

# DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING DIVERSITY & INCLUSION (D&I) POLICY

Last Updated: October 2021

## **Mission Statement:**

The purpose of the Department of Civil and Environmental Engineering (CEE) Diversity and Inclusion (D&I) Committee and D&I Policy is to enhance diversity and inclusion by prioritizing through the areas that can effect change and align CEE with the Vision of the College and the University.

## **Vision Statement:**

The D&I Committee seeks:

- To increase the representation of faculty from historically underrepresented groups (URGs), such as women in science, technology, engineering, and math (STEM), African American and Hispanic-American faculty in all fields.
- To provide an equitable and supportive institutional climate for underrepresented groups at the faculty and graduate and undergraduate student levels.
- To ensure a welcoming environment for all faculty, students, and staff.

## **Priority 1. University Requirements for All Departments**

### **1.1. *Strategies and Tactics for Recruitment to Increase Diversity and Excellence (STRIDE) best practices attendance requirement for faculty search members***

1.1.1. All faculty serving on search and screen committees must complete STRIDE training once every 3 years.

### **1.2. *Diversity Advocate (DA) training***

1.2.1. All search and screen committees must have at least one committee member who has completed DA training within 3 years of the start date of the search.

### **1.3. *Bystander Leadership training***

1.3.1. All CEE faculty are encouraged to complete the National Science Foundation (NSF) Bystander Leadership Program.

## **Priority 2. Faculty Search Process**

### **2.1. *Selection of Search and Screen Committee***

2.1.1. The department chair will select at least one search and screen committee member with a commitment to diversity, based on participation in training offered by Office to Advance Women, Equity and Diversity (AWED). The department chair will also consider the diversity and inclusivity of the search committee itself when selecting committee members.

### **2.2. *First Meeting of Search and Screen Committee***

2.2.1. The “STRIDE Workshop – 10 Steps to an Effective and Inclusive Faculty Search” checklist will be reviewed at the first meeting of each search and screen committee (Provided in Appendix). Some of these steps are emphasized in §2.3 through §2.5 of the CEE D&I Policy.

- 2.2.2. The chair of the search and screen committee will ensure that this item is on the agenda.
- 2.2.3. The Search and Screen Committee Chair will review the Faculty Search and Screen Handbook prior to the first meeting. They shall advise the HR Representative of any concerns that may exist within the scope of the approved Faculty Search and Screen Handbook throughout the process. The Faculty Search and Screen Handbook can be found at <https://hr.fiu.edu/leadership/recruitment-onboarding/>.

### **2.3. *Job Advertisement***

- 2.3.1. The Search and Screen Committee will have the opportunity to develop or review draft language for the job advertisement before any posting.
- 2.3.2. Job advertisements will be defined as broadly as possible (i.e., “open” job ads). Open (broadly-defined) searches have been shown to lead to a larger number of applicants and a more diverse applicant pool. All search and screen committee members are responsible for ensuring job ads are broadly defined (based on STRIDE training materials).
- 2.3.3. A diversity statement will be required to be part of the job application. Details on how the diversity statement should be included in the job application can be found at [go.fiu.edu/diversitystatement](http://go.fiu.edu/diversitystatement) and are also included in the appendix.

### **2.4. *Recruitment and Placement of Job Advertisement***

- 2.4.1. Job ads must be placed in at least 3 specialty outlets (women and/or minority professional organizations). Some of these organizations include:
  - Society of Hispanic Professional Engineers
  - National Society of Black Engineers
  - Society of Women Engineers
  - IEEE Women in Engineering
  - National Association of Women in Construction
  - EngineerGirl
- 2.4.2. All search and screen committee members are encouraged to personally recruit any known diverse candidates within their personal network. The search and screen committee will also encourage the department community to also recruit based on diversity initiatives.

