Board of Trustees

Justice, Equity, Diversity, and Inclusion Committee

11:00 a.m.
November 30, 2022

Via Zoom
In accordance with Governor Baker's Executive Order Suspending Certain Provisions of the Open Meeting Law, G.L. c. 30A, § 20 dated March 12, 2020

A live stream of the meeting for public viewing will also take place on YouTube at the following link: https://www.westfield.ma.edu/live

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1. **Call to Order** — Trustee Landrau
2. **Items for Information** — Trustee Landrau
   a. JEDI 2022-2024 Strategic Priorities
   b. DHE Equity Agenda Framework
   c. ACE-Shared Equity Leadership Series
3. **Items for Discussion** — Trustee Landrau
   a. Development of Strategic Priorities for the Committee
4. **Items for Action** — Trustee Landrau
   a. Motion – Acceptance of Selected Committee Priorities

Attachment(s):

a. JEDI Strategic Priorities 2022-2024
b. Academic and Student Affairs Committee PowerPoint Presentation February 17, 2022
c. Massachusetts DHE Strategic Plan for Racial Equity
d. ACE-Shared Equity Leadership Accountability
e. Shared Equity Leadership Toolkit

2022–2024 Strategic Priorities
Division of Justice, Equity, Diversity & Inclusion (JEDI)

About JEDI

The Division of Justice, Equity, Diversity, & Inclusion (JEDI) sustains and carries out Westfield State University's commitment to diversity by guiding, supporting, and ensuring linkages among student programs, faculty initiatives, and curricular innovations that cultivate a vibrant and multifaceted inclusive community. The JEDI Division is the central home for new infrastructure and campus-wide initiatives designed to remove barriers, address inequalities, and bring about change. We offer programming that may include educational workshops, performances, and social events focusing on building relationships, understanding the various perspectives of others, embracing different cultures, and exploring issues in ways designed to engage the whole campus.

Shared Definitions

Justice accounts for and removes systemic barriers and disadvantages, opening access to resources and opportunities for historically excluded populations, dismantling barriers to resources and opportunities so that all individuals and communities can live a full and dignified life

Equity commits that all historically underserved and underrepresented populations will have equal access to and participation in educational programs, professional growth opportunities, resource networks, and all aspects of the university.

Diversity reflects our community equitably supporting and embracing the broad tapestry of people, life experiences, and perspectives that arise from differences of culture and circumstance.

Inclusion amplifies each person's voice and eliminates biases regardless of their abilities, background, or experience. The practice of inclusion fosters a sense of belonging by centering, valuing, and amplifying the voices, perspectives, and styles of those who historically experience more barriers based on their identities

Mission

To increase the diversity and inclusion of underrepresented groups and promote a welcoming that values differences and enables each person to succeed regardless of their identity or background.

Vision

Westfield State University fosters and fully embraces a diverse and inclusive environment as an academic institution and workplace where all members of the campus community feel welcomed, have a sense of belonging, are able to participate fully, and succeed.

2022-2024 Priorities, Goals, and Strategies

The following section outlines the priorities, goals, and strategies for the newly created Division of Justice, Equity, Diversity, and Inclusion (JEDI). These priorities were contextualized around the Westfield State University's 2019-2024 Strategic Plan's four foundational pillars: ***Student Experience, Enrollment, Culture, and Resources***. JEDI encourages departments, divisions, and programs to use the framework to develop their own priorities, goals, and strategies, which will be specific to the unique needs of their units. It's important to note that Westfield State University created its new JEDI Division, in part, in response to Recommendation 5 of the *University Efficiency Advisory Committee (UEAAC) Final Report* (2021) and other efforts. The UEAAC's full recommendations are detailed in their final report, will help inform the JEDI Plan and all of the Division's strategic efforts. Other data-gathering initiatives are underway at Westfield State related to the JEDI efforts; the results of these studies will also help us more precisely target our efforts to the university's current needs.

PRIORITY 1: Foundational Structure for Justice, Equity, Diversity, and Inclusion (JEDI)

Background / Why

Westfield State University is committed to building a more just, equitable, diverse, and inclusive campus community. Meaningfully embracing such a culture requires that we first build a foundation in terms of fully establishing the JEDI Division and creating the first comprehensive university JEDI Plan. The JEDI Plan will include values, defined goals and targets, timelines, budget, diversity and inclusion training plans and schedules, engagement and outreach, descriptions of unit responsibilities, accountability reviews, and reassessments, etc. The Division will develop the JEDI Plan with input from advisory committees that include cross-university faculty and staff as well as external partners. A solid foundation requires identifying and committing sufficient funding resources to the plan and to division staffing and operations. A reporting strategy and ongoing assessment will be integral parts of our operations, quantifying our successes, and adapting efforts over time. In keeping with the Westfield State University strategic plan commitments, every university division will have responsibilities and will be held accountable for moving JEDI efforts forward. Priority 1 emphasizes the necessary steps to building a foundation for success in terms of justice, equity, diversity, and inclusion at Westfield State University.

References: 2019-2024 Strategic Plan, Dr. Lewis Report, UEACC Report, Employee Climate Survey, DHE Racial Equity Agenda Strategic Plan, Leroy Walker Report, 2022 Student Leadership Summit

Goal 1: Build our foundation. Fully enact and staff the Division of Justice, Equity, Diversity, and Inclusion. Develop and begin the initial implementation of the JEDI Plan.

The actionable strategies listed below are designed to help us successfully meet **Goal 1**.

STRATEGY		MEASURABLE OUTCOMES DURING YEARS 1 AND 2
1.A	Build the Division's operational budget and identify staffing needs.	Operational budget created for the division including positions for up to three staff members.
1.B	Identify funding sources and secure initial funds.	A list of potential funding sources with solicitations made to at least 50 percent of the potential funding sources.
1.C	Hire staff and equip the JEDI Division office.	Up to three hires made and the office equipped with all of the necessary furniture, supplies, and office equipment for Director and these individuals.
	Develop the Division's communications plan.	Plan developed (document) that covers such items as key messages and terminology, web and social media, visuals, and a list of and schedule for other types of regular communications that the Division will make.
1.D	Create cross-university advisory groups to advise on, contribute to, and provide peer review of the JEDI Plan.	Group purpose defined. List of potential individuals identified. Invitations sent to individuals followed by confirmations; statement of member roles and responsibilities; identification of meeting frequency; meeting schedule established and carried out.
1.E	Establish collaborative relationships with external partners who will also advise on aspects of the JEDI Plan, as appropriate.	List of potential collaborators made. The purpose of each relationship defined. Contact made with up to 50 percent of the potential partners.
1.F	Develop the JEDI Plan.	Comprehensive JEDI Plan (document) developed, drafted, and reviewed.
1.G	Begin initial implementation of the JEDI Plan (e.g., communications and training, education, and awareness activities).	Selection and implementation of at least two activities based on funding and level of development at the end of year 1.

PRIORITY 2: Equity, Diversity, and Inclusion in the Student Experience

References: 2019-2024 Strategic Plan, Dr. Lewis Report, UEACC Report, Employee Climate Survey, DHE Racial Equity Agenda Strategic Plan, Leroy Walker Report, 2022 Student Leadership Summit

Background/Why

Westfield State has defined itself as inclusive and is committed to ensuring equity and supporting the personal development of all community members. In the context of the student experience, Westfield must develop solutions that ensure every student can equitably access the opportunities it affords. Such an approach acknowledges the disparities and barriers faced by students from marginalized backgrounds. We can increase equity by supporting traditionally under-represented students based on their needs and understanding their starting points. Another important feature will be to short-circuit any inequitable practices that disproportionately correlate with unsuccessful outcomes related to any social or cultural factor. Priority 2 efforts emphasize support for the academic and social experiences of students of diverse backgrounds as it creates and facilitates the implementation and coordination of diversity and inclusion practices, policies, and programs across the entire campus.

Goal 2: Increase equity; remove barriers. Create (reestablish) an office dedicated to increasing equity and removing barriers that exist due to social and cultural factors. Begin to implement pilot projects as full-scale strategic planning is underway.

The actionable strategies listed below are designed to help us successfully meet **Goal 2**.

STRATEGY		MEASURABLE OUTCOMES DURING YEARS 1 AND 2
2.A	Reestablish/Establish the Office of Diversity and Inclusion (ODI), which will provide support, advocacy, programs, and services designed to increase equity and remove barriers.	Obtain approval for re-establishing Office of Diversity and Inclusion (ODI within the university (preparation and submission of all documentation). Purpose, rationale, general roles, responsibilities, relationship with JEDI efforts, initial objectives, resources, etc. (as required) defined.
2.B	Develop a strategic plan for the ODI, which includes goals, timelines, budget, communications, and assessment components.	ODI strategic plan (document) developed with the following components: goals/actions, timelines, budget, communications, assessment, etc.
2.C	Begin implementation of the ODI strategy starting with initiatives 2.D–2.G (below) as time and funding permit:	Multiple ODI initiatives researched, planned, and developed (e.g., 2.D–2.G, below). Initial implementation of at least two initiatives depending on when ODI approval is received and based on each initiative's funding prospects and level of development at the end of year 1.
2.D	Develop and implement a pilot mentoring program that pairs students of color with a university faculty and staff member.	See 2.C, above.

References: 2019-2024 Strategic Plan, Dr. Lewis Report, UEACC Report, Employee Climate Survey, DHE Racial Equity Agenda Strategic Plan, Leroy Walker Report, 2022 Student Leadership Summit

2.E	Develop and implement a process and schedule for reviewing (and adjusting) university policies and curricula from an inclusivity lens	See 2.C, above.
2.F	Develop and implement a pilot project centering on promoting student leadership by underrepresented students.	See 2.C, above.
2.G	Design and develop a schedule for a lecture series with distinguished guest speakers and scholars to present diverse ideas and inspire dialogue on any aspect of the JEDI mission.	See 2.C, above.

PRIORITY 3: Recruitment and Retention of Underrepresented Faculty, Staff, and Administrators

Background/Why

Westfield State is committed to improving its recruitment of diverse faculty, staff, and administration (leadership) positions. Disproportionally low diversity in these positions has various negative effects on campus life. A lack of diversity in these ranks can undermine students' sense that Westfield is a welcoming place for those from historically underrepresented groups. Furthermore, all students have the potential to view their educators as role models; it is vital that students of color also have individuals with similar cultural or social backgrounds with whom they can identify. Students more frequently turn to faculty and staff with whom they identify for support. When racial and cultural imbalances exist between the student body and faculty, few diverse faculty and staff are available to shoulder the labor load of supporting diverse students. The time commitment is inequitable and often unrecognized. These individuals, then, are subject to burnout and have less time for career-advancing pursuits. Low diversity among the workforce can also decrease interest by individuals from diverse backgrounds in applying for positions on campus and hinder efforts to retain diverse employees. The current data suggest that Westfield State has work to do in ensuring inclusive search, recruitment, and hiring practices. Various evidence-based inclusive recruitment strategies and toolkits already exist that can be adapted and used at Westfield State University.

To close the gap in diversifying the university's workforce, recruitment alone is insufficient. A robust recruitment strategy can bring in employees from historically underrepresented groups for short periods, and numbers might improve; however, without retention, we won't build a long-term diverse and inclusive community. Active use of retention strategies will also be critical. The primary objective will be to improve career success rates at the institution. To this

end, Westfield State must provide pathways for members of underrepresented groups (most notably, junior faculty and staff of color) in terms of tenure, promotion, and advancement.

Priority 3 efforts emphasize the selection and employment of best practices—ranging from position advertisements that diversify applicant pools to search-committee training (and more)—at Westfield State. This priority simultaneously emphasizes efforts to address equity gaps related to the retention of individuals from underrepresented groups on campus.

Goal 3: Diverse and inclusive recruitment. Develop and begin implementing a university-wide recruitment plan that includes effective hiring processes to recruit faculty, staff, and administrators (leadership) from traditionally underrepresented groups.

The actionable strategies listed below are designed to help us successfully meet **Goal 3**.

STRATEGY		MEASURABLE OUTCOMES DURING YEARS 1 AND 2
3.A	Collaboratively develop a university-wide, multi-year recruitment and retention plan for staff, faculty, and administrators from traditionally underrepresented groups based on documented best practices.	Collaborative recruitment and retention group formed for plan development. Relevant best practices reviewed and selected. University-wide, multi-year recruitment and retention plan (document) for staff, faculty, and administrators from traditionally underrepresented groups drafted and reviewed.
3.B	Work with individual divisions, departments, and other units to develop area-specific strategies and select specific activities (e.g., 3.D–3.J, below).	Contacts made and relationships formed with which to develop area-specific strategies once 3.A, above, is complete or near complete. Some individuals may be the same as those serving on the JEDI advisory committee (1.D)
3.C	Begin initial implementation of the inclusive retention activities 3.D–3.K (below) as time and funding permit.	Initial implementation of at least two pilot inclusive retention activities (e.g., 3.D–3.J) depending on staff, time, and funding levels once 3.A is complete or near complete.
3.D	Identify and tailor evidence-based practices to create informational materials and training activities.	See 3.C, above.
3.F	Ensure the onboarding for new faculty and staff include specific resources to assist with a successful start by diverse individuals	See 3.C, above.
3.G	Identify and implement a method to celebrate and	See 3.C, above.

	highlight member accomplishments	
3.H	Monitor service commitments to ensure faculty have feasible workloads	See 3.C, above.
3.I	Create and implement a pilot mentoring program for professional development (service, teaching, research, scholarship, creative, etc.) and personal development (work-life balance, networking, etc.)	See 3.C, above.
3.J	Create and implement career-development programs that address topics of compensation, tenure, and promotion as well as leadership	See 3.C, above.

PRIORITY 4: Recruitment and Retention of Underrepresented Students

Background / Why

Westfield State University is committed to welcoming and supporting students from traditionally underrepresented groups, and it recognizes that these individuals' needs may differ. Evidence-based strategies already exist to diversify a student population to align more closely with regional demographics. One of the best strategies for recruiting and retaining a diverse student body is ensuring diversity among the faculty, staff, and leadership ranks (Priority 3). Priority 4 parallels Priority 3 in many ways; however, Priority 4 strategies will be targeted for the specific needs of the student population.

Some examples of the differing needs of historically underrepresented students could involve academic preparedness for university coursework and removing barriers to successful participation in education-enhancing, high-impact activities that occur outside the classroom (e.g., service-learning, serving as a tutor, undergraduate research, study abroad, etc.) These needs will need to be examined as part of this priority area to tailor activities and programs to increase accessibility and overall success.

Priority 2 (Equity, Diversity, and Inclusion in the Student Experience) provides an essential basis for Priority 4 as it enhances equity and removes barriers, both of which are key for student retention. Priorities 5 (Campus Culture) and 6 (Campus Climate and Responsiveness) are relevant to student recruitment and retention because a supportive campus climate and a sense of belonging—reflected in interactions with faculty, staff, and peers—are also predictors of persistence.

References: 2019-2024 Strategic Plan, Dr. Lewis Report, UEACC Report, Employee Climate Survey, DHE Racial Equity Agenda Strategic Plan, Leroy Walker Report, 2022 Student Leadership Summit

Goal 4: Ensure and enhance inclusive student recruitment and retention practices.

Develop and begin to implement a university-wide recruitment and retention plan for students from traditionally underrepresented groups.

The actionable strategies listed below are designed to help us successfully meet **Goal 4**.

STRATEGY		MEASURABLE OUTCOMES DURING YEARS 1 AND 2
4.A	Collaboratively develop a recruitment and retention plan (at the graduate, undergraduate, and certificate programs) for traditionally underrepresented students based on documented best practices	A collaborative recruitment and retention group formed for plan development. Relevant best practices reviewed, selected, and adapted as necessary. Student recruitment and retention plan (document) for traditionally underrepresented groups drafted and reviewed.
4.B	Work with individual divisions, departments, and other units to develop area-specific strategies.	Contacts made and relationships formed with which to develop area-specific strategies once 4.A, above, is complete or near complete. Some individuals may be the same as those serving on the JEDI advisory committee (1.D)
4.C	Begin implementation of the inclusive recruitment and retention plan starting with strategies 4.D–4.G (below) as time and funding permit:	Initial implementation of at least two pilot inclusive recruitment and retention activities (e.g., 4.D-4.G) depending on staff, time, and funding levels once 4.A is complete or near complete.
4.D	Coordinate and communicate with and develop training materials for enrollment ambassadors.	See 4.C, above.
4.E	Study and document the specific needs of students from traditionally underrepresented groups at Westfield State and begin to identify targeted solutions.	See 4.C, above.
4.F	Identify and implement a method to celebrate and highlight scholarly accomplishments among the student body.	See 4.C, above.

References: 2019-2024 Strategic Plan, Dr. Lewis Report, UEACC Report, Employee Climate Survey, DHE Racial Equity Agenda Strategic Plan, Leroy Walker Report, 2022 Student Leadership Summit

4.G	Identify and implement effective ways for academic departments, faculty, and others to meaningfully engage students from traditionally underrepresented groups.	See 4.C, above.

Priority 5: Campus Culture

Background/Why

What we say we are matters; in other words, we need to hold ourselves accountable to our promises. In addition to ensuring that the university's policies are equitable through regular review, internal and external university communications should reflect our commitment to inclusion and equity. Every employee should be well prepared to support the university's mission of living and learning in a diverse community and should understand such preparation is crucial for their work. Priority 5 emphasizes efforts to cultivate a welcoming campus climate for all members of the Westfield State University community.

Goal 5: Accountability in campus culture. Build and sustain a sense of community on campus that reflects and values inclusiveness.

The actionable strategies listed below are designed to help us successfully meet **Goal 5**.

STRATEGY		MEASURABLE OUTCOMES DURING YEARS 1 AND 2
5.A	Examine and utilize the data from the campus climate study (2019 and 2024) to tailor specific strategies.	Plan (document) prepared dependent on outcome of the campus climate study.
5.B	Prepare a university policy detailing how leaders can prepare for and respond to racial or other crises related to social, cultural, or identity factors.	Response policy (document) drafted, reviewed, and submitted.
5.B	Increase campus-wide professional development opportunities related to diversity and inclusion.	A series of campus-wide professional development opportunities identified and planned for future scheduling. Development of

References: 2019-2024 Strategic Plan, Dr. Lewis Report, UEACC Report, Employee Climate Survey, DHE Racial Equity Agenda Strategic Plan, Leroy Walker Report, 2022 Student Leadership Summit

		workshop/class materials initiated depending on time and funding availability.
5.C	Create programs and events that support, celebrate, and educate about diversity and inclusion on campus.	A series of programs and events identified for future scheduling.

Priority 6: Campus Climate and Responsiveness

Background/Why

To the extent that the challenges of living in a diverse community will continue to be acutely experienced by members of our campus community, Westfield must continue to respond with commitment and compassion when failures of equity and inclusion do cause harm. We must work to eliminate the often-expressed (but misguided) sense that the university is incapable of responding to incidents of harm related to prejudice and bias. We must also create opportunities where students, faculty, and staff have access to avenues that allow them to express their concerns without fear of retaliation or loss of control.

Goal 6: Ensuring an inclusive campus climate, effective responses to crises. Develop and implement a response strategy.

The actionable strategies listed below are designed to help us successfully meet **Goal 6**.

STRATEGY		MEASURABLE OUTCOMES DURING YEARS 1 AND 2
6.A	Prepare directives for and form a campus Bias Education Support Team to support members of the campus community impacted by bias incidents and empower them to respond effectively.	Campus Bias Education Support Team formed. Directives, objectives, roles and responsibilities, and resources defined.
6.B	Collaboratively create an incident response plan.	Incident Response Plan (document) collaboratively drafted and reviewed.

References: 2019-2024 Strategic Plan, Dr. Lewis Report, UEACC Report, Employee Climate Survey, DHE Racial Equity Agenda Strategic Plan, Leroy Walker Report, 2022 Student Leadership Summit

Westfield
STATE UNIVERSITY
ACADEMIC AFFAIRS

Academic and Student Affairs Committee
Board of Trustees
February 17, 2022

JUSTICE, EQUITY, DIVERSITY, AND INCLUSION (JEDI): INTRODUCTION

- Westfield State University has begun to understand its role in the face of a changing and diversifying society
- Overview of federal definition of race and ethnic diversity
- Overview of the race and ethnic make up of students, faculty and staff
- Provide an update on JEDI work
- Attempt to catalog our activities to date

JUSTICE, EQUITY, DIVERSITY, AND INCLUSION (JEDI): INTRODUCTION

- What are the emerging trends in our race and ethnicity data?
- Where are we in developing a JEDI structure?
- Where are we in becoming a Minority Serving Institution (MSI)?
- What factors should be considered in our path forward to serving a diverse student population?

OVERVIEW: SOCIOLOGY OF RACE & ETHNICITY

Office of Management and Budget, Directives and Standards

Directive No. 15: Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity

https://www.govinfo.gov/content/pkg/FR-1997-10-30/pdf/97-28653.pdf

Data Formats

a. Two-Question Format

Race:

- **American Indian or Alaska Native** (American Indian or Alaska Native. A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.)
- **Asian** (Asian. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam).
- **Black or African American** (Black or African American. A person having origins in any of the black racial groups of Africa. Terms such as ‘‘Haitian’’ or ‘‘Negro’’ can be used in addition to ‘‘Black or African American.’’
- **Native Hawaiian or Other Pacific Islander** (Native Hawaiian or Other Pacific Islander. A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands).
- **White** (White. A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.)

