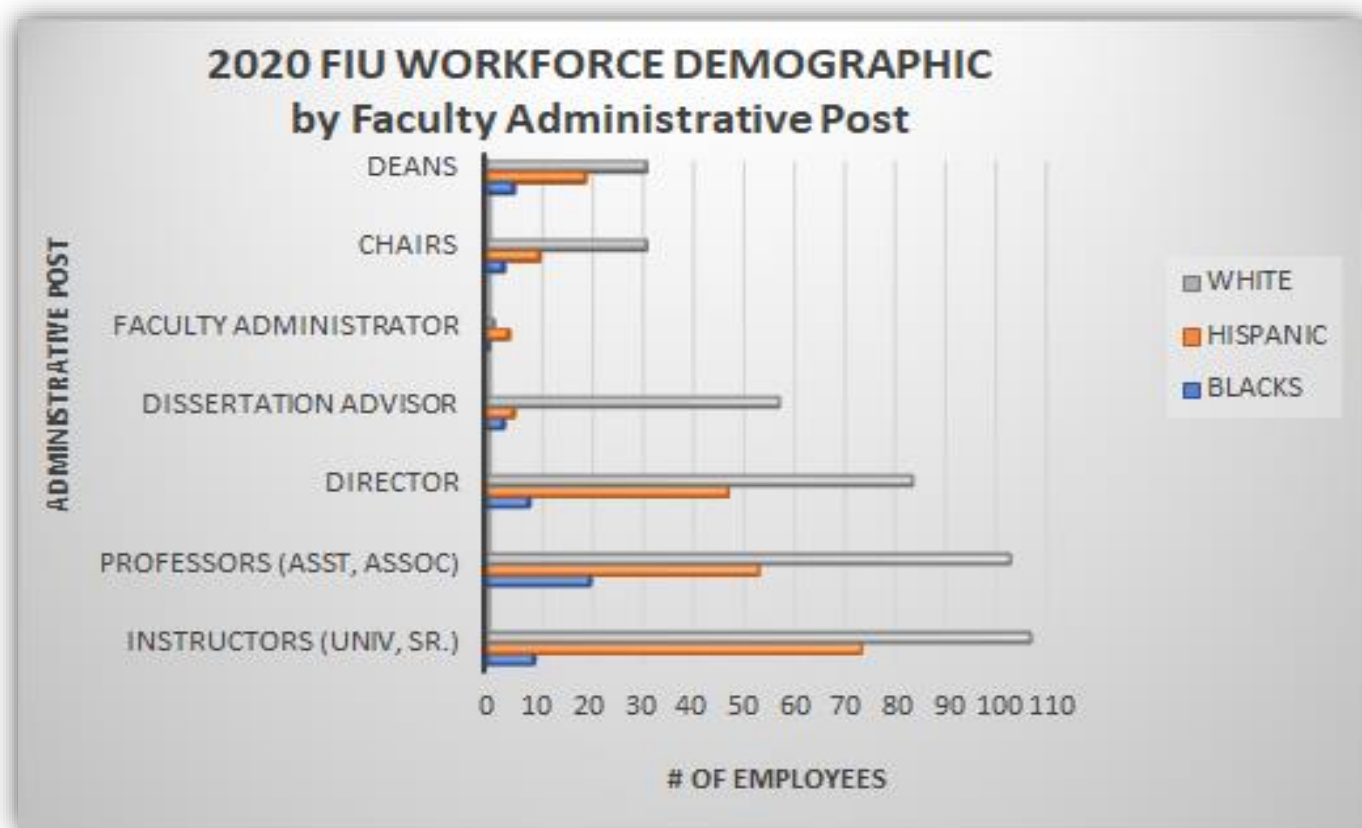
Table 2. Black employee and Hispanic employee percentage by job family



As referenced in Table 3, our faculty population presents more of the same. Less than 10% of the Blacks are represented within only 70% of the Faculty Administrative Posts, compared to employees identifying as Hispanic and/or White (represented in 100% of the Administrative Posts) at between 5% - 77% and 11%-82%, respectively. Only 12% of the Administrative Posts have at least 20% Black representation. The correlation between our ability as an academy to develop Black future Faculty and Researchers offers a significant opportunity for improvement.

As an additional point of reference, models of Black excellence (administrative and teaching roles) above mid-levels are minimal, especially in areas where their visibility would be critical in impacting the student body the most (Instructors, Professors, and Dissertation Advisors).

Table 3. FIU Workforce Demographics by Faculty Administrative Post



The Journal of Blacks in Higher Education published a featured article, which denounced the common response attributed to poor metrics in this area: *“Faculty departments traditionally explain their poor performance on the grounds that there are no qualified African Americans in the Ph.D. pipeline. But the fact that many of our great universities have been highly successful in recruiting African-American faculty tends to show that the “no Blacks in the Ph.D. pipeline” thesis is at worst a red herring and at best a weak explanation for poor results.”*

The data tells a bleak story about FIU. The work of the Equity Action Initiative seeks to change the narrative with actionable steps to rooting out the systemic impediments and facilitating the creation of an equitable environment that levels the career trajectory.

The university does not consistently cast a wide net for a diverse group of qualified candidates for all job groups. For job groups such as Visiting and Temporary Faculty and Graduate Assistants, we do not execute open and competitive searches, eliminating the opportunity to consider diverse applicant pools for said roles.

There are evident disparities that require us to take a deeper look at how we got here; gaps in procedural safeguards such as certification of interview pool selections, leadership and departmental accountability for diversity, equity, and inclusion. Moreover, there is a lack of knowledge and understanding of bias and its effects on processes such as these. It creates *Adverse Impact*. *Adverse Impact* can be best described as what may seem to be neutral employment and promotional practices and decisions, that have a discriminatory effect on a protected group. Discriminatory practices do exist, whether intentional or not.

They [practices] can be identified as early as when a position is created specifically for someone that looks like, speaks like, and thinks like the hiring manager, the team, or department. It can be followed through to the selection process when a hiring manager resists recommendations for diversifying their interview pool for fear of “lowering their standards” or being forced to meet “quotas”. It then permeates the fabric of this academy when that group of homogeneous employees (as qualified as they may be) are promoted to higher levels of leadership without having to compete.

Practices like requiring a certain group of candidates to perform and pass a test, when it is not applied uniformly across the board; requiring candidates be bilingual, when it is not a bonafide occupational qualification; or evaluating performance on a set of pre-determined expectations that aren’t applied uniformly, are all slippery slopes that have crept into our hiring practices.

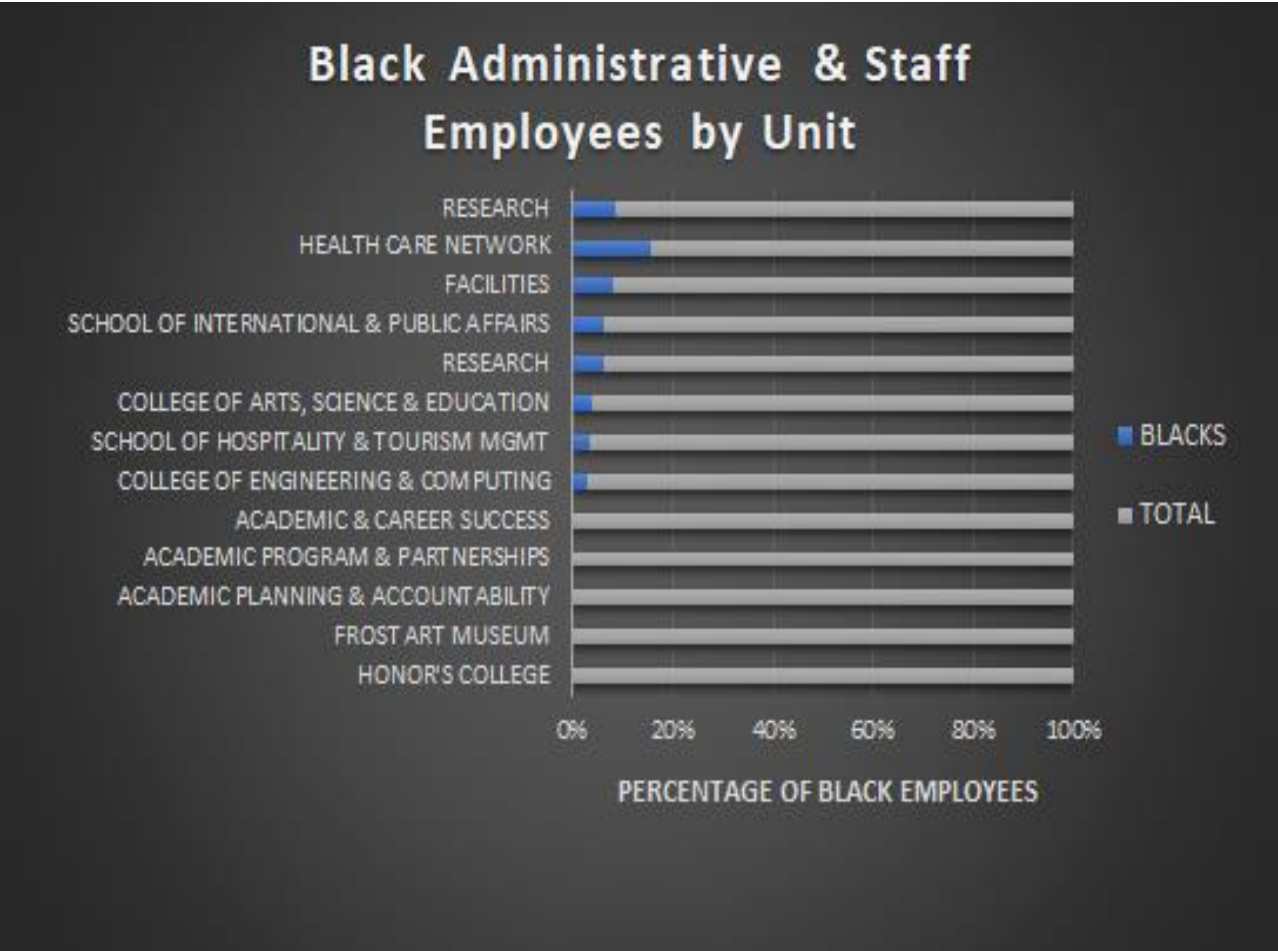
Exploring the current constructs and potential for adverse action across all hiring and promotional decisions, at each step, will identify discriminatory practices, and lead to long-term, sustainable change. Not all adverse action is created equally, and no single action or policy change will eradicate adverse impact completely. Approaching evaluation on a continuum will create (1) greater likelihood for open dialogue and understanding, (2) a steady and noticeable increase in workforce diversity, and (3) shared accountabilities within our organization.

Members of the Reforming Hiring, Promotional, and Performance Management Practices Sub Committee present established priorities in FIU’s quest to create a more equitable, just, and accountable employer for all. Based on the subgroup’s recommendations, the total cost for implementation of all initiatives is \$52,500.

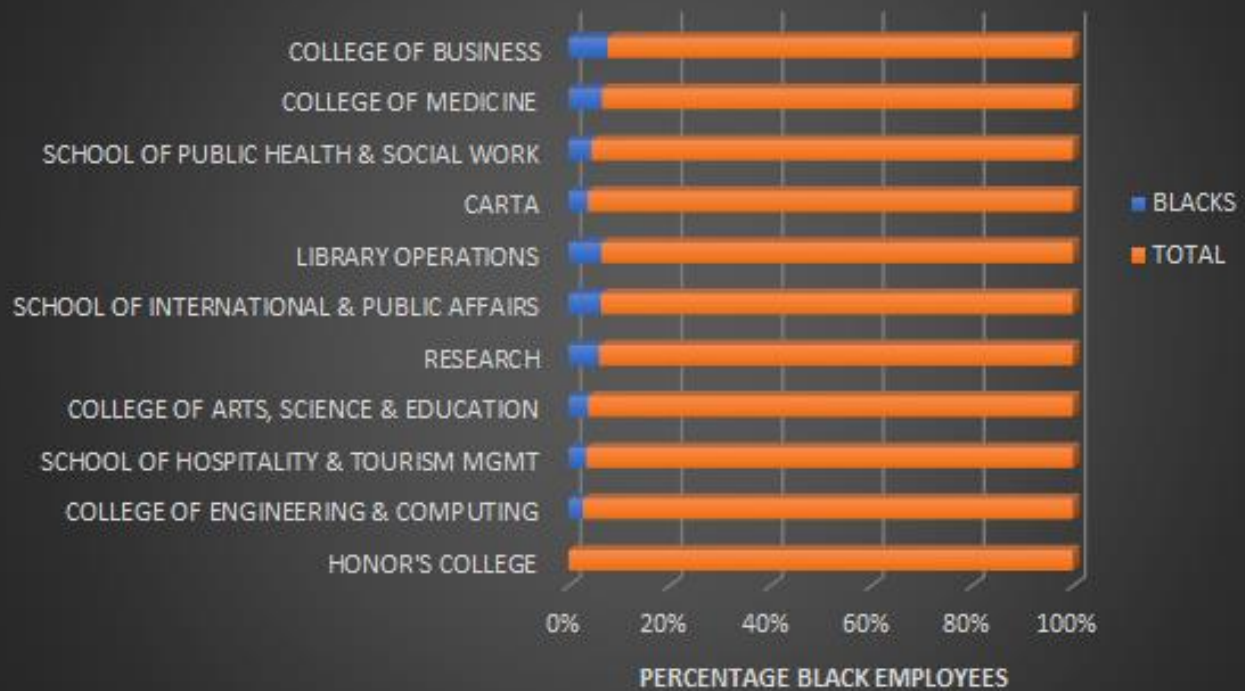
Problem Statement

Florida International University’s hiring and promotion practices need reform. Though FIU does openly market and recruit career opportunities, the practices are not consistent, fair, and/or equitable across job families (Administrative, Faculty, Temporary, etc.) The current statistics reflect a disparity/lack of diversity within our overall workforce, our administrative and academic units, the career levels, and demand reform. Table 4 shows thirteen (13) business units with less than 10% Black administrative and staff employees and 11 academic units with less than 10% Black faculty. Immediate action is required to create a more equitable construct for hiring, promotion, and even performance management of employees.

Table 4. Black Administrative, Staff, and Faculty by business and academic units



Black Faculty Employees by Unit



Proposed Initiatives & Expected Outcomes

The following describes those strategic initiatives which are imperative to making sustainable, impactful change in the institution's hiring and promotional practices. Each initiative will outline a brief description, the owner of implementation, recommended collaborations, expected outcomes, timeline, and cost for implementation.

Standardization of Hiring, Retention, Promotion Policies and Procedures	
Summary Description	<p>Policies create a framework for execution; they tie the organization's vision, mission, and values together into clearly written documents for all to understand and follow. Policies are meant to serve as effective outlines of employee expectations for behavior, limits, principles, and/or guidance for decision-making. When policies and procedures are outdated or are inconsistently followed, deliberate indifference occurs. An organization that fails to address inadequacies, inequities, or actions/decisions that create a negative impact on some, may violate civil and/or employee rights.</p> <p>It is incumbent upon Florida International University to look at the policies, procedures, guidelines, and protocols that guide and impact hiring as well as promoting employees to ensure fairness and consistency.</p>
Owners	Diversity, Equity, and Inclusion Executive Leader Division of Human Resources
Partnerships/Collaboration	Academic Affairs Faculty Chairs or Faculty Senate Inclusion, Diversity, Equity, and Access (IDEA)
Outcomes	<ol style="list-style-type: none">1. University-wide, job group, and business/academic unit diversity goals for hiring and promotion. These diversity goals should be set at all levels of the university. Analyze Miami-Dade's diversity population and set similar goals for representation at the entry, mid-management, and executive levels. Develop a strategy to achieve set goals and report annually.2. Implement a standardized hiring, retention, and promotions policies, procedures, process, bylaws, and collective bargaining agreements that entails common practices across all job groups (Administrative, Faculty, Temporary, Student). While the nature and nuance of some job groups require flexibility, that agility should never compromise the integrity, violate the framework, and/or remove accountability in executing of a fair and equitable process.3. A structured interview process to be pilot tested, socialized, and implemented. Critical features of a valid and legally defensible structured interview process will include job/competency-based interview questions,

	<p>rating scales anchored with performance examples, diverse interview panelists that take and reflect on notes, with special attention paid to job-relatedness and appropriate documentation. (Campion, Pursell, and Brown, 1988)</p> <ol style="list-style-type: none"> 4. Modified job posting language to reflect inclusivity that is important to the university and speaks to all ethnicities, genders, and sexual orientation, etc. 5. An innovative approach to blind applicant reviews and interview selection. Research unequivocally demonstrates that names like <i>Latisha</i> and <i>Jamal</i> do not get the same number of callbacks as <i>Emily</i> or <i>Gregory</i>. Implementation of a “Going/Choosing Blind” systematic process for reviewing applications and resumes will help improve the chances of inclusivity for qualified, relevant candidates in our pools. 6. A consistent and supported interview process for all candidates, to include (1) structured interview guides, (2) diverse interview panels, and (3) review and certification of interview pools. Central Human Resources will partner with business and academic units to create and provide relevant resources and support throughout this process. 7. Increased HR engagement within the Faculty hiring processes. This will allow for the continuation of education, training and guidance for the committees when hiring. 8. Review and certification for quality and quantity of diverse interview pools. This will enhance the diversity of selection processes and subsequently positively impact the number of Black candidates that may move to the finalist stage, across all job groups, career levels and units.
Timeline	6-9 month implementation plan
Implementation Costs	\$7,500 (one-time)

Recruitment and Selection Training & Education for Managers	
Summary Description	<p>The hiring process is where racial inequality begins in the workplace. The verbiage used in job postings, applicant name preferences, personal affinity during the interviews, and unconscious bias in final selections is just a few of the common pitfalls that prevent organizations from reaping the benefits of a truly diverse workforce (Gino, 2020).</p> <p>One way to determine how bias is influencing hiring decisions is to compare the racial diversity of your organization to those of the surrounding population (e.g., the county population). Further, the analysis should indicate where in the hierarchy of the organization (entry-level, mid-management, and executive levels) culturally diverse employees are found.</p> <p>Awareness training is the first step to unraveling unconscious bias, but ongoing initiatives must be implemented to develop a culturally competent and representative workforce (Bohnet,</p>

	2016). Research demonstrates that organizations with higher levels of diversity also have higher levels of innovation, motivation, and revenues (Harvard Business Review, 2018).
Owners	Division of Human Resources
Partnerships/Collaboration	Diversity, Equity, and Inclusion Executive Leader Academic Affairs
Outcomes	Based on the current literature, we offer several recommendations to improve the cultural diversity and resulting innovation and effectiveness at Florida International University: <ol style="list-style-type: none"> 1. <i>Mandatory yearly training for anyone participating in search and screen, interview panels, and/or making hiring decisions.</i> <ol style="list-style-type: none"> a. Unconscious Bias. Participants should be required to engage in training for unconscious bias and hiring equity before being allowed to participate in the hiring process. The hiring committee should also be culturally diverse. b. Interviewing 101. As is done annual with Internet Security, we recommend annual diversity training regarding the university interviewing policies and procedures that will assist in developing insight into each employee's unconscious biases, with an understanding of racial equity, and emphasis on FIU's commitment to promoting social justice in the hiring process.
Timeline	3-6 month implementation plan
Cost to Implement	\$10,000 (\$5,000 one-time, \$5,000 recurring)

Communication Strategy for Annual Diversity Metrics, & Goals	
Summary Description	<p>As a federal government contractor under Executive Order 11246, FIU is required to provide equal employment opportunities to qualified minorities, women, individuals with disabilities, and protected veterans. The University's Affirmative Action Plan (AAP) is prepared by the Office of Inclusion, Diversity, Equity & Access, and used as a tool by the EEO Director, to identify areas of underutilization for said groups. The university community should use the plan to create a diverse, equitable, and inclusive workforce. FIU must set and communicate specific goals related to diversity, equity, and inclusion annually.</p> <p>It is important to provide ongoing communications and supporting information and data that accurately represents the university demographic and tells the story of progress towards diversity, equity, and inclusion. To do that, we recommend the development of a Diversity Strategic Communications Plan, including summarization of FIU's Affirmative Action Plan, the FIU Equity Report, plan goals, and recommendations for success. Each fiscal year, the plan details will be prepared and communicated to President Mark B. Rosenberg, Dr. Kenneth Furton, and the Executive Committee. Additional presentations</p>

	<p>will be made to area Vice Presidents, Deans, and published for the university community to read.</p> <p>The annual report will include the diversity goals for hiring, retention, and promotion of faculty and staff, student enrollment, retention, graduation, community engagement, etc.</p>
Owners	Diversity, Equity, and Inclusion Executive Leader Inclusion, Diversity, Equity, and Access (IDEA)
Partnerships/Collaboration	Division of Human Resources Academic Affairs
Outcomes	<ol style="list-style-type: none"> 1. Increased ownership and accountability by all, for diversity, inclusion, and equity in hiring, promotion, and retention of faculty and staff. 2. A published Annual Diversity Report with pertinent data and recommendations for meeting goals established for university. 3. Greater awareness and knowledge around our workforce demographics, the diversity goals of the institution at large, and behavior/actions that lead to a more inclusive environment and practices. 4. A self-audit and reporting system that measures the effectiveness of diversity, equal employment opportunity, and inclusion programming. 5. Enhanced compliance framework to monitor newly implemented programs and report out on results for continuous improvement.
Timeline	1-3-month implementation
Cost to Implement	\$3,000 (Reoccurring cost)

Centralized Advertising Budget & Targeted Recruitment	
Summary Description	<p>Increasing diversity means reaching out to a wide array of professionals with diverse backgrounds, experiences, education, and approaches to work. Casting a wide net and attracting prospects to FIU requires consistent and strategic advertising and sharing of our story and opportunities to impact a diverse community. Doing so would require establishing a <i>Centralized Advertising Budget</i> that would be managed by the Central Division of Human Resources, in partnership with the Office of DEI. Centralizing said budget would ensure that (1) the institution is conducting thorough and varied outreach, (2) there are no inconsistencies with units budgeting these costs on an annual basis, and (3) the institution's commitment to fair and equitable marketing, attraction and recruitment of diverse talent, is evident. Leveling up would be combining the centralized budget with targeted marketing/advertising plans/efforts for recruitment of top, diverse talent in those areas of deficiency.</p>
Owner	Talent Acquisition & Management
Partnerships/Collaboration	Academic Affairs Inclusion, Diversity, Equity and Access (IDEA)

Outcomes	<ol style="list-style-type: none"> 1. Financial supports for targeted marketing/recruitment efforts. 2. Consistent representation across a wide array of publications, professional networks, journals, etc. 3. An amalgamation of opportunities and powerful storytelling, to support our employment and diversity, equity, and inclusion brand. 4. Analyze Marketing for Inclusion Emphasis. Review FIU career website information, marketing material, publications, research goals, and job marketing strategy to identify ways in which inclusion and diversity can be made more prominent.
Timeline	30 day implementation
Cost to Implement	\$10,000 (Sending Job Advertisements to 2 Diversity job boards) (recurring)

Leadership and University Accountability	
Summary Description	We must hold university leadership and the university accountable for walking the talk as well as recognize and reward those who show exemplary leadership in improving diversity, equity, and inclusion. The ownership to build and ensure a culture that is diverse, equitable, and inclusive should be the responsibility of all university leaders who make hiring decisions, participate on interview panels, and search and screens.
Owners	Diversity, Equity, and Inclusion Executive Leader Division of Human Resources
Partnerships/Collaboration	Inclusion, Diversity, Equity and Access (IDEA) Academic Affairs General Counsel
Outcomes	<ol style="list-style-type: none"> 1. Incorporate a “Diversity” competency for performance management and evaluation of all Executive Leadership and Faculty. 2. Revise and strengthen the “Diversity” competency in the Performance Excellence Process (PEP) evaluation and Faculty Panther 180 evaluation. 3. Include diversity, equity, and inclusion in Compass. This will help to ensure Deans and area Vice Presidents are held accountable 4. Implement recognition programs to highlight intentional strides, accomplishments, and impact around this work. 5. Incorporate a diversity statement/job duty related to the role and work the incumbent will perform. (This is ALL our responsibility) 6. Creation of a systematic diversity dashboard for university leadership and managers.
Timeline	6-9 month implementation plan
Cost to Implement	\$2,000 (recurring)

Building of a Diverse Talent Pipeline	
Summary Description	To effect change on a systemic level, we must look at the entire organization. Without a diverse pipeline, the university will continue to hire the same groups of people, which will result in more of the same while inhibiting growth, progression, and inclusion of Black excellence. We will coalesce the power of shared governance and accountability of the Provost's Office, Colleges and Schools, Administrative leadership, Faculty, and other stakeholders to implement equitable programming that eradicates discriminatory and biased practices.
Owners	HR Liaison
Partnerships/Collaboration	Talent Acquisition & Management Academic Affairs
Outcomes	<ol style="list-style-type: none"> 1. Establish ERGs (Employee Resource Groups) that will help diverse communities connect, support one another, as well as builds a pipeline for FIU with a diverse slate of future referrals. 2. Expand sourcing efforts with innovative networking techniques and networking in uncharted territory (FIU graduates, alumni, and other affiliation networks such as ICABA, etc.) 3. Maximizing events or hosting new ones to consistently engage prospective employees. There is opportunity to attract communities that we do not usually connect with. 4. GROW OUR OWN. <ol style="list-style-type: none"> a. Our student body is a huge pool for talent that we too often overlook. Curated "real world" career experiences, internships, and/or fellowships with a diverse selection of students is a great way to create a more diverse talent pipeline. b. Utilize internal diverse talents for succession planning/promotional opportunities, career paths, for positions and departments with diversity goals in hard to fill positions.
Timeline	6-9 months implementation plan
Cost to Implement	\$5,000 (recurring)

Strategic Self-Audit/Reviews	
Summary Description	Overcoming barriers to hiring, retention, and promotion of a diverse faculty and staff are complex. Florida International University must demonstrate its commitment to educating a diverse population that will transform into a diverse community. Gaps in existing processes and patterns of practice create inequity, as evidenced by the low percentage of Blacks employed in job groups that do not currently require competitive recruitment. Disrupting the usual and dismantling silos of discriminatory behavior will require real effort, commitment, and discomfort. There is no better time than the present.

	<p>Under the leadership of the Equity Action Initiative Committee, recommended audits by the Office of Internal Audit will be conducted on the following:</p> <ul style="list-style-type: none"> • Posting Waiver Criteria & Approvals • Adjunct & Visiting Faculty Hiring Process • Tenure Process (Eligibility, Applications, Approvals, etc.) • Background Check Adverse Impact Decisions • Promotional Decisions (Diversity of selections) <p>Periodic audits will be implemented regularly, thereafter.</p>
Owners	Division of Human Resources
Partnerships/Collaboration	<p>Diversity, Equity, and Inclusion Executive Leader</p> <p>Academic Affairs</p> <p>General Counsel</p>
Outcomes	<p>Data Analysis for review and recommendations</p> <p>Action Plan</p>
Timeline	6-9-month implementation plan
Cost to Implement	\$0

Diversity, Equity, and Inclusion Seed Fund/Incentives	
Summary Description	<p>As an investment in broader institutional efforts to advance diversity, equity, and inclusion within FIU, offering diversity incentives to encourage creativity, innovation, and grassroots efforts to join in our larger DEI strategy, is recommended.</p> <p>Providing incentives for diversity, equity and inclusion projects and initiatives that encourage understanding, learning, investing in relationship-building across difference, and offer new ways to achieve our goal of an inclusive campus culture for students, faculty, staff, and community.</p>
Owners	Diversity, Equity, and Inclusion Executive Role
Partnerships/Collaboration	<p>Academic Affairs</p> <p>Division of Human Resources</p>
Outcomes	<ul style="list-style-type: none"> • Diversity incentives will: • Advance an inclusive campus culture. • Promote cross-campus, intergroup, and partnership approaches to support community-building. • Develop a comprehensive learning community, rich with opportunities for diverse faculty and staff educating others. • Integration of diversity curriculum into all open enrollment training, campus and job orientations, leadership development programming and cohorts, student programming, and faculty/staff lecture series events.
Timeline	3-6-month implementation plan
Cost to Implement	\$10,000 (recurring)

Reporting of Bias	
Summary Description	Bias, whether intentional or unintentional, creates an unbalanced, unwelcoming, and even hostile environment for specific groups and individuals. Its Unconscious tendencies can become the norm within an organization, leading to behavior that fosters unconscious bias. “That bias can influence who is involved in a group, who speaks the loudest, who is heard the most, who sits in the back of the room, and who sits upfront (Allegis Group 2018). If left unaddressed, FIU’s ability to attract and retain diverse talent and reputation will become damaged. Creating a path and platform for reporting incidents of suspected bias is an important step in creating a more inclusive, welcoming, and safe environment and culture for all. The reporting, investigation, and response should protect individuals from retaliation and any additional unfair impact.
Owners	Diversity, Equity, and Inclusion Executive Role
Partnerships/Collaboration	Division of Human Resources Academic Affairs Office of the General Counsel
Outcomes	<ol style="list-style-type: none"> 1. Dissemination of diversity, equity, and inclusion climate survey. The survey will be designed to capture an in-depth understanding of the collective experiences of FIU students, faculty, and staff. The survey will employ a broad definition of diversity, equity, and inclusion focusing on race/ethnicity, gender, ability status, religion, political ideology, sexual orientation, gender identity, and veteran status. The results will be communicated to various units at the university as well as DEI for diversity planning and decision making. 2. An online, confidential bias reporting and response system. Through the Bias Reporting System, FIU will be able to track and review bias-related incidents. Reporting the incident may lead to an investigation, following which the university can hold the accused accountable for their acts.
Timeline	1-3 months implementation plan
Cost to Implement	\$5,000 (recurring)

Definitions

- ***Bias:*** Single or multiple acts toward an individual, group, or their property that are so severe, pervasive, and objectively offensive that they create an unreasonably intimidating, hostile, or offensive work, learning, or program environment, and that one could reasonably conclude are based upon actual or perceived age, race, color, creed, religion, gender identity or expression, ethnicity, national origin, disability, veteran status, sexual orientation, political affiliation, marital status, spirituality, cultural, socio-economic status, or any combination of these or other related factors.
- ***Competitive Recruitment:*** Process of announcing job opportunities internally and externally to identify, interview, and hiring employees for vacant/new positions.
- ***Diversity Goals:*** Specific goals related to diversity, equity, and inclusion based on the student headcount, departmental, and job level demographic workforce.
- ***Employee Resource Groups:*** Voluntary, employee-led groups whose aim is to foster a diverse, inclusive workplace aligned with the organizations they serve.
- ***Job Groups:*** Groups of job classes that are linked by a common purpose, skill set, or education or certification requirement (i.e., Temporary, Faculty, Staff, Administrative, Student Assistant, Graduate Assistant, etc.)
- ***Unconscious Bias:*** Social stereotypes about certain groups of people that individuals form outside their conscious awareness. Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one's tendency to organize social worlds by categorizing.

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[POLICE REFORM]

Introduction

Amid national and international outcry for justice, equality, and an end to systemic racism, many universities are reexamining policies, procedures, and practices, that perhaps inadvertently support institutional racism. While immediate reform is imperative, dismantling systemic racism, supporting social justice efforts, and sustaining global change in academia involves a robust, multifaceted approach that includes several entities within institutions of higher learning. To address the aforementioned at Florida International University, President Mark B. Rosenberg created an Equity Action Committee tasked with developing a set of recommendations, aligned with FIU's current strategic plan, to promote inclusion and equality. The Police Reform Committee, a subgroup of the initiative, was charged to identify ways that Florida International University Police Department (FIUPD) can obtain the goals delineated in the Presidential Townhall. The strategies presented provide an exciting opportunity for innovation, collaboration, and reformation.

Objective

To outline initiatives intended to advance training, promote community policing, support diversity efforts, examine alternative controlling techniques, and create a more rigorous and comprehensive apparatus for reporting misconduct.

The Committee is composed of a diverse group of professionals with a wide range of interests, expertise, backgrounds, and experiences from several divisions in the institution. The list of members and their respective departments as well as the summarized strategies/recommendations are listed below.

The committee identified four comprehensive goals for the FIUPD that are necessary to achieve social justice, equity, and support inclusion efforts at our FIU. Furthermore, these strategies will support FIUPD's objectives to foster positive community contacts and maintain mutual trust.

Goals

- **Improve Police Culture:** Creating an environment more conducive to equity is imperative. To attain impartiality, there must be a larger emphasis on community policing, more rigorous value calibration, and greater diversity.
- **Adopt *Standards* to Reduce Harm:** Adopting standards to reduce immediate harm and restrict the use of force have proven beneficial in improving community relations, public trust, and more importantly, reducing the number of civilians killed by police.
- **Promote Greater Transparency:** Empirical support for transparency in law enforcement is abundant. It is vital for gaining and sustaining community support and increasing law legitimacy and citizen trust, which are essential for successful community policing.
- **Increase Accountability:** Increasing accountability efforts will ensure that officers who engage in misconduct, such as racial profiling, harassment, brutality, etc. are held responsible for their actions.

