



Guidelines for Developing Diversity, Equity and Inclusion Strategies
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I. Define Diversity, Equity Inclusion, Belonging and Social Justice

a. **Diversity** (Adapted from AAC&U)

- i. Individual Differences
 1. Personality, prior knowledge, life experiences
- ii. Group and social differences
 1. race/ethnicity, indigeneity, class, gender, gender identity, sexual orientation, country of origin, and ([disability](#)), historically underrepresented populations, and cultural, political, religious, or other affiliations
- iii. Additional considerations when defining Diversity (See Appendix A Reading List, *Strategic Diversity Leadership*, Williams)
 1. Veteran status
 2. Immigration status
 3. Political perspective (with guardrails for civil discourse)
 4. Age
 5. Non-traditional students
 6. Socio-economic status
 7. Language
 8. Marital status
 9. Height/weight/appearance
- iv. Consider the intersectionality of all the above.

b. **Equity**

- i. Equal access and opportunity to education
- ii. Closing achievement gaps
- iii. Policies, procedures, attitudes and actions that lead:
 1. Against bias and discrimination
 2. For equal opportunity, protection and treatment

c. **Inclusion and Belonging**

- i. Intentional and ongoing engagement with diversity across a broad spectrum of University activities to increase awareness and create a sense of belonging and connection between people
- ii. Respect, listening campus culture
- iii. **Inclusive Excellence** A collective leveraging of diverse resources and people to achieve excellence
 1. excellence is only achievable when diversity, equity and inclusion are present (see Appendix B, Example DEI Plans, Nebraska)
- iv. **Belonging** (see the work of John A. Powell, Other & Belonging Institute, UC Berkeley) <https://belonging.berkeley.edu>
 1. It is nice to be included, but do you believe you belong?
 2. Some institutions are adopting the term **EDIB** (Equity, Diversity, Inclusion and Belonging)

d. **Social Justice and External Impact:** (see Appendix B, Example DEI Plans, Eskenazi School). An external focus of diversity efforts

- i. Consider **the enlarged capacity of the arts to bear witness to racial justice** in recognition of America' unique history of intolerance, enslavement of African-Americans, genocide of indigenous people, confinement and treatment of migrants and racial segregation that still have disparate effects in education and employment opportunities, housing, medical care, wealth, and treatment within the law enforcement and penal system
- ii. The arts as a means for effecting **external societal change, social justice, global inequity and the elevation of historically marginalized voices** through community engagement, performance, exhibition, scholarship and creativity for impact beyond the school, college and university.

II. **Faculty Recruitment and Retention:** (Most DEI plans emphasize this)

a. **Faculty Recruitment and Retention**

- i. Review literature for best practices and strategies to understand what attracts and retains a diverse faculty
- ii. Searches
 1. Develop inclusive excellence search guidelines
 - a. See UC Santa Cruz rubric, "Assessing Candidate Contributions to Diversity, Equity and Inclusion." <https://apo.ucsc.edu/policy/communications/docs/UCSCRubricsC2DEIStatements.pdf>
 2. Develop "Intentional mindsets"
 3. Provide units with demographic data on diversity and how they compare with peers in the College, University and nation
 4. Methods that increase underrepresented minorities in pools

- a. Use the “Rooney Rule.” The College provides funding for search committees to bring in additional candidates for qualified under-represented candidates
- 5. Reconsider advertising position descriptions that value diversity
 - a. In research
 - b. In teaching, mentoring and recruiting a diverse student body
- 6. Use inclusive language and pronoun use (for instance, They, Them, Theirs)
 - a. Train search committees in gender identity, chosen name and pronoun use
- 7. Advertise in diverse journals
 - i. Include commitment to diversity communication
- 8. Require Diversity Training of Search Committees and all administrators
 - i. Compliance and certification
 - ii. Bias training and objective criteria
 - iii. Managing interview and campus visit and standard protocols
 - iv. Concentrate on power dynamics of search committees
- 9. Consider target hires
- 10. Cluster hires (See Ohio State proposal for Race, Inclusion and Social Equity “RAISE”)
 - a. College leadership advocates for funding and support across the University for a strategic hiring initiative around race, inclusion and social equity
 - b. Hire faculty and post docs to support race, inclusion and social equity around race, the arts, and creative expression
 - i. Criteria include social value and translation, connectivity, methodology, analytical and creative thinking, distinction, alignment with overall diversity strategy
 - c. Coordinate with other academic units and colleges as well as the Office of Academic Affairs
- 11. Allow for alternative tenure homes, even apart from the College, for faculty of color to build community.
- 12. Provided special targeted funding in startup packages for inclusive research and creativity
- 13. Develop networks and ongoing outreach to potential candidates
- iii. Identify cultural and policy barriers
 - a. Faculty attitudes
 - b. State affirmative action statutes and amendments
- iv. Include guest artists/lecturers and visiting faculty as part of a strategy to diversify the faculty pool