Ethnicity:

- **Hispanic or Latino** (Hispanic or Latino. A person of Cuban, Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race. The term, ‘‘Spanish origin,’’ can be used in addition to ‘‘Hispanic or Latino.’’)
- **Not Hispanic or Latino**

OVERVIEW: SOCIOLOGY OF RACE & ETHNICITY

Office of Management and Budget, Directives and Standards
Directive No. 15: Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity
https://www.govinfo.gov/content/pkg/FR-1997-10-30/pdf/97-28653.pdf

Data Formats

b. Combined Format

If a combined format is used, there are six minimum categories:

- **American Indian or Alaska Native**
- **Asian**
- **Black or African American**
- **Hispanic or Latino**
- **Native Hawaiian or Other Pacific Islander**
- **Other**

UNDERGRADUATE DATA REVIEW

RACE & ETHNICITY BY MAJOR

Fall 2021 Undergraduate & Continuing Education Count of Registered & Enrolled Students By Major & Race Code								
Data as of February 7, 2022								
Data does not include Nonmatriculated Students								
	American Indian or Alaskan Native	Asian	Black or African American	Cape Verdean	Hispanic or Latino	White	Blank or Multiple Race Codes Selected	Grand Total
Accounting	0.00%	3.33%	0.00%	0.00%	6.67%	73.33%	16.67%	100.00%
Art	0.00%	5.63%	4.23%	1.41%	16.90%	61.97%	9.86%	100.00%
Athletic Training	0.00%	0.00%	2.78%	0.00%	8.33%	80.56%	8.33%	100.00%
Athletic Training-Preliminary	0.00%	0.00%	9.09%	0.00%	9.09%	54.55%	27.27%	100.00%
Biology	0.78%	4.65%	9.30%	0.00%	11.63%	65.12%	8.53%	100.00%
Business Management	0.27%	2.41%	3.49%	0.00%	6.97%	77.75%	9.12%	100.00%
Chemistry	0.00%	0.00%	0.00%	0.00%	11.76%	82.35%	5.88%	100.00%
Communication	0.00%	1.29%	5.16%	0.00%	9.68%	79.35%	4.52%	100.00%
Computer Information Systems	0.00%	2.22%	13.33%	0.00%	6.67%	73.33%	4.44%	100.00%
Computer Science	0.00%	14.08%	7.04%	0.00%	9.86%	56.34%	12.68%	100.00%
Criminal Justice	0.33%	1.48%	4.45%	0.49%	12.03%	75.78%	5.44%	100.00%
Early Childhood Education	0.79%	0.79%	0.79%	0.00%	12.60%	80.31%	4.72%	100.00%
Economics	0.00%	0.00%	3.85%	0.00%	3.85%	80.77%	11.54%	100.00%
Elementary Education	0.00%	0.50%	2.51%	0.00%	3.02%	88.44%	5.53%	100.00%
English	0.00%	2.67%	2.67%	0.00%	9.33%	73.33%	12.00%	100.00%
Environmental Science	0.96%	2.88%	0.96%	0.00%	3.85%	87.50%	3.85%	100.00%
Ethnic and Gender Studies	0.00%	0.00%	40.00%	0.00%	60.00%	0.00%	0.00%	100.00%
Finance	0.00%	2.78%	8.33%	0.00%	11.11%	66.67%	11.11%	100.00%
General Science	0.00%	0.00%	0.00%	0.00%	0.00%	80.00%	20.00%	100.00%
Health Sciences	0.68%	4.05%	8.78%	0.00%	10.81%	69.59%	6.08%	100.00%
History	0.00%	0.00%	0.97%	0.00%	9.71%	80.58%	8.74%	100.00%
Liberal Studies, BA	0.00%	1.61%	14.52%	0.00%	14.52%	58.06%	11.29%	100.00%
Liberal Studies, BS	0.00%	0.00%	27.27%	0.00%	9.09%	45.45%	18.18%	100.00%
Management	0.00%	3.41%	5.68%	0.00%	10.23%	73.86%	6.82%	100.00%
Marketing	0.00%	0.00%	5.71%	0.00%	11.43%	71.43%	11.43%	100.00%
Mathematics	0.00%	1.79%	5.36%	0.00%	7.14%	78.57%	7.14%	100.00%
Sports Medicine and Human Performance	1.33%	0.67%	2.00%	0.00%	12.67%	74.00%	9.33%	100.00%
Music	0.00%	2.50%	2.50%	0.00%	2.50%	80.00%	12.50%	100.00%
Music Therapy	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	100.00%
Nursing	0.00%	4.37%	3.83%	0.00%	8.74%	75.41%	7.65%	100.00%
Political Science	0.00%	0.00%	9.09%	0.00%	15.91%	63.64%	11.36%	100.00%
Psychology	0.30%	1.80%	5.09%	0.00%	16.17%	69.16%	7.49%	100.00%
Regional Planning	0.00%	0.00%	4.55%	0.00%	13.64%	77.27%	4.55%	100.00%
Social Work	2.56%	0.00%	12.82%	0.00%	15.38%	61.54%	7.69%	100.00%
Social Work (Preliminary)	4.62%	3.08%	7.69%	0.00%	15.38%	63.08%	6.15%	100.00%
Sociology	0.00%	15.38%	7.69%	0.00%	15.38%	46.15%	15.38%	100.00%
Spanish	0.00%	0.00%	0.00%	0.00%	40.00%	60.00%	0.00%	100.00%
Special Education	0.00%	1.56%	3.13%	0.00%	3.13%	82.81%	9.38%	100.00%
Theatre Arts	0.00%	0.00%	0.00%	0.00%	18.75%	81.25%	0.00%	100.00%
Vocational Education	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	100.00%
Grand Total	**0.39%**	**2.27%**	**4.80%**	**0.11%**	**10.48%**	**74.38%**	**7.57%**	**100.00%**

UNDERGRADUATE DATA REVIEW

COMPARISON TO OVERALL STUDENT POPULATION

Fall 2021 Undergraduate & Continuing Education Level Count of Registered & Enrolled Students By Major & Race Code Data as of February 7, 2022 Data does not include Nonmatriculated Students	American Indian or Alaskan Native		Asian		Black or African American		Cape Verdean		Hispanic or Latino		White		Blank or Multiple Race Codes Selected		Total Number of student in Major
Accounting	0	0.00%	1	0.03%		0.00%		0.00%	2	0.06%	22	0.61%	5	0.14%	30
Art		0.00%	4	0.11%	3	0.08%	1	0.03%	12	0.33%	44	1.22%	7	0.19%	71
Athletic Training		0.00%		0.00%	1	0.03%		0.00%	3	0.08%	29	0.80%	3	0.08%	36
Athletic Training-Preliminary		0.00%		0.00%	1	0.03%		0.00%	1	0.03%	6	0.17%	3	0.08%	11
Biology	1	0.03%	6	0.17%	12	0.33%		0.00%	15	0.42%	84	2.33%	11	0.31%	129
Business Management	1	0.03%	9	0.25%	13	0.36%		0.00%	26	0.72%	290	8.04%	34	0.94%	373
Chemistry		0.00%		0.00%		0.00%		0.00%	2	0.06%	14	0.39%	1	0.03%	17
Communication		0.00%	2	0.06%	8	0.22%		0.00%	15	0.42%	123	3.41%	7	0.19%	155
Computer Information Systems		0.00%	1	0.03%	6	0.17%		0.00%	3	0.08%	33	0.92%	2	0.06%	45
Computer Science		0.00%	10	0.28%	5	0.14%		0.00%	7	0.19%	40	1.11%	9	0.25%	71
Criminal Justice	2	0.06%	9	0.25%	27	0.75%	3	0.08%	73	2.02%	460	12.76%	33	0.92%	607
Early Childhood Education	1	0.03%	1	0.03%	1	0.03%		0.00%	16	0.44%	102	2.83%	6	0.17%	127
Economics		0.00%		0.00%	1	0.03%		0.00%	1	0.03%	21	0.58%	3	0.08%	26
Elementary Education		0.00%	1	0.03%	5	0.14%		0.00%	6	0.17%	176	4.88%	11	0.31%	199
English		0.00%	2	0.06%	2	0.06%		0.00%	7	0.19%	55	1.53%	9	0.25%	75
Environmental Science	1	0.03%	3	0.08%	1	0.03%		0.00%	4	0.11%	91	2.52%	4	0.11%	104
Ethnic and Gender Studies		0.00%		0.00%	2	0.06%		0.00%	3	0.08%		0.00%		0.00%	5
Finance		0.00%	1	0.03%	3	0.08%		0.00%	4	0.11%	24	0.67%	4	0.11%	36
General Science		0.00%		0.00%		0.00%		0.00%		0.00%	4	0.11%	1	0.03%	5
Health Sciences	1	0.03%	6	0.17%	13	0.36%		0.00%	16	0.44%	103	2.86%	9	0.25%	148
History		0.00%		0.00%	1	0.03%		0.00%	10	0.28%	83	2.30%	9	0.25%	103
Liberal Studies, BA		0.00%	1	0.03%	9	0.25%		0.00%	9	0.25%	36	1.00%	7	0.19%	62
Liberal Studies, BS		0.00%		0.00%	3	0.08%		0.00%	1	0.03%	5	0.14%	2	0.06%	11
Management		0.00%	3	0.08%	5	0.14%		0.00%	9	0.25%	65	1.80%	6	0.17%	88
Marketing		0.00%		0.00%	2	0.06%		0.00%	4	0.11%	25	0.69%	4	0.11%	35
Mathematics		0.00%	1	0.03%	3	0.08%		0.00%	4	0.11%	44	1.22%	4	0.11%	56
Movement Science	2	0.06%	1	0.03%	3	0.08%		0.00%	19	0.53%	111	3.08%	14	0.39%	150
Music		0.00%	1	0.03%	1	0.03%		0.00%	1	0.03%	32	0.89%	5	0.14%	40
Music Therapy		0.00%		0.00%		0.00%		0.00%		0.00%	5	0.14%		0.00%	5
Nursing		0.00%	8	0.22%	7	0.19%		0.00%	16	0.44%	138	3.83%	14	0.39%	183
Political Science		0.00%		0.00%	4	0.11%		0.00%	7	0.19%	28	0.78%	5	0.14%	44
Psychology	1	0.03%	6	0.17%	17	0.47%		0.00%	54	1.50%	231	6.41%	25	0.69%	334
Regional Planning		0.00%		0.00%	1	0.03%		0.00%	3	0.08%	17	0.47%	1	0.03%	22
Social Work	1	0.03%		0.00%	5	0.14%		0.00%	6	0.17%	24	0.67%	3	0.08%	39
Social Work (Preliminary)	3	0.08%	2	0.06%	5	0.14%		0.00%	10	0.28%	41	1.14%	4	0.11%	65
Sociology		0.00%	2	0.06%	1	0.03%		0.00%	2	0.06%	6	0.17%	2	0.06%	13
Spanish		0.00%		0.00%		0.00%		0.00%	2	0.06%	3	0.08%		0.00%	5
Special Education		0.00%	1	0.03%	2	0.06%		0.00%	2	0.06%	53	1.47%	6	0.17%	64
Theatre Arts		0.00%		0.00%		0.00%		0.00%	3	0.08%	13	0.36%		0.00%	16
Vocational Education		0.00%		0.00%		0.00%		0.00%		0.00%	1	0.03%		0.00%	1
Grand Total	14	0.39%	82	2.27%	173	4.80%	4	0.11%	378	10.48%	2682	74.38%	273	7.57%	3606

UNDERGRADUATE DATA REVIEW

TAKEAWAYS

Race and Ethnicity within Major

- Native American top majors by percentage are Social Work and Sports Medicine and Human Performance
- Asian top majors are Sociology, Computer Science, and Art
- Black or African American top majors are Liberal Studies, Ethnic and Gender Studies, and Social Work
- Hispanic/Latino top majors are Ethnic and Gender Studies, Spanish, and Social Work

Comparison - overall Student Population

- Native American top majors by number of majors are Social Work, Movement Science, and Criminal Justice
- Asian top majors are Computer Science, Business Management, and Criminal Justice
- Black or African American top majors are Criminal Justice, Psychology, Business Management, and Health Sciences
- Hispanic/Latino top majors are Criminal Justice, Psychology, and Business Management

FIVE YEAR SUMMARY REVIEW

RACE & ETHNICITY DATA: UNDERGRADUATE FULL-TIME REGISTERED & ENROLLED

Summary 5-Year of Degree Seeking Undergraduate Full-time Registered and Enrolled : By Race and Ethnicity										
Notes: Nonmatriculated students are excluded. Full Time: 12 or more credits										
Data as of February 7, 2022										
	Fall 2021		Fall 2020		Fall 2019		Fall 2018		Fall 2017	
	Percentage									
American Indian or Alaska Native, non-Hispanic	19	0.60%	39	1.18%	46	1.21%	96	2.41%	138	3.38%
Asian, non-Hispanic	73	2.31%	59	1.78%	67	1.76%	60	1.51%	72	1.76%
Black or African American, non-Hispanic	154	4.88%	166	5.01%	186	4.90%	198	4.97%	182	4.46%
Hispanic/Latino	315	9.97%	348	10.50%	375	9.87%	382	9.59%	382	9.35%
Native Hawaiian or other Pacific Islander, non-Hispanic	0	0.00%	1	0.03%	2	0.05%	1	0.03%	3	0.07%
International	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	0.07%
Race and/or Ethnicity Unknown	100	3.17%	89	2.68%	94	2.47%	98	2.46%	90	2.20%
Two or more races, non-Hispanic	103	3.26%	113	3.41%	119	3.13%	163	4.09%	186	4.55%
White, non-Hispanic	2394	75.81%	2500	75.41%	2910	76.60%	2987	74.96%	3027	74.10%
Grand Total	**3158**	**100.00%**	**3315**	**100.00%**	**3799**	**100.00%**	**3985**	**100.00%**	**4085**	**100.00%**

Take Aways:

- In rounded terms less than 1% of WSU full-time undergraduate students identify as Native American, 2.3% identify as Asian, 5% as Black/African American, and 10% as Hispanic.
- The Native American full-time undergraduate population has declined from a high of 138 students in fall 2017 to 19 students in fall 2021.
- The Asian full-time undergraduate population, after declines in 2018-2020, has returned to fall 2017 numbers with 73 students.
- The Black/African American full-time undergraduate population has declined from a high of 198 students in Fall 2018 to 154 students in Fall 2021. A loss of 44 students.
- The Hispanic full-time undergraduate population has declined from a high of 382 in Fall 2017 and 2018 to 315 students in Fall 2021. A loss of 67 students.
- Overall enrollment of full-time undergraduate students of color at WSU has declined by 1.71% since fall 2017.
- Full-time undergraduate students of color are approximately 24% of the undergraduate population.

FIVE YEAR SUMMARY REVIEW

RACE & ETHNICITY DATA: UNDERGRADUATE PART-TIME REGISTERED & ENROLLED

Summary 5-Year of Degree Seeking Undergraduate Part-time Registered and Enrolled : By Race and Ethnicity										
Notes: Nonmatriculated students are excluded. Part Time: Less than 12 credits										
Data as of February 7, 2022										
	Fall 2021		Fall 2020		Fall 2019		Fall 2018		Fall 2017	
American Indian or Alaska Native, non-Hispanic	4	0.89%	3	0.62%	4	0.80%	3	0.62%	4	0.76%
Asian, non-Hispanic	9	2.01%	7	1.44%	9	1.80%	6	1.24%	4	0.76%
Black or African American, non-Hispanic	25	5.58%	36	7.42%	34	6.81%	33	6.85%	33	6.31%
Hispanic/Latino	63	14.06%	60	12.37%	55	11.02%	63	13.07%	66	12.62%
Native Hawaiian or other Pacific Islander, non-Hispanic	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.19%
International	0	0.00%	0	0.00%	0	0.00%	1	0.21%	0	0.00%
Race and/or Ethnicity Unknown	44	9.82%	49	10.10%	66	13.23%	63	13.07%	82	15.68%
Two or more races, non-Hispanic	10	2.23%	13	2.68%	13	2.61%	13	2.70%	11	2.10%
White, non-Hispanic	293	65.40%	317	65.36%	318	63.73%	300	62.24%	322	61.57%
Grand Total	**448**	**100.00%**	**485**	**100.00%**	**499**	**100.00%**	**482**	**100.00%**	**523**	**100.00%**

Take Aways:

- In rounded terms less than 1% of WSU part-time undergraduate students identify as Native American, 2% identify as Asian, 5.5% as Black/African American, and 14% as Hispanic.
- Overall enrollment of part-time undergraduate students of color at WSU has increased by 3.83% since fall 2017.
- Part-time students of color are approximately 35% of the undergraduate population, 10% higher than the full-time undergraduate student population.

GRADUATE DATA REVIEW

Fall 2021 Graduate Level Count of Registered & Enrolled Students By Major & Race Code																		
Data as of February 7, 2022																		
Data does not include Nonmatriculated Students																		
	American Indian or Alaskan Native		Asian		Black or African American		Cape Verdean		Hispanic or Latino		Native Hawaiian or other Pacific Islander		White		Blank or Multiple Race Codes Selected		Total Number & Percentage of Students in Graduate Programs	
Accounting	1	0.15%	2	0.31%	2	0.31%		0.00%	1	0.15%		0.00%	13	2.01%		0.00%	19	2.93%
Appl Behav Analys Certificate		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	2	0.31%	3	0.46%	5	0.77%
Applied Behavior Analysis		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	17	2.62%	2	0.31%	19	2.93%
Art		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	1	0.15%		0.00%	1	0.15%
Biology		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	5	0.77%	1	0.15%	6	0.93%
Counseling		0.00%		0.00%	3	0.46%		0.00%	6	0.93%		0.00%	72	11.11%	8	1.23%	89	13.73%
Criminal Justice		0.00%	2	0.31%	2	0.31%	1	0.15%	9	1.39%		0.00%	29	4.48%	7	1.08%	50	7.72%
Early Childhood Education		0.00%		0.00%	1	0.15%		0.00%	1	0.15%		0.00%	16	2.47%	1	0.15%	19	2.93%
Elementary Education		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	17	2.62%	1	0.15%	18	2.78%
English		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	17	2.62%	2	0.31%	19	2.93%
History		0.00%		0.00%		0.00%		0.00%	1	0.15%		0.00%	16	2.47%	4	0.62%	21	3.24%
Mathematics		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	8	1.23%	1	0.15%	9	1.39%
Moderate Disabilities PreK-8		0.00%	2	0.31%		0.00%		0.00%		0.00%		0.00%	10	1.54%	1	0.15%	13	2.01%
Movement Science		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	16	2.47%	3	0.46%	19	2.93%
Music		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	1	0.15%		0.00%	1	0.15%
Public Administration		0.00%		0.00%	2	0.31%		0.00%	3	0.46%		0.00%	40	6.17%	1	0.15%	46	7.10%
Reading Education		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	17	2.62%	1	0.15%	18	2.78%
Social Work	2	0.31%	3	0.46%	28	4.32%		0.00%	36	5.56%	1	0.15%	160	24.69%	27	4.17%	257	39.66%
Spanish Certificate		0.00%		0.00%		0.00%		0.00%	1	0.15%		0.00%		0.00%		0.00%	1	0.15%
Special Needs, 5-12		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	9	1.39%		0.00%	9	1.39%
Vocational Education		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	9	1.39%		0.00%	9	1.39%
		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
Grand Total	**3**	**0.46%**	**9**	**1.39%**	**38**	**5.86%**	**1**	**0.15%**	**58**	**8.95%**	**1**	**0.15%**	**475**	**73.30%**	**63**	**9.72%**	**648**	**100.00%**

GRADUATE DATA REVIEW

TAKEAWAYS

- Hispanic/Latino and Black or African American student populations have strong enrollment numbers in the Master of Social Work program.
- The number of students of color in our other graduate programs is extremely low.

FIVE YEAR SUMMARY REVIEW

RACE & ETHNICITY DATA: GRADUATE FULL-TIME REGISTERED & ENROLLED

Summary 5-Year of Degree Seeking Graduate Full-time Registered and Enrolled : By Race and Ethnicity										
Notes: Nonmatriculated students are excluded. Full Time: 9 or more credits										
Data as of February 7, 2022										
	Fall 2021		Fall 2020		Fall 2019		Fall 2018		Fall 2017	
American Indian or Alaska Native, nonHispanic	4	1%	3	1%	4	1%	3	1%	2	1%
Asian, non-Hispanic	6	2%	4	1%	9	3%	12	4%	6	2%
Black or African American, non-Hispanic	28	9%	26	8%	25	8%	21	7%	16	6%
Hispanic/Latino	35	11%	42	12%	41	14%	38	13%	34	13%
Native Hawaiian or other Pacific Islander, non-Hispanic	1	0%	1	0%	1	0%	1	0%	0	0%
Race and/or Ethnicity Unknown	18	6%	23	7%	16	5%	22	7%	28	10%
Two or more races, non-Hispanic	8	2%	11	3%	11	4%	8	3%	6	2%
White, non-Hispanic	226	69%	233	68%	191	64%	196	65%	178	66%
Grand Total	**326**	**100%**	**343**	**100%**	**298**	**100%**	**301**	**100%**	**270**	**100%**

Take Aways:

- In rounded terms, 1% of WSU full-time graduate students identify as Native American, 2% identify as Asian, 9% as Black/African American, and 11% as Hispanic.
- Full-time graduate students of color are approximately 31% of the full-time graduate population.
- Overall enrollment of full-time graduate students of color at WSU has decreased by 3% since fall 2017.

FIVE YEAR SUMMARY REVIEW

RACE & ETHNICITY DATA: GRADUATE PART-TIME REGISTERED & ENROLLED

Summary 5-Year of Degree Seeking Graduate Part-time Registered and Enrolled : By Race and Ethnicity										
Notes: Nonmatriculated students are excluded. Part Time: Less than 9 credits										
Data as of February 7, 2022										
	Fall 2021		Fall 2020		Fall 2019		Fall 2018		Fall 2017	
American Indian or Alaska Native, nonHispanic	5	2%	6	2%	7	2%	5	2%	4	1%
Asian, non-Hispanic	4	1%	4	1%	5	2%	3	1%	4	1%
Black or African American, non-Hispanic	11	3%	12	4%	10	3%	7	2%	9	3%
Hispanic/Latino	23	7%	29	10%	26	8%	19	6%	25	8%
Native Hawaiian or other Pacific Islander, non-Hispanic	0	0%	0	0%	0	0%	0	0%	0	0%
Race and/or Ethnicity Unknown	23	7%	19	6%	17	5%	27	8%	22	7%
Two or more races, non-Hispanic	11	3%	2	1%	10	3%	7	2%	5	2%
White, non-Hispanic	245	76%	224	76%	237	76%	253	79%	243	78%
Grand Total	**322**	**100%**	**296**	**100%**	**312**	**100%**	**321**	**100%**	**312**	**100%**

Take Aways:

- In rounded terms, 2% of WSU part-time graduate students identify as Native American, 1% identify as Asian, 3% as Black/African American, and 7% as Hispanic.
- Part-time students of color are approximately 24% of the graduate part -time population.
- Overall enrollment of part-time graduate students of color at WSU has decreased by 2% since fall 2017.

SUMMARY OF STUDENT DATA

- Nearly all academic programs have some students from diverse backgrounds.
- Some student populations have been stable over the last five years, whereas some have had variability.
- Overall, this data represents an honest look at the racial and ethnic breakdown of our student body today and over the last five years.
- The next steps will be to formulate a plan for how to improve.

FACULTY DATA REVIEW BY RACE AND ETHNICITY

Full-time faculty

	2020		2019		2018	
Asian	21	8.9%	20	8.3%	16	6.7%
Black/African American	18	7.7%	18	7.5%	16	6.7%
Hispanic/Latino	12	5.1%	13	5.4%	13	5.4%
Not Specified	1	0.4%	1	0.4%	2	0.8%
White	182	77.8%	189	78.4%	192	80.3%
Total	234		241		239	

Takeaway

- 51 faculty of color out of 234, or 22.2%.

FACULTY DATA REVIEW BY RACE AND ETHNICITY

Part-time faculty (Day)

	2020		2019		2018	
Asian	4	2.3%	4	1.4%	4	1.7%
Black/African American	5	2.9%	10	3.5%	11	4.6%
Hispanic/Latino	2	1.2%	3	1.1%	3	1.2%
Not Specified	40	23.3%	87	30.7%	59	24.5%
White	121	70.3%	179	63.3%	164	68.0%
Total	172		283		241	

Part-time faculty (CGCE)

	2020		2019		2018	
Asian	6	3.3%	7	2.4%	5	2.6%
Black/African American	11	6.0%	15	5.1%	11	5.7%
Hispanic/Latino	9	4.9%	11	3.7%	4	2.1%
Not Specified	37	20.1%	64	21.7%	37	19.2%
White	121	65.8%	198	67.1%	136	70.5%
Total	184		295		193	

Takeaways

- Decrease in diversity of Day and CGCE part-time faculty.

FACULTY DATA REVIEW BY GENDER

Full-time faculty

	2020		2019		2018	
Male	112	47.9%	117	48.5%	118	49.4%
Female	122	52.1%	124	51.4%	121	50.6%
Total	234		241		239	

Part-time faculty (Day)

	2020		2019		2018	
Male	74	43.0%	118	41.7%	107	44.4%
Female	98	57.0%	165	58.3%	134	55.6%
Total	172		283		241	

Part-time faculty (DGCE)

	2020		2019		2018	
Male	80	43.4%	130	44.1%	93	48.2%
Female	104	56.5%	165	55.9%	100	51.8%
Total	184		295		193	

Takeaways:

- Percentage of female faculty consistently higher than percentage of male faculty

FACULTY AND STAFF DATA REVIEW BY UNITS

Fall 2020						Full-Time Total
Ethnicity	AFSCME	APA	MSCA	NUC	NUP	
American Indian/Alaska Native	1				2	3
Asian	4	5	21		1	31
Black/African American	14	12	18		3	47
Hispanic/Latino	28	11	12		4	55
Not Specified	2		1			3
White	178	137	181	5	28	529
Grand Total	227	165	233	5	38	668

Fall 2019						Full-Time Total
Ethnicity	AFSCME	APA	MSCA	NUC	NUP	
American Indian/Alaska Native	2				2	4
Asian	5	3	20			28
Black/African American	14	10	18		4	46
Hispanic/Latino	27	11	13		5	56
Not Specified	4	1	1			6
White	193	145	188	3	31	560
Grand Total	245	170	240	3	42	700

Fall 2018						Full-Time Total
Ethnicity	AFSCME	APA	MSCA	NUC	NUP	
American Indian/Alaska Native	2				2	4
Asian	7	4	16			27
Black/African American	14	13	16		5	48
Hispanic/Latino	27	10	13		4	54
Not Specified	5	2	2			9
White	200	147	192	4	31	574
Grand Total	255	176	239	4	42	716

Takeaway

- Westfield State is retaining its faculty and staff of color.

