

ISU Faculty Diversity Enhancement Program

The Faculty Diversity Enhancement Program (FDEP) is designed to attract candidates who advance our commitment to fostering an inclusive environment characterized by:

- cultural understanding and engagement
- ethical behavior
- a commitment to social justice

The goal of FDEP is to enrich student experiences by increasing faculty members who have a demonstrated commitment to equity, diversity, inclusion, and access in teaching scholarship, and service.

FDEP includes two alternative avenues for funding and supporting candidates' growth and development.

	Strategic Diversity Enhancement Program (SDEP)	Educational Diversity Enhancement Program (EDEP)
	<p style="text-align: center;">Up to \$20k (with \$16K from Office of the Provost and \$4k from departments/school/college) for 3 years*</p> <ul style="list-style-type: none"> • SDEP is a program of strategic hiring. • Pre-authorization is required before search begins. • Approximately 10-12 faculty searches can be authorized per year, depending on Dean prioritization (initial program support is for 5 years). • Rationale for requests (at least one category must be applicable): <ul style="list-style-type: none"> ○ Enhancing curricular diversity for I.D.E.A.S. ○ Enhancing interdisciplinary diversity ○ Enhancing faculty who have a demonstrated commitment to equity, diversity, and 	<p style="text-align: center;">Up to \$10K (with \$5K matching from Office of the Provost) for 3 years*</p> <ul style="list-style-type: none"> • EDEP offers individual hiring incentives in the form of strategic/competitive startup offers. • EDEP offers are made at the time of the job offer and need not be pre-authorized prior to the search. • Rationale for requests will show the applicant has a demonstrated record of (multiple categories must be applicable): <ul style="list-style-type: none"> ○ Enhancing faculty who have a demonstrated commitment to equity, diversity, and inclusion in their teaching, research, and service. ○ Enhancing equitable teaching practices.

	<p>inclusion in their teaching, research, and service.</p> <ul style="list-style-type: none"> ○ Enhancing equitable teaching practices. ○ Enhancing student success and mentoring for under-served student populations. ○ Enhancing scholarship that contributes to EDIA in the discipline. ○ Enhancing SoTL scholarship in conjunction with the Framework for Inclusive Teaching Excellence. 	<ul style="list-style-type: none"> ○ Enhancing student success and mentoring for under-served student populations. ○ Enhancing scholarship that contributes to EDIA in the discipline. ○ Enhance partnership building with communities facing disparities. ○ Enhance EDI policy formation and/or an organizational EDI plan. ○ Enhancing SoTL scholarship in conjunction with the Framework for Inclusive Teaching Excellence.
<p>HIRING CYCLE April – June</p>	<p>Submission of proposal accompanying tenure track hiring authorization form</p> <ul style="list-style-type: none"> ● Justification for funds submitted with faculty hiring request form. ● Office of the Provost makes recommendations to President on which tenure track positions to authorize, based on Deans prioritization. ● Must have Search Committee identified by August. ● Must officially request Search Advocate from HR. 	<p>Position authorization for tenure-line faculty search submitted, per standard practice.</p>
<p>August-September</p>	<ul style="list-style-type: none"> ● Chairs/Directors, Search Committee (office administrator optional), and Search Advocates attend required SDEP Orientation ● Trained Search Advocate seated on all search committees. ● Training in writing job ads designed to attract a diverse pool of applicants. Language such as the following is recommended: “To demonstrate its 	<p>EDEP Hiring Committee Toolkit discussed thoroughly with Search Committee</p> <ul style="list-style-type: none"> ● Expanded HR training for all search committees. ● Trained Search Advocate seated on search committees, where possible. ● Training in writing job ads designed to attract a diverse pool of applicants. ● Training in targeting placement of job ads.