1. However, when addressing lack of faculty expertise – students find it a mark of disengagement to hire faculty of color, for instance, to teach diverse cannon or approaches that make such classes an “other” subject.
 - a. Better to ask all faculty to “retool their knowledge” to work alongside faculty of color on integrating a diverse cannon into the classroom, rather than segregating. (see IV.6)
- v. Consider the “grown your own” and bridge opportunities for graduate students of diverse backgrounds
- vi. Develop and publish policies on work-life balance and resources for a diverse faculty
- vii. Address salary inequities
- viii. Address the amount of service requested of faculty of color in particular and the exhaustion that comes with it.
- ix. Demonstrate DEI as a priority and communicate school/college commitment to diversity and ending discrimination, bias and microaggression (see V, Reporting, Policies...)
- x. Retention
 1. Mentoring and onboarding programs
 2. Build and facilitate cohorts within and without the College around diversity
 3. Diversity professional and leadership development
 4. Community engagement opportunities
 5. Appropriate socialization processes for underrepresented faculty and staff
 - a. Say hello and welcome people
 - b. Ongoing check-ins
 6. Ongoing listening sessions with the dean to discuss inclusion and equity
- xi. Hold exit interview with faculty leaving the institution

III. Students Access and Success

- i. Identify cultural and policy barriers to student access and success
 - a. Review admission requirements
 - b. Address access, awareness and financial aid issues
- ii. Charge recruitment professionals and graduate chairs with specifically developing best practices for recruiting a diverse student body
 - a. Consult with university admissions office
- iii. Put aside funds for recruitment, marketing and scholarships for diverse students
- iv. Outreach
 1. Identify diverse community partners, high schools and colleges from which to recruit and build initiatives to recruit from them
 2. Establish pre-college programs

3. Put aside funding for students and families to visit campus and learn about your programs
 4. Communicate and publicize opportunities and support funding for diverse students
 5. Develop pipelines and bridge programs with high schools located in diverse communities.
- v. Retention Strategies
1. Review student success, advising and financial aid systems for their role in retention
 - a. Scholarships
 - b. Employ intervention practices if needed
 - i. Emergency financial aid for students and families with financial situations that threaten immediate withdrawal from school.
 2. Faculty awareness of the classroom - observing signals
 - i. DFW
 - ii. Attendance
 - iii. Late assignments
 3. Psychological and financial counseling
 4. Learning and social communities and living arrangements that promote a sense of belonging
 - a. Sororities and fraternities
 - b. Housing
 5. Alumni
 - a. Invite alumni of color back to campus to celebrate success
 - b. Special Alumni of color exhibits at School/College museums
 - c. Alumni of color performances in music and dance recitals and plays
 - d. Engage alumni in communication, recruitment and retention efforts as spokespeople, advisors and mentors (and consider paying them for it)

IV. Curriculum and Learning – almost all DEI plans include diversifying the curriculum

a. **Curriculum Development**

- i. Create clear and consistent guidelines making diversity, inclusion and belonging outcomes a priority
- ii. Develop an inclusive syllabus handbook
- iii. Develop benchmarks for choosing readings, artwork and performance pieces that aspire to equitable and inclusive representation of diverse viewpoints
 1. If not practical, allow for discussion on power, privilege, and the systems of oppression.

