National Association of Diversity Officers in Higher Education

NADOHE

Leading Higher Education Towards Inclusive Excellence

A Framework for Advancing **Anti-Racism** Strategy on Campus

TABLE OF CONTENTS

Anti-Racism Taskforce

CLYDE WILSON PICKETT, Ed.D.
Task Force Chair, Vice Chancellor for Equity Diversity, and Inclusion and Chief Diversity Officer, University of Pittsburgh

ELIZABETH F. ORTIZ, Ed.D.
Vice President for Institutional Diversity and Equity, DePaul University

VERNESE EDGHILL-WALDEN, Ph.D.
Vice President for Diversity, Equity and Inclusion and Chief Diversity Officer
Northern Illinois University

JAMES A. FELTON III, M.S.
Vice President for Inclusive Excellence
The College of New Jersey

DAVID H. GARCIA, M.Ed.
Assistant Dean for Health Equity and Inclusion, Elson S. Floyd College of Medicine
Washington State University

AMOABA GOODEN, Ph.D.
Interim Vice President of Diversity Equity and Inclusion, Kent State University

DONALD A. OUTING, Ph.D.
Vice President for Equity and Community
University Diversity and Inclusion Officer
Lehigh University

KIMBERLY A TRUONG, Ph.D.
Chief Equity Officer
MGH Institute of Health Professions

PAMELA NOLAN YOUNG, J.D., M.Ed.
Director of Academic Diversity and Inclusion
University of Notre Dame

TAMARA N. STEVENSON, Ed.D.
Vice President, Diversity, Equity & Inclusion and Chief Diversity Officer
Westminster College

MARQUES R. DEXTER
Graduate Representative
University of Georgia

TAISHA WINTERS
Graduate Representative
University of Maryland

Table of Contents

Message from NADOHE President Paulette Granberry Russell, J.D. 3

Message from NADOHE Task Force Chair Clyde Wilson Pickett, Ed.D. 4

Executive Summary 5

Anti-Racism Framework Diagram 6

Introduction 7

Priority Area 1: Institutional Structure 9

Priority Area 2: Policies and Procedures 12

Priority Area 3: Resource Allocation 14

Priority Area 4: Academic Equity and Student Success 17

Priority Area 5: Curriculum and Pedagogy 19

Priority Area 6: Hiring, Retention, and Promotion 20

Priority Area 7: Institutional Programming 22

Priority Area 8: Education/Training/Employee Development 24

Priority Area 9: Campus Climate/Culture 26

Priority Area 10: Admissions and Access 29

References 32

Additional Resources 34

© 2021 by National Association of Diversity Officers in Higher Education (NADOHE)
All Rights Reserved. First Edition.

A Framework for Advancing Anti-Racism Strategy on Campus is the exclusive property of NADOHE and may not be copied or reproduced in any format without NADOHE's prior written permission.

National Association of Diversity Officers in Higher Education
2598 E. Sunrise Boulevard, Suite 2104, Fort Lauderdale, FL 33304
phone: 800-793-7025 | fax: 800-837-7321 | **info@nadohe.org**
NADOHE Privacy Policy | NADOHE Terms of Use

Learn more at **nadohe.org**

NADOHE does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin, ethnicity, disability, marital status, sexual orientation, or military status, or political affiliation, in any of its activities or operations. These activities include, but are not limited to, selection of volunteers and vendors, and provision of services. We are committed to providing an inclusive and welcoming environment for all members, clients, volunteers, subcontractors, and vendors.

Message from NADOHE President: Paulette Granberry Russell, J.D.

What is equity in higher education? Does it mean fairness and the ability to participate fully without artificial barriers to one's success as a student, faculty, or staff member? When we think historically, institutions prioritized addressing the needs of those underrepresented and underserved on our college campuses. As we continue this essential work, we must also look systemically at institutional policies and practices to achieve racial equity in higher education.

In 2020, a pandemic laid bare health inequities based on race and class. The murder of George Floyd led to global protests against racism and a persistent anti-Black sentiment that extended beyond the borders of this country. Organizations, including institutions in higher education, committed to do more than issue statements denouncing the unjust and undeniable murder of Mr. Floyd. Commitments were made by leaders to look at those institutional structures that may present barriers to achieving racial equity and campus communities insisted that institutions hold themselves accountable for the change they acknowledged was necessary.

As the preeminent voice for higher education diversity officers, the National Association of Diversity Officers in Higher Education has the unique opportunity to assist our members in achieving equity in higher education, and more specifically achieving racial equity through an anti-racism framework that is one approach to achieve this goal. To accomplish this, we have the responsibility of providing our members with resources that will assist them as they create safe and welcoming environments where diversity, inclusion, equity, and justice are the rule rather than the exception. I want to thank the chair and task force who are scholars and fellow senior diversity officers for their contributions to this framework.

While the various strategies outlined do not purport to provide solutions for every challenge, it does offer a foundation to transform our institutions of higher education into the organizations they aspire to be. The Framework approaches are designed to address racial inequities, however the approaches will benefit all. Because of the strength of the research in support of achieving racial equity, we are optimistic that institutions can meet this challenge and become a model for other industries. **Eliminating racial inequities and creating more diverse and inclusive campuses is everyone's responsibility, and the time to act is now. We are in this work together, and NADOHE is here to support our members and institutions as we make progress toward the goal of advancing diversity, equity, inclusion, and justice.**

Message from NADOHE Task Force Chair: Clyde Wilson Pickett, Ed.D.

"Organizations committed to this work must understand that anti-racism is an active component for reaching more equitable and just outcomes."

The most recent wave of police-involved shootings of primarily Black men and women and the continued acts of anti-Black racism around the country are cause for this country and communities of higher education to finally have THE difficult conversation – the conversation about race and racism. We should ask candidly – ***How much longer will we tolerate these acts of hate, and what are we going to do about them?*** **As diversity officers, we may not yet have specific answers to these questions, but we mustn't shy away from leading discussions on race, racism, and specifically anti-Black racism. These societal issues have plagued our communities for far too long and have infiltrated virtually every aspect of life as we know it. Yet, we must remain committed and consistent in our fight to effectuate change, and we must remain hopeful that our efforts will be the catalyst to ending racial discrimination in all its forms and to creating spaces where equity and justice prevail.**

As chair of the task force for creating a framework to advance anti-racism strategies across our campuses, my primary goal was to work with a broad group of scholars to produce a tool that NADOHE, senior diversity officers, and higher education leaders can use to promote policies and procedures that progress change. This framework is a tool to support students, faculty, and staff at our respective organizations in the work to shift the culture that currently exists at many of our campuses. It should serve as a reference and should be shared with colleagues both inside and outside of higher education. It is a tool for those who seek to gain greater understanding about confronting systemic and institutional racism and the effort required to create more inclusive and welcoming structures.

Central to the efforts to advance anti-racism is the need to prioritize both equity and justice as outcomes. Organizations committed to this work must understand that anti-racism is an active component for reaching more equitable and just outcomes. Those committed to this work must be proactive and diligent in the reinforcement of using an equity lens when reviewing policies, practices, attitudes, and actions and as they prioritize race as a component in that review. Organizations must be mindful that justice is reached when the race of stakeholders is not an obstacle in the pursuit of access to education and outcomes, but rather a necessary consideration of the rich diversity that comprises the academy.

I offer thanks to each committee member who contributed their expertise and knowledge to this document and offer encouragement and support to the NADOHE community as we continue on this journey together.

Executive Summary

The National Association of Diversity Officers in Higher Education (NADOHE) serves as the preeminent voice for diversity officers at institutions of higher education throughout the country and around the world. Central to NADOHE's mission is to inform and influence national policy and trends in the fields of diversity, equity, and inclusion by providing its membership with information and research that can guide them in their day-to-day operations and in strategizing to create institutions of higher education that value diversity and seek equity within all aspects of their organization. Additionally, NADOHE serves as a leading voice in the fight for social justice and inclusive excellence.

In response to the rise in incidents of anti-Black racism on college campuses throughout the United States, and with the tragic and senseless murders of Breonna Taylor, Ahmaud Arbery, and George Floyd, the leadership of NADOHE was compelled to convene a task force with the charge of creating a framework for diversity officers to advance anti-racism strategies, particularly anti-Black racism, at their respective institutions of higher education.

The framework addresses ten priority areas where anti-racism strategies would significantly improve conditions for Black, Indigenous, and People of Color (BIPOC) students, faculty, and staff and that are applicable for a variety of college and university types.