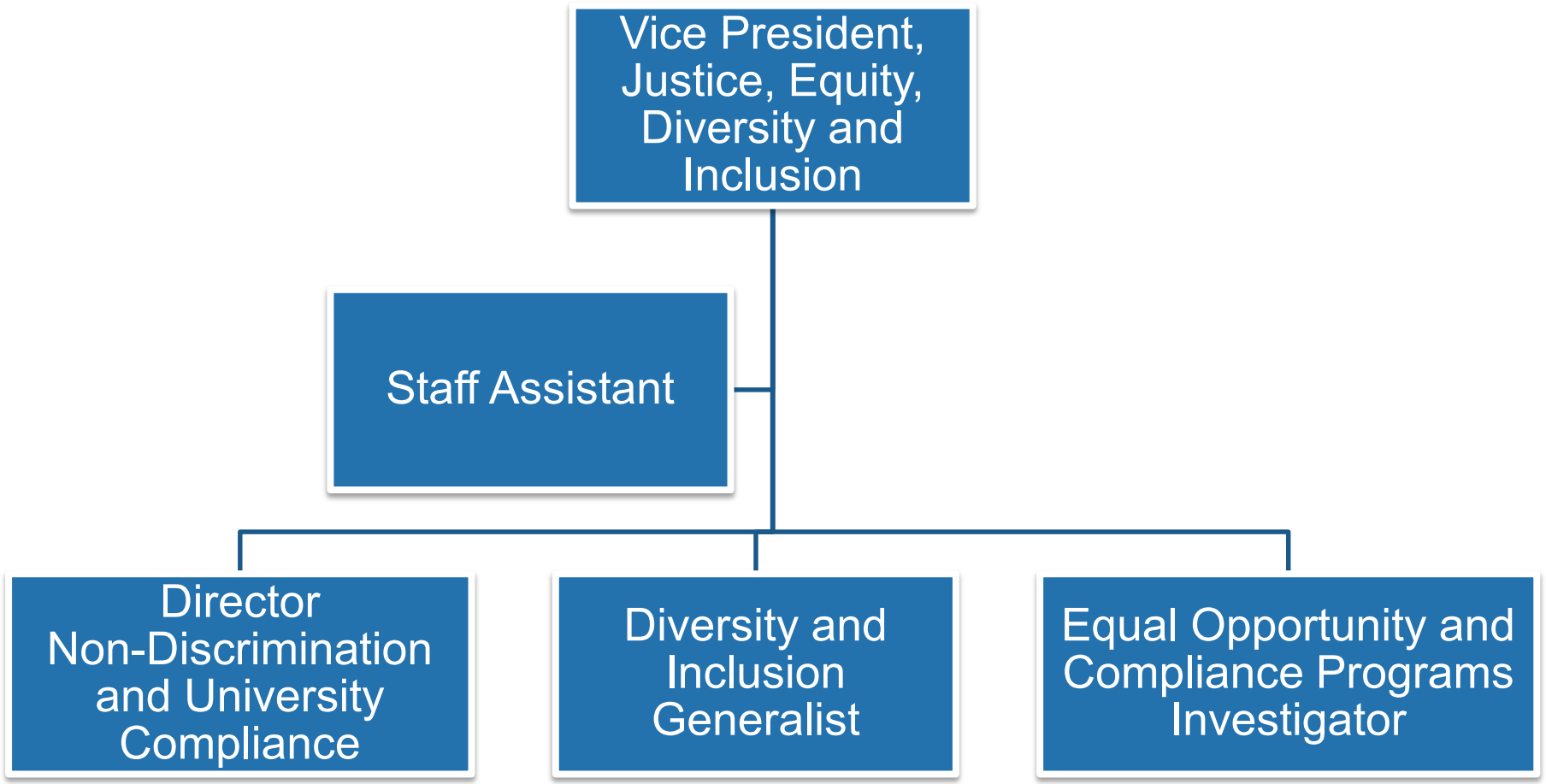
DATA GOVERNANCE AND NEXT STEPS

- Assess race/ethnicity categories for both internal and external reporting purposes
- Accelerating to a Future as a Data-Driven Institution
  - Propose an Advisory Committee on Data Governance and Business Intelligence
  - Engage with all stakeholders on campus: IT, IR, Registrar's Office, etc.
  - Analyze current data infrastructure and determine a path forward to modernization that is realistic and achievable
  - Engaging the DHE Strategic Initiative on Improving Analytics Capacity (https://www.mass.edu/strategic/analytics.asp)
- Prepare for compliance with the S.839 - College Transparency Act -117th Congress (2021-2022)

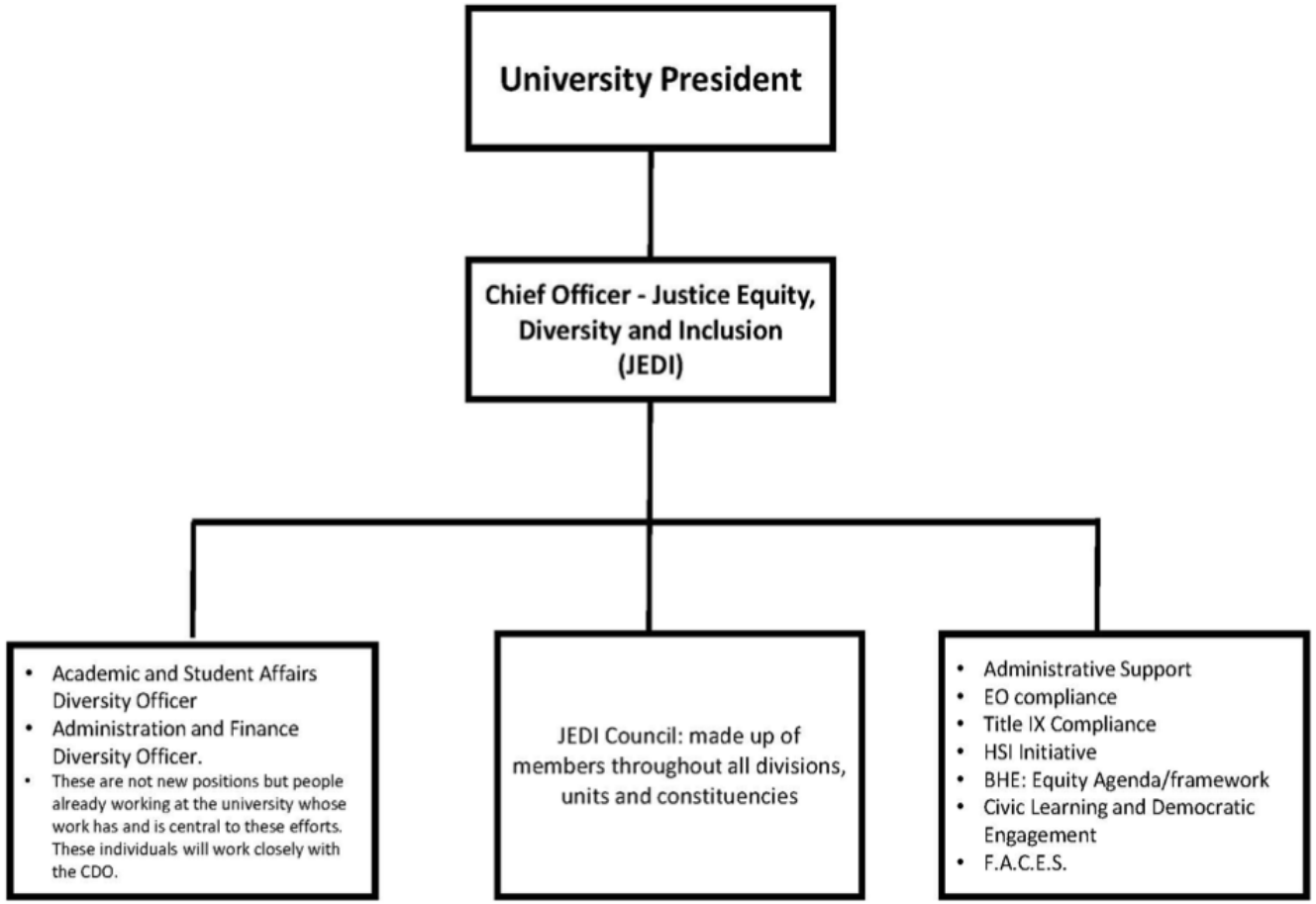
LIVING THE “JEDI”: Justice. Equity. Diversity. Inclusion

- Reorganize all justice, equity, diversity, and inclusion efforts into one central division with multiple linkages throughout the University led by a Chief Diversity Officer (CDO), a cabinet/council level position who reports directly to the President.
- Create the mission of the CDO, a campus-wide CDO council, and institutionalized connections among all divisions.
- Relocate all positions throughout the campus that previously had a focus on JEDI efforts brought in under this new unit.
- Continue the ensuing project for Westfield State University (WSU) to become the first Hispanic Serving Institution (HSI) within the Commonwealth’s nine (9) state universities under this office.
- Oversee the pursuit of grant funding and other resources to further Westfield’s Equity Agenda in conjunction with the Board of Higher Education (BHE).

JEDI REVIEW & STRUCTURE



JEDI REVIEW & STRUCTURE



JEDI Review & Structure

- Search Committee
  - Vice President of Justice, Equity, Diversity and Inclusion
  - Examples of Responsibilities
- Expectations in the first 12-24 months

How Does an Institution Become a Hispanic-Serving Institution (HSI)

- To be federally recognized as an HSI, a university must meet the following criteria:
  - 25% of its full-time students must self-identify as Hispanic/Latino.
  - Half of that student group must be Pell eligible or eligible for financial assistance.
  - Apply to receive the federal designation.
- WSU Fall 2021 full-time undergraduate Hispanic/Latino population is 9.97%.

Minority Serving Institutions

- MSI (Minority Serving Institutions) are federally recognized as institutions that **serve a historically marginalized student population**
- There are 7 types of MSIs.

Type of MSI	% of full-time students	WSU % of full-time students	Enrollment target	Distance to target
Historically Black Colleges and Universities (HBCUs)	N/A	N/A	N/A	N/A
Tribal Colleges and Universities (TCBUs)	N/A	N/A	N/A	N/A
Asian American Native American Pacific Islander-Serving Institutions (ANNAPISIs)	10%	2.27%	315	223
Alaska Native and Native Hawaiian Serving Institution (ANNHSI)	10%	0%	315	315
Hispanic Serving Institution (HSI)	25%	10.48%	790	475
Predominantly Black Institution (PBI)	40%	4.8%	1264	1109
Native American-Serving Non-Tribal Institution (NASNTI)	10%	0.39%	315	296

AAC&U

Gardner Institute

AAAS
SEA CHANGE

WSU JEDI Programming – National Level

JEDI Programming – State Level

JEDI PROGRAMMING – ON CAMPUS

ACADEMIC OFFERINGS

Diversity Course Offering by Attributes

- **Global Diversity**
  - In 2021-2022, 79 courses
- **U.S. Diversity**
  - In 2021-2022, 56 courses
- **Social Understanding**
  - In 2021-2022, 113 courses

JEDI Programming – On Campus

+ **Events and activities annually**

JEDI PROGRAMMING – ON CAMPUS

EXAMPLES

- **Educational**
  - ✓ Established BEST (Bias Education Support Team)
  - ✓ Counseling Center trained in anti-racism education
  - ✓ Diversity Equity and Belonging Module
- **Student Support**
  - ✓ Intercultural Counselor Hired + does drop-in hours
  - ✓ Programming in Residence Halls Each Semester
  - ✓ ”Voices of Color”—Career Center

- **Cultural Exploration**
  Themed month programming (Hispanic Heritage, Women’s History, current program is Black History Month)

DIVERSITY MODULE SAMPLE

Types of Oppression

Select a topic to learn more.

Ideological Oppression ✓

This type of oppression is based on an idea that one group is somehow better or more deserving than another, and has some right to control the other group. For example, an electrician may earn just as much or more than a tax accountant, but society often considers an accountant as belonging to an "upper class" because of the perceived reputation of their career choice.

Institutional Oppression

Interpersonal Oppression

Internalized Oppression

Next →

DIVERSITY MODULE SAMPLE

Responding to Criticism

We all make mistakes sometimes. It's a part of being human! What's important is learning to be open when someone tells you they're feeling disrespected by what you say or do. Doing so can provide you with the opportunity to grow from an interaction and learn a new perspective.

How would you respond if someone told you that you were labeling them?

Select a response.

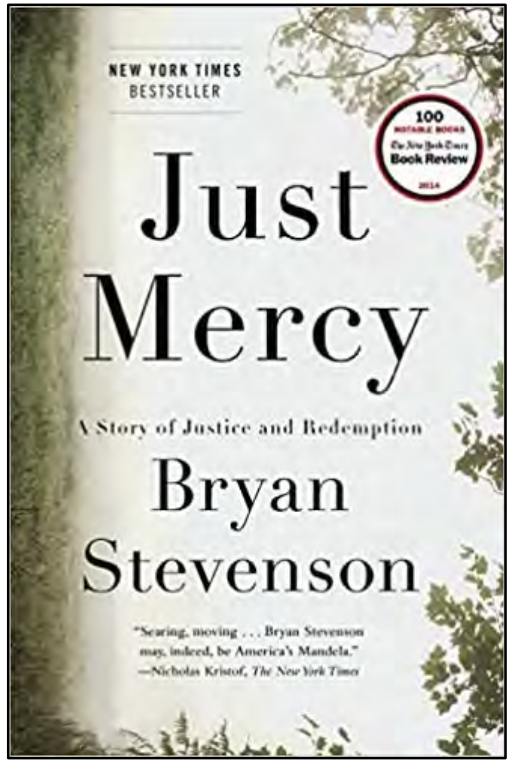
- ◯ Allow yourself to express your frustration with being corrected.
- ◯ Thank them for bringing the issue up.
- ◯ Backpedal and tell them you didn't mean it.

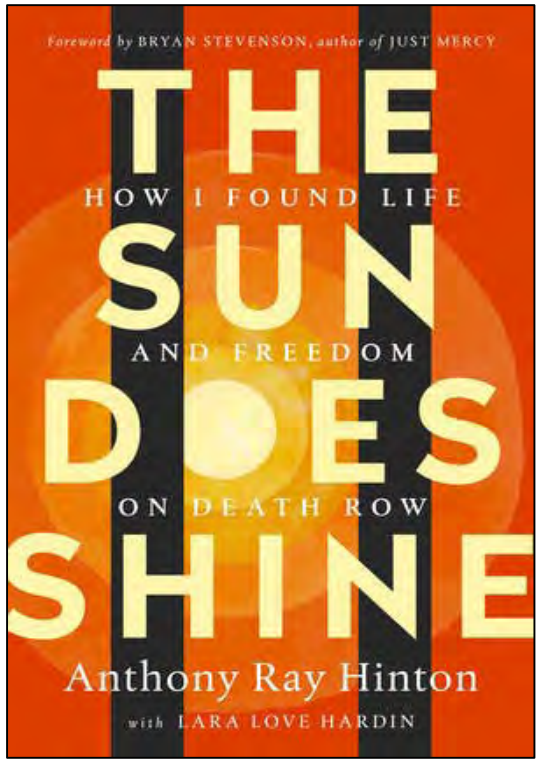
Next →

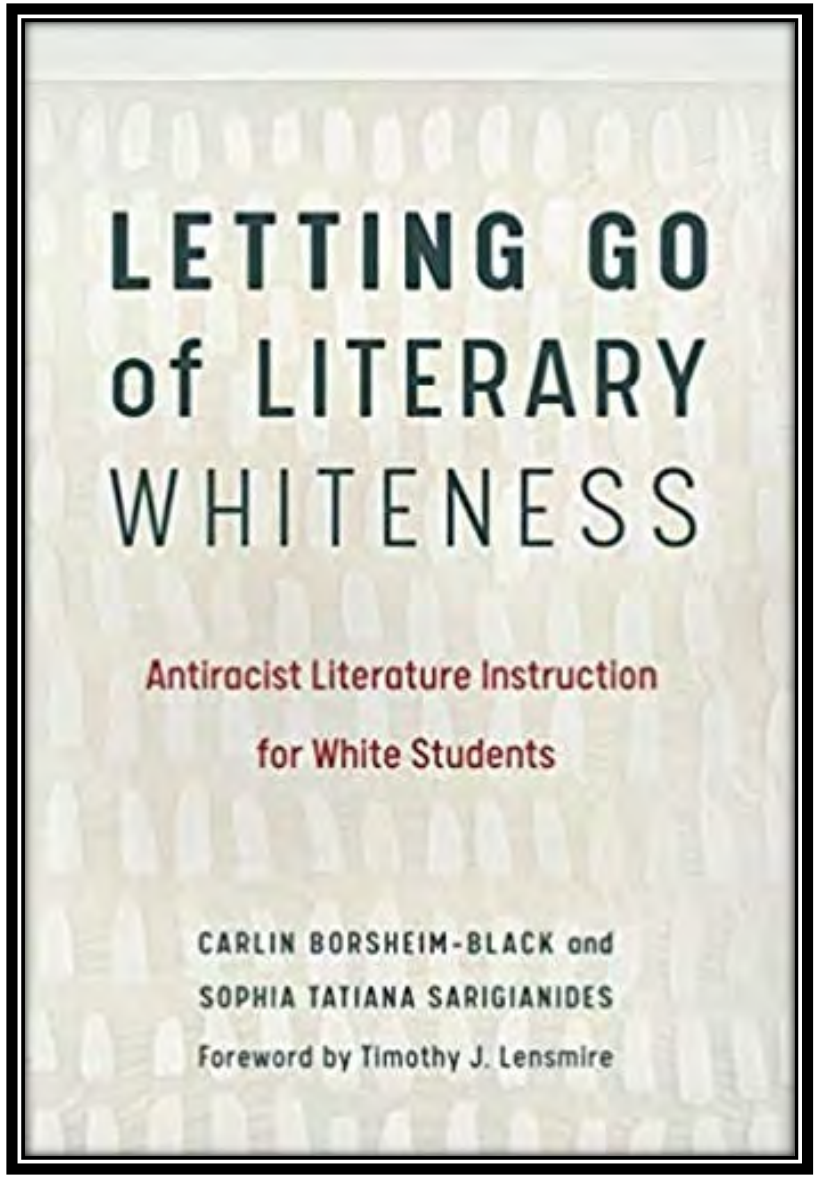
JEDI PROGRAMMING – ON CAMPUS

- **Community Engagement**
  - Latino/a Education Advisory Committee formed

- **Critical Analysis (Academic)**
  - First Year Read Series
    - 2021 Just Mercy (Bryan Stevenson)
  - Dr. Bettina Love: *We Gon' be Alright, but That Ain't Alright: Abolitionist Teaching in the Pursuit of Educational Freedom* with Holyoke Community College







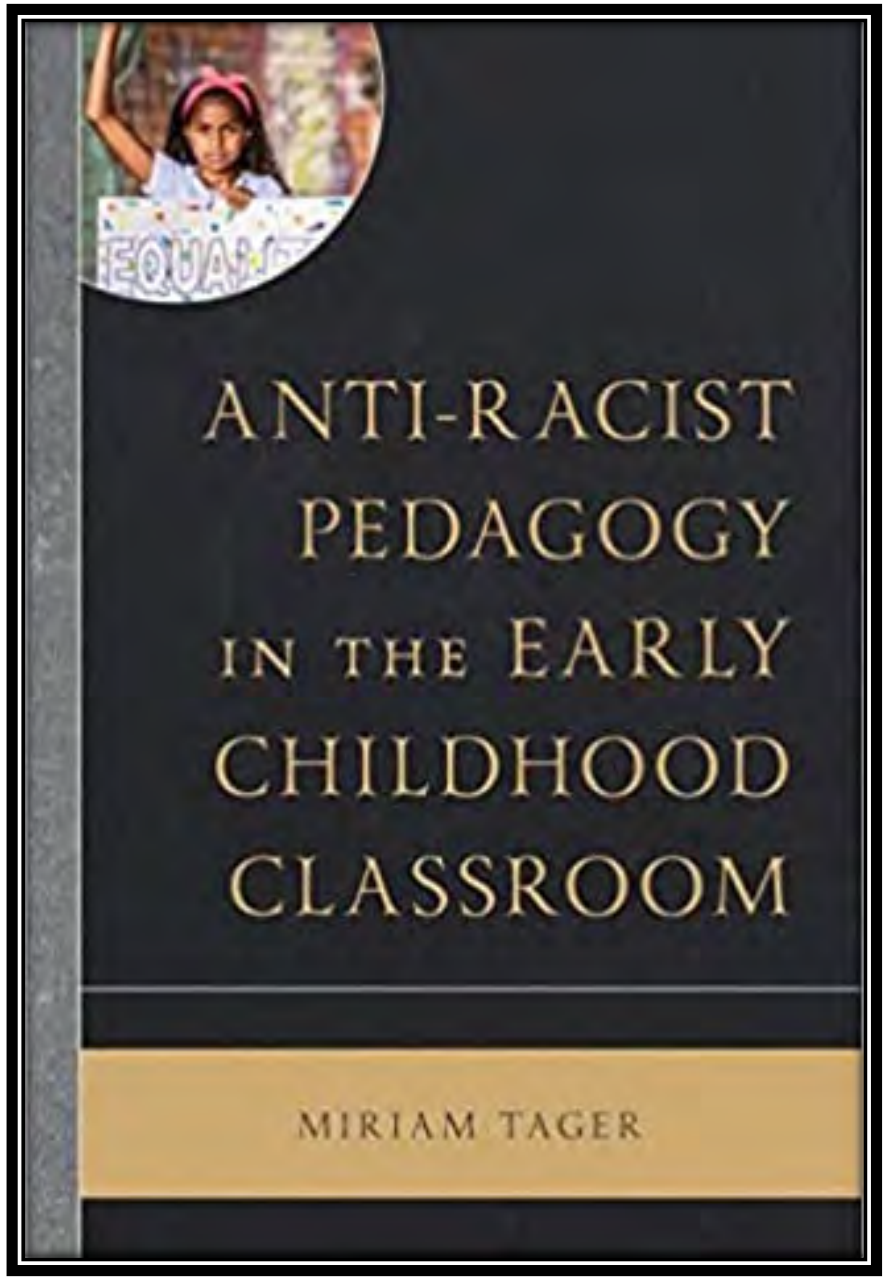
JEDI-Related Faculty Scholarship

AACTE Outstanding Book Award 2021

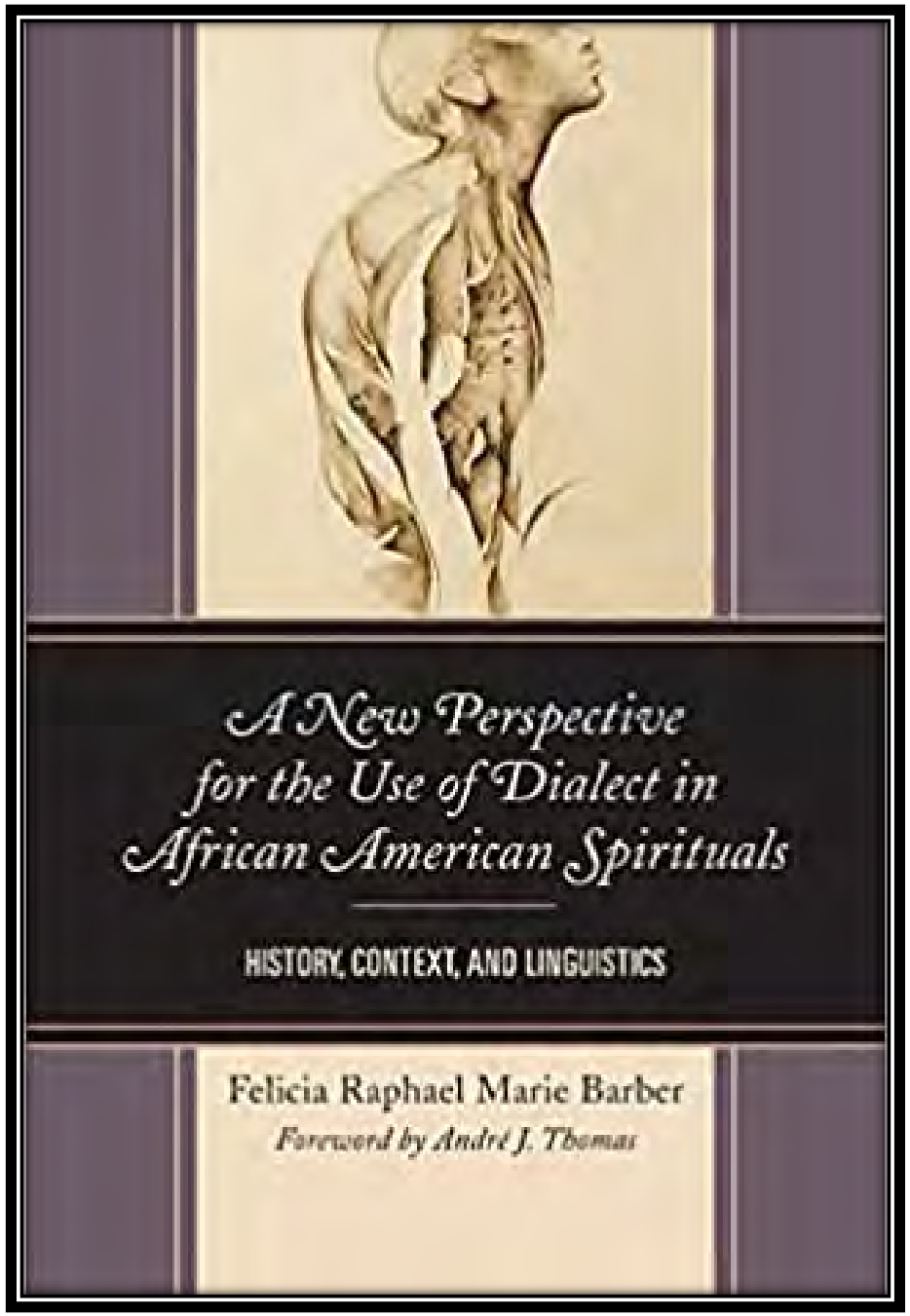
Artist: Dr. Imo Imeh, from his exhibition, “and i’ll be there with you”, most recently on view at PULP Gallery in Holyoke, Massachusetts

JEDI-Related Faculty Scholarship

JEDI-Related Faculty Scholarship



JEDI-Related Faculty Scholarship



JEDI-Related Faculty Scholarship

JEDI FUTURE: NEXT STEPS

- Establish and recognize our current efforts “msi.”
- Align CAMP Process to BHE Equity Agenda and NUE
- Examine resources to determine how best WSU can work to attract more students of color

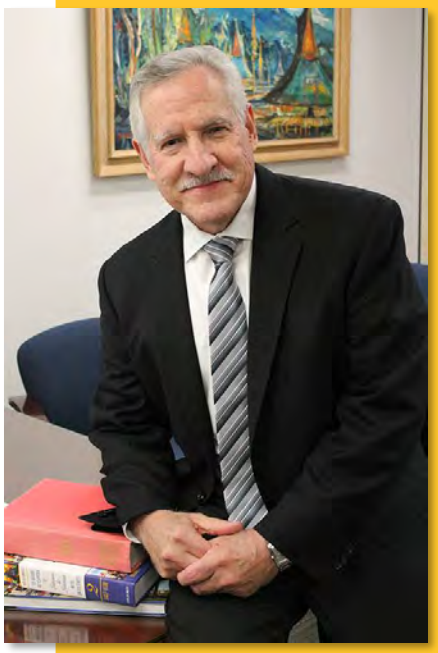
Westfield
STATE UNIVERSITY

MASSACHUSETTS DEPARTMENT OF HIGHER EDUCATION

STRATEGIC PLAN FOR RACIAL EQUITY

2023 – 2033

Letter from the Commissioner



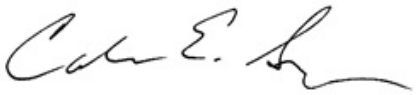
I am delighted to present the Massachusetts Strategic Plan for Racial Equity, 2023-2033. The work that culminated in this plan began in 2018 when the Massachusetts Board of Higher Education determined that its top statewide policy and performance priority was to significantly raise the enrollment, attainment, and long-term success outcomes among underrepresented student populations. The Strategic Plan for Racial Equity highlights strategies to assess and change the policies, initiatives, programs, and processes that underlie this overarching goal. Our research suggests that race and ethnicity stand out as the critical area of focus relative to other student identifiers such as income, geography, language acquisition, and the like.