	<p>commitment to our core values, ISU has committed \$4.5 million over a five-year period (2022-2027) to develop an incentive program with the goal of attracting candidates who advance our commitment to fostering an inclusive environment characterized by cultural understanding and engagement, ethical behavior, and a commitment to social justice. The University seeks faculty who promote equity, diversity, and inclusion in their mentoring of a diverse student population.</p> <ul style="list-style-type: none"> • Training how to target placement of job ads. • EDIA statements required of all applicants - A statement demonstrating the applicant's commitment to promoting equity, diversity, and inclusion in teaching, research, and/or service. • Applicants provided details and page limit on blind statement review process within job posting- only name and contact information will be redacted. • Search Committee members trained on establishing EDIA rubrics and to review EDIA statements. • EDIA statements are read and ranked via approved rubric as "successful" or "unsuccessful" prior to full review of any candidate's dossier. • Search Committee then reviews C.V. and all other components of the application portfolio for those whose EDIA statements have been reviewed as "successful." 	<ul style="list-style-type: none"> • EDIA statements are encouraged from all applicants. A statement demonstrating the applicant's commitment to promoting equity, diversity, and inclusion in teaching, research, and/or service. • EDIA statements are read, rated, and ranked in the context of the full review of any candidate's dossier following the goals outlined in the matrix.
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September-March	<ul style="list-style-type: none"> Chairs/Directors submit job ads, recruitment plans, EDIA statements and rubrics to Office of the AVP for Academic Administration and HR for approval following orientation. Targeted search is conducted. Chair receives Dean approval to offer position to the candidate prior to making verbal offer. After verbal acceptance, Chair/Dean submits offer letter using standard language in the offer letter template. Offer letter template includes language about funds faculty will receive and how they are to be spent. 	<ul style="list-style-type: none"> Authorized tenure-line search is conducted. Chair receives Dean approval to offer EDEP to the candidate prior to making verbal offer. Upon Dean approval, Chair/Director completes Qualtrics form to submit request: https://illinoisstate.az1.qualtrics.com/jfe/form/SV_ehwRfPlaB39RYCW AVP for Academic Fiscal Management and AVP for Academic Administration review and approve or reject; email response sent to Dean <i>and</i> Chair/Director with decision. After verbal acceptance, Chair/Dean submits offer letter using standard language in the offer letter template.
<p>YEAR OF APPT.</p> <p>August - March</p>	<p>University Faculty Support Network involvement begins.</p> <ul style="list-style-type: none"> University Faculty Support Network will host events for SDEP hires to foster a strong sense of community, while ideally also improving faculty retention rates and encouraging collaboration across departmental, college, and campus lines. Chairs/Directors encouraged to work with new faculty to establish funding and support plan. Chairs/Directors encouraged to support new faculty with a reduced service where possible. 	<p>University Faculty Support Network involvement begins.</p> <ul style="list-style-type: none"> Cohorts of faculty receiving EDEP funding will be invited into the University Faculty Support Network to foster among them a strong sense of community, while ideally also improving faculty retention rates and encouraging collaboration across departmental, college, and campus lines. Chairs/Directors encouraged to work with new faculty to establish funding and support plan. support new faculty with a reduced service load where possible.

May (1 st Monday in May)	<p>Accountability Measures</p> <ol style="list-style-type: none"> 1. <u>Chairs/Directors annual accountability report:</u> https://illinoisstate.az1.qualtrics.com/jfe/form/SV_5A3uq5x2V6nXGyg 	<p>Accountability Measure</p> <ol style="list-style-type: none"> 1. <u>Chairs/Directors annual accountability report:</u> https://illinoisstate.az1.qualtrics.com/jfe/form/SV_5A3uq5x2V6nXGyg
February- March	<p>Assessment</p> <ul style="list-style-type: none"> • During the annual review, faculty members' articulated efforts to EDI will be considered by the D/SFSC and the CFSC. • By June 1, the Dean will respond to the Provost's Office if continual funding for a sponsored faculty is NOT approved for the upcoming fiscal year. • Recommendations on how the program might be improved will also be considered by the Provost and the Provost's staff. 	<p>Assessment</p> <ul style="list-style-type: none"> • D/SFSCs and CFSCs will review faculty members' individual progress toward tenure and promotion, as well as their contributions to EDI as articulated in their EDEP award. • By June 1, the Dean will respond to the Provost's Office if continual funding for a sponsored faculty is NOT approved for the upcoming fiscal year. • Recommendations on how the program might be improved will also be considered by the Provost and the Provost's staff.
June-July	<p>Renewal of Funds and Monitoring</p> <p>Renewal of the SDEP program in the second through third years of appointment will continue unless it is not approved by the Dean</p>	<p>Renewal of Funds and Monitoring</p> <p>Renewal of the EDEP program in the second and third years of appointment will continue unless it is not approved by the Dean.</p>