- iv. Draw upon best practices of other arts colleges and schools who are diversifying the curriculum well
- v. De-colonization and internationalization of curriculum
 - 1. Internal surveys show that contemporary students seek more diverse, de-colonized curriculum, canon, repertoire and programs
 - a. Jazz, popular, non-western or spiritual music, for example
 - b. Digital music creation as opposed to the performance of the classical repertoire
 - c. Improv and devised theatre
 - d. Gaming and digital arts
 - e. Contemporary dance
 - 2. The power of interdisciplinarity and cross disciplinary engagement (letting diversity live beyond the departmental program structure)
 - a. Programs that approach unrepresented streams of making art
 - i. Using interdisciplinarity to overcome the “gatekeeper” aspect of foundational level skill mastery in pre-professional programs such as the BFA and BM
 - ii. An example, World Performance, an interdisciplinary program at the confluence of performance across music, theatre and dance with an international and diverse focus
 - 3. Such programs and courses attract the interest of a diverse student body thereby increasing access and belonging
 - 4. Explore how DEI embeds into foundational or general education curriculum
 - 5. Address structural barriers to de-colonization of curriculum
 - a. The western canon
 - b. Faculty interest and expertise
 - c. Accreditation standards
 - d. Other curriculum needs in the school or college
 - 6. Retool faculty knowledge to work alongside faculty of color in integrating a diverse canon into the classroom, rather than segregating it.
 - a. Art, music and theatre are art, music and theatre, not only black art, black music and black theatre
 - 7. Thematic approaches - minors, badges or certificate programs with thematic approaches and perspective of diversity and internationalization
 - a. Arts and gender, race or non-Western studies, for instance
 - b. Integrate thematic minors – African American or Women’s Studies, for instance, with student capstone projects
 - c. Encourage and advise students of the opportunity to take the new Ethnic Studies minor

- d. Build learning communities around diversity with monthly report-outs to the College to engage in conversation (Ohio State College of Arts and Sciences)
 - 8. Experiential learning and cultural immersion outside the classroom
 - a. International study
 - b. Community engagement
 - c. Understand that student experiential opportunities in the community must be conducted ethically
 - i. Acknowledge, therefore, possible additional resources (faculty supervisory time) to manage experiential learning opportunities well
 - ii. Draw upon existing university offices of community engagement to assist in the oversight of student experiential learning opportunities
 - vi. Provide grants or release for faculty members to diversity their curriculum
 - vii. Provide grants for co-created student projects in the community
 - b. Student Awareness and Engagement
 - i. Experiential learning, cultural immersion
 - ii. Exposure to exhibits, performances, guest artists and guest lectures/artists with diverse perspectives through college and university partners and venues
 - a. Advocate for independent performing and fine arts centers to feature diverse offerings
 - b. Align with College resources
 - 2. Post-show discussion and forums
 - iii. Create webpage listing all courses meeting diversity requirements, See University of Maryland, College of Arts and Humanities
 - c. Faculty Skill Building, Training and Accountability
 - i. Books, seminars, workshops
 - ii. Implicit bias training for art critiques
 - iii. Training on inclusive classroom building
 - iv. Best practices by faculty leaders in integrating diversity in curriculum
 - v. Pilot projects and funding for diverse curriculum development
 - vi. Leverage campus resources for faculty training
 - vii. Include diversity questions in student evaluation of faculty and programs
 - viii. Include statements in syllabi that express diversity, inclusion and belonging as a value
 - ix. Recognize and reward faculty who contribute to a diverse and inclusive school or college
 - d. Address barriers to students (Largely from Michigan)
 - i. Equitable access to facilities, technology, instruments and equipment
 - ii. Financial aid
 - iii. Micro-aggressions, bias and discrimination against diverse students
 - iv. Stereotyping and expectation bias
 - v. Challenges with faculty understanding

- vi. Accreditation and standards
- vii. Color-blind or color conscious casting
- e. Access
 - i. Align with pre-college programs in support of underserved students
 - ii. Pipeline programs of diverse pre-college students
 - iii. Special scholarships for diverse students
 - iv. Evaluate admissions criteria to assess if it captures diverse and inclusive talent

V. Reporting, Policies, Accommodations, Awareness and Training

- a. Create policies that emphasis safety and concern against bias, discrimination and abuse
 - i. Well-articulated reporting systems for discrimination and incivility
 - ii. Codes of conduct
- b. Pay and equity gaps
- c. Ongoing training programs and workshops to reduce implicit bias, micro-aggressions, discrimination and incivility
- d. Facilities: accessibility and awareness
 - i. For those with different ability status
 - ii. Accessible restrooms and accommodations with those of different gender expression
 - iii. Parents needing child-care accommodations or adults needing parental and partner care accommodations or other work/life balance
- e. Communication plans for the above

