

A Framework
for Advancing
Anti-Racism
Strategy
on Campus

Anti-Racism Taskforce

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



We have reached another pivotal moment in our country. While there are laws in the United States that prohibit discrimination based on race, including the Civil Rights Act of 1964, a landmark civil rights law, these laws, state and federal, have been unsuccessful in addressing the need to dismantle structural racism in our organizations and institutions. Incidents of social injustice, including racist acts of violence that have led to the deaths of too many, have not only strengthened the fight for racial equity, but they have also heightened the call for accountability to those whose inaction perpetuates and supports systemic and institutional racism. And while there has been progress, there remains much work to do if we are to create a country that is truly just and equitable for all.

As the preeminent voice for higher education diversity officers, NADOHE has the unique opportunity to assist our members in establishing diversity and equity policy at a wide array of higher education campuses across the country. 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. This framework, developed by a special task force comprised of NADOHE members who are scholars and fellow senior diversity officers, facilitate this commitment.

While the strategies contained within this framework do not purport to provide solutions for every challenge, they do offer a foundation to build upon as we work together to dismantle and eradicate systemic racism and transform our institutions of higher education into anti-racism organizations.

We are in this fight together, and NADOHE is here to support you as we progress toward the goal of advancing diversity, equity, justice, and inclusion. I want to thank the chair and members of the task force for their efforts in the development of this framework, and for their commitment to advocating, promoting, and leading efforts to effectuate change within their respective institutions.

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.

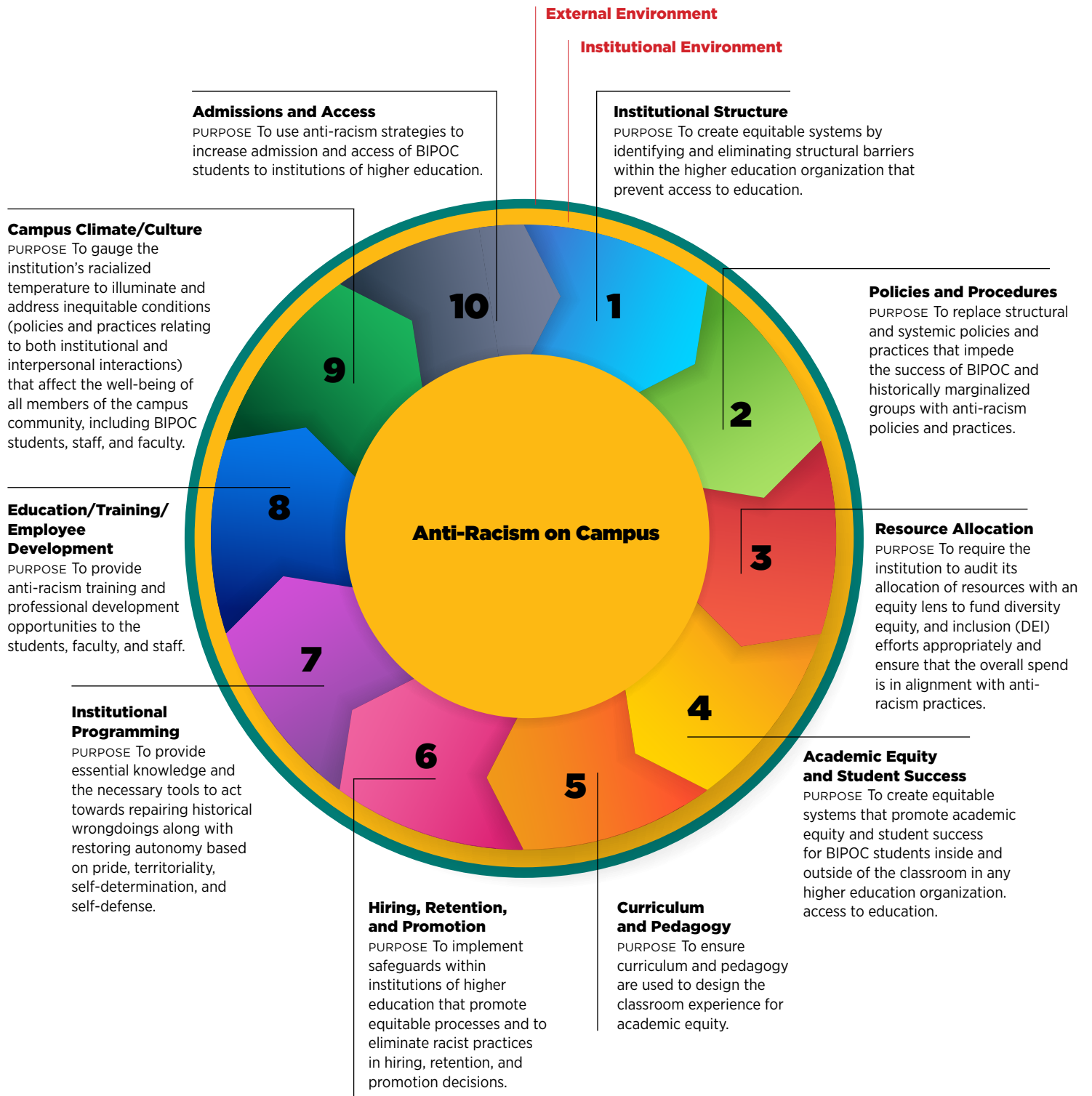
For each priority area, the task force developed areas of concern where diversity officers should concentrate their focus, as well as areas of effort where changes can be enacted and resources allocated at their respective institutions. The framework also poses several questions that diversity officers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