Definition

Florida International Police Department (FIUPD) espouses the philosophy of Community-Oriented Policing (COP). The Office of Community-Oriented Policing Services defines COP as a “policing philosophy that promotes and supports organizational strategies to address the causes and reduce the fear of crime and social disorder through problem-solving tactics and police-community partnerships”. This type of policing focuses on the community which is an essential function of the university’s mission statement.

COP consists of two basic fundamentals: (1) community partnerships and (2) problem solving.

In a more broad and general understanding of the concept of Community-Oriented Policing, the practice is heavily about officers developing relationships of trust and confidence with their communities, becoming true “members” of the community, rather than authorities “over” the community. Relationship building takes time, and repeat interactions that reinforce comfort and confidence create a true synergy between citizens and the police force.

Strategies/Recommendations

Toward the goal of improving police culture, and as a hard truth, research shows that modern day police departments have their roots in slavery. *“While some of the police departments in the North originated as night watch groups to deter crime, police departments in the South were formed as “slave patrols”*

to monitor the movements of Blacks. Therefore, it is not coincidental that police were responsible for the high rate of murders of civil rights activists in the 1950s and 1960s. In fact, affluent Blacks were two times more likely than non-affluent Blacks to be killed by police in the 1960s.”³ Racial disparities in police killings that have continued up until today do not happen at our FIU nor are they ever expected to happen. However, the residue of the mentality associated with the negative treatment of those with black pigmentation all too often sets the tone for how Black members of our FIU community are approached. It is an aspect of police interaction that has been excused and this work seeks to offer solutions that will shift mindset and subsequently, behaviors that lend themselves to over-policing and inequitable treatment.

A few distinct strategies overlay these four goals and can measurably impact police reform in a positive way that restores the loss of dignity, respect, and proper policing that all of our faculty, staff, and students deserve. The strategies are as follows:

Develop an Oversight Review Board

Create an FIU Community Oversight Board (inclusive of faculty, staff, and students) modeled on best practices to review allegations or complaints of police misconduct and provide recommendations. Most recently, the failures of law enforcement officers have caught the attention of the media and the world once again, with the murders of George Floyd, Breonna Taylor, and Ahmaud Arbery. The subsequent nation-wide protests have further exposed the deficiencies of policing systems, generally, as police brutality continues to be wielded against the protesters who are contesting brutality. Unfortunately, it has been the videotaping of the horrific acts via cell phones that have exposed much of the inappropriate behavior and treatment toward Black citizens particularly. As it relates to our FIU, part of the commentary that has been communicated in meetings with FIU faculty, staff, and students are related to Black people not being engaged respectfully when approached by some police personnel. This finding aligns with a growing body of research that suggests Blacks encounter both oppression and discrimination daily on many college campuses.⁴ Some minority members experience overt racism while others note more subtle behavior. A recent study examined Black males’ experiences with racial microaggressions at Harvard University, Michigan State University, University of California, Berkeley, University of Illinois, and the University of Michigan. Results indicated that Black students more frequently reported experiencing microaggressions from campus police.⁵ Additionally, Black male students were more likely to face overly aggressive policing tactics. Still, a separate study noted that Black students and faculty were frequently presumed to be out of place and treated suspiciously by campus police.⁶

While we are fortunate that FIU police records do not note recent *use of force* findings, it is of interest to ensure inappropriate behaviors of subtle or overt microaggressions and disguised aggression be rooted out. The mission offered by the National Association for Civilian Oversight of Law Enforcement's (NACOLE) mission is to create a community of support for independent, civilian oversight entities that seek to make their local law enforcement agencies more transparent, accountable, and responsive to the communities they serve. Such a board can be of benefit to the larger community by creating a sense of transparency. It is in the spirit of this community policing concept, that we proposed the creation of such an oversight board modeled after the tenets proposed by NACOLE which include but are not limited to:

- Have Independence (from police department leadership): Recommended board members would include one faculty, one staff, one student, one alumna, and one member of the community at large to gain trust by being unbiased.
- Access to All Critical Pieces of Information: Appropriate access to all necessary public information and evidence in completed investigation, as well as access to confer with decision makers in both the law enforcement agency and university administration, where appropriate.
- Favorable Rapport: It is not the intent or work of this oversight board to be antagonistic to any degree. Transparency, fairness, expertise, dedication, and flexibility is critical of the key participants, with university leadership, police leadership, and union representation, and is critical to the success of the oversight system even more than the structure, itself. ¹
- Ample Authority: This oversight board cannot be a 'talking head' and must be empowered to accomplish its goals.
- Ability to review police policies, training, and other activities to keep at the forefront, the charge to root out systematic issues; all with a focus on being proactive, rather than reactive, to sporadic issues.

As the Oversight Board is established, it should create reporting mechanisms offering transparency and accountability to the university community with standard release of reports on a routine basis offering a complaint analysis and any relevant information of findings for the reporting period. Research shows that reporting can increase public confidence in the oversight board.²

Benefits of such an oversight board would offer:

1. a neutral place for concerns to be brought forth outside of the rank/file of the police department.
2. accountability for officer's actions.

3. possible improvement in the quality of the department's internal investigations of alleged misconduct.
4. a greater degree of trust in the department toward improving relationships, generally.

As we continue our trajectory to achieving and maintaining top 50 status in major publications, we aspire to be a 'best world university emphasizing teaching environment' in the Best World Rankings. The best teaching environment is that one that is safe and inclusive allowing for the freedom of exchange with the delivery of pedagogy. Implementing these measures toward favorable police reform moves us closer to fulfilling this prominent ranking.

Develop Comprehensive Training to Address Implicit Bias and Increase Cultural Competence

Although unfortunate, it is quite possible that police officers interact with Black citizens based on a set of subconscious, preconceived notions regarding culpability, threat, and worthiness. Social psychologists frequently find that unconscious bias affects decision making and social interactions.⁷ It is well documented that children subscribe to stereotypes long before they acquire critical analysis skills or develop personal beliefs. In general, stereotypes have greater recollection power because they are far more accessible than even personal beliefs.⁸ As such, even a well-intentioned officer may succumb to racial bias – especially in the absence of applicable training. This situation is exacerbated by a general belief that Blacks are violent, criminal, and/or dangerous. Because implicit bias occurs on a subconscious level, an individual does not need prejudicial attitudes or feelings of hatred toward a particular ethnic group to act on embedded stereotypes.⁹ Richardson notes that “in the policing context, implicit stereotypes can cause an officer who harbors no conscious racial animosity and who rejects using race as a proxy for criminality to unintentionally treat individuals differently based solely upon their physical appearance.”¹⁰ An array of studies indicate that unconscious bias affects police officers' interactions with citizens.

Though not a panacea, training that emphasizes implicit bias has recently shown promise of increasing cultural competence of the police.¹¹ Whitfield found that officers who completed implicit bias training improved in “cultural awareness, knowledge, and skill.”¹² Additionally, participants reported feeling more equipped to regulate their biases while interacting with diverse citizens.

Increase Diversity

Empirical research from a multiplicity of fields emphasizes the many benefits of diversity. A study by Nowacki and Spencer highlights the importance of racial diversity in and among various police departments.¹³ More specifically, they analyzed traffic citation inconsistencies among Black and White citizens. They found that the racial disparity in the issuance of traffic citations was significantly smaller for police departments where the racial demographics of the department more closely resembled the racial demographics of the community. In recent years, social psychologists have advanced the theory of intergroup contact as a means of reducing implicit bias, racial anxiety, and stereotype threat.¹⁴ Because research suggests that some officers perceive Blacks as being more potentially dangerous than Whites, one way to mollify this racial bias is to increase the frequency with which non-Black officers interact with persons of color. Studies find that interacting on a personal basis with different racial groups has the potential to diminish unconscious bias.¹⁵ Such a personal connection is necessary to promote both inclusion and empathy. Thus, it stands to reason that officers in more racially diverse police departments have a less implicit bias because they are consistently afforded the opportunity to interact with persons of color who challenge popular stereotypes.

While intergroup contact is not a cure-all for the attenuation of unconscious bias and/or prejudice, research tends to support its effectiveness. It seems likely that an increase in the racial diversity of a police department has a positive influence on its organizational subculture. Greater departmental cohesion and empathy have the potential to impact citizen interactions which subsequently increases both institutional trust and community policing efforts. Additionally, research shows that Black officers have more favorable opinions of community style policing (as compared to more traditional and legalistic methods) and its ability to control crime and increase rapport among Black citizens.¹⁶ The National Crime Prevention Council also noted that having a more racially and ethnically diverse agency helped improve police-community interactions. Moreover, having a diversified department influences police officers' consciousness regarding race relations.¹⁷ Thus, in more racially diverse police agencies, both Black and non-Black officers tend to be more aware of activities that could have detrimental effects on the department, increase citizen hostility and erode community trust.¹⁸ Sixteen (16%) percent of FIU's community are Black, and FIU has a total of 10 Black certified law enforcement personnel (8 Officers, 1 Sergeant, and 1 Captain) representing 16% of our FIUPD officers with one Black probationary trainee on board. Research in education, psychology, and sociology continue to underscore the benefits of diversity, inclusion, and representation. As our FIUPD continues its efforts to increase diversity in the department through promotion of a 'grow-your-own' trainee program, the EAI recommends a proportionate increase in its hiring of Black officers as it reaches its anticipated growth targets.

Adoption of the “8 Can’t Wait” (as outlined by Campaign Zero)

The EAI wishes to be clear on this fact. We value the distinguished FIU police department and support its intended purpose of serving and protecting our faculty, staff, students, alumni, retirees, vendors, and visitors. When conducted properly, police presence affords our community the privilege to learn, work, earn, and exchange in an environment free of harassment, abuse, criminal activity, and unlawful acts. The recommendation to employ the ‘8cantwait’ model is concluded with this implementation with no suggested, implied, or underlying goal of defunding or abolishing police authority at our FIU. The recommendations, as preventive measures for activities that are never expected to occur in campus policing, are as follows:

- **Ban chokeholds & strangleholds.** Both chokeholds and all other neck restraints must be banned in all cases.
- **Require De-Escalation.** Require officers to de-escalate situations, where possible, by communicating with subjects, maintaining distance, and otherwise eliminating the need to use force.
- **Require warning before shooting.** Require officers to give a verbal warning in all situations before using deadly force.
- **Requires exhausting all alternatives before shooting.** Require officers to exhaust all other alternatives, including non-force and less lethal force options, prior to resorting to deadly force.
- **Duty to intervene:** Require officers to intervene and stop excessive force used by other officers and report these incidents immediately to a supervisor.
- **Ban shooting at moving vehicles.** Ban officers from shooting at moving vehicles in all cases, which is regarded as a particularly dangerous and ineffective tactic.
- **Require use of force continuum.** Establish a Force Continuum that restricts the most severe types of force to the most extreme situations and creates clear policy restrictions on the use of each police weapon and tactic.
- **Require comprehensive reporting.** Require officers to report each time they use force or threaten to use force against civilians. Comprehensive reporting includes requiring officers to report whenever they point a firearm at someone, in addition to all other types of force.

Over 40 years of research supports the conclusion that more restrictive use of force standards reduces police violence. We feel confident these are not methods that we currently employ, and this recommendation codifies that assurance by adopting the tenets of 8cantwait as a business model for FIU.

Implementation Plan

Review and refine the model used by the National Association for Civilian Oversight of Law Enforcement's (NACOLE) for campus police structure. <https://www.nacole.org/steps>
[Review and refine modules used by the Center for Policing Equity for implicit bias training.](https://www.nacole.org/steps)
https://s3.truandjustice.org/misc/PJ3_Community_Deck.pdf

Associated Costs

Training for Oversight Participants (7) \$5,000 annually

Hiring of Additional Police Officers

Job Code	Job title	Base Salary	Fringe Rate	Total
8556	Law Enforcement Officer Trainee	\$48,500	49.29%	\$72,405.65
8554	Probationary Law Enforcement Officer 1	\$50,000	49.29%	\$74,645.00
8555	Probationary Law Enforcement Officer 2	\$52,500	49.29%	\$78,377.25
8515	Law Enforcement Officer 1	\$53,500	49.29%	\$79,870.15

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MICRO-CREDENTIALS

The breadth and depth of teaching, learning, and unlearning the subject matters of racism, bigotry, and implicit bias must begin regardless of how long the path forward may be. Through micro-credentialing, learners will discover key terms and definitions as well as gain a fundamental understanding of concepts related to social justice. Additionally, opportunity for application in their personal, academic, and professional lives of the learners will be a beneficial aspect of these program offerings.

Highlights

The menu of micro-credentials offered provides a variety from which all learners (faculty/staff/students) may glean with the same emphasis as is required for compliance training of critical content programs, including but not limited to:

- Cultural Competence Continuum Responsiveness Micro credential
- Fundamentals of Social Justice Badge (for Learners)
- Miami Museum & Site History/Evolution of Racism and Social Justice in Miami (for Learners)
- Micro-Certificate related to Community Policing
- Micro-Certificate on Juneteenth History post-Civil War

Action Steps

- Secure funding for five-year initial program
- Identify content creators
- Implement for fall, 2020
- Develop mandatory training for all FIU stakeholders on implicit bias with dedicated resources and accountability measures in place.*

Fundamentals of Social Justice Badge (for Learners)

- Purpose:
 - To develop a fundamentals of social justice badge for our Learner population. Learners will learn key terms and definitions as well as gain a fundamental understanding of concepts related to social justice as well as their application to their personal, academic, and professional lives.
- Summary of costs:
 - Faculty stipends to review material and provide feedback: 2 \$750 stipends (Fall semester) *
 - Reviewer Stipends for materials deemed necessary for review: up to \$1200 per semester (approximately 240 assignments reviewed per semester). This would cover approximately 30 learners depending on their progression through the semester. **
- Year 1 Costs (Fall 20 – Summer 21): \$5,100

- Recurring costs thereafter: \$3,600 per year

Miami Museum & Site History/Evolution of Racism and Social Justice in Miami (for Learners)

- Purpose
 - To develop a digital badge for Learners to better understand the evolution of racism and social justice in Miami.
- Summary of costs:
 - Stipends to develop material in fall 2020: \$1,000 x 5
 - Facilitation costs per group of 30 Learners: \$1,500 per group + \$50 per Learner for potential museum entry fees (\$1,500 per cohort)
 - Goal to facilitate this workshop at least once per semester – 90 Learners per year
 - Y 1 – 2 groups (spring and summer 2021)
- Y 1 Costs: \$11,000
- Recurring costs thereafter: \$9,000

Faculty/Staff Micro-Credential cost noted is per digital badge, in the event the university elects to offer a series. The referenced learner badges could be offered to faculty/staff, as well. Additionally, they can be offered in a different shell and with a smaller cohort, if desired. The same costs would apply. However, if microcredential is prepared for a small group of students, faculty/staff could be included in that count for the same cost.

The costs below apply in addition to any museum costs required.

- Purpose
 - To develop a digital badge (or series of digital badges) for student/faculty/staff to engage in meaningful discussion and reflection on topics related to racial and social justice, equity, and cultural competency.
- Summary of costs:
 - Stipends to develop material in fall 2020: \$1,000 x 5
 - Facilitation costs per group of 30 faculty: \$1,500 per group
 - Y1 – 10 groups (300 faculty/staff trained)
 - Y2 – Y5 - 15 groups (450 faculty/staff trained)
 - Goal of 2,100 faculty/staff earn digital badge by end of year 5
 - Hosting fee for Canvas Develop: \$150 per year – this hosting fee is for one course only; Budget is adjusted to include hosting fees for 5 badges. \$750 per year
 - Instruction design set up: 100 hours * \$40 per hour = \$4,000;
 - Badge fee: \$3.50 per badge (\$1,050 per 300 badges; \$1,575 per 450 badges)
- Y 1 Costs: \$25,800
- Recurring costs thereafter: \$28,825

TENURE PROCESS REVIEW & RESTITUTION

Research shows that there was significant growth in Ph.D. production by 67% between 1975 and 2017. The growth was actually a result of increased non-whites, particularly Asians, at 26%, receiving the terminal degree. Non-whites earning PhDs are still a minority today. Research shows, and meetings with FIU Black faculty confirms, members of color face other disadvantages that their white colleagues do not experience such as larger teaching course loads and expectations for service which distract from research time.

Recently, tenure was granted to 25 outstanding, meritorious, published, accomplished, and deserving faculty at our FIU. There was no Black faculty tenured among them. This glaring omission begged the questions: where were the Black faculty who started out with these esteemed colleagues whose tenure process endured 3 – 6 years? Why were no Black faculty tapped for the tenure track given the stark shortage of Black PhDs, EdDs, JDs, and others with qualifying academic credentials? Where was the advocate/mentor who could have supported the Black faculty wanting to progress through the academy as a contributor to the life of the minds our diverse student population could glean from? Black faculty with courses focused on issues impacting people of African descent often garner larger student enrollment, placing an additional burden of resources (in the form of access to teaching assistants) not being provided.

Sadly, Black faculty may fail to acquire the mentoring and shepherding needed to successfully navigate the tenure-earning process. They may be hired in departments where their senior faculty may not be willing to assist with publishing, offer support for their research agenda, or offer introduction/access to the environment needed to ensure that they are tenured and promoted.

Several factors impact this situation and this work has taken a deeper dive into evaluating current processes, delineating opportunities/barriers associated with what Black faculty (currently employed and those who have left FIU) have experienced, conferring with AWED and IDEA leadership to understand what has/hasn't worked, and ultimately to present the case for redeeming the time by creating conditions for tenure process success.

The Office of AWED collaborated with the College of Arts, Science & Education to answer the question and change the narrative for the recruitment, inclusion, retention and support of Black

faculty with a focused approach to include 'belonging' so that our Black faculty may thrive here at

DESTINATION FIU: EXPANDING PATHWAYS FOR BLACK FACULTY AND STUDENTS

FIU has an opportunity via the Equity Action Initiative and FIU's commitment to racial justice to become a destination for Black faculty and students and simultaneously to address racial inequality.

Destination FIU is a comprehensive plan to develop FIU as a destination for Black faculty and students from the undergraduate to senior faculty and administrative level, thereby providing pathways that will represent this population effectively at all levels of scholarly pursuit at FIU.

Statement of the Problem

The current representation of Black faculty in tenure-line positions, including both tenured and tenure-earning, is only 4.8% of all tenure-line faculty. Across all faculty ranks, Black faculty representation is about 7%. See Table 1.

Table 1. Demographic Breakdown of FIU Faculty as of 06/05/2020

	American Indian or Alaskan	Asian	Black or African American	Hispanic/Latino	Not Reported	Pacific Islander	Two or More Races	White	Grand Total
Multi-Year		2	3	16	2		1	23	47
Non-Tenured, Not Tenure-Earning	3	61	66	285	129		12	407	963
Non-Tenured, Tenure-Earning	2	26	11	16	34			93	182
Not Tenure Eligible	6	45	86	410	40		8	349	944
Tenure	1	134	28	86	9	1		359	618
Grand Total	12	268	194	813	214	1	21	1231	2754

Source: FIU Accountability Faculty Demographic Dashboard (<https://accountability.fiu.edu/faculty-staff.html>)

The representation of Black faculty is well below that of the undergraduate student body (13%), as well as below that of the Black population within the Miami area (19%). There clearly is a pressing need for FIU to do more to promote a higher level of representation of Black scholars at FIU, particularly in tenure-line positions tasked with creating new knowledge within their discipline.

In order for FIU to become a destination for Black faculty and students, a broad approach is required that includes hiring at a senior level, a path to the professoriate for postdocs, more recruitment and retention of doctoral students, and more support for talented undergraduates.

Proposed here are five tactics to institutionalize FIU as a destination for Black faculty and students at all levels of scholarly pursuit, including at the junior and senior faculty ranks and administrative level as well as the doctoral and undergraduate student levels.

Goal: Realize FIU's Potential to become a Destination for Black Faculty and Students

Tactic 1. Pathway to the Professoriate - Postdoctoral to Assistant Professor Level: Increase the number of Black faculty in tenured and tenure-earning positions by providing a sustainable pipeline to the professoriate through expansion of the CASE Distinguished Postdoctoral Fellowship Program *as a university-wide program*.

Measurable Objective: Increase the number of early career minority faculty by at least 40 through the pathways/pipeline program within no more than 6 years.

Implementation: The success of the College of Arts, Sciences & Education (CASE) Distinguished Postdoctoral Program provides a model that could be helpful as a university-wide program aimed at bringing in Black postdoctoral fellows, enabling them to thrive, and transitioning them into tenure-earning positions at FIU. The CASE program has been effective at attracting a diverse and talented pool of early career faculty and has already resulted in the successful transition of postdocs into faculty positions at FIU and other universities.

We propose to build on CASE's proposal for 25 Distinguished Postdoctoral Fellowship positions (submitted earlier) to request an additional 20 postdoctoral positions for other Colleges, for a total of 45 positions university-wide. Following the CASE model, these fellows will be paired with outstanding mentors and given professional development and research support. Participating postdocs will be encouraged and expected to develop a high level of disciplinary engagement, and in relevant fields, to apply for funding as both a Co-PI and PI. Each year, several postdocs who have built a foundation of success in research or creative activities and funding consistent with their discipline will be transitioned to tenure-track positions at FIU.

The impact of postdoctoral students on the campus climate is manifold, including a high level of interaction with undergraduate students, who they in turn can mentor into PhD programs; research innovation where current faculty are expanding into new, previously uncharted areas; and a direct correlation between their success in obtaining grants because of excellent mentorship and being competitive on the job market, which helps FIU improving its rankings as a result. Applicants for the program would be required to submit a Diversity Statement along with the traditional materials such as a letter of intent, CV, and letters of reference. Guidelines for Diversity

Statements (see: go.fiu.edu/diversitystatement) are provided to applicants. These guidelines ask applicants to provide evidence of their commitment to diversity. Minority applicants are more likely apply when they see this is a priority for an institution and also are more likely to have been engaged in this work. The use of diversity statements thus results in a more inclusive pool of applicants. Diversity Statements have been widely used at other universities to increase the number of underrepresented minority and women applicants. Most notably, the University of California system has used them to effectively recruit and hire an increased number of outstanding Black faculty.

At first, incremental funding will be needed to bring in postdocs. In subsequent years, costs will be kept down by using funding from salary savings (e.g. faculty retirements in areas that transitioned postdocs cover) and sharing lines with researchers and preeminent programs. The projected numbers below are based on a budget of \$3M for years 2-6 and \$1.8 M in year 1. This is based on an average investment of \$75,000 per year on postdoc salary, fringe, and professional development and \$120,000 per year on salary and fringe 9 month investment in assistant professors. Remaining funds are budgeted to postdoc research and contributions to faculty startup packages. Targeted grants and philanthropic efforts would also be pursued, which would allow us to explicitly recruit Black postdoctoral fellows.

Incremental base funding of \$3M would allow the number of postdocs and postdocs transitioned to faculty to be expanded considerably from these numbers. We also will be able to expand on this program through philanthropic efforts, incorporating grant-funded postdocs into the program, and matching support from preeminent programs.

Table 2. Target numbers in the pathway program.

Year	Postdocs	Assistant Professors
1	20	0
2	28	4
3	20	8
4	15	11
5	12	12
6	6	15

Supporting Program - Senior Level Professors: Diversity Mentor Professor Program

The recent commitment of ten faculty positions to the Diversity Mentor Professor program by President Rosenberg and Provost Furton will enable FIU to hire Black faculty at the senior level to provide additional leadership and mentoring for the postdoctoral fellows beyond what their departments provide. The Diversity Mentor Professor program offered by the Office to Advance Women, Equity & Diversity (AWED) is based on a program developed at UCLA that was effective at doubling the number of Black and Hispanic faculty and women within the College of Life Sciences over an eight-year period (Sork, 2020). The program operates by recruiting outstanding scholars with a history of mentoring under-represented groups. This program has been used successfully at FIU to recruit two outstanding senior women into STEM departments where women have been traditionally under-represented. These two faculty already have brought \$5M in grant funding to FIU.

Tactic 2. Institutional Level: Provide institutional support for the recruitment and retention of Black faculty by funding a half-time AWED Associate Director faculty position to work with Search Committees, Diversity Advocates, and College Equity advisors to increase Diversity, Equity & Inclusion goals for departments and colleges.

Measurable Objective: The AWED Associate Director will participate in recruiting the applicants for the ten Diversity Mentor Professor positions that have been approved and will work with Search and Department Chairs to increase the number of Black faculty hired on regular departmental tenure-track searches by 50% over the number hired in each department annually compared to the previous year. The AWED Associate Director also will work with the Distinguished Postdoctoral Program to ensure the diversity of the applicant pool.

Implementation: FIU's primary method of recruiting diverse faculty has not been effective at recruiting Black faculty. As reported to AWED by nearly 50 Chairs that have completed Diversity, Equity and Inclusion (DEI) plans for AWED, the singular strategy to recruit Black faculty is to place job ads in numerous outlets. Since 2016, this has not resulted in any gain in the number of Black faculty at FIU.

The new AWED Associate Director (funding request of \$75,0000 for 0.50FTE, AY plus one month summer salary) would work with department Chairs, Graduate Program Directors, Diversity Advocates, and Search Committee chairs to help them identify and create on-going relationships with programs at universities and colleges at other MSIs and HBCUs. These relationships would create opportunities for guest seminars and faculty and student visits between the schools. This,

combined with annual recruiting efforts at relevant national conferences and meetings, will create potential faculty hiring pools with greater diversity.

Tactic 3. Doctoral Student Level: Increase the number of Black doctoral students by replicating the Distinguished Postdoctoral Fellow program at the graduate student level.

Measurable Objective: Increase the percentage of Black doctoral students in traditional disciplines to 13% by recruiting an additional 50 students within 6 years.

Implementation: Black doctoral students in traditional disciplines (STEM, Social Sciences, and Humanities) constitute about 9.8% of doctoral students in those fields. See Table 3.

Table 3. Full-time doctoral students in traditional disciplines, 2019

Row Labels	Asian	Black or African American	Hispanic White	Non-Reported	Other	White (Non-Hispanic)	Grand Total
Doctorate	256	89	218	19	12	313	907
Grand Total	256	89	218	19	12	313	907

Year 1 would start with a cohort of 10 students and cost of about \$250K (\$24,000 per doctoral student plus tuition waivers). An additional ten students would be admitted each year for Years 2-5, with \$250K incremental funding to be added each year. Priority would be given to programs that have already demonstrated a commitment to diversity by recruiting and admitting Black students.

Tactic 4. Undergraduate Level #1: Increase the retention and academic success of Black undergraduate students and pave a pathway for their admission to doctoral programs by initiating a paid Distinguished Undergraduate Research Assistant Program to provide research experience and mentoring support.

Measurable Objective: Recruit 30 Undergraduate Research Assistant (URA) students annually over the next four years, including 5 in Humanities, 10 in Social Sciences and 15 in STEM fields.

Implementation: A cohort of 30 URAs would be recruited annually and be eligible for renewal for up to four years. Each cohort would consist of 30 students at a cost of \$1,000 per student per semester for them to work 10 hours each week in a research lab for three semesters annually, for a total cost of \$90,000 (Year 1) and an incremental amount of \$90,000 annually for each of years 2-5. Philanthropic efforts might enable the enrollments to be higher.

The URAs would be paired with a senior URA and a Distinguished Postdoctoral Fellow or Doctoral Student to serve as mentors. They also would participate in cohort-building activities supervised by the AWED Associate Director and a Graduate Student (annual cost of \$24,000 plus tuition waiver), who also would track outcomes.

Tactic 5. Undergraduate Level #2: Increase the retention and academic success of Black undergraduate students via a Diversity Undergraduate Learning Assistant/Writing Assistant (LA/WA) program by providing additional pathways and mentoring support to obtain paid positions as Learning or Writing Assistants.

Measurable Objective: Increase the number of Black LA/WAs by 30 additional students annually over the next four years.

Implementation: Although data are not available on a university-wide scale concerning the number of Black students who obtain Learning or Writing Assistant positions, evidence from the STEM Transformational Institute (STI) indicates that Black students are not well-represented among LAs and this is likely to be the case across other programs as well, since few recruit for diversity specifically. Empirical evidence indicates that LA programs increase retention by providing financial support and development of student ‘identity’ in their major. However, Black students represent only about 9% of the STI LAs, which is below FIU’s overall demographic of 13%. Thus, we propose the creation and support of an additional, annual cohort of Diversity LAs to increase the participation of Black students to help their retention and persistence in their respective majors.

The program would be open to all Colleges that have supervised LA or WA programs in place and have demonstrated a commitment to increasing the number of Black students within their ongoing LA/WA programs.

Students typically become an LA or WA in their junior or senior year and continue until they graduate. A cohort of 30 students would be recruited annually and if successful, would be renewed for a second year. Each cohort would consist of 30 students at a cost of \$1,500/student/semester (two semesters annually) for a total cost of \$90,000 (Year 1) and incremental cost of \$90,000 annually for each of years 2-5.

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MENTORING & ADVOCACY

Introduction

Research suggests that mentoring is a key component of the academic experience as it assists individuals in navigating spaces, networking, attaining educational success, and developing skills for professional advancement (Thomas, Merriam, & Zeph, 1987; Lambert, Husser, & Felten, 2018). This is true irrespective of one's status at the university (i.e., student, faculty, or staff). As such, mentoring is critical for the success and advancement of all FIU stakeholders and should be offered to all constituents in furtherance of our mission.

Despite this knowledge, to date, there is a dearth of intentional mentoring opportunities for the success of Black students, Black faculty, and Black staff. The purpose of this proposal is to provide a framework for mentoring and advocacy of the Black constituency at FIU. Recommendations for staff, faculty (tenured-earning, non-tenured earning faculty, not tenure eligible, and Post-Docs) and students (undergraduate and graduate) are provided.

Demographics

Currently, Blacks constitute approximately 7% of the faculty, and 12% of the student body and the administrative/staff, respectively; yet, Blacks are over-represented in temporary staffing positions (22.62%) that neither promote nor facilitate the long-term growth of these individuals or their loyalty to the FIU brand. Moreover, the current demographics of FIU are reflective of the lack of intentional and specific mentoring programs that prioritize the advancement, success, and retention of the Black community. Such poor representation in the number of Black leaders, faculty, and mentors, in particular, adversely impacts affinity and retention of Black community members. Hence, the creation of intentional mentoring and advocacy programming will address underlying issues that influence the retention and recruitment of a robust Black community at FIU that is loyal to the students, the development of others, and the institution, at large.

Relationship-Building

Relationship-building at all levels is essential for professional development and aids in retention and affinity across the FIU community. The following sections will draw upon the use of mentoring to foster relationship-building within and among student groups, faculty, and staff.

Black Student Mentoring

FIU hosts many organizations that support Black Student Life (BSU, Collegiate 100, NSBE, Haitian Student Organization, Black Female Development Circle, NPHC fraternities and sororities, etc.). Despite the resources afforded by these organizations, there seem to be few Black academic organizations available to mentor Black students across the board. Organizations such as the National Society of Black Engineers (NSBE) and the National Association of Black Accountants (NABA) not only have a limited presence on our campus, but their efforts naturally target their specific disciplines – a phenomenon which ultimately permits those students not interested in those disciplines to fall through the cracks.

For graduate students, professional socialization is critical, especially when it comes to a doctoral student's academic experience and persistence through a doctoral program. This socialization affects the student's sense of belonging within the department, engagement with the field, and research productivity (Titus & Ballou, 2013). Mentoring contributes to professional socialization by allowing doctoral students to align their work and beliefs to their research, facilitating their commitment to the field, and acculturating them to the notion of service in the professoriate. The lack of Black faculty, overall, and Black tenure-earning faculty, in particular, present unique challenges for prospective and current Black doctoral students to find community at FIU – something which is integral to their successful persistence.

Black Faculty Mentoring

FIU ADVANCE and the Faculty Mentor Program through COACHE at FIU provide mentorship opportunities solely targeting tenure track faculty (TTF). These programs and opportunities to develop professional camaraderie typically assist new and junior faculty as they navigate the tenure and promotion process. Although multiple programs exist for tenured and tenure track faculty, there are no programs specific to the professional development and support of non-tenure track faculty (NTTF).

According to the American Association of University Professors, in 2016, non-tenure track positions accounted for nearly 75% of instructional positions around the nation (Flaherty, 2018). Despite their growing presence, non-tenure track faculty are often overlooked for professional development and career advancement, denied opportunities to significantly contribute to their academic departments, and relegated to inferior or second-class status. The continued failure to support these professionals

suggests a complete disregard for their many contributions, especially those relating to teaching, student engagement, retention, and success.

Relationship-building may mitigate some of the unique issues faced by NTTF including but not limited to expectations of continued employment, contract terms, intellectual property, course development, student engagement/retention/success, and service. Additional issues such as dealing with unconscious and conscious biases, micro-aggressions, micro-assaults, and micro-invalidations by students and colleagues as well as during the evaluation process can be addressed.