VI. Culture and Climate (Internally and Externally for Societal Impact)

a. **Internal Focus**

- i. Intercultural development and intergroup relations
 - 1. Provide training, skills, mentorship that builds acumen to work in a diverse environment
 - 2. Identify those factors that form resistance to change in the field of diversity, equity and inclusion. Some areas may be
 - a. Lack of formal planning to address it
 - b. Lack of funding to support it
 - c. The issue seems overwhelming and very long-term
 - d. It's a team effort and not the work of one person and can lead to unaccountability
 - e. Lack of institutional memory
 - f. Uncomfortableness of talking about diversity and race
 - g. Attitudes and priorities
 - h. Academic freedom
 - i. Accreditation
 - j. Accountability
 - k. The “way it has always been” in terms of curriculum, criteria and what is merit-worthy for study and acceptance

1. Lack of embedding diversity, equity, belonging and anti-racism into the core strategies and values of the College
3. Build trust and accept whole-heartedly that building a diverse equitable and inclusive college or school entails risk and will meet resistance and criticism at times. It takes courage.
4. Celebrate and reward those who support and help create a more diverse and accepting college or school.
 - a. Adapt hiring and P&T templates as well as administrative documents to support inclusive excellence
5. Host monthly colloquiums featuring faculty and students who include race, justice and equity in their research and creative activity
6. Professional development series for allies programs
7. Create opportunities to socialize beyond work to build relationships around diverse initiatives
 - a. Dean hosted cocktail receptions and icebreakers a few times per semester
 - b. Invite faculty from across campus who are interested in diversifying curriculum
 - c. Invite the Associate Vice Chancellor for Diversity and Inclusion and make sure they are introduced to everyone
8. Form a Diversity and Inclusion Committee within the college or school with a budget to fund diverse initiatives – grants, faculty research, course and program development
9. Form an analogous committee of students with a budget to develop diversity and belong initiative.
10. Offer cultural and diverse programming
 - a. Campus climate and initiatives
 - i. Anecdotally, many provosts value the arts for their contributions to campus climate issues
 - ii. and/or external audience for societal change.
 - b. Through plays, exhibits, lectures, colloquia, inter-group dialogue and performances that feature diverse and inclusive perspectives
 - i. Re-consider color -conscious and color blind casting, implicit bias, and intercultural communication and marketing
 - c. As part of the advanced season planning and exhibition schedule process, encourage each academic unit to make a meaningful contributions to:
 - i. UNL Multicultural Week and Homecoming
 - ii. MLK celebrations
 - iii. LatinX Heritage Month. September
 - iv. LGBTQ Pride Month. October
 - v. Disability Awareness Month. October

- vi. Native and Indigenous Heritage Month. November
- vii. International Education Week. November
- viii. Black History Month. February
- ix. Womxn’s HERstory Month. March
- x. Asian Heritage Month. April
- d. Through campus partnerships and interdisciplinary collaborations
 - i. between arts programs and diverse organizations at the university such as the offices of diversity, African American Studies, LBGTQA+ centers, women and gender studies, and other available internal partners
 - ii. between arts units and diverse students who are not arts majors
 - iii. improvisation training and group work around diverse issues
 - iv. service and outreach with student affairs to reach a diverse student body
- 11. Use language that communicates inclusiveness, respect and belonging and listening skills (see Kegan and Lahey, “How the Way We Talk Can Change the Way We Work”)
 - a. Address people professionally, “Professor” or “Doctor” unless told otherwise
 - b. Faculty and staff with students
- 12. Reiterate publicly and often the College’s commitment to anti-racism
 - a. For instance, indigenous, “first-peoples” statements
- 13. Pilot programs and learning plans for freshmen
 - a. Could lead to certificate or badge
- 14. Publicize and communicate all ongoing training resources available
- ii. Individual development, inclusion and belonging
 - 1. Develop a College Statement on Civility. See University of Maryland, College of Arts and Humanities
 - 2. Intentionally welcome and celebrate faculty, students and staff of diverse background and abilities
 - a. Saying hello and welcome matters**
 - 3. DEI fellowships or distinguished diversity scholar’s program
 - 4. Empathy: Recognize that the experiences of under-represented faculty, staff and students are different and often bear the brunt of some of the internalized racism and/or sexism
 - a. Current events in particular have made people
 - i. Frightened
 - ii. Depressed
 - iii. Exhausted