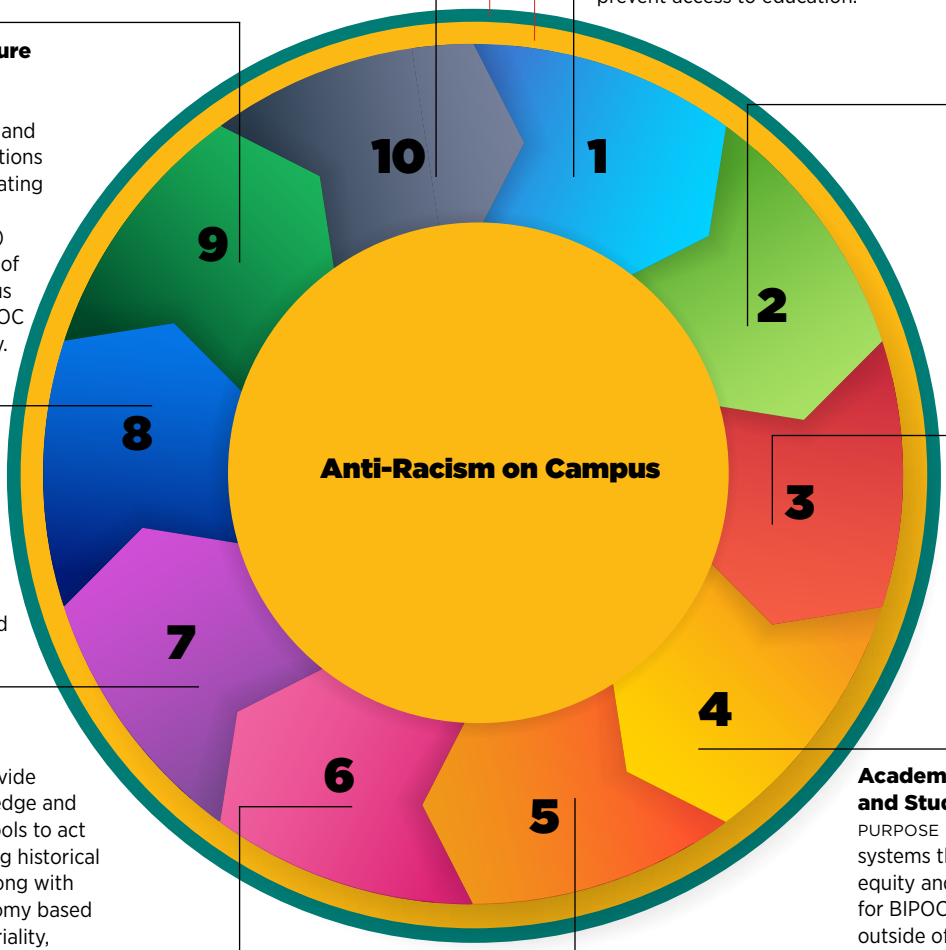
For each priority area, the task force developed areas of concern where diversity officers should concentrate their focus, as well as areas of effort where changes can be enacted and resources allocated at their respective institutions. The framework also poses several questions that diversity officers should consider as they implement anti-racism strategies into campus operations.

The task force recognizes there may be additional areas within the higher education structure that may benefit from anti-racism strategies but chose the priority areas as a starting point for the framework. This is a living document, and the expectation is that it will grow and develop as it is released to the general membership of NADOHE. The framework represents the ongoing sustained work to be embedded in the infrastructure of these institutions. Additionally, the framework confronts policies through action to advance equity.

THE PRIORITY AREAS INCLUDE:

1. **Institutional Structure**
2. **Policies and Procedures**
3. **Resource Allocation**
4. **Academic Equity and Student Success**
5. **Curriculum and Pedagogy**
6. **Hiring, Retention, and Promotion**
7. **Institutional Programming**
8. **Education/Training/Employee Development**
9. **Campus Climate/Culture**
10. **Admissions and Access**

NADOHE's Anti-Racism Framework addresses ten (10) priority areas where anti-racism strategies would significantly improve conditions for Black, Indigenous, and People of Color (BIPOC) students, faculty, and staff and that are applicable for a variety of college and university types. It should be noted that there is no prescribed order in which these priority areas should be addressed. It is important to take inventory of your community to determine initial focus and development of a plan to prioritize the needs of your organization.



External Environment

Institutional Environment

Admissions and Access
PURPOSE To use anti-racism strategies to increase admission and access of BIPOC students to institutions of higher education.

Institutional Structure
PURPOSE To create equitable systems by identifying and eliminating structural barriers within the higher education organization that prevent access to education.

Campus Climate/Culture
PURPOSE To gauge the institution's racialized temperature to illuminate and address inequitable conditions (policies and practices relating to both institutional and interpersonal interactions) that affect the well-being of all members of the campus community, including BIPOC students, staff, and faculty.

Policies and Procedures
PURPOSE To replace structural and systemic policies and practices that impede the success of BIPOC and historically marginalized groups with anti-racism policies and practices.

Education/Training/ Employee Development
PURPOSE To provide anti-racism training and professional development opportunities to the students, faculty, staff, and the broader community.

Resource Allocation
PURPOSE To require the institution to audit its allocation of resources with an equity lens to fund diversity equity, and inclusion (DEI) efforts appropriately and ensure that the overall spend is in alignment with anti-racism practices.

Institutional Programming
PURPOSE To provide essential knowledge and the necessary tools to act towards repairing historical wrongdoings along with restoring autonomy based on pride, territoriality, self-determination, and self-defense.

Academic Equity and Student Success
PURPOSE To create equitable systems that promote academic equity and student success for BIPOC students inside and outside of the classroom in any higher education organization.

Hiring, Retention, and Promotion
PURPOSE To implement safeguards within institutions of higher education that promote equitable processes and to eliminate racist practices in hiring, retention, and promotion decisions.

Curriculum and Pedagogy
PURPOSE To ensure curriculum and pedagogy are used to design the classroom experience for academic equity.

Introduction

THE 10 KEY AREAS identified in this document, *A Framework for Advancing Anti-Racism Strategy on Campus,* serve as a comprehensive, universal compendium that may be used by the higher education community and NADOHE members as a guide to assist them in doing the work of transforming their institutions to be just and equitable for all.

Higher education can no longer go about doing business as usual. After the global social uprisings of the summer of 2020, led by the Black Lives Matter movement, colleges and universities across the country are being called to account for the blatant racial inequities that continue to exist both inside and outside the classroom. There is a demand and an urgency for these academies not only to live up to the promise of a sound education but also to the responsibility to provide a safe, nurturing space where students, faculty, and staff, especially BIPOC constituencies, can exist in peace without fear of racial intimidation, harassment, or marginalization. These institutions of higher education must identify areas within their operations where racial trauma is experienced, and they must be committed to developing strategies to combat and eradicate racist behaviors and practices.

On October 29, 2020, NADOHE held a town hall for diversity officers to address this commitment. The town hall, *Strategy and Action: The Role of Diversity Officers in Advancing Anti-Racism in Times of Challenge and Pandemic,* brought together hundreds of diversity professionals and educators from around the country. Collectively, the group discussed the rise in racial issues, the devastating loss of life across the country that has impacted each of us, and the broader impact this has had on college and university campuses. A variety of approaches were discussed that could be used to support students, faculty, and staff and that could help improve institutional responses to acts of racism, thus assisting their transformation into anti-racism organizations. What was discovered was a great need for a blueprint that each diversity officer could use to implement anti-racism strategies into the mission and organizational goals of their respective institutions.

With that in mind, NADOHE convened a task force comprised of higher education diversity officers with wide and varied expertise to draft a framework to meet this need. The task force was charged with identifying key priority areas that would serve as the focus of the framework. The group identified ten key areas, and in turn, developed this document – ***A Framework for Advancing Anti-Racism Strategy on Campus* – to serve as a comprehensive, universal compendium that**

continued on next page...

Introduction

may be used by the higher education community and NADOHE members as a guide to assist them in doing the work of transforming their institutions to be just and equitable for all.

Operationalizing anti-racism, anti-Black racism, and an anti-racism framework requires the recognition of the different ways racialized experiences impact the interactions and experiences on learning environments, including college and university campuses and classrooms. Communities must acknowledge that racism in the United States is grounded in anti-Black racism and is synonymous with the long history of oppression and exclusion faced by communities of color.

An anti-racism framework serves as a conceptual tool to examine the institutional and systemic practices necessary to confront systemic racism. The framework should be used to confront the racial bias experienced by people of color, while providing a guiding approach for working with communities and within systems to foster and create change.

Central to using this framework is an understanding of foundational language to understand better the concepts of anti-racism. The following terms shall serve as baseline to anchor common language to support users of this framework.

