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FINALIZED
JUNE 8, 2021

HERRON SCHOOL OF ART + DESIGN AT IUPUI DIVERSITY STRATEGIC PLAN 2021-2023

Introduction

Herron School of Art and Design embraces diversity, equity, and inclusion. We recognize our responsibility to ensure that our policies and practices are equitable, inclusive, and anti-racist, and that these ideas are central to realizing the school's and IUPUI's mission and vision. This work is important because the vitality of an art and design school is dependent on diversity, equity, and inclusion. We cannot adequately express, communicate, or contribute to the common good unless we fully reflect the world around us.

We believe that each individual weaves a unique thread into the tapestry of our community, which benefits from diversity. We strive to ensure that everyone feels safe, supported, respected, and valued. We envision Herron as a community of unique individuals, a place where everyone is supported to learn and grow, and a place where people can thrive as their authentic selves. We work to create a welcoming, inclusive, and affirming environment for all students, staff, faculty, alumni, and members of the broader community, a space that encourages openness, inquiry, and experimentation, and one that celebrates everyone's participation in the exploration of creativity and innovation. Furthermore, we welcome people of all identities and expressions as members of our community.

We recommit ourselves to these values and to working consistently and continuously to dismantle oppressive systems by articulating our goals and plans to increase and support diversity, equity, and inclusion at our school. We pledge to always work without discrimination or bias to advance and support Herron's constituents and patrons.

We acknowledge that the land where our school stands is the traditional and ancestral territory of the Miami, Potawatomi, Shawnee, Lenape, and Native peoples of the past and present. We honor the heritage of Indigenous peoples, what they teach us about the stewardship of the earth, and their continuing efforts today to protect the planet. We also stand on a site that was formerly in the African American business and residential neighborhoods of Indiana Avenue and Ransom Place, which thrived from the 1870s to the 1960s. As the present stewards of the land, we honor those who have cared for this place before us as we live, work, and study as a university.

This plan was developed in a collaborative spirit, guided by the belief that diversity, equity, and inclusion can be advanced in all areas of the school and is the responsibility of every person and department. Members of Herron's Leadership Team, who represent each academic department and the faculty and staff body, led the plan's development. It was informed by the following: data from surveys of staff, faculty, and students, listening sessions with students of diverse identities, discussions within departments and committees, and feedback solicited directly from Herron's constituents. This document describes the first two years of an actionable and ongoing commitment to diversity, equity, and inclusion.

Goal #1. Commit human, physical, and fiscal resources that provide support for the recruitment, and retention of underrepresented staff and/or faculty populations.

STRATEGIES:

- **Develop recruiting strategies that better include and engage underrepresented applicants**
Responsible parties:
 - Human Resource Business Partner
 - Dean
 - Director of Development
 - Search Committees*Timeline:* Aligned with current and future searches.
- **For all employees, create additional mentorship and professional development workshops and resources, pathways to leadership positions, and advancement.**
Responsible parties:
 - Human Resource Business Partner
 - Associate Dean of Faculty Affairs
 - Herron Unit Tenure & Promotion Committee
 - Including the input of supervisors*Timeline:* New resources to be introduced at the beginning of each academic year.
- **Explore new ways of engaging and supporting diverse faculty and staff, building community and connecting with colleagues and resources across campus (example: affinity faculty/staff councils, Campus HR and the IUPUI Office of Academic Affairs, The Multicultural Center, etc.).**
Responsible parties: Human Resource Business Partner, with support from Leadership Team
Timeline: Strategize over Summer 2021. Invite all faculty and staff to suggest and lead community-building activities and/or groups beginning in Fall 2021.

METRICS:

- Increase percentage of faculty and staff from historically marginalized and underrepresented groups by end of AY 2022-2023.
- Number of grants awarded to advance underrepresented faculty (i.e., EMPOWER Grants)
- Document increase in participation/representation on affinity faculty/staff councils and/or DEI working groups/committees
- Upward trends in climate survey and other forms of institutional self-reflection (e.g. listening sessions)

Goal #2. Evaluate and Revise Mission and Vision statements for Herron School of Art and Design to incorporate DEI goals.