Massachusetts is proud of its educational accomplishments—from early education to primary and secondary education to higher education. But Massachusetts leaves too many Students of Color behind. As educators and policymakers, we need to do a better job. The ambitious goal of the Strategic Plan for Racial Equity is to eliminate racial disparities in the Massachusetts public higher education system. In order to do this, we must dismantle the many subtle and overt educational structures that inhibit the success of Students of Color. It requires more than simply leveling the playing field; it requires a rewriting of the rules in recognition that the game was never designed to be fair to begin with. The Strategic Plan for Racial Equity represents a collective vision on what the new higher education playbook should look like for Students of Color.

The Strategic Plan for Racial Equity has benefited from several related and integrated efforts. The first is a document titled the *New Undergraduate Experience: A Vision for Dismantling Barriers, Recognizing Students' Cultural Wealth, and Achieving Racial Equity in Public Higher Education in Massachusetts* (NUE). A statewide committee of diverse stakeholders was charged with re-examining the 1989 version of the report and designing a new experience by centering Students of Color. Additionally, the Support Services for Student Success Framework highlights the refrain that 'Affordability is a necessary but not sufficient condition for student success.' It represents the 'best practices' component of student supports which complements the development of the capacity to provide services and the professional development of those involved in delivering these services.

NUE and the Support Services for Student Success Framework are foundational for implementing the Strategic Plan for Racial Equity, and they have benefited from the significant participation of many stakeholders. A vital characteristic of the Strategic Plan for Racial Equity has been the widespread participation of leadership, faculty, staff, students, and others in its development – 145 in total. I cannot sufficiently thank those that gave their time and best thinking to develop a robust end product. The Strategic Plan for Racial Equity truly reflects the aspirations and desires of the Massachusetts higher education community, and I am proud of the serious, deliberative, democratic, and equity-minded processes that underlie it.

The need to provide educational opportunities to students from racially minoritized populations seems straightforward in light of the Massachusetts knowledge-based economy and its declining population base. But it becomes even more significant in the context of a democracy that still has much to achieve to reach its potential. A more complete democracy requires racial reconciliation and by providing true educational opportunities to students historically denied them, we will be closer to that goal. Only an educated, civically engaged, and equity-minded citizenry will create a society that can live up to democracy's ideals. That is precisely what this document aspires to do.



Carlos E. Santiago, Ph.D.
Commissioner

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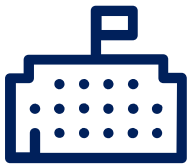
Introduction

Background



In late 2018, the Board of Higher Education (BHE) set forth the Equity Agenda, which outlines how the BHE and Department of Higher Education (DHE), in partnership with the Commonwealth's public higher education institutions, intend to address its top statewide policy and performance priorities of significantly raising the enrollment, attainment, and long-term success outcomes among Students of Color. The Equity Agenda outlines an action plan that covers five key areas: Policy Audit; Student Experience; Data and Evidence; Community of Practice; and Sustained Transformation. Under the "Sustained Transformation" key area, the Board committed to developing a 10-year Statewide Strategic Plan focused on advancing racial equity.

The following is the realization of that action plan. The Strategic Plan for Racial Equity ("the Plan") was created in partnership with representatives from key stakeholder groups throughout the Commonwealth all of whom recognize the importance and urgency of this work. The moral impetus to transform the Commonwealth's public higher education system to focus on racial equity is clear: data show that for generations the system has failed its Students of Color (see Appendix A). The system has produced large disparities over time in admission, enrollment, retention, and graduation rates when comparing averages for Students of Color with the averages of all students. And too many Students of Color report difficulty engaging with a curriculum in which their histories, cultures, and identities are not represented nor valued. The system must make swift reforms now to eliminate these disparities and transform campus cultures to be places where Students of Color feel a sense of belonging and have equitable opportunities for success, both during and after their time in higher education. Racial equity must be the guiding paradigm for policies, practices, and culture transformation in all of Massachusetts' public institutions of higher education. A commitment to racial equity will allow the Commonwealth to acknowledge the wrongs of the past and to dismantle systemic racial inequities to remedy and repair harm endured by Students of Color.

Additionally, the Commonwealth recognizes that it will not maintain its position as the most educated state in the country unless it addresses the systemic racial inequities that exist within our public higher education system. When all Students of Color are accessing – and excelling in – racially-just higher education, they, their families, and their communities all benefit. The work of grounding policies, pedagogies, practices, and services in racial equity should be thought of as an investment, not an expense. Through this work, Massachusetts will remain a global competitor in industries such as biotechnology, healthcare, education, and professional services, but more importantly, it will fulfill the promise of economic and social mobility that students, especially Students of Color, seek when accessing postsecondary education.

The Strategic Plan for Racial Equity is focused on eliminating racial disparities in the Massachusetts Public Higher Education System. To do so, the details of the Plan are race conscious, not race neutral, and are meant to eradicate historic and systemic inequities within the system. Institutions vary in their progress to date in addressing racial equity issues; the Plan is meant to support all of them as they continue the work that they are doing to achieve racial equity. Regardless of where each Institution is with this work, all must aim to have policies, practices, pedagogies, and services that are rooted in racial equity to build campus environments where Students of Color thrive and are regarded in the totality of their human dignity.

Strategic Planning Process

The Strategic Plan for Racial Equity was developed through a broad and continuous stakeholder engagement process. To lay the foundation for the plan, the DHE conducted an "Environmental Scan" of system-wide and Institution-level data. It also conducted a system-wide survey to gain Institution-level qualitative feedback. Additionally, it conducted more than 15 stakeholder interviews and six focus groups with BHE members, DHE staff, administrators, faculty, staff, and students.

The Strategic Plan for Racial Equity is also influenced by the *New Undergraduate Experience* (NUE) Report. The NUE Report brought together a group of more than 60 diverse higher education practitioners and leaders from across the Commonwealth to clearly express Massachusetts education leaders' and students' collective vision for the cultural, curricular, pedagogical, and structural changes for the public higher education transformation needed to better serve Students of Color. Additionally, during the strategic planning process for the development of this Plan, the DHE was working on another signature project – the Support Services for Student Success Framework. The Framework offers innovative strategies for achieving student success for Students of Color and serves as a companion tool for the Strategic Plan for Racial Equity. It provides a lens through which institutions can examine their own policies and practices and how they add to or detract from racial equity and student success.

During the strategic planning process, the DHE hosted three strategy workshops with 25 Strategic Plan Steering Committee members representing higher education and industry leaders (see Appendix B for the list of members) where Steering Committee Members created content for the Plan and provided feedback to ensure the Plan's success. Then the DHE hosted review sessions to garner feedback on draft versions of the Plan with the Steering Committee Members, the BHE, and 145 Institution presidents, administrators, faculty, staff, and students. The Strategic Plan for Racial Equity includes all input gathered during these review sessions.

The Plan's Unwavering Commitment

The work leading up to the strategic planning process, including the NUE Report, the Environmental Scan, and the broader Equity Agenda, all provided important ideas and inputs that influenced the content of the Strategic Plan for Racial Equity. The Strategic Plan for Racial Equity includes those ideas as inputs and builds on them to detail the goals, strategies, priorities, actions, metrics, and accountability mechanisms that will move these ideas and others into action to achieve racial equity in the Commonwealth's public higher education system in the next decade. The Plan is intentionally focused on Students of Color – Asian American and Pacific Islander (AAPI), Black, Indigenous, and Latinx students as well as those students who identify as being Two or more Races – with consideration for their intersecting identities, particularly those related to enrollment, transfer, and age. The Strategic Plan for Racial Equity will be successful when racial disparities in the Massachusetts Public Higher Education System are eliminated.

Plan Implementation and Accountability

Successful implementation of the Strategic Plan for Racial Equity relies on the commitment and constant focus of the BHE, DHE, individual institutions, and other external partners. Each entity has a specific role to play, and collaboration between the entities will be critical. Institutions will be asked to incorporate this Plan's strategies and priorities into the next iteration of their strategic plans to begin the process of addressing the Plan's goals.

Many institutions across the system have led the way on racial equity and are working tirelessly to implement reforms and new programs and initiatives to achieve racial equity on their campuses. Programs like TRiO/SSS, Early College, and the wraparound support and services implemented through the SUCCESS Fund have shown tremendous impact on Students of Color. The Strategic Plan for Racial Equity intends to uplift those efforts and build upon them.

Several of the strategies and priorities outlined herein can be embedded into ongoing efforts at institutions to further focus those efforts on supporting Students of Color. The BHE and DHE will help facilitate the appropriate support required to activate this Plan and will put into practice the Racial Equity principles outlined below to guide their decision- and policymaking. External stakeholders from industry and community-based organizations will be invited to join in this important work as strategic partners.

The Strategic Plan for Racial Equity will be implemented during a time in which public higher education institutions across the country are in a more precarious financial situation than at any other time in recent history. National data show that most states have not recovered from recessionary cuts in state funding and now face declines in other revenue sources.[1] The public institutions in the Commonwealth serve the largest share of Students of Color in the state and within the public institutions, most Students of Color attend community colleges. While financial aid in Massachusetts is improving, additional funds are needed to adequately resource the Commonwealth's students and the public institutions they attend. The state is in its second year of a strategic review of public higher education and finance and working to developing guiding principles that will shape how the system is funded moving forward. These efforts are critical in order to address the tiered system of funding for public higher education seen throughout the country.[2]

Given these challenges, the strategies and actions outlined in the Strategic Plan for Racial Equity must be prioritized within existing system and institution-level budgets and supported through additional financing which will be advocated for by the BHE and DHE in collaboration with institutions. Additionally, through the implementation of the strategies, the system will demonstrate progress toward achieving racial equity, making the case for the importance of the work and the need for additional funding even more apparent.

To support accountability for the implementation of the Strategic Plan for Racial Equity, the BHE and DHE will measure and track progress on all of the Plan's goals and strategies through the Performance Management Reporting System, incorporate racial equity performance measures into presidential evaluations, use performance-based funding for further incentives, and work with unions to identify accountability mechanisms that can be incorporated into collective bargaining agreements. Institutions are also asked to establish their own accountability mechanisms so that the entire system can work cohesively towards the elimination of racial disparities.

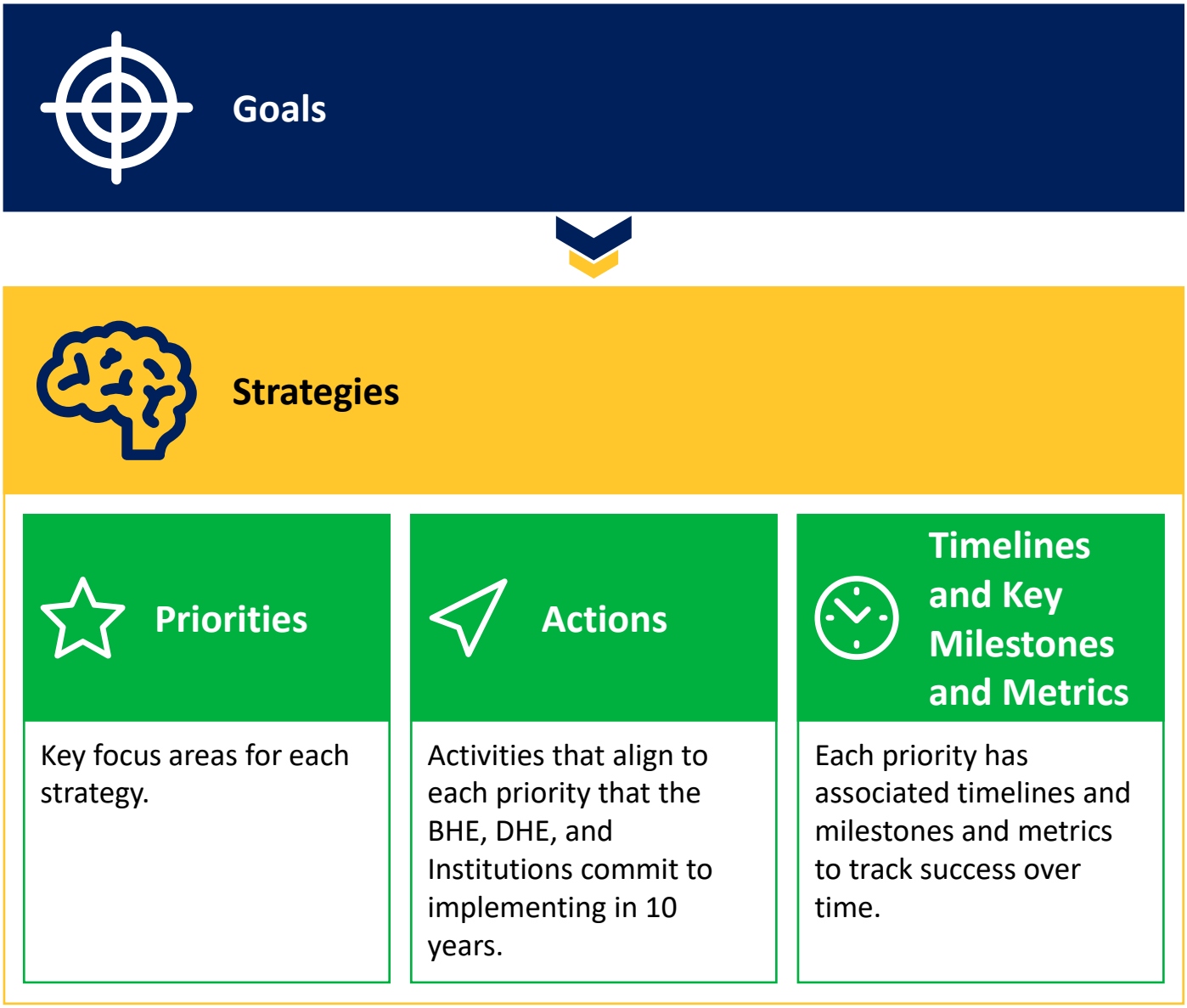
[1] State Higher Education Finance (SHEF) Report. State Higher Education Executive Officers Association, 2020. https://shef.sheeo.org/report/
[2] Center on Education and the Workforce. Georgetown University, 2020. https://1gyhoq479ufd3yna29x7ubjn-wpengine.netdna-ssl.com/wp-content/uploads/SAUStates_FR.pdf

Maintenance of the Plan

The Strategic Plan for Racial Equity is emergent and iterative. Though the full timeline is 10 years, it will be reviewed and updated every two years based on progress against the outlined goals and metrics and to ensure relevance to the evolving needs of the system's Students of Color.

How to Read this Plan

As detailed below, the Strategic Plan for Racial Equity has one Overarching Goal. In addition to the Overarching Goal, there are nine Detailed Goals. The Goals are achieved through the implementation of five Strategies. Each Strategy includes two to three Priorities and associated actions, owners, timelines, and milestones and metrics for tracking progress. The following graphic provides an overview for how these elements fit together.



Our Principles

Vision and Mission

Strategic Plan for Racial Equity Vision Statement

A system of student-ready, race-conscious public colleges and universities that are equitable and racially just, embrace the critical assets of Students of Color, and prepare Students of Color for success.

Strategic Plan for Racial Equity Mission Statement

We will continue to transform our programs, policies, pedagogies, and practices to be rooted in racial equity and responsive to the goals and needs of Students of Color.

Our Principles

DHE Values

Equity

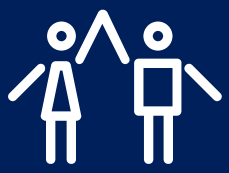
Understanding and confronting oppression in all of its forms.

Accountability

Answering for the outcomes of decision and actions.

Community

Showing care and respect toward others.



Empowerment

Facilitating others' opportunities for growth and contribution, within teams and across DHE.

Intentionality

Acting with purpose and clarity.

Teamwork

Embracing the power of unity, collaboration, and collective insight.

The Department aspires to practice these values, and their associated behaviors, and commit to embody them through continued learning and personal growth.

Our Principles

DHE Racial Equity Principles

In addition to the inputs noted above, this Plan aligns to the racial equity principles developed by DHE to guide the advancement of the Equity Agenda. The principles are intended to assist in the cultural transformation of the Department, as well as ground the Equity Agenda and Strategic Plan in racial equity-minded policy change.

Racial equity

- Will be achieved when race no longer determines one's outcomes in the Massachusetts public higher education system
- Is the top policy and performance priority for the DHE
- Must be embedded system-wide and permeate the Department's structure, culture, and policies
- Requires the use of asset-based language to minimize the threat of harm, deficit, and stereotype reinforcement
- "Asset-based language" defines people by their aspirations and contributions, rather than the systemic barriers and challenges they face
- Requires acknowledgement, remedy, and repair of policies and practices which have excluded or created barriers

We must

- Recognize that clarity in language, goals, and measures is vital to racially equitable practices
- Promote culturally sustainable campus climates in which all students can thrive and are regarded in the totality of their human dignity
- Create and cultivate an inclusive environment to encourage the support and participation of relevant stakeholders
- Acknowledge the experience and knowledge of People of Color, and seek to engage People of Color in the pursuit of racial equity in meaningful ways
- Incentivize the development and support the implementation of equity-minded, evidence-based solutions

Our Principles

Student Bill of Rights

The idea for a Student Bill of Rights emerged from a series of focus group discussions conducted with student members of the NUE committees and with student representatives on the BHE's Student Advisory Council. The Student Bill of Rights below works in tandem with the Vision, Mission, and Racial Equity Principles above to lay the foundation for the Strategic Plan. Students have the right to:

Clear, accessible, and understandable financial information, as well as affordable and predictable education costs

Inclusive, anti-racist, and culturally responsive curricula and pedagogies

Equitable access to experiential learning opportunities, in and out of the classroom

Diverse and supportive faculty and staff who are equity-minded higher education practitioners

Welcoming, inclusive, and safe campus environments

Timely and relevant pathways to graduation and employment

A voice in the decisions that affect their undergraduate experience

Strategic Plan for Racial Equity Goals

Overarching Goal

The Overarching Goal of the Strategic Plan for Racial Equity is the elimination of racial disparities in the Massachusetts public higher education system.

Strategic Plan for Racial Equity Goals

Detailed Goals

The following pages outline the Detailed Goals of the Strategic Plan for Racial Equity. The Detailed Goals are important independently but also work in concert to achieve the Overarching Goal of the Strategic Plan for Racial Equity. The goals are designated at the system or state-level with the majority also disaggregated by the three segments of the Commonwealth's public higher education system: Community Colleges, State Universities, and UMass institutions. The Detailed Goals focus on the following for Students of Color:

Institutions will be asked to develop institution-level goals as they incorporate this Strategic Plan for Racial Equity into their own institutional strategic plans.

Strategic Plan for Racial Equity Goals

Detailed Goals

Each Detailed Goal outlined below includes a system-level, and in some cases a segment-level, target (see Appendix C for segment-level targets) to be reached or surpassed by 2033. The targets will be established in collaboration with all postsecondary segments and the Board of Higher Education by fall 2022. The target setting process will involve an intensive review of the trends and predicted outcomes for each metric and a determination of an aspirational target in conjunction with the DHE Data Council. The targets will be grounded in forecasting using historical data from 2010-2021. The methodology and proposed targets will be vetted through the DHE Data Governance Steering Committee and the BHE's Evidence Based Policy Making Advisory group.

The rates by racial/ethnic group also presented in Appendix C for most of the goals serve as a baseline and reflect the most recently available outcome for each goal by racial/ethnic group reflect. The gap between the baseline rate and the to-be-determined target reflects the disparate levels of effort and investment needed to achieve the desired target for each population of Students of Color.

↑ **Increase Students of Color's *social and economic mobility* as measured against an accepted nation-wide measure of social and economic mobility (e.g., through the achievement of Carnegie Classification for Social and Economic Mobility distinctions to be released in 2023)**

X% **Increase *degree/certificate completion* for all Students of Color populations to XX%***

To achieve the above Goals, the following Goals focusing on Students of Color's journey through the public higher education system will also be tracked.

X% **Increase *enrollment* of Students of Color into the Massachusetts public higher education system to XX% of total enrollment***

↑ **Increase Students of Color's *sense of belonging* at their institutions**

(Continued on next page.)

*See Appendix C for baselines for each Student of Color population and for segment-level goals where applicable

Strategic Plan for Racial Equity Goals

Detailed Goals *(Continued)*

X%	Increase *persistence* to a second year of postsecondary education for Students of Color in the Massachusetts public higher education system to XX%*
X%	Increase *timely completion[3] of gateway courses* for Students of Color in the Massachusetts public higher education system to XX%*
X%	Increase *on-time credit accumulation[4]* for all Students of Color in the Massachusetts public higher education system by XX%*
X%	Increase *transfer rates* from community colleges to universities for Students of Color in the Massachusetts public higher education system by XX%*
X%	Increase *degree completion rates after transfer* for Students of Color from community colleges to universities by XX*

The following Strategic Plan for Racial Equity details the path forward for achieving the above Goals by 2033 through targeted strategies and priorities. This structure provides focus to the work and incremental checkpoints to ensure success along the 10-year journey.

*See Appendix C for baselines for each Student of Color population and for segment-level goals where applicable

[3] The timely completion of gateway courses is defined as the percent of degree-seeking students completing college-level math and English classes by end of first academic year and by the end of second academic year, disaggregated by initial enrollment in developmental courses.