- **Anti-Racism** is the active process of identifying, challenging, and confronting racism. This active process requires confronting systems, organizational structures, policies, practices, behaviors, and attitudes. This active process should seek to redistribute power in an effort to foster equitable outcomes.
- **Anti-Black Racism** is any behavior, practice, or policy that explicitly or implicitly reflects the belief that Black people (those of African descent) are inferior to other racial groups. Anti-Black Racism is reflected in interpersonal, institutional, and systemic levels of racism and is a function of the culture of White supremacy.
- **Racism** is the system of structuring opportunity and assigning value based on the social interpretation of how an individual looks based on skin color. This process unfairly disadvantages some individuals and communities, unfairly advantages other individuals and communities, and may be intentional or unintentional. It operates at various levels in society.
- **A Racist Idea** is any concept that regards one racial group as inferior or superior to another racial group in any way.
- **Social Justice** is the belief that all people should have equal rights and opportunities. How these rights and opportunities are made accessible and equal may not look or be the same for everyone. The differences in how equality is achieved for everyone is equity at work.

In practice, an anti-racism framework requires an understanding that the impact of racial oppression cannot be directly confronted without transparency and the full scrutiny of systems, including introspection and review at all levels. It requires the insight that all forms of oppression are complex and intertwined and recognize that racial analysis or review must be central to this work. Lastly, it requires understanding the historical role of the colonization and genocide of Native and Indigenous people and the enslavement of those of African descent. This framework outlines the identified ten priority areas that collectively advocate for racial equity through the advancement of an anti-racism strategy that will strengthen our institutions of higher education.

Priority Area 1: Institutional Structure

PURPOSE:

To create equitable systems by identifying and eliminating structural barriers within the higher education organization that prevent access to education.

Higher education contains and maintains interlocking systems of oppression (Taylor, 2017) and systems thinking is required to dismantle structural racism. Dismantling systems that maintain exclusion requires an understanding that everything we do in an organization is part of a flow of interacting activities that work together to maintain systems of privilege and preserve the status quo, often in ways that we do not realize. *"To be antiracist is to actively work to change racist structures and systems"* (Kendi, 2019).

Institutional capacity and willingness to address structural racism are essential components in implementing an anti-racism framework. Colleges and universities must closely evaluate their structures to eliminate racism, including auditing systems, policies, and procedures for racial bias. **Higher education systems are a complex web of practices, policies, and procedures steeped in White normativity. Changing the system requires a disruption of "business as usual" with an emphasis on eliminating bias and racism.** To maintain the system or the status quo that sustains racial inequality is problematic and "the only way to eliminate racism is to identify and describe it and then dismantle it" (Kendi 2020). This examination must include every aspect of the academic enterprise. Measuring progress toward racial justice requires the establishment of metrics of success with accountability mechanisms.

CONTINUED ON NEXT PAGE...

Priority Area 1: Institutional Structure

AREAS OF CONCERN

BOARD OF TRUSTEE APPOINTMENT: The board sets strategic policy and fiscal planning for the academic enterprise and should reflect demographic, student, and societal diversity.

UNIVERSITY COMMUNICATIONS: Institutions must be able to demonstrate justice, equity, diversity, and inclusion success through data and outcomes. Communication efforts should include climate surveys and other measures to assess the campus environment.

PERFORMANCE EVALUATION AND ACCOUNTABILITY: Accountability should be written into executive, manager, and tenure evaluations with stated goals, and with rewards and accountability if DEI goals are not met.

HIRING AND ONBOARDING ACTIVITIES: Inclusive search procedures with required implicit bias training and processes that ensure an inclusive search. Orientation and onboarding activities should include DEI information, expectations, and resources within the organization.

RECRUITMENT AND SELECTION CRITERIA FOR ADMISSIONS: Admission criteria can be a barrier to access. Policies should be examined to ensure that there are no administrative policies and requirements that exclude minoritized, marginalized, and historically excluded populations.

SCHOLARSHIP AND INTERNSHIP OPPORTUNITIES: Often, these opportunities have criteria that privilege dominant culture students. Leadership criteria, volunteer service, and unpaid internships can all affect working and BIPOC students adversely.

TENURE AND PROMOTION: Research shows that often BIPOC faculty are overworked, undervalued, and critiqued more harshly than their White peers. Implicit bias plays a role in student and peer evaluations, and often their research is not considered mainstream. The faculty handbook and initiatives to support faculty success and mentoring are critical in retaining diverse faculty.

SUPPORT SYSTEMS FOR STUDENTS, FACULTY, AND STAFF: Create and implement programs to enhance and support success, retention, and climate for BIPOC communities. Examples of support systems are mentoring programs, identity centers, fellowships, financial aid opportunities, and other high-impact practices.

CAREER SUCCESSION: Diverse faculty and staff are looking to advance within the institution. Develop career pipeline programs to retain and provide ladders of career opportunities.

ACADEMIC, ADMINISTRATIVE, AND SHARED GOVERNANCE COMMITTEE SELECTION: Committees and serving on shared governance bodies often lead to leadership opportunities. They also assist the institution with making important decisions. Diversity in all shared governance bodies, including faculty senate, staff senate, and student government, must be diverse. Often these structures lack diversity, and members are elected through what becomes a personality contest. Appointments also can be embedded with implicit bias and not representative.

ANTI-RACISM TRAINING AND CURRICULUM REFORM: Education is part of the academic enterprise. The campus should engage in ongoing ways to incorporate alternative narratives in the curriculum and provide robust learning opportunities on the history of racism, colonization, and conquest on how higher education and other sectors of society have been complicit in maintaining systems of privilege. These learning opportunities should also include racism mitigation.

CONTINUED ON NEXT PAGE...

Priority Area 1: Institutional Structure

BIAS REPORTING AND DISCRIMINATION AND HARASSMENT PROCEDURES: Justice, equity, diversity, and inclusion work is rooted in legal precedents from the 1964 Civil Rights Act to the present day. A robust compliance framework that includes affirmative action reporting and mechanisms for reporting alleged violations of Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and bias incidents must be in place. The compliance function must be supplemented with policies and procedures to mitigate discrimination in all its forms.

SUPPLIER DIVERSITY PROGRAMS: Supplier diversity programs enable colleges and universities to contribute to the economic development of diverse business owners. A supplier diversity initiative should be an integrated approach that will provide resources, outreach activities, and improved procurement system processes, and engage the campus community to participate in a diverse and inclusive procurement process.

AREAS OF EFFORT

The institution must look at its foundational documents, including its mission statement and its strategic plans. The mission is central to the organization's ethos, what it values, and who they are. The strategic planning process identifies priorities and establishes goals and outcomes for the future.

The institution must closely evaluate its structures by auditing systems, policies, and procedures for racial bias and privilege. Higher education systems are a complex web of practices, policies, and procedures steeped in White normativity. Changing the system requires a disruption of business-as-usual with an emphasis on eliminating bias and racism. This examination must include every aspect of the academic enterprise. Measuring progress toward racial justice requires the establishment of metrics of success with accountability mechanisms.

Priority Area 2: Policies and Procedures

PURPOSE:

To replace structural and systemic policies and practices that impede the success of BIPOC and historically marginalized groups with anti-racism policies and practices.

Efforts to become an anti-racism institution will require colleges and universities to acknowledge that, in their infancy, they were not designed to serve or educate historically underrepresented, underserved, and excluded groups. To address this social inequity, higher education institutions must review institutional policies and processes and make recommendations for clarity, relevancy, and equitable application. It should be noted that institutional structures, policies, and practices are inextricably linked. Colleges and universities must determine the diversity DNA of their institution—that is, whether they are responding to diversity crises, or they are establishing dynamic infrastructures of equity and inclusion (Damon A. Williams, 2013) to develop and implement anti-racism policies and procedures.

Examining higher education policies and practices require institutions to determine where they are creating barriers of exclusion rather than opportunities for inclusion. This entails creating educational and work environments that are free from racial bias and discrimination; providing the ability for all members of the campus community to reach their full potential; recognizing and addressing cultural challenges; creating safe, affirming, and welcoming environments; and maintaining adequate and equitable resources relative to the needs of the various groups represented at the institution.

Further, anti-racism methodologies should promote participatory and emancipatory practices for BIPOC and historically underrepresented, underserved, and excluded groups that emphasize a "power with" vs. a "power over" framework. Such frameworks not only empower, but allow for shared decision-making, whereby, marginalized communities can influence and take ownership in addressing the numerous racial, educational, and economic disparities that impede success.

CONTINUED ON NEXT PAGE...

Priority Area 2: Policies and Procedures

AREAS OF CONCERN

Access Issues (institution/educational type; intellectual, physical, social capabilities)

Legacy Admits/Hires

Affirmative Action

Equal Employment Opportunity

Federal Government Title Programs: II, VI, VII, and IX

First Amendment, Freedom of Speech

Reclamation/Renaming Efforts

Collective Bargaining Units

Recruitment, Onboarding, and Retention

Prison-to-Pipeline Programs

Academic and Employee Disciplinary Action

Salary Equity

Tenure and Promotion (Faculty)

Career Advancement and Succession (Staff)

Financial Aid and Scholarships (Students)

Curricular and Co-Curricular Programs and Services

Federal Contracts

Supplier Diversity

Auxiliary Workers/Services

Town-and-Gown Relations

Campus and Community Policing

Communications and Public Relations (including social media and electronic communications)

Priority Area 3: Resource Allocation

PURPOSE:

To require the institution to audit its allocation of resources with an equity lens to fund diversity, equity, and inclusion (DEI) efforts appropriately and ensure that the overall spend is in alignment with anti-racism practices.

