



OFFICE OF THE VICE PRESIDENT FOR  
**DIVERSITY, EQUITY &  
 MULTICULTURAL AFFAIRS**

**Suggested Antiracist Checklist Tool for Various Groups to Consider**

Optional but helpful:

Position: Faculty\_\_\_\_\_Staff\_\_\_\_\_ Administrator\_\_\_\_\_

Unit/workplace: School of Education

Campus: Bloomington

**Please complete this checklist according to your perception and knowledge as it relates to your area or unit.** The antiracist checklist is a dynamic document that improves based on feedback from users. The checklist continues to evolve to meet the needs of the campuses and various groups that embrace antiracist work. This version of the checklist is the most up-to-date and should be used for Phase III updates. **Again, complete this checklist to indicate your knowledge or perception of the status of your unit’s work in the tables.** Results will be shared at Antiracist.iu.edu website at the end of the academic year. **We recommend that you complete the online version of the checklist at the following link:** [https://iu.co1.qualtrics.com/jfe/form/SV\\_25iWjynFXJPGKvX](https://iu.co1.qualtrics.com/jfe/form/SV_25iWjynFXJPGKvX)

**Directions:** For each question/statement, choose one of the following:

- **No Actions:** Our unit/organization has not gone there
- **Starting Conversations:** Our unit/organization has started conversations about this or taken some first steps
- **Strategizing:** Our unit/organization is fully on board and are planning
- **Stalled:** Our unit/organization needs more guidance
- **Making Progress:** We have begun to move forward with a plan and actions
- **Complete:** Tasks set forth for the year have been met with evidence to share
- **N/A:** Not Applicable

**Check all that you have knowledge of and that are applicable for your area and position**

***This list is not exclusive or exhaustive. Please use as a guide. If you have recommendations for improvements, please let us know.***

***Updated 9/15/2021 with feedback from the public.***

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<b>Directions:</b> For each question/statement, choose one of the following: <b>Answer each statement according to your perception or knowledge</b>	<b>No Action</b>	<b>Starting</b>	<b>Strategizing</b>	<b>Making Progress</b>	<b>Complete</b>	<b>Stalled</b>	<b>N/A</b>
<b>Faculty – From your awareness, where is the unit currently?</b>				X			
1. Consideration of a bias training and education requirement (e.g., requirement similar to FERPA and Title IX)				X			
2. A review of hiring practices and policies (e.g., requirement of a diversity statement for faculty candidates)				X			
3. Any discussion of identification of creative methods for adding faculty of color (e.g., grow our own, target hires, post-doc, etc.)			X				
4. Examination of annual evaluation, promotion and tenure policies (emphasis on barriers for faculty of color)		X					
5. Evaluation of incentive structure for hiring and retention of faculty of color		X					
6. Evaluation of other documents, handbooks, policies, procedures, and practices for bias or inequities				X			
7. A review of curriculum and courses with the intent to include social justice, diversity, inclusion, equity perspectives		X					
8. Creating incentives through research funding to address problems of racial equity and social justice issues in your unit		X					
9. Metrics, benchmarks, and indicators for measuring success for diversity, equity, or inclusion				X			
10. Establishment of a Diversity Pledge	X						
11. Opportunities to mediate for Workplace Conflict			X				

**If you have check “Stalled” for any of the items, please feel welcome to share the reasons below. We want to make sure we are a resource to you in this effort and hope that you will feel comfortable explaining so that we can assist in removing any barriers or challenges.**

1. Program and department specific sessions.
2. Committee charge for faculty included equity and anti-racist example of what not to do.
  3. Working with programs to forward this.
  4. Looking at levels of service by faculty.
5. Lost faculty for B-town issues and thinking about how to address these issues.
  6. All PC committees are evaluating policies through DEI lens.
  7. Conducted CECE and hope conversations at Faculty Retreat will be fruitful.
    8. Support faculty seeking IU funding.
9. DEI office has a public dashboard based on strategic plan. New plan will be done this year.
  10. Have not explored this with faculty.
  11. A constant goal for chairs and center directors.

