“What we do is more important than what we say or what we say we believe.”
– bell hooks (1952-2021)

Community Gathering with the DEI Committee
DEI COMMITTEE MEMBERS
OCTOBER 2020 – MAY 2021

- **Staff Members**
  - Avis Frieson
  - LaKoya Rochell (*Mays Family Institute)
  - Dean Amir Pasic

- **Faculty Members**
  - Dr. Patricia Snell Herzog
  - Dr. Shariq Siddiqui (*DEI Faculty Council)

- **Student Members**
  - Dana R. H. Doan
  - Nic Gonzalez
  - Jada Halliburton

- **Alumni Member**
  - Dr. Angela R. Logan

- **Board of Visitors Member**
  - Loren Harris (DEI Task Force)
1. DEI Committee Mandate 2020-2021
2. Report 1: LFSOP DEI Assessment by WCG & WhitworthKee - Dana
3. Report 2: Anonymous, written feedback – Angela
4. DRAFT DEI Strategic Plan - LaKoya
5. Breakout Discussions (20-30 minutes)
6. Debrief (10 minutes)
DEI COMMITTEE MANDATE: YEAR 1

1. Statement on anti-racism & anti-racist practices for LFSOP.

2. Evaluate current systems, policies & programming based on that definition.

3. Engage external researcher to undertake a confidential study to understand the experiences of LFSOP staff & students of color.

4. Based on internal review and external research, provide clear recommendations for LFSOP’s Strategic Plan & DEI SP for 2021-2023.

5. Regular reports on progress made on above steps and towards SP recommendations.

6. Utilize & communicate with relevant DEI offices at IU/IUPUI.
LFSOP DEI Assessment
Environmental Scan & 7 Focus Group Discussions
May to December 2021

Note: Complete report to be sent out tomorrow!
# Focus Group Sessions (September-October 2021)

<table>
<thead>
<tr>
<th>Affinity Group</th>
<th>No. of Participants Invited</th>
<th>No. of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIPOC Staff and Former staff</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Non-BIPOC Faculty + International Faculty</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Non-BIPOC Staff + International Staff</td>
<td>23</td>
<td>9</td>
</tr>
<tr>
<td>BIPOC Alumni/Former Students + BIPOC Board of Visitors</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>BIPOC Students + Board of Visitors</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>BIPOC Faculty and Former faculty</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Non-BIPOC Students + Board of Visitors</td>
<td>19</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>102</strong></td>
<td><strong>35</strong></td>
</tr>
</tbody>
</table>
Identified Areas for Improvement

• **Enhance DIVERSITY at LFSOP**
  - Recruit and retain diverse faculty, staff, students & guests
    - Capacity building in recruitment
    - ID & evaluate strategies to diversify applicant pools
  - Enhance diversity in curriculum
  - Address intersectionality
  - Access to relevant tools & development oppts.

• **Enhance INCLUSION at LFSOP**
  - A more inclusive curriculum, examples:
    - Definition(s) of philanthropy
    - Topics, Authors, Speakers,
    - Cultural proficiency (awareness / sensitivity)
      - Space for honest conversations
      - Require or highly encourage DEI work (vs. opt-in)
  - Reflect on different preferences
    - Online: more/less accessible
    - Power dynamics (informing decisions/plans)

• **Enhance EQUITY at LFSOP**
  - Sustainable DEI leadership
    - Change structures/systems (cannot depend on one person or certain individuals)
    - Reconsider/remove hierarchies and make clear unwritten rules (power / gatekeeping)
  - Engage community (voices)
  - Access (spaces & options)
  - Resources allocated to DEI
    - Allocations for recruitment, retention
    - Funds for DEI programming across LFSOP
      - Online and offline
      - Culturally relevant programs
    - DEI training / professional dev.
      - Mindset: from deficits to assets
      - Trauma informed (healing & learning)
Recommendations (1/2)

1. Enhance faculty, staff, student diversity and representation
   • Allocate resources to diversity initiatives for faculty, staff, students
   • Intentional recruitment strategies