As institutions move forward with anti-racism work, overall institutional DEI spend and budget allocation is one metric of commitment. Where a college or university invests its resources is a powerful indicator of its values. An institution's responsibility to anti-racism and a broader DEI strategy must come with appropriate budget resources and human capital to advance the work. Organizational strategic plans build in necessary strategic investments to accomplish its goals. If justice, equity, diversity, and inclusion are part of institutional planning objectives, then strategic funds must be allocated to fulfill the goals outlined in the planning process.

In times of budget strain and dealing with declining enrollments, all too often DEI initiatives are first to be streamlined and subjected to budget restructure. DEI centers and work are often seen as cost centers and not revenue generators, therefore they are not viewed as valuable or adding to the bottom line. This type of cost analysis is faulty. **DEI cost-cutting sends a powerful message that BIPOC students, faculty, and staff are expendable. A comprehensive DEI program can lead to the retention and success of diverse communities, while a poorly funded DEI program can do more harm to an institution than good as students, faculty, and staff become vulnerable to racial injustice.**

In addition, DEI initiatives, programs, and staff can serve as a recruitment and retention tool and create a sense of belonging for BIPOC communities. Lack of DEI investments and cost-cutting can be a reputational risk at a time when institutions are being called to live up to the promise of a college education. At its heart, funding DEI and anti-racism initiatives are an equity issue. If higher education is a public good, we must ensure access and opportunity to BIPOC students. Educators cannot achieve this aim at the expense of DEI programs and staff. Areas for examination of just resource allocation are outlined in this section.

CONTINUED ON NEXT PAGE...

Priority Area 3: Resource Allocation

AREAS OF EFFORT

SENIOR-LEVEL DIVERSITY OFFICER: Appoint a senior-level diversity officer to anchor anti-racism work and implement a comprehensive action plan. An executive leader should be charged with the authority to work with executives to execute an anti-racism framework.

APPROPRIATE FUNDING FOR A FULLY STAFFED DIVERSITY, EQUITY, AND INCLUSION OFFICE: To accomplish a DEI action plan, sufficient staffing and financial resources need to be dedicated to achieving objectives. Without adequate human and financial resources, this work will appear to be checking a box without the ability to be successful. An unfunded mandate is not achievable.

CENTRAL AUDIT/REVIEW OF ALL INSTITUTION-WIDE FUNDING EXPENDITURES TO SUPPORT DEI EFFORTS: There is a misperception that DEI is not a value-added effort. Organizational budgets should be reviewed to determine the percentage of funding dedicated to DEI initiatives and the associated outcomes. This review may demonstrate that DEI objectives *are* being met including a more racially just, equitable, and inclusive campus community.

ALLOCATED POOL OF RESOURCES TO SUPPORT ANTI-RACISM EDUCATION AND TRAINING: Curriculum reform will need to be a funded mandate. Often faculty service is uncompensated work, and as faculty work to revise the curriculum, their efforts should be compensated.

FUND AND SUPPORT PROGRAMS THAT ASSIST BIPOC STUDENTS, FACULTY, AND STAFF: An investment in programs that promote diverse stakeholders' retention and success is essential as we move to develop a thriving academic community that is working toward racial justice.

RECRUITMENT VENUES FOR FACULTY, STUDENTS, AND STAFF: Recruitment and marketing efforts come with a cost. Recruitment expenditures include non-traditional marketing venues, outreach, pipeline activities, and developing anti-racism marketing materials.

TARGET HIRING EFFORTS (WHERE APPLICABLE): Targeted hiring efforts includes search processes that are objective and eliminate the influence of bias from those on search/interview committees. They can provide financial incentives to the hiring department to engage in recruiting efforts that yield a diverse pool and may dictate how funds allocated to hiring incentives can allow for more competitive faculty hiring packages.

INVESTMENTS IN TARGETED FINANCIAL AID AND SCHOLARSHIPS FOR BIPOC STUDENTS AT THE UNDERGRADUATE AND GRADUATE LEVELS: Research shows that financial barriers and burgeoning student debt are obstacles for BIPOC students. Capital campaigns and advancement work must include scholarship dollars dedicated to assisting BIPOC students in attending and graduating from their institutions. "There has been a growing awareness within both academic and policy circles of the links between racial disparities in student loan debt and greater societal racial wealth inequality" (Morgan and Steinbaum, 2018; Steinbaum, 2019; McKay and Kingsbury 2019; Mishory, Huelsman, and Kahn 2019). Institutional Financial support is needed to address these racial inequities (ACE Report on Race and Ethnicity, 2020).

CAPITAL CAMPAIGNS INCLUDE TARGETED EFFORTS TO ENGAGE BIPOC ALUMNI: Research shows that BIPOC alumni will support students of color and other DEI initiatives. An effort to create alumni identity groups is a good way to mobilize the giving efforts of a diverse alumni.

CONTINUED ON NEXT PAGE...

Priority Area 3: Resource Allocation

SUPPLIER DIVERSITY (MWDBE) INITIATIVE WITH TARGETED GOALS: A supplier diversity program recognizes the strength that comes from the experiences of a diverse set of business partners. Higher education needs to be committed to BIPOC business owners' equitable participation and to providing opportunities for diverse suppliers to compete for university contracting (construction, goods, and services), purchasing, and investing opportunities.

PROFESSIONAL DEVELOPMENT TO INCLUDE DEI LEADERSHIP TRAINING: Training resources should be earmarked to implement a DEI training program and to pay for external experts.

EQUITY PAY ANALYSIS FOR EMPLOYEES OF ALL DESIGNATIONS: Title VII of the Civil Rights Act of 1964 prohibits wage discrimination based on race, color, sex, religion, or national origin. However, absent pay equity studies, many BIPOC higher education staff and faculty salary ranges may be below their White peers and require adjustment. "Equal pay for equal work is not a reality for many people of color. When we control for education, years of experience, occupation and other compensable factors, most men and women of color still earn less than White men" (Equal PayScale, 2020). Attracting and retaining talented faculty and staff through fair compensation practices is critical to an anti-racism framework.

Priority Area 4: Academic Equity and Student Success

PURPOSE:

To create equitable systems that promote academic equity and student success for BIPOC students inside and outside of the classroom in any higher education organization.

As higher education institutions attempt to address racial trauma experienced by BIPOC students, they must pay particular attention to eliminating the racial trauma experienced by BIPOC students in the classroom and in their overall student experience. **BIPOC students have experienced stereotyping, tend to have a lower sense of belonging, and have lower academic persistence, retention, and graduation rates because of negative experiences perpetuated by their peers, faculty, and staff. It is imperative that all institutions, regardless of size, type, or location, understand the experiences of these students and seek to create sustainable, inclusive, equitable, culturally responsive, and supportive environments where all students feel welcomed, valued, respected, and seen.**

Eliminating racial trauma derived from systems of structural racism and practices requires intentional commitment from the entire institution. There must be institutional commitment to identify and dismantle the systemic barriers to create a new system focused on intentional strategies that elevate racial equity, inclusion, and equitable experiences for BIPOC students. To create this equitable and inclusive student experience, institutions must be committed to developing equity-minded holistic strategies to combat and eradicate racist behaviors and practices. These strategies must include culturally responsive teaching; culturally competent resources, services, policies, and practices; equitable access to academic supports and mental health services; financial aid and scholarships; relevant cultural programming; and affirming spaces, staff, and resources.

The following framework provides equity-minded questions that any institution can use to address academic equity and student success.

CONTINUED ON NEXT PAGE...

Priority Area 4: Academic Equity and Student Success

AREAS OF CONCERN

By answering the following questions, an institution will be able to understand areas of strength and areas for opportunity.

UNDERSTAND INSTITUTIONAL AWARENESS AND CONTEXT.

- Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis of historical challenges.

DETERMINE INSTITUTIONAL COMMITMENT.

- How does an institution define academic equity?
- How does an institution define student success?
- Is equity and equitable student success in alignment with the institution's mission, vision, and values?
- What infrastructure exists that simultaneously centers equity and student success?

EXAMINE AND ASSESS CAMPUS CLIMATE AND CULTURE.

- What qualitative or quantitative data exist to help us routinely assess sense of belonging on campus felt by students, faculty, and staff?
- How does the institution support inclusion and belonging for all identities?
- What does it mean to belong or to be included at the institution?
- Has there been an audit of policies and practices that create barriers to BIPOC students? If so, how often are they assessed, what are the outcomes, and how does the institution mobilize to address the results?
- What does it say about the experience of different groups of faculty, staff, and students?