* Funds may be used to support faculty members' professional development in the following ways: graduate assistant funding, professional travel to disseminate work, professional development to enhance skills (e.g., participation in the Faculty Success Program from NCFDD); summer salary for teaching or research, and other start-up investments that will directly support the new faculty member's research or teaching operating expenses.

SDEP FREQUENTLY ASKED QUESTIONS

1. How do I request a Strategic Diversity Enhancement Program (SDEP) hire?

Fill out the SDEP section in the regular Position Authorization request form.

2. Can a request for a joint hire/interdisciplinary position also include a request for SDEP funds?

Yes, if the request for a hire using SDEP funds is made at the time of the Position Authorization request.

3. Can these funds be used to retain faculty already hired?

No, although the Academic Impact Fund (AIF) may allow flexibility with counteroffers based on university policies and procedures.

4. Does the hiring unit retain autonomy in the SDEP search process?

Yes. Following standard ASPT protocols, the search committee will make a recommendation to the chair/director, who will then make a recommendation to the dean.

5. What parts of the FDEP search committee “toolkit” is our unit required to have in place if we receive approval for an SDEP hire?

- a. Search Committee identified by August 16th.
- b. All Search Committee members, Chairs/Directors must attend SDEP Orientation in August/September prior to any search related actions.
- c. A trained search advocate must sit on the committee.
- d. Job ads, recruitment plans, EDIA statements and rubrics must be submitted to Office of the Provost and HR for approval following Orientation

The search committee must review each candidate’s EDIA statement (written within the norms for the discipline) *prior* to evaluating the CV and other elements of the application portfolio. Only those candidates that the search committee deems to have submitted “successful” EDIA statements (as opposed to those deemed to be “unsuccessful”) will receive full consideration of the rest of their dossier. The EDIA statement will be a statement demonstrating the applicant’s commitment to promoting equity, diversity, and inclusion in teaching, research, and/or service.

6. What are sample EDIA statement prompts?

- “A statement demonstrating the applicant’s commitment to promoting equity, diversity, and inclusion in teaching, research, and/or service.”
 - “Please provide a 1–2-page statement on how your teaching, research and service demonstrate a commitment to EDI based on ISU's definitions of equity, diversity, and inclusion; examples might include scholarly work, efforts to improve access to higher education for underrepresented individuals or groups, or other contributions to diverse communities.”
- “In your portfolio, please include a 300–500-word essay that describes your personal experiences meeting the needs of diverse learners.”
- “Please describe a time that you have demonstrated your commitment to Equity, Diversity, Inclusion, and Accessibility in the classroom.”
- “How do you ensure that your teaching practices are equitable, inclusive, and accessible to all learners?”
- “What practices have you used to foster student success among underserved [or underrepresented] populations?”
- “How does your teaching practice [and/or scholarship/creative productivity] drive social change?”
- “Identify elements of creating an inclusive course climate, and describe how course climate impacts student learning, with special consideration for marginalized student populations.”
- [EDIA prompts may also direct applicants to write about scholarship/creative productivity in language appropriate to the discipline, but questions designed to elicit information about each applicant’s unique experiences are preferable to generic “diversity statements.”]
 - “Describe your beliefs and approaches to addressing discrimination and/or EDI issues in the [insert field or discipline] field with regard to the history of this discipline and, based on your experience and/or ability, opportunities for shifting towards inclusive excellence-based practices in the class/field/lab.”