Mentoring is a relatively easy support mechanism for FIU to develop. A mentoring program specific to NTTF should be initiated immediately upon hire. This will provide new or junior colleagues with a nurturing environment that fosters growth and professional development; prepares the faculty to navigate the norms and cultures of the department, unit, and institution, at large; facilitates the exploration and development of new teaching strategies; advises and guides faculty through the promotion process; and fosters a sense of belonging. Similar to what has been done at leading institutions across the nation, a mentoring program can involve individual and group activities including but not limited to:

- Short and long-term goal development
- Book/journal clubs
- “brown bag” discussions
- Lunch/dinner programs with internal or external speakers
- participation in faculty development programs inside and outside of FIU
- webinars or online seminars
- sponsorship to professional organizations/conferences that promote the scholarship and application of pedagogy unique to teaching and learning

Similar to their tenure-earning counterparts, NTTF deserves programming that affirms their place within the academe while acknowledging their unique needs. Notwithstanding, any mentoring program for NTTF must reflect the diversity seen among the ranks of instructional faculty. Moreover, due to the exorbitant cultural tax associated with mentoring others based simply on race/ethnicity, the responsibility to advocate for and/or mentor Black faculty should not rest solely on Black faculty and staff but should consider the unique needs of the same.

Sponsorship of Black Students, Faculty, and Staff

A recommendation to directly impact increasing the pipeline of Black candidates for leadership positions, both within the university staff and administration structure, and outside the university within academic and professional organizations, would be the creation and support of a formalized senior executive sponsorship program. A program of this nature would position, most appropriately, individuals who both demonstrate an active interest in upward mobility as well as high potential to eventually qualify and fill significant positions of leadership. Different from a traditional mentor-mentee relationship, sponsors take an active and vested approach to the success and upward mobility of their protégés. This is done through the sharing of personal and professional networks, the creation of and inclusion in rare and exclusive professional and leadership experiences that promote both skill development, and exposure. While mentorship focuses on the assistance in creating a career vision and path, as well as the strengthening of skill and expertise, sponsorship focuses on championing and driving progress along a path, and advocating skills and expertise in individuals for consideration in opportunities. Because success is measured on achievement and attainment, sponsorship programs tend to be more results-oriented than mentorship programs and can significantly change both the career trajectory of individuals and when focused and targeted, the make-up of a leadership population. (see significant data, research findings, and historical trends in “The Key Role of Sponsorship for Diverse Talent” attachment, and “Understanding the Impact of Mentorship Versus Sponsorship” article). Within the university environment, the ideal population to consider as sponsors might be those administrators at the Officer Levels 5 and 6, and within the colleges and schools those leaders at the Dean and Assistant Dean levels.

Black Affinity Groups

Higher education is replete with systemic issues that create adverse impacts on Black members of the academe. These issues often bleed into recruitment, hiring, and retention of faculty. FIU is no different. Of the 2,361 faculty (AY 20), less than 7% (n=186) self-identify as Black. In an effort to create a more nurturing environment that addresses the unique needs of Black faculty and staff including, but not limited to, dealing with microaggressions, micro-assaults, and micro-invalidations, navigating the tenure and promotion process, transitioning to administrative roles, climbing the career ladders, succession planning, and creating a legacy at FIU, the creation of Black Affinity Groups is warranted. Such groups foster a sense of community for Black individuals, allow individuals to speak freely about issues that they may have within/throughout the university; and present a potential faculty/staff pipeline through regular networking. Furthermore, they possess the

potential to increase productivity and enrich the morale among Black faculty – factors that impact faculty retention.

The following section explores the feasibility of the creation of a Black Faculty Association.

Black faculty encounter several impediments in institutions of higher learning, such as undue racial prejudice, feelings of isolation, and loss of safety (Brown, 2016a; Brown, 2016b; Jackson, 2015). Adding to these experiences are excessive demands placed on them of having to educate non-minority groups on the impact of implicit bias and discrimination (Chronicle of Higher Education, 2019). Many also face the unnecessary burden of having to justify their work to colleagues embedded within a culture that may view them as less qualified to make significant contributions in research and teaching (Jean-Daniels, 2019; Johnson & Bryan, 2016; Harper, 2012; Harris-McKoy et al., 2017). Coupled with the preceding, Black faculty sometimes struggle with having access to research networks critically needed for promotion and tenure. Further, administration and non-minority faculty may need to be cognizant of department and faculty promotion procedures that do not favor people of color (McGee & Kazembe, 2016). An example of unfavorable tenure decisions is an overreliance on student evaluations to assess an instructor's effectiveness, even when evidence suggests biases of these appraisals against Black faculty (Matthew, 2016). Accordingly, many choose to depart higher education due to these issues, leaving institutions with serious problems of Black faculty recruitment, retention, leadership, and role models for Black students (Thompson & Louque, 2005; Turner & Myers, 2000).

A Black Faculty Association (BFA) can assist in ameliorating several of the issues listed above. First, a BFA is an organization that not only advocates for Black faculty, but can provide a safe space, offering protection against racism, thus avoiding excessive mental stress and fatigue (University of Cincinnati Black Faculty Association, 2020; Brooks-Holliday, et al., 2020). Second, numerous Black faculty report feeling invisible to colleagues, especially regarding consideration for research, leadership opportunities, and fellowships (Brown, 2016a; Harris-McKoy, et al., 2017). Conversely, several describe a sense of being hyper-visible in other situations, such as when occurrences emerge that pertain to race and ethnicity (Constantine, et al., 2008; Vereen et al., 2017). A BFA exists to limit exposure to racism by increasing research and teaching networks by introducing faculty to others with similar intellectual pursuits, as well as having a visible presence in leadership roles, institutional direction, and strategic planning (University of Cincinnati Black Faculty Association, 2020). The FIU

BFA will help to establish an institutional culture that cultivates inclusion while building community among Black faculty.

Cost for Implementation

Ideally, the BFA would be a formal FIU organization receiving permanent funds from the President's and Provost's Office. To support faculty in the various liaison/emissary roles described above (i.e., working with AWED, IDEA, ORED), each faculty member's home department should receive \$5,000 for a course release so that the individual can carry out their duties without impediment from teaching loads. Approximately \$15,000 the BFA can use to develop incentive programs for members, such as small research grants for tenure earning faculty, recognition ceremonies, socials, or travel funds. To increase student participation and mentoring, there could be two-four work study or graduate students assigned to the liaisons/emissaries totaling \$40,000 (10,000 stipends for each person). Combined with the four roles described previously, the total cost for implementation would be between \$55,000-\$75,000 annually, depending on the number of work-study/graduate students.

Expected Outcomes

The major expected occupational outcomes of mentoring, sponsorship and the creation of the BFA constitute removing institutional impediments and obstacles limiting the recruitment, retention, and productivity of Black individuals at FIU. Connecting to the major overarching goal, a secondary job outcome is to create programs and networks that increase the research, teaching, and professional networks of BFA members, leading to potential leadership positions. Specifically, a BFA seeks to increase the amount of Blacks in visible leadership roles that indicate to tenure/promotion earning or prospective faculty and students that FIU is an institution that provides Black faculty with opportunities for occupational advancement. A third expected outcome is to increase the role of the BFA in the research mission and overall direction of the university. Included with these outcomes is to improve BFA members' number of grant proposal submissions, increased publication productivity, enhanced teaching, coupled with enriched undergraduate/graduate mentoring.

A less occupational, but still critically important social/relational outcome is to cultivate an institutional environment of encouragement, inclusion, safety, and equity for Black faculty. Through mentorship, sponsorship, and a BFA, knowledge of resources available to faculty members is expanded. Programming, as well as group membership, can assist in minimizing microaggressions, implicit bias, and other damaging discriminatory and prejudice behaviors

negatively impacting not only Black faculty but other underrepresented groups in academia. By decreasing racist behavior, such as working with AWED to reduce biased tenure and promotion decisions when evaluating Black scholar's work, FIU can create an environment where it is a first-choice destination for Black faculty and their families through validating the significance of the BFA.

Black Leadership Development

To demonstrate a genuine interest in the growth and development of the Black FIU community, Black leadership should be homegrown. There is sufficient talent within the university to allow Black individuals to take on such positions. The impetus is on the university to identify who is interested in leadership positions; determine who would be appropriate for available positions or if positions need to be created; dismantle obstacles in the path of interested persons; and provide appropriate mentorship.

Both the mentoring and sponsorship programs as well as the BFA can advocate for a better representation of Black leadership at the university (i.e., a "pipeline") and provide role models/mentors for graduate and undergraduate students, helping them become professionals in the future. The idea is to create a pool of qualified Black applicants that are ready to take on increased visible leadership responsibilities at the university.

Resources and Implementation Costs

The resources allocated toward a new Mentoring and Advocacy initiative that is intentional and targeted to specifically increase Black faculty, student, and staff representation should be comparable to the resources provided to existing diversity and inclusion, leadership, and professional development programs and resources.

Consistent with the proposal for a new executive-level Diversity, Equity, and Inclusion (DEI) position and structure, a new Mentoring and Advocacy initiative is needed to increase the number of Black representation of students, faculty, and senior administration by removing barriers to recruiting, retaining, and promoting qualified candidates. The initiative would follow best practices for faculty mentorship and highlight the ROI for the university.

The proposal calls for a dedicated and consistent source of funding, as well as substantial in-kind support to promote greater networking and formalized mentorships between senior and junior Black faculty across academic units. The Mentorship and Advocacy program can align with AADS and the newly relaunched Black Faculty Association while collaborating with and supporting the Black Student Union and the revitalization of the Black Employee Association.

To encourage and recognize active engagement in the new Mentoring and Advocacy, significant participation and leadership service could qualify for stipends, course releases, time-off, professional development units, or other suitable forms of compensation.

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Recruitment

Retention

Growth

Tenure Earning Faculty

- Chronicle
- Minority Section of Professional Organizations
- Black Doctoral Network
- Sisters of the Academy
- Faculty Women of Color in the Academy

- AWED Mentoring Initiative
- Funding for professional development
- Black Faculty Association
- Demonstrate genuine interest in the ideas of black faculty & support teaching/research
- Address challenges unique to junior faculty

- AWED Mentoring Initiative
- LEAP, ELEP, PLP
- Funding for external professional development
- Grow Black leadership from within

Non-Tenure Earning Faculty

- Chronicle
- Minority Section of Professional Organizations
- Black Doctoral Network
- Sisters of the Academy
- Faculty Women of Color in the Academy

- Create structured peer/administrative mentoring
- Funding for professional development
- Black Faculty Association
- Demonstrate genuine interest in the ideas of black faculty & support teaching/research

- Create structured peer/administrative mentoring
- LEAP, ELEP, PLP
- Funding for external professional development
- Grow Black leadership from within

Staff

- Funding for professional development
- Black Employees Association

- Create structured peer/administrative mentoring (if desired)
- LEAP, ELEP, PLP
- Funding for external professional development
- Grow Black leadership from within

Undergraduate Students

- BSU
- Create structured faculty/staff mentoring (if desired)

- Create structured peer/administrative mentoring (if desired)

Graduate Students

- Southern Regional Education Board (SREB)

- BSU, BLSA, and other Black affinity groups
- Create structured faculty/staff mentoring (if desired)
- Funding for professional development

- Create structured faculty mentoring
- Funding for professional development

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SAT/STANDARDIZED TEST REFORM

The National Education Association recently featured an article titled, “The Racist Beginnings of Standardized Testing” which elaborated on the effects testing has on students of color. The Equity Action Advisory Core felt compelled to include a recommendation to eliminate the requirement of standardized tests, based on principal. As the publication notes, “*At the time, psychologist Carl Brigham wrote that African-Americans were on the low end of the racial, ethnic, and/or cultural spectrum.*” It is this mindset, and others akin, that has contributed to inequities we experience today. Long standing practices, having their roots in racist behavior, are the bedrock to systemic racism that permeates over centuries; continuing the biases of excluding non-whites, specifically Blacks.

Given the persistent debate over the value and accuracy of the SAT and ACT as predictors of college-readiness, and evidence suggesting that the use of high stakes testing creates additional barriers to admission, this initiative examines alternative admission criteria that could be used to replace the SAT and ACT in the admissions process. Presently, these high-stake examinations are required by the State University System of Florida having the Florida Board of Governors oversight. Significant reform to eliminate these assessments as a barrier to higher education access will require long-term strategic planning. However, there are new precedents, exceptions, and alternative pathways that can be supported in the interim to increase access to students from underrepresented groups, particularly Black students.

Introduction

The SAT Reform group consulted with Jody Glassman, Director of Undergraduate Admission at FIU, and incorporated many elements of a white paper she produced that cites evidence and strategies specific to FIU (see Appendix). Below are definitions of key terms from that report.

- **Test Optional** is a process where applicants decide if they want to submit standardized test scores are part of their application. Most test optional institutions will consider the SAT or ACT as a factor in the admission decision, if submitted, but will also consider other factors such as experience, leadership, high school curriculum, grades in academic coursework. Applicants will be asked to attest to a statement as part of the application for admission affirming their choice.
- **Test Blind** is a process where institutions determine the use of standardized assessments and state that they will not consider them as a factor in admissions even if they are submitted. In the

admission decision process for institutions using a test blind admission practice, applications are reviewed using high school academic achievements such as grades, course selection, leadership.

- **Test Flexible** is a process where applicants submit other test scores in place of the standardized SAT or ACT. Other tests may include SAT Subject Tests, International Baccalaureate exams, Advanced Placement tests, or Cambridge Advanced International Certificate of Education exams.

Problem Definition

The group examined admission data to identify barriers to admission for Black students and reviewed research on the use of the SAT and ACT, and recent strategies used by other universities. Most notable is the decision in May 2020 by the University of California System to drop the SAT and ACT requirement for admission into the UC system. Presently, the Florida Board of Governor (regulation 6.002 (1) (e)) requires the collection of standardized test scores from prospective first-time-in-college applicants. As a result, any efforts to move toward test optional, blind, or flexible policies at FIU will require a policy change at the State University System (SUS) level.

Presently, FIU like other universities in the SUS may provide special waived exceptions for the SAT for students, reportedly up to 10% of the incoming class but with reported consequences that need to be further investigated. Further data and analysis are also needed to gain insight into the circumstances and demographic patterns associated with that policy. While there are alternative pathways such as the Golden Scholars program and Education Effect for students who are unable to take the SAT or whose score does not reflect their actual academic potential, these programs are not intentionally and effectively marketed. Although the implementation of the recommended test flexible option for SAT reform via a SUS policy reform is the long-term goal, in the meantime, these programs can be utilized as an immediate measure.

Summary

More than a thousand colleges and universities have already implemented test optional, flexible, or blind policies. Most notably, the University of California Board of Regents voted to phase out the use of SAT and ACT over five years and replace it with a new test developed by faculty (Jaschick, 2020). This workgroup proposes a targeted lobbying effort on behalf of FIU's Governmental Relations toward a test blind, optional, or flexible option.

Call to Action

The Working Group echoes and supports the recommendations offered in the White Paper presented by Jody Glassman and FIU Admissions. The long-term strategy for the Equity Action Initiative is to have FIU lobby the SUS toward a test blind/test optional strategy like that proposed by the University of California system, and sooner rather than later, and particularly considering the COVID-19 pandemic.

We also strongly encourage and recommend the use of alternative criteria including class rank, GPA, and completion of a rigorous AP curriculum. Additional data will be requested for analysis regarding the historical use and composition of waivers granted to ensure fair and equal access to potential FIU students, beyond perhaps those given special consideration due to athletics. Fortunately, there are alternative pathways like the Education Effect and Golden Scholars that can be immediately built upon and further promoted. Descriptions of these programs taken from the FIU website are noted below:

- ***The Education Effect*** is a strategic partnership to increase the capacity of students to succeed in school and graduate high school and college through collective action that advances positive community engagement. The program offers students access to ACT/SAT test preparation and enable high school students to be admitted to FIU with the academic support of a summer transition program. The program specifically targets the Overtown, Liberty City, and Little Haiti communities in the City of Miami.
- ***Golden Scholars*** is a bridge program that is an alternative admissions program for under-represented students. Priority is given to first-generation students and the City of Miami high school seniors. Students selected to be Golden Scholars will participate in an extensive six-week residential summer bridge program that offers academic preparation, individualized advising, and personal attention from faculty and staff. Upon successful completion of the bridge program, students will matriculate into the fall term as full-admitted FIU students. *Applicants Qualifications:*
 - Under-represented college students (priority given to first-generation students and City of Miami high school seniors)
 - Florida residents (per state residency guidelines)
 - Pell Grant eligible
 - Have a minimum 3.0 high school GPA
 - Have a minimum 19 ACT composite score or 980 SAT composite score

Conclusion

While SAT reform has gained momentum across the country, there are still significant political and economic barriers. While the climate has improved, it will take long-term planning and strategizing to advocate for a test blind or test optional solution. In the meantime, this working group recommends supporting the existing program pathways by encouraging the application and matching of any grants and other forms of funding, as well as administrative support and marketing resources. Furthermore, the findings of this workgroup suggest that SAT Reform should be part of broader admission and recruitment strategy that also evaluates the use of the Graduate Record Examination (GRE) in graduate admissions. In the meantime, alternative pathways should be intentionally reaching out to and recruiting high-achieving and underrepresented Black students from the local community to make the incoming class of 2021 the most diverse and inclusive in FIU's history.

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Appendix: Transitioning to Test Flexible (Author: Jody Glassman)

Rationale

According to data collected by the National Center for Fair & Open Testing, results from the class of 2019 indicate that score gaps among socioeconomic groups continued to grow when compared to 2018. In essence, “average SAT scores of students from historically disenfranchised groups fell further behind their classmates from more privileged families” (National Center for Fair & Open Testing, 2019).” The author concludes that the SAT is a more effective measure of SES than college readiness. This exclusiveness effect will be exacerbated by the impact of COVID19.

According to the College Board, there are 44,000 students in Florida who have not had the opportunity to take an SAT graduating in 2021. The effect of social distancing, lack of test sites, and insufficient proctors, will make testing and retesting opportunities more difficult if available at all. Nationally, the pandemic has accelerated a movement to modify the impact of standardized testing on the admissions process (Note: As of June 2020, more than [1200 colleges and universities](#) have implemented test optional, flexible, or blind policies).

Test Flexible Strategy

We can provide students with more effective access to our success pathways while pursuing institutional strategic goals by modifying the manner in which we incorporate standardized testing into our admissions process. The FLBOG (regulation 6.002 (1) (e)) requires us to collect standardized test scores from prospective first-time-in-college applicants; moreover, Florida Statute (FS 1001.7065) and national ranking constituents ensure that standardized testing will play a role in our pursuit of strategic goals. However, through a test flexible approach, we can overcome the inherent bias in standardized test scores while pursuing long standing student success objectives.

Our test flexible strategy will contain three strategic modifications to our current Admissions and Success Pathways model; these include:

1. Historically, we relied on standardized test scores to define STEP and Direct Admit decisions. Today, we employ the Math Placement Model (MPM) method for shepherding prospective FTIC into major-specific pathways that best meets their needs while building a four-year graduation cohort that is likely to achieve our graduation rate goals. Currently, the standardized tests (SAT/ACT) scores contribute very little to the MPM scoring; we will replace the scores with a more relevant placement assessment.
2. High School weighted GPA will continue to play a large role in our admissions decision process. To minimize the impact of standardized test scores, we will focus on the sequences of courses that students complete in high school. With assistance from Academic & Career Success and AIM, we will identify the sequence of courses that are associated with persistence and the likelihood of graduating in four years. These sequence assessments will be tailored to specific majors and STEM programs. These sequences will be especially important in decisions associated with “Direct Pathways (i.e. students who can be full-time in fall)”.
3. To enhance the impact that our “test flexible” perspective will have on our diversity, we will provide all students who graduate within the top 10% of their classes with access to an early fall/summer or fall pathway. We will require test score submission, but their actual scores will not influence admissions decisions.

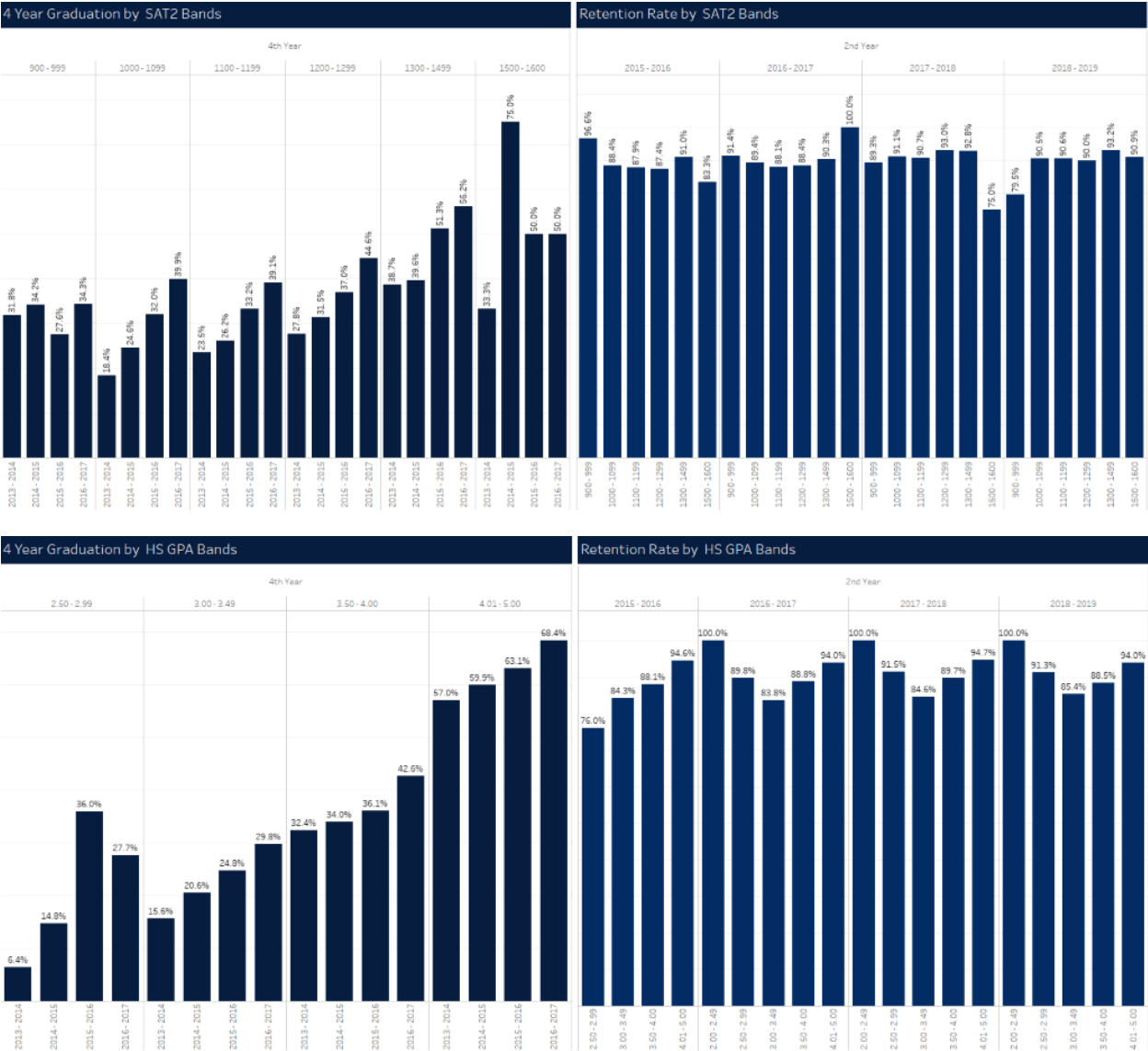
We propose to initiate this test flexible strategy immediately for prospective first-time in college applicants who are Florida Residents. After we optimize our supporting infrastructure, we will generalize this strategy to all prospective FTIC applicants.

Empirical Support

Many academic studies, as well as institutional data, show that the relative strength of a students’ high school GPA in predicting persistence, and ultimately, degree completion versus standardized tests such as the SAT and the ACT. In March of 2019, researchers from UC Davis studied several commonly used alternative admissions assessments. This research found that, when taken as a predictor, the students’ high school GPA is a stronger predictor of both second-year retention and first year college GPA (Kurlaender & Cohen, 2019).

Data from FIU highlight consistent positive relationship between the high school GPA of a student, and that students’ ultimate performance in college. In fact, much of the predictive strength of the SAT score is removed when controlling for the students’ high school GPA. This routinely puts the high

school GPA of the student as one of the top predictors across many of the models that have been developed by AIM, as well as EAB and many other student achievement models.



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DIVERSITY, EQUITY, AND INCLUSION IN THE CLASSROOM: A HOLISTIC VISION FOR CHANGE

The function of the university is not simply to teach breadwinning, or to furnish teachers for the public schools, or to be a centre of polite society; it is, above all, to be the organ of that fine adjustment between real life and the growing knowledge of life, an adjustment which forms the secret of civilization.” – W. E. B. Dubois

What Happens in the Classroom Matters

Across the country, Black students in K-12 institutions experience fewer educational opportunities and lower rates of academic success when compared to their peers (Education Trust, 2019). Black students at FIU continue to experience fewer educational opportunities (Hardrick & Montas-Hunter, 2017) and lower rates of academic success in college as evidenced by gateway course (21 courses with > 40,000 enrolled students annually, including Biology, Chemistry, English, History, Psychology, Math, Statistics, Economics) completion and university retention and graduation data.

According to FIU Analysis and Information Management (AIM)*,

- With respect to gateway courses,
 - 79% of all FIU students successfully complete their **face to face** gateway courses, compared to 71% of all Black students, and only 69% of Black males,
 - 76% of all FIU students successfully complete their **online** gateway courses, compared to 67% of all Black students, and 68% of Black males,
 - 81% of all FIU students successfully complete their **hybrid** gateway courses, compared to 75% of all Black students, and only 70% of Black males.
- A review of FIU's **Spring 2020** gateway course data shows a significant and persistent difference in course passing rates for Black students. The overall pass rate in FIU Gateway courses is 78%, while Black student pass rates in these same courses are 71% and pass rates for Black males are only 69%.
- Since 2012, Black students' 1st to 2nd year attrition rates are consistently higher than the attrition rates for all students. Data for 2018 and 2019 specifically, reveal that the overall 1st to 2nd year retention rate was 91% and 86% respectively. However, for Black students the retention rate was only 88% and 81% for the same periods.
- The overall 6-yr graduation rate for the Fall 2014 cohort is 66%, while Black students in the same cohort have a 6-yr graduation rate of only 59%.

*Data downloaded from FIU Accountability Dashboards (July, 2020).

During the Spring 2020 semester, Black students reported having fewer positive experiences than other students in gateway courses. Survey findings revealed Black students were:

- less likely to feel prepared for the course
- less likely to feel they got enough helpful feedback
- more likely to have not met with instructor when needed to due to availability or discomfort
- less likely to feel they could count on other students in the class
- more likely to feel isolated
- more likely to miss more than 2 class sessions
- less likely to do all or more than required assignments
- more likely to say affording class materials was an obstacle
- more likely to say computer or internet access was an obstacle
- more likely to have experienced issues in remote transition

Clearly what happens in the classroom matters for Black students belonging, success, and graduation, as much as their future health, well-being and social/economic mobility (Brady, Jarvis & Walton, 2020). Our capacity to foster diversity, equity and inclusion at FIU depends on having inclusive climates that enable Black students to achieve academic success and experience a sense of belonging (Brady, Jarvis & Walton, 2020); (Hurtado & Carter, 1997; Hurtado, Milem, Clayton-Pedersen, & Allen, 1998). For these reasons and others, this proposal outlines details for a data driven, systemic and developmental pathway toward equitable outcomes for Black students at FIU.

What Fuels our Passion for this Work

In cooperation with the Equity Action Initiative and the Diversity, Equity and Inclusion (DEI) in the Classroom subcommittee, the Center for the Advancement of Teaching (CAT) illustrates how diversity, equity and inclusion are embedded in CAT's priorities and informs our joint response to the President's call for action items that will "*enhance equality, dignity, inclusion and belonging*" for Black faculty, students, and community members. CAT's strategic plan outlines what we believe are the primary goals and fundamental priorities of a teaching and learning center situated within a majority-minority post-secondary institution in a large metropolitan city. We share below those priorities that specifically align with the purpose and goals of this report and FIU's strategic plan as an indication of the focus for this work and the driving force behind the action items offered herein.

The Center for the Advancement of Teaching's priorities includes 1. Promoting equity and social justice; 2. Promoting and sustaining evidence-based practice; 3. Advancing student learning and success.

1. Promoting Equity and Social justice

A college degree has the potential to change our students' lives and those of their families and communities. At CAT, we understand that despite these implications, persistent inequities exist. Our strategies for combating these inequities include: engaging with faculty in the work of cultural awareness, equity, and advocacy within the context of a majority-minority institution and Hispanic serving institution (HSI); promoting faculty learning, development, and implementation of inclusive teaching practices; and identifying and promoting teaching and institutional practices that support and communicate the values, attitudes, and behaviors of an inclusive learning environment and the university community.

2. Promoting and Sustaining Evidence-Based Practice

Because so much is at stake for our students, they deserve for us to approach teaching with the same inquiry, orientation, thoroughness, and emphasis on outcomes we employ in research. The Center is currently working toward this goal by identifying, conceptualizing, and facilitating the design and integration of evidence-based approaches to teaching and learning; supporting engagement in systematic inquiry related to teaching and learning; and engaging in systematic inquiry and evidence-based practices and approaches ourselves.

3. Advancing Student Learning and Success

At CAT, we believe that teaching is a powerful force for change, that every student has the capacity to learn, and deserves to do so. We want more students to graduate with the knowledge and skills they will need for career success and social mobility. This is why we strive to support faculty as they work toward learning-centered teaching. To do this, we stay up to date on the latest research on learning and work to find creative ways to disseminate interesting findings; we promote learning-centered views of instruction at events and through communications, resources, and initiatives.

Closing the Gap at FIU

The work of dismantling systems of privilege and oppression needs to be assumed by all of us. In every university space and place, everyone who walks in and out of our classrooms, those that are involved in administration, and in everything we do and say, we are all responsible for making our society work for all its members. We are all, therefore, called to act against racism and racial injustice. This work cannot be optional and must not be presented as optional. It is a portfolio in which we WILL engage. Why? Because in this environment, equity means MORE. Because THIS is how we

change systems -- by taking an anti-racist stand, every day, at every moment and at every level. The subcommittee on Diversity, Equity, and Inclusion in the Classroom and the Center for the Advancement of Teaching urge the University to act with intentionality to implement the following action items that can be categorized into Institutional Culture, Personal Development, Faculty Development, DEI in the Curriculum, and Improving the Belonging and Academic Success of Black Students.

Action Items

<u>Institutional Culture</u>	<ul style="list-style-type: none"> • Create an FIU Antiracist Statement • Improve Campus Climate and Belonging • Increase Black Faculty Representation and Leadership on University Committees • Infuse Diversity, Equity and Inclusion Segments in New Student, Faculty, and Staff Orientations • Promote Representations of Black Culture and History on Campus
<u>Personal Development</u>	<ul style="list-style-type: none"> • Create Learning Modules for Faculty, Staff, and Students • Institute a Common Reading Experience for the Teaching Community • Refine and Expand Faculty Reading Groups • Expand the Contemplative Practices in Education Initiative
<u>Faculty Development</u>	<ul style="list-style-type: none"> • Advance the Provost's Evaluating Teaching Project: Focus on Inclusive Teaching • Create a Diversity, Equity, and Inclusion in the Classroom Challenge • Expand FIU's Capacity to Support Diversity, Equity, and Inclusion in Teaching and Learning • Develop Adjunct Faculty Inclusive Teaching Practices • Publish Inclusive Teaching and Anti-Racist Pedagogy Research Briefs and Resources • Refine the Provost's Hybrid Training and the Fundamentals of Online Teaching (FOT) Programs • Create a DEI in Teaching and Learning Micro-Credential Program

	<ul style="list-style-type: none"> • Develop a DEI in the Classroom Teaching & Research Awards
<u>DEI in the Curriculum</u>	<ul style="list-style-type: none"> • Develop a Diversity, Equity and Inclusion Curriculum Review Process • Create a Campus Support and Resource Message for Course Syllabi and Canvas • Conduct Targeted Inquiry Institutes • Develop an Anti-Racist Pedagogy Across the Curriculum Institute
<u>Student Belonging and Academic Success</u>	<ul style="list-style-type: none"> • Include an Intervention on Social-Belonging in SLS Courses • Promote Faculty-Student Communication Using Canvas Tools: Feedback Box • Assess Black Student Belonging in Academic Disciplines

Institutional Culture

1. Create an FIU Antiracist Statement

Antiracist statements that condemn racism and racist acts, and that make clear the policies and programs that have been and will be implemented to promote racial equity and justice, are imperative. As we approach the start of the fall semester in a state of unrest and discord, a strong statement of FIU's values will communicate to students and faculty, old and new, our commitment to action against racial injustice and inequity.