EXAMINE INSTITUTIONAL CAPACITY FOR MAKING DATA INFORMED DECISIONS (DATA COLLECTION, ANALYSIS, AND SHARING).

- Does an institution use disaggregated data (by race and gender and other identities) to understand student success outcomes? (e.g., D-F-Withdrawal, C or higher, retention, persistence, and graduation rates).
- What does the data say about success rates for BIPOC students in developmental, remedial, and gateway courses into majors and specialized admissions programs?
- Is there an ongoing review and analysis of disaggregated course success data in gateway courses and developmental/remedial courses?
- Using disaggregated data, who is showing success and who is not?
- Examine the student success trends in these courses over the past five years.

ALIGN INSTITUTIONAL HUMAN AND FINANCIAL RESOURCES TO ADDRESS ACADEMIC EQUITY AND STUDENT SUCCESS.

- Who is held accountable for developing and meeting equity/student success goals for the institution?
  - Does this office or team have the appropriate resources needed to develop and meet equity/student success goals?
- Is there alignment of budget and space resources?
- Is there broader faculty and staff accountability for academic equity and student success?
- Is there faculty and staff professional development to address equity?
- Are there professional development offerings that focus on culturally responsive teaching and learning for faculty and culturally responsive services and support for staff?

IDENTIFY INSTITUTIONAL POLICIES, PROCEDURES, AND PRACTICES THAT WILL ELIMINATE SYSTEMIC BARRIERS.

- Has there been an examination and understanding of the institutional policies and practices that may create barriers to academic equity and student success?
- Does bias and/or systematic barriers exist in the following areas:
  - Academic departments/programs
  - Criteria for awarding financial aid, admissions, and scholarships
  - Housing and student life
  - Establishing and/or funding BIPOC student organizations

Priority Area 5: Curriculum and Pedagogy

PURPOSE:

To ensure curriculum and pedagogy are used to design the classroom experience for academic equity.

Racism has played a critical role in classroom experiences and has been an impediment to educational equity. Curriculum and pedagogy are priority areas. Ladson-Billings' (1998) seminal article titled, *Just what is critical race theory and what's it doing in a nice field like education?,* introduces us to using critical race theory as a framework for making sense of racism in curricula, instruction, and assessment in education. **It is imperative that institutions of higher education prioritize curriculum and pedagogy as they engage in anti-racism work. We must reframe how education can be just and equitable for marginalized and minoritized students, especially Black students.** We make the following recommendations to higher education leaders as it relates to anti-racism strategy in the curriculum and pedagogy space:

AREAS OF EFFORT

FORM A TASK FORCE on curriculum and pedagogy to advance anti-racism work.

DEVELOP COMPETENCIES FOR STUDENT OUTCOMES as an expectation of institutions to align their curricula and pedagogy as well as provide faculty development to achieve anti-racism outcomes.

PROVIDE TRAINING AND PROFESSIONAL DEVELOPMENT to ensure faculty can review curricula, pedagogical practices, and the methodologies used to assess learning with an anti-racism lens. Additionally, provide opportunities to make substantive changes to course curricula and teaching practices, including engagement in culturally responsive instruction.

MAKE AN INSTITUTIONAL COMMITMENT to offer an anti-racism course across the curriculum.

Priority Area 6: Hiring, Retention, and Promotion

PURPOSE:

To implement safeguards within institutions of higher education that promote equitable processes and to eliminate racist practices in hiring, retention, and promotion decisions.

According to Dr. Mitchell F. Rice, a Professor of Political Science and former Director of the Race and Ethnic Studies Institute at Texas A & M University, *"in order for social equity … to be a primary concern of public organizations, these organizations must first get their own house in order in regard to diversity"* (Rios, 2020). This is the greatest challenge – working toward the eradication of all forms of systemic discrimination and inequities in recruitment, hiring, retention, and promotion policies, procedures, and processes. Although working towards the eradication of all forms of systemic discrimination should be one of the highest priorities of all organizations, it represents perhaps, one of the greatest challenges, because it means changing the status quo. All who are in leadership positions must ask, whether we are serving as agents of change or if we are upholding centuries old customs built on marginalizing, erasure, and systemic oppression.

In the work towards the eradication of racial inequities, senior leadership and middle management must be involved and committed to the process. **For racial equity to be embedded and transformational change to occur, there must be a review of policies and processes to examine and document the ways that racism, particularly anti-Black racism, exist and persist in recruitment, hiring, retention, and promotion of faculty, staff, and students. Such review may bring an awareness of the complexities and interrelated nature of what needs to be transformed.**

AREAS OF CONCERN

COMPREHENSIVE REVIEW OF POLICIES, PROCEDURES, AND PROCESSES around recruitment, hiring, retention, and promotion for faculty, staff, and students.

AVAILABILITY OF TOOLKITS that may be utilized by those responsible for recruitment, hiring, retention, and promotion of faculty, staff, and students.

COMPREHENSIVE REVIEW OF AFFIRMATIVE ACTION PLANS, pay equity processes, and accountability measures that direct efforts to remedy inequities.

FOCUS ON STUDENT JOBS ON CAMPUS, particularly Federal Work Study.

CONTINUED ON NEXT PAGE...

Priority Area 6: Hiring, Retention, and Promotion

GRADUATE TEACHING ASSISTANTSHIPS, graduate assistantships, and fellowships.

BUILDING INDIVIDUAL AND ORGANIZATIONAL CAPACITY, including ongoing training/education on racial equity and its impact on hiring, retention, and promotion processes.

FACULTY SENATE AND UNIONS.

AREAS OF EFFORT

SEARCH COMMITTEES

- Practices and policies to help support the search process.
- Anti-racism and equity professional development opportunities.
- The search committee composition.
- Creating best practices toolkits.
- Documentation: Ask search and promotion committees to document the procedures they use and their outcomes.

JOB DESCRIPTIONS

- Increase awareness of, and eliminate, racially coded words.
- Institutional commitment to racial equity and DEI efforts.
- Institutional values: Research has found that hiring programs (i.e., dual-career opportunities), family-friendly policies, and job descriptions that mention support of equity, diversity, and inclusion are more likely to yield more candidates who are Black, Hispanic/Latinx, Asian, and those who come from other underserved/represented populations.

POSITION DESCRIPTIONS IN BROAD TERMS

- Allow for a process of self-evaluation of fit for the position.

ADVERTISEMENTS/JOB AD PLACEMENTS

SEARCH ACTIVELY AND BROADLY

CERTIFICATION OF APPLICANT POOLS

ACCOUNTABILITY

- Establish procedures that hold search and promotion committees and departments accountable for their procedures and their outcomes.

INSTITUTIONAL DATA

- Disaggregate data to ascertain pipeline and areas of departmental underrepresentation.

BIAS INCIDENT REPORTING

- The process for bias incident reporting should be transparent, and faculty, students, and staff encouraged and supported through this process.

EVALUATIONS

- Establish a process of recognizing that bias in evaluations (staff and faculty) are harmful in hiring, tenure, and promotion processes.

QUESTIONS TO CONSIDER IN THE HIRING AND PROMOTION PROCESS:

1. What efforts have been established to ensure the values of diversity, equity, and inclusion are embedded in the recruitment, hiring, retention, and promotion of faculty and staff?
2. What collaborations/partnerships exist with other entities (on and off campus) that support DEI in recruitment, retention, and promotion?
3. How does the institution collect data to track, promote, monitor, and report on the diverse, equitable, and inclusive recruitment, hiring, retention, and promotion efforts of faculty and staff?
4. What efforts have been established to support the tenure/promotion/professional development opportunities for Black and underrepresented faculty and staff?
5. Does the institution have climate study data? Can you identify red flags in the data?
6. Does the institution have an effective communication strategy that reflects equity, diversity and inclusion?

Priority Area 7: Institutional Programming

PURPOSE:

To provide essential knowledge and the necessary tools to act towards repairing historical wrongdoings along with restoring autonomy based on pride, territoriality, self-determination, and self-defense.

Anti-racism institutional programming deliberately promotes increased capacities, knowledge, and skills that enable people to speak, write, and act from a position of agency. People become empowered to combat and rupture the years of federal, state, and local policies and interpersonal, institutional, and structural behaviors/actions that have placed communities of color in crises over time, including what they face today.

Anti-racism institutional programming provides the necessary knowledge and tools to act towards repairing historical wrongdoings along with restoring (prior to being inhumanely stolen and enslaved, unwillingly colonized, and/or massacred on ancestral land) autonomy based on pride, territoriality, self-determination, and self-defense. Anti-racism institutional programming is situated as pedagogy and is the essential scaffolding of social interaction and the foundation of the public sphere.

Programming impacts groups within institutions differently. How would an institution go about implementing programming with a unionized faculty? How do we provide opportunities in institutional programming for different populations? How do we address taxation on people of color. How do we develop a multi-prong approach for support services, counselors, and community? How do we develop programming in partnership with college and university communities (internal/external)?