- b. Some faculty more than others, women for instance, and people of color as well play informal role in nurturing and supporting students.
 - i. Some feel it is almost an expectation
 - ii. They should be recognized for that.
 - 5. Recognize that many faculty members of color, in particular, often bear heavy and unequal service loads in institutional initiatives of DEI
 - a. Many feel it should not be their burden primarily to solve racism and sexism in the academy
- iii. Policies, assessment and continual improvement
 - 1. For policies that addresses discrimination, bias, codes of conduct, pay/equity gaps, accommodations and facilities, (see V Reporting, Policies, Accommodations, Awareness and Training)
 - 2. Assess and measure progress
 - a. Recognize and reward success, include in the annual review, merit, and P&T process
 - 3. Continual improvement
 - a. Surveys and assessments
 - b. Measure
 - i. Use empirical and qualitative data in the development of protocols and accountability metrics to ensure success
 - 4. Ongoing “equity audits” to assess diversity, inclusiveness and equity in the college
 - 5. Accountability – well articulated, everyone, someone? Who’s responsible?
 - a. Communications
 - 6. Align resources with commitment
 - 7. Allow academic units autonomy in how they approach diversity, equity, inclusiveness initiatives in their units
- b. **External Focus** for impact beyond campus
 - 1. Leverage external partners for broad impact and societal change
 - a. service and experiential learning activities with diverse community organizations and government agencies
 - i. See X, Community Engagement, ArtPlace, Imagining America, Campus Compact
 - b. other universities
 - i. partnerships with HBCU universities, the Big Ten, for instance
 - 2. Articulate mission for external societal change, social justice, global inequity and the elevation of historically marginalized voices

VII. Research and Creative Activity

- a. Establish DEI criteria as a category of College/School grants and research support
 - i. For instance, grants that investigate historically marginalized voices or dominating cultures. See University of Maryland, College of Arts and Humanities
 - ii. Promote critical dialogue in venues – galleries, performance and screening facilities
- b. Acknowledge and rectify long terms ways that the arts programs have devalued diverse research and creative activity and the systemic, structure and cultural forces that maintain the status quo
- c. Encourage and fund interdisciplinary R/C exploring DEI with partners across campus
- d. Provide funding for inclusive research through the Office of Research and Economic Development
- e. Support collaborations with other scholars and artists across the Big Ten, other universities and HBCU institutions

VIII. Feasibility and Viability

- a. What is feasible and viable with the human and operational resources at hand?
- b. Be realistic, what funding and commitment of other resources are needed and available (potentially) for the success of DEI initiatives?
- c. Is there a need for a DEI officer, coordinator and/or a committee within the school or college to ensure the success of the DEI plan?
- d. Who will be accountable across the entire college for the success of the DEI plan? Everyone? Someone?

IX. Structural (Policy) vs Cultural Change (Climate)

- a. What reforms require structural change – curriculum, policies and enforcement of policies as a precedent to advancing effective change: See “How to Be an Antiracist,” Ibram X. Kendi,
- b. What requires cultural change: See “White Fragility,” Robin DiAngelo for a discussion on cultural change and climate factors as a means for institutional reform.

X. Community Engagement

- a. Community engagement has been identified as a strong retention initiative for faculty of color, for instance, and other faculty with diverse perspectives
 1. See Imagining America <https://imaginingamerica.org>
 2. See Creative Placemaking, ArtPlace <https://www.artplaceamerica.org/questions/what-creative-placemaking>
- b. Encourage and support R/C partnerships with diverse communities beyond campus
- c. Consider community engagement in the reward system, particularly in the P&T system

- i. Is community engagement “service”, as a part of “research and creative activity,” or its own category for evaluation
- ii. See Big Ten White Paper, “Guidance for Rewarding and Recognizing Community-Engaged Scholarship in the Arts” and its discussion on the intersection between retaining faculty of color and supporting community-engaged and public art activities
- iii. Consider Carnegie Community Engaged classification
 - 1. See Campus Compact <https://compact.org> for Carnegie Community-Engaged designation