### **2.5. *Candidate Selection Process***

- 2.5.1. Search and screen committees will decide on criteria for evaluating candidates before the search begins. This may include the use of an applicant evaluation tool; two sample tools from AWED are provided in the appendix. The search and screen committee chair is responsible for including a discussion on criteria in the agenda of a meeting before candidate evaluation begins.
- 2.5.2. The department chair will review and approve the candidates recommended for on-campus interviews by the search and screen committee. The chair may recommend the search be continued until a broader selection of applicants or on-campus candidates is achieved.
- 2.5.3. The on-campus interviews will follow the STRIDE best practices, where possible. The search and screen committee chair will review the best practices and work

with the organizer of the on-campus interviews and other parties overseeing the interview to implement at least 2 of these best practices. See “Stage 3: Managing the Visit” in the “STRIDE Workshop – 10 Steps to an Effective and Inclusive Faculty Search” provided in the appendix.

**Priority 3. Retention, Promotion, and Recognition**

**3.1. *Early Career Mentorship***

3.1.1. All new faculty will be encouraged to participate in the Faculty Mentor Program (<https://advance.fiu.edu/programs/faculty-mentor-program/index.html>, [mentors@fiu.edu](mailto:mentors@fiu.edu)).

3.1.2. The CEE D&I Committee Chair will inform new faculty of the Faculty Mentor Program and encourage them to participate.

**3.2. *STRIDE Tenure and Promotion (T&P) Workshop***

3.2.1. The CEE Department Chair, CEE D&I Committee Chair, and all CEE representatives on the CEC T&P Committee will attend the STRIDE T&P Workshop.

**Priority 4. Graduate Students**

**4.1. *Graduate Student Recruitment***

4.1.1. The first graduate school open house for CEE was held in Fall 2019 to introduce potential students in the community to the CEE graduate program. This event will be held annually when possible to continue to recruit local students to CEE’s graduate program.

4.1.2. CEE faculty are encouraged to hire URGs.

4.1.3. Graduating MS students from FIU with diverse backgrounds will be encouraged to reach out to the faculty for graduate research assistant (RA) positions to continue their education in the PhD program.

**4.2. *Diversity Awards***

4.2.1. The “Fang Zhao Women in Engineering Leadership” scholarship provides 2 female undergraduate students and 1 female graduate student with a \$500 scholarship each year. This scholarship will continue to be awarded as long as funding is available.

4.2.2. The “Latin American and Caribbean Graduate Fellowship” provides students with a \$1,000 scholarship and the ability for the student to receive the in-state tuition rate. The scholarship is funded by \$500 from CEE and \$500 from UGS. This fellowship opportunity will continue to be offered as long as funding is available.

**Priority 5. Departmental Climate**

**5.1. *Diversity and Inclusion Committee***

5.1.1. The CEE D&I Committee will be a standing committee in the department responsible for making policy and procedure recommendations, conducting annual diversity self-studies, and update the departmental mission statement.

5.1.2. The D&I Committee will meet at least twice annually and on an as-needed basis.

- 5.1.3. The D&I Committee will reassess the CEE D&I Policy at the beginning of each academic year.
- 5.1.4. The members of the CEE D&I Committee will be appointed annually by the department chair and will be listed on the CEE website.

**Florida International University**  
**STRIDE Workshop**  
**10 STEPS TO AN EFFECTIVE AND INCLUSIVE FACULTY SEARCH\***

**For each item, indicate what steps your search committees typically takes,  
then star (\*) what new practices you will adopt this year.**