STRATEGIES:

- **Identify a party to lead this process (facilitator) – identify role/scope of facilitator.**
Responsible parties: Dean
Timeline: By August 1, 2021.
- **Gather and incorporate input from all Herron stakeholders.**
Responsible parties:
 - Facilitator
 - Leadership Team
 - Herron External Affairs*Timeline:* Begin August 2021.
- **Draft/revise mission and vision statement, enlisting assistance from neutral facilitator as necessary.**
Responsible parties:
 - Facilitator
 - Herron External Affairs
 - Leadership Team*Timeline:* Begin mid-term, Fall 2021.
- **Solicit feedback on draft statements from Herron constituents, from the surrounding neighborhoods, and from other community partners. Evaluate drafted statement from the perspective of diversity, equity, and inclusivity and revise as needed.**



Responsible parties:

- Leadership Team
- Herron External Affairs

Timeline: Begin January 2022.

- **Approve mission and vision statement with appropriate stakeholders (faculty and staff, campus, advisory board, NASAD, etc.)**

Responsible party: Dean

Timeline: By mid-term, Spring 2022.

METRICS:

- Completion of approved statements, posted to public channels by the end of 2022 spring semester.
- Levels of participation in process by constituents and partners.
- Quality and impact of feedback received, particularly from underrepresented voices.

Goal #3. Collaborate with external partners (e.g., alumni, community partners, local cultural institutions) to build meaningful, mutually supportive relationships to support and expand school/unit-capacity for DEI-related efforts.

STRATEGIES:

- **Continue work begun during the pandemic to provide support for cultural institutions, community organizations, and local K-12 schools with the goal of supporting education and the arts and broader culture sector.**

Responsible parties:

- Director of Community Learning Programs
- Dean
- Director of Development
- Herron External Affairs

Timeline: Ongoing. Evaluate growth at end of strategic plan.

- **Actively engage and advance relationships (through conversations, collaborations, and events) with neighborhoods adjacent to our campus such as River West, Riverside, Indiana Avenue, etc.**

Responsible parties:

- Academic programs, through collaboration with the Frank and Katrina Basile Center for Art, Design, and Public Life and related staff
- Director of Community Learning Programs
- Dean

Timeline: Ongoing. Evaluate growth at end of strategic plan.

- **Intentionally include alumni from diverse backgrounds as we expand efforts to engage alumni.**

Responsible parties:

- Alumni Engagement Committee
- Director of Development
- Herron External Affairs
- Dean

Timeline: Ongoing. Evaluated at conclusion of each academic year.

- **Draft a philosophy statement that establishes expectations around mutually beneficial community partnerships.**

Responsible parties:

- Dean
- Herron Faculty Council
- Herron External Affairs
- Dean's Advisory Board

Timeline: By conclusion of Fall 2021 term.

METRICS:

- List of active relationships with documentation of start dates and other key information
- Documented growth of number of active relationships
- Active relationships that reflect the communities with which we want to partner
- Quality and impact of feedback (e.g. survey) from community partners and/or neighborhood residents

Goal #1. Analyze and evaluate syllabus in each class for opportunities for broadening representation. Adjust as appropriate.

STRATEGIES:

- **Create or identify tool or checklist to be used by faculty to self-evaluate their course content and teaching methods for current status and potential for improvements.**

Responsible parties:

- Associate Dean of Academic Affairs
- Department Chairs and Directors

Timeline: By August 1, 2021.

- **Faculty teaching in Fall 2021 to use checklist prior to fall teaching.**

Responsible parties: Fall teaching faculty (repeat in subsequent semesters)

Timeline: Start of Fall 2021 semester.

METRICS:

Faculty to summarize their observations and interventions in faculty review process (Digital Measures – Activity Insight (DMAI)).

Goal #2: Recognize, share, and support faculty research that advances DEI and advances the platform that fosters social justice.