7. MUST THE JOB AD INCLUDE INFORMATION ABOUT THE SDEP PROGRAM?

Not necessarily, although the following language might be advantageous, in some instances:

“To demonstrate its commitment to our core values, ISU has committed \$4.5 million over a five-year period (2022-2027) to develop an incentive program with the goal of attracting candidates who advance our commitment to fostering an inclusive environment characterized by cultural understanding and engagement, ethical behavior, and a commitment to social justice. The University seeks faculty who promote equity, diversity, and inclusion in their teaching, research, and service.”

8. WHAT ARE MY RESPONSIBILITIES AS A CHAIR IF I HIRE AN SDEP FACULTY MEMBER?

- First, working with Academic Affairs to secure SDEP funding and identify a foundation account to which funds will be transferred.
- Develop a recruitment plan (especially regarding advertising)
- Ensure the search is conducted per standard Faculty Status Committee protocols/policies and using SDEP best practices.
- Negotiate the terms of the SDEP offer with the candidate.
- Onboard SDEP faculty following best practices, especially in terms of research support, teaching assignments, and service load.
- Recommend strongly that SDEP faculty sit on only one or two service committees annually.
- Encourage SDEP faculty to fulfill their responsibility to participate in the University Faculty Support Network
- Participate with other chairs who have also obtained SDEP faculty funding on conversations about the process.
- Implement departmental service dashboard, with support from the AVP.
 - <https://www.acenet.edu/Documents/Equity-Minded-Faculty-Workloads.pdf>
 - <https://education.umd.edu/sites/education.umd.edu/files/Faculty%20Work%20Activity%20Dashboards%20A%20Strategy%20to%20Increase%20Transparency.pdf>
- Annually, complete a brief accountability report about each SDEP faculty member in your unit in a Qualtrics survey that summarizes expenditures and how the funds were used.

9. WHAT ARE THE RESPONSIBILITIES OF FACULTY MEMBERS WHO ARE HIRED AS SDEP FACULTY MEMBERS?

- Required attendance at 2-3 University Faculty Support Network events per year at the Center for Integrated Professional Development as a part of their service requirement.
- After year 2, meeting with the designated AVP in the Provost’s Office to provide feedback (in a “progress interview”) to receive funding for year 3.

- Performing the typical duties of the unit's faculty load, as assigned by chair/director.

10. HOW ARE SDEP FUNDS DISTRIBUTED?

- SDEP funding is negotiated at the time of hire.
- Funds may be used for the following purposes:
 - graduate assistant funding
 - professional travel to disseminate work
 - professional development to enhance skills (e.g., participation in the Faculty Success Program from NCFDD)
 - summer salary for teaching or research (must include fringe benefits cost)
 - other start-up investments that will directly support the new faculty member's research and/or teaching operating expenses that meet Foundation guidelines
- The Office of the Provost distributes funds to departments/schools as follows:
 - \$16,000 to the department that will then make funds available to faculty members for eligible expenses.
 - A \$4,000 match from the College/School/Department/must also be made available to the faculty member for eligible expenses. NOTE: The \$4,000 match must be used first; Any unused funds of the \$20,000 total will be returned and are not eligible for rollover to years 2 or 3.
- Strategic Budget Carryover (SBC) of EDEP or SDEP funding is not permitted

WHAT HAPPENS IF MY SDEP SEARCH FAILS?

- Colleges/Schools/Departments still maintain their search allocation but deemed ineligible for SDEP resources.
- In consultation with the Provost and AVP of Academic Fiscal Management, deans will analyze the reason for the search failure.
- The search can then be conducted in a second year if the search continues to be a high priority of the Dean.