

## Diversity and Inclusion Plan

### FAU's School of Urban and Regional Planning

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## **Background**

### **About FAU's School of Urban and Regional Planning**

The School of Urban and Regional Planning was founded in 1989 as the Department of Urban and Regional Planning. It currently houses three degree programs: Bachelor of Urban Design, Bachelor of Urban and Regional Planning, and Master of Urban and Regional Planning. The master's program is accredited by the Planning Accreditation Board. The School also cooperates with the School of Public Administration on a specialization in Urban and Regional Planning in the Ph.D. Program in Public Administration. It cooperates with the Department of Geosciences on the Graduate Certificate Program in Geographic Information Systems. The School has two research centers: the Center for Urban and Environmental Solutions (CUES) and the Visual Planning Technology (VPT) Laboratory.

SURP is a locus of scholars, teachers, practitioners, agents and students committed to the continuous improvement of urban regions and the planning enterprise through research, teaching and service. Our strategic plan provides more details about our vision, mission, and goals and objectives.

SURP is committed to address issues of diversity related to students, curriculum, research, and outreach as well, to provide a comprehensive plan and set of strategies. We view our program as serving the broader South Florida community, and aspire to have a student body that is reflective of the region's cultural and ethnic diversity.

#### *Vision*

The School of Urban and Regional Planning at Florida Atlantic University aspires to cultivate future leaders and be an innovator in the creation, design, and implementation of solutions to contemporary urban, environmental, and economic challenges.

#### *Mission*

The School of Urban and Regional Planning at Florida Atlantic University is committed to providing leadership in the field of planning through education, research, scholarship, and community engagement. Our mission is to prepare planning practitioners and researchers for national and global practice by promoting the ideals of social responsibility, sustainability, equity, diversity, and public service.

### **Diversity Plan Overview**

FAU's SURP serves a diverse group of individuals who are predominantly drawn from the South Florida region. Within the context of SURP's mission and vision, the diversity and inclusion plan is intended to incorporate considerations of diversity in three major areas: 1) Faculty and Staff; 2) Students; and 3) Curriculum, Outreach, and Research. The ultimate goal of the diversity plan is to increase awareness among faculty, staff, and students of issues of diversity, inclusion, and equity and to continually strive to improve diversity and inclusion in all aspects of SURP's activities as well as in SURP's internal and external communications.

For the purposes of this plan, diversity and inclusion focus on three major categories of individuals who have been historically disadvantaged among faculty and students in higher education, namely

*SURP's Diversity and Inclusion Plan*

individuals of non-white race, Hispanics/Latinos, and women. Part of SURP's mission is to "create vibrant, livable, healthy, and equitable communities," which can only be accomplished through increased attention to diversity and inclusion in all aspects of SURP's work.

It is intended that the diversity and inclusion plan will be a working document with iterative improvements over time. After the full plan is developed, the Committee will meet quarterly to review the goals, strategies, and benchmarks and decide upon future actions.

## **Context**

At a spring 2018 faculty meeting, SURP's Director called for volunteers to serve on this committee and to develop the Diversity and Inclusion Plan, starting with the portion of the plan addressing faculty and staff diversity and inclusion. The committee volunteers consisted of 2 female faculty members, 2 male faculty members, and 1 female staff member. Although constrained in hiring additional tenure-track faculty, in the summer of 2018, SURP hired three well-qualified adjunct faculty that increased faculty diversity: a former director of planning who served in multiple locales including Atlanta, Georgia (African-American male), the President of Rosado and Associates consulting firm in Miami (Hispanic/Latino male); and a Senior Site Planner in the Zoning Division at Palm Beach County Department of Planning Zoning and Building (African-American female).

## **Process**

In 2018, the committee began creating SURP's diversity and inclusion plan. The summer was dedicated to developing the portion of the plan regarding faculty and staff diversity. The committee met three times during the summer, keeping all faculty and staff apprised of the progress and committee discussions. Minutes were distributed following each meeting and feedback was welcomed via email or in person. The draft plan for faculty and staff diversity was presented and discussed at the August 2018 faculty meeting. Based on the conversations at that meeting, the plan was revised accordingly and the faculty voted on the final version of the Faculty and Staff Diversity Plan at the September faculty meeting.

In the fall of 2018, the committee added an additional faculty member and PhD student and worked to prepare the Student Diversity portion of the plan. The spring of 2019 will be devoted to the Curriculum, Outreach, and Research portion of the plan.

*This section will be updated as additional portions of the plan are developed and implemented.* The committee's work is expected to be ongoing in order to effectively implement and evaluate progress of the plan.