Introduction

THE 10 KEY AREAS
 identified in this document,
*Creating 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

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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 (an expanded [Glossary of Terms](#) appears in the appendix) 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 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 opportunity, and for all people to 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 interrogation 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 the need to confront and call out White supremacy and White privilege, 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 the advancement of an anti-racism strategy and strengthen our institutions of higher education while building racial equity.

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.

Anti-racism efforts must begin with the basic understanding that White privilege and White supremacy are foundational aspects of higher education. Our institutions have played a role in maintaining White privilege as higher education and other social systems are embedded with structural racism and practices that privilege some groups while negatively impacting others. 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 supports structural racism as “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 to measure racial progress and establish metrics of success and accountability mechanisms as part of measuring progress toward racial justice.

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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 (JEDI) success through data and outcomes. Communication efforts should include climate surveys and other measures to assess the campus environment.

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

HIRING AND ONBOARDING ACTIVITIES: Inclusive search procedures with required implicit bias training and processes that ensure a JEDI search. Orientation and onboarding activities should include JEDI 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: 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 university. 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.

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Priority Area 1: Institutional Structure

BIAS REPORTING AND DISCRIMINATION AND

HARASSMENT PROCEDURES: JEDI 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 supply chain 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 to measure racial progress and establish metrics of success and accountability mechanisms for failed attempts toward racial justice.

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 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.

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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 & Inclusion (JEDI) is part of institutional planning objectives, then strategic funds must consist of funds 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.

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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 JEDI 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 JEDI action plan, sufficient staffing and financial resources need to be dedicated to achieving objectives. Without human and financial resources, JEDI work will appear to be checking a box of having an individual 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 JEDI work is a cost center versus a value-added organizational effort. When we look at organizational budgets, what is the percentage of funding dedicated to JEDI initiatives? What are the outcomes? In the end, the value-add can lead to increased retention of students, faculty, and staff.

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 are an obstacle for BIPOC students as well as burgeoning student debt. 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.

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Priority Area 3: Resource Allocation

SUPPLIER DIVERSITY (MWDDBE) 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 JEDI 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, many BIPOC higher education staff and faculty salary ranges are below their White peers. "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



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.

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Priority Area 4: Academic Equity and Student

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.

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

DETERMINE INSTITUTIONAL COMMITMENT.

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

EXAMINE AND ASSESS CAMPUS CLIMATE AND CULTURE.

- o What qualitative or quantitative data exist to help us routinely assess sense of belonging on campus felt by students, faculty, and staff?
- o How does the institution support inclusion and belonging for all identities?
- o What does it mean to belong or to be included at the institution?
- o 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?
- o 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).

- o 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).
- o What does the data say about success rates for

BIPOC students in developmental, remedial, and gateway courses into majors and specialized admissions programs?

- o Is there an ongoing review and analysis of disaggregated course success data in gateway courses and developmental/remedial courses?
- o Using disaggregated data, who is showing success and who is not?
- o 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.

- o 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?
- o Is there alignment of budget and space resources?
- o Is there broader faculty and staff accountability for academic equity and student success?
- o Is there faculty and staff professional development to address equity?
- o 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.

- o Has there been an examination and understanding of the institutional policies and practices that may create barriers to academic equity and student success?
- o 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.



Curriculum and pedagogy are areas of priority to address as racism has played a critical role in classroom experiences and has been an impediment to educational equity.

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.

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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 system 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 build 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.

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.

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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

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

JOB DESCRIPTIONS

- o Eliminate racially coded words.
- o Institutional commitment to racial equity and DEI efforts.
- o 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

- o 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

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

INSTITUTIONAL DATA

- o Aggregate data to ascertain pipeline and areas of departmental underrepresentation.

BIAS INCIDENT REPORTING

- o The process of reporting transparent, and faculty, students, and staff encouraged and supported through this process.

EVALUATIONS

- o 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 a communication strategy that is equitable, diverse, and inclusive?