XI. Process

- a. Establish an inclusive committee of faculty, staff and student representatives to develop a diversity strategic plan and govern its implementation
 - i. Representative of diverse viewpoints
 - ii. If the committee is overwhelmingly non-diverse, find other ways to provide them references through readings, speakers and training.
- b. Develop a Cultural Transformation Workplan (See Ohio State, RAISE proposal)
- c. Governance: monitor, measure progress and iterate DEI initiatives, possibly by making the committee permanently embedded through by-laws
 - i. Provide the committee a budget to sponsor DEI initiatives of all kinds – recruitment, retention, guest artist, faculty/staff development, guest artists/lecturers, training...
 - ii. Possibly provide release time from teaching and ensure efforts of those developing and governing the plan are rewarded through annual evaluation, P&T and merit if performance is warranted.
 - iii. Charge with the development of policies and procedures
- d. Ensure buy-in and integration with all units within the college/school
- e. Any diversity plan of size will need someone assigned to ensuring its success – Associate Dean or Chief Diversity Officer.

XII. Communications

- a. Communicate all of the above in a way that demonstrates commitment
- b. Establish, discuss and reiterate what DEI or EDIB mean
- c. Distribute through publications and websites and disseminate through social media engagement and promotion of diversity activities
- d. Make diversity a part of the ongoing college/school diversity plan
- e. Communicate strategic actions and goals met
- f. Share best practices
- g. Encourage the development of student organizations representing diverse viewpoints in the college/school
- h. Communicate prominently policies on reporting of discrimination, bias and uncivil behavior

XIII. Reward and Recognition

- a. Understand the extent that improvement, either individually or as an institution, is dependent upon the recognizing and rewarding those who contribute meaningfully and effectively to change
- b. Create a P&T and evaluation system to recognize DEI-related activities such as community engagement, for instance
 - i. Coupled within this issue is whether community engagement is service or a separate rewardable category
- c. Celebrate faculty, alumni, and others from diverse backgrounds communities

Appendix A – Links

Office of Diversity and Inclusion, University of Nebraska-Lincoln <https://diversity.unl.edu>

International Council of Fine Arts Deans (ICFAD) <https://www.icfad.org/dei-plans-and-anti-racism-actions>

Eskenazi School of Art, Architecture + Design, Indiana University Bloomington
<https://soaad.indiana.edu/about/dei/index.html>

University of Michigan DEI Plan https://diversity.umich.edu/wp-content/uploads/2020/10/DEI_StrategicPlan_2020Update.pdf

Other & Belonging Institute, UC Berkeley <https://belonging.berkeley.edu>

UC Santa Cruz rubric, “Assessing Candidate Contributions to Diversity, Equity and Inclusion.”
<https://apo.ucsc.edu/policy/communications/docs/UCSCRubricsC2DEIStatements.pdf>

From the University of Maryland, College of Arts and Humanities

Web link to Race, Equity and Justice Campaign goals, strategies and activities:
http://arhusynergy.umd.edu/REJ_Campaign

List of courses in one place to promote fall 2021 and spring 2020 that meet DEI criteria:
<https://arhu.umd.edu/news/unpacking-race-equity-and-social-justice-through-arts-and-humanities>
<https://arhu.umd.edu/news/understanding-race-equity-inclusion-and-justice-through-arts-and-humanities>

Web link where we have culled together research resources for DEI:
<http://arhusynergy.umd.edu/news/resources-inclusive-and-equitable-research>

Web link with information about Race, Equity and Justice Colloquium Series for the year:

<https://arhusynergy.umd.edu/programs/arhu-deans-colloquium-series-race-equity-and-justice>

ARHU Civility Statement: <https://arhuserv.umd.edu/sites/default/files/2019-02/BTD%20Civility%20Ltr%20082515%20Final.pdf>

Sample Call for Proposals that illustrate the College's new special purpose fund created to fund equity and justice projects (competition ran for fall, and this one is for spring):

https://arhusynergy.umd.edu/sites/arhusynergy.umd.edu/files/arhusynergy/support/pdf/arhu_faculty_funding_call_spring_2021_final_1.11.2021.pdf