## Faculty and Staff Diversity and Inclusion

### Current State of Faculty and Staff Diversity at SURP (2018-2019)

#### Faculty

Faculty composition data		Teaching Status and Gender						
		Full-time in Planning Unit (A)		Part-time in Planning Unit (B)		Adjunct/Contract/Non-tenure track (C)		Total
Faculty Race and Ethnicity		Male	Female	Male	Female	Male	Female	
U.S. Citizens and Permanent Residents Only	White	5	1			3	3	12
	Black or African American					1	1	2
	American Indian or Alaska Native							0
	Asian		1					1
	Native Hawaiian or Other Pacific Islander							0
	Some Other Race Alone							0
	Two or more Races		1					1
	Unknown							0
	<b>Total US Citizens and Permanent Residents Only</b>	5	3	0	0	4	4	16
Foreign Staff								
<b>Total Faculty</b>		5	3	0	0	4	4	16
<b>Ethnicity – US Citizen and Permanent Residents Only</b>								
Hispanic or Latino						1		1
Not Hispanic or Latino		5	3	0	0	3	4	15

#### Staff

Staff composition data		Gender		
Staff Race and Ethnicity		Male	Female	Total
U.S. Citizens and Permanent Residents Only	White	1	2	3
	Black or African American			0
	American Indian or Alaska Native			0
	Asian	0	0	0
	Native Hawaiian or Other Pacific Islander			0
	Some Other Race Alone			0
	Two or more Races			0
	Unknown			0
<b>Total US Citizens and Permanent Residents Only</b>		1	2	3
Foreign Staff		1	0	1
<b>Total Staff</b>		2	2	4
<b>Ethnicity – US Citizen and Permanent Residents Only</b>				
Hispanic or Latino		0	2	2
Not Hispanic or Latino		2	0	2

## **Overview of Faculty and Staff Plan**

The sections below provide the two overarching goals and strategies to increase and maintain faculty and staff diversity, through 1) recruitment; and 2) retention.

The chosen strategies focus on creating an inclusive environment, focusing on retention to maintain diversity, and increasing advertising to and reaching out to diverse individuals and groups for future faculty, instructor, and staff positions.

The following Goals, Strategies, Outcomes, and Indicators to increase faculty and staff diversity were developed in the context of the State of Florida Executive Order Number 99-281, which prohibits discrimination based on race, gender, creed, color, or national origin, but also prohibits racial or gender set-asides, preferences and quotas regarding hiring.

**Goal #1: Develop and implement recruitment plans, policies, and strategies to increase faculty and staff diversity.**

Strategy	Outcomes	Performance indicators (Responsibility)
Promote/share new faculty/staff positions in diverse places.	Increase the diversity of individuals reached by job announcements.	Evidence that any new positions are provided/shared to a variety of organizations representing the profession and/or underrepresented individuals/groups. (Responsibility: Search committee in consultation with the Director and Diversity Committee)
Actively reach out to diverse individuals for new faculty/staff positions. (e.g., ACSP’s Faculty Women Interest Group and Planners of Color resume books)	Increase the number of diverse individuals applying to the position.	Count of how many women and minorities were invited to apply for a given position. (Responsibility: Search Committee Chair is responsible for ensuring contact with these groups; faculty, in partnership with the School Director, are responsible for developing and updating the count/list.)
Beyond the EEO statement included in FAU job postings, include additional statement on the importance that SURP places on diversity and equity in teaching, research, and outreach.	Provide indication to new faculty/staff, before they even start the position, that diversity is valued at SURP.	Demonstrate that all new job postings contain this statement and a link to the SURP Diversity and Inclusion Plan. (Responsibility: The Chair of the Search Committee is responsible for ensuring this is contained in position listings; the faculty are responsible for drafting this statement.)
As part of a screening questionnaire or interview for new faculty/staff, request: 1) how the candidate has previously incorporated diversity in teaching/research or his/her work; 2) his/her experience working in diverse work environments; and/or 3) how diversity will be included in his/her future work.	Assess candidate’s level of knowledge and experience with issues surrounding diversity.	Record of asking these questions during interview/screening and candidate’s responses. (Responsibility: Diversity-related questions will be developed by the Diversity committee and submitted for faculty review and approval. The Chair of the Search Committee, and the Diversity Committee Representative are responsible for ensuring these questions are part of the application process.)