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 from the motherland, 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 exchange in institutional programming for different populations? Taxation on people of color. White caucus group and development to build up programming and support. Multi-prong approach for support services, counselors, and community. Community and different pathways. Develop in partnership with communities internal/external to college and university to ensure that it can be offered up as a resource to/with communities and informed by members of the community as they are brilliant, gifted, and powerful.

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Priority Area 7: Institutional Programming

AREAS OF CONCERN

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

ANTI-RACISM INSTITUTIONAL PROGRAMMING IS SPIRALED OR SEQUENCED AND DEVELOPMENTAL.

ANTI-RACISM INSTITUTIONAL PROGRAMMING DECENTERS WHITENESS and centers the assets, beauty, and power of historically minoritized populations to reconstruct the narratives.

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.

- o Incentivize ongoing participation and engagement in Anti-Racism Institutional Programming for students, staff, faculty, and community.
 - o Students: class credit, co-curricular transcript, personal, and professional growth/development, and certificates/awards.
 - o Staff: connected to performance evaluation, personal and professional growth/development, and certificates/awards.
 - o Faculty: connected to promotion and tenure, performance evaluation, personal and professional growth/development, and certificates/awards.
 - o 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, and staff.

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 achieve inclusive excellence and to become authentically anti-racism.** Moving from non-racist to anti-racism requires an intentionality to address both interpersonal acts of racism and structural or institutionalized racism in policies and practices, also known as 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 standards.

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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.

- o EQUITY: in access, opportunity, experience, and outcome.
 - o JUSTICE: fairness and non-discrimination.
 - o INCLUSION: Belonging and feeling relevant and involved.
 - o VOICE: representation, participation, power to affect decisions.
 - o RESPECT: Enabling and protecting personal and cultural identity.
 - o 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.

- o INDIVIDUAL: awareness, empathy, action, competency.
 - o INSTITUTIONAL: employee satisfaction, retention, productivity.
 - o 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 models for training and assessment, see the links and the table below.

- Promoting Race Equity and Inclusion in the workplace.
- How to Promote Racial Equity in the workplace.
- Training of Racial Equity and Inclusion: A Guide to Selected Programs.
- Intercultural Development Inventory and conduct an Equity Audit
- Create and issue an Equity Score Card.
- Inter-Group Dialogue
- NERCHE Diversity Assessment
- Restorative Justice

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Priority Area 8: Education/Training/Employee Development

THREE LEVELS FOR ANTI-RACISM TRAINING ¹		
<p>DIVERSITY AWARENESS</p> <ul style="list-style-type: none"> • Develop a sensitivity and understanding of another ethnic group • Celebrates variety of cultures and gain knowledge of that culture • Acknowledges and respect each other's differences • Positive response - however it will never effectively address racism 	<p>CULTURAL COMPETENCY</p> <ul style="list-style-type: none"> • Celebrates Diversity • Depth tends to be historical perspective to so we can all just get along today • Emphasis is on effectively operating in different cultural contexts • Relate and communicate across cultural lines • Managing diversity for overall productivity and often using the dominant bias to do so • Does not look at power, privilege, or access 	<p>ANTI-RACISM</p> <ul style="list-style-type: none"> • Looks at the large, societal perspective regarding issues of oppression and social change • Sights are set on changing the systems and structures that perpetuate inequality and inequity in our society • Addresses issues of power and privilege along the lines of social identities • People at this level realize that racism is a problem and are committed to working towards it end • Need to address both how racism effects People of Color as well as how racial injustice benefits White People • How practices, policies, and procedures do not serve People of Color and over-serve White People

² Figure text reproduced verbatim form Three Levels of Anti-Racism Training Diversity = Awareness Cultural Competence, Anti-Racism + Justice Ramsey County Community Human Services Anti-Racism Leadership Team - 2013.

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.



olleges and universities are microcosms of the general society; therefore, the conditions in society are also present on college and university campuses in the United States.

These conditions 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, all occurring alongside a global pandemic. **These racially hostile conditions permeate 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) is 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.

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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 blatant 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 to guide institutions on 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 improving the campus racial climate and diversity, equity, and inclusion 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? In its neighboring communities? In local, regional, state, and national legislation, policy, and practice?

How is diversity, equity, and inclusion 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 diversity, equity, and inclusion? What are the specific human and operational capacities to which resources are allocated?

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Priority Area 9: Campus Climate/Culture

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.

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 of the NADOHE Taskforce for Advancing Anti-Racism Strategy on Campus is to develop a framework to combat how racism plays a role in the admissions process and access to high impact educational opportunity experiences. The research on the barriers to admitting more BIPOC students to the nation’s selective universities are numerous and well-known. 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 do not work for smaller private universities.

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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

RACIST POLICIES have been used in higher education to exclude BIPOC students.

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

- o Black students would benefit from this as they tend to earn lower scores, on average, on standardized college admission tests such as the SAT and ACT.
- o 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 RATES THAN BLACK STUDENTS.