CONTINUED ON NEXT PAGE...

Priority Area 7: Institutional Programming

AREAS OF CONCERN

ANTI-RACISM INSTITUTIONAL PROGRAMMING SUPPLEMENTS AND INFORMS THE CURRICULUM within the institution and guides partnerships within the campus community.

ANTI-RACISM INSTITUTIONAL PROGRAMMING DECENTERS WHITENESS and intentionally includes texts, narratives, and histories from the historically minoritized to counter the histories/narratives that have been previously taught at all levels of education.

AREAS OF EFFORT

DEFINE ANTI-RACISM considering seminal literature and leveraging institutional, state, and local histories.

ESTABLISH AN ANTI-RACISM INSTITUTIONAL PROGRAMMING BOARD with accountability, incentives, and resources.

ASSESSMENT OF LEARNING AND METRICS to enhance effectiveness and accountability. Incentivize ongoing participation and engagement in anti-racism institutional programming for students, staff, faculty, and community.

- Students: class credit, co-curricular transcript, personal, and professional growth/development, and certificates/awards.
- Staff: connected to performance evaluation, personal and professional growth/development, and certificates/awards.
- Faculty: connected to promotion and tenure, performance evaluation, personal and professional growth/development, and certificates/awards.
- Community: compensation for participating, involving community in co-creating programming to meet needs, host in communities and partner with local business to increase economic impact, and certificates/awards.

Priority Area 8: Education/Training/Employee Development

PURPOSE:

To provide anti-racism training and professional development opportunities to the students, faculty, staff, and the broader community.

Anti-racism education, training, professional development, and instruction should be provided to all members of a higher education institution's community and stakeholders; including but not limited to students, staff, faculty, alumni, governing body (e.g., trustees or regents), and community partners. The content should be derived from evidence-based strategies and practices that address comprehensive and intersectional identities, noting in particular the need to address anti-Black racism.

The purpose of anti-racism education, training, and employee development should assist institutions of higher education to enact their mission, to authentically achieve inclusive excellence and anti-racism. Moving from non-racist to anti-racism is a process and requires an intentionality to address both interpersonal acts of racism and structural or institutionalized racism in policies and practices, also known as systemic racism. It is essential to progress from diversity awareness (celebrating various cultures) and cultural competence (effectively operating in multiple cultural contexts) to anti-racism and racial equity (dismantling systemic racism).

Education is a key component in addressing personal and systemic racism. Many believe institutions of higher education face the choice of educating students for careers or educating students for fulfilled lives as enlightened and engaged citizens. The need for anti-racism education and training is clear for both camps. It is also true that institutions of higher education have an obligation to educate their faculty, staff, alumni, and other internal constituents. Further, the role institutions of higher education must play in combating anti-Black racism is not limited to their campuses or within their communities but extends to the broader society. Many studies have shown educating White Americans about the complicated US history of slavery and its aftermath (how slavery continues to impact the lives of African Americans today) is an effective mechanism for reducing bias and combating anti-Black racism.

Standard Five of the NADOHE Standards of Professional Practice states, "Chief diversity officers work with faculty, staff, students, and appropriate institutional governance structures to promote inclusive excellence in teaching and learning across the curriculum and within co-curricular programming." Chief Diversity Officers who engage in anti-racism and DEI work are called to adhere to the principles set forth in the NADOHE Standards.

CONTINUED ON NEXT PAGE...

Priority Area 8: Education/Training/Employee Development

AREAS OF CONCERN

ADDRESS INDIVIDUALS, STRUCTURES, AND SYSTEMS.

AREAS OF EFFORT

EXPLAIN THE NECESSITY FOR AN ANTI-RACISM APPROACH.

DEFINE ANTI-RACISM AND ITS VALUES.

- EQUITY: in access, opportunity, experience, and outcome.
- JUSTICE: fairness and non-discrimination.
- INCLUSION: belonging and feeling relevant and involved.
- VOICE: representation, participation, power to affect decisions.
- RESPECT: enabling and protecting personal and cultural identity.
- WELL-BEING: improving physical, mental, and emotional health.

DEFINE OTHER KEY TERMS (e.g., White supremacy, White privilege, implicit bias, micro-aggressions).

CONNECT TO INSTITUTIONAL MISSION AND IDENTITY.

EMPHASIZE THE NEED FOR ASSESSMENT AND IMPROVEMENT.

INDICATE BENEFITS TO THE INDIVIDUAL, INSTITUTION, AND BROADER COMMUNITY.

- INDIVIDUAL: awareness, empathy, action, competency.
- INSTITUTIONAL: employee satisfaction, retention, productivity.
- BROADER COMMUNITY: reputation, social responsibility, leadership.

PROVIDE SUGGESTED CONTENT FOR ANTI-RACISM TRAINING OR EDUCATION for students, faculty, and staff and other internal and external stakeholders.

For examples of training and assessment models, see the links below.

- Create and Issue an Equity Scorecard
- The Program on Intergroup Dialogue
- NERCHE Diversity Assessment
- Restorative Justice
- Training of Racial Equity and Inclusion: A Guide to Selected Programs.
- How to Promote Racial Equity in the Workplace

Priority Area 9: Campus Climate/Culture

PURPOSE:

To gauge the institution's racialized temperature to illuminate and address inequitable conditions (policies and practices relating to both institutional and interpersonal interactions) that affect the well-being of all members of the campus community, including BIPOC students, staff, and faculty.

Colleges and universities are microcosms of the general society. The conditions in society are also present on college and university campuses in the United States. These conditions, for example, include intensified social and civil unrest in response to virally publicized incidents of police brutality and an anti-Black sentiment originating from deeply rooted racist historical underpinnings. **These racially hostile conditions exist within institutions of higher education in varying ways across institutional type, control, size, location, student demographics, and curricular focus through institutional policies and practices as well as the attitudes, beliefs, and behaviors of campus community members.**

Attending to an institution's campus culture and campus climate illuminates inequities and systemic imbalances, intentional and unintentional harms against structurally marginalized groups, and gaps and opportunities in the operational infrastructure to provide direction toward policy and practice revision and improvement. Specifically, the campus climate influences and is influenced by the equitable effectiveness of the other priority areas identified in this document, especially student success, curriculum and pedagogy, access/admission, institutional structure and programming, and hiring and retention.

To distinguish and clarify the focus on the campus climate, culture is broadly defined as a pattern of shared basic assumptions that have been invested, discovered, or developed by a given group and governs (or controls) how people behave in the organization (i.e., a college or university); it is the common or underlying shared beliefs, values, norms of behavior, thinking and emotional intelligence, routines, rituals, traditions, sense-making, perspectives, etc. **Think of culture as the personality of the institution.**

Climate is described as how members experience (or feel) the campus atmosphere (including the culture) at any given moment. Each member of the campus community (students, staff, and faculty) experiences the campus climate differently. These differences (or lived experiences) with the campus climate (such as what extant literature refers to as a "racially hostile" or "chilly" campus climate) can be linked to the disproportionate outcomes in student persistence, including learning, retention, and graduation rates of BIPOC students. **Think of climate as the mood of the institution.**

CONTINUED ON NEXT PAGE...

Priority Area 9: Campus Climate/Culture

Due to this tethered relationship, a culture analysis of an organization is incomplete without deliberate inquiry into the campus racial climate, which facilitates the opportunity for a more immediate and direct pulse of the racialized environment and its impact on campus community members, especially those most vulnerable to its harmful effects.

Compared to overt acts of racism and discrimination, the phenomenon of racial micro-aggressions—ordinary, mundane, subtle, verbal and nonverbal, intentional or unintentional slights, insults, and snubs directed toward racially marginalized groups daily—serve to "crystallize" or depict what is "in the air" that perpetuates a racially hostile campus racial climate. Accumulating over time and frequency to cause the targeted persons to endure mental, emotional, and behavioral stress (i.e., Racial Battle Fatigue), racial micro-aggressions also occur environmentally through the absence of (positive) representations or the presence of racist, dehumanizing symbols and images in society and subsequently on college and university campuses. These antagonistic conditions generate invalidating learning spaces for structurally marginalized racial/ethnic student populations, affecting their academic progress and overall well-being.

The following areas of concern and effort are informed by extant research on campus racial climate. Institutions should consider how to acknowledge and examine, not only perceptions and attitudes of campus community members, but also its internal structure; external forces and influences; histories; and campus community members' interactions across differences toward its goal of improving the campus racial climate and DEI efforts.

AREAS OF CONCERN

What is the racial/ethnic demographic composition of the institution's student body? What and how is this data collected and disaggregated? How do the racial/ethnic demographics of faculty and staff compare or align with student demographics?

What opportunities are available for students to engage in curricular and co-curricular activities related to diversity, equity, and inclusion? How are faculty advised and encouraged to decolonize the curriculum and expand the diversification of syllabi and teaching content in their respective courses/disciplines?