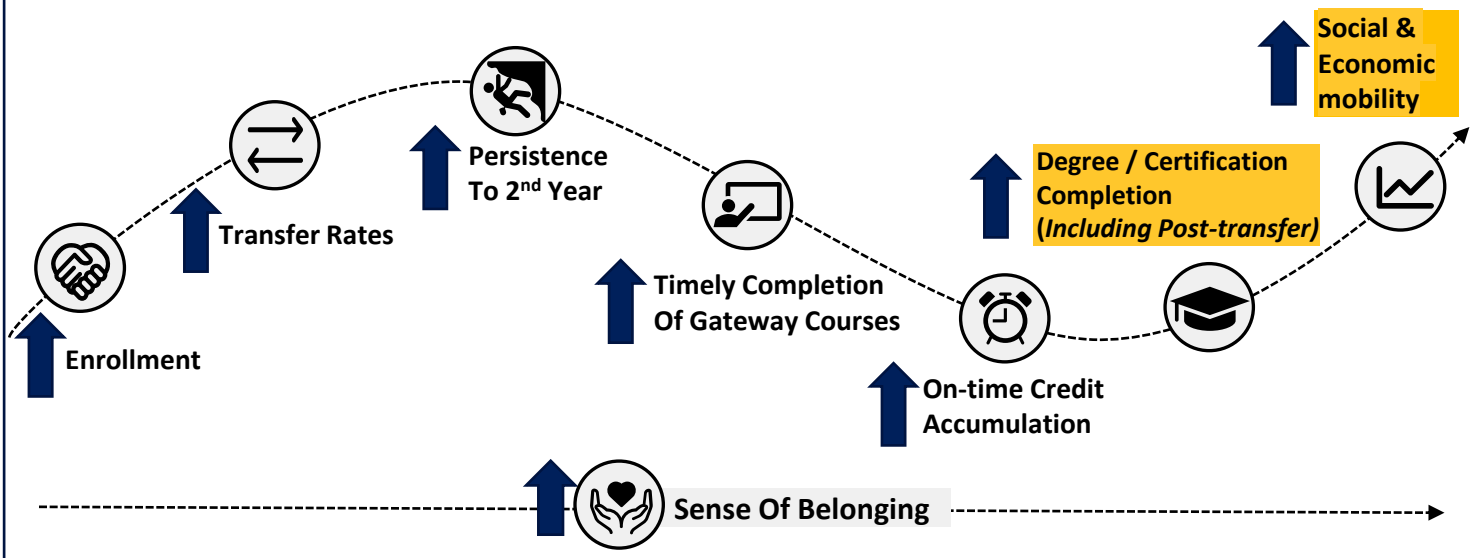
[4] On-time credit accumulation is defined as the percent of first-time, full-time, degree-seeking students completing 24-30 credits in first academic year. Percent of part-time, degree-seeking students completing 12-15 credits in the first academic year.

Strategies for Achieving the Goals

The Strategic Plan for Racial Equity includes five Strategies that work together to achieve the Plan's goals and ultimately eliminate racial disparities in the Massachusetts public higher education system.

Overarching Goal: The elimination of racial disparities in the Massachusetts public higher education system

Key Goals: Increase Student Of Color's…



Strategy 1: Establish the Infrastructure to Drive Racial Equity

Strategy 1 lays the foundation for racial equity by establishing the capacity needed for the implementation of the Strategic Plan for Racial Equity. The Plan cannot be implemented without dedicated resources and funding, improved data capabilities, and the right mechanisms for holding stakeholders across the system accountable for progress. The priorities in Strategy 1 focus on these crucial areas.

PRIORITIES

1 Align the appropriate resources and funding to this work.

BHE/DHE will lead the following actions:

- Build a coalition of advocates to review relevant legislation, data, and testimonials and build a case for revamping the state's funding formula to distribute state funds equitably and incentivize racially equitable outcomes.
- Develop and implement a system-wide strategic financing plan to acquire new funds to support the work of achieving the goals of the Strategic Plan for Racial Equity.
- Pursue grants that support statewide, equity-focused efforts to supplement funding and continue to evolve funding sources to support the work of the Strategic Plan for Racial Equity.
- Use current DHE funding streams to support racial equity work across institutions by building racial equity into all grant programs, such as the Higher Education Innovation Fund.
- Use statewide, performance-based funding to further support institutions as they implement programs and initiatives that align with the Strategic Plan for Racial Equity.

Institutions will lead the following actions:

- Evaluate institution budgets and prioritize funding of consistent programs, initiatives, venues, and structures that promote the goals of the Strategic Plan for Racial Equity.

Ideas for Implementation:

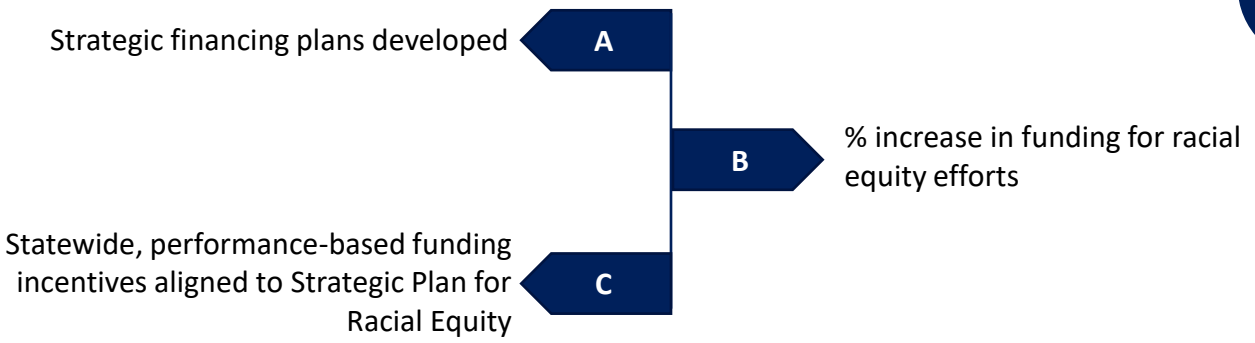
- Identify required funding for planned initiatives outlined in the Strategic Plan for Racial Equity as well as for the recommended initiatives that the institution will adopt.
- Review institution budget to identify ways to prioritize funding towards racial equity efforts.
- Continue to identify additional funding streams to support racial equity initiatives.

- Pursue grants collaboratively across institutions, putting the needs of Students of Color above competition, to gain additional funding to support the work of the Strategic Plan for Racial Equity.

Timeline for Initial Implementation:

Fall 2022 – Spring 2024 *(some activities will be ongoing)*

Key Milestones to Track:



2 Improve data capabilities to track Plan progress and inform racial equity interventions.

BHE/DHE will lead the following actions:

- Establish system-wide and institution-specific targets and baseline measures for the Goals of the Strategic Plan for Racial Equity. *(In collaboration with Institutions)*
- Leverage the DHE Data Governance structure to enhance and expand data collection and develop and strengthen data analytic capabilities and practices with an equity lens at both the system and institution level so various analyses can be completed on Students of Color's journey and experiences through the Commonwealth's public higher education system.
- Continue to ensure that the Higher Education Information Resource System (HEIRS) is a meaningful, effective, and innovative system for collecting, standardizing, managing, and analyzing postsecondary data for the Commonwealth of Massachusetts.
- Create a shared understanding of HEIRS data definitions, processes, and reports among campuses.
- Implement data improvement efforts to better capture disaggregated and other data on Students of Color and their educational journey (e.g., application, admission, enrollment, persistence, transfer, attainment, sentiment, etc.). *(In collaboration with Institutions)*
- Connect local data sources to HEIRS data and DHE-developed Tableau dashboards to foster greater data transparency and validity. *(In collaboration with Institutions)*

Institutions will lead the following actions:

- Establish system-wide and institution-specific targets and baseline measures for the Goals of the Strategic Plan for Racial Equity. *(In collaboration with DHE/BHE)*
- Assess current data collection capabilities and identify gaps based on BHE/DHE guidance.
- Implement data improvement efforts to better capture disaggregated and other data on Students of Color and their educational journey (e.g., application, admission, enrollment, persistence, transfer, attainment, sentiment, etc.). *(In collaboration with DHE/BHE)*
- Connect local data sources to HEIRS data and DHE-developed Tableau dashboards to foster greater data transparency and validity. *(In collaboration with DHE/BHE)*
- Promote data transparency and informed decision-making by sharing relevant disaggregated data analyses with all institutional stakeholders (faculty, staff, administrators, students, trustees) on a regular basis to inform decision making.

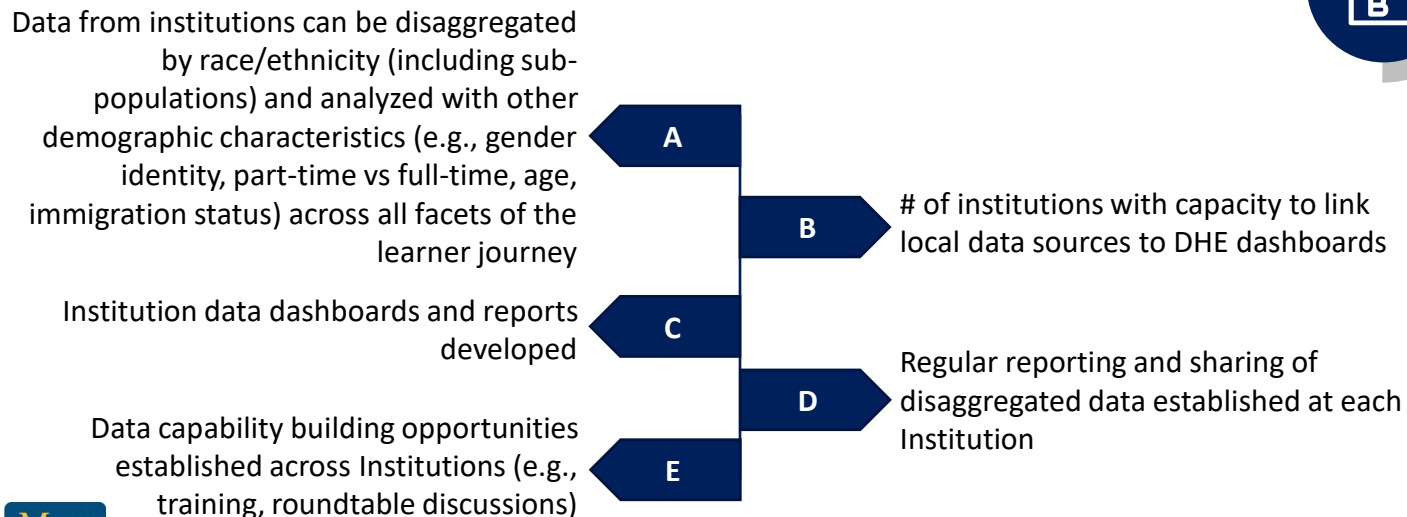
Ideas for Implementation:

- Develop institution-specific data dashboards and reports based on goals and metrics included in this Plan.
- Determine how frequently data will be updated and shared with key stakeholders.
- Create a communications and outreach plan for regularly sharing disaggregated data on Students of Color with key stakeholders (e.g., provide faculty with student success data for their program of study disaggregated by race to analyze how they can better serve Students of Color).

Timeline for Initial Implementation:

Currently ongoing – Spring 2024 *(some activities will be ongoing)*

Key Milestones to Track:



3 Hold all system and institution stakeholders accountable for addressing racial equity.

BHE/DHE will lead the following actions:

- Create a working group of institutional stakeholders, including students, to define racially-just success.
- Refine the guidelines for institutions' strategic planning process so that institutions incorporate elements of the Strategic Plan for Racial Equity into their institution-level plans when it comes time to update them.
- Incorporate expectations regarding racial equity into presidential evaluations.
- Collaborate across the system through the Data Council to refine PMRS to reflect the goals and metrics outlined in the Strategic Plan for Racial Equity. *(In collaboration with Institutions)*
- Create a list of racial equity priorities based on the goals of this Plan that can be discussed during union negotiations through an ongoing and iterative process over time. *(In collaboration with Institutions)*

Institutions will lead the following actions:

- Collaborate across the system through the Data Council to refine PMRS to reflect the goals and metrics outlined in the Strategic Plan for Racial Equity. *(In collaboration with BHE/DHE)*
- Create a list of racial equity priorities based on the goals of this Plan that can be discussed during union negotiations through an ongoing and iterative process over time. *(In collaboration with DHE/BHE)*
- Incorporate racial equity-related metrics and requirements into performance management/evaluation plans for executive leaders.
- Explore or build on other ways to incentivize executive leadership to champion this work.

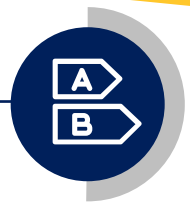
Ideas for Implementation:

- Create a pipeline of professionals who have the skills and abilities to lead equity-related work through establishing or expanded related academic programs and fields of study.

Timeline for Initial Implementation:

Spring 2023 – Spring 2024 *(some activities will be ongoing)*

Key Milestones to Track:



- **A** — Racial equity commitments built into all institutions' Strategic Plans
- **B** — Racial equity metrics built into President Evaluations and PMRS
- **C** — Racial equity priorities identified for union negotiations
- **D** — Union agreements updated to include racial equity priorities

Strategy 2: Transform Institutional Cultures to be Equity-Minded

The priorities and actions in Strategy 2 aim to transform institutional cultures. This is no small task. From the beginning of the higher education system in the Commonwealth, policies and programs have been designed with inadequate attention to the structural barriers that Students of Color face and the countless cultural and experiential assets that Students of Color bring with them to the system. Therefore, many Students of Color report that their educational experience in the Commonwealth's public higher education system is fraught with harm so much so that even after they graduate, they carry the trauma of the harm produced with them into life beyond higher education.

Institutional culture change must be thought of holistically and occur throughout the institution in support of the whole student. Students of Color's entire educational experience must be considered including academics, co-curricular and extracurricular opportunities, and wraparound services and support. This Strategy addresses aspects of the culture that affect students as well as staff, faculty, and administration, and the broader institutional community. The priorities and actions focus on student wellbeing and engagement, student support services, professional development for higher education stakeholders, and the recruitment, advancement, and retention of staff, faculty, and administrators of color. To achieve success in this Strategy, institutions and staff and faculty unions must work together to identify levers to advance racial equity.

PRIORITIES

1 Provide holistic student support in order to ensure a sense of belonging for Students of Color and champion the whole student.

BHE/DHE will lead the following actions:

- Create a working group of system-wide stakeholders to share best practices, collaborate, and support the rollout and expansion of holistic student support services and programs across all institutions.
- Provide guidance, resources, and support to institutions in their efforts to address the needs of Students of Color.

Institutions will lead the following actions:

- Establish or enhance wraparound support services that Students of Color can easily access and that are rooted in social justice, asset-based, and racial equity-informed practices.

Ideas for Implementation:

- Create or expand one-stop models of student support to create seamless service delivery with essential student-facing functions of the student experience from matriculation to graduation (e.g., Student Excellence Centers, Library Learning Commons, etc.)
  - Ground one-stop models in asset-based approaches, not deficit-minded approaches, to recognize Student of Color's assets.[5]
  - Staff one-stop models with a racially and ethnically diverse group of staff who can offer tailored success strategies and higher education navigation support to Students of Color.
- Expand single point of contact, case management models, and provide sustained proactive outreach to Students of Color via their primary points of contact.
  - Ensure primary contacts know Students of Color's story and situation, and reaches out proactively, triages issues, and follows up to ensure connections to faculty and other supports were successful.
- Improve access to and quality/efficiency of support services within and between institutions by utilizing shared services for essential functions that can be institutionally agnostic such as mental health counseling, academic tutoring for English and math, and career education.
- Integrate faculty into the support services with early warning systems, shared data, and case management meetings.
- Create or expand summertime programs and services to ensure year-round support for Students of Color.

- Ensure that there is a coordinated basic needs infrastructure that all college/university faculty, staff, and administrators can use to participate in every student's community of care by supporting students as they learn of information about students' basic need insecurities.

Ideas for Implementation:

- Create, seek out, and/or expand existing training and professional development opportunities that allow all members of a campus community, including students themselves, to become adept communicators of basic needs information
- Provide holistic basic needs and trauma-informed support to Students of Color by identifying the multiple types of basic needs insecurities that students experience and connecting them to the resources needed to achieve their academic and career goals.
- Prioritize and modernize campus communications to provide all students with real-time access to basic needs resources on campus and in the community.
- Innovate and utilize existing resources from the 2-Generation approach for students who are parents (predominantly women of color).

[5] See Appendix D: Glossary of Terms for more context.

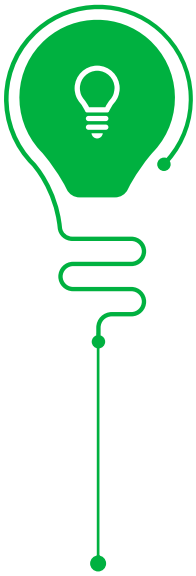
Institutions will lead the following actions:

- Improve the wellbeing, mental health, and physical and psychological safety of Students of Color by ensuring that counseling services and campus policing practices are rooted in an understanding of racial trauma and social justice concepts.

Ideas for Implementation:

- Hire and retain counselors of color at institutions so that Students of Color see themselves in the counseling services offered on campus.
- Ensure that an understanding of racial trauma is a central part of counseling so that services are properly aligned to the realities that Students of Color face on campus.
- Partner with community agencies and other providers to amplify mental health support designed for Students of Color.
- Review and revise campus policing practices to address racial trauma, center wellness and mental health awareness, incorporate restorative racial justice practices, and commit to transparency and accountability.

- Create or expand mentoring and other community-oriented programs (e.g., identity-based clubs) that enable Students of Color to make personal connections with campus mentors and peers (e.g., staff, faculty, community, and alumni volunteers) that encourage their personal welfare.



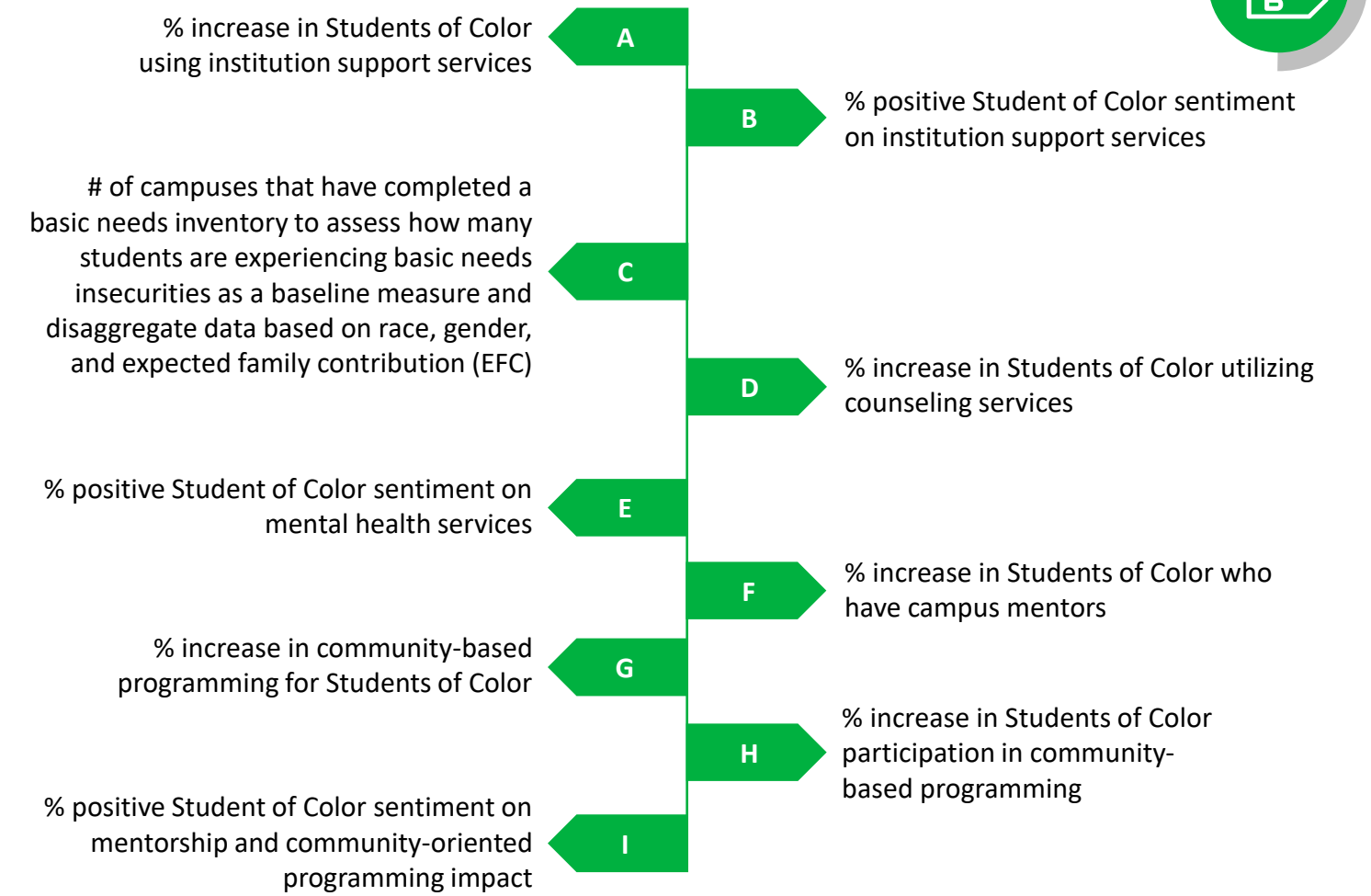
Ideas for Implementation:

- Assess leading mentoring programs designed for Students of Color, such as Project MALES and African American Education and Empowerment Program (AME) and establish similar programs.
- Create mentoring networks of faculty, staff, alumni, and employers of color who will support Students of Color throughout their time in the public higher education system.
- Identify the structures necessary so that faculty and staff are provided with the appropriate support and resources for this work.
- Revise tenure and promotion guidelines so that faculty and staff are incentivized and recognized for this work.
- Create and fund identity-based groups, such as Student-Parent Affinity groups, at each institution that provide a sense of community for Students of Color.
- Expand peer-to-peer support systems and race-conscious cohort-based programming to foster connection to the campus community and belonging to the institution.

Timeline for Initial Implementation:

Fall 2023 – Summer 2025 *(some activities will be ongoing)*

Key Milestones to Track:



2 Recruit, advance, and retain administrators, faculty, and staff of color.

BHE/DHE will lead the following actions:

- Support the adoption of equitable processes and practices across the talent lifecycle (talent acquisition, retention, promotion, tenure, salary, reward, and recognition) for staff, faculty, and administrators.
- Connect leaders across institutions to share best practices for creating system-wide safe spaces for faculty, staff, and administrators of color.
- Keep track of hiring and retention rates of faculty, staff, and administrators of color over time to support Institutions in identifying what is working well and where there continues to be improvement opportunities.

Institutions will lead the following actions:

- Develop and implement or enhance strategic sourcing and recruiting plans for attracting faculty, administrators, and staff of color that engage the entire institutional community.
- Design and implement talent acquisition, retention, promotion, tenure, salary, reward, and recognition processes that prioritize racial equity, justice, and more diverse forms of scholarship and recognize invisible labor taken on by faculty and staff of color.
- Establish the necessary leadership roles and support services for staff, faculty, and administrators to cultivate a sense of belonging for employees of color.

Ideas for Implementation:

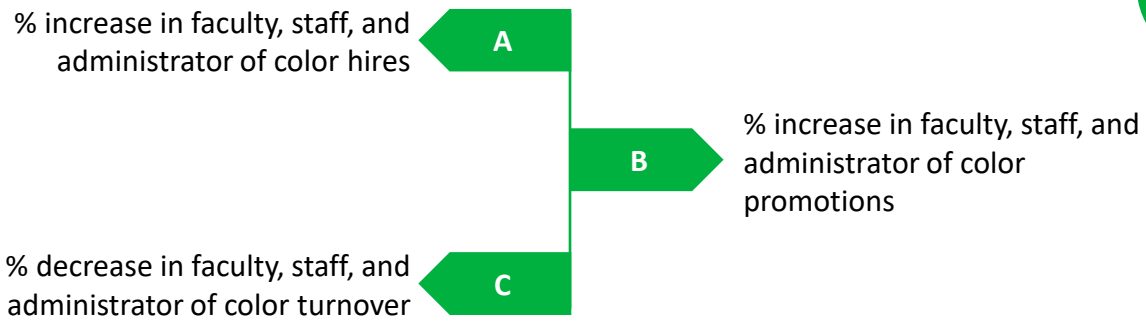
- Explore the stand-up of regional Employee Resource Groups (ERGs) to connect faculty, staff, and administrators of color across institutions.

- Build diverse faculty pipelines through innovative "grow your own" programs and/or industry externships for professionals who identify as People of Color.
- Examine ways to streamline hiring practices (while keeping equity at the forefront) so that candidates of color are not lost due to lengthy processes.
- Ensure that HR personnel and hiring committees are trained on equity-minded practices for screening, interviewing, and onboarding new hires.

Timeline for Initial Implementation:

Summer 2024 – Summer 2026 *(some activities will be ongoing)*

Key Milestones to Track:



3 Develop administrators, faculty, staff, and trustees to further racial equity.

BHE/DHE will lead the following actions:

- Expand professional development (PD) opportunities for BHE and DHE to learn more about racial equity, social justice, implicit bias, racial trauma, student success structures, and other relevant concepts and how to incorporate them into their daily work.
- Enhance and scale up DHE-supported, system-wide opportunities for collaborative and cross-training professional development and sharing effective racial equity practices across institutions.
- Establish a bi-annual Racial Equity Symposium that brings together system and external stakeholders to explore racial equity topics and applications to higher education.