Strategy	Outcomes	Performance indicators (Responsibility)
Consider FAU SURP graduates for positions, tracking alumni and providing outreach to share open positions.	Increasing diversity by considering SURP graduates, who are diverse and representative of the South Florida region.	Record of alumni list forwarded the new position announcement. (Responsibility: Chair of the Search Committee)
Invite diverse guest speakers to campus or create a visiting scholars program.	Make connections with future candidates from diverse backgrounds. Create an environment where diversity is valued.	At least one diversity-related speaker brought to campus per year. (Responsibility: Director, with candidate nominations made by school faculty and/or the Diversity Committee)
Create diverse search committees for full-time faculty and instructional appointments and include a diversity and equity liaison from the Diversity Committee to oversee and ensure best practices in recruiting diverse candidates.	Ensure the search committee is well-rounded in its representation and includes considerations of diversity and equity in the job search and interview process.	Documented evidence of a diverse search committee with a diversity liaison from Diversity and Inclusion Committee. (Responsibility: The Director will appoint members to the Search Committee consistent with university policy. In addition, the Diversity Committee will nominate one of its members to serve as a member of the Search Committee.)
Develop documentation on individuals applying for and interviewed for open positions.	Inform future recruitment efforts.	Documentation is maintained and easy to find. (Responsibility: Director; will inform next PAB visit)

**Long-term indicator of success in recruitment strategies:** Increase in the number of women and racial/ethnic minority representation amongst faculty and staff. The aspirational goal is to achieve diversity in the faculty and staff that is reflective of the South Florida region.

**Goal #2: Build and maintain retention policies and resources to maintain faculty and staff diversity.**

Strategy	Outcomes	Performance indicators (Responsibility)
Provide SURP onboarding for all new faculty/staff (separate from HR onboarding), including an initial meeting with the Director that provides an overview of SURP.	Help new hires quickly become acquainted with SURP faculty/staff, policies and procedures, etc.	Checklist for onboarding is filled out/completed for each new hire. (Responsibility: Director)
Provide at least one formal mentor for all tenure-track faculty. Additional mentors can be identified that are well-suited to address specific aspects of work at SURP/FAU.	New faculty are provided with advice, tools, resources, and connections to establish a successful career.	Can identify assigned mentor for all new faculty. Each mentor develops a mentoring contract with the mentee that outlines the timeline, goals, and responsibilities of the mentor. (Responsibility for mentor assignment: Director; Responsibility for monitoring: Diversity committee)
Endorse retention of faculty/staff as appropriate and feasible, through mechanisms such as committee assignments and research support (e.g., TA or RA).	Demonstrate to faculty/staff that their contributions are important and that they are tangibly recognized for those efforts.	Evidence that tangible endorsement(s) has been provided to faculty/staff in the last two years. (Responsibility: Director)
Address diverse needs of faculty/staff by ensuring they are aware of FAU policies supporting work/life balance, including family leave options, tenure clock extension, flexible work schedules, etc.	Provide flexibility to faculty/staff to strive for work-life balance, make it clear that diverse needs can be accommodated, and reasonable accommodations can be provided.	Yearly reminders have been provided to all faculty/staff regarding work-life balance accommodations. (Responsibility: Diversity committee)
Encourage participation in FAU workshops and training that address issues of diversity, inclusion, and equity.	Increase awareness of the pertinent issues surrounding diversity and inclusion (e.g., how diverse individuals may respond differently to various situations).	Number of related workshops/training attended by faculty/staff. (Responsibility: Diversity committee will survey faculty/staff)
Encourage participation in associations and other diversity-related networking activities (e.g., Advancing Women in Transportation; Women's Transportation Seminar; ACSP's Planners of Color Interest Group and Faculty Women's Interest Group)	Making connections with external researchers and professionals focused on diversity issues.	Number of faculty/staff who are members of pertinent associations/committees. (Responsibility: Diversity committee will survey faculty/staff)



Strategy	Outcomes	Performance indicators (Responsibility)
Highlight efforts that faculty and staff are involved with that address diversity and equity (e.g., Pearl City) related to planning.	Demonstrate that work surrounding diversity is valued at SURP.	Included in SURP newsletters and full list is documented elsewhere and easy to reference. (Responsibility: Diversity committee document and share for newsletter)
Ensure tenure-track faculty are aware of the policies to support new and existing faculty (e.g., less service for new junior faculty; teaching release during first 3 years of assistant professorship, funding available for travel and conferences; process for appointment and evaluation of administrative and leadership positions).	Guarantee that all faculty are aware of the resources available to them and the opportunities for administrative and leadership positions.	Policies and procedures for faculty are documented and easy to find/reference. (Responsibility: Diversity committee with consultation of Director)

**Long-term indicator of success in retention strategies:** Successful tenure, promotion, and/or retention of diverse faculty and staff members.