What resources and options are available for students if/when they experience racial/ethnic bias or discrimination in the classroom or other campus-related spaces? What policies and practices exist to hold campus community members accountable for racially microaggressive, discriminatory, or racist behavior?

How does the institution visually portray racial/ethnic diversity on its official website? On social media? Admissions viewbooks? Recruitment materials? Advertising? Images/displays on campus grounds and buildings? Do these portrayals accurately depict the institution's racial/ethnic diversity?

What is the institution's historical legacy of inclusion and exclusion? How has the institution perpetuated historical and contemporary practices of racism and discrimination? Or, how has it progressed in its efforts toward racial equity? What is the institutions relationship to its neighboring communities and its influence in local, regional, state, and national legislation, policy, and practice that promote inclusion or exclusion?

CONTINUED ON NEXT PAGE...

Priority Area 9: Campus Climate/Culture

How is DEI embedded in institutional policy? Does the institution have a formal diversity statement? What was the process to develop the diversity statement? How is the diversity statement displayed and publicized?

How does the campus leadership model, direct, and support diversity, equity, and inclusion efforts? What percentage of the institution's operational budget is directed toward DEI? What are the specific human and operational capacities to which resources are allocated?

AREAS OF EFFORT

BE TRANSPARENT AND ACCOUNTABLE in acknowledging and addressing the institution's historical legacies and current practices of exclusion and disproportionate student outcomes while also acknowledging progress towards achieving racial equity.

TAKE A MULTI-DIMENSIONAL APPROACH to improve the campus racial climate and sense of belonging for all members of the campus community.

ENGAGE ALL STUDENTS in discussions and activities about race and racism to reduce the stigma, discomfort, and resistance to the topic and raise awareness, understanding, and empathy toward productive interactions in the classroom and throughout the campus community.

IMPLEMENT INCLUSIVE RECRUITMENT STRATEGIES AND ADMISSIONS POLICIES AND PRACTICES to diversify the student body as well as staff and faculty groups.

APPROPRIATELY ENGAGE WITH EXTERNAL ENTITIES, including local, state, and federal governments, corporate and community partners, vendors, K-12 educational partners, etc., including those who actively demonstrate a commitment to diversity, equity, and inclusion.

CONDUCT AUDITS OF THE INSTITUTIONAL CULTURE AND CLIMATE regularly and use resulting data to review and revise policies and practices accordingly to achieve equitable student outcomes and optimize faculty and staff work performance.

CONDUCT A COMPREHENSIVE ARCHIVAL REVIEW OF THE INSTITUTION'S CULTURAL HISTORY, including the origins and meanings of monuments, paraphernalia, and yearbook images/narratives, names/titles on buildings, names/titles of scholarships, programs, etc. of polarizing historical figures and/or those entities that memorialize individuals associated with racist attitudes, beliefs, and actions.

REVIEW THE INSTITUTION'S MISSION STATEMENT, DIVERSITY STATEMENT, STRATEGIC PLANS, and other associated declarations to identify gaps and opportunities between the rhetoric and institutional realities.

CONSIDER RESTORATIVE JUSTICE/TRUTH AND RECONCILIATION APPROACHES to address harmful past and present practices uncovered during the collection and review of institutional archival data.

Priority Area 10: Admissions and Access

PURPOSE:

To use anti-racism strategies to increase admission and access of BIPOC students to institutions of higher education.

The purpose of the Admissions and Access Priority Area is to identify strategies to combat how racism plays a role in the admissions process and access to high impact educational opportunity experiences. The barriers to admitting more BIPOC students to the nation's colleges and universities are numerous and well-known. For example, research shows college admission officers focus recruiting efforts on wealthy, predominantly White high schools, while Black students are far more likely to attend high poverty schools and to have less access to core college preparatory classes in math and science. However, what is not well known or documented is the role that structural racism contributes to these barriers. The purpose of this priority area is to better understand, document, and communicate the role that structural racism contributes to the barriers to admissions.

Federal data shows that there are worrisome gaps by race and socioeconomic status in access to selective colleges and universities. Nearly 80 percent of students in the highest socioeconomic quintile enroll in a four-year public or private nonprofit college and only 36 percent of students in the lowest socioeconomic quintile attend these types of schools, with about the same share seeking a bachelor's degree. Furthermore, a White student is two times more likely to attend a selective college than a Black or Latinx student. The gap between White and Black students does not dissipate even when looking only at students in the highest socioeconomic quintile as a White student in this group is two times more likely to attend a highly selective college than a Black student in the highest socioeconomic quintile.

History has taught us that admissions decisions based on racially "neutral" factors alone – socioeconomic status or geographic origin – almost always fail to produce meaningful racial diversity. While public university systems with large enrollments and multiple campuses may be able to achieve some diversity through race "neutral" programs that guarantee admission to large numbers of students, such programs simply may not work for smaller private universities.

CONTINUED ON NEXT PAGE...

Priority Area 10: Admissions and Access

Furthermore, research shows that students who participate in high-impact learning experiences, such as internships, research, leadership experiences, study abroad/global experiences, and service/service learning, have greater success in their first employment or in graduate school. They are also more successful in their first employment as compared with students who have comparable GPAs but no engagement in these types of high-impact learning experiences. In addition, internships and similar experiences are a path to employment. It is common for an unpaid internship to lead to a paid internship, which then leads to a job offer. The same is true of research: A student engages in summer research, which leads to a paper presentation at a national conference, which increases opportunities for graduate school admissions. However, for BIPOC students, there appears to be obstacles to high-impact learning experiences. BIPOC students are disproportionately underrepresented in these high-impact experiences. As is the case in admitting more BIPOC students to the nation's selective universities, the barriers to access to high impact experiential opportunities once they arrive on campus are numerous and well-known.

AREAS OF CONCERN

ADMISSIONS POLICIES that have disproportionately excluded BIPOC students.

ADMISSIONS CRITERIA Is test-optional and/or test-blind the new normal?

- Black students would benefit from this as they tend to earn, on average, lower scores on standardized college admission tests such as the SAT and ACT.
- The wealth gap between White and Black families remains as wide as it was in 1968, hurting the ability of Black families to pay for test-prep courses and private college counseling services.

STUDENT DEBT Black students leave college with higher amounts of student debt than White students, impacting both their college experiences and their future prospects.

LEGACY ADMISSION preferences favor wealthy White students, perpetuating long-standing inequalities in college access.

IN SOME STATES, PROHIBITIONS ON AFFIRMATIVE ACTION preclude any consideration of race in the admissions process.

WHITE STUDENTS GRADUATE AT A SIGNIFICANTLY HIGHER RATE THAN BLACK AND LATINX STUDENTS.

BLACK STUDENTS ARE LESS LIKELY TO ATTEND SELECTIVE UNIVERSITIES THAN WHITE STUDENTS. Selective universities offer more high-impact learning experiences.

ACCESS/PIPELINE CONCERNS Pre-college programs prepare students for the college experience which contribute to student success.

CONTINUED ON NEXT PAGE...

Priority Area 10: Admissions and Access

AREAS OF EFFORT

THE VALUE PROPOSITION OF A COLLEGE EDUCATION ARISES FROM THE BALANCED EDUCATIONAL EXPERIENCE BOTH INSIDE AND OUTSIDE THE CLASSROOM. Essential to preparing global citizens and leaders is a residential education where students directly engage with diverse peoples, cultures, ideas, and traditions. To encourage students' fullest possible engagement with diverse peoples, cultures, ideas, and traditions, colleges and universities should aspire to bring talented students from a wide range of backgrounds to their campus communities.

- Design, consistent with state and federal law college/university race-conscious goals.
- Design debt forgiveness programs that benefit BIPOC students and others.
- Dedicate resources to support high-impact learning opportunities that benefit BIPOC students once they arrive on campus.

RACE AS A FACTOR IN HOLISTICALLY EVALUATING STUDENTS. Grade point averages or test scores are not the sole measures of a candidate's qualification for admission. Universities and colleges should consider many additional attributes to determine the students who best "fit" their institution. The US Supreme Court has determined that there are educational benefits derived from a diverse student body and that there is a compelling interest in diversity. The law continues to evolve on the use of race as a factor in admissions, and each institution is required to adhere to state and federal law when using race in deciding which students to admit, including the requirement that the approach is "narrowly tailored".

CONDUCT CAMPUS RACIAL CLIMATE ASSESSMENTS/ SURVEYS. A poor racial climate can negatively influence students' academic and social engagement, sense of belonging, and chances of completing a degree.

SELECTIVE COLLEGES AND UNIVERSITIES SHOULD INVEST IN MEANINGFUL ARTICULATION AGREEMENTS with HBCUs, Hispanic-Serving Institutions, Tribal Colleges, and other Minority-Serving Institutions that codify transfer pathways/opportunities for BIPOC students.