Institutions will lead the following actions:

- Expand PD opportunities for faculty, staff, administrators, and trustees to learn more about racial equity, social justice, implicit bias, racial trauma, student success structures, and other relevant concepts and how to incorporate them into their daily work.

Ideas for Implementation:

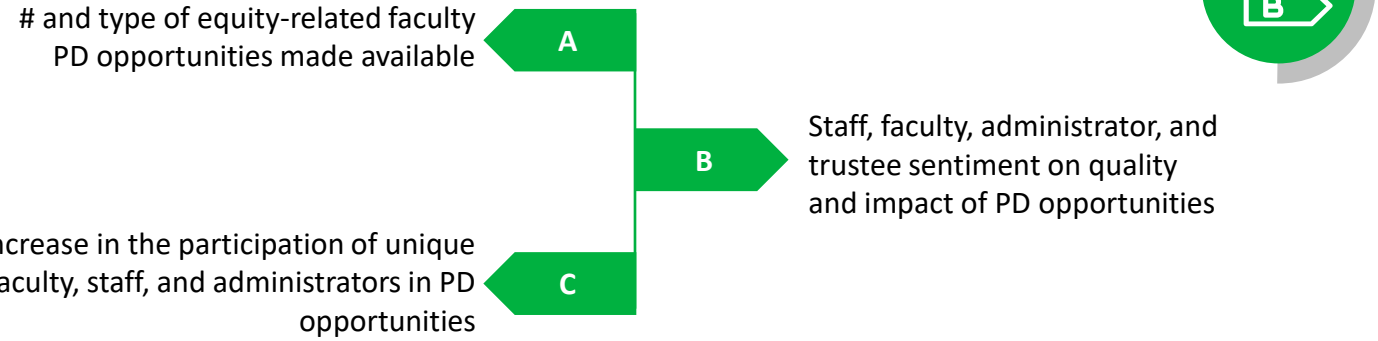
- Create or expand institution-specific and/or regional Centers for Teaching and Learning that facilitate racial equity PD.
- Incorporate technology like Zoom to provide multiple opportunities/venues for engagement in PD and training.
- Focus PD on digestible, bite-sized ways for faculty and staff to embed equity into daily behaviors.
- Seek out PD that is discipline-specific so that faculty and staff can apply learnings directly to their respective disciplines.
- Consider ways to track the effectiveness of PD in order to continuously improve and implement lessons learned.

- Expand opportunities for faculty to learn about culturally relevant and equity-minded pedagogical and assessment practices, including the use and interpretation of disaggregated data and how to conduct assessments in an equitable way.
- Incorporate short-term and long-term equity-focused PD plans for faculty, administrators, and staff into institutional strategic plans.

Timeline for Initial Implementation:

Fall 2022 – Summer 2024 *(some activities will be ongoing)*

Key Milestones to Track:



Strategy 3: Increase Access to Higher Education for Students of Color

Strategy 3 encompasses all activities that relate to increasing access to the Commonwealth's public higher education system for Students of Color. Through this Strategy, the system must dismantle barriers to entry and ensure that race is not a determinant in students' participation in higher education. This work is driven by the need to eradicate explicit racial disparities to accessing higher education and includes everything from improving the application, admission, and enrollment processes to establishing more recruiting pathways. This also addresses the cost of higher education, including costs of instruction like tuition, fees, books, technology, and supplies and the costs of attendance, such as housing, food, transportation, childcare, healthcare, mental health, substance abuse support, suicide prevention, and other basic needs like menstrual products.

PRIORITIES

1 Attract more Students of Color to higher education and eliminate barriers to enrollment.

BHE/DHE will lead the following actions:

- Examine recruitment, admissions, and enrollment policies and practices through a racial equity lens to identify barriers to entry into higher education for Students of Color. *(In collaboration with Institutions)*
- Support the implementation of improvement efforts to ensure that all Students of Color feel supported in the application, admissions, and enrollment processes. *(In collaboration with Institutions)*
- Intentionally and thoughtfully expand and establish programs focused on the elimination of barriers and harm to Students of Color in the context of public K-12 education and the transition to postsecondary education (e.g., race conscious and considerately designed and accountable designated Early College programs). *(In collaboration with Institutions)*
  - Ensure that Early College continues to focus on serving Students of Color and requiring a racial equity lens in designation criteria.
  - Ensure that racial equity is central in policy decisions as funding expands and that fiscal policy seeks to reach and intentionally support Students of Color and establish Early College funding models that are flexible and inclusive to benefit Students of Color. Ensure this racial equity-minded fiscal policy also attends to broad institutional demands and resource disparities.
  - Employ consistent critical examination of Early College policy design, implementation, and fiscal support to reflect race-conscious decision making.
  - Thoughtfully and intentionally expand and enhance Early College programming such that all the Commonwealth's secondary Students of Color can participate in Early College programs designed to holistically support Students of Color and honor students' assets.
- Keep track of application, admission, and enrollment rates of Students of Color over time to support Institutions in identifying what is working well and where there continues to be improvement opportunities.

Institutions will lead the following actions:

- Examine recruitment, admissions, and enrollment policies and practices through a racial equity lens to identify barriers to entry into higher education for Students of Color. *(In collaboration with DHE/BHE)*

Ideas for Implementation:

- Explore or expand holistic admissions practices and policies that broaden the focus beyond GPA and standardized test scores (e.g., essays).

- Implement improvement efforts to ensure that all Students of Color feel supported in the application, admissions, and enrollment processes. *(In collaboration with DHE/BHE)*
- Intentionally and thoughtfully expand and establish programs focused on the elimination of barriers and harm to Students of Color in the context of public K-12 education and the transition to postsecondary education (e.g., race conscious and considerately designed and accountable designated Early College programs). *(In collaboration with DHE/BHE)*

Ideas for Implementation:

- Support racial equity-minded scaling of Early College programming by building administrative capacity and using existing and proposed funding to enhance support services with proactive advising and academic support.
- Build or strengthen relationships with college access organizations in surrounding communities with populations of predominately people of color to promote higher education early on and attract and enroll more Students of Color.
- Increase connections with surrounding K-12 schools and districts to ensure a seamless transition from K-12 to local higher education institutions in expectations and readiness and to continue expanding coherent and clear pathways for students through Early College programs.
- Build or strengthen relationships with Early Childhood and K-12 agencies and organizations in surrounding communities of color to promote higher education early on and attract and enroll more Students of Color. *(In collaboration with the DHE/BHE)*
- Examine existing institution-level programs experiencing successful outcomes and identify how to customize them to the unique needs of the institution.

- Expand or establish programs to welcome and nurture adult learners[6] in non-traditional pathways to increase Student of Color participation in higher education.

Ideas for Implementation:

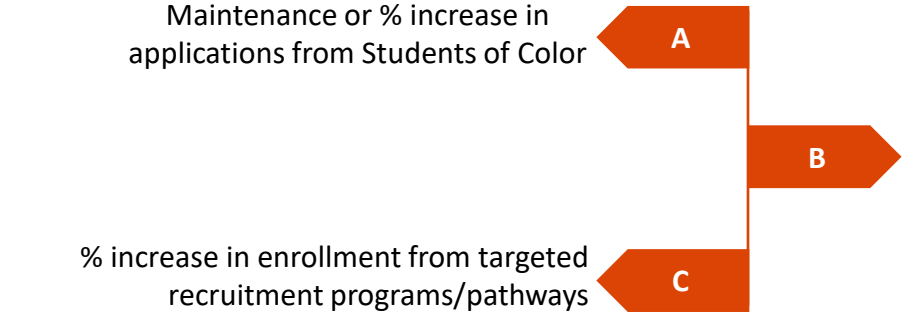
- Build or strengthen relationships with workforce development organizations in surrounding communities of color to attract and enroll adult learners.

[6] "Adult learners" refers to those learners who are 25 years old or older.

Timeline for Initial Implementation:

Currently ongoing – Fall 2025 *(some activities will be ongoing)*

Key Milestones to Track:



2 Make public higher education affordable for Students of Color.

BHE/DHE will lead the following actions:

- Use the results of the Policy Audit to identify and implement interventions to improve current financial aid policies and practices to address disparate impacts on Students of Color. *(In collaboration with Institutions)*
- Develop a strategic plan to integrate and fully fund direct and in-direct educational expenses (unmet need) for Students of Color. *(In collaboration with Institutions)*
- Seek legislative modifications in related statutes and BHE approval for new policy and amendments to financial aid program guidelines to facilitate implementation of interventions so that Students of Color benefit. *(In collaboration with Institutions)*
  - Expand financial aid support to provide coverage for students from low- and middle-income families of color who are struggling to afford college with the high cost of living in Massachusetts. *(In collaboration with Institutions)*
  - Expand financial aid programs to include all public two-year and four-year colleges and universities for both full- and part-time Students of Color.
  - Expand aid to include total cost of attendance (tuition, fees, books, supplies, and room and board).
  - Develop strategic funding priorities for sustaining and supporting the MASSGrant, MASSGrant Plus, and other financial aid programs that benefit Students of Color in future years.
  - Consider ways to streamline and consolidate aid programs to meet the above goals while reducing confusion and administrative burden.

BHE/DHE will lead the following actions:

- Provide statewide online and asynchronous financial literacy tools and training as well as support for in-person, campus-based, financial literacy programs that educate families and students of color about financing their education; ensure tools, training, and programs are created using culturally competent, equity-minded approaches. *(In collaboration with the Institutions)*
- Explore cross-Secretariat opportunities and cross-communication strategies to help connect Students of Color to other state benefits and scholarships.
- Keep track of met versus unmet need, basic need insecurities, and other financial aid trends for Students of Color over time to support Institutions in identifying what is working well and where there continues to be improvement opportunities.

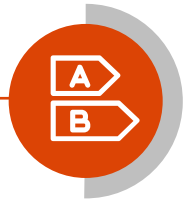
Institutions will lead the following actions:

- Use the results of the Policy Audit to identify and implement interventions to improve current financial aid policies and practices to address disparate impacts on Students of Color. *(In collaboration with DHE/BHE)*
- Develop a strategic plan to integrate and fully fund direct and in-direct educational expenses (unmet need) for Students of Color. *(In collaboration with DHE/BHE)*
- Seek legislative modifications in related statutes and BHE approval for new policy and amendments to financial aid program guidelines to facilitate implementation of interventions so that Students of Color benefit. *(In collaboration with DHE/BHE)*
- Provide statewide online and asynchronous financial literacy tools and training as well as support for in-person, campus-based, financial literacy programs that educate families and students of color about financing their education; ensure tools, training, and programs are created using culturally competent, equity-minded approaches. *(In collaboration with DHE/BHE)*
- Establish or expand funding for Basic Needs Security to better support Students of Color.

Timeline for Initial Implementation:

Currently ongoing – Fall 2025 *(some activities will be ongoing)*

Key Milestones to Track:



- **A** — % Decrease in unmet need for Students of Color
- **B** — % Decrease in Loan Debt for Students of Color
- **C** — % of Students of Color who indicate that they are experiencing basic needs insecurity and are having their needs met, annually
- **D** — % of Students of Color who indicate that they are experiencing basic needs insecurity who persist with on-time credit accumulation, annually
- **E** — % of Students of Color reporting feeling supported in the financial aid process

Strategy 4: Build a Culturally Relevant and Civically Engaged Educational Experience for Students of Color

For too long Students of Color have engaged with curriculum, co-curriculum, and pedagogy where their histories, cultures, and identities are neither represented nor valued. They have faced countless barriers and biases in and outside of the classroom. The public higher education system must redesign curricular, co-curricular, and pedagogical approaches as well as academic policies so that the entirety of the educational experience for Students of Color is built to be inclusive and equitable, considering the whole student and recognizing the cultural and experiential assets that Students of Color bring with them. As such, the priorities and actions in Strategy 4 focus on the entirety of the student educational experience including pedagogy and assessment, academic policies, the curriculum, and co-curriculum, and, ensuring that Students of Color have various pathways to complete degree, credit-bearing coursework.

PRIORITIES

1 **Recognize Students of Color's cultural and experiential assets through the adoption of equity-minded, culturally relevant, and civically engaged curricular, co-curricular, and pedagogical practices.**

BHE/DHE will lead the following actions:

- Identify the knowledge and skills needed for full and effective participation in civic life and public problem-solving in a multi-racial democracy, in order to acknowledge and build upon the cultural wealth carried by individual Students of Color through the curriculum and co-curriculum. *(In collaboration with Institutions)*
- Support faculty in refreshing the Core Curriculum so that it is rooted in culturally relevant and civically engaged learning and better enables students to address complex social problems while maintaining the benefits of the MassTransfer General Education Foundation. *(In collaboration with Institutions)*
  - Create a Core Curriculum framework that is outcomes-driven yet still allows for individual institutional flexibility and that includes racial justice and civic engagement education principles and learning outcomes. *(In collaboration with Institutions)*
- Collect data that portray the benefits of using OERs, with specific emphasis on the benefits to Students of Color across institutions and report statewide findings.
- Design new programs to include recruitment and marketing strategies; enrollment and retention; learning goals and objectives; and faculty, staff, and operational resource allocation, which are deliberate and intentional in serving Students of Color. *(In collaboration with Institutions)*
- Create a system-wide community of practice in which campuses, employers, and community leaders are engaged in developing shared language, definitions, essential elements, and learning objectives for High Impact Practices (HIPs) and the co-curriculum; leverage the community to identify ways in which institutions can collaborate through cross-campus projects. *(In collaboration with Institutions)*
- Advocate for more resources to support the adoption of HIPs across the system.

Institutions will lead the following actions:

- Identify the knowledge and skills needed for full and effective participation in civic life and public problem-solving in a multi-racial democracy, in order to acknowledge and build upon the cultural wealth carried by individual Students of Color through the curriculum and co-curriculum. *(In collaboration with the DHE/BHE)*
- Support faculty in refreshing the Core Curriculum so that it is rooted in culturally relevant and civically engaged learning and better enables students to address complex social problems while maintaining the benefits of the MassTransfer General Education Foundation. *(In collaboration with DHE/BHE)*
  - Create a Core Curriculum framework that is outcomes-driven yet still allowing for individual institutional flexibility and that includes racial justice education and civic engagement principles and learning outcomes. *(In collaboration with DHE/BHE)*
- Support faculty in examining current programs of study, including General Studies, to identify ways to incorporate civic engagement opportunities for students to explore how their field of study can contribute to understanding and addressing complex public problems.

Ideas for Implementation:

- Examine current obstacles to creating interdisciplinary programs to further support students' abilities to address complex societal problems.

- Design new programs to include recruitment and marketing strategies; enrollment and retention; learning goals and objectives; and faculty, staff, and operational resource allocation, which are deliberate and intentional in serving Students of Color. *(In collaboration with DHE/BHE)*
- Support faculty in developing and adopting or expanding data-driven, racial equity-minded pedagogical and assessment approaches built on an understanding of what Students of Color need to thrive in the classroom.

Ideas for Implementation:

- Create institution-wide communities of practice in which faculty across disciplines are engaged in developing shared, racial equity-minded pedagogical approaches based on student outcome and evaluation data disaggregated by race.
  - Consider instituting a stipend for faculty to do this work.
- Develop institutional learning outcomes and assessment methodologies based on current, equity-minded learning models, such as using authentic student artifacts as the primary source of learning assessment.

Institutions will lead the following actions:

- Ensure the proper funding for and use of Open Educational Resources (OER) to save Students of Color significant costs of attending public higher education while still providing a quality educational experience.

Ideas for Implementation:

- Provide training to faculty on incorporating culturally responsive techniques into the adaptation and creation of OERs.
- Encourage faculty to utilize open pedagogical practices to imbue student voices in the co-creation of learning.
- Continually monitor OERs and update them regularly to main relevance and efficacy.

- Collect, analyze, and utilize data that portray the benefits of using OERs, with specific emphasis on the benefits to Students of Color and share with the Department of Higher Education.
- Provide equitable access to existing and new HIPs and other co-curricular experiences so that Students of Color participate.

Ideas for Implementation:

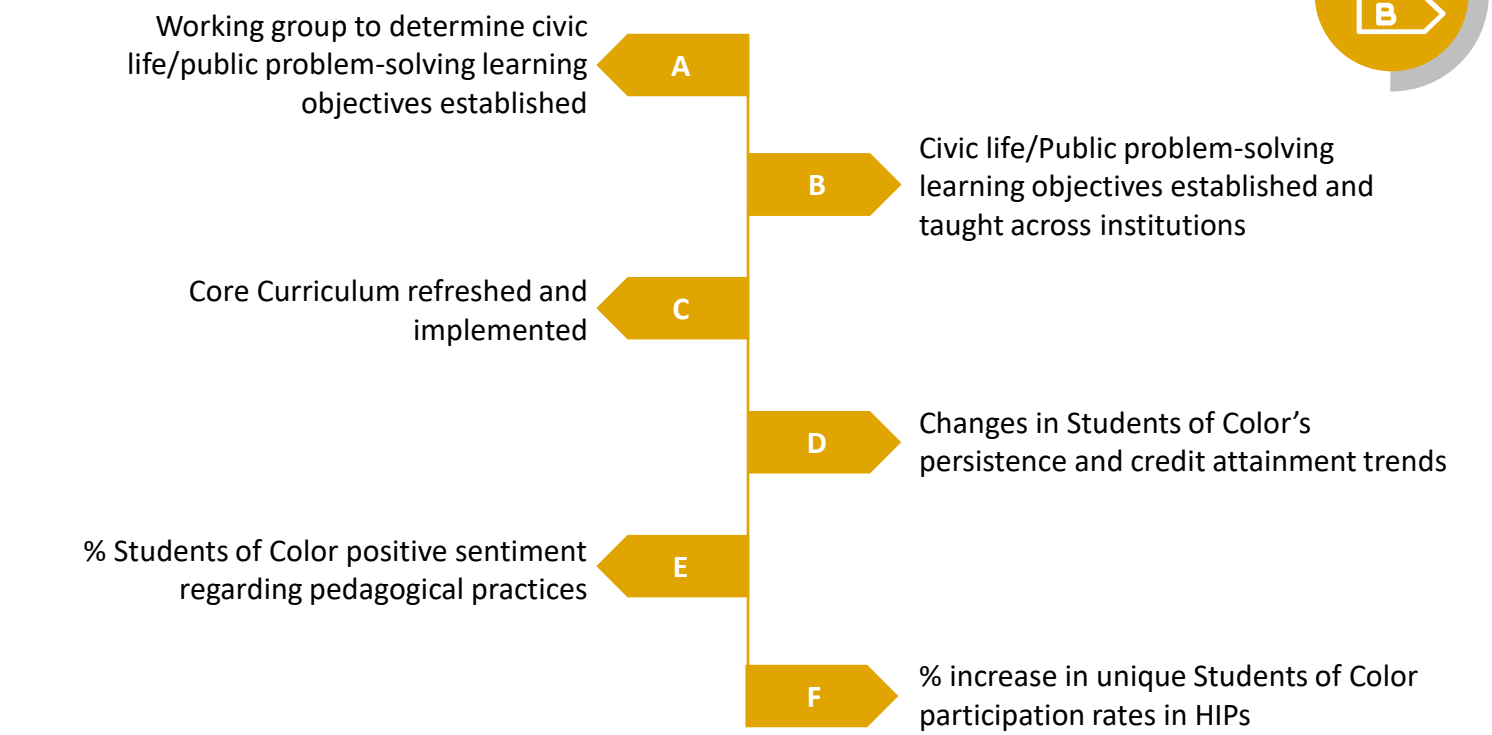
- Identify institutional barriers to accessing HIPs for Students of Color and identify ways to address barriers.
- Institute culturally sensitive and innovative HIPs, such as anti-racist civic engagement opportunities and experiential and work-based learning opportunities, as requirements for students across degree programs and in the Core Curriculum.

- Create a system-wide community of practice in which campuses, employers, and community leaders are engaged in developing shared language, definitions, essential elements, and learning objectives for HIPs and the co-curriculum; leverage the community to identify ways in which institutions can collaborate in cross-campus projects. *(In collaboration with DHE/BHE)*

Timeline for Initial Implementation:

Currently ongoing – Summer 2027

Key Milestones to Track:



2 Redesign academic policies and practices through a racial equity lens.

BHE/DHE will lead the following actions:

- Support institutions in evaluating and refining academic policies that better support Students of Color and share best practices system-wide.

Institutions will lead the following actions:

- Evaluate and ensure equitable system-wide academic and administrative policies and practices that are culturally sensitive and responsive to Students of Color's needs.

Ideas for Implementation:

- Identify and make necessary updates to campus and system discipline, financial, probation, leave (including medical leave), withdrawal, hold, and readmissions policies using racial equity principles.
- Develop and align equitable Satisfactory Academic Progress (SAP) standards, leave, withdrawal and readmissions policies across the Commonwealth, including Fresh Start policies in compliance with federal requirements.
- Perform equity-informed assessment of all conduct and discipline policies and practices in order to identify the disproportionate effects on Students of Color and implement changes based on results.
- Replace punitive measures with restorative, developmental, and educational approaches.

- Incorporate flexibility into the academic calendar to cater to all types of learners, particularly part-time and adult learners, which have a higher representation of Students of Color compared to the overall student population.

Ideas for Implementation:

- Implement flexible, accelerated semesters and scheduling so that Students of Color who drop out have multiple "on-ramps" back into learning.
- Increase the use of shortened classes (e.g., 7 weeks) for early program requirements to support rapid credit accumulation and rapid assessment of program alignment with Students of Color's interests and capabilities.
  - Consider the added cognitive and administrative load for faculty and staff and provide the necessary support needed for shortened semesters.
- Engage faculty in the redesign and solicit ideas for updating instruction and delivery.

Timeline for Initial Implementation:

Currently ongoing – Summer 2026 *(some activities will be ongoing)*

Key Milestones to Track:

A — Academic policies updated

B — Students of Color participation rates for accelerated semesters

C — Changes in Students of Color's credit attainment trends

3 Provide various pathways for Students of Color to complete credit-bearing coursework and degrees.

BHE/DHE will lead the following actions:

- Employ racial equity-minded practices to improve Developmental Education to ensure student-ready institutions and to support the scaling to a culturally relevant co-requisite model for college-level math and English courses. *(In collaboration with Institutions)*
  - Revive the statewide Developmental Education Advisory Board and charge it with identifying policies needed to maximize the number of Students of Color completing college-level math and English courses in alignment with the New England Commission of Higher Education accreditation standards.
  - Continue partnership with Department of Elementary and Secondary Education around Math for Equity to further align high school and college-level curricula. *(In collaboration with Institutions)*
  - Eliminate the use of standardized tests for admissions, assessment, and placement. *(In collaboration with Institutions)*
- Create integrated, strengths-based English Language Learners (ELL) pathways across the system in acknowledgement of the linguistic capital and communication richness of Students of Color. *(In collaboration with Institutions)*
  - Formalize a DHE-supported, statewide effort to create integrated courses, share resources and best practices, standardize system and design, recommend non-credit to credit pathways, and create a rubric for awarding credit to multilingual students. *(In collaboration with Institutions)*
  - Provide more ELL resources to community colleges through existing budget streams.
- Strengthen Credit for Prior Learning (CPL) and Prior Learning Assessment at and across all institutions in recognition of the vast learning Students of Color bring from outside of the classroom. *(In collaboration with Institutions)*
  - Strengthen the Prior Learning Assessment Consortium by including UMass and state universities. *(In collaboration with Institutions)*
  - Ensure equity-minded oversight of CPL, including the creation of equity-minded assessments and reviews of practices to ensure that Students of Color are benefitting from CPL. *(In collaboration with Institutions)*
  - Create a transfer policy and partnership among all universities to recognize CPL awarded by community colleges. *(In collaboration with Institutions)*
- Develop a statewide dual admissions program between community colleges and universities to reduce the uncertainty and barriers of transfer that disproportionately affect Students of Color. *(In collaboration with Institutions)*
  - Convene a group of key stakeholders to analyze successful dual admission programs across the system and develop implementation guidelines for a statewide, dual admissions program; include guidelines and programming that include specific interventions for Students of Color. *(In collaboration with Institutions)*
  - Implement the statewide program, ensuring alignment between community college and university credentials and courses. *(In collaboration with Institutions)*

Institutions will lead the following actions:

- Connect non-credit bearing, stackable courses and micro-credentials into pathways to credit-bearing coursework and use to attract adult learners into the system.
- Employ racial equity-minded practices to improve Developmental Education and support the scaling to a culturally relevant co-requisite model for college-level math and English courses. *(In collaboration with DHE/BHE)*
  - Continue partnership with Department of Elementary and Secondary Education around Math for Equity to further align high school and college-level curricula. *(In collaboration with DHE/BHE)*
  - Eliminate the use of standardized tests for admissions, assessment, and placement. *(In collaboration with DHE/BHE)*
- Create integrated, strengths-based ELL pathways across the system in acknowledgement of the linguistic capital of Students of Color. *(In collaboration with DHE/BHE)*
  - Participate in DHE-supported, statewide effort to create integrated courses, share resources and best practices, standardize system and design, recommend non-credit to credit pathways, and create a rubric for awarding credit to multilingual students.
  - Grant degree credit for the Seal of Biliteracy to multilingual students, similar to Advanced Placement scores.
- Strengthen CPL and Prior Learning Assessment at and across all institutions in recognition of the learning Students of Color bring from outside of the classroom. *(In collaboration with DHE/BHE)*
  - Participate in the Prior Learning Assessment Consortium.
  - Ensure equity-minded oversight of CPL, including the creation of equity-minded assessments and reviews of practices to ensure that Students of Color are benefitting from CPL. *(In collaboration with DHE/BHE)*
  - Create a transfer policy and partnership among all universities to recognize CPL awarded by community colleges. *(In collaboration with DHE/BHE)*
- Develop a statewide dual admissions program between community colleges and universities to reduce the uncertainty and barriers of transfer that disproportionately affect Students of Color. *(In collaboration with DHE/BHE)*
  - Convene a group of key stakeholders to analyze successful dual admission programs across the system and develop implementation guidelines for a statewide, dual admissions program; include guidelines and programming that include specific interventions for Students of Color. *(In collaboration with DHE/BHE)*
  - Implement the statewide program, ensuring alignment between community college and university credentials and courses. *(In collaboration with DHE/BHE)*

Timeline for Initial Implementation:

Currently ongoing – Summer 2026 *(some activities will be ongoing)*

Key Milestones to Track:

- **A** — Increase % of Students of Color completing college-level math and English
- **B** — Increase % of transfer Students of Color who are awarded a BS/BS
- **C** — Seal of Biliteracy degree credit granted at all institutions
- **D** — All CPL awarded by community college is recognized by all universities through the transfer process

Strategy 5: Prepare Students of Color to Thrive Beyond Their Time in Higher Education

It is imperative that Students of Color are guaranteed that their investment in higher education enables them to be successful after graduation, in whatever way they define success. Students of Color should have access to robust, well-rounded services that provide them with resources and pathways to satisfying, passion-driven careers. These careers should allow for economic and social mobility that empowers Students of Color, their families, and their communities to live free from the burden of economic restraints. The impact of higher education attainment should be clear, visible and life changing. The priorities and actions in Strategy 5 focus on creating better alignment between the classroom and career services and connecting academic and co-curricular experiences to life after higher education for Students of Color.