College has a diversity officer as well as an equity administrator, who meet with other college diversity officers, along with a VP for Diversity. Weblinks to staff and

officers: <https://diversity.umd.edu/our-team/>
<https://diversity.umd.edu/our-team/diversity-officers/>

Appendix B – Reading List

How to Be an Antiracist, Ibram X. Kendi

White Fragility, Robin DiAngelo

On Being Included, Sara Ahmed

Diversity's Promise in Higher Education, Daryl G. Smith

Strategic Diversity Leadership, Damon A. Williams

Begin Again: James Baldwin's America and Its Urgent Lessons for Our Own, Eddie S. Glaude Jr

Me and White Supremacy, Layla F. Saad

Why Are All the Black Kids Sitting Together in the Cafeteria, Beverly Tatum

Presumed Incompetent, Gabriella Gutierrez y Muhs, Editor

How the Way We Talk Can Change the Way We Work, Kegan and Lahey,

Big Ten White Paper: *Guidance for Rewarding and Recognizing Community-Engaged*

Scholarship in the Arts, Barbra O. Korner et al.

Appendix C – Example DEI Plans

University of Nebraska-Lincoln <https://diversity.unl.edu/inclusive-excellence-and-definitions>

Diversity: Individual differences, (e.g., personality, prior knowledge, and life experiences), group and social differences (e.g., race/ethnicity, indigeneity, class, gender, gender identity, sexual orientation, country of origin, and [\(dis\)ability](#)), historically underrepresented populations, and cultural, political, religious, or other affiliations – Adapted from the American Association of Colleges and Universities (AAC&U)

Equity: The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion. (AAC&U)

Inclusion: The active, intentional, and ongoing engagement with diversity — in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect — in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions. (AAC&U)

Inclusive Excellence: It is designed to help colleges and universities integrate diversity, equity, and educational quality efforts into their missions and institutional operations. It calls for higher education to address diversity, inclusion, and equity as critical to the well-being of democratic culture. It is an active process through which colleges and universities achieve excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities. – American Association of Colleges and Universities (AAC&U)

Eskenazi School at Art, Architecture + Design, Indiana University Bloomington

<https://soaad.indiana.edu/about/dei/index.html>

Diversity: The wide range of national, ethnic, racial and other backgrounds...as social groupings, co-existing. The term is often used to include aspects of race, ethnicity, gender, sexual orientation, class and much more. The term simply describes the presence of individuals from various backgrounds and/or with various identities.

Equity: The proactive reinforcement of policies, practices, attitudes and actions that produce equitable power, access, opportunities, treatment, and impacts...for all. Equity means every individual receives what they need to develop to their full potential.

Inclusion: Authentically brings the perspectives and contributions of all people to the table, equitably distributes power, and incorporates their needs, assets, and perspectives into the design and implementation of processes, policies, activities, and decision-making.

Racial justice: Racial justice is acknowledging the historical and current socio-political conditions that have situated populations of color in a marginal status and attending to them through targeted strategies.

University of Michigan https://diversity.umich.edu/wp-content/uploads/2020/10/DEI_StrategicPlan_2020Update.pdf

Diversity: We commit to increasing diversity, which is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origins, religious commitments, age, disability status and political perspective.

Equity: We commit to working actively to challenge and respond to bias, harassment and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight or veteran status.

Inclusion: We commit to pursuing deliberate efforts to ensure that our campus is a place where differences are welcomed, where different perspectives are respectfully heard and where every individual feels a sense of belonging and inclusion. We know that by building a critical mass of diverse groups on campus and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.

Appendix D – Federal Policies

Training and Education

Executive Order On Advancing Racial Equity and Support for Underserved Communities Through the Federal Government: [more here](#)

Travel Ban

Proclamation on Ending Discriminatory Bans on Entry to The United States: [more here](#)

Title IX

Executive Order on Preventing and Combating Discrimination on the Basis of Gender: [more here](#)

DACA

Preserving and Fortifying Deferred Action for Childhood Arrivals (DACA) for the Attorney General and Secretary of Homeland Security: [more here](#)

Sanctuary Cities

Executive Order on the Revision of Civil Immigration Enforcement Policies and Priorities: [more here](#)

COVID Response

Executive Order on Ensuring an Equitable Pandemic Response and Recovery: [more here](#)

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