2. Include new voices, including minoritized F/S/S, in the design and implementation of DEI strategic plan:
   • Create space for meaningful dialogue (consider external facilitation)
   • Address concerns / perceptions of retaliation (e.g., share relevant resources)

3. Professional development & capacity building for equity*required/highly encouraged
   • For senior & supervisory staff/faculty (e.g., cultural competence & tools/resources)
   • For student supervisors/advisors (e.g., equitable treatment for all students)
   • For LFSOP community (e.g., intersectional identities, discrimination, bias, cultural competency, power dynamics)
Recommendations (2/2)

4. Expand awareness/understanding of frequency and factors associated with experiences/observations of discrimination/harassment on IUPUI campus and take necessary steps to address these issues.

5. Create structured opportunities for community building/sharing across roles (ensure accessibility, address power dynamics).

6. Establish clearly defined/shared goals for DEI & monitor annually
   - Example: Track percent of racial minorities, PWDs, etc.
   - Ongoing assessment of effectiveness of DEI initiatives

7. Phase 2 DEI Assessment (e.g. a school-wide survey to increase participation and collect additional anonymous data).

8. Explore best practices to overcome DEI challenges at LFSOP and other academic philanthropy programs.
Report 2: Anonymous Feedback

Dr. Angela R. Logan
DEI at LFSOP

Presentation of Initial Review of Survey Responses
Angela R. Logan, Ph.D.
November 10, 2021
Overview

• Survey open from September 10-October 30
• Seven questions asked
• Eight responses
• Preliminary review of responses presented as word clouds to see what themes/topics emerged
Question 1: Have you encountered any obstacles in your career, in your academic progression, and/or in your ability to participate fully at LFSOP? If so, please describe those obstacles.
Question 2: Can you think of a time when you felt that your diverse identities, ideas, and ways of thinking were (or were not) valued at LFSOP? What happened?
Question 3:
What about the School makes you feel more or less valued (or what makes you feel more or less an essential part of the school community)?
Question 4:
Do you feel comfortable being yourself at the Lilly Family School of Philanthropy? In what ways do you feel comfortable / uncomfortable?
Question 5: How equitable do you feel the School is to different types of individuals? Can you share a story or example of ways the school has been - or has not been - equitable, based on your experience?
Question 6:
What could the School do to be more equitable in its practices? Could you share any examples of other environments you have engaged in that were more equitable in their practices that LFSOP could learn from?
Question 7:
School climate can be affected by a lot of different things (e.g., policies and procedures, curriculum, leadership, social activities, etc.). What is one thing the School could do to make you feel more welcome, valued, or supported? (Or, do you have any suggestions for improving the overall climate at LFSOP?)
DRAFT DEJ Strategic Plan
LaKoya Gardner
Guiding Values

• **Commitment to Anti-Racism:** We are committed to taking an antiracist approach to how we educate, learn, engage, and serve. Aligned with IU’s antiracist agenda, we believe that an antiracist approach cultivates equity, diversity, and inclusion and is a key driver to address all forms of discrimination and hate. This commitment requires that we take an antiracist approach in our advancement of IU’s goal of cultivating a culture of belonging. Through our decision making, events, policies, and programs, we will embrace diversity as a deep recognition and affirmation of who we are and where we come from and we will denounce racism and oppression of all forms. The school values and encourages the engagement of its stakeholders in these endeavors and will work to make it safe and accessible for members of our community to share and provide feedback to ensure transparency, accountability, and responsiveness. We acknowledge that taking an antiracist approach requires ongoing and dynamic attention, and this goal is not yet achieved.

• **Transparency & Accountability:** Ensure our community understands how well we are living up to our commitment to anti-racism and DEI. As such, we will work to establish SMART objectives, gather and analyze institutional data, and share our outcomes (good and bad).

• **Community Engagement:** The responsibility for diversity, equity, and inclusion is shared throughout the LFSOP community. Implementation of specific strategies and, in some instances, assessment of our situation will lie with the departments and committees responsible for specific functions, and with the faculty. The process of data gathering and analysis, goal setting, implementation, and evaluation must involve the entire school community and in collaboration with our partners throughout IUPUI.