Plan: We propose that the Equity Action Initiative or a subcommittee thereof immediately collaborate in developing, disseminating, and highlighting an antiracist statement for the university.

Additionally, for the Spring 2021 semester, all academic and administrative units will be charged to identify and adopt 2-3 diversity, equity, and inclusion goals (and initial action steps) that align with and advance the university's antiracist statement. Units will be required to document and display these goals in faculty, staff, and student meetings spaces like departmental conference rooms and student lounges. Within the next 60 days, the Equity Action Initiative, or a subcommittee thereof, will develop resources to assist departments in crafting these statements, ensure that the process of creating the statements is both transparent and inclusive, and oversee their finalization and publication.

Outcomes: We expect these statements to:

- initiate DEI conversations across the institution,
- act as an accountability measure for faculty, staff, and university leaders, and
- communicate our commitment and expectations to faculty, staff, students, and community partners.

Budget: There are no additional costs to the university for this initiative.

Timeline:

Timeframe	Action Item
Immediately	Create FIU antiracist statement
within 60 days	Distribute resources to assist units in creating antiracist statements
+120 days	Review drafts of diversity, equity and inclusion goals and action steps prepared by academic and administrative units
January 2021	All academic and administrative units will have diversity, equity, and inclusion goals published, distributed, and posted.

2. Improve Campus Climate and Belonging**Campus Climate Survey**

To improve the campus climate and feeling of belonging for Black faculty, staff, and students, we recommend implementing a campus climate survey.

Plan: We advocate for the selection and implementation of a campus-wide climate survey <https://www.apa.org/pubs/journals/special/5860104>. We recommend within the next 30-45 days the President convene leadership in AIM and a team of faculty, staff, and students to lead this initiative with the goal of launching the survey during the Fall 2020 term. A team of units, including CAPS, Dean of Students, CAT, HR, and others will follow up with facilitation of conversations resulting from the administration of the survey to identify additional action items and needs.

Outcomes: We expect the campus climate survey to:

- reveal the perceptions of the campus climate experienced by Black faculty, staff, students, and administrators
- help the entire FIU faculty, staff, and leadership understand Black faculty and students' [perceptions of belonging](#) and of their capacity for academic, professional, and personal success at and beyond FIU.

- allow for the identification of opportunities to mitigate climate concerns of various stakeholders

Budget: The campus climate survey will be conducted by the Culture Accelerators Firm at a cost of \$30,000.

Timeline:

Timeframe	Action Item
within 45 days	Convene leadership and faculty, staff, and students to lead this initiative
Fall 2020	Launch the survey
Spring 2021	CAPS, Dean of Students, CAT, HR, and others will follow up with facilitation of conversations resulting from the survey

CAT Faculty Inclusive Teaching Survey

To understand faculty needs as they relate to diversity, equity, and inclusion in the classroom, we recommend implementing an inclusive teaching needs survey,

Plan: CAT will disseminate a survey to all FIU faculty that gathers information on resources and support needed by all FIU faculty to create and maintain equitable and inclusive courses and learning environments. We will use the information provided to develop resources and facilitate programming and services aligned with faculty needs, at no additional cost to the university.

Outcomes: We expect that the findings from the Faculty Inclusive Teaching Survey will:

- inform all future decisions and planning related to FIU's and University Teaching and Learning's diversity, equity, and inclusion goals, and
- serve as the basis for accountability measures that FIU and University Teaching and Learning will use to assess growth and areas for continued improvement.

Budget: There are no additional costs to the university for the administration of the inclusive teaching needs survey.

Timeline:

Timeframe	Action Item
within 30 days	CAT to disseminate a survey to FIU faculty
45 days	Determine needs and priorities for FIU faculty with respect to equitable and inclusive courses
60 – 90 days	Develop resources, programming, and services aligned with faculty needs and facilitate resources, programming, and services aligned with faculty needs

3. Enhance Black Faculty Representation, Leadership, and Experience on University Committees

Spurred by recent events, [#BlackintheIvory](#) and other [Black and Brown academics](#) are shining a light on the microaggressions, invisible labor, and disproportionate recognition and representation they experience in academia. Panther Now, FIU's student newspaper published [Discrimination, Microaggressions, and Unfair Treatment: FIU Professors Explain What It's Like To Be Black in Academia](#). Sadly, yet not surprising, Black faculty at FIU shared a myriad of biased and hurtful incidents they've endured at the hands of colleagues.

Plan: We propose the Equity Action Initiative or a subcommittee thereof in conjunction with the Faculty Senate launch an immediate review of all committee appointments, positions of leadership and departmental governance practices to assess and ensure appointments reflect the diversity of our institution and make transparent and equitable the pathways to these positions.

We propose a review and expansion of "service" for annual evaluation, tenure and promotion documents to reflect the contributions that faculty make to the university, departments and students outside their regular/published assignments.

Outcomes: We expect these actions to:

- raise awareness of the disproportionate expectations of Black faculty,
- create transparency in outlining a clear pathway and opportunities for a role in university and departmental governance, and

- remove/revise exclusionary or inequitable policies, behaviors and decision-making at the university and within academic departments
- create equity in representation on university committees,
- improve institutional acknowledgment of the burden of service

Budget: There are no additional costs to the university for this initiative.

Timeline:

Timeframe	Action Item
within 45 days	Review of all committee appointments, positions of leadership and departmental governance practices
Fall 2021	Review and expand “service” with respect to annual evaluation, tenure and promotion documents

4. Infuse Diversity, Equity, and Inclusion Segments into New Student, Faculty, and Staff Orientations

Plan: New Student Programs and the Division of Human Resources (HR) in partnership with hiring officials in academic departments will research, design and facilitate diversity, equity, and inclusion segments in new student, faculty, and employee orientations. Session design will take into consideration individuals’ varied levels of prior knowledge and experience with these topics, account for job roles and functions, including practice and engagement with moments of reflection/praxis and provide materials that include actionable steps and opportunities to advance the university’s vision of diversity, equity, and inclusion.

Outcomes: We expect these workshops will help faculty, staff, and students,

- gain awareness and understanding around issues of diversity, equity, and inclusion,
- see themselves as a part of a community working toward a common goal of diversity and inclusion, and
- articulate the implications for their work with regard to the university’s vision of diversity, equity, and inclusion.

Budget: We propose to increase HR's capacity for this and other efforts by creating a Director of Diversity, Equity, and Inclusion Training and Development position within the Division of Human Resources to begin in Spring 2021. The cost to create the Director of DEI in the Division of Human Resources is \$90,000-\$100,000 plus fringe benefits and \$20,000 additional financial support for marketing or new HR DEI initiatives.

Timeline:

Timeframe	Action Item
within 60 days	Research, draft, and approve job posting.
120 days	Post, interview, and select candidate
end of Fall 2020	Introduce the candidate to FIU community

5. Promote Representations of Black Culture and History on Campus

Around the world, communities are confronting the reminders of our collective racist histories and demanding the removal of statues and monuments placed to honor murderers, thieves, and rapists cast as heroes. In recent weeks, statues have toppled, been shoved off their pedestals, and gleefully rolled in rivers, lakes, and streams. Many of these relics of fear sat proudly on college and university campuses for decades.

As we think about inclusion at FIU, we must reflect on our campus art collection within the context and backdrop of the Black Lives Matter movement.

Plan: We propose the university form and charge a Diverse Campus Art Committee to assess the diversity of the art collection on campus and consider the removal of works found to be socially unacceptable. In addition, the Diverse Campus Art Committee will curate new and existing artwork and develop community programming to increase the visibility of positive representations of Black art and culture in all its forms. The committee will begin its review work in Spring 2021.

We will increase university and community awareness around the Black art that currently exists on campus, for example in the African and African Diaspora Studies program in the LC building, there are several works of art by Black artists; in the Multicultural Programs and Services Department, there is an equally impressive collection of Black art.

We will also commission art in all its forms specifically from Black artists and place these pieces in the following outdoor areas:

- Garden between CP and AHC3 and AHC4
- Garden with the gliders between PC/DM/GL
- Outdoor space between GL, VH, and ECS
- BBC Library/glidens and between ACI & ACII

We will increase the number of Black artists in residence and showcase works by Black students, faculty, and staff. We will collaborate with the Marketing and Communications team to invite the community into these spaces where they can experience the joy of art and see positive representations of Black culture and history.

Outcomes: We expect this project will:

- promote feelings of belonging for Black faculty, staff, and students
- create opportunities for the entire FIU community to recognize and celebrate the contributions of Black art and artists to our lives,
- enhance existing and create new community relationships,
- expand opportunities for Black and Black Hispanic artists.

Budget: We are unable to project the potential cost of this initiative. Therefore, we recommend working with the Frost Museum as well as the Libraries to identify ways in which the university can increase its art acquisition budget to secure pieces for the previously mentioned campus locations.

Timeline:

Timeframe	Action Item
Fall 2020	form and charge a Diverse Campus Art Committee
Spring 2021	assess the diversity of the art collection on campus
	consider the removal of works found to be socially unacceptable
	Diverse Campus Art Committee will curate new and existing artwork
	develop community programming to increase the visibility of positive representations of Black art and culture in all its forms

	commission art in all its forms specifically from Black artists
	increase the number of Black artists in residence

Personal Development

6. Create Learning Modules for Faculty, Staff, and Students

Plan: Modeled after mandatory professional continuing education and training requirements (e.g. cybersecurity, sexual harassment), students will be required to complete the EVERFI Online Diversity, Equity, and Inclusion Training Module. Similar training modules will be identified for faculty and staff to foster greater awareness of and responses to institutional racism and social inequities. The current student module will be updated to align with the faculty and staff learning modules.

Student Module

Student learning module content will include discussions and exercises on:

- FIU's commitment to an antiracist campus culture and a call to action
- Microaggressions
- Imposter Syndrome/Stereotype Threat
- Non-violent communication
- Communicating and interacting with diverse peers and faculty
- Historical context for contemporary education and learning challenges
- Becoming an antiracist ally
- Racial disparities in our community and the implications for learning

We will introduce the student learning module and the university's antiracist statement at all student orientations. Students will complete the module by the end of their first full academic year. We will work with partners in FIU Online to auto-grade the exercises and inform advisors/departments of student completion. We will launch the new modules in Fall 2021.

Faculty module

Faculty learning module content will include discussions and exercises on:

- FIU's commitment to an antiracist campus culture and a call to action
- FIU's Vision for Excellence in Teaching: Inclusive Teaching
- Characteristics of FIU's community of learners
- Research on diversity, equity, and inclusion
- Microaggressions
- Imposter Syndrome and Stereotype Threat

- Non-violent communication
- Communicating and interacting with diverse colleagues
- Becoming an antiracist ally
- Creating inclusive learning environments
- Historical context for contemporary education and learning challenges

Staff module

Staff learning module content will include discussions and exercises on:

- FIU's commitment to an antiracist campus culture and a call to action
- Characteristics of FIU's community of learners
- Research on diversity, equity, and inclusion
- Microaggressions
- Imposter Syndrome and Stereotype Threat
- Non-violent communication
- Communicating and interacting with diverse colleagues
- Becoming an antiracist ally
- Creating inclusive work environments
- Historical context for contemporary education and learning challenges
- Racial disparities in our community and implications for work

Plan: We will introduce the faculty and staff learning modules and the university's antiracist statement at all new faculty/staff orientations. Faculty will complete the first module by the end of their first fall/spring semester and staff by the end of their probationary period. Thereafter faculty and staff will complete one module per academic year. We will work with partners in FIU Online to auto-grade the exercises and inform the faculty/staff member's chair/supervisor of completion. We will leverage the expertise at FIU to create these modules for launch in Fall 2021. Faculty will receive a *From Diversity to EQUITY: Removing obstacles to student success* badge and staff will receive 3 professional development (PD) hours and a certificate of completion. Badges and PD hours will renew annually upon the successful completion of the modules.

Outcomes: We expect these learning modules to:

- positively influence campus climate/culture with respect to DEI,
- increase Black student, faculty and staff feelings of belonging,
- decrease Black student, faculty and staff attrition,

- provide faculty, staff, and students with actionable steps toward inclusivity and antiracist behaviors

Budget: We propose to increase HR's capacity for this and other efforts by creating a director level diversity, equity, and inclusion position within the Division of Human Resources to begin in Spring 2021 (see action item #4). The cost to design, build, and implement the modules in-house is currently unknown; however, to contract with a vendor (i.e. EVERFI) we estimate a cost of \$50,000-\$60,000 annually. **Note:** A renegotiation of our current EVERFI contract may significantly decrease our estimated cost for this action item.

Timeline:

Timeframe	Action Item
within 120 days	Begin talks with EVERFI to outline additional needs/ content/ audiences and capabilities of the current system
Spring 2021	New HR Director of Diversity, Equity, and Inclusion (*same as action item #4) collaborates with FIU partners in Academic & Student Affairs and Faculty Affairs to plan, build and develop marketing strategies for the new learning modules
Summer 2021	pilot learning modules and launch a marketing campaign
Fall 2021	launch program for faculty, staff, and students

7. Create a Common Reading Experience for the Teaching Community

Plan: The Equity Action Initiative or a subcommittee thereof and other faculty and staff volunteers will organize the development and facilitation of a common reading experience program for all faculty (including adjuncts and administrators with part-time teaching responsibilities). *What We're Reading* invites all members of the FIU teaching community to join together in reading anti-racist themed works. We will develop and facilitate *What We're Reading* programming such as faculty- lead conversations, a campus visit with the author, and workshops where faculty can explore implications for teaching and learning. We propose this program as an annual event with a Fall 2021 launch.

Fall 2021, We expect the *What We're Reading* program will:

- positively influence teaching community culture,
- facilitate dialogues on inclusive teaching and anti-racist themes,
- increase awareness and understanding of community needs, and
- inspire local and national action.

Budget: The annual cost to facilitate a common reading experience for the teaching community is \$40,000. This includes the cost of purchasing a copy of the selected book for each member of the FIU teaching community, the author's fee, faculty facilitator stipends, and the cost of supplemental resources and materials for work sessions and community discussions.

Timeline:

Timeframe	Action Item
within 60 days	committee will discuss and identify the book selection process
120 days	book identified and author visit scheduled
end of Fall 2020	committee develops facilitation materials
Spring 2021	small group facilitators identified, books ordered, and final preparations complete

8. Refine and Expand Faculty Reading Groups

To advance FIU's Vision of Excellence in Teaching, the pillars of which are defined as learning centered, evidence based and inclusive, CAT annually facilitates 12-14 faculty reading groups. Every semester, CAT offers faculty the opportunity to join their colleagues in discussions centered on diversity, equity, and inclusion in the classroom. Previous reading group books include:

- Pedagogy of the Oppressed
- Blindspot: Hidden Biases of Good People
- Whistling Vivaldi: And Other Clues to How Stereotypes Affect Us
- Teaching to Transgress
- Culturally Responsive Teaching & The Brain
- Bandwidth Recovery: Helping Students Reclaim Cognitive Resources Lost to Poverty, Racism, and Social Marginalization
- Presumed Incompetent: The Intersections of Race and Class for Women in Academia

One of CAT’s largest and most well-attended reading groups is *Race Talk and the Conspiracy of Silence: Understanding and Facilitating Difficult Dialogues* by Derald Wing Sue. Facilitating this book group taught CAT two important lessons:

- Consider the prior knowledge and needs of individual faculty when selecting reading group books on DEI topics for a more developmental approach to reading group programming.
- Faculty have a desire to learn about and use inclusive teaching practices and also to engage in anti-racist work.

Plan: In Fall 2020, CAT will offer a *Scene on Radio* podcast listening group for faculty who are new to discussions of equity and its implications for teaching. CAT will also offer *The Inner Work of Racial Justice* by Rhonda V. Magee and *Race Talk and the Conspiracy of Silence: Understanding and Facilitating Difficult Dialogues* by Derald Wing Sue reading groups for faculty seeking to develop their capacity for anti-racist work. Future CAT reading group selections include *How to be an AntiRacist* by Ibram X. Kendi and *Me and White Supremacy* by Layla Saad.

Outcomes: With this new approach and additional small group opportunities, we expect to

- increase dialogues on inclusive teaching and anti-racist themes,
- better meet the individual teaching needs of our faculty,
- contribute to increased confidence in becoming an inclusive and or anti-racist educator,
- serve as a safe/brave space for the exploration of DEI topics
- expand the number of faculty incorporating inclusive practices in their classrooms, and
- improve the experience of students taking classes from these faculty.

Budget: The annual cost to increase the number of CAT reading groups and other small group experiences is \$3,000. Included in the cost are funds to purchase books for the additional faculty reading groups and content access for other small group activities. Additionally, the equivalent of 3 course releases for special guest facilitators or faculty fellows is needed.

Timeline:

Timeframe	Action Item
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Fall 2020	CAT will offer <i>Scene on Radio</i> podcast listening group
	<i>The Inner Work of Racial Justice</i> by Rhonda V. Magee
	<i>Race Talk and the Conspiracy of Silence: Understanding and Facilitating Difficult Dialogues</i> by Derald Wing Sue

9. Expand the Contemplative Practices in Education Initiative

The Contemplative Practices in Education initiative aspires to support contemplative practices, such as mindfulness, in all facets of university life as a way to enhance teaching and learning; cultivate compassion, a sense of belonging, and interconnectedness to our local and global communities; help us recognize our unconscious biases; and skillfully work through race issues and engage in racial justice work. The initiative offers a broad range of programs and services to support ongoing reflection and exchange about faculty efforts to implement contemplative practices into their teaching.

Rhonda V. Magee: Speaker & Consultant on Racial Justice

Plan: As part of CAT's *Contemplative Practices in Education* initiative, and in collaboration with the Office to Advance Women, Equity, and Diversity, [Rhonda V. Magee](#), Professor of Law at the University of San Francisco and the author of *The Inner Work of Racial Justice: Healing Ourselves and Transforming Our Communities Through Mindfulness*, will visit campus* in Fall 2020 to lead the FIU teaching community in an exploration of how mindfulness and other contemplative practices can help members of the FIU and the local community to (i) examine issues of race and contemporary racism with compassion; (ii) create communities of belonging and inclusion; and (iii) cultivate and support social engagement and social change. During her visit, Magee will facilitate a series of conversations with faculty and FIU leadership.

*Given the current state of travel and prohibition against large group gatherings, it may be necessary to alter the agenda for Magee's visit; however, the alteration creates an excellent opportunity to have Magee return to FIU in Spring 2021 for follow up discussions and additional faculty development activities.

Wise Speech to Promote Equity in Teaching & Learning

Educators play a crucial role in creating learning environments where faculty and students feel safe to discuss the historical roots and contemporary manifestations of inequity and discrimination. Learning how to skillfully communicate about oppression, racism, and

privilege, and to address racialized interactions and microaggressions in a course, requires training and practice -- regardless of who we are, our intentions, or how long we've been teaching (Sue, 2016).

Plan: We will organize and facilitate a Spring 2021 series of face-to-face (or virtual) workshops on mindful communication, facilitated by a Black-identified Nonviolent Communication and mindfulness expert, which include synchronous sessions and asynchronous components. Additionally, we propose a similar opportunity for university staff, administrators, and executives.

Faculty Training in Mindfulness

Mindfulness has been linked to increased attention and positive affective states including empathy and compassion (e.g., Davidson et al., 2003; Lutz, Slagter, Dunne, & Davidson, 2008) and reduced psychological difficulties such as anxiety and depression (e.g., Hofmann & Gomez, 2017). Additionally, in the article *Encouraging Meaningful Conversations about Race and Trauma*, Victoria Dawson explains how mindfulness can assist us in beginning to “unravel the harm of racism -- the historical trauma, the microaggressions, the white fragility that often is a barrier to conversation” -- by helping us cultivate self-awareness and allowing us “to sit, without judgment, with what is uncomfortable, . . . and to hold this inquiry with curiosity and kindness.”

Plan: Because the impact of educator-facilitated mindfulness in a course is largely dependent on the educator's embodied understanding of these practices, we propose a Fall 2021 faculty pilot study that entails a 6-week mindfulness course aimed at 1) cultivating faculty understanding and use of mindfulness practices, 2) reducing faculty stress and burnout, 3) increasing faculty use of mindfulness practices in their courses after completion of the mindfulness training, and 4) examining the impact of the mindfulness practices on student learning, sense of belonging, and well-being.

Outcomes: We expect contemplative practices and non-violent communication programming will help members of the university community to:

- develop the tools and capacities to skillfully engage in conversations around difficult or sensitive topics both in and outside the classroom,
- contribute to increased feelings of belonging amongst Black faculty and students, and
- create a sense of community amongst faculty around inclusive teaching and anti-racist work.

Budget: Expanding contemplative practice in higher education to include 3 new initiatives will cost \$30,000. Included in the cost is a speakers fee of \$15, 000 for *Rhonda V. Magee: Speaker & Consultant on Racial Justice*, \$10,000 consultant fees for workshops on *Wise Speech to Promote Equity in Teaching & Learning*, and \$5,000 for faculty stipends, materials, and other resources to facilitate the Faculty Training in Mindfulness program.

Timeline:

Timeframe	Action Item
Fall 2020	Confirm and plan for R. Magee's Follow up Visit in Spring 2021
	Identify facilitator and finalize plans for communication workshops
Spring 2021	Facilitate communication workshops
	Confirm facilitators and plan for mindfulness training
Fall 2021	Conduct Mindfulness Training Pilot Program

Faculty Development

10. Advance the Provost's Evaluating Teaching Project: Focus on Inclusive Teaching

Beginning in 2017, the Provost charged CAT to implement the Evaluating Teaching (ET) Project, which is designed to align the evaluation of teaching across all academic units with the university's mission statement. An initial stage of this initiative was to articulate a vision for excellent teaching at FIU, characterized by three pillars of teaching chosen with equity in mind. Through the project's cohort program, CAT collaborated with faculty and chairs to align their newly required departmental teaching evaluation practices with FIU's vision for learning-centered, evidence-based, and inclusive teaching. These efforts included disseminating information to faculty on evidence-based inclusive teaching practices, strategies for incorporating these practices in their teaching, and methods for gathering data from students, peers, and the self to show evidence/efficacy of their inclusive teaching. With departmental teaching evaluation plans in place, CAT is shifting its attention to helping faculty collect evidence of inclusive teaching practices. As of Spring 2020, CAT has facilitated multiple beginner-level workshops for faculty centered on Ginsberg & Wlodkowski's (2009)

framework for Culturally Responsive Teaching and focused on promoting equitable outcomes in their classrooms and gathering data from students to evaluate the efficacy of their inclusive teaching efforts.

These workshop opportunities included:

- Five *Inclusive Teaching* workshops with over 60 faculty in attendance.
- Four Fundamental Workshops with over 40 faculty and teaching assistants in attendance.

Plan: Looking ahead to Fall 2020, we will continue offering inclusive teaching workshops, while expanding our ET programming to include advanced learning opportunities such as “Pocket PD” faculty teaching grants that would cater to faculty interested in elevating/enhancing their repertoire of inclusive teaching practices.

Outcomes: We expect to see increased opportunities for faculty to report on and share what they have learned and positive changes in:

- faculty self-efficacy in becoming an inclusive educator,
- the quantity and quality of inclusive teaching practices implemented in FIU classrooms, and
- faculty ability to assess and reflect on their teaching.

Budget: The cost to offer faculty advanced inclusive teaching practice grants and learning opportunities is \$5,000 annually.

Timeline:

Timeframe	Action Item
Fall 2020	Facilitate inclusive teaching workshops
Spring 2021	Identify faculty participants for the “Pocket PD” teaching grants
	Faculty identify and implement interventions
	CAT processes results of the interventions

11. Create a Diversity, Equity, and Inclusion in the Classroom Challenge

There are a significant number of faculty who seek to become allies in the fight against racial injustice and want to make campus life better for our students and colleagues. Because we cannot truly understand what our Black students and colleagues experience, we can only imagine what's appropriate and needed. Alternatively, we can seek guidance from our colleagues and students to help us improve our classrooms and department culture.

Plan: Modeled after the United Way of Miami and the YWCA's [21-day Challenge for Social Justice and Racial Equity](#), we will create a recurring university-wide, semester-long Diversity, Equity, and Inclusion at FIU Challenge. The "Diversity, Equity and Inclusion at FIU Challenge" will be a voluntary activity, where faculty, staff, and administrative leaders would sign up to participate. All participants will receive a weekly email, with activities across several different domains (e.g. a reading, a video/podcast, an activity pertaining to inclusive teaching and/or inclusive work environments, a way to incorporate diverse content into the curriculum and strategies for learning about and working with diverse peers). Each activity would include an explanation of why it matters and how to measure success. Members of Global Learning, Academic & Student Affairs, HR, CAT, FIU IT, and faculty will create the challenge and the platform for Spring 2021.

Faculty participants will choose to implement one of the activities each week during the semester. At the end of each week, they will complete a short reflection on the activity they chose. At the end of the semester, data will be compiled to determine how many weekly challenges were completed, which domains were chosen most often, and which challenges were most popular. Meaningful narrative feedback from the participants will be extracted and shared with the rest of the faculty participants. Those faculty participants who complete more than 8 challenges in the semester will be awarded a completion badge and certificate sponsored by the Division of Human Resources.

Staff and admin leaders will choose to implement an activity or take action each week during the semester. At the end of each week, they will complete a short reflection on the activity/action they chose. At the end of the semester, data will be compiled to determine how many weekly challenges were completed, which domains were chosen most often, and which challenges were most popular. Meaningful narrative feedback from the participants will be extracted and shared with the rest of the staff and admin leader participants. Those staff and admin leaders who complete more than 8 challenges in the semester will be awarded a completion badge and certificate sponsored by the Division of Human Resources.

To determine the effectiveness of the Challenge on student success a short survey pertaining to diversity, equity, and inclusion will be administered to those students taking courses from faculty participating in the challenge.

To determine the effectiveness of the Challenge on campus climate a short survey pertaining to diversity, equity and inclusion will be administered to staff and admin leaders.

Student retention, course pass rates, and mean grades will be compared across years for the same course, and staff and admin leaders' sense of campus climate will be compared across semesters.

Outcomes: At the end of this challenge, participating faculty will be able to:

- articulate the role of privilege in a system of oppression,
- recognize the contemporary history of Black students that impacts their academic success,
- identify specific actions they will take to fight against racial injustice,
- Identify classroom strategies that they can implement to improve Black student outcomes,
- contribute to an increase in course pass rates for Black students,
- positively influence Black students' feelings of belonging,
- identify opportunities to improve the representation of diversity within their specific curricular content, and
- skillfully communicate and dialogue around issues of race and racism.

Outcomes: At the end of this challenge, participating staff and admin leaders will be able to:

- articulate the role of privilege in a system of oppression,
- recognize the contemporary history of Black people that impacts their health, education, economic and social well-being,
- identify specific actions they will take to fight against racial injustice,
- positively influence Black students' feelings of belonging,
- positively influence Black staff and admins' feelings of belonging, possibility for advancement, and leadership.
- skillfully communicate and dialogue around issues of race and racism.

Outcomes: At the end of this challenge, students will be able to:

- articulate the role of privilege in a system of oppression,
- recognize the contemporary history of Black students,
- identify specific actions they will take to fight against racial injustice,
- positively influence Black students' feelings of belonging, and

- skillfully communicate and dialogue around issues of race and racism.

Budget: While there are no additional monetary costs for this initiative there is considerable time and labor needed from both faculty and professional staff to research, build, and maintain this dynamic system.

Timeline:

Timeframe	Action Item
within 45 days	Convene members of Global Learning, Academic & Student Affairs, HR, CAT, FIU IT, and faculty to design the challenge for FIU
60-90 days	platform and content development
120 days	finalize and present a plan to Vice Provost for Faculty Leadership and Success
end of Fall 2020	Prepare to launch for Spring 2021

12. Expand FIU's Capacity to Support Diversity, Equity and Inclusion Initiatives in Teaching and Learning

Plan: We propose to create a Director of Programming for Diversity, Equity, and Inclusion in Teaching and Learning within the Center for the Advancement of Teaching. This position will lead DEI in the teaching initiatives and collaborate with other FIU DEI leaders to support faculty in the development of anti-oppressive pedagogies, intercultural competence, inclusive and culturally responsive teaching, and facilitating difficult dialogues.

Outcomes: We expect this position will:

- identify and increase CAT's capacity to meet the needs of faculty with respect to diversity, equity, and inclusion in teaching,
- promote an awareness of the relationship between inclusive teaching practices and student learning,
- contribute to an increase in faculty participation in inclusive teaching activities,

- identify and share new approaches in DEI education,
- promote an increased use of inclusive teaching practices in the classroom, and
- grow a community of inclusive and antiracist educators at FIU.

Budget: We propose to increase FIU's capacity for this and other efforts by creating a Director of Diversity, Equity, and Inclusion in Teaching and Learning within the Center for the Advancement of Teaching to begin in Summer 2021. The cost to create this position is \$90,000-\$100,000 plus fringe benefits.

Timeline:

Timeframe	Action Item
end of Fall 2020	Research, draft, and approve job posting.
end of Spring 2021	Post, interview, and select candidate
Summer 2021	Introduce the candidate to FIU community

13. Develop Adjunct Faculty Inclusive Teaching Practices

Every semester more than 868 adjuncts, 10.2% of which identify as Black, teach, guide, and mentor thousands of FIU students. FIU adjuncts play a key role in the university's ability to achieve its diversity, equity, and inclusion goals. FIU's full-time faculty have the privilege of attending workshops, book groups, and other learning-centered and inclusive teaching programs and events to assist them in improving their teaching. Adjuncts have less time, opportunity, and support to participate in these vital and transformative exchanges with colleagues (Dailey-Herbert, Mandernach, Donnelly-Sallee, & Norris, 2014; Fagan-Wilen, Springer, Ambrosino & White, 2006; Lorenzetti, n.d.; Thirolf, 2012).

Plan: We urge the university to make an immediate and sustainable commitment to fund the creation of a badged and incentivized series of on-demand faculty development opportunities for adjuncts, that center on inclusive teaching practices as the path toward equitable student outcomes (Dailey-Herbert, Mandernach, Donnelly-Sallee, & Norris, 2014). CAT will lead this initiative starting Fall 2021.

Outcomes: We expect to see:

- increased adjunct faculty participation in inclusive teaching discussions and faculty development training,

- inclusive teaching practices implemented in courses across disciplines, and
- closing of the gap in pass rates and retention between Black students and all other students and within Black student groups.

Budget: The exact cost to develop or contract an on-demand training and development series is currently unknown; however, if FIU were to partner with [ACUE](#), a quote of \$80,000 was previously given. Forty adjuncts per year would participate in the training and receive stipends (\$1200) when they complete the training course at an additional annual cost of \$48,000.

Timeline:

Timeframe	Action Item
Fall 2020	Consider existing on-demand training products
Spring 2021	Pilot, test platforms, develop policies and practices for implementation and assessment
Summer 2021	Announce selected vendor and create marketing messages for Deans, Chairs, and faculty.
Fall 2021	Launch platform

14. Publish Inclusive Teaching and Anti-Racist Pedagogy Research Briefs and Resources

Plan: We will create and maintain an inclusive teaching and anti-racist pedagogy webpage within CAT. The goal of this new resource would be to accelerate faculty learning towards achieving racial equity in higher education. We propose to provide content that includes summaries of compelling educational research that will be of interest to faculty and the broader FIU community and a collection of resources, programmed events, and professional development opportunities that encourage faculty to participate and learn about practices that improve equity and inclusiveness in the classroom. We will launch this site in Spring 2021. We will develop outreach strategies to drive interest in and interaction with the research briefs and resources.

Outcomes: We expect the research briefs to serve as a:

- self-directed resource where members of the teaching community can grow their capacity to understand the value in adopting inclusive teaching practices, and

- trusted resource and point of reference for faculty and staff exploration and engagement in anti-racist pedagogy.

Budget: There are no additional costs to the university for this initiative.

Timeline:

Timeframe	Action Item
within 120 days	build an inclusive teaching webpage and create introductory research brief
Spring 2021	launch site and post introductory research brief

15. Refine the Provost's Hybrid Training and the Fundamentals of Online Teaching (FOT) Programs

Inclusive teaching is implicitly a part of both the *Hybrid* and *Fundamentals of Online Teaching* professional development programs.

Plan: We will refine the Spring 2021 program curricula to include an intensified focus on two specific evidence-based teaching practices.

- Faculty in the Hybrid and FOT Programs will closely examine the “characteristics of learners” to increase their awareness and understanding of these specific situational factors and specifically address the implications for their course in the course redesign (Fink, 2003).
- Faculty will engage with the research on [transparency and transparent teaching methods](#) and incorporate these methods in their course redesign as a means of increasing performance outcomes for underrepresented students ([Winkelmes, 2014](#)).