PRIORITIES

1 Align academic and co-curricular experiences with life after post-secondary education.

BHE/DHE will lead the following actions:

- Establish actions, milestones, and metrics in alignment with social and economic mobility criteria (e.g., the Carnegie Social and Economic Mobility classification criteria, once published). *(In collaboration with Institutions)*

Institutions will lead the following actions:

- Build or enhance partnerships between career services and academic departments to create integrated curricular and co-curricular pathways through graduation and employment.

Ideas for Implementation:

- Reimagine the role of the "Career Center" to be a "Career and Advising Center" and integrate career education and related services into the curriculum and early advising.
  - Consider expanding or establishing the role of career exploration advisors who help students discover their passions and career options early on in their higher education careers.
- Establish a campus-wide community of practice that brings together leaders from career services with leaders from academic departments to determine ways to integrate curricular and co-curricular elements to create meaningful student experiences that holistically prepare Students of Color for life after higher education.
- Enhance experiential learning opportunities aimed at career and academic alignment.
- Integrate faculty into career support services using a combined faculty and professional advising model.

Institutions will lead the following actions:

- Expand use of meta majors and Guided Pathways to ensure that once Students of Color's career aspirations and academic programs are aligned, that they have a clear curricular pathway with flexible options.

Ideas for Implementation:

- Analyze the Guided Pathways to STEM program to identify promising practices that could be applied to other academic disciplines.
- Provide clear mapping between associated academic programs across institutions to offer flexibility to parallel pathways as career goals are solidified in Students of Color's educational journeys.
- Explore the use of meta majors by offering numerous exploratory courses that count for several majors to further support Students of Color in their pathways to their career aspirations.
- Organize Students of Color into cohorts of clustered academic programs and/or learning communities that align with meta-majors to promote a stronger sense of belonging and shared academic experience among students in similar majors.

- Establish actions, milestones, and metrics in alignment with social and economic mobility criteria (e.g., the Carnegie Social and Economic Mobility classification criteria once published). *(In collaboration with DHE/BHE)*

Timeline for Initial Implementation:

Fall 2023 – Summer 2028 *(some activities will be ongoing)*

Key Milestones to Track:

A — Career advising integrated earlier into the student experience

B — Students of Color sentiment on career advising's impact on academic program choice

2 Connect Students of Color to meaningful workforce opportunities.

BHE/DHE will lead the following actions:

- Establish a working group of leaders representing industry and higher education to review industry standards and curriculum across institutions to better align workforce needs to content in majors, minors, and certificate programs.
- Partner with employer communities to ensure that they are working to create diverse, equitable, and inclusive work environments for the system's graduates of color to enter. *(In collaboration with Institutions)*
- Work with institutions and students to understand which career development tool(s) are most helpful and could be developed and customized as a shared service across Institutions.

Institutions will lead the following actions:

- Partner with employer communities to ensure that they are working to create diverse, equitable, and inclusive work environments for the system's graduates of color to enter. *(In collaboration with BHE/DHE)*
- Establish partnerships with key industry leaders across the Commonwealth to align curriculum to the local economy's workforce needs and connect Students of Color to paid workforce opportunities where representation is disproportionately low.

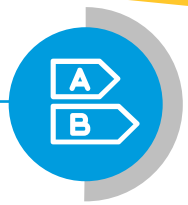
Ideas for Implementation:

- Establish regional, program-based committees comprised of career services, academic, and industry representatives to understand trends for high demand jobs with family-sustaining wages and opportunities to better align academic credentials to meet the needs of future demand trends.
- Establish pathways to paid internships for Students of Color.
- Establish pathways to family-sustaining wage jobs for Students of Color.

Timeline for Initial Implementation:

Fall 2022 – Summer 2026

Key Milestones to Track:



- **A** — Pathways to paid internships established
- **B** — Pathways to family-sustaining wage jobs established
- **C** — Students of Color participation rates in paid internships
- **D** — Students of Color hiring trends post-graduation

Conclusion

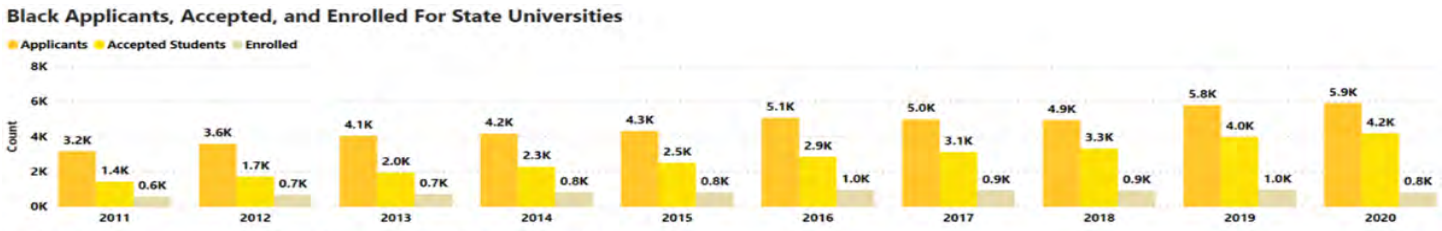
The Strategic Plan for Racial Equity is delivered during an unprecedented time in history when a once-in-a-generation pandemic exposed unjust societal systems and spurred urgent racial and social movements. Amidst this backdrop, the moral, economic, and democratic imperatives for transforming the Commonwealth's public higher education system to focus on the elimination of racial disparities are clear as is the need for swift action. The implementation of the Strategic Plan for Racial Equity must be a constant focus of the BHE, DHE, individual institutions, and other external partners. Each entity has a specific role to play and collaboration between the entities will be critical.

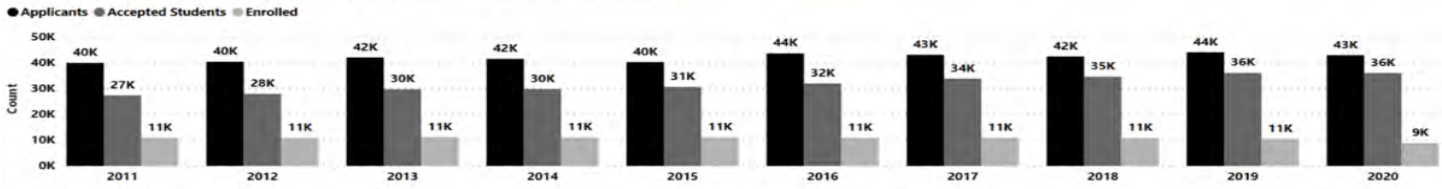
The Strategic Plan for Racial Equity embodies significant work from a wide array of stakeholders. The effort is comprehensive, strategic, and deliberate. The time is long overdue to reform the Commonwealth's public higher education system to reflect and embrace Students of Color in the ways outlined in this Plan. Additionally, achieving the goals outlined in this Plan will ensure that the Commonwealth's higher education system remains competitive and meets the demands of the economy, workforce, and Massachusetts democratic institutions. More broadly, a successful Strategic Plan for Racial Equity will ensure that Massachusetts can claim its title as the "education state."

Appendix A: Commonwealth Higher Education Racial Equity Data

The following data are taken from the Department of Higher Education's "Environmental Scan" of system-wide and institution-level racial equity-related data. The Environmental Scan focused on Black and Latinx students. Additional, similar studies will be completed for Asian American and Pacific Islander students and Indigenous students.

In the last 10 years, the state universities' application rate for Black and Latinx students has increased significantly by 86 percent and 115 percent, respectively.



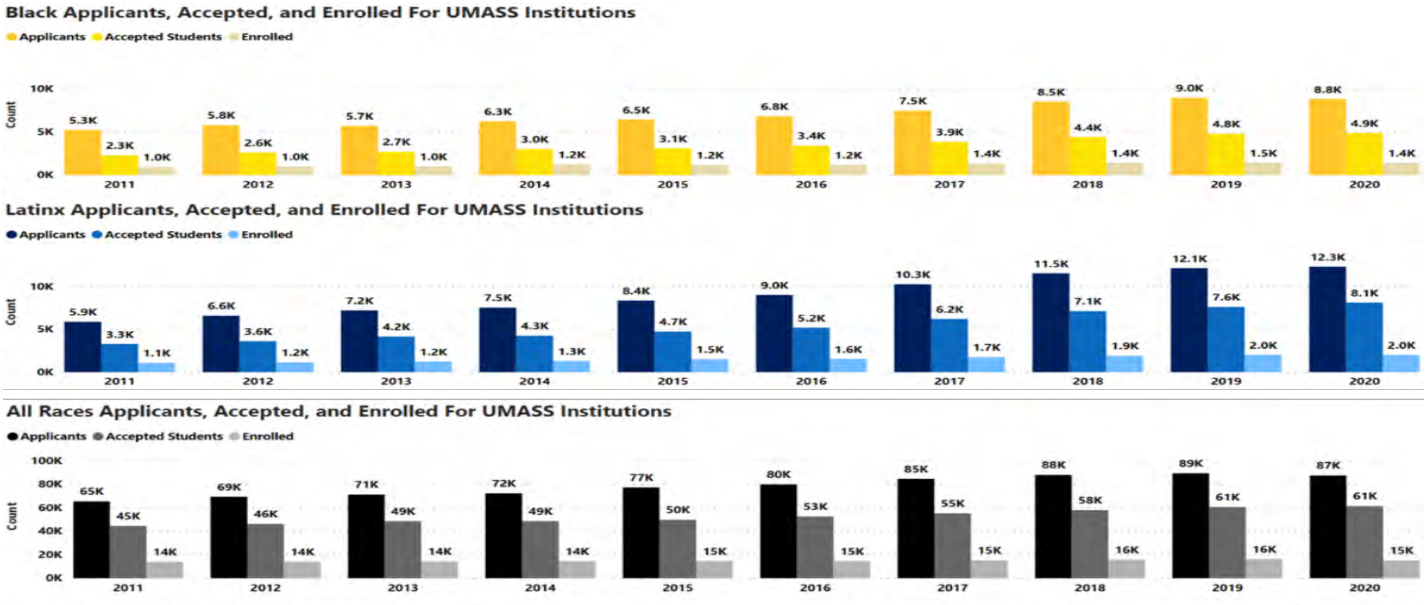


Source: Massachusetts Department of Higher Education

*All Races = Asian, Black, Latinx, Native Alaskan, Native American, Native Hawaiian, Pacific Islander, Two or More Races, Unknown, White

Appendix A: Commonwealth Higher Education Racial Equity Data

And in the last 10 years, the UMASS system's application rate for Black and Latinx students has increased significantly by 66 percent and 108 percent, respectively.



Source: Massachusetts Department of Higher Education

*All Races = Asian, Black, Latinx, Native Alaskan, Native American, Native Hawaiian, Pacific Islander, Two or More Races, Unknown, White

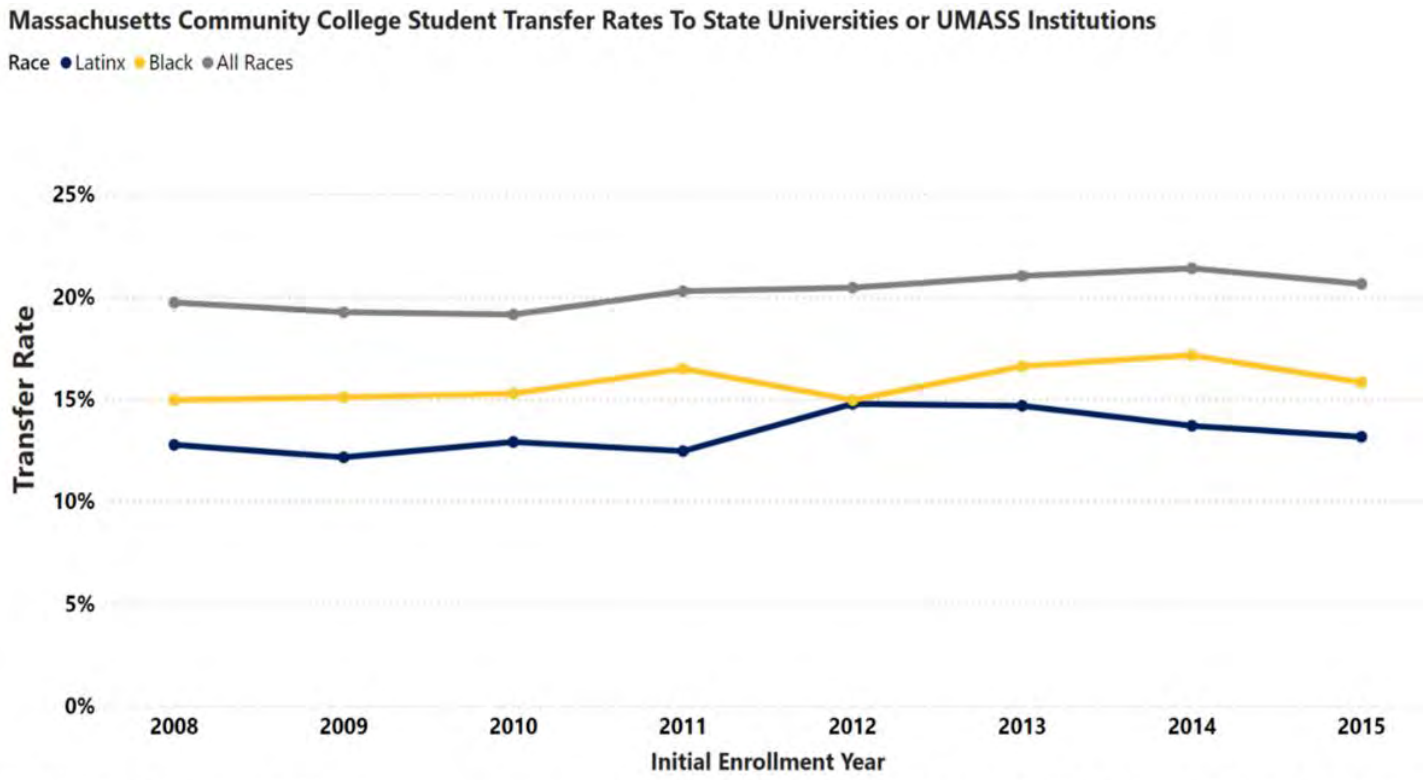
However, community colleges, state universities, and UMass retain Black and Latinx students after completing their first year of study at lower rates than the overall student population.

Source: Massachusetts Department of Higher Education
*Includes Full-Time and Part-Time Students

**All Races = Asian, Black, Latinx, Native Alaskan, Native American, Native Hawaiian, Pacific Islander, Two or More Races, Unknown, White

Appendix A: Commonwealth Higher Education Racial Equity Data

The system also transfers Black and Latinx students to state universities and UMASS institutions at lower rates compared to all students combined.

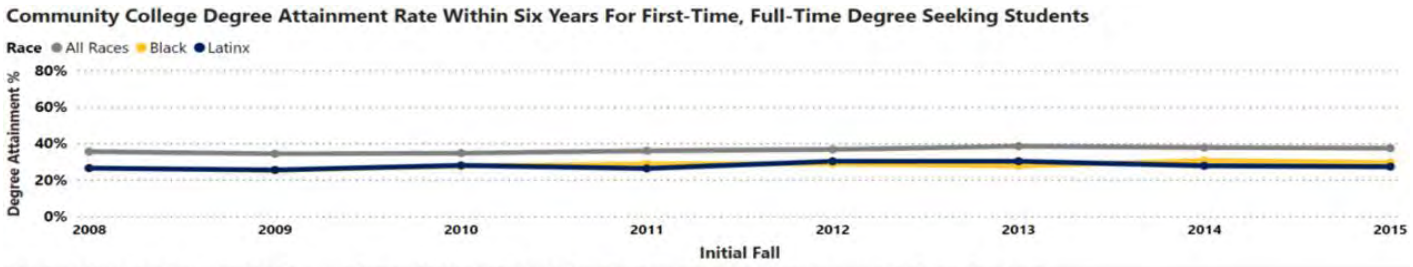


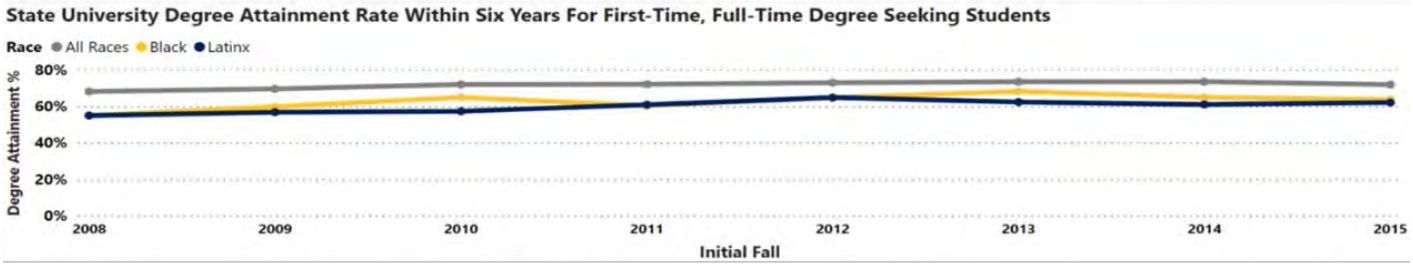
Source: Massachusetts Department of Higher Education
*Transfer Rate = CC Students that transfer before or after receiving associate degree / Total CC students enrolled
**Transfer only counted if within four years of initial entry to community college

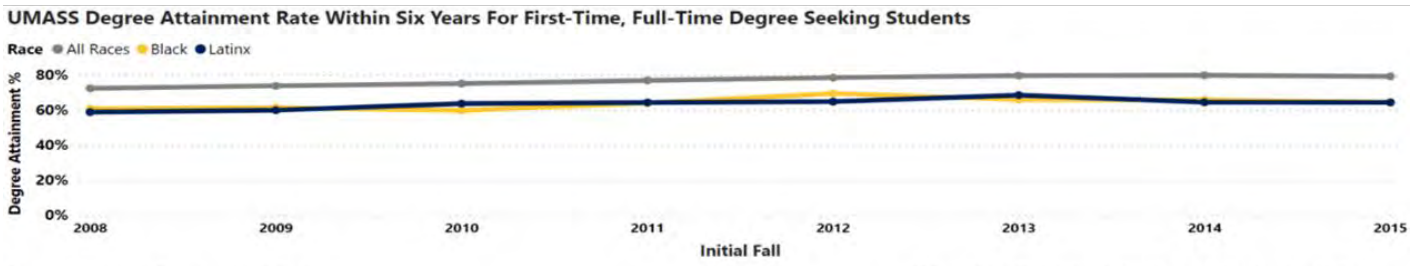
*All Races = Asian, Black, Latinx, Native Alaskan, Native American, Native Hawaiian, Pacific Islander, Two or More Races, Unknown, White

Appendix A: Commonwealth Higher Education Racial Equity Data

The system graduates Black and Latinx students who begin their undergraduate journey at Commonwealth public higher education institutions at lower rates than the overall student population.







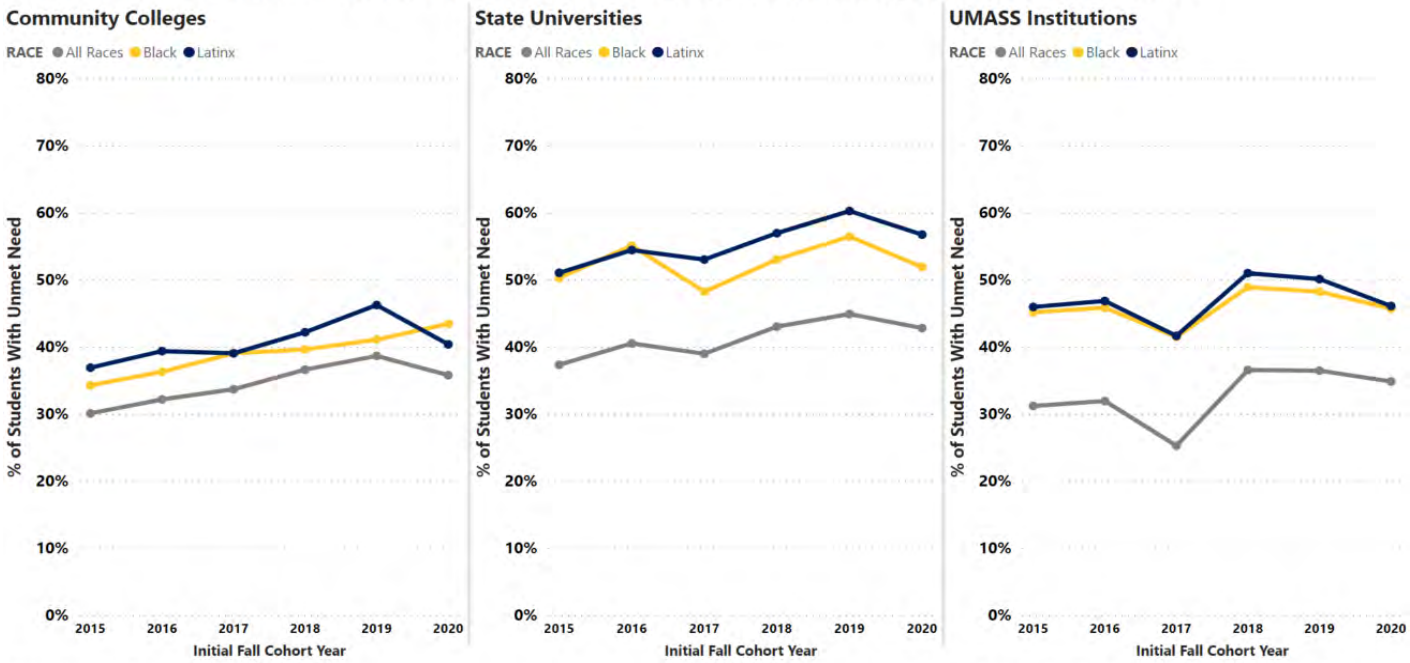
Source: Massachusetts Department of Higher Education
*Degree Attainment Rate refers to earning a degree anywhere within 6 years.
Title indicates where student was initially enrolled.