Usual Practice	BEST PRACTICES
	<i>Stage 1: Getting Great Applications From the Best Candidates</i>
	1. Build an effective search committee
	a. Require a high level of commitment.
	b. Attend STRIDE.
	c. Be aware of unconscious biases and challenges of evaluation.
	2. “Search” is a verb: ACTIVELY develop a diverse pool of applicants
	a. Network directly with doctoral students; invite to speak.
	b. Connect with other institutions to identify promising candidates.
	c. Actively solicit applicants from the diversity section of your professional association.
	d. Actively pursue candidates that are thriving at less well-ranked institutions.
	3. Define your search as broadly as possible, e.g., “open” to area of specialization
	4. Clearly define and communicate the application components
	a. Provide a template or application checklist with clear instructions.
	b. Clearly describe the audience for their application (e.g., faculty from other areas).
	c. Require a Diversity Statement from applicants to show that you are serious about seeking faculty with a commitment to diversity that have prepared to teach a multicultural student body. Guidelines at: <a href="http://go.fiu.edu/diversitystatement">go.fiu.edu/diversitystatement</a> or <a href="http://go.fiu.edu/strideresources">go.fiu.edu/strideresources</a> Rubrics at: <a href="http://go.fiu.edu/diversityrubrics">go.fiu.edu/diversityrubrics</a>
	<i>Stage 2: Achieving Excellence and Diversity in the Applicant Short List</i>
	5. Use specific criteria that value diversity and excellence (i.e., Diversity Statement Rubrics ( <a href="http://go.fiu.edu/diversityrubrics">go.fiu.edu/diversityrubrics</a> ) and the Applicant and Candidate Evaluation tools in the handout and at: <a href="http://go.fiu.edu/strideresources">go.fiu.edu/strideresources</a> ).
	6. Strive to mitigate evaluation bias
	a. Avoid use of proxies such as CV, prestige of graduate or postdoc institution, citations, letters of recommendation. See: Gender Bias calculator for letters <a href="https://www.tomforth.co.uk/genderbias/">https://www.tomforth.co.uk/genderbias/</a>
	b. Discuss procedures including the order or reviewing documents in the file, e.g., review Diversity Statements first.
	c. Design organized evaluations that combine examination of written materials and direct contact with the candidate.
	d. Consider the environment in which achievements were made.
	e. Avoid summary rankings.

\*With appreciation to University of Michigan STRIDE committee. See also: Stewart, A. & Valian, V. (2018). *An Inclusive Academy*, Cambridge, MA: MIT Press.

Usual Practice	
	<i>Stage 3: Managing the Visit</i>
	7. Encourage circumstances that will allow you to see the candidate at her/his best-keep in mind that departments should recruit as well as evaluate each candidate
	a. Provide information well ahead of the visit regarding schedule, expectations, audience, Q&A culture, etc. Post the structure of on campus interview on website.
	b. Refer them to IDEA* if they need any special accommodations (don't ask what they are). See handout: FIU Family Friendly Policies document for lactation room info, etc.
	c. Manage the visit – identify a host who can set the tone for each activity or event.
	d. Have Search Committee develop standard interview questions for on campus interview and interview each candidate as a committee of the whole.
	e. Invite people to the job talk to maximize diversity.
	f. Provide a good introduction at the seminar, stressing the candidate's expertise.
	g. Consider altering undesirable cues in the environment, e.g., if no racial or gender diversity in public materials or among attendees.
	8. Provide a welcoming environment during the interview
	a. Try to interview more than one women/minority candidate.
	b. Treat all applicants as valuable scholars, not as representative of a social group.
	c. Ensure that all candidates meet a diverse set of people (may include students).
	d. Ask the candidate whom s/he would like to meet.
	e. Avoid making comments about the candidate's gender or race.
	<i>Stage 4: Making the Decision</i>
	9. Best practices
	a. Gather input promptly.
	b. Avoid global rankings.
	c. Manage full faculty discussions using a transparent process and reviewing all candidates.
	10. Recruit the selected candidate
	a. All factors relevant to attracting the candidate should be discussed.
	b. Negotiations should convey that the goal in deciding the terms of the offer is to create conditions for success.
	c. Provide all candidates with a complete list of items to discuss in the course of negotiations (will vary by field).

\*IDEA: Inclusion, Diversity Equity & Access, formerly Equal Opportunity Programs & Diversity

Guidelines for Writing a Diversity Statement<sup>1</sup>  
Available at: [go.fiu.edu/diversitystatement](http://go.fiu.edu/diversitystatement)

[Florida International University](#) welcomes applicants to provide their own unique perspectives on their past, present, and future aspirations and contributions to promoting equity, inclusion, and diversity in their professional careers. Our particular interest is in attracting faculty with an established record of success at mentoring African-American, Hispanic-American, and women students.