STRATEGIES:

- **Include questions on this in school survey.**
Responsible party: Leadership Team
Timeline: Initial survey administered March 2020.
- **Required supplemental reporting in DMAI.**
Responsible parties: faculty to report, department chairs to review
Timeline: January 2021 and years following.

- **Actively promote and publicize faculty research that advances DEI goals.**

Responsible parties: researchers to notify Marketing and Communication team.

Timeline: Ongoing

METRICS:

- DMAI reports, research sections
- Annual school reporting on research

Goal #3: Broaden representation of underrepresented groups in Herron Gallery exhibition/agenda

STRATEGIES:

- **Analyze and evaluate the charge of the Exhibition and Speakers Committee**
- **Work collaboratively with others across campus and within the community (examples: Africana**
- **Studies Center, Multicultural Center, etc.)**
- **Explore ongoing opportunities to work with a diverse range of guest curators**
- **Explore the use of a community advisory group that can contribute to this conversation**

Responsible parties:

- Herron Exhibition and Speakers Committee
- Director and Curator, Herron Galleries

Timeline: Ongoing. Aligned with creation of annual Exhibition calendar.

METRICS:

- Number of exhibitions and lectures per year with diverse and/or inclusive content or featuring
- work by members of underrepresented groups
- Number of visitors to galleries per exhibition
- Number of class visits to relevant gallery exhibitions



Goal #1: Develop a values statement that includes a commitment to diversity, equity, and inclusion

STRATEGIES:

- **Develop strategy for working meetings with faculty, staff and students to develop values statement that can be publicized that addresses the need and goals for diversity, equity and inclusion at Herron School of Art and Design.**
Responsible parties:
 - Dean
 - Assistant to the Dean*Timeline:* Completed April 2021.
- **Meet with faculty, staff, and student groups to develop values. Using various methods, draw out key words that can be incorporated into a value statement for the School.**
Responsible parties:
 - Dean
 - Assistant to the Dean
 - Human Resource Business Partner*Timeline:* By conclusion of Spring 2021 term.
- **Each faculty committee to review committee-related documents, policies, and procedures through a DEI lens.**
Responsible parties:
 - Dean
 - Herron Faculty Council President*Timeline:* Begun August 2021. Concurrent with beginning of each academic year.

METRICS:

- Completion of approved values statement by beginning of Fall 2021 term.
- Quality and impact of feedback received, particularly from underrepresented voices.

Goal #2: Provide DEI training on topics that formulate an understanding of how curriculum, pedagogy, and student engagement with staff and faculty have an impact on inclusive environments.

STRATEGIES:

- **Develop and build continuous training programs for faculty and staff. (Example: Contract with Peace Learning Center for Implicit Bias, Microaggressions, and Critical Conversations training in Spring 2021.)**
Responsible Parties:
 - Human Resources Business Partner
 - Dean
 - Leadership Team*Timeline:* Concurrent with beginning of each academic year.
- **Use survey data to identify topics for future training.**
Responsible parties:
 - Human Resources Business Partner
 - Leadership Team*Timeline:* Concurrent with review of survey results.



METRICS:

- Base level understanding of DEI-implicit bias, microaggressions and key terms used to educate the lay person
- Number of completed trainings
- Percentage of faculty and staff who participated in each
- Decrease in incidence of reported microaggressions
- Qualitative feedback from faculty and staff regarding their competence/confidence in managing
- difficult conversations, ability to interrupt microaggressions

Goal #3: Complete confidential surveys (initial and annually) with faculty, staff, and students on the current school climate, and work to improve results.

STRATEGIES:

- **Develop a survey for faculty and staff to assess current perceptions of Herron’s commitment to DEI**
Responsible party: Leadership Team
Timeline: Completed and implemented March 2021.
- **Develop a survey for students to assess current perceptions of Herron’s commitment to DEI, with guidance from Institutional Research and Decision Support (IRDS).**
Responsible party: Leadership Team
Timeline: Begin Summer 2021.