Furthermore, we will examine the relationship between race and student success by modality so faculty may consider this data in course modality decision-making and ultimately design learning experiences that best support all students.

Outcomes: We expect these program reforms will:

- promote an increase in faculty awareness regarding the relationship between course modality and student learning, success, and belonging,
- facilitate the utilization and creation of evidence-based and inclusive assessments that align with the course modality, and

- contribute to a decrease in disparate course outcomes in hybrid and online classes for Black students.

Budget: There are no additional costs to the university for this initiative.

Timeline:

Timeframe	Action Item
end of Fall 2020	review data and identify new interventions and approaches
Spring 2021	launch in training with faculty cohorts

16. Create a Diversity, Equity, and Inclusion in Teaching and Learning Micro-Credential

The fight for racial and social justice requires a life-long commitment to action. We want our community to know and trust that we are doing the work necessary to become the beacon of hope and inclusivity they expect.

Plan: We propose to create Diversity, Equity, and Inclusion in Teaching and Learning credentials to recognize faculty engagement and contribution to advancing FIU's diversity, equity, and inclusion goals. All members of the teaching community will have the opportunity to earn these credentials. The Equity Action Initiative or a subcommittee thereof will design and collaborate with the Office of Micro-Credentials to create a tiered DEI credentialing program. Upon completion of the required hours of diversity, equity, and inclusion faculty development activities and associated assessments faculty will earn either a certificate or digital badge.

Outcomes: We expect the micro-credential program will:

- promote participation in diversity, equity and inclusion faculty development activities,
- offer evidence of faculty engagement (and learning) with DEI topics, and
- contribute to increased use of inclusive teaching practices across disciplines.

Budget:

This initiative will require faculty stipends to review material and provide feedback:

(2) \$750 stipends (Fall semester). Reviewer stipends for materials deemed necessary for review: up to \$1200 per semester (approximately 240 assignments reviewed per semester). This would cover

approximately 30 learners depending on their progression throughout the semester. **With Y1 (Fall 20 – Summer 21) costs equal to \$5,100 and recurring costs thereafter: \$3,600 per year.

Timeline:

Timeframe	Action Item
within 90 days	committee will convene and map out the details of the DEI micro-credential program.
120 days	submit the application to the Office of Micro-Credentials for approval
end of Fall 2020	develop a marketing campaign
Spring 2021	launch DEI in Teaching and Learning micro-credential program

17. Develop Diversity, Equity and Inclusion Teaching & Research Awards

FIU's Faculty Senate Awards Committee recognizes the contributions of faculty in six categories: Excellence in Advising and Mentorship, Excellence in Engagement, Excellence in Librarianship, Excellence in Research and Creative Activities, Excellence in Service, and Excellence in Teaching.

Plan: We propose the Faculty Senate create an Excellence in Diversity, Equity, and Inclusion award category for the 2021 awards cycle. The new award category will include 2-awards, Excellence in Diversity, Equity and Inclusion Teaching and Excellence in Diversity, Equity, and Inclusion Research. These awards will recognize innovative inclusive teaching and anti-racist pedagogical practices in the classroom and published or otherwise recognized research that contributes to our local and or national awareness and understanding of diversity, equity, inclusion issues in service of racial and social justice.

Outcomes: We expect these awards to:

- recognize and legitimize the value of DEI teaching practices and research,
- raise awareness of the significance of this work to our societal growth and development,
- inform policies, practices and university discourse on DEI issues, and
- encourage and increase in inclusive teaching and DEI research.

Budget: In keeping with other faculty senate awards the DEI in Teaching and Research awards are \$5,000 each. The total cost to create new DEI faculty awards is \$10,000 annually.

Timeline:

Timeframe	Action Item
within 60 days	FIU Faculty Senate Awards Committee (FSAC) will convene.
90-120 days	FSAC will present a new award structure and complete process for approval
end of Fall 2020	FSAC will announce a new award to FIU community
Spring 2021	DEI Teaching and Research Awards included in 2021 awards cycle

DEI in the Curriculum

18. Develop a Diversity, Equity and Inclusion Curriculum Review Process

“A curriculum that does not acknowledge the cultural values of its learners signals that the perspectives, philosophies, and histories of Eurocentric racial-ethnic groups are more important than those of other groups. It is therefore important to critically consider how curriculum and instruction affect students’ experiences, and subsequent self-perceptions, of who is and is not, a member of a “dominant cultural or national identity group” (Borrero, Yeh, Cruz, & Sudah, 2012, p. 3) and therefore who belongs and does not belong at your institution.

Plan: A committee of elected faculty will embark on an aggressive 2-year internal curriculum review process to identify curricula that exemplify DEI principles as well as opportunities for improvement. The results of the review will foster greater awareness of institutional racism, social inequities, and the generation of and amelioration of disparities in health, wealth, educational, and technological developments. The committee will be made up of diverse members of the FIU teaching community, including representations from FIU’s Black faculty, state and local leaders, and experts in health, finance, education, and technology. The faculty serving on the DEI Curriculum Committee will receive course releases for this assignment. Faculty will submit their interest in serving on the committee to department chairs by November 2020. Department chairs will submit those names to the Provost’s Office by the end of the Fall 2020 semester. The committee will receive its charge from

the Provost in Spring 2021. The committee will convene, devise a plan to complete the project, and submit that plan to the Provost by the end of Spring 2021.

Outcomes: We expect the curriculum reviews to:

- highlight misalignments between curriculum and the university's vision of inclusivity and antiracist priorities,
- identify examples of inclusive curricula that departments can share and adopt,
- increase representations of diversity in course offerings, learning materials, and community partnerships.

Budget: Additional cost to the university is equivalent to 2 course releases for 5-7 faculty for a two-year period.

Timeline:

Timeframe	Action Item
within 90 days	Provost's Office will craft and disseminate a call for committee members.
end of Fall 2020	committee members identified
Spring 2021	committee receives charge from Provost and works to outline their plan and process
end of Spring 2021	committee submits proposed their plan to the Provost for approval

19. Create a Campus Support and Resource Message for Course Syllabi and Canvas

Plan: Craft language and encourage faculty to include a reminder of the resources and support FIU provides for students. The message will include [links to campus resources](#) beyond those required and or suggested in the [Faculty Handbook](#).

The Division of Academic & Student Affairs in collaboration with the Counseling & Psychological Services center and CAT will craft the message and compile a list of resources to include in course syllabi. With this message, we communicate our commitment to the health and well-being of all our students and the implications for learning and student success. The above units will convene in

August to craft the message and it will be made available to the university community for the start of the Fall 2020 semester.

Outcomes: We expect this addition to course syllabi will:

- raise faculty and students' awareness of the services and resources FIU offers,
- contribute to faculty awareness of the range of challenges students face,
- increase faculty confidence in their ability to refer students for assistance, and
- positively influence students' feelings of belonging especially amongst Black students.

Budget: There are no additional costs to the university for this initiative.

Timeline:

Timeframe	Action Item
within 30 days	representatives from Academic & Student Affairs, CAPS and CAT convene to craft a message and create a supplemental resource
30-45 days	message and resources are submitted to the Provost, the Senior Vice President for Academic & Student Affairs and the Vice Provost for Faculty Leadership and Success for approval
45-60 days	resource is disseminated to faculty, staff and students through Canvas, FIU email, appropriate social media outlets, and respective websites

20. Conduct Targeted Inquiry Institutes

Under CAT's direction, FIU's Gateway Project sees consistent increases in gateway course pass rates. The gateway courses include 21 courses with > 40,000 enrolled students annually, including Biology, Chemistry, English, History, Psychology, Math, Statistics, Economics. Since the inception of the Gateway Project, the average passing rate across these courses has increased from 65% to 78%. This translates to over 16,000 more students passing 21 gateway courses than would have at the 2013-14 passing rates (21 courses with > 40,000 enrolled students annually, including Biology, Chemistry, English, History, Psychology, Math, Statistics, Economics).

By understanding the challenges faced by students, we can design courses that better support their learning, success in the course, and their likelihood of persistence and degree completion. Including

student voices in gateway, course-reform efforts provide a better understanding of why students struggle and help to identify changes that lead to significant improvements in course outcomes, student retention, and educational equity.

We've also gained valuable insights on specific courses including, how students feel about the course environment and ways it supports their learning, students' reactions to the course structure and teaching strategies, the kinds of obstacles students identify to their success in a course, which student characteristics are associated with passing/not passing a course (e.g., gender, race/ethnicity, high school GPA, admit type: FTIC/Transfer), and differences in course experience and passing rates by modality (i.e. face to face, hybrid, and online).

Plan: Leveraging Gateway Project success, we will expand these efforts with a focus on gateway course outcomes and student survey data that reveal consistent racial disparities and disadvantages that contribute to Black students' lower graduation rates at FIU. We propose to offer faculty "inquiry institutes" -a guided data exploration opportunity.

Outcomes: We expect these institutes will:

- communicate the importance of data driven change in teaching and learning,
- identify areas for course improvement and develop targeted strategies,
- promote goals that specifically aim to identify obstacles to improved course outcomes among Black students,
- produce improvement in participating courses,
- facilitate the implementation of interventions and data collection in service of course outcome goals, and
- contribute to the development of successful strategies for dissemination to the broader university community.

Budget: The cost to conduct (2) targeted inquiry institutes is \$20,000. This will provide funding for faculty stipends and access to expert consultants and resources.

Timeline:

Timeframe	Action Item
within 90 days	plan and develop institute curricula
120 days	advertise for faculty participants
end of Fall 2020	notify participants
Spring 2021	Launch first of two institutes

21. Develop an Anti-Racist Pedagogy Across the Curriculum Institute

Plan: Develop an intensive, multi-day *Anti-Racist Pedagogy Across the Curriculum (ARPAC) Institute*.

Inspired by the “award-winning [St Cloud State University ARPAC project](#)”, with university support, CAT and its faculty development partners will organize, facilitate, and provide guidance for members of the FIU teaching community as they seek to incorporate anti-racist pedagogy into courses across all disciplines. Like the St Cloud State project, FIU’s institute would include an annual workshop, led by leaders in anti-racist pedagogy, with monthly follow-up sessions to support faculty in their teaching, and “foster a community of educators committed to anti-racist praxis.” A key component of the institute would entail the exploration of local and state policies, and current educational practices that perpetuate systems of racism and oppression in South Florida schools and the implications for teaching and learning at FIU. This project will launch in Fall 2021.

Outcomes: We expect faculty participants will:

- incorporate equitable, anti-racist practices in their teaching,
- share their experiences with colleagues locally and nationally,
- engage in this work with increased confidence, and
- report having positive learning experiences and exchanges with colleagues.

Budget: The cost to facilitate the Anti-Racist Pedagogy Across the Curriculum (ARPAC) Institute is \$55,000 annually. This includes the speakers’ fees for Antiracist pedagogy experts and accompanying resources and materials for this multi-day event.

Timeline:

Timeframe	Action Item
within 60 days	Consult with St Cloud State University ARPAC project
90 days	identify faculty experts in antiracist pedagogy
Fall 2020	plan, outline and prepare curriculum
Spring 2021	Finalize logistics and program needs, recruit faculty participants
Summer 2021	Finalize plans and preparations for program launch

Improve Black Student Belonging and Academic Success**22. Include an Intervention on Social-Belonging in SLS Courses**

In an effort to interrupt the self-fulfilling nature of “belonging uncertainty” (Brady, Jarvis & Walton, 2020), “the social-belonging intervention offers students a non-threatening lens with which to make sense of common social and academic adversities in the transition to college. The intervention shares stories from diverse older students, who describe experiencing a range of everyday challenges to belonging in the transition to college and how their experiences improved with time. These stories thus represent challenges to belonging as normal in the transition to college, as temporary, and as due to the transition itself – not as evidence of a permanent lack of belonging on the part of the self or one’s group. The intervention is appropriate for school environments that, in fact, offer opportunities for belonging and the development of positive relationships for all students” (Brady, Jarvis & Walton, 2020). The intervention is delivered early in college and lasts less than an hour, evidence supports improvement in “diverse outcomes in college, including academic performance, physical health, and well-being, for students from groups disadvantaged in higher education (Brady, Jarvis & Walton, 2020).

Plan: We will develop a campus project to facilitate the infusion of the Brady, Jarvis & Walton intervention on social belonging into the SLS curriculum. The Provost will charge SLS leadership with the task of developing this project. The project will launch in Fall 2021.

Outcomes: We expect the social belonging intervention to:

- decrease Black students' feelings of isolation,
- have a positive effect on Black students' feelings of self-efficacy, and
- increase Black student participation in [high impact practices](#)

Budget: There are no additional costs to the university for this initiative.

Timeline:

Timeframe	Action Item
within 90 days	Division of Academic and Career Success (DACS) and MPAS convenes to research intervention and consult with PIs on the original study.
120 days	DACS design intervention for FIU student population
end of Fall 2020	DACS has an intervention implementation plan
Spring 2021	DACS reviews plan with PIs on the original study
Fall 2021	Launch across all SLS courses

23. Promote Faculty-Student Communication Using Canvas Tools: Feedback Box

Plan: To address Black students' feelings of isolation and desire for more helpful feedback from their faculty, we will leverage the use of the anonymous student feedback tool, known as Feedback Box. Integrated with Canvas, Feedback Box offers faculty the opportunity to tap into the diversity of their classroom environments to better understand their students' needs. CAT will craft language and design workshops to support faculty in purposefully deploying the tool and developing teaching strategies in response to the feedback they receive from their students. CAT will develop programming in Fall 2020 for an official launch in Spring 2021.

Outcomes: We expect that this initiative will:

- open additional lines of communication and connection with students,
- contribute to students' sense that the classroom is a supportive environment,
- inspire faculty to create more equitable course policies and practices, and
- promote students' self-efficacy.

Budget: There are no additional costs to the university for this initiative.

Timeline:

Timeframe	Action Item
within 90 days	CAT convenes team to design feedback box intervention
120 days	CAT advertises new resource and call for workshop participants
Spring 2021	faculty launch Feedback Box in their courses.

24. Assess Black Student Belonging in Academic Disciplines

Plan: Modeled after the Gateway survey, we will design and launch a survey to measure Black student's perceptions of belonging and potential for success in academic disciplines so that we may better understand why Black students leave majors/departments and develop interventions to mitigate those factors and increase Black student graduation rates in those areas. CAT will work with a team of faculty from specifically identified departments to identify or develop a survey and the survey will launch in Fall 2021. CAT will work with the same team to examine the results and create programming to facilitate departmental discussions and potential interventions.

Outcomes: We expect the results of these survey will:

- inform academic departments of areas for improvement in curriculum, course delivery, and departmental policy,
- identify obstacles to degree completion for Black students,
- identify misalignments in Black student expectations of academic departments and disciplines, and
- facilitate adjustments to department culture that support Black student persistence in the major/discipline.

Budget: The cost to conduct this assessment and facilitate programming for this initiative is \$10,000. This includes incentives for student participants and stipends for faculty fellows assisting with data collection and analysis.

Timeline:

Timeframe	Action Item
end of Fall 2021	CAT and AIM develop instrument and intervention plan
	CAT and AIM convene faculty and departments with low Black student enrollment and high rates of student program change.
Spring 2021	CAT and AIM present plan to Vice Provost for Faculty Leadership and Success
Summer 2021	finalize and prepare for Fall 2021 launch

Summary

The Diversity, Equity & Inclusion in the Classroom subcommittee and the Center for the Advancement of Teaching submit this plan, a holistic approach to the work of diversity, equity, and inclusion in the classroom at FIU. Below we include a timetable charting the launch and or start of the discussion and planning for our proposed innovations and improvements followed by budget and outcomes sheets for your consideration.

within 30 days	within 60-90 days	within 90-120 days
Create an FIU Antiracist Statement	Improve Campus Climate and Belonging	Develop Adjunct Faculty Inclusive Teaching Practices
Refine and Expand Faculty Reading Groups	Increase Black Faculty Representation and Leadership on University Committees	Develop an Anti-Racist Pedagogy Across the Curriculum Institute
Create a Campus Support and Resource Message for Course Syllabi and Canvas	Develop Diversity, Equity and Inclusion Teaching & Research Awards	Include an Intervention on Social-Belonging in SLS Courses
	Publish Inclusive Teaching and Anti-Racist Pedagogy Research Briefs and Resources	Conduct Targeted Inquiry Institutes
	Promote Faculty-Student Communication Using Canvas Tools	Infuse Diversity, Equity, and Inclusion Segments into New Student, Faculty, and Staff Orientations
	Advance the Provost's Evaluating Teaching Project: Focus on Inclusive Teaching	Refine the Provost's Hybrid Training and the Fundamentals of Online Teaching Programs
	Create a Common Reading Experience for the Teaching Community	Expand FIU's Capacity to Support Diversity, Equity, and Inclusion in Teaching and Learning
	Develop a Diversity, Equity and Inclusion Curriculum Review Process	Create Learning Modules for Faculty, Staff, and Students
	Promote Representations of Black Culture and History on Campus	Assess Black Student Belonging in Academic Disciplines
	Create a Diversity, Equity, and Inclusion in the Classroom Challenge	Expand Bridge Programs and Partnerships
		Expand the Contemplative Practices in Education Initiative

Diversity, Equity, and Inclusion in the Classroom Initiatives Budget

2020-2025 Costs					
Expense	FY20	FY21	FY22	FY23	FY24
Infuse Diversity, Equity and Inclusion Segments in New Student, Faculty, and Staff Orientations - Salary and fringe for Director of DEI in Human Resources	\$100,000 +fringe	\$100,000 +fringe	\$100,000 +fringe	\$100,000 +fringe	\$100,000 +fringe
Marketing for HR DEI action items	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Create Learning Modules for Faculty, Staff and Students - Design, build, operation and improvement costs*	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000
Promote Representations of Black Culture and History on Campus	undefined	undefined	undefined	undefined	undefined
Institute a Common Reading Experience for the Teaching Community	\$40, 000	\$40, 000	\$40, 000	\$40, 000	\$40, 000
Refine and Expand Faculty Reading Groups	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Expand the Contemplative Practices in Education Initiative - (1) Speaker & Consultant on Racial Justice, (2) Wise Speech to Promote Equity in Teaching & Learning, and (3) Faculty Training in Mindfulness	\$30,000	\$5,000	\$5,000	\$5,000	\$5,000
Advance the Provost's Evaluating Teaching Project: Focus on Inclusive Teaching	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Expand FIU's Capacity to Support Diversity, Equity and Inclusion in the Classroom - Salary and fringe for a Director of DEI in Teaching and Learning for CAT	\$100,000 +fringe	\$100,000 +fringe	\$100,000 +fringe	\$100,000 +fringe	\$100,000 +fringe

Develop Adjunct Faculty Inclusive Teaching Practices	\$128,000	\$48,000	\$48,000	\$48,000	\$48,000
Develop a DEI in the Classroom Teaching & Research Awards	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Develop a Diversity, Equity and Inclusion Curriculum Review Process - (2) course releases for 5 faculty committee members	undefined	undefined	undefined	undefined	undefined
Create a Diversity, Equity, and Inclusion in Teaching and Learning Micro-Credential	\$5,100.	\$3,600	\$3,600	\$3,600	\$3,600
Conduct Targeted Inquiry Institutes (2 per year)	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Develop an Anti-Racist Pedagogy Across the Curriculum Institute	\$55,000	\$55,000	\$55,000	\$55,000	\$55,000
Assess Black Student Belonging in Academic Disciplines	\$10,0000	\$10,000	\$10,000	\$10,000	\$10,000
	\$586100	\$474,600	\$474,600	\$474,600	\$474,600
	TOTAL				\$2,484,500

**Current contract with EVERFI may decrease or eliminate costs in this area.*

Diversity, Equity, and Inclusion: In the Classroom

Goals/Outcomes
Student Outcomes
Additional # of instances of Black students passing gateway courses
Additional # of instances of Black students passing non-gateway courses
Increase in Black students' 1st to 2nd yr. retention rate
Increase in Black students 6-yr graduation rate
Decrease in # of Black students' reporting less likely to feel prepared for the course <ul style="list-style-type: none"> less likely to feel they got enough helpful feedback more likely to have not met with instructor when needed to due to availability or discomfort less likely to feel they could count on other students in the class more likely to feel isolated more likely to miss more than 2 class sessions less likely to do all or more than required assignments more likely to say affording class materials was an obstacle more likely to say computer or internet access was an obstacle more likely to have experienced issues in remote transition
Fewer acts of racial incivility amongst faculty, staff and students
Student interest in community action and partnerships
Recognize themselves as a part of a community working toward racial justice
Faculty Outcomes
Proportion of faculty participating in inclusive teaching professional development
Proportion of faculty implementing inclusive and antiracist pedagogy in their teaching
Fewer acts of racial incivility amongst faculty, staff and students
Faculty interest in community action and partnership
Increased representation of Black faculty in department and university governance and decision-making
Articulate the implications for their work regarding the university's vision of diversity, equity and inclusion.
Staff Outcomes
Fewer acts of racial incivility amongst faculty, staff and students

Staff interest in community action and partnership
Increased representation of Black staff in positions of leadership, department and university governance and decision-making
Awareness and understanding around issues of diversity, equity and inclusion
Recognize themselves as a part of a community working toward racial justice
Articulate the implications for their work regarding the university's vision of diversity, equity and inclusion.

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ENHANCE AFRICAN AND AFRICAN DIASPORA STUDIES

The African and African Diaspora Studies Program (AADS) is housed under the School of International & Public Affairs (SIPA). The program is committed to contributing to the university's objective of serving the people of South Florida, the state, the nation, and international communities. Its origins are found in a mandate from the Florida Legislature and has received a special designation by the Board of Governors as a strategic program because of its international orientation, focus, and content. It is the only program in the state of Florida that offers a graduate degree in African American, African Diaspora, and African Studies. It also comports well with the Florida Legislature Statute requiring instruction in Florida's public schools to include the history of African Americans, including "the history of African peoples, the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society."

The research output of the core faculty has been exceptional in both quality and quantity, and over time core faculty have successfully secured grant funding. Program faculty have emerged as leaders in their areas of expertise - making innovative contributions to their various fields while engaged in transdisciplinary, transnational, and transcultural interventions, but challenges remain.

Vision and Mission of AADS

The vision of the African & African Diaspora Studies Program (AADS) is to foster greater understandings of the experiences of peoples of African descent internationally in its efforts to contribute to the university's objective of serving the people of South Florida, the state, the nation, and the international communities.

Mission

1. To provide a first-rate university education by challenging and stimulating students and scholars to engage critically with Africa and the African Diaspora while developing skills for, critical thinking and for contributing to the development of the field and to the betterment of communities in which persons of African descent are located, and to the cultural, aesthetic, social, political, and economic environments of these communities
2. To generate new knowledge through research about Africa, the African Diaspora, and their peoples and communities and by supporting original research projects locally, nationally, and globally.
3. To expose students and members of the local, national, and global communities to the rich and diverse interdisciplinary scholarship in the field of African and African Diaspora Studies and the histories and contributions of peoples of African descent

Problem Definition

AADS faces structural limitations related to the program's constitution exclusively as an M.A. and certificate granting program to the exclusion of an undergraduate major and minor and a Ph.D.; in its current configuration there is an absence of an integrated relationship with FIU's undergraduate programs; program size limits its ability to leverage access to advertising support needed to increase online enrollment; and the elimination of funding to support graduate assistantships in MA programs by the University Graduate School adversely impacts the program's ability to remain competitive with other programs offering better and more comprehensive financial aid to the best students.

The university recently failed to retain a tenured professor in Politics & International Relations whose work focused on comparative racial politics, Black public opinion, and racial inequality in the United States and the Spanish speaking Caribbean (Cuba, Puerto Rican, and the Dominican Republic). The professor was an author and participant of well publicized The Color of Wealth in Miami Report. She also is spearheading an important study documenting the experiences of Black Cubans in Miami as they wrestled with housing discrimination, residential segregation and a disparity in educational opportunities. The failure to retain a professor whose work served to shed light on the Afro Latinx experiences is an unfortunate example of the undervaluing of Black faculty who focus on African and African Diaspora specific subjects. Underfunding and diminished exposure will only continue to limit the program's ability to recruit students and retain faculty.

The inclusion of ‘Enhance African and African Diaspora Studies’ as a part of the Equity Action Initiative is timely and important in light of the solid value proposition of such a program around what it offers. As articulated in the university’s aspirations presented in the 2025 Strategic Plan, AADS has consistently demonstrated an ability to remain at the forefront of “producing socially impactful research and creative activities, and leading transformative innovations locally and globally” (FIU Next Horizon 2025 Strategic Plan).

Recommendations

In the urgency of this historical moment, the African and African Diaspora Studies program reaffirmed the importance of stating in the most direct and unequivocal terms its belief in the rights of Black people across the globe to live in peace without fear of harm, bodily injury, and death, especially at the hands of those given the responsibility to protect and serve.

AADS remains steadfast in its resolve to contribute in all the ways that it can to efforts designed to eradicate systemic and pervasive inequities, institutional racism and oppression in all of its forms, committed to educating next-generation-leadership in efforts designed to eliminate racist and oppressive policies and practices that remain embedded in all governmental and nongovernmental institutions.

AADS remains dedicated in its efforts to fulfill a programmatic mission to foster greater understanding of the experiences of peoples of African descent internationally and to contribute to Florida International University’s objective of serving the people of South Florida, the state, the nation, and the international communities.

To this end, it is strongly recommended that:

AADS become the home of an institute/center that serves as the locus for research addressing systemic racism and structural inequality, and restorative racial, social and community justice.

GOAL: Located in AADS, the (tentatively titled) establish a Center for Restorative Justice that will promote rigorous policy-oriented research and high-quality graduate and undergraduate level instruction. Already multidisciplinary in structure and built in close alliance with other local and global Black community leaders and organizations, AADS is the ideal home for the center. From its inception in the late 1990s as African New World Studies to the present, AADS is locally and globally

recognized as South Florida's leading intellectual and community-oriented site for the study of not only systemic racism, but also the ways in which people of African descent continually resisted the impact of structural inequalities on Black life and culture. Providing resources and institutional support will build on this foundation and allow Center participants to broaden their ability to unveil inequities and find practical solutions that can be implemented to improve lives. Under the auspices of AADS, the Center for Restorative Justice will serve as a site through which FIU faculty will receive support for multidisciplinary research and curricular development designed to build a more inclusive and equitable society. The center will be guided by a collaborative model working closely with other units across FIU. AADS as the programmatic home of the center also will serve as the bridge for faculty interested in collaborating and empowering further local, national, and international activists/organizations addressing restorative justice, health and educational initiatives for Black communities.

To 'Enhance African and African Diaspora Studies', the working group identified **three additional broad categories** where targeted strategies are recommended:

1. Faculty/Staff

Adding additional faculty is essential to enhancing AADS because the current core faculty all have joint appointments. The additional demands placed on core faculty of AADS because of their joint appointments include conditions where their home departments have primary responsibility for establishing performance criteria, conducting performance evaluations, making decisions on promotions and tenure, and determining differential assignments with the Director of AADS only playing a mere consultative role in the process. This places severe burdens on the core faculty in their efforts to meet the demands of both their home departments, in many instances including administrative duties, and those of AADS. Additional staff is needed to provide the support that will be needed to bolster the marketing, recruitment, program delivery, and advising functions.

The following strategies are suggested for implementation in this category:

GOAL: Hire Faculty and Staff: (In alignment with 2025 GOAL: Cultivate novel and interdisciplinary research, scholarship, and creative activities across all levels of the university Accountability Metrics:

- \$300M in Annual Total Research Expenditures
- \$234M in Non-medical Science & Engineering

- Hire two additional core tenure line faculty and one additional instructor. AADS will recruit a Social scientist working on racial disparities/inequity in health (open rank). (Possible Joint appointment with GSS which houses the Research Network on Health and Society). Salary = \$105,000 and 9-month fringe.
- Recruit and hire a replacement for PIR faculty member, Racial Politics in the US, either advanced assistant professor or tenured professor. Salary = \$110,000 and 9-month fringe.
- Recruit and hire a Lecturer/ Associate Director who would direct the graduate program. The position would be 12-month in alignment with the 12-month MA program, which is built on a 3 semester model that includes the need for summer coursework, mentoring and ongoing recruitment efforts. Salary = \$90,000 and 9 month fringe.

Measurable Objective: Increase dedicated AADS faculty lines by a minimum of thirty percent within the next three years.

- **Appoint Faculty Fellows.** Year Long Faculty Fellow Line – This is a year long research opportunity in the broad area of Race and/or Social Justice. The fellowship must end in a Public Presentation (Panel Discussion: Lecture; Museum Exhibit). This fellowship is consistent with opportunities that exist across the country and internationally for faculty, with consideration made to both internal and external applicants to receive support for their research and scholarly engagement in African and African Diaspora studies. Emphasis and priority will be given to those whose research addresses social justice and the elimination of racial disparities in health, economic prosperity, and criminal justice. Cost = \$5,000 stipend/Course Release

Measurable Objective: Appoint two faculty fellows per year for the next three years.

C. Appoint 2 doctoral/post-doctoral fellows. Renew the identification and appointment of post-doctoral fellows in AADS. These fellowships will be open to doctoral students in the final stages of completing their dissertation as well as recent graduates, this program is an opportunity for junior scholars (with priority given to those trained at FIU) to provide

support for AADS initiatives such as the Center for Restorative Justice while developing their research profile and being mentored by AADS faculty.

Measurable Objective: Appoint one doctoral/post-doctoral fellow per year for the next three years.

D. Staff

1. Increase the .75 staff position to a full-time 1.0 position. A reclassification of duties in that position to include social media and coordination of an internship program.

Measurable Objective: Convert the .75 staff position to a 1.0 position by 2021.

- E. Endowed Chair/Professor in Racial, Social, and Community Justice –**
secure funding to establish a professorship named for a South Florida activist/advocate for social justice.

Measurable Objective: Secure dedicated funding and appoint an endowed Chair/Professor of Racial and Social Justice by 2022.

2. Students/Curriculum:

The current program review document (2019) reveals (some) improvement in admissions, enrollments, and graduation rates in the M.A. and M.A./Ph.D. joint programs as a result of programmatic reformulation to a tri-semester 30 unit one-year cohort arrangement. While graduation rates are trending above the minimum required for designation as a Low Performing/Productivity Program, increases in applications, admissions, enrollments, and graduation rates remain short of expectations. While AADS has developed and is engaged in strategies of outreach locally, nationally, internationally, and on-campus to improve these rates, the online program has not proven a success, perhaps largely due to the lack of investment in promotion and graduate level online course development. The online program has also had a negative effect on the face-to-face program, because, to avoid duplication, core courses have had to be offered online.

To build student enrollment in the AADS MA Online program the following strategies are recommended for implementation:

Goal: Create integrated relationships with FIU's undergraduate programs to significantly increase enrollment in AADS undergraduate certificates, with a focus on pipelines to the graduate program.

Establish joint 4+1 BA/MA programs and joint MA degrees with departments and professional schools. The most significant problem faced by AADS is its low enrollments. A focus on establishing a number of 4+1 BA/MA programs with other departments that may have considerable appeal to FIU undergraduates. The goal is to create relationships with programs with large enrollments where students may have a natural interest in pursuing an MA in AADS. They included:

- Liberal Studies
- Psychology
- Women's and Gender Studies
- Criminal Justice
- PIR
- Public Administration
- History
- English
- School of Education and Human Development
- The Honors College

Measurable Objective: Develop three 4 + 1 BA/MA and Joint MA degree programs for implementation by Fall 2022.

Curriculum:

- Establish a faculty working group that reviews current and proposes new courses based upon an agreed upon criteria.
- Create incentives for faculty to develop new undergraduate and graduate core AFA courses that will meet demands for education around anti-Black violence, racial injustice/disparities, social movements.

Cost = Competitive to stipend offered for developing QM courses - \$1500

- Secure commitment to inclusion of a new course in social science group 2 category and humanities group 2 category.

Measurable Objective: AADS faculty, affiliated faculty, and interested university faculty will be convened to review the current catalogue of courses across all university programs with the ultimate aim of developing undergraduate and graduate courses focused on racial injustice, social inequity, and social movement. Each course developed and shepherded through the QM process will result in a stipend to be shared among the developers. Additional incentives will be created to move the course through the curriculum review process to inclusion in the social science group 2 category and the humanities group 2 category.

Plan: Bolster Graduate Student Admission and Financial Support:

- Dedicated funding to market and recruit graduate students for the MA online and MA/Ph.D. programs.
- Continued commitment to fund MA lines in AADS – make competitive across SIPA graduate programs; acquire additional dedicated resources to support and retain MA lines.
- Fund faculty to serve as advisors for 3rd term completion of graduate portfolios.
- **A focus on developing joint MAs with Professional Schools including:**
 - School of Education and Human Development
 - MAGA
 - Modern Languages

• Identify paid student internships with Community Partners. (In alignment with metric goal of 10,000 internships per year).