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Student <b>Organizations</b> – <b>From your awareness, where is the unit currently?</b>		X					
1. Has there been consideration of a bias training requirement?							
2. Has an evaluation of governance structures and positions of power been established for various offices?	X						
3. Establish multiple modes for discussion and consideration of students’ opinions, feedback, and ideas for change.		X					
4. Evaluation of student handbook and code of conduct for bias policies, procedures, or practices.							X
5. Metrics, benchmarks, and indicators for measuring success for diversity, equity, or inclusion	X						

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Looking at this chart from this perspective, the GSO does not work directly with any student organizations to be able to answer these questions. If we have misinterpreted, please let us know and what perspective we should be considering. Thanks!

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Staff/Human Resources– <b>From your awareness, where is the unit currently?</b>					X		
1. Consideration of a bias-training and education requirement (e.g., requirement similar to FERPA and Title IX)?							
2. Audit of recruitment and hiring practices (e.g., retraction of identifying characteristics from applicants’ materials).				X			
3. Explore creative methods for adding staff of color (e.g., grow our own, target hires, apprenticeships, etc.).				X			
4. Evaluate annual performances, promotions and advancements for bias or prejudicial treatment of groups.			X				
5. Metrics, benchmarks, and indicators for measuring success for diversity, equity, or inclusion			X				
6. Anti-discrimination policies that explicitly prohibit harassment of minoritized members of the organization					X		
7. Periodically assessment of possible disproportionate impact of organizational policies on minoritized members to include salaries, promotions, and related opportunities			X				

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<b>Answer each statement according to your perception or knowledge</b>							
Administration - <b>From your awareness, where is the unit currently?</b>				X			
1. Consideration of required diversity training for administrative positions (e.g., deans, vice provosts, vice chancellors, etc.)							
2. Periodically review of unit climate initiatives		X					
3. Expansion of pathways to administration (e.g., apprenticeships, internships, fellows, etc.)				X			
4. Metrics, benchmarks, and indicators for measuring success for diversity, equity, or inclusion				X			
5. Benchmarks around racial justice incorporated into the annual evaluation of the leadership team and other employees				X			
6. Opportunities for minoritized populations to become leaders and decision-makers within your unit				X			
7. Adequate resources for its Racial Justice work are available and shared		X					
8. Various boards and partnerships reflect the full spectrum of minoritized populations and communities within the region				X			

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**Challenges.**

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Procurement- <b>From your awareness, where is the unit currently?</b>				X			
1. Organizational leadership have values-based relationships with minoritized population leaders in the region that work towards building long term alliances				X			
2. Periodical review of contracts and services to ensure that minority- and women-owned business are engaged with the university as much as white businesses				X			

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Response to #2 - This is primarily done at the University Level through Supplier Diversity <https://supplierdiversity.iu.edu/> Through the School of Education Office of Diversity, Equity and Inclusion we have partnered with external Diverse consultants to provide training and resources for our SOE Community. (1) Most recently partnered with the [Washington Consulting Group](#) to provide training to the School of Education leadership team towards building capacity for greater success through the lens of Diversity, Equity Inclusion and Social Justice. We also recently engaged and administered a Culturally Engaging Campus Environments (CECE) Survey in partnership with the National Institute for Transformation & Equity.

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<b>Answer each statement according to your perception or knowledge</b>							
<b>Culture - From your awareness, where is the unit currently?</b>		X					
1. The full identities of people of color, sexual orientation, gender identity and expression, immigration status, ability status, age, languages spoken, etc. recognized, respected, and taken into consideration in the development of your unit's culture							
2. The unit has encouraged the skillset to appropriately address racism in the workplace		X					
3. The unit plans activities and events with the understanding of the cultural relevance and differences of the community				X			
4. The unit works to create an inclusive community and a community of belonging that embrace all individuals and their backgrounds			X				
5. The unit consistently communicate the racial justice values and work to members of the community, leaders, donors, and allies		X					
6. The unit has visible representation of diversity throughout your workplace in arts, messaging, and design that conveys your commitment to racial justice from your diversity statement		X					

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1. CECE and Faculty Retreat.
2. Individual conversations with Chairs.
3. Community conversations and CECE.

**Thank you for your time and for sharing.**