Some possible sources of evidence of effective mentoring

- **Commitment** to using a faculty position to open opportunities to women and underrepresented minority faculty or students.
- **Leadership** in any capacity that tangibly promotes an environment where diversity is welcomed, fostered, and celebrated.
- **Active Recognition** in your various faculty roles of the challenges members of society face when they are members of underrepresented groups, people of color, or women; or because of their religious, ethnic, or gender identities or orientation.
- **Creation** of programs that provide support to women and minority faculty or students.
- **Establishing** a pipeline in disciplines for students in traditionally underrepresented groups.
- **Enriching** the classroom environment through exposure to new perspectives on cultures, beliefs, practices, tolerance, acceptance, and a welcoming climate.
- **Exposure** to research opportunities for individuals historically excluded from disciplines on the basis of their gender or racial/ethnic identity.
- **Mentoring** students from traditionally underrepresented groups and at-risk students to provide the guidance needed to help ensure their academic experience is a welcoming and positive one, to promote university resources when needed for retention, and to serve as transformative role models for those who may not yet understand their real potential in an academic environment.
- **Outreach** to members of student clubs, private organizations, or community groups whose mission includes service, education, or extending opportunity to disadvantaged people.
- **Service** that promotes inclusion by striving to dismantle barriers to people historically excluded from the opportunities that all have a right to enjoy.

Through your Diversity Statement, you can tell us how your past and present activities have shaped your perspectives. Feel free to include creative ideas for future activities that will contribute to FIU's Faculty Diversity and Inclusion goals and let us know specifically how and when you would like to implement them in our University environment.

<sup>1</sup>Adapted from UC-Davis.

# Applicant Evaluation Tool

[Department] Search Committee

Candidate's name:

Please indicate which of the following are true for you (check all that apply):

- Read candidate's CV
- Read candidate's statements (re research, teaching, etc)
- Read candidate's letters of recommendation
- Read candidate's scholarship (indicate what): \_\_\_\_\_

Please rate the candidate on each of the following:

	excellent	good	neutral	fair	poor	unable to judge
Evidence of research productivity						
Potential for scholarly impact / tenurability						
Evidence of strong background in [relevant fields]						
Evidence of [particular] perspective on [particular area]						
Evidence of teaching experience and interest (including grad mentorship)						
Potential to teach courses in core curriculum						
Potential to teach the core curriculum on [particular area] (including creation of new courses)						

Other comments?

For more information or additional copies of this resource, please contact the Office to Advance Women, Equity and Diversity at 305-348-3457.

# Candidate Evaluation Tool

The following offers a method for department faculty to provide evaluations of job candidates. It is meant to be a template for departments that they can modify as necessary for their own uses. The proposed questions are designed for junior faculty candidates; however, alternate language is suggested in parenthesis for senior faculty candidates.

Candidate's name:

Please indicate which of the following are true for you (check all that apply):

- |  |   |
|--|---|
| <input type="checkbox"/> Read candidate's CV<br><input type="checkbox"/> Read candidate's scholarship<br><input type="checkbox"/> Read candidate's letters of recommendation<br><input type="checkbox"/> Attended candidate's job talk | <input type="checkbox"/> Met with candidate<br><input type="checkbox"/> Attended lunch or dinner with candidate<br><input type="checkbox"/> Other (please explain):<br><hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> |
|--|---|

Please comment on the candidate's scholarship as reflected in the job talk:

Please comment on the candidate's teaching ability as reflected in the job talk:

Please rate the candidate on each of the following:

	excellent	good	neutral	fair	poor	unable to judge
Potential for (Evidence of) scholarly impact						
Potential for (Evidence of) research productivity						
Potential for (Evidence of) research funding						
Potential for (Evidence of) collaboration						
Fit with department's priorities						
Ability to make positive contribution to department's climate						
Potential (Demonstrated ability) to attract and supervise graduate students						
Potential (Demonstrated ability) to teach and supervise undergraduates						
Potential (Demonstrated ability) to be a conscientious university community member						

Other comments?

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