- **Implement surveys annually thereafter to measure progress and determine ongoing areas of need. Work with IRDS to adjust questions, add questions, to evaluate progress towards DEI initiatives.**

Responsible parties:

- Leadership Team
- Human Resource Business Partner

Timeline: Concurrent with beginning of each calendar year (implemented annually in Spring term).

METRICS:

- Quantitative and qualitative data collection through surveys to improve performance and outcomes in efforts towards a more diverse faculty, staff, and student body; equity among diverse groups in salary, ranks and opportunities, and inclusion for all groups.
- Replication of faculty/staff survey annually to determine progress toward goals and what areas need additional improvements.
- Continual development of questions or adjustment to add value to assessments through the survey.

Goal #1: Responsible parties work to note gaps of preparedness and education for the pursuit of art/design in higher education. They also develop action items to increase access to our support/ programs, education on the viability of the art/design occupations, and preparedness for admissions.

STRATEGIES:

- **Initial stage – investigation, research, collaborative planning between responsible parties.**
- **Partner with the Office of Undergraduate Admissions’ Latinx and diversity recruiters to analyze data on diverse populations in the admissions pipeline.**

Responsible parties:

- Admissions Counselor
- Community Learning Programs Director
- Herron Marketing and Communications

Timeline: Begin Summer 2021

METRICS:

- Deliverable - report broken down by key areas of focus in this goal, action items
- Salesforce data review

Goal #2: Include diversity as an indicator for targeted population for proactive advising model.

STRATEGIES:

- **Advising Records (AdRx) campaign development**
- **Timeline for targeted groups**
- **Ensure Student Engagement Roster is integrated and close loop with faculty specifically on flagged underrepresented students**

Responsible party: Academic Advisors

Timeline: First 7 weeks of the spring semester.

Data analysis of subpopulations follows.

METRICS:

- AdRx provides reporting on all aspects of advising appointments
- Division of Undergraduate Education’s Campus Advising Council chair disseminates proactive advising metrics to academic school leadership, shared by our representative.

Goal #3: Funding – ensure diversity is key criterion for consideration in incoming and continuing student awarding procedures.

STRATEGIES:

- **Chairs ensure criterion of “minority student” is included in the review of scholarship applications and allocation of awards. The Blackbaud Award Management (BAM) scholarship system is used to access data for review.**
- **Herron admissions team and student services work internally and with development director and fiscal officer on awarding amounts and strategies for allocating funds to underrepresented students.**

- **Scholarship committee work with development director to understand awards available specifically for underrepresented students and advise on needs for securing new awards.**

Responsible parties:

- Department Chairs and program faculty
- Assistant Dean of Admissions and Student Affairs
- Assistant Dean of Financial and Administrative Affairs
- Director of Development
- Admissions Coordinator

Timeline: February – May 2021

METRICS:

- Key criteria for review including the consideration of underrepresented demographics will be provided in the instructions for the Herron scholarship process.
- The Chairs and Assistant Dean of Admissions and Student Affairs will do an overall review of criteria considered for scholarship decisions and will advise chairs if they see an opportunity to better serve students through their allocations.
- BAM reporting occurs at the close of the cycle to provide leadership with an overall review of awarding that can be broken down by key demographics.

STRATEGIES:

- **Determine needed support/engagement options (i.e., mentoring groups, affinity-based student organizations, social activities, etc.).**
- **Determine support needs for responsible parties (organization advisors, program planners, mentors)**
- **Plan to actualize these determinations based on available faculty/student resources**

Responsible parties:

- Student Engagement Committee, including representation from Herron Student Council
- and Herron members of campus Graduate and Professional Student Group
- Herron External Affairs

Timeline: Discussion begins Fall 2021 with committee determining the approach

METRICS:

- Activities/event development
- Meetings with students for input
- Biennial survey to gather DEI student feedback
- Retention statistics
- Graduating student survey data

Goal #4: Establish diversity-based co-curricular and student engagement programming.