Cost = incurred by agency

Costs: Limited as the partnership involves joining two existing programs

- Secure Ph.D. level funding for students in their first year for combined MA/PhD programs

Measurable Objective: Additional resources and dedicated funding will be secured for marketing the AADS MA Online program locally and internationally, recruiting graduate students, providing competitive funding for graduate assistantships, providing competitive funding for students in their

first year of the MA to Ph.D. pathway program and providing funding for summer salaries of faculty serving as advisors for students completing the program exit requirement each year. A completely revamped and professionally updated website will be designed and used as a marketing and recruitment tool. Funds for radio and journal advertising of the MA online program will be acquired. Social media presence will be monitored. Growth in social media following will be measured and reported.

AADS - Community Proposals

AADS has been involved in the development of stronger relations with the South Florida community in a number of areas. Hence, fostering community relationships and hosting community events are critical components of the emphasis of AADS on collaboration, intra-university relations, and community outreach. AADS seeks to drive greater connections and collaborations between FIU and communities of color throughout South Florida. A natural next step to address the Enhance African and African Diaspora Studies Equity Action Initiative is a focus on working closely with the community in the struggle for racial, social and community justice. The community aspect of this AADS proposal endeavors to build on former and existing community-engaged efforts while creating additional space for new enterprises. The proposals are as follows:

GOAL: Create an AADS Community Advisory Board comprised of students, staff (professional and non-professional, faculty and community members dedicated to the specific enhancement of the AADS mission). Added to this mission will be the specific inclusion of racial, social and community justice as a critical focus. This board and its composition must recognize the impact of monetary and non-monetary contributions to the achievement of racial, social and community justice. It must include a cross-section of members of communities of color and those who are immediately impacted and identified in the AADS mission. The Board will be key in creating greater community-engaged connection and collaboration.

Timeline: 2021 - 2022

Costs: \$2,000

Continue existing and revive discontinued series of lectures/luncheons that identify and honor communities, community leaders and groups:

- The Chris Gray Memorial Lecture;

- The AADS Humanities Afternoon Programming;
- Ella Baker/Malcom X Luncheon;

Timeline: Fall 2020 and Spring 2021

Costs: \$5,000

Develop for-credit and non-credit abbreviated courses for (faculty, staff, students and) community learners which specifically foster awareness of and responses to institutional racism and social inequities. Courses could lead to micro-credentialing, certificate or badging in racial, social and community justice. Utilize faculty to enhance existing courses that align to academic interest and which address issues of racial, social and community justice and offer incentives for participation.

Timeline: Fall 2021

Costs: payment for overload or adjunct faculty

Create a dedicated space in AADS for workshops, lectures and community meetings. Identify space that may serve as a center for racial, social and community justice. The center will be open and available to the university and non-university communities for training and will drive greater connections and collaboration to ensure racial, social and community justice. (see Diversity, Equity, and Inclusion in the Classroom; see Micro-Credentialing Initiatives)

Timeline: Fall 2021

Develop a funding source for enterprise collaborations with matching financial support to promote minority businesses and co-sponsor community, educational and cultural events (e.g. film festivals, art exhibit, hip-hop symposium, health fairs, etc.) that confront racial, social and community inequities. This emphasis on global and local development through partnerships that address and support capacity building of economic and social enterprises that serve communities of color.

Timeline: Fall 2021

Other: Resources Needed for the AADS program at large:

1. Allocation of office space for faculty and graduate students;
2. Serve as the Structural Home for the Black Faculty Association.

Measurable Objective: Specific targeting and implementation of the strategies presented above with the ultimate aim of revitalizing and expanding community partnerships with both internal (university) and external (community) stakeholders will be implemented. AADS will build partnerships with community organizations with an intent to rekindle dormant relationships and develop community-based educational, cultural, and development programming. The director and steering committee will identify and recruit a fully committed and engaged community advisory board who will lead the outreach efforts of the program.

Implementation Plan

Goals	First 6 months	Year 1 (2021)	Year 2 (2022)	Year 3 (2023)
Recruit for 3 Faculty Hires	Secure funds via Equity Initiative for three faculty hires (\$375,000 plus fringe)	Fill 1 position	Fill another position	Fill another position
Secure resources to support and retain MA lines	Secure funds via Equity Initiative for 3 students	Secure funds via Equity Initiative for 3 students	Secure funds via Equity Initiative for 3 students	Secure funds via Equity Initiative for 3 students
Recruit and place 2 doctoral/post-doctoral fellows	Advertise post-doc fellowship	Appoint 1 post-doc (\$75,000)	Appoint 1 post-doc (\$75,000)	
Successful implementation of a marketing plan for the MA online program; all certificates	Continue to build data base of current students; identify opportunities to promote courses to affinity student organizations			
Establish Joint programs and degrees with MET; College of Law; College of Medicine; College of Education	Build relationships and opportunities for collaboration with other units;	Have established 2 programs	Have established 2 additional programs	Have established 2 additional programs
Design micro-credentialing and badging options for	Develop first micro-credential offering in AADS	Offer first micro-	Micro-credential 10 students and	Micro-credential 10 students

students and community collaborators to build racial equity knowledge and competencies;		credential in AADS	10 members of the external community	and 10 members of the external community
Establish a named/Funded center/institute focused on social equity and restorative justice	Identify and cultivate prospects	Identify and cultivate prospects	Identify and cultivate prospects	Have a named center/institute (\$500,000)
Establish a funded endowed professorship in Social equity and restorative justice	Develop 3 potential prospects	Build relationships	Secure endowed faculty funding	Secure endowed faculty funding

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[JUNETEENTH]

Juneteenth as a State Holiday or State Holiday Observance through a Bill, House Resolution, sponsored by Representative Alzo Reddick - 407-342-4700 (passed 1991). Juneteenth began with General Granger's going to Texas with his first order of business being to read to the people of Texas, General Order Number 3 which began with these words:

"The people of Texas are informed that in accordance with a Proclamation from the Executive of the United States, all slaves are free. This involves an absolute equality of rights and rights of property between former masters and slaves, and the connection heretofore existing between them becomes that between employer and hired laborer."

This statement, met with resistance in 1865, is still subtly opposed as evidenced by implicit biases we operate with today. The Equity Action Initiative seeks to align with the spirit of this holiday, to make Juneteenth an official day of observance at Florida International University. Additionally, we stand in support of the Student Government Association of Florida International University in their recent passing of their resolution SR37XX which honors Juneteenth as an observed holiday.

"In many ways, Juneteenth represents how freedom and justice in the US has always been delayed for Black people. The decades after the end of the war would see a wave of lynching, imprisonment, and Jim Crow laws take root. What followed was the disproportionate impact of mass incarceration, discriminatory housing policies, and a lack of economic investment. And now, as national attention remain focused on acts of police violence and various racial profiling incidents, it is clear that while progress has been made in black America's 150 years out of bondage, considerable barriers continue to impede that progress." P.R. Lockhart

Educating on, observing, and embracing the truths of Juneteenth can serve to expand the collective knowledge of our entire FIU community and accelerate an appreciation for the Black history excluded from pedagogy, that may have framed a different America. This observance complements the work of the Founding Fathers, being the architects of the Declaration of Independence, and brings to the conversation, the 400 years Blacks have tried to achieve equality in enjoying 'life, liberty and the pursuit of happiness'. Submissions within this proposal outline various methods for program delivery, training, and celebrations within the context of Juneteenth.

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<https://www.vox.com/identities/2018/6/19/17476482/juneteenth-holiday-emancipation-african-american-celebration-history>

<https://www.juneteenth.com/history.htm>

Action

- Declare Observance of Juneteenth (beginning 2021)
- Support Juneteenth Scholarship Luncheon (\$50,000)
- Host Education Forums with Prominent Speakers (\$25,000)

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COMMUNITY INITIATIVES

Florida International University is an urban, multi-campus, public research university serving its students and the diverse population of South Florida with a commitment to collaborative engagement with our local and global communities. As a \$1.6 billion dollar contributor to the South Florida economy and a vibrant institution committed to being a solutions center, the Equity Action Initiative affords FIU another opportunity to rewrite history in a way that builds a foundation upon accelerated equity, inclusion, and sustainable opportunities.

The *Community Initiatives* component of the Equity Action Initiative will be guided by the underlying concept that our FIU must support/co-create high impact partnerships with a range of Black community organizations/businesses and leaders and this collaboration will, in turn, drive FIU's journey to become a more equitable and inclusive institution. The core components of this transformational effort are centered around *People, Processes/Procurement & Prosperity*.

People

In this 21st century, there is still much debate over inclusive corporate governance and senior leadership. A recent research study by Deloitte shows current methods of sourcing and selecting candidates tend to reinforce a lack of diversity even though business leaders agree there is benefit in having diverse boards. Following several meetings with Black community leaders, discussions and experiences revealed expressed a desire to engage with FIU at the board level to ensure the Black community perspective is represented in the growth and progression of FIU. Today, 3% of our Board composition reflects Black presence. When Black presence is absent, so is the Black experience, the Black perspective, and the Black contribution resulting in loss of the highest possible achievements. Addressing this historic inclusion deficit is not only about driving equity, but also a critical element if we are to reach our fullest potential in pursuit of our Next Horizon strategic plan.



Black Board Presence at Florida International University

Colleges Reporting	Board Members	
	Non-Black	Black
College of Business	28	0
College of Arts, Science & Education	24	1
CasaCuba	13	0
College of Communication, Architecture & the Arts	26	1
College of Law (proposed)	42	3
Herbert Wertheim College of Medicine	19	4
College of Engineering & Computing	17	1
Honors College	13	0
Jewish Foundation of Miami	15	0
Steven J. Green College of International & Public Affairs	10	0
Wolfsonian	27	0
Chaplin School of Hospitality & Tourism Management	19	0
Robert Stempel College of Public Health & Social Work	25	4
TOTAL FIU BOARD MEMBERS	278	14

Figure 3

These findings have been shared with deans and leaders of the university and have been met with resounding support. There is a willingness to modify practices associated with selecting board members which can ensure diverse representation.

Action Steps:

1. Remove financial barriers to board membership by establishing a scholarship for Board participation up to \$5,000 in year one with the Black board member having all rights and privileges afforded full participation. Measure the value of the contributions by setting equitable board goals and conducting year over year analysis to demonstrate the greater contributions afforded with the diversity gained.

2. Procure membership with Black professional networks such as ICABA, BPN, NABJ, Wilke D. Ferguson Bar Association, and a range of other professional associations to have access to rich pools of talent that FIU can enrich its collegial base.
3. Provide industry specific listings of Black professionals within and outside of FIU, including but not limited to FIU alumnae, as recommendations to university deans and board oversight leaders to invite for board participation.
4. Conduct feedback loops for Black board members to provide quarterly updates of their FIU board experiences to ensure the contribution is inclusive with true receptivity for engagement.
5. Creating a workgroup of leaders with representatives from all of our Colleges, External Relations, Office of Engagement, FIU Foundation & Government Relations for the purposes of alignment and collaboration on these efforts to broaden our pool of Black professionals engaged in leadership roles at FIU.

Procurement Pathways & Processes

As a major economic engine in south Florida, FIU is poised to level the field for Black business by increasing opportunities for business engagement. Through this work, we have the opportunity to continue and expand our work with South Florida Black Prosperity Alliance (SFBPA) to create easier procurement pathways for Black Businesses into FIU, maximizing Start-up FIU as a resource. FIU spends an average of 12.72 percent a year (FY 2008 to FY 2020) with Minority Business Enterprises (MBE). Over the past 12 years, the total spent with MBEs was \$271,423,338.71. We are currently on track for spending 15 percent of expenditures with MBEs this fiscal year. While FIU is at 12% with SMBE interests, our spend with Black business is at 4% which excludes Black business from enjoying this lucrative opportunity. The following action steps are geared to drive minority spend, particularly with Black businesses, through the South Florida Black Prosperity Alliance, and work with suppliers so they know how to do business with FIU; connecting them with the appropriate groups.

Action Steps:

Expanding on the StartUP FIU Procurement Program currently in operation, EAI proposes to fortify efforts by taking the following action steps:

- Strengthen relationship with SFBPA. At present this group does not have an established operational core and as such FIU through our Office of Engagement (OOE) has tendered a proposal to provide administrative and capacity building to this nascent group. The support includes the allocation of significant staff time from a member of our OOE team and a commitment to helping identify funders to help scale the reach and impact of the SFBPA.

- FIU to work more closely in the relaunch of the State of Black Miami annual event in conjunction with a range of community partners including Florida Memorial University.
- A targeted procurement online event to be held before 8/31/20 that is a partnership between StartupFIU, FIU Procurement, FIU Office of Engagement & FIU Facilities to specifically reach a broader range of potential Black owned businesses and to create linkages between those vendors and business units within FIU.
- Secure 1 FTE dedicated to minority business procurement to manage SDBE outreach initiatives, to interact with SDBE with a targeted effort toward Black suppliers, to perform contract management and manage strategic suppliers, conduct SDBE outreach events annually, and host events where Black businesses suppliers learn how to do business with FIU.
- Create greater synergies between StartUP FIU and Procurement Services to increase annual expenditures to SDBEs for goods and services by 10% actively connecting with Black businesses through a partnership with the Miami Dade Chamber of Commerce, Beacon Council and the Greater Miami Chamber of Commerce.
- Take advantage of the organized and analyzed vendor and spend data to market the opportunities available to SDBEs

Black Prosperity Study Through Metropolitan Center

The groundbreaking 2016 *Miami-Dade County Prosperity Initiatives Study* prepared by the Florida International University (FIU) Metropolitan Center detailed the chronic levels of economic distress and inequities in Miami-Dade County's predominantly Black communities. The study postulated fundamental "pillars" of economic prosperity, a series of program initiatives, and a platform for gauging real economic progress. The *Call to Action* set forth a goal to implement programs that assist families, individuals, and households facing the most difficult economic circumstances to improve their standard of living and quality of life. While several prosperity programs were successfully implemented as a result of the *Prosperity Initiatives Study*, the COVID-19 pandemic has re-opened long-standing inequities and has deepened the level of economic distress in Miami-Dade's Black communities. The health and economic impacts of COVID-19 have disproportionately affected Black and other poor working communities. It is anticipated that without carefully crafted responses the economic and community crisis created by the COVID-19 pandemic will increase inequality and exclusion in Miami-Dade's Black communities. A rapid community economic development planning response will serve as a stabilizer in the short-term and a more coherent and impactful community

development delivery system in the long-term to overcome these persistent levels of economic distress and inequity.

Planning Tasks:

The *Miami-Dade County Prosperity Initiatives Plan* will identify racial and economic disparities in Miami-Dade County by providing key measures of racial justice and economic well-being including economic opportunity, mobility, and equity. This analysis is intended to provide the community, local government and decision-makers, non-profit organizations, institutions, and the private sector with the data and policy tools necessary to begin working toward a more inclusive future. The Jorge M. Perez FIU Metropolitan Center will undertake the following tasks in developing specific policy recommendations:

- **Analytics** - Data collection, analysis, and literature review aimed to describe the status of the Black population and communities in Miami-Dade County through trend analysis, comparison to other racial and ethnic groups, and past and current Black narratives and perspectives. Analytics will include the following topics areas: community economic development, public health, affordable housing, public education, and criminal justice.
- **Community Engagement** -The *Miami-Dade County Prosperity Initiatives Plan* will be prepared in partnership with the Black community of Miami-Dade County. To that end, the FIU Metropolitan Center will partner with Black community leaders and organizations in Miami-Dade County to develop a community-based participatory implementation plan. FIU's Office of Engagement will assist the Metropolitan Center team in this targeted outreach.
- **Policy Recommendations** -Based on the analytics and community engagement process, the FIU Metropolitan Center will summarize the key findings under each policy area and provide detailed policy recommendations to address the needs, challenges, and opportunities within Miami-Dade County's Black communities. Policy recommendations will include COVID-19-related strategies to help alleviate the immediate health and economic impacts occurring among the County's Black population.

Funding/Costs:

University Advancement has identified several potential corporate funders to conduct this study.

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ADDITIONAL EAI PROPOSALS

FIU Faculty Senate Resolution on Racial, Social, and Community Justice

Passed June 24, 2020

At Florida International University, one of our core values is “Respect — for diversity and the dignity of the individual”. At FIU, we commit to having uncomfortable talks and real, honest conversations about race, injustices, systemic beliefs, and upholding the dignity of the individual. At his installation speech, President Rosenberg said, “We are here today because we know we can work better together to prevent and solve problems using the blessings of our knowledge and passion.” This is a time for us to commit to solving the racial problems we are currently facing at our institution, in our community, and in our nation. Our faculty is deeply committed to providing our students with a world class education that incorporates the knowledge, skills, and dispositions that allows our students to contribute globally to advancing ideas and being leaders in their communities. Our Classroom curriculum and experiences will be inclusive of representative voices, couched in diversity and equity, and challenge the biases that are prevalent in disciplines and institutions of higher education. FIU’s faculty will commit to addressing implicit bias, addressing the perspectives of underrepresented identities, and amplifying the dignity of student voices. Our community of faculty, students, staff, and administration will lead by example as we embrace our differences and strengthen the power of the diversity represented on our campuses. There are dedicated faculty within the existing structure of our university who are unfortunately working in silos on justice issues. Many of these people have deep connections to the very communities and individuals who are victims of injustice. We acknowledge that their combined work would allow FIU 2 students to graduate with a unique set of experiences and course work that would place them far ahead of their peers. Therefore, the Faculty Senate acknowledges the following:

WHEREAS, Florida International University is a community of many races, ethnicities, religions and creeds; and

WHEREAS, many in our community live in fear because of the historical and pervasive racially motivated acts of violence; and

WHEREAS, studies show that Black, Brown, and Native American people experience systemic racism and are killed at higher rates than others; and

WHEREAS, the world watched with horror the spectacle of George Floyd's death under the knee of a Minneapolis police officer for NEARLY 9 minutes despite his pleas for help while other officers did nothing; and

WHEREAS, George Floyd joins an ever-expanding group of unarmed Black, Brown, and other victims of racialized violence that includes Tony McDade, Michael Brown, Freddie Gray, Philando Castile, Victor Valencia, Sandra Bland, Walter Scott, Tamir Rice, Magdiel Sanchez, Eric Garner, Breonna Taylor, Anthony Jose Vega Cruz, Ahmaud Arbery, Trayvon Martin, Dontre Hamilton, John Crawford III, Yvette Smith, Miriam Carey, Ezell Ford, Dante Parker, Tanisha Anderson, Jerame Reid, Tarika Wilson, Eric Harris, Arthur McDuffie, Walter Scott, the Rosewood community and countless others over the past four centuries; and

WHEREAS, these and similar acts of intolerable racial violence across this country are unpardonable; and

WHEREAS, we, as part of the academy, acknowledge that we have failed to prevent and to solve the problems of historical and continued oppression of people of color, and that we must immediately act to prevent oppression and to find ways of healing the damage caused by oppression; and

WHEREAS, we pledge to confront our systemic racism and oppression that has brought so many to this place of fear and distrust; and

WHEREAS, we are compelled to not remain silent in the face of centuries of violence against our brethren on account of the color of their skin, and we must hold oppressors accountable; and

WHEREAS, an Equity Action Initiative has been charged in identifying and implementing initiatives that can begin the lifelong work to address the issues of inclusion and equity, particularly as they relate to our FIU; and

WHEREAS, the Equity Action Initiative is asking for input from the university community,

BE IT RESOLVED THAT THE FACULTY SENATE OF FLORIDA INTERNATIONAL UNIVERSITY SUBMITS FOR INCLUSION BY THE EQUITY ACTION INITIATIVE THE FOLLOWING PROPOSAL :

1. The creation of the *Athalie Range Center for Racial, Social, and Community Justice* to include an Endowed Chair. This center will be interdisciplinary in nature and will provide faculty and students (graduate and undergraduate) the space to conduct and publish research, participate in equity driven initiatives, to collaborate on cross-curricular design and delivery, to teach peace and conflict

prevention and management, to craft responses to on-going changes in dialogues about race, racism, equity, and justice, and to engage in conversations that are vital to our university moving away from current narratives to a narrative promoting diversity, inclusivity, and racial justice. We call for:

- a. The creation and delivery of an undergraduate and graduate level racial and social justice course. The course would be required of freshmen, transfer, graduate, and professional students.
- b. The University to provide the resources to the Center to implement the implicit bias training for all students, contractors who deal with FIU, staff, faculty, and administration.
- c. The Center to be charged with implementing the training of police officers in conjunction with the FIU Police Department.
- d. The Center to identify and create opportunities to help all faculty, staff, and students working on issues of race, justice, and violence.

2. The creation of undergraduate and graduate scholarships that honor the memory of victims of racial violence, like Arthur McDuffie and Trayvon Martin, available for those students working towards social and racial justice.

3. The participation of the FIU police department in additional training to disable racialized and ethnic minority violence.

4. The distribution of this resolution by the University to the entire FIU community and the community at large.

5. The commitment of the Faculty Senate to achieving the goals set out in this resolution. It also calls for the long-term commitment by the administration to achieve these goals. The Faculty Senate will review the progress on the issues raised in this resolution and any initiatives taken at the end of each semester.

Establishment of a Black Faculty Association (BFA)

Dr. Isaac Burt

Statement of Problem Being Solved

Black faculty encounter several impediments in institutions of higher learning, such as undue racial prejudice, feelings of isolation, and loss of safety (Brown, 2016a; Brown, 2016b; Jackson, 2015). Adding to these experiences are excessive demands placed on them of having to educate non-minority groups on the impact of implicit bias and discrimination (Chronicle of Higher Education, 2019). Many also face the unnecessary burden of having to justify their work to colleagues embedded within a culture that may view them as less qualified to make significant contributions in research and teaching (Jean-Daniels, 2019; Johnson & Bryan, 2016; Harper, 2012; Harris-McKoy et al., 2017). Coupled with the preceding, Black faculty sometimes struggle with having access to research networks critically needed for promotion and tenure. Further, administration and non-minority faculty may need to be cognizant of department and faculty promotion procedures that do not favor people of color (McGee & Kazembe, 2016). An example of unfavorable tenure decisions is overreliance on student evaluations to assess an instructor's effectiveness, even when evidence suggests biases of these appraisals against Black faculty (Matthew, 2016). Resultingly, many chose to depart higher education due to these issues, leaving institutions with serious problems of Black faculty recruitment, retention, leadership, and role models for Black students (Thompson & Louque, 2005; Turner & Myers, 2000).

Associated Research

A Black Faculty Association (BFA) can assist in ameliorating several of the issues listed above. First, a BFA is an organization that not only advocates for Black faculty, but can provide a safe space, offering protection against racism, thus avoiding excessive mental stress and fatigue (University of Cincinnati Black Faculty Association, 2020; Brooks-Holliday, et al., 2020). Second, numerous Black faculty report feeling invisible to colleagues, especially in regards to consideration for research, leadership opportunities, and fellowships (Brown, 2016a; Harris-McKoy, et al., 2017). Conversely, several describe a sense of being hyper-visible in other situations, such as when occurrences emerge that pertain to race and ethnicity (Constantine, et al., 2008; Vereen et al., 2017). A BFA exists to limit exposure to racism by increasing research and teaching networks by introducing faculty to others with similar intellectual pursuits, as well as having a visible presence in leadership roles, institutional direction, and strategic planning (University of Cincinnati Black Faculty Association, 2020). Stated succinctly, a BFA is part of an institutional culture that provides conflict resolution and support to

Black faculty seeking an objective and conducive work environment (Constantine, et al., 2008; Dickens et al., 2020; Fries-Britt & White-Lewis, 2020).

The types of action steps a BFA conducts helps to establish an institutional culture that cultivates inclusion, while building community among Black faculty (University of Louisville Black Faculty and Staff Association, 2020). To illustrate this point, Black faculty often perceive they do not receive invitations to attend unofficial social networking events (Matthew, 2016). However, many of their non-Black colleagues regularly receive requests to join. During these informal gatherings, faculty make connections and coordinate plans to pursue research and teaching endeavors. According to the National Science Foundation (2015), due to these circumstances, Black faculty often have less prospects for collaborative research studies, which, correspondingly, reduces the possibility of publications and grants funding. One of the purposes of a BFA is to avoid this problematic occurrence. A BFA can enhance grant funding by providing an infrastructure and network needed for cross-collaboration between disciplines which a majority of faculty need for promotion and tenure, and something that some Black faculty struggle in finding support.

Implementation Plan

A preliminary implementation plan has already begun to develop. Over a two-week period (June 8th thru June 19th) a faculty member coordinated and facilitated three separate Zoom meetings with faculty. To provide numbers, out of 104 Black faculty at FIU, 51 attended the meetings, and approximately 10 (who could not attend) provided their written support for a BFA. With the combined impact of it being summer and during a pandemic, attaining almost 60 percent acceptance is a good indicator of faculty support. A faculty member compiled all the ideas generated during the meeting, and sent it for review with a recommendation that the group submit a formal proposal to the President's Equity Action Initiative for consideration. The Black faculty supported the idea and endorsed moving forward with a formal proposal. The following paragraphs address the ideas put forth in the meetings, which entail research, teaching, service, visible leadership roles, Provost's Office and interaction with other FIU bodies, and communication procedures.

Research

The overarching idea put forward was that the BFA would be an organization whose aim is to understand and remove institutional/systemic barriers preventing Black faculty from being successful at FIU and attaining their potential as researchers, teachers, and leaders. To obtain

this goal, the BFA would be an advocacy association to provide support and guidance to Black faculty. The BFA, in coordination with existing offices and organizations already operating at the university, would link people (i.e., infrastructure) into “cycling writing teams” where Black faculty can have a place to pool their resources and help one another with the amount of potential publications we do a year. For example, having three authors from different fields (i.e., Authors A, B, C). Author A would be first on one manuscript in their major discipline, with Author B second, and Author C third. Then the authors would cycle authorship and B would be first, C second, and A third. The next round would have C first, A second, and B third. The goal is that by working together, faculty can increase the number of manuscripts submitted, which can enhance the possibility of more publications.

How the BFA would achieve this goal is by working in coordination with the Office to Advance Women, Equity, and Diversity (AWED) and the Office for Inclusion, Diversity, Equity, and Access (IDEA). The request is to have a faculty member (who is also a member of the BFA) be a liaison, or emissary between AWED, IDEA, and the BFA. This person would lead the development, implementation, and facilitation of these writing teams while working in conjunction with AWED and IDEA. This individual would be the research writing team director/coordinator, and regularly provide correspondence regarding progression to both organizations. The idea is to utilize resources already in place at FIU, while then connecting it to a BFA. Proceeding in this manner helps to link offices/organizations together, while creating an inclusive environment where Black faculty have an equal opportunity to enhance their research.

Grant Writing

Specifically, the BFA would assist with grant writing by providing an infrastructure needed for cross-collaboration between disciplines which a majority of faculty need for promotion and tenure, and something that some Black faculty struggle in finding support. Akin to the idea of a contact, or emissary, this individual would be the research grant liaison coordinator between the BFA and the Office of Research and Economic Development (ORED). As stated previously, the rationale is to utilize resources already in place at FIU, while then connecting it to a BFA. Ultimately, the objective is to expose Black faculty to critical networks and grant availability affording faculty an opportunity to create a system to promote more submissions and proposals to increase research productivity.

Teaching

In regards to teaching, the organization could provide workshops for university leaders to realize what it is to be “Black and teaching”, and understand **the unfair critiques and microaggressions** Black faculty experience from students they encounter. Further, a BFA can provide faculty with tips, strategies, and methods on what to do when faced with students, faculty, or administration whom may not understand how biases impact teaching evaluations. A BFA can also serve as a “safe place” to address concerns related to teaching. The suggestion is to have a collaboration between the BFA and the Center for the Advancement of Teaching, similar to other liaisons mentioned beforehand, to be able to tap into already existing structures while still linking it to a BFA.

Service

A BFA liaison will work in coordination with the Office of Faculty Leadership and Success (FLS), and would advocate and teach administration (Deans and Chairs) to understand work provided to a BFA (i.e., providing workshops, mentoring faculty or students, organizational meetings) also counts towards service (university, college, or department) duties so that faculty do not become overwhelmed with excessive service obligations (i.e., counting service to a BFA as necessary and relevant).

Visible Leadership Roles

The BFA would be an organization that can advocate for a better representation of Black leadership at the university (i.e., a “pipeline”), and to provide role models/mentors for graduate and undergraduate students, helping them become professionals in the future. How this can occur is by having representatives, or liaisons (mentioned above) who serve in multiple functions throughout the university, which provides opportunities for future leadership positions. The idea is to create a pool of qualified Black applicants that are ready to take on increased visible leadership responsibilities at the university.

Provost’s Office and Interaction with Other FIU Bodies

A strongly supported initiative was to have the organization endorsed and/or operated by/out of the Provost’s Office mirroring other BFAs, and situated at another location on MMC (such as African and African Diaspora Studies/ AADS). The rationale is that having the BFA endorsed and/or operated out of the Provost’s office gives it legitimacy. To keep abreast of current events and to ensure equal cooperation between institutional entities, a request is for the BFA to meet with either the Provost or the President twice in the academic year (Fall/Spring) to discuss how both FIU and the BFA can

improve, grow, and create a more inclusive and welcoming environment that Black faculty would want to not only stay, but to recruit and attract other phenomenal Black faculty members. In these early discussions there can be talks to develop and appoint various leadership roles/ opportunities, such as a Chief Diversity Officer (CDO), Faculty Fellows, and/or a Vice Provost for Racial and Ethnic Diversity that engages the university and provides support for racial and ethnic diversity.

Constructing a BFA Directory and Listserv

Being able to network and know Black faculty at FIU is a critical factor in creating a BFA. Thus, an objective is to develop a system where members could easily access other's: (A). Name, (B). Duties, (C). Years at FIU, (D). Areas of expertise and interest, (E.) Professional affiliations, and (F). Personal email account for sensitive exchanges. Additionally, to enhance relationship building, the organization would work to increase communication amongst members by creating a BFA listserv so that members could quickly and effectively communicate with one another in regards to critical information and opportunities.

Cost for Implementation

Ideally the BFA would be a formal FIU organization receiving permanent funds from the President's and Provost's Office. To support faculty in the various liaison/emissary roles described above (i.e., working with AWED, IDEA, ORED), each faculty member's home department should receive \$5,000 for a course release so that the individual can carry out their duties without impediment from teaching loads. Approximately \$15,000 the BFA can use to develop incentive programs for members, such as small research grants for tenure earning faculty, recognition ceremonies, socials, or travelling funds. To increase student participation and mentoring, there could be two-four work study or graduate students assigned to the liaisons/emissaries totaling \$40,000 (10,000 stipend for each person). Combined with the four roles described previously, total cost for implementation would be between \$55,000-\$75,000 annually, depending on the number of work-study/ graduate students.

Expected Outcomes

The major expected occupational outcome is that a BFA would be critical in removing institutional impediments and obstacles limiting the research and teaching productivity of Black faculty at FIU. Connecting to the major overarching goal, a secondary job outcome is to create programs and networks that increase the research, teaching, and professional networks of BFA members, leading to potential leadership positions. Specifically, a BFA seeks to increase the amount of Blacks in visible leadership roles that indicate to tenure/promotion earning or prospective

faculty that FIU is an institution that provides Black faculty with opportunities for occupational advancement. A third expected outcome is to increase the role of the BFA in the research mission and overall direction of the university. Included with these outcomes is to improve BFA members' number of grant proposal submissions, increased publication productivity, enhanced teaching, coupled with enriched undergraduate/graduate mentoring.

A less occupational, but still critically important social/relational outcome is to cultivate an institutional environment of encouragement, inclusion, safety, and equity for Black faculty. Through a BFA, the goal is to expand knowledge of resources available to faculty members, which include equal access to assets pertaining to reappointment, promotion and tenure. Moreover, a BFA, through its existence, can assist in minimizing microaggressions, implicit bias, and other damaging discriminatory and prejudice behaviors negatively impacting not only Black faculty, but other underrepresented group in academia. By decreasing racist behavior, such as working with AWED to reduce biased tenure and promotion decisions when evaluating Black scholar's work, FIU can create an environment where it is a first-choice destination for Black faculty and their families through validating the significance of the BFA.

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Green Library

Equity Action Initiative Proposal

Summary

Our collective archival record does not reflect the lived experience of our South Florida community. Like many other stewards of cultural heritage, nationally and internationally, we share the blame for excluding the voices of the disenfranchised. Whether intentionally or unintentionally, the traditional systems of archival practice and funding models put in place for collecting and preserving history have left glaring voids.

It is our belief that in order to drive social change you have to understand the collective history of a place. Building a more equitable narrative requires equitable representation and support for community-based archives. The work is two-fold; we must dismantle the white privilege and structural oppression inherent in our institutional archives, and we must also work to create equity within the archival community. We must use our resources to amplify marginalized voices with the goal of preserving an equitable historical record and strengthening communities.

