



Roles and Responsibilities of Departmental Leaders for Diversity & Inclusion

The Chair of each Department or School in CALS will appoint a Departmental Leader for Diversity and Inclusion (“diversity lead”) to represent them to the CALS Office of Diversity of Inclusion, support D&I efforts in their unit, and ensure that diversity and inclusion are considered in all aspects of their unit’s academic mission.

Service as a Departmental/Unit Leader

Diversity Leads may be a single individual or the chair of a committee of individuals in an academic unit. Service as a Diversity Lead counts towards promotion and merit. This particular service is recognized explicitly in the area of advancing the institutional diversity agenda for CALS and defining and advancing the diversity & inclusion agenda for your department, program or unit. Ideally, LDIs will serve for several years to take advantage of their growing experience in complex matters related to diversity, inclusion and equity and to fully integrate into Campus-wide initiatives (e.g. Belonging at Cornell).

Workshops held each semester by the Office of Diversity and Inclusion will provide Departmental LDIs with information about effective practices in recruitment and retention, legal issues, faculty search assistance, graduate fellowships, and new programs, as well as an opportunity to learn from each other. A website with resources will be made available. The Associate Dean for Diversity and Inclusion will coordinate with the Office for Faculty Development and Diversity, the CALS Standing Committee on Diversity and Inclusion, and the Graduate School’s Office of Inclusion and Student Engagement to provide advice and assistance to the LDIs and information they can pass along to their departments.

Roles of the D&I Lead

The role of a Departmental LDI is to ensure attention to diversity and inclusion in all aspects of the department’s functions. Following are some *guidelines* for how LDIs can support academic units in achieving their inclusion goals. However, the department can define the role to include important elements of departmental needs and goals.

1. Strategic Planning

Departmental LDIs may participate in the Department’s Academic Program Review to develop a strategic plan for diversity, making sure that diversity and inclusive practices form a meaningful part of the department or school’s self-assessment and plans for future success.

2. Faculty Recruitment and Retention

LDIs will serve as a member of faculty search committees, or must have sufficient contact with search committees to ensure that their knowledge is put into practice at every step of the process. If the LDI cannot serve on the committee, a liaison will be named to the committee. For faculty searches taking place in their department, the LDI will be present at the kick-off meeting with the Senior Associate Dean and will work with the ODI and the Search Committee Chair to support the implementation of best practices. LDIs have the explicit role of ensuring equity and inclusion in faculty searches, to support the search committee in having access to Campus-wide resources that support successful searches, and to submit required documentation. Specific activities include:

- Work with the chair/director and the search committee to develop the search advertisement, the search plan, and define a rubric for evaluation that includes contributions to diversity.
- Review the demographic diversity of the availability pool, the applicant pool, the candidates selected for interviews, and the faculty in the academic unit. The LDIs will work with the Senior Associate Dean and the Associate Dean of Diversity and Inclusion to **approve the search plan**, the **contact list**, the **applicant pool**, the **long** and **short** interview lists, and to sign off on final search report. When necessary, the LDI will provide advice and support to the search committee and/or consult with the OFDD and the CALS ODI to help ensure that diversity and equity are fully considered throughout the hiring process.
- LDIs can take a lead in attending recruitment events to support departmental recruitment initiatives (e.g. <https://instituteonteachingandmentoring.org/>)

3. Graduate Student Admission and Advancement

For Graduate Admissions, LDIs will work with the DGS and admissions committee to develop and implement a field-based strategic plan for admissions and recruitment. They will consult with DGS and graduate admissions committees to ensure equity and inclusion in graduate admissions and selection for fellowships. LDIs may provide a resource for graduate retention and success. Specific activities may include:

- Consult with the DGS to develop a strategic plan for grad admissions, including reviewing and revising admission documents, developing a rubric for assessing applicants based on qualities desired by the graduate field, and implementing best practices during admission and recruitment.
- Consult with the graduate admissions committee to: (1) confirm that diversity is being considered and that proactive practices are used for recruiting and selecting new graduate students, (2) follow-up regarding specific student admission cases as necessary, and (3) support requests for additional admissions allocations to increase departmental diversity.
- Provide assistance to the academic unit to make sure qualified students are nominated for diversity fellowships or other forms of support.
- Review the demographic diversity of the applicant pool, the admitted pool, and the graduate students in the academic unit. When necessary, work with the unit, the CALS ODI and Grad School OISE toward increased diversity and inclusion in graduate admissions.
- Be a resource to the DGS and department chair to best ensure that all graduate students are receiving the support they need. When necessary, work with the academic unit and with support from ODI and OISE in resolving any issues.

4. Climate of Equity and Inclusion

Faculty LDIs serve as a resource for promoting a positive department climate by contributing to policies and practices that support diversity, equity and inclusion, such as climate surveys and effective responses to identified climate issues. These will be part of the metrics and resources contributing to Belonging at Cornell. Activities may include:

- Help to foster a hospitable environment for welcoming and socializing new staff, faculty, and students to the academic unit by being aware of and promoting best practices.
- Work with staff, faculty, and students to ensure that intra-academic unit policies, practices, and procedures foster a friendly, fair, and professional environment.
- Serve as a resource for addressing inclusion issues that affect the unit's cultural climate. Consult with the chair/ODI or appropriate campus officers when necessary to deal with challenging problems.
- Review climate survey and other relevant data when available. Share such data with the faculty in the department/school. Participate in developing and implementing action plans based on results.