All Races: Asian, Black, Latinx, Native Alaskan, Native American, Native Hawaiian, Two or More Races, Unknown, White

Appendix A: Commonwealth Higher Education Racial Equity Data

Additionally, Black and Latinx students have a higher percentage of unmet need for direct costs during their initial fall semester, impacting their persistence through their first year.

Percentage of Students With Unmet Need For Direct Costs During Initial Fall Semester



*Only included students that completed FAFSA
**Direct Costs = Tuition + Mandatory Fees + Books + Supplies

All Races = Asian, Black, Latinx, Native Alaskan, Native American, Native Hawaiian, Pacific Islander, Two or More Races, Unknown, White

Appendix B: Strategic Plan for Racial Equity Steering Committee

Stephen Boyd, CEO, Boyd Technologies	Dr. Tia Brown McNair, Vice President for Diversity, Equity, and Student Success, American Association of Colleges and Universities
Dr. Suzanne Buglionne, Vice President of Academic Affairs, Bristol Community College	Dr. Darcy Orellana, Executive Director of Diversity, Equity, and Inclusion, Middlesex Community College
Dr. Cherié Butts, Medical Director, Biogen	Dr. Lyssa Palu-ay, Dean, Office of Justice, Equity, and Transformation, Massachusetts College of Art and Design
Dr. Javier Cevallos, President, Framingham State University	Dr. Lee Pelton, President and CEO, Boston Foundation
JD Chesloff, Executive Director, Massachusetts Business Roundtable	Dr. Khalilah Reddie, Professor, University of Massachusetts Lowell
Fred Clark, President, Bridgewater State University	Dr. Christina Royal, President, Holyoke Community College
Dr. Pam Eddinger, President, Bunker Hill Community College	Dr. David Silva, Provost and Academic Vice President, Salem State University
Patty Eppinger, Chair of Academic Affairs & Student Success Advisory Council, Board of Higher Education	Dr. Marcelo Suárez-Orozco, Chancellor, University of Massachusetts Boston
Jorgo Gushi, Student Advisory Council Chair, Quinsigamond Community College	Marquis Taylor, Founder, Coaching For Change
Dr. Vanessa Hill, Professor, Springfield Technical Community College	Dr. Ruby Vega, Professor, Massachusetts College of Liberal Arts
Artie Kopellas, Student, Bridgewater State University	Bill Walczak, Chair of Strategic Planning Advisory Council, Board of Higher Education
Dr. Stacey Luster, General Counsel and Assistant to the President, Worcester State University	Dr. Nefertiti Walker, Vice Chancellor for Diversity, Equity and Inclusion, University of Massachusetts Amherst

Appendix C: Segment-Level Targets and Goal Baselines

Each Detailed Goal outlined below includes a system-level, and in some cases a segment-level, target to be reached or surpassed by 2033. The targets will be established in collaboration with all postsecondary segments and the Board of Higher Education by fall 2022. The target setting process will involve an intensive review of the trends and predicted outcomes for each metric and a determination of an aspirational target in conjunction with the DHE Data Council. The targets will be grounded in forecasting using historical data from 2010-2021. The methodology and proposed targets will be vetted through the DHE Data Governance Steering Committee and the BHE's Evidence Based Policy Making Advisory group.

The rates by racial/ethnic group present below for most of the goals serve as a baseline and reflect the most recently available outcome for each goal by racial/ethnic group reflect. The gap between the baseline rate and the to-be-determined target reflects the disparate levels of effort and investment needed to achieve the desired target for each population of Students of Color.

The first two goals noted below relate to focus on ultimate outcomes for Students of Color in the Massachusetts public higher education:

Increase Students of Color's *social and economic mobility* as measured against an accepted nation-wide measure of social and economic mobility (e.g., through the achievement of Carnegie Classification for Social and Economic Mobility distinctions to be released in 2023)

XX%

Increase *degree/certificate completion* for all Students of Color populations to XX% from:

62.0%	for AAPI students
39.2%	for Black students
38.2%	for Indigenous students
37.3%	for Latinx students
51.4%	for students of Two or More Races

Appendix C: Segment-Level Targets and Goal Baselines

To achieve the above Goals, the below Goals focusing on Students of Color's journey through the public higher education system will also be tracked.

XX% **Increase *enrollment* of Students of Color into the Massachusetts public higher education system to XX% of total enrollment:**

- From 7.5% to X% for AAPI students
- From 12.1% to X% for Black students
- From 0.2% to X% for Indigenous students
- From 16.7% to X% for Latinx students
- From 3.5% to X% for students of Two or More Races

The above system goal is based on the following segmental goals:

XX% **Community College Goal – all Students of Color populations to XX% of total enrollment:**

- From 5.9% to X% for AAPI students
- From 15.1% to X% for Black students
- From 0.3% to X% for Indigenous students
- From 22.2% to X% for Latinx students
- From 3.4% to X% for students of Two or More Races

XX% **State University Goal – all Students of Color populations to XX% of total enrollment from:**

- From 3.4% to X% for AAPI students
- From 9.6% to X% for Black students
- From 0.2% to X% for Indigenous students
- From 13.4% to X% for Latinx students
- From 3.8% to X% for students of Two or More Races

XX% **UMass Goal – all Students of Color populations to XX% of total enrollment from:**

- From 12.0% to X% for AAPI students
- From 9.9% to X% for Black students
- From 0.1% to X% for Indigenous students
- From 12.2% to X% for Latinx students
- From 3.9% to X% for students of Two or More Races

Appendix C: Segment-Level Targets and Goal Baselines

Increase Students of Color's *sense of belonging* at their institutions

XX%	Increase *persistence* to a second year of postsecondary education for Students of Color in the Massachusetts public higher education system to XX% from:
79.7%	for AAPI students
65.8%	for Black students
52.5%	for Indigenous students
62.7%	for Latinx students
70.3%	for students of Two or More Races

The above system goal is based on the following segmental goals:

XX%	Community College Goal – all Students of Color populations to XX% from:
59.3%	for AAPI students
52.9%	for Black students
36.6%	for Indigenous students
49.3%	for Latinx students
48.8%	for students of Two or More Races

XX%	State University Goal – all Students of Color populations to XX% from:
81.6%	for AAPI students
72.6%	for Black students
81.8%	for Indigenous students
72.1%	for Latinx students
80.3%	for students of Two or More Races

XX%	UMass Goal – all Students of Color populations to XX% from:
88.1%	for AAPI students
79.7%	for Black students
100%	for Indigenous students*
79.6%	for Latinx students
84.5%	for students of Two or More Races

* = Fewer than 10 students are part of this cohort

Appendix C: Segment-Level Targets and Goal Baselines

XX%	**Increase *timely completion of gateway courses* for Students of Color in the Massachusetts public higher education system to XX% from:**

42.0%	for AAPI students
24.0%	for Black students
24.0%	for Indigenous students
23.0%	for Latinx students
35.0%	for students of Two or More Races

The above system goal is based on the following segmental goals:

XX%	**Community College Goal – all Students of Color populations to XX% from:**

37.0%	for AAPI students
18.0%	for Black students
12.0%	for Indigenous students
18.0%	for Latinx students
23.0%	for students of Two or More Races

XX%	**State University Goal – all Students of Color populations to XX% from:**

60.0%	for AAPI students
44.0%	for Black students
63.0%	for Indigenous students*
40.0%	for Latinx students
58.0%	for students of Two or More Races

* = Fewer than 10 students are part of this cohort

Appendix C: Segment-Level Targets and Goal Baselines

XX%	Increase *on-time credit accumulation* for all Students of Color in the Massachusetts public higher education system by XX% from:

45.7%	for AAPI students
29.0%	for Black students
40.6%	for Indigenous students
28.7%	for Latinx students
40.5%	for students of Two or More Races

The above system goal will be based on the following segmental goals:

XX%	Community College Goal – all Students of Color populations to XX% from:

36.6%	for AAPI students
22.1%	for Black students
22.7%	for Indigenous students
21.4%	for Latinx students
28.5%	for students of Two or More Races

XX%	State University Goal – all Students of Color populations to XX% from:

69.4%	for AAPI students
46.7%	for Black students
80.0%	for Indigenous students
50.1%	for Latinx students
60.4%	for students of Two or More Races

Appendix C: Segment-Level Targets and Goal Baselines

XX%	**Increase *transfer rates* from community colleges to universities for Students of Color in the Massachusetts public higher education system by XX% from:**

30.8%	for AAPI students
20.1%	for Black students
16.1%	for Indigenous students
16.8%	for Latinx students
22.7%	for students of Two or More Races

XX%	**Increase *degree completion rates after transfer* for Students of Color from community colleges to universities by XX% from:**

63.0%	for AAPI students
49.2%	for Black students
54.6%	for Indigenous students
55.5%	for Latinx students
54.9%	for students of Two or More Races

Appendix D: Glossary Of Terms

Anti-Racist: Antiracism is the active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices, and attitudes, so that power is redistributed and shared equitably.

Assets-Based Approach: An approach grounded in recognition of the talents, strengths, and experiences that Students of Color bring with them to their college environment. Students of Color's cultural wealth and assets can be categorized by aspirational capital, familial capital, social capital, navigational capital, and resistance capital.

Civic Engagement: A High Impact Practice involving students working collaboratively with others to solve public problems or working toward the common good. Civic engagement opportunities are often embedded in courses.

Core Curriculum: A student-centered approach to curriculum that is learning outcomes-driven rather than content-driven.

Credit for Prior Learning (CPL): A program designed to provide college credit to students for life experience including workplace training, military service, and volunteering.

Cultural Wealth: An array of knowledges, skills, abilities, and contacts possessed and used by communities of color to survive and resist racism and other forms of oppression.

Culturally Responsive/ Culturally Sustaining: "Culturally sustainable" or "culturally responsive" pedagogies means recognizing, maintaining, and developing cultural identity and diversity, as they are assets, not weaknesses, and employing pedagogy that recognizes the importance of including students' cultural references in all aspects of learning.

Deficit-Based Approach: A model which attributes failures such as lack of achievement, learning, or success to a personal lack of effort or deficiency in the individual, rather than to failures or limitations of the education and training system or to prevalent socio-economic trends.

Developmental Education: Non-credit bearing remedial courses that are designed to develop the reading, writing, or math skills of students who are deemed underprepared for college-level courses.

Diversity: Individual differences (e.g., personality, prior knowledge, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations).

Appendix D: Glossary Of Terms

Dual Admissions: Dual Admissions enables a community college student who plans to complete a baccalaureate degree to be simultaneously admitted to a four-year college while earning an associate degree. Admission to the four-year institution is guaranteed as long as certain requirements (e.g., time, credit, grade point average) are met.

Dual Enrollment: The Massachusetts Commonwealth Dual Enrollment Partnership provides opportunities for Massachusetts high school students to take college-level courses for free or at a discounted price and earn credit toward high school completion and their future college degrees.

Equity: The creation of opportunities for underserved and racially minoritized populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion.

Experiential Learning: Engaged learning processes whereby students "learn by doing" and reflecting on the experience. Experiential learning activities can include, but are not limited to, civic engagement, internships, practicums, field exercises, study abroad, undergraduate research, and studio performances.

Gateway Courses: The first credit-bearing college-level courses in a program of study. These courses generally apply to the requirements of a degree program and may also be called introductory courses or prerequisites. Typically, every student majoring in each discipline must pass through the gateway courses.

High-Impact Practices: Teaching and learning practices that have been widely tested and shown to be beneficial for college students from many demographic groups. These practices take various forms depending on learner characteristics.

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.

Intersectionality: The theory that discrimination based on race and gender works interdependently and can also exacerbate other forms of social oppression centered on class, disability, sexuality, and other forms of identity.

Invisible Labor: Efforts essential to the success of the students, but unrecognized by the institution.

Appendix D: Glossary Of Terms

Nontraditional Students: Students who have been out of high school for at least three years.

Open Educational Resources (OER): OERs are teaching, learning, and research materials in any medium—digital or otherwise—that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation, and redistribution by others with no or limited restrictions.

Prior Learning Assessment (PLA): The PLA gives Essex and Middlesex County residents the chance to earn college credit for prior learning and work experience by credentialing skills attained outside of the traditional classroom.

Racially-Just Higher Education: In a racially-just higher education system, Students of Color and their White classmates deeply engage a wide range of racial viewpoints in the curriculum, not just Eurocentric content. They benefit educationally from the wide array of cultural perspectives each of them brings to college; they learn how to talk to each other, despite and because of their racial differences; and they are fully prepared for citizenship in a racially diverse democracy after college. Students learn how to analyze, talk about and strategically disrupt racial inequities that await them in their post-college careers. No student has just one Latinx, Pacific Islander, Black, Native American, multiracial or Asian American professor. In fact, most have so many that they easily lose count. Racial stratification is no longer an indefensible, ordinary feature of the postsecondary workplace. Large numbers of people of color work not only in food service, landscaping, custodial and secretarial roles; they also comprise significant shares of employees in positions located at the power epicenter: presidents, provosts and other vice presidents, deans, department chairs, and tenured faculty members. Any postsecondary institution that looks, functions and behaves differently than this is an outlier that is ridiculed by the rest of higher education.

Social Justice: A communal effort dedicated to creating and sustaining a fair and equal society in which each person and all groups are valued and affirmed. It encompasses efforts to end systemic violence and racism and all systems that devalue the dignity and humanity of any person. It recognizes that the legacy of past injustices remains all around us, so therefore promotes efforts to empower individual and communal action in support of restorative justice and the full implementation of human and civil rights. Social justice imperatives also push us to create a civic space defined by universal education and reason and dedicated to increasing democratic participation.

Appendix D: Glossary Of Terms

Strength-Based Model: Strengths-based education is a learner-centered approach that helps students identify, articulate, and apply individual skills relevant to their learning needs. Principles of strengths-based education include helping students identify their own strengths building student's strengths through deliberate practice and engagement and provide mentorship opportunities or create cohort-based class collaboratives that provides peer support and feedback.

Student-Ready College: A college where services and activities are intentionally designed to facilitate students' advancement toward college completion and positive post-college outcomes. Student-ready colleges strategically and holistically advance student success and educates all students for civic and economic participation in a global, interconnected society. They are committed to student achievement, organizational learning, and institutional improvement.

For more information visit: www.mass.edu/equity

On Shared Equity Leadership Series

Shared Responsibility Means Shared Accountability:

Rethinking Accountability Within Shared Equity Leadership

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Shared Responsibility Means Shared Accountability: Rethinking Accountability Within Shared Equity Leadership

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About the Study

With generous support from the Arthur Vining Davis Foundation, the American Council on Education (ACE) and the Pullias Center for Higher Education at the University of Southern California (USC) partnered to conduct a study of shared equity leadership. This effort benefits the higher education sector by filling a critical gap—providing a fuller understanding of what it means when leaders share leadership in service of equity goals. This project consisted of semi-structured interviews with groups of leaders at four institutions representing different institutional types, contexts, and regions, allowing us to learn more about shared equity leadership and the structures that support it.

About the American Council on Education

The American Council on Education (ACE) is a membership organization that mobilizes the higher education community to shape effective public policy and foster innovative, high-quality practice. As the major coordinating body for the nation's colleges and universities, our strength lies in our diverse membership of more than 1,700 colleges and universities, related associations, and other organizations in America and abroad. ACE is the only major higher education association to represent all types of U.S. accredited, degree-granting institutions: two-year and four-year, public and private. Our members educate two out of every three students in all accredited, degree-granting U.S. institutions.

About the Pullias Center for Higher Education

One of the world's leading research centers on higher education, the Pullias Center for Higher Education at the USC Rossier School of Education advances innovative, scalable solutions to improve college outcomes for underserved students and to enhance the performance of postsecondary institutions. The mission of the Pullias Center is to bring a multidisciplinary perspective to complex social, political, and economic issues in higher education. The Center is currently engaged in research projects to improve access and outcomes for low-income, first-generation students, improve the performance of postsecondary institutions, assess the role of contingent faculty, understand how colleges can undergo reform in order to increase their effectiveness, analyze emerging organizational forms such as for-profit institutions, and assess the educational trajectories of community college students.

Contents

Executive Summary

Shared equity leadership (SEL) is a leadership approach that scales diversity, equity, and inclusion (DEI) work and creates culture change by connecting individual and organizational transformation. Individuals embrace a personal journey toward critical consciousness to become equity-oriented leaders. Collectively, leaders embody a set of values and enact a set of practices that form new relationships and understandings, ultimately working to dismantle current systems and structures that inhibit equitable outcomes. In this report, the third in the On Shared Equity Leadership series, we describe the ways that campuses implementing SEL are grappling with accountability in environments where responsibility for DEI work is broadly distributed. What does it mean when more people are in charge of accomplishing DEI goals? How do we effectively and honestly measure progress on DEI goals? How do we ensure we are measuring the right goals while simultaneously holding the right people accountable for advancing campus equity goals? This report examines these questions and more, providing many examples for campuses struggling to rethink their accountability systems as they broaden responsibility for DEI work. Key takeaways include:

- As equity leadership is shared, the notion of accountability expands and the number of people who take ownership for leading accountability increases. The report describes how campuses using an SEL approach have reconceptualized both who is accountable for equity work and to whom leaders are accountable. Instead of only a chief diversity officer or other single leader being accountable for DEI goals, leaders at all levels and in multiple functional areas are accountable for the work under SEL. Further, self-accountability becomes critically important as more leaders step up to do the work. Additionally, the notion of who campus leaders are accountable to expands beyond just boards and other external groups to include the campus and local communities. Boards also rethink their roles in equity work and begin to hold themselves accountable for expanding their knowledge and conceptualization of campus equity goals.

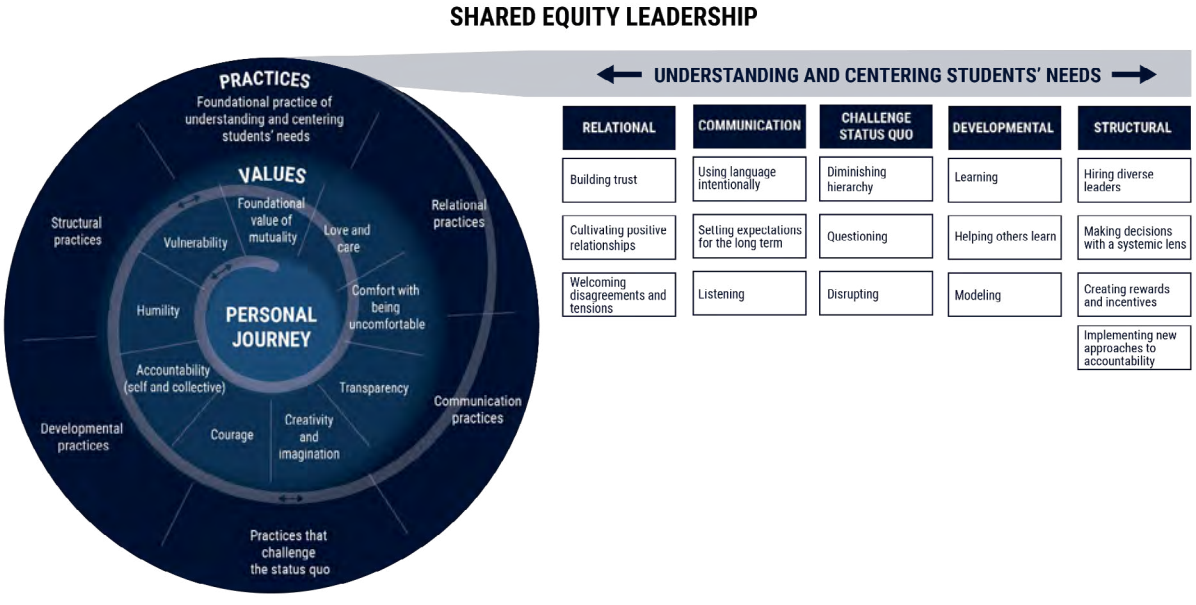
- Under shared equity leadership, three new areas for which people will be held accountable expand to match this greater ambition. First, culture change is a key goal of SEL, so campuses moved away from thinking only about outcomes to also understanding the importance of the environment that produces those outcomes—specifically, the experience of students and of being held accountable for the environment in which students are educated. Second, campuses expressed a need for multilevel metrics collected at unit and individual levels, so that accountability can be tracked further down into the organization beyond what is collected in institution-level metrics. Third, campuses wanted to utilize a longer timeline for accountability to effectively implement the goal of culture change.
- On campuses with SEL, equity leaders are establishing sophisticated accountability systems by creating complex, iterative, and multilevel plans and implementations. What is very different from the way these campuses have operated before is that the means for accountability are now as important as the ends. Accountability systems become a way to ensure that responsibility for the work is truly embraced by leaders across campus at all levels and units, as well as that campus constituents were making progress on this work. The "how" of accountability is expanded in the same ways as the "who" and the "what."
- Campuses experienced some key tensions and challenges in developing new accountability systems. They struggled managing the tension between measuring areas that are more difficult to assess—such as process or climate indicators—with those that are easier to assess, but potentially more limited indicators of equity—such as outcomes; adjusting faculty role structures and rewards and having budget or policies to do so; and addressing concerns about how data might be used in punitive ways.

An accountability toolkit is included at the end of this report to help campus groups think through what accountability should look like as they implement shared equity leadership.

Background

This report is a part of a series that explores detailed facets of shared equity leadership.[1] Shared equity leadership (SEL) is a leadership approach that scales DEI work and creates culture change by connecting individual and organizational transformation. Individuals embrace a personal journey toward critical consciousness to become a different type of leader, and collectively leaders embody new values and enact a set of practices that form new relationships and understandings, ultimately working to dismantle current systems and structures that inhibit equitable outcomes. In our foundational report on this topic, we describe the personal, collective, and institutional work necessary to enact this approach to equity leadership (Kezar et al. 2021). At the heart of SEL is the notion that leaders must first turn inward and do their own personal work in order to then turn outward to transform their institutions—this is what we call the *personal journey toward critical consciousness*. In this process, leaders reflect on their own identities and experiences, as well as the broader structural and systemic nature of inequities and how they fit within those systems and structures. When a campus has a critical mass of leaders engaged in this personal journey effort, they can then work in concert using a new set of values and practices to meet equity goals and work for culture change. The SEL process, and all the values and practices that it features, are shown in Figure 1.

FIGURE 1: SHARED EQUITY LEADERSHIP MODEL



1 The reports in the On Shared Equity Leadership series are based on findings from a three-year multiple-case study of eight higher education institutions across the country. As part of the data collection efforts, our research team collected and reviewed thousands of pages of documents and interviewed over 100 leaders across the eight campuses, including presidents, provosts, and other executive leaders; DEI professionals; student affairs staff; faculty in a variety of disciplines; and staff in facilities, alumni affairs, development, and fundraising. The quotations in the report specifically come from these interviewees in the study. When we refer to "campuses," we are referring to those campuses that were part of the study.

Other reports in the series focus on:

- Organizational structures for broadly distributing such leadership (Holcombe et al. 2022)
- Particular values and practices that leaders in varying roles are able to lean into that are associated with their position
- Capacity-building that can help implement and enhance SEL
- Navigation of the dynamics of emotional labor that are inherently part of processes aimed at ameliorating equity issues

This report, the third in the series, highlights new accountability mechanisms that campuses use when broadly distributing leadership for equity.

DEFINITIONS

In this report, we refer to *equity* as the state, quality, or ideal of being just, impartial, and fair. The concept of equity is synonymous with fairness and justice. Equity is typically related to remedying conditions for groups that have been historically marginalized based on race, gender, sexual orientation, economic status, and other social identities. But we further think about equity from a systemic perspective—systemic equity is a complex combination of interrelated elements consciously designed to create, support, and sustain social justice. It is a dynamic process that reinforces and replicates equitable ideas, power, resources, strategies, conditions, habits, and outcomes (Annie E. Casey Foundation 2021). It suggests that the onus for ameliorating inequities is on the systems (campuses), not on individuals who have experienced harm. Campuses in our study generally adopted similar concepts of equity to the one we adopted as a research team, but they differed in their goals for equity—some focused more narrowly on student success, while others focused on all campus constituents who are attempting to create an environment in which faculty, staff, and administrators feel supported and can also thrive. Thus the institutions we studied had differences at the level of outcomes (e.g., access, retention, high-impact practices, faculty positions). When we refer to *leadership*, we use a non-positional- and non-authority-based definition that is focused on leadership as a collective process, rather than the actions or traits of a person.

Introduction

> *I think [accountability is] really [an] ongoing conversation. I think what we definitely are against is this managerial version of accountability, where there's somebody counting how many things have you done. That's not the accountability that we're really thinking about. I think the accountability that we're thinking about is more like how. . . . One unit could have the capacity to do more