The objective of this initiative is to bring together units within the FIU community, sharing common goals (such as the Wolfsonian Public Humanities Lab, the African and African Diaspora Studies Program, Department of History, and the Center for the Humanities in an Urban Environment) in collaboration with the larger South Florida archival community, to transform the way we preserve our regional history. And by doing so, give voice to those who are silenced through the historical record as it is, and provide space for a narrative more reflective of our South Florida community that is equitable, inclusive, and accessible to all.

Program Outline

This initiative will bring together representatives from collaborating FIU units to identify who has been left out, why, and to provide actionable ideas on how we can facilitate change, creating equality, dignity, inclusion, and belonging in the archives that is reflective of our South Florida community experience.

Funding for this initiative would support the hiring of a Program Director, who will coordinate the activities of the initiative in collaboration with faculty, including those who have agreed to serve in an advisory capacity. The Program Director, in collaboration with the Archivist will participate in research archival practices that can be used to create a cohesive South Florida archival plan that

rethinks archival models to work with our unique communities to encourage community record keeping. The outcome will be a living document that provides best practices and opportunities to gather collections reflective of our South Florida lived experiences, accessible to our community and beyond.

The Program Director and Archivist will work with existing organizational cohorts, such as the Collaborative Archive from the African Diaspora (CAAD) to increase and amplify the visibility and access to finding aids and digital collections available online for the research community. Activities may include:

- Identify and promote primary source materials from South Florida's historically Black communities housed in the South Florida institutions and community based organizations
- Identify and promote primary source material from South Florida's historically Black communities with regards to history, development, and culture of the geographic, national and cultural regions of the Caribbean Basin and South Florida

Undergraduate and Graduate Education

This initiative aims to make underrepresented community history and presence integral in undergraduate and graduate coursework through integrating local historical material in courses. Incentives will be offered to faculty for curriculum design that includes this content.

Internships & Research Associates

Providing opportunities for undergraduate and graduate students to directly participate in the activities of this program will take their education a step further and help engage our students in local history. This will also further demonstrate the commitment of the university to positive impact on our local community by our faculty and students. Students may participate in digitization, conducting oral histories, and helping to plan and carry out public programming. It is our hope that these internships lead to job opportunities for our graduates and job creation with our community.

Public Programming

This initiative will develop a Heritage Preservation Program – where members of the community are invited to take part in the process of preserving and make accessible their stories – either through oral histories or digitization of family photographs, letters, and other significant materials. Thus providing

opportunities for preservation and digital access to South Florida's Black, Immigrant, and Native American communities' primary source materials.

By expanding the historical record of South Florida's Black, Immigrant, and Native American communities we hope to provide opportunities for our faculty, students, and our local community to engage in an archival practice that is reflective of the entire community while providing access to a complete historical record.

The Program Director and Archivist will also collaborate with other cultural heritage organizations to create events to amplify the message of archives and recording community history, sharing within community spaces rather than institutional spaces.

Environmental Scan / Local Concurrent Initiatives

The FIU Libraries and Special Collections and University Archives have taken part in projects that reflect these ideals, but realize a more collective effort to record an equitable historical record needs to take place. As a department, we have worked toward a model that reflects the diversity and the historical record of all peoples in regards to the history, development, and culture of the geographic, national, and cultural regions of the Caribbean Basin and South Florida. We have also realized that the South Florida archival community has been working toward a more inclusive community representation by collaborating with other institutions. Some reoccurring examples of these efforts are illustrated in the Collaborative Archive from the African Diaspora (CAAD) and "Archives Day", organized by the South Florida Archives Collaborative (SFAC).

The Collaborative Archive from the African Diaspora (CAAD) was established in 2010 to provide access to materials related to South Florida's historically Black communities. Finding aids for primary source materials from these institutions include The Black Archives History and Research Center of South Florida, Broward County Library African-American Research Library and Cultural Center, Florida International University Special Collections, Florida Memorial University Special Collections, Historic Hampton House Community Trust, HistoryMiami, University of Miami Libraries, and Virginia Key Beach Park Trust. Most recently, efforts to reconvene and reimagine the work of CAAD was led by FIU's dLOC.

The purpose of SFAC is to increase awareness of our archival community, encourage community participation in archives, and collaborate for greater inclusion and access to all archives and primary

source material. The SFAC plans “Archives Day” as a yearly event to promote South Florida archives and collections. This year “Archives Day” is calling for proposals that contribute to the theme, “Open to IDEAs: Inclusion, Diversity, Equity, and Access in the Archives.”

Strategic Alignment

Amplify Learner Success & Institutional Affinity

This initiative will provide opportunities for sustainable and ongoing paid student internships/research assistant positions through collaboration with departments across the university, offering rich and interdisciplinary experiences for students to enhance learning and career-readiness.

Accelerate Preeminence & Research and Innovation Impact

This initiative will enhance partnerships with the Library and Emerging Preeminent programs as a foundation for creative interdisciplinary scholarship and research and a place for students and faculty to meet, share ideas, and collaborate. It will also provide students with open access to scholarship, research, and cultural heritage collections on par with national and international standards.

Assure Responsible Stewardship

By fostering engagement with local community partners across South Florida, this initiative will develop and maintain cultural heritage digital collections critical to student engagement in local history and their belonging within it. It will also leverage existing infrastructure (technical and knowledge based) throughout the university to support high level research and increase efficiencies.

Goals/Outcomes

Our hope is that this inclusive shared work will impact the FIU community in a positive way, while also strengthening our local communities. Awareness of a representative shared historical record encourages student engagement, activism, and participation.

Attention and Reach

Increase the use of existing archival materials (digital and physical) representing Black, Immigrant, and Native American communities’ history through outreach and promotion of content. Increase the diversity of the historical record in South Florida, measurable through initial investigation and annual assessments.

Engagement

Reach communities through outreach and engagement in their spaces, rather than institutional spaces, with virtual or physical (depending on the status of the COVID-19 pandemic at the time) events twice a year.

Impact

This initiative will build into coursework and internships pre-course and post-course surveys to gauge the students' historical knowledge and understanding of the communities and neighborhoods included in the program. This initiative will also actively seek input from the communities we engage and record our progress in building successful community collaborations. Additional examination of progress may include: post engagement event surveys; internship exit interviews with community archives and interns; assessment of final projects incorporating community archives (such as oral history collections and the creation of finding aids ,etc.) These will be both qualitative and quantitate measures of impact that will also guide future directions of the program. A key deliverable of this initiative will also be a cohesive South Florida archival plan that rethinks archival models to work with our unique communities to encourage community record keeping.

Operating Costs

Personnel

- Program Director - \$100,000/year
- Archivist - \$60,000/year
- Undergraduate Internships - \$5,000/semester - \$15,000/year
- Graduate Research Assistant(s) - \$25,000/year
- Annual Post-Doctoral Fellowship - \$65,000/year

Faculty Stipend/Incentives

- 5 Course Incentives a Year - \$1,000/each - \$5,000/year

Heritage Preservation Program

- Oral History Equipment – Available through the Library's Digital Scholar Studio
- Portable Scanner - \$2,500 (year 1 only)
- Event costs - \$5,000/year
- Digital Preservation and Online Digital Collections Hosting - \$5,000/year or \$30,000/lifetime

- Design and Promotion (online and print) - \$3,000

Total Annual Cost - \$283,000/year (285,500 year 1)

FIU Advisory Committee

- Julio Capo, Department of History, Deputy Director, Wolfsonian Public Humanities Lab, jcapo@fiu.edu
- Phillip Carter, Department of English, Director, Center for the Humanities in an Urban Environment, pmcarter@fiu.edu
- Alexandra Cornelius, Senior Instructor in History and African and African Diaspora Studies (AADS), Associate Chair of the Department of History, acorne@fiu.edu
- Rebecca Friedman, Department of History, Director, Wolfsonian Public Humanities Lab, friedmar@fiu.edu
- Ken Lipartito, Department of History, lipark@fiu.edu
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- Dan Royles, Department of History, droyles@fiu.edu
- Jamie Rogers, Assistant Director Digital Collections Center FIU Libraries, rogersj@fiu.edu
- Vicki Silvera, Department Head, Special Collections and University Archives, FIU Libraries, silverav@fiu.edu

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Jewish Museum of Florida-FIU

Equity Action Initiative Proposal

Black Lives in a Jewish Context Lecture Series

The Jewish Museum of Florida-FIU is pleased to present **BLACK LIVES IN A JEWISH CONTEXT**, a virtual series of films, illustrated lectures, and interviews with scholars, historians, and clergy members around diversity and intersectionality within Judaism. These will include key players from Chief Rabbi Capers Funnye (Michelle Obama's cousin) to the spiritual head of the Black Jewish community in Zimbabwe to scholars and activists in the USA including Dr. Nathan Devir, Dr. Marla Brettschneider, Rabbi Bonita Sussman, Dr. Bill Miles, and others.

The series will also reflect on the intersection and respective trajectories of anti-Semitism and anti-Black racism across Europe and the United States, and later in the fall will feature a virtual launch of Dr. Parfitt's new book, *Hybrid Hate: Conflations of Anti-Black Racism and Anti-Semitism from the Renaissance to the Third Reich* (Oxford University Press, 2020).

The inaugural program for the series will reflect on musical exchange and solidarity in Jewish and Black communities, focusing on Abel Meeropol, a Jewish American songwriter who authored Strange Fruit, a powerful 1939 song written in protest of the lynching of Black Americans and recorded by Billie Holiday. Today, this song remains relevant to our current political moment as its lyrics have been cited by many including NBA Hall of Famer Kareem Abdul Jabbar in his recent article inciting African Americans to condemn anti-Semitism.

Jewish Museum Programming Team

Dr. Tudor Parfitt, Distinguished University Professor, President Yitzhak Navon Professor of Sephardic-Mizrahi Studies, Academic Director of the Jewish Museum of Florida-FIU

Susan Gladstone, Executive Director of the Jewish Museum of Florida-FIU

Luna Goldberg, Education Manager of the Jewish Museum of Florida-FIU

Nancy Cohen, Museum Manager of the Jewish Museum of Florida-FIU

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Proposed Initiative:
Increase admission, student retention, and degrees awarded
for the minority of the minority
Melissa Castriota

Directives:

1. **Enhance Multi-cultural Programs and Services (MPAS)** <https://studentaffairs.fiu.edu/get-involved/multicultural-programs-and-services/>
2. **Engage with Minority-based Student Organizations** Black Student Union, National Pan-Hellenic Council, Caribbean Student Association, Biscayne Bay Campus Haitian Student Association, Black Debate Club, Black Graduate Women's Association, Black Female Development Circle, Minority Association of Pre-Medical Students, National Association of Black Accountants, National Council of Negro Women, Progressive Black Men, Inc., National Association for the Advancement of Colored People <https://fiu.campuslabs.com/engage/organizations> and the H.T. Smith Black Law Student Association <https://law.fiu.edu/student-life/student-organizations/h-t-smith-black-law-student-association/>
3. **Increase Scholarships Awarded to Minorities**

Alignment With Strategic Plan:

Next Horizon Campaign set to fund an increase in scholarships and student support. We see that the Black community is the lowest in our admission rate and degrees awarded (See Exhibits 1 and 2). A sense of home and community and student support is directly tied to retention. According to the Lutheran Education Journal (2018), "Historically, individuals from low socio-economic strata, marginalized groups, and racial minorities have not had equal access to higher education. This has changed significantly as federal student loans and financial aid have become more readily available to diverse student populations. As the access to higher education improves; retention and graduation have become critical challenges facing higher-education institutions. A large number of American students are leaving college without completing their degrees, and many of them have accumulated huge student loans. Scholars in the field have argued that society as a whole has done a better job of opening up access to higher education but collectively, we have not paid enough attention to student success and retention. To fully reap the benefits of open access, access has to be met with success. As Strayhorn (2015) indicated, "Access without success is useless, but access with success is everything" (p. 58).

<https://lej.cuchicago.edu/secondary-education/improving-student-retention-engagement-and-belonging/> Strayhorn, T. L. (2015). Reframing academic advising for student success: From advisor to cultural navigator. *NACADA Journal*, 35(1), 56–63

One of the three strategic priorities foundational to our Next Horizon 2025 strategic plan are to amplify learner success & institutional affinity.

https://give.fiu.edu/assets/docs/19170_ext_strategic_plan_2025_booklet_051519.pdf With the proposed directives above in place, this in turn could afford an increase in institutional affinity. In the strategic plan itself, it states that student success is intricately tied to a greater sense of institutional affinity.

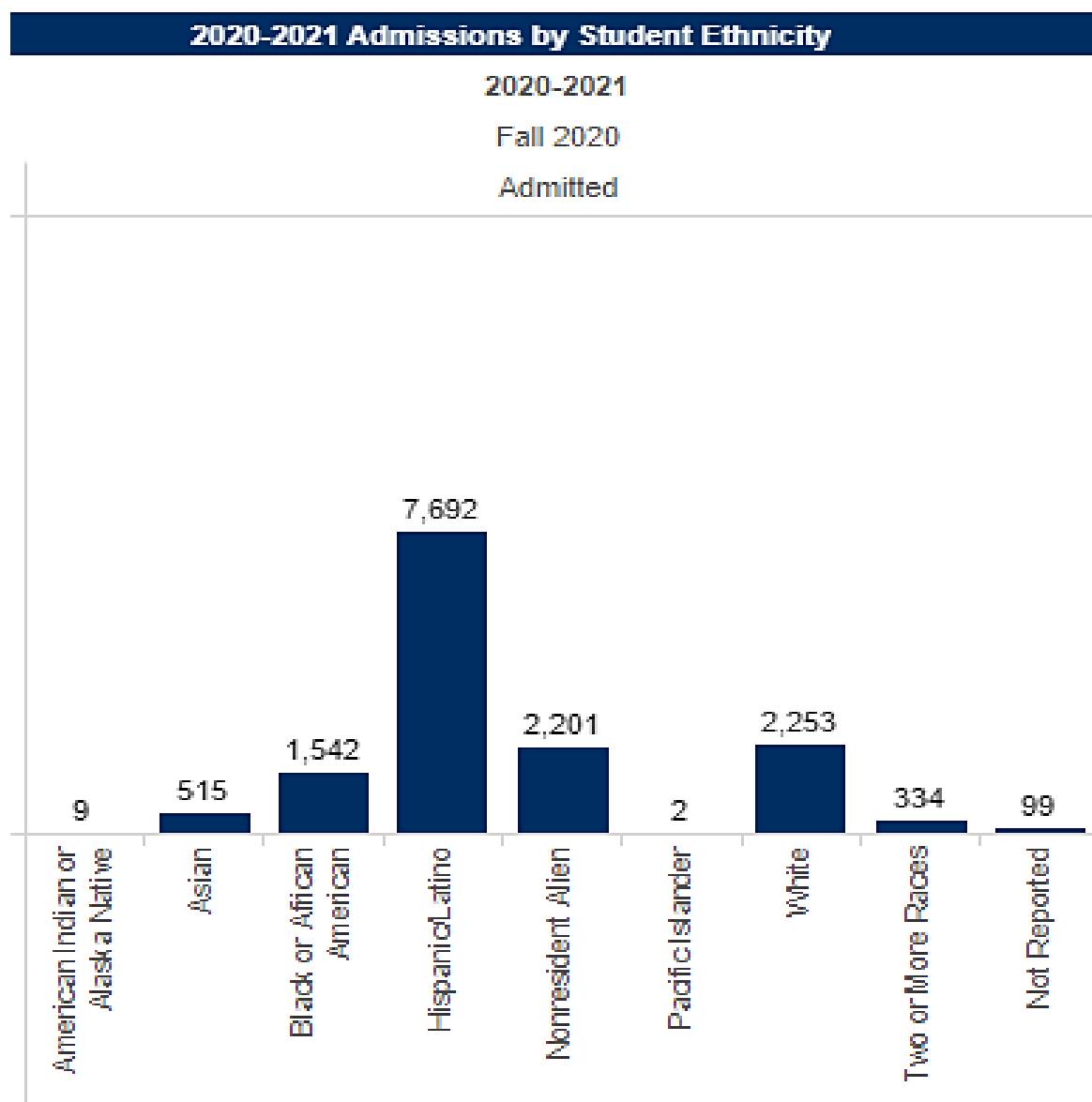
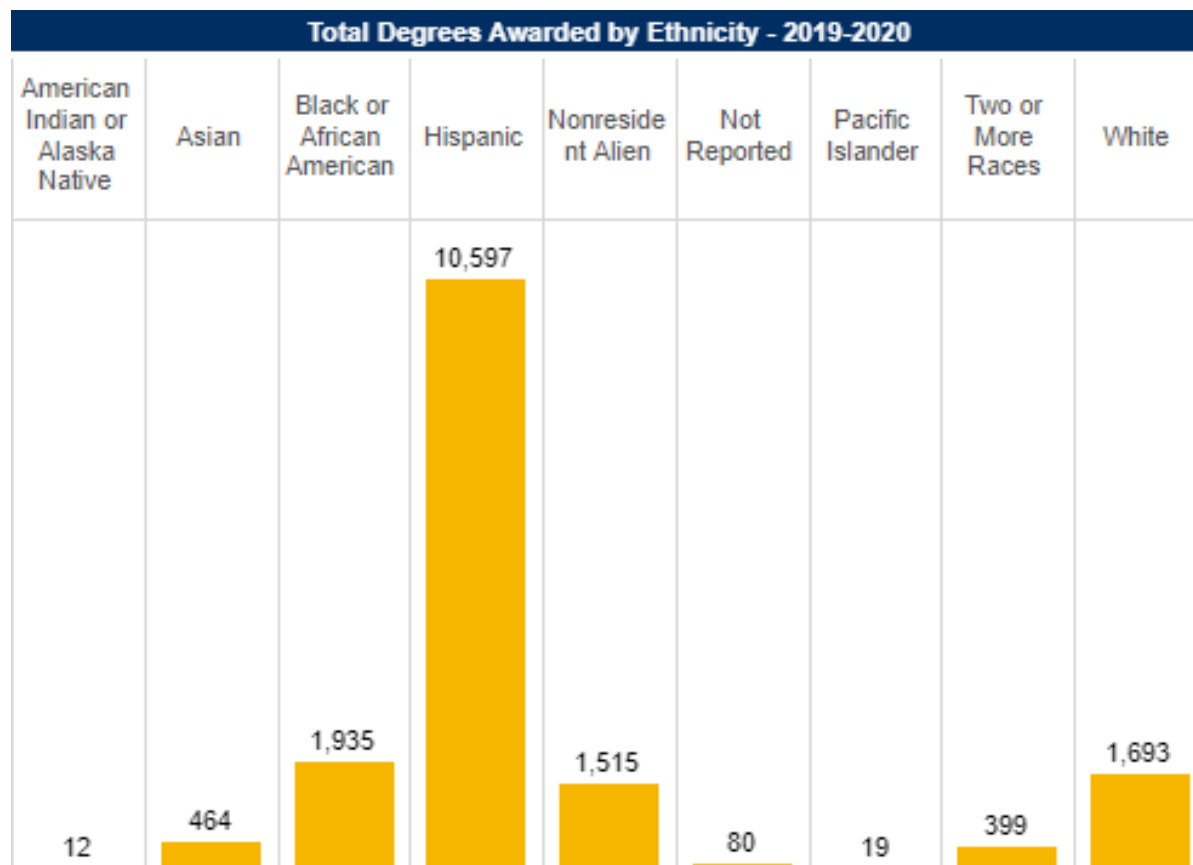


Exhibit 1: <https://opir.fiu.edu/factbook2016/dash.html>

Exhibit 2 <https://opir.fiu.edu/factbook2016/dash.html>



MAIN GOAL(S):

- Increase institutional affinity
- Increase admission rate (by specified ethnicity)
- Amplify Learner Success (measured via):
 - Increase in student retention (by specified ethnicity)
 - Increase in degrees awarded (by specified ethnicity)

Activity	Lead Department	Anticipated Result
University-wide Juneteenth celebration	MPAS	Increase in institutional affinity
Increase budget for programs with specified initiatives	Division of Academic and Student Affairs & Student Government Association (SGA)	<p>Increase admission rate (by specified ethnicity)</p> <p>Increase in student retention (by specified ethnicity)</p> <p>Increase in degrees awarded (by specified ethnicity)</p>
Sponsor and co-host targeted events	MPAS and key departments within the Division of Academic and Student Affairs (Campus Life, CSE, Orientation and Family Programs, First Generation Week, Social Justice Program, etc).	<p>Increase admission rate (by specified ethnicity)</p> <p>Increase in student retention (by specified ethnicity)</p> <p>Increase in degrees awarded (by specified ethnicity)</p>
Create FIU Foundation allocation for MPAS to receive public donations	FIU Foundation, Inc.	Increase in degrees awarded (by specified ethnicity)
Sponsor and co-host events/programs	Equity Action Initiative Core Advisory Group and key E-Board members of MMC/BBC Student Government Association	<p>Increase in student retention (by specified ethnicity)</p> <p>Increase in institutional affinity</p>

Engage with student leaders via specified minority-based student organizations
 (Black Student Union, National Pan-Hellenic Council, Caribbean Student Association, Biscayne Bay Campus Haitian Student Association, Black Debate Club, Black Graduate Women's Association, Black Female Development Circle, Minority Association of Pre-Medical Studies, National Association of Black Accountants, National Council of Negro Women, Progressive Black Men, Inc., National Association for the Advancement of Colored People, and the H.T. Smith Black Law Student Association).



Mentorship Opportunities

FIU Center for Leadership
and Service

Increase in student retention
(by specified ethnicity)

Increase in degrees
awarded (by specified
ethnicity)

Increase in institutional
affinity

Encourage departments to
create internship opportunities
for college credit

Division of Academic and
Student Affairs and Faculty
Senate

Increase in degrees
awarded (by specified
ethnicity)

Increase in institutional
affinity

Attend key events

FIU Executive Team

Increase in institutional
affinity

Increase Scholarship Awarded to Minorities

Activity

Lead Department

Anticipated Result

Create minority-based
scholarship opportunities

Next Horizon Campaign
Committee

Increase admission rate
(by specified ethnicity)

Increase student retention
(by specified ethnicity)

Increase in degrees
awarded (by specified
ethnicity)

Make current
scholarships more
inclusive

Office of Alumni
Relations and
Annual Giving

Increase admission rate
(by specified ethnicity)

Increase in student
retention (by specified
ethnicity)

Increase in degrees
awarded (by specified
ethnicity)

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Intergroup Dialogue Proposal

Matt Cacciaguida

Introduction to Dialogue

Dialogue is meant to engage intellects as well as the hearts of participants. It uses empathy and our humanity as tools to connect with diverse parties. It challenges participants to have shared conversations that will have different meanings to different people. While dialogue critically analyzes “prevailing ideas and expands what is known in a space where listening, respect, appreciation, and inquiry build relationships and (common) understanding” the aim of debate is to convince others of one point of view (Zuniga, Lopez & Ford, 2018, p. 647).

Introduction to Intergroup Dialogue

Intergroup dialogue (IGD) is very beneficial for advancing knowledge about social justice. The hope of IGDs with social justice topics is that “the diversity of ideas and experiences by the participants” will enrich their understandings of social justice implications for others. (Zuniga, Lopez & Ford, 2018, p. 646). My hope as a white, heterosexual male is that IGDs leave a lasting impression on privileged groups (whites, males, heterosexuals, etc.) about the oppressions of disadvantaged groups. The “realities of social segregation” too often keep the privileged groups from having direct connections to disadvantaged groups (Tatum & Ayvazian, 2018, p. 151). IGDs offer privileged groups the opportunity to hear first-hand the tangible hardships disadvantaged groups face. IGDs will be more impactful and personal for privileged groups if they are able to put faces and names to the stories they hear about disadvantaged groups (workplace discrimination, police brutality, low-income housing, misogyny, etc.) instead of simply reading about them from second-hand media publications.

FIU Intergroup Dialogue for Social Justice

I can do my part by voluntarily leading IGDs about social justice where I work, Florida International University (FIU) per FIU’s Equity Action Initiative (FIU News, 2020). A university setting provides me a leg up such that I have access to generally younger, intellectual minds and a diverse South Florida student population. “IGD projects (about social justice) have been shown to improve campus climate and create a cohesive strategy that would enhance the campus experience as a whole” (Zosel, 2018, p. 15). They would increase FIU community engagement and have a positive effect on perceptions of inclusiveness and

diversity within FIU, as well as empower FIU students to have an active role in their education (Zosel, 2018, p. 15).

In-Person

To ensure there is no disconnection between the dialogue and the participants' attention, I would ask participants to place their phones on silent. I would also encourage them not to use their phones for the duration of the IGDs (30, 45 or 60 minutes). Next, we would form a COVID-19 space friendly circle. I would also display physical items in our circle such as a (1) Black Lives Matter flag, (2) police badge, (3) LGBTQIA+ flag, and (4) a blank check with 20% of the check cut off of it to indicate that women earn 80% of what men do today (Gal, 2020). The intent of the physical items would be to use them as conversation starters and to reinforce the "physical and psychological forms of oppression" (Tatum & Ayvazian, 2018, p. 151).

Virtual - Zoom

FIU's Zoom licensures can also be used to facilitate IGDs as well. I would setup social justice Zoom sessions in which registration (first name, last name, and email) would be required for those who participate. I would select the Zoom "meeting options" of (1) "mute participants upon entry" and (2) "enable join before host." I would then explain to the participants that to speak, they would have to use the "raise hand" feature of Zoom. Upon being selected by me, they would then be able to unmute themselves and speak to the group.

Facilitators are an important part of any successful IGDs. Facilitators for FIU's IGDs would be voluntary. Before starting IGDs, facilitators would have an icebreaker in which each participant would introduce themselves by name and explain what social justice means to them. Then IGD facilitators will lead and direct the conversations to various social justice topics, such as racism, sexism, income inequality, etc., for 30 minutes to an hour.

Facilitators would lead IGDs during their work hours bi-weekly or monthly with the approval of their supervisors, or facilitators can also choose to lead IGDs after work hours.

Previous life experiences in teaching, volunteering, and facilitating other groups has been shown to increase comfort with and skills for facilitating IGDs (White et al., 2018). Facilitators should be selected from FIU's graduate student, staff, and faculty population. Regardless of their qualifications, all facilitators should receive adequate social justice and IGD

facilitation training. They should also be provided supervision to ensure their methods and dialogue continually align with FIU's values and strategic plan. *"Facilitators commented on the benefits of supervision or peer consultation.*

Facilitators in the White et al. study also described some self-doubt or low self-efficacy, particularly in their first facilitator experiences, highlighting the importance of supervision for discussing progress and difficulties" (Frantell, Miles, & Ruwe, 2019, p. 681).

Marginalization is increasingly prevalent in the U.S. (Young, 2018, p. 53). Marginalization is one of the most dangerous forms of oppression. "A whole category of people is expelled from useful participation in social life and thus potentially subjected to severe material deprivation and even extermination" (Young, 2018, p. 53). Marginalization of non-whites in the U.S. did not just happen overnight.

Oppression and injustice in the U.S. are systemic and often subtle. They develop over time until there is no single source to trace them back to and no single actor to blame. We all play our roles in oppression (Harro, 2018, p. 627). White people in America must come to terms with the fact they live with white privilege and that it comes at the expense of others. I, as a white, heterosexual male, must take ownership of white privilege and communicate via IGDs why it is unacceptable in a country that espouses liberty and justice for all.

"Initiatives that are commonly called 'intergroup dialogue projects' (IDP), are focused on creating a culture that promotes participation in the conversation that addresses critical issues of racism, sexism, xenophobia, and oppression, working towards finding a solution and critical thinking. Case studies of such initiatives at the University of Michigan and Clark University demonstrated that these programs meet their goals...The very act of participating in an IDP can improve a student's sense of belonging, as part of the programing is to discover similarities with other participants across perceived lines. A noted outcome of IDPs is that participants report that their perception of self-underwent change. Students noted that how they perceived themselves in the community changed, in that they had a more realistic view of who they were in relation to others" (Zosel, 2018, pp. 18-19).

Conclusion

On the website for FIU's Office of Inclusion, Diversity, Equity & Access it states that FIU "provide the highest quality educational and employment experience to its students, faculty, and staff" in a way that is "reflective and supportive of diversity as it relates to gender, socioeconomic status, gender identity, race, ethnicity, physical and mental ability, nationality, military status, sexual orientation, spirituality and cultural identity" (FIU Office of Inclusion, Diversity, Equity & Access, 2020). To further position the university as a leader of diversity and inclusion, FIU should implement IGDs about social justice. Evidence-based research shows that IGDs about social justice have positive effects on (1) the campus climate, (2) student cohesion with other students and the university community (which results in higher levels of learning and achievement for students), (3) self-directed learning, and (4) perceptions of inclusiveness and diversity (Zosel, 2018).

We can do better. We must do better. History shows that we must not rely on governance to afford us social justice. The laws of government are responses to the changes of societal norms. Stokely Carmichael once said, "There is a higher law than the law of government. That is the law of conscience." We must take up the fight for social justice. We must dictate change. We must take ownership of our future and the futures of our students, faculty, and staff. We must ensure that the world tomorrow is more humane and just than it is today.

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Equitable Panther Procurement Initiative

Presented by Kelly Loll (Office of Procurement) and Emily Gresham (StartUP FIU)

Problem Statement: FIU does not procure from enough local Black-owned small businesses. While programs, policies and procedures have been created to increase our annual spend with local minority-owned small businesses, we need to develop a diversity specific infrastructure to successfully engage with Black-owned businesses.

Research:

- FIU spends an average of 12.72% a year (FY08 to FY20) with minority small businesses, it averages 4% for Black-owned businesses.
- StartUP FIU Procurement has not been as successful at increasing the number of Black-owned businesses registered as vendors for FIU as it has for Hispanic/Latino owned businesses.
- In 2012, the Small Business Administration (SBA) found that minority-owned businesses only attract 32% of the revenue of their nonminority counterparts. Nonminority-owned businesses also hire 50% more employees.

Strategy and Implementation Plan

1. Create FIU task force to uncover pain points for Black-owned small businesses in procuring with FIU, then develop plan to increase participation and procurement. \$0
2. Establish subcontracting opportunities for minority small businesses with our large strategic partners. Possible initial industries: Construction, janitorial, and food services.
3. Ensure equal opportunity to minority, small businesses, while increasing spend at FIU.
4. Increase minority small business outreach events. \$1,500 for marketing materials and social media advertising.
5. Hire a dedicated Small Business and Supplier Diversity program administrator within the Office of Procurement. This position will oversee supplier outreach, enforcement of minority small business subcontracting requirements with strategic contractors and support minority small businesses to better compete for contracting opportunities at FIU. \$65,000, plus fringe.
6. Outsource supplier registration. It takes 7-10 days for FIU to get a new vendor into our system and we do not have the bandwidth to keep it up to date. An annual subscription

for Payment Works would provide us the two most critical items: banking and certificate of insurance for minority owned small businesses. The company will also indemnify us for up to \$2M for banking fraud. Payment Works has a dedicated help desk to keep supplier information date. \$45,000 set up fee and \$45,000 annual subscription.

7. Expansion of StartUP FIU technical assistance \$10,000 (workshop trainings/SBDC advisors)
 - a. Work with the SBDC to expand support to include individual technical assistance such as proposal review and the elements of submitting a winning bid for both complex ITNs and for small contracts with GovQuote.
 - b. Develop procurement templates for FIU departments (templates make it easier for small businesses to navigate the bid process)
 - c. Outreach and workshops to help get people registered as FIU vendors
 - d. Help onboard vendors once they are awarded contract (paperwork/budget)
8. Continue to work with South Florida Anchor Alliance towards creating the same supplier certification process for both Miami-Dade and Broward Counties. \$0
9. Require one minority small business quote when posting on GovQuote, if suppliers are available.

Cost of Implementation:

\$45,000 one-time cost for Payment Works integration with PantherSoft.

The annual cost for implementation is approximately **\$142,500** for: one FTE \$65,000, plus fringe, \$45,000 for Payment Works subscription, \$1,500 for marketing materials and \$10,000 for StartUP FIU and SBDC support.

Outcomes: Prior to the coronavirus pandemic, Black-owned businesses struggled at a disproportionate rate than their non-Black counterparts in all business metrics such as revenue, number of employees, number of years in business and access to capital (loans/lines of credit, etc.). Experts believe that the coronavirus will leave up to 60% of Black businesses closed forever. Anchor institutions that work to create equitable procurement practices give Black-owned businesses a lifeline, helping them stabilize their revenue and eventually grow their

businesses. By leveraging the expertise at the SBDC and the programs at StartUP FIU, FIU can not only increase its annual spend with minority and Black-owned businesses, but also help these companies build resilience for the next downturn, financial or environmental. These initiatives will help FIU:

1. Develop processes to track Black-owned businesses specifically within our procurement system in order to:
 - a. Increase Black-owned supplier vendor registration; and
 - b. Increase annual spend with Black-owned businesses from 4% for both subcontracting and prime contracting opportunities.
2. Increase overall minority-owned businesses spend from an average of 12.72%
3. Help our local small businesses increase its revenue and create new jobs.