VISUAL REPRESENTATION OF INSTITUTIONS. Authentic representation of campus diversity is preferred.

USING EXISTING STUDENT POPULATION AND ALUMNI for recruitment and yield.

PATHWAYS/ACCEPTANCE/TRANSFER STUDENTS. Identify innovative programs to recruit and admit prospective students including students from two-year to four-year colleges.

References

A practitioner's guide for promoting Race equity (2019, November). Retrieved February 6, 2021, from https://scchildren.org/wp-content/uploads/Practitioners_Guide_to_Promoting_REI_in_the_Workplace_web.pdf.

Anti-racism charter. (n.d.). Retrieved February 08, 2021, from https://neu.org.uk/anti-racism-charter.

Ash, A., Hill, R., Risdon, S., & Jun, A. (n.d.). Anti-racism in higher education: A model for change. Retrieved February 06, 2021, from https://soundideas.pugetsound.edu/rpj/vol4/iss3/2/.

Being Antiracist. (2020, October 09). Retrieved February 08, 2021, from https://nmaahc.si.edu/learn/talking-about-race/topics/being-antiracist.

Busteed, B. (2019, April 23). What's the purpose of college? Retrieved February 06, 2021, from https://www.forbes.com/sites/brandonbusteed/2019/04/10/whats-the-purpose-of-college/?sh=264c21b6354e

Carter, E. R. (2020, June 23). Restructure your organization to actually advance racial justice. Retrieved February 06, 2021, from https://hbr.org/2020/06/restructure-your-organization-to-actually-advance-racial-justice.

Davis, A. (2020). Angela Davis on Abolition, Calls to Defund Police, Toppled Racist Statues & Voting in 2020 Election. Retrieved February 06, 2021, from https://www.democracynow.org/2020/6/12/angela_davis_on_abolition_calls_to.

Diep, F. (2020, July 23). How higher ed can Fight Racism: 'speak up when IT'S HARD'. Retrieved February 06, 2021, from https://www.chronicle.com/article/how-higher-ed-can-fight-racism-speak-up-when-its-hard.

Diversity. (2021, January 15). Retrieved February 06, 2021, from https://udayton.edu/about/diversity/antiracist-university.php.

Garcia, G. A. (2020, July 21). Anti-Racist hiring practices in higher education. Retrieved February 06, 2021, from https://www.higheredjobs.com/blog/postDisplay.cfm?post=2344&blog=28

Giroux, H. (2020). *Race, Politics, and Pandemic Pedagogy: Education in a Time of Crisis.* Bloomsbury Academic.

Giroux, H. (2020). *Race, Politics, and Pandemic Pedagogy: Education in a Time of Crisis. Bloomsbury Academic.*

Harper, S. R., Hurtado, S. (2007). Nine themes in campus racial climates and implications for institutional transformation. New Directions for Student Services, 120, 7-24.

Hurtado, S. (1992). The campus racial climate: Contexts for conflict. The Journal of Higher Education 65(5): 539-69.

Hurtado, S., J. F. Milem, A. R. Clayton-Pedersen, and W. R. Allen. (1998). Enhancing campus climates for racial/ethnic diversity through educational policy and practice. Review of Higher Education 21(3): 279-302.

Kebede, D. (2020). Anti-racism charter. Retrieved February 08, 2021, from https://neu.org.uk/anti-racism-charter

Kendi, I. X. (2019). *How to be an antiracist.* New York, NY: One World/Ballantine.

K-12 education Archives. (2020). Retrieved February 08, 2021, from https://www.hanoverresearch.com/organization/k-12-education/

CONTINUED ON NEXT PAGE...

References

Ladson-Billings, G. (1998). Just what is critical race theory and what's it doing in a "nice" field like education? International Journal of Qualitative Studies in Education, 11(1), 7–24.

Livingston, R. (2020, November 10). How to promote racial equity in the workplace. Retrieved February 06, 2021, from https://hbr.org/2020/09/how-to-promote-racial-equity-in-the-workplace.

Metivier, K. (2020, July 2). Inside higher ed. Retrieved February 08, 2021, from https://www.insidehighered.com/views/2020/07/02/actions-higher-ed-institutions-should-take-help-eradicate-racism-opinion.

McNair, T. B., Bensimon, E. M., & Malcom-Piqueux, L. E. (2020). *From equity talk to equity walk: Expanding practitioner knowledge for racial justice in higher education.* Hoboken, NJ: Jossey-Bass, a Wiley Brand.

Milem, J. F., Chang, M. J., & Antonio, A. L. (2005). Making diversity work on campus: A research-based perspective. Washington, DC: Association American Colleges and Universities.

Morgan, Julie Margetta, and Marshall Steinbaum. (2018). *The Student Debt Crisis, Labor Market Credentialization, and Racial Inequality: How the Current Student Debt Debate Gets the Economics Wrong.* New York: Roosevelt Institute.

North, 2020 – What it means to be anti-racist. Retrieved February 08, 2021, from https://www.vox.com/2020/6/3/21278245/antiracist-racism-race-books-resources-anti-racism.

Osta, K., & Vasquez, H. (n.d.). Implicit bias and structural racialization. Retrieved February 08, 2021, from https://www.nationalequityproject.org/frameworks/implicit-bias-structural-racialization.

Palmira N. Rios (2020). Diversity, Equity, and Inclusion: Challenges and Opportunities for the American Judicial System. Retrieved February 06, 2021, from https://www.ncsc.org/trends/monthly-trends-articles/2020/diversity,-equity,-and-inclusion-challenges-and-opportunities-for-the-american-judicial-system

Pippert, T. P., Essenburg, L. J., & Matchett, E. J. (2013). We've got minorities, yes we do: Visual representations of racial and ethnic diversity in college recruitment materials. Journal of Marketing for Higher Education, 23(2), 258-282.

Smith, W. A., Yosso, T. J., & Solórzano, D. G. (2006). Challenging Racial Battle Fatigue on Historically White Campuses: A Critical Race Examination of Race-Related Stress. In C. A. Stanley (Ed.), Faculty of Color: Teaching in Predominately White Colleges and Universities (pp. 299-327). Boston, MA: Anker Publishing Company.

Solorzano, D., Ceja, M., & Yosso, T. (2000). Critical Race Theory, Racial Microaggressions, and Campus Racial Climate: The Experiences of African American College Students. Journal of Negro Education, 69(1/2), 60.

Sue, D.W., & Spanierman, L. (2020). Microaggressions in Everyday Life (2nd ed.). Hoboken, NJ: Wiley.

The Racial Wage Gap persists in 2020. Equal PayScale, 2020. Retrieved February 08, 2021, from https://www.payscale.com/data/racial-wage-gap.

Taylor, Morgan, Jonathan M. Turk, Hollie M. Chessman, and Lorelle L. Espinosa. 2020. Race and Ethnicity in Higher Education: 2020 Supplement. Washington, DC: American Council on Education. From https://www.equityinhighered.org/resources/report-downloads/race-and-ethnicity-in-higher-education-2020-supplement/.

CONTINUED ON NEXT PAGE...

References

Warren, C. (2020, June 9). Inside higher ed. Retrieved February 06, 2021, from https://www.insidehighered.com/views/2020/06/09/defeat-systemic-racism-institutions-must-fully-integrate-truly-diverse-subject.

Weissman, S. (2020, June 24). Live panel discussion ensuring equitable access and inclusion during a pandemic. Retrieved February 06, 2021, from https://diverseeducation.com/article/181962/.

Worthington, R. L., Stanley, C. A., & Smith, D. G. (2020, March). NADOHE standards 2.0. Retrieved February 06, 2021, from https://www.nadohe.org/standards-of-professional-practice-for-chief-diversity-officers.

Additional Resources

https://www.racialequitytools.org/glossary

https://www.diversity.pitt.edu/education/diversity-equity-and-inclusion-glossary

Richard Delgado and Jean Stefancic, Critical Race Theory: An Introduction, NYU Press, 2001 (2nd ed. 2012, 3rd ed. 2017).

https://socialwork.columbia.edu/wp-content/uploads/DEI-Glossary-of-Terms.pdf

National Association of Diversity Officers in Higher Education

NADOHE

Leading Higher Education Towards Inclusive Excellence

The Mission of NADOHE

NADOHE serves as the preeminent voice for diversity officers in higher education by supporting our collective efforts to lead our institutions toward the attainment of the following goals:

- Produce and disseminate empirical evidence through research to inform diversity initiatives
- Identify and circulate exemplary practices
- Provide professional development for current and aspiring diversity officers
- Inform and influence national and local policies
- Create and foster networking opportunities

NADOHE Membership

Learn more about NADOHE Membership benefits for you and your institution **HERE.**

NADOHE Standards of Professional Practice

Learn more about NADOHE Standards of Professional Practice **HERE.**

nadohe.org