• **Responsiveness** – When we know how to do better, we must do better. LFSOP aims to listen and reflect on data and feedback from our community and incorporate what we’ve learned back into our plans and programs. As we continue to foster learning about the history and consequences of structural racism in academia and philanthropy, we must simultaneously work to reduce uncovered inequities and biases to demonstrate our commitment to DEI and anti-racist practices.
1. Improve recruitment and retention of BIPOC student/staff/faculty.
2. Create strong internal community support for DEI.

- **Strategy 1:** Demonstrate LFSOP’s commitment to DEI and anti-racism by hiring an equity officer / creating an equity office at LFSOP by August 2022
- **Strategy 2:** Create Employee Resource Groups (ERGs), sponsored by leadership but run by an employee (who is compensated for this work but not monitored by administration).
- **Strategy 3:** Analyze and report on progress and challenges at least once a year (including plans to overcome challenges or barriers).

Metrics (collected annually):

- Number of Black, Indigenous, Latinx and other underrepresented and minoritized faculty, staff, and students better reflects local and national demographics
- Rate of retention for faculty, staff, and students is no different between underrepresented and well-represented groups.
- Stakeholder feedback (climate survey and annual LFSOP survey).
3. Faculty/Staff/Program/Curriculum DEI enhancement
   • **Strategy 1**: Provide professional development resources for faculty and staff who need support to lean into DEI.
     • Proposal: Organize conversations (e.g., definitions of philanthropy)
     • Other ideas: ID trainings, conferences, and create resource folders for faculty and staff
   • **Strategy 2**: Recognize and appreciate staff and faculty working to enhance DEI and anti-racism in their programs, teaching, and mentoring practices.
     • Proposal: Faculty award for DEI-related curriculum revision
     • Other ideas: Other forms of recognition for staff and faculty

Metrics:
• TBD (e.g., increased reporting of DEI in P&T dossiers)
• Stakeholder feedback (e.g., IUPUI climate survey, annual LFSOP climate survey)
4. **Enhance internal community support for underrepresented and minoritized faculty/staff/students**

   - **Strategy 1**: Foster safe/brave spaces for underrepresented and minoritized faculty and staff to regularly connect, talk about issues, generate ideas, and make recommendations to enhance DEI.
   - **Strategy 2**: Reconsider hierarchies and unwritten rules to minimize gatekeeping and inequity. To ensure equity, LFSOP should rely less on informality and informal processes.
     - Example 1: Clear onboarding / orientation program for new staff/faculty including DEI resources
     - Example 2: Written expectations for GAs
     - Example 3: Open distribution of opportunities

**Metrics:**

- Target # of DEI initiatives each year (assess participation and satisfaction - disaggregated by race/ethnicity, gender, disability).
- In year one, each dept identifies ways it will reduce hierarchies/formalize processes to enhance equity.
5. **External communications and public spaces are inclusive and welcoming to diverse stakeholders**
   - **Strategy 1**: Internal, stakeholder assessment of public spaces
   - **Strategy 2**: Assessment of outward facing, media-marketing images

**Metrics:**
- IUPUI climate survey & LFSOP annual feedback survey on DEI (e.g., satisfaction, trust, communications, responsiveness)
IUPUI Diversity Indicator 4: Access & Success (Students)

6. **Retain more minoritized and underrepresented students**
   - **Strategy 1**: ID what attracts minoritized and underrepresented students
   - **Strategy 2**: Create a welcoming and supportive onboarding or orientation program and/or gateway program for minoritized and underrepresented students.

Metrics:
- No difference in retention rates and sense of belonging for underrepresented and well-represented groups of students
- LFSOP annual student feedback survey on DEI
1. Breakout group discussions (~20 mins)
   • Random groupings
   • DEI committee member in each group

2. Full group debrief (~10 mins)

3. DEI Committee Feedback Survey
“Beloved community is formed not by the eradication of difference but by its affirmation, by each of us claiming the identities and cultural legacies that shape who we are and how we live in the world.”

- bell hooks, *Teaching to Transgress*