FIU Equity Action Initiative:

1. South Florida Black Alliance (3 Counties) support from FIU
 - a. Help with alliance at operational capacity and structural, serve as the glue
 - b. Special Events
 - c. Outreach/Marketing
 - d. Institutional Connection Points
 - i. Research
 - ii. Procurement
 - iii. Communications
 - iv. Grant Writing Support
 - v. SBE Development
 - vi. Outreach to stakeholder groups
 - e. \$1.6 billion spend what is our equity
2. The team will help develop an Informational one hour window into what FIU has available based on spend, what are our success stories, what is our outreach and educational initiatives we provide to SBE/MBE.

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Equity Access Initiative at FIU

Proposal from the Dean of Students Office

*Proposal created by Bronwen Bares Pelaez, Ph.D., Dean of Students, and
Jake Burns, M.S., Administrative Coordinator for the Dean of Students Office*

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Title of Initiative: Implementation of a Campus Climate Support Team (CCS)

Statement of Problem Being Resolved

With over 50,000 students, Florida International University (FIU) is an ever-changing, ever-growing institution with a campus population that is diverse not only in culture and ethnicity but also in our worldviews and how we express our beliefs. When bias-related incidents occur, they must be swiftly and fairly addressed to identify and assess behavior and provide assistance to those affected to create a campus culture where all students feel valued and supported. An educational environment that does not address prejudicial behaviors perpetuates inequity and creates an atmosphere where students from historically marginalized groups feel unsupported or unseen by university leadership. A Campus Climate Support Team can assist in mitigating these issues by facilitating ongoing campus climate assessments and education, reviewing bias-related incidents, and proactively addressing these occurrences on our campuses.

Associated Research

In 2016, FIU implemented a Bias Education Response Team (BERT) which regularly met to review and address bias-related conduct. These “teams are designed to react to reports of bias, not to decide punishment. If an incident violates a university’s code of conduct, the team refers the case to the campus judicial process” (Fernandes, 2016).

In 2018, former United States Attorney General Jeff Sessions and free speech advocacy groups began targeting universities with bias-response teams, arguing that these teams exerted a chilling effect on student speech and expression by disciplining students for demonstrating their worldviews. Judge David McKeague of the United States Court of Appeals for the Sixth Circuit who judged the Michigan State University case at the time said that “the very

name 'Bias Response Team' suggests that the accused student's actions have been prejudged to be biased. The name is not the 'Alleged Bias Response Team' or 'Possible Bias Investigatory Team.' It is the 'Bias Response Team.' And as such, the name intimates that failure to meet could result in far-reaching consequences, including reputational harm or administrative action" (Speech First, Inc. v. Schlissel, et al, 2018). After such guidance, in an abundance of caution, and to prevent the university from facing possible federal scrutiny, the decision was made to cease operations of the Bias Education Response Team at FIU.

After the BERT at FIU ceased operations, the judge in the University of Michigan Bias Response Team case ruled that BERTs "objectively chill speech," and act "by way of implicit threat of punishment and intimidation to quell speech on campus" (Speech First, Inc. v. Schlissel, et al, 2018). Later, in March of 2019, President Donald John Trump signed an executive order, effectively linking federal research funding to institutions that agree to promote and maintain free speech (American Council on Education, 2019). The order simply reinforced that institutions that receive Federal research or education grants must not restrict speech.

After they lost their case, Michigan State University recognized that they needed to drop the Bias Response Team and identify a new way to respond to bias incidents. Therefore, rather than scrapping the whole idea of a bias-related incident reviewing team, they instead switched their name to "Campus Climate Support."

Campus Climate Support Teams, as opposed to the typical BERT, would not meet directly with individuals who have allegedly engaged in bias-related conduct to attempt to address behavior that may be related to an individual's speech. Michigan State University's Campus Climate Team defines a campus climate concern as "actions that discriminate, stereotype, exclude, harass, or harm anyone in our community based on their identity (such as race, color, ethnicity, national origin, sex, gender identity or expression, sexual orientation, disability, age, or religion)" (Michigan State University, 2020). Therefore, the goals of the CCS team or initiative would provide education, support, and a simple reporting structure for bias-related incident reports to address campus climate concerns.

Other institutions still manage teams that support individuals who have experienced bias-related incidents on their campuses. Other FL SUS schools such as the University of Central

Florida and the University of Florida have campus climate and bias-related support teams. Another school with an effective team is the University of Texas San Antonio which acts as a “reporting and monitoring tool to support members of the UTSA community who believe that they may have been subjected to targeting for their beliefs or backgrounds while supporting the freedoms of speech, expression and assembly” (UTSA, 2020).

To some degree, the Dean of Students at FIU already receives bias-related reports via the Stop Bias webpage and Maxient reporting form. and connects with affected students and provides them information about support services. However, since the Dean of Students Office manages a heavy caseload of students in various types of distress, it would be beneficial to have additional support to re-prioritize efforts related to campus climate assessment, education, and reporting. Formalizing these efforts would also allow for additional collaboration among the many other FIU departments whose purposes are directly related to inclusion and diversity. Sharing the responsibility of cultivating more equitable environments at FIU should ultimately be expected of all university stakeholders, rather than individuals or offices with limited resources and specialized scope.

Implementing anti-bias reporting structures is important for FIU to better track and analyze bias-related incident data on our campuses. That said, this proposal intends to balance the goals of an inclusive environment with the rights and privileges of free speech and assembly; in other words, we must ensure we are not creating a chilling effect on free speech, rather the focus must be on those affected and how they can be supported. Providing a pathway for students impacted by bias-related behavior to report their experience or get support does not restrict speech.

The initial goals of a Campus Climate Support Team would be to review benchmarking data on similar efforts at other universities and collaboratively develop the approach (i.e. team, initiative, coalition, ad hoc, etc.) that will best fit FIU and our long-term equity and inclusion directions and goals.

Implementation Plan and Support Needed

- Greenlight the implementation of the Campus Climate Support Team.
- Co-Chaired (or Tri-Chaired) by Dean of Students, ELR / IDEA / HR, AWED.
- Chairs meet to discuss initiative expectations and goals.
- StopBias.fiu.edu website (formerly BERT webpage) is updated with information about the Campus Climate Support Team and the bias incident reporting form will be updated as needed.
- Chairs meet to determine if additional committee team membership is needed.
- Reports will be reviewed and addressed.
- Educational marketing will be developed and posted across campus through physical and electronic means.
- If funding is allocated to the team, such funding could go towards significantly expanding training, data collection, and analysis, and dedicated position(s) focused on these efforts.

Cost for Implementation

Funding allocated for a Campus Climate Support initiative could significantly increase the program's impact. Funding options made available would cover:

- Branding the team
- Training and professional development opportunities aimed at expanding anti-bias education and awareness
- Outsourcing campus climate data collection survey and analysis processes to better understand the environment at FIU for our students of various identities, and
- Creating a new, full-time staff position for a Campus Climate Support Coordinator who would work on the Dean of Students Office team and would also regularly work with the Inclusion, Diversity, Equity & Access Office to conduct campus climate studies specific to the student experience at FIU, develop educational anti-bias programming for students, and serve as a member of the Dean of Students team.

Expected Outcomes

Establish a group of campus leaders tasked with reviewing on-campus bias-related incidents and identifying ways to provide support to affected students as well as education to affected areas to create positive social norms on campus. Membership of this team could include FIU Police, Counseling & Psychological Services, Dean of Students office, Employee & Labor Relations, Student Conduct & Conflict Resolution, Inclusion, Diversity, Equity, & Access, and the Office to Advance Women, Equity & Diversity other academic and/or administrative areas as needed.

Alignment with the FIU 2020 Strategic Plan

The FIU Strategic plan indicates that FIU “aspires to be recognized as a top 50 public university for achieving exceptional student-centered learning and upward economic mobility, producing socially impactful research and creative activities, and leading transformative innovations locally and globally” (p. 7).

For FIU to truly be student-centered, environments must be equitable and free from bias-related actions or behaviors which intentionally seek to inflict physical or emotional identity-based harm upon a person or group of people. By implementing a Campus Climate Support Team, FIU can establish clear bias incident reporting options/protocol and provide easily accessible pathways to support from campus resources.

FIU can address inequity while ensuring that freedom of expression is protected on its campuses. Bias-related incidents allegedly committed by students that violate the Student Conduct & Honor Code and are currently reported to and addressed by the Student Conduct & Academic Integrity office. Other bias-related incidents that do not meet the threshold for disciplinary action or review by the Student Conduct & Honor Code and may or may not be protected speech should still be reviewed and assessed by Campus Climate Support Team designees, such as the Dean of Students and IDEA. This can support the team to better understand trends of bias-related incidents that occur within FIU’s jurisdiction, identify opportunities to implement research-based education to encourage a fair and equitable environment, and provide resources to individuals affected by bias-related actions or behaviors.

The FIU Strategic Plan also says that “FIU students will graduate possessing the intellectual, cultural, emotional, and technological agility to lead the next generation” (p. 8). For students to be prepared for employment opportunities in today’s world, they must have a comprehensive understanding of culture and acceptance, or, at minimum, tolerance of, diversity in our society. The United States of America grows more racially and ethnically diverse each year. To truly be future-minded and be good stewards of education, we must provide opportunities for students to receive ongoing, quality anti-racism and anti-bias education. Rather than just provide an educational environment where our students are diverse, we must find and implement effective strategies to encourage multicultural acceptance, awareness, and tolerance so our students know how to navigate complex situations involving identity and race.

FIU’s Strategic Plan recognizes that “student success is intricately tied to a greater sense of institutional affinity, individual grit, a well-nurtured sense of belonging, and optimism towards the future” (p. 15). Bias-related incidents do not make affected students feel a sense of belonging on college campuses. When students experience inequitable behavior, they may have a lower sense of institutional affinity. If FIU is to truly offer a well-nurtured sense of belonging, it must take intentional steps to cultivate educational experiences where students learn about different cultures. Students must also be provided clear institutional messaging which encourages civility and anti-bias. Students must have clearly indicated ways to report and get support after experiencing bias-related incidents.

Other Opportunities for Increasing Equity & Inclusion at FIU (outside of the above proposal for the Campus Climate Support Team):

- Require EVERFI Diversity Equity & Inclusion digital training module for all students current and incoming.
 - Currently, the only mandatory training for all students is the EVERFI Sexual Assault Prevention course.
 - Expanding this training to all students would be at no added cost to the university as this training module is currently being utilized and managed by the Multicultural Programs & Services Office (MPAS).

- Additionally, we could also expand our contract with EVERFI Inc. to include DEI and Sexual Assault Prevention courses for faculty & staff. This option will come at a greater cost to expand the EVERFI contract.
- Implement a Diversity / Cultural Festival (something as big as Homecoming, UpROAR, Summer Fest, etc.) to celebrate culture and diversity – perhaps expanding impact of Diversity Week, International Education Week, and Bay Life Series at BBC. Something fun that celebrates various cultures. And/or infusing additional educational components to the large events we already have (e.g. Summer Fest, Homecoming, Late Night Breakfast, etc.)
- Contracting a translation phone service for staff and students to use to facilitate more seamless conversations; especially around student financials / financial aid, student crisis, student medical or health services, etc. The ability to utilize a translation service from English to a variety of languages would be helpful, especially Spanish, Creole, and other languages prominently used by our students and their families.
- Construction of an Intercultural / Diversity, Equity & Inclusion Center to house ongoing inclusion efforts and multipurpose student spaces. Creating more spaces to congregate for events, socials, and opportunities to celebrate diversity and expand one's understanding of other cultures. Many universities include a non-denominational chapel in these centers, so this plan could align with the university's plan to build an on-campus chapel.
- Create new FIUPD / Community / Academic & Student Affairs Partnerships – Community development, Campus Safety Fair or event(s), encouraging event planning departments and organizations to invite FIUPD to be part of their events, committees, etc. more.
- Establish clear guidelines and expectations from "FIU" for when and how faculty, staff, and students can use anti-racist, gender-inclusive, etc. messaging. For example,

sometimes in our efforts to be “inclusive” of all student’s views, we value exclusionary messaging over language we know to be socially just, or equality focused. In other words, it would be helpful to see FIU lead in this way more.

- University-wide Diversity, Equity and Inclusion messaging, social media content, marketing and awareness campaigns, digital content streamed on campus monitors, etc. should be produced by External Relations (with input from experts across the university of course). University-wide messages can help improve campus climate.

References

American Council on Education. (2019, March 22). President Trump Issues Executive Order on Campus Free Speech. Retrieved July 29, 2020, from <https://www.acenet.edu/News-Room/Pages/President-Trump-Issues-Executive-Order-on-Campus-Free-Speech.aspx>

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Michigan State University. (2020). Campus Climate Support. Retrieved from <https://deanofstudents.umich.edu/campus-climate-support>

Speech First, Inc. v. Schlissel, et al, 333 F. Supp. 3d 700 (E.D. Mich. 2018)

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COUNCIL RESOLUTION

STUDENT GOVERNMENT ASSOCIATION · MODESTO A. MAIDIQUE CAMPUS
THE 37TH SESSION OF THE STUDENT SENATE

RESOLUTION HISTORY FOR LEGISLATIVE ARCHIVAL

RESOLUTION ITEM	SR3703	
FORMAL TITLE	Juneteenth As A University Holiday At Florida International University;	
AUTHOR(S)	Amelia Raudales, Honors College Senator;	
SPONSORS	Bryan Gomez, CASE Senator; Alexandra Torres, BSU Director of Social & Cultural Events; Ashney Francis, BSU Director of Education & Enrichment; Annalicie Stewart, BSU Director of Marketing & Promotions; Jordan Daniels BBC Vice President of BSU; Hiba Khalil, Engineering and Computing Senator; Carlos Ortiz, CARTA Senator; Ryan Rodriguez, SIPA Senator; Cristhofer Lugo, Engineering and Computing Senator; Darian Munoz, Student Ambassador; Julio Burgos, Senator at Large; Amanda Ramirez, CASE Senator; James Jaelin Magee, Lower Division Senator; Karla Perez, Business Senator; Ari Salzman, RLJC Chair, CASE Senator; Damian Badia, CASE Senator, Cristina Vale, SIPA Senator;	
FILING DATE	MM-DD-YY	
COMMITTEE REFERRAL	None	
INTRODUCED TO FLOOR	MM-DD-YY	
1ST READING	MM-DD-YY	
2ND READING	MM-DD-YY or BYPASSED	
VOTE COUNT	YY-NN-AA	
SENATE ACTION	PASSED / FAILED	MM-DD-YYYY
REFERRED TO EXECUTIVE	MM-DD-YYYY	
EXECUTIVE ACTION	ENACTED / VETOED	MM-DD-YYYY

SUMMARY/LEGISLATIVE INTENT	
MAJOR POINTS OF DISCUSSION – 1ST READING	
MAJOR POINTS OF DISCUSSION – 2ND READING	
DOCUMENTS/RESEARCH/ PERSONAL STATEMENTS	



COUNCIL RESOLUTION

STUDENT GOVERNMENT ASSOCIATION · MODESTO A. MAIDIQUE CAMPUS
THE 37TH SESSION OF THE STUDENT SENATE

WHEREAS, Members of the US Congress from both parties are proposing on making Juneteenth, a day that celebrates the end of slavery in the U.S., a federal holiday;

WHEREAS, Making Juneteenth a University Holiday would amplify the power of the SGA-MMC SR 3701, the “Commemoration of Black Lives Act”;

WHEREAS, all of the aforementioned causes in the previous clause seek to uphold FIU’s Values of “Truth, Freedom, Respect, Responsibility, and Excellence” [4] showing that both the Black Lives Matter movement’s interests and those of the FIU community are aligned;

Therefore, be it resolved by the Student Senate of the Student Government Association of the Modesto A. Maidique Campus of Florida International University assembled, that SGC-MMC agrees in making Juneteenth a University Holiday. SGC-MMC stands in solidarity with our Black community as well as condemns any and all acts of institutionalized racism, racial injustice, and anti-Blackness;

Therefore, be it further resolved by the Student Senate of the Student Government Association of the Modesto A. Maidique Campus of Florida International University assembled, that SGC-MMC recognizes that, although the recent atrocities that occurred around the world have catalyzed this historic moment, racial injustice has been and continues to be a pervasive issue in our world. SGC-MMC supports the Black Lives Matter movement and sees it fit that this support be made official by this Resolution;

SECTION 5. ENFORCEMENT

This Resolution shall be presented to the Student Body, the FIU Board of Trustees, the FIU Foundation Board, made public to the FIU Community, and all relevant committees on behalf of the Student Body by the SGA;

Recommendation Coding: Words in **red** are recommendations by the Rules Committee. 4



COUNCIL RESOLUTION

STUDENT GOVERNMENT ASSOCIATION · MODESTO A. MAIDIQUE CAMPUS
THE 37TH SESSION OF THE STUDENT SENATE

SECTION 6. ENACTMENT

This Resolution and all its contents shall be the official opinion of the SGC-MMC and upon passage by the SGC-MMC Senate and approval by the SGC-MMC Student Body President;

SECTION 7. IMPLEMENTATION

Upon the enactment of this Resolution, this shall be the official opinion and position of the SGA and shall make any prior legislation that conflicts with this legislation hereby null and void.

[1] <https://blacklivesmatter.com/about/>

[2] <https://chicagounbound.uchicago.edu/cgi/viewcontent.cgi?article=1052&context=uelf>

[3] <https://blacklivesmatter.com/what-matters-2020/>

[4] <https://www.fiu.edu/about/vision-and-mission/index.html>

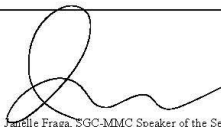
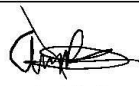
[5] <https://blacklivesmatter.com/make-juneteenth-a-national-holiday/>

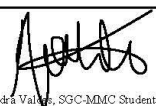


COUNCIL RESOLUTION

STUDENT GOVERNMENT ASSOCIATION · MODESTO A. MAIDIQUE CAMPUS
THE 37TH SESSION OF THE STUDENT SENATE

SR3703		
JUNETEENTH AS A UNIVERSITY HOLIDAY AT FLORIDA INTERNATIONAL UNIVERSITY		
IN FAVOR OF: 28	AGAINST: 0	ABSTENTIONS: 0
AMENDMENTS: APPENDED ON BACK		

SENATE ACTION	DATE: 06/30/2020	PASSED	FAILED
 Danielle Fraga, SGC-MMC Speaker of the Senate			
 Amelia Raudales			

EXECUTIVE ACTION	DATE:	ENACTED	VETOED
 Alexandra Valdez, SGC-MMC Student Body President			

Recommendation Coding: Words in **red** are recommendations by the Rules Committee. 6

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LETTERS OF DEI SUPPORT



Communication,
Architecture +
The Arts

Department of Art + Art History
Department of Theatre
School of Music

Dear Friends, Alumni, and Members of the FIU Music, Theatre & Visual Arts Community,

The School of Music, Department of Art + Art History, and Department of Theatre at Florida International University are committed to providing an academic community whose members represent and embrace diverse cultures. Collectively, we agree with FIU President Mark B. Rosenberg that "there is no more urgent question that we confront than enduring racism and social justice."

As artists, musicians, performers, educators, and scholars, we support a full creative life for all and are committed to championing policies and practices of cultural equity that empower a just, inclusive, equitable nation. Cultural equity is critical to the long-term viability of the arts sector. As artists, we must hold ourselves accountable, because acknowledging and challenging our inequities and working in partnership is how we will make change happen.

Everyone deserves equal access to a full, vibrant, creative life, which is essential to a healthy and democratic society. The prominent presence of artists challenges inequities and encourages alternatives and the visual and performing arts faculty and staff are committed to lead by modeling through action.

We commit to a process that includes goals and action items with measurable outcomes to improve our social justice policies through creative processes on a continuous basis.

Strategic Goals:

- Pursuing cultural consciousness through substantive learning and formal, transparent policies
- Working with FIU's Office of Inclusion, Diversity, Equity & Access (IDEA) to seek diverse faculty and staff hires, enhance existing policies and develop new initiatives
- Engaging in open dialogues with faculty, staff, and students for creative expressions of culturally diverse artistic experiences

Action Items:

- Standardizing diversity, equity, and inclusion learning objectives and curricula throughout fundamental music, theatre and visual arts courses
- Committing time and resources to expand a more diverse faculty and student body
- Providing existing culturally diverse course offerings more consistently and developing new course curricula that cover a more diverse offering

As creative individuals that reflect society, we must be the actors of change and must promote social justice. We invite you to write to us and contribute to the initiatives.

Sincerely,

Brian D. Schriener, Dean
College of Communication,
Architecture + The Arts
schriener@fiu.edu

Karen S. Fuller Veloz, Director
School of Music
fullerk@fiu.edu

Joel Murray, Chair
Department of Theatre
jomurray@fiu.edu

David Chang, Chair
Department of Art + Art History
changd@fiu.edu



School of Architecture
College of Communication, Architecture + The Arts
Modesto A. Maidique Campus
Paul L. Cejas School of Architecture Building
11200 SW 8th Street
Miami, Florida 33199

12 June 2020

Dear Members of the FIU School of Architecture Community,

As we try to make sense of the raw emotions brought about by social unrest and blunt reminders of systemic racism and bias, FIU's School of Architecture is committed to leading by action. We agree with FIU president Mark B. Rosenberg that "there is no more urgent question that we confront than enduring racism and social injustice."

We reject racism and discrimination in all its forms and strive to include the voices of the marginalized and the underrepresented. We vow to examine who we are as educators of architects, interior architects, and landscape architects, and, in our role as creative problem-solvers, we pledge to become an empowering force for positive change in our society, our environment, and our shared public space.

As disciplines that impact social, environmental, physical, and economic realities, and that have played a significant role in perpetuating community inequities in the built environment, we have a special responsibility that must begin with an honest assessment of our effectiveness in educating future professionals. We must challenge ourselves to become more diverse, inclusive, equitable, and engaged with the communities we serve.

We acknowledge that meaningful change can only happen if we are willing to rethink the methods, assumptions, and strategies that have brought us to this troubled moment. We must help bring an end to racism and violence. We must defend the right to equal treatment that is free of the social and economic suppression that has disproportionately affected Black people and People of Color.

As designers, we must be active listeners leveraging our resources in generating opportunities, investing in the uninvested, championing social justice, and being part of the solution at every turn. This letter is based on our initial conversations. In the coming days, with your help, we will enhance our strategic goals and action items to expand our initiatives on diversity, equity, and inclusion as listed below. We commit to a process that is measurable and one that will allow us to evaluate our progress on a regular basis.

Strategic Goals:

- Assessing our current effectiveness in addressing Social Justice and Diversity, Equity, and Inclusion (DEI) in our learning environment and in our communication efforts so that we can codify, commit, and implement improvements.
- Engaging in open and honest dialogues about DEI and Social Justice responses, shortfalls, and commitments by the design community.
- Working with FIU's Office of Inclusion, Diversity, Equity & Access (IDEA) at diversity.fiu.edu to enhance existing and future DEI initiatives.

Action Items:

- Enhancing and repurposing scholarships and sources of funding to support underrepresented and underserved students.
- Standardizing DEI learning objectives across all syllabi and courses.
- Enhancing studio culture discussions and dedicating studios to Social Justice and DEI through projects that involve our local and global communities.
- Providing additional support to students and student organizations engaged in activities that address Social Justice and DEI.
- Dedicating lecture series funds to invite Black professional and academic leaders and role models to continue the DEI discourse.
- Reflecting the diversity of our community and our commitment to DEI in our recruitment and admission of students, and the recruitment and hiring of faculty and professional staff, especially in positions of leadership.

We believe that in order to act as ethical and thoughtful contributors to society, architects, landscape architects and interior architects must promote Social Justice. We invite you to write to us and contribute to this growing agenda. Please help us in addressing these issues head on.

Sincerely,

Brian D. Schriner, Dean
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Roberto J. Rovira, Chair
Landscape Architecture +
Environmental and Urban Design
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College of Communication, Architecture + The Arts
Equal Opportunity/Access Employer and Institution



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Phone 850.245.0466
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June 2, 2020

TO: All members of the State University System Community

The shocking and horrific event of this past week in which George Floyd lost his life in Minneapolis, at the hands of sworn police officers, has both angered and saddened all Americans. Similar tragic and senseless acts involving African Americans in recent years are particularly painful as there have been far too many other examples of racism and violence against people of color from all across our nation. It is time for everyone to examine the inequities in our society, recognize the conditions that have created those inequities, and work to repair the racial divide and restore equal justice for all Americans.

The State University System of Florida respects and appreciates all races, diverse cultures, nationalities, and communities and is committed to addressing ongoing societal problems and enhancing diversity and inclusion.

Everyone in the University Community condemns the deplorable act that caused the death of George Floyd. Our anger, sadness, and frustration over Mr. Floyd's death, however, must give us resolve to take action. As a powerful and influential voice in Florida, it is time for the State University System, including students, faculty, staff, and alumni, to actively engage in finding solutions to peacefully eliminate racism and discrimination. This will be a critical mission of our twelve state universities, as it is our duty as societal leaders to help end prejudice and to promote social justice for all.

Our universities will draw upon the wisdom and leadership of our students, faculty, and staff to strengthen our campus communities and our State. Together, we must move forward with greater resolve to battle racism and systemic inequities wherever they exist.

Please take care of yourselves, your families, and your communities during this difficult time.

Sincerely,

A handwritten signature in blue ink, appearing to read "Sydney Kitson", written over a horizontal line.

Sydney Kitson, Chair
Board of Governors

A handwritten signature in blue ink, appearing to read "Brian Lamb", written over a horizontal line.

Brian Lamb, Vice Chair
Board of Governors

A handwritten signature in blue ink, appearing to read "Marshall M. Criser III", written over a horizontal line.

Marshall M. Criser III, Chancellor
Board of Governors

Florida Agricultural and Mechanical University | Florida Atlantic University | Florida Gulf Coast University | Florida International University
Florida Polytechnic University | Florida State University | New College of Florida | University of Central Florida
University of Florida | University of North Florida | University of South Florida | University of West Florida

To the School of Communication + Journalism Community,

There is no question that we are living through challenging times personally, locally, nationally and across the globe. In the last several months, we have been impacted by the ravages of a global pandemic. Our resolve has been further tested in recent weeks as we have grappled with the impact of racial and social injustice magnified by the deaths of members of the Black community.

As scenes of demonstrations have played out on live television and online, the tenets of the School of Communication + Journalism have been reflected in the storytelling and news coverage we have witnessed. These are the hallmarks of the First Amendment that are at the core of what we teach and believe at the SCJ. We remain committed to further instilling these freedoms into our curriculum as our students remain the storytellers of the future.

With our colleagues in the College of Communication, Architecture + The Arts, we reject racism and discrimination in all its forms and strive to include the voices of the marginalized and the underrepresented. And with our partners throughout Florida International University, we are committed to active participation in the Equity Action Initiative started by FIU President Mark B. Rosenberg.

Dovetailing with what will ultimately be a university-wide initiative, we will further our part by:

- Encouraging our students to explore the multi-faceted cultures that surround us by participating in multicultural and intercultural courses that will broaden their knowledge base and expand their horizons.
- Expanding the junior high school and high school recruitment efforts to our school by furthering our relationships with schools that have a high minority population.
- Elevating the school's two signature lecture and speaker series, the Global Strategic Communication Speaker Series and the William Randolph Hearst Foundation Visiting Professionals Endowment Speaker Series to dive deeper into the topics of equality, diversity and social change.
- Seeking ways to better reflect the diversity of our community through engaged recruitment of faculty and staff.

Our commitment to addressing issues of social injustice is not something that can be done in isolation or in a short period of time. We need our faculty, staff, students and alumni to join us in contributing to FIU's growing focus on this important concept. In the coming weeks, there will be further information shared on FIU's Equity Action Initiative and how the School of Communication + Journalism may be involved.

Our deeply held beliefs in the First Amendment guide everything we do in the SCJ. As we further develop our agenda and action items, we wish to hear from you.

Looking to be an instrument for a more just, diverse and safe community,



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16 June 2020

Dear Members of the FIU School of Architecture Community,

At this trying and unprecedented time in our country, we at the FIU School of Architecture want to convey our commitment to social justice and to measurable action.

Your feedback and participation in this important dialogue are highly valued, and we would like to share the attached statement as a first step in our conversation.

Sincerely,

Brian Schriner, Roberto Ravira, Jason Chandler, Newton D'Souza



As we try to make sense of the raw emotions brought about by social unrest and blunt reminders of systemic racism and bias, FIU's [School of Architecture](#) is committed to leading by action. We agree with FIU president Mark B. Rosenberg that "there is no more urgent question that we confront than enduring racism and social injustice."

We reject racism and discrimination in all its forms and strive to include the voices of the marginalized and the underrepresented. We vow to examine who we are as educators of architects, interior architects, and landscape architects, and, in our role as creative problemsolvers, we pledge to become an empowering force for positive change in our society, our environment, and our shared public space.

As disciplines that impact social, environmental, physical, and economic realities, and that have played a significant role in perpetuating community inequities in the built environment, we have a special responsibility that must begin with an honest assessment of our effectiveness in educating future professionals. We must challenge ourselves to become more diverse, inclusive, equitable, and engaged with the communities we serve.

We acknowledge that meaningful change can only happen if we are willing to rethink the methods, assumptions, and strategies that have brought us to this troubled moment. We must help bring an end to racism and violence. We must defend the right to equal treatment that is free of the social and economic suppression that has disproportionately affected Black people and People of Color.

As designers, we must be active listeners leveraging our resources in generating opportunities, investing in the uninvested, championing social justice, and being part of the solution at every turn. This letter is based on our initial conversations. In the coming days, with your help, we will enhance our strategic goals and action items to expand our initiatives on diversity, equity, and inclusion as listed below. We commit to a process that is measurable and one that will allow us to evaluate our progress on a regular basis.

Strategic Goals:

- Assessing our current effectiveness in addressing Social Justice and Diversity, Equity, and Inclusion (DEI) in our learning environment and in our communication efforts so that we can codify, commit, and implement improvements.
- Engaging in open and honest dialogues about DEI and Social Justice responses, shortfalls, and commitments by the design community.
- Working with FIU's Office of Inclusion, Diversity, Equity & Access (IDEA) at diversity.fiu.edu to enhance existing and future DEI initiatives.

Action Items:

- Enhancing and repurposing scholarships and sources of funding to support underrepresented and underserved students.
- Standardizing DEI learning objectives across all syllabi and courses.
- Enhancing studio culture discussions and dedicating studios to Social Justice and DEI through projects that involve our local and global communities.
- Providing additional support to students and student organizations engaged in activities that address Social Justice and DEI.
- Dedicating lecture series funds to invite Black professional and academic leaders and role models to continue the DEI discourse.
- Reflecting the diversity of our community and our commitment to DEI in our recruitment and admission of students, and the recruitment and hiring of faculty and professional staff, especially in positions of leadership.

We believe that in order to act as ethical and thoughtful contributors to society, architects, landscape architects and interior architects must promote Social Justice. We invite you to write to us and contribute to this growing agenda. Please help us in addressing these issues head on.

Sincerely,

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CONCLUSION

The racial climate our nation and globe are experiencing have amplified the need for intentional management of one of our most valuable constructs; diversity. Having been rudely awakened by the blatant, public murder of George Floyd at the hands of authorities coupled with the string of pronounced murders of Black people, has removed scales from our eyes and catapulted us to an aggressive posture toward the attack of the 400-year-old giants, systemic racism, inequity, and bigotry.

As never before, FIU is committed to improving the climate and these collective proposals represent the seed initiatives toward equity, dignity, inclusion, and belonging, to be elevated. These collective measures, whether simultaneous or successive, will serve to root out any semblance of racism, bigotry, and implicit bias, as charged. It should be noted, as we give diligent focus to establishing these inclusion enablers, we are aligning with our strategic plan of amplifying learner success as our Black students, alongside their college mates, will feel welcomed and included to maximize the FIU experience. Without these conditions, the mind reverts to focusing on mere survival. These proposed initiatives contribute to our Black students not just surviving, but thriving, in a diverse and inclusive environment. Our 2025 strategic plan purports to build synergistic networks, which dynamically and organically connect our students, teachers, researchers, alumni, community partners, and entrepreneurs to expand our knowledge economy. These proposed initiatives respond boldly to this strategic goal in several ways; increasing Black faculty to teach our FIU ocean of learners so they are privy to the breadth of expansive diversity of thought; increasing Black tenured faculty so our Black learners can aspire to themselves, become PhDs and teach others; and these initiatives speak to FIU being poised to level the field for Black businesses by increasing opportunities for business engagement.

Lastly, this entire submission, in keeping with our 2025 strategic plan, will leverage our success as a global academic leader to drive knowledge production that informs public and academic conversations on societal and cultural issues. As FIU takes these bold steps to broaden our footprint in defining and delivering diversity and inclusion measures, we take ownership of our obligation to disrupt the status quo, correct embedded systems that have accommodated inequalities, and optimally, create a leveled and welcoming climate for all.