BLACK STUDENTS ARE LESS LIKELY TO ATTEND SELECTIVE UNIVERSITIES THAN WHITE STUDENTS.

- o Selective universities offer more high-impact learning experiences.

ACCESS/PIPELINE CONCERNS.

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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.

- o Design college/university race-conscious goals.
- o Design debt forgiveness programs that benefit BIPOC students.
- o Dedicate resources to support high-impact learning opportunities that benefit BIPOC students once they arrive on campus.

RACE COULD/SHOULD BE USED AS A FACTOR IN HOLISTICALLY EVALUATING STUDENTS.

Grade point averages or test scores should not be used as 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. Consistent with law, colleges and universities should consider an applicant's race or ethnicity as a factor in the admission process as racial and ethnic diversity is an important element of overall educational diversity.

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.

USING EXISTING STUDENT POPULATION on the campus for yield/recruitment.

PATHWAYS/ACCEPTANCE/TRANSFER STUDENTS.

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Glossary of Terms

The following glossary contains common terms used within the DEI community. This is not an exhaustive list but may be useful as anti-racism strategies are developed.

Accountability - the ways in which individuals and communities hold themselves to their goals and actions and acknowledge the values and groups to which they are responsible.

Affirmative Action - A set of policies and practices designed to eliminate unlawful discrimination among applicants, remedy the results of such prior discrimination, and prevent such discrimination in the future.

Ally - Someone who possesses power and privilege (based on ethnicity, class, gender, sexual identity, etc.) and stands in solidarity with, and is supportive of, marginalized groups and communities.

Anti-Blackness - The Council for Democratizing Education defines anti-Blackness as being a two-part formation that both voids Blackness of value, while systematically marginalizing Black people and their issues.

Anti-Racism - Someone who is supporting an anti-racism policy through their actions or expressing anti-racism ideas. This includes the expression or ideas that racial groups are equals and do not need developing and supporting policies that reduce racial inequity.

BIPOC - A person or group who identifies as Black, Indigenous, or as a Person of Color.

Critical Race Theory - The Critical Race Theory movement considers many of the same issues that conventional civil rights and ethnic studies take up but places them in a broader perspective that includes economics, history, and even feelings and the unconscious.

Discrimination - The unequal treatment of members of various groups based on race, gender, social class, sexual orientation, physical ability, religion, and other categories.

Diversity - The wide variety of shared and different personal and group characteristics among human beings. The concept of diversity encompasses acceptance and respect of individual differences.

Equity - The proportional distribution of desirable outcomes across groups, where an individual's race, gender, socio-economic status, sexual orientation, etc. do not determine their educational, economic, social, or political opportunities.

Inclusion - Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power. Inclusion promotes broad engagement, shared participation, and advances authentic sense of belonging through safe, positive, and nurturing environments. Inclusion is key to eliminating systemic inequality.

Implicit Bias - Negative associations that people unknowingly hold. They are expressed automatically and without conscious awareness.

Institutional Racism - The systemic mistreatment and dehumanization of any individual based solely on a social identity group with which they identify that is supported and enforced by society and its institutions.

Intersectionality - The overlapping of various systems of oppression. Coined in 1989 by Kimberlé Crenshaw, in response to White feminism.

Justice - The maintenance or administration of what is just, especially by the impartial adjustment of conflicting claims or the assignment of merited rewards or punishments.

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Glossary of Terms

Marginalization - The process of oppression by which target groups are excluded from participation in society.

Microaggression - Prejudiced thoughts or discriminatory actions in indirect, subtle, or unintentional forms.

Normalization - The process by which prejudiced thoughts and discriminatory actions become commonplace and unquestioned.

Oppression - A system of control based on prejudice, using power at the personal, interpersonal, institutional, and cultural levels by one social group on another.

Prejudice - The unjustified, preconceived beliefs about a social group.

Privilege - The unquestioned and unearned advantages, entitlements, and choices by members of dominant social groups.

Race - Any one of the groups that humans are often divided into based on physical traits regarded as common among people of shared ancestry.

Racial Equity - The process of achieving equality for all races.

Racial Inequality - An instance of being unequal solely based upon one's race.

Racism - A system of oppression based on White supremacy.

Restorative Justice - The process of achieving justice rooted in Indigenous practices, using inclusion, harm repair, amends, and community reintegration.

Social Justice - A broad term that connotes the practice of allyship and coalition work in order to promote equality, equity, respect, and the assurance of rights within and between communities and social groups.

White Privilege - The unquestioned and unearned advantages, entitlements, and choices for White people.

White Supremacy - The belief that the White race is inherently superior to other races and that White people should have control over people of other races.

Xenophobia - Prejudiced thoughts and discriminatory actions against those who are different from oneself, based on fear or hatred of strangers.

SOURCES:

<https://www.racialequitytools.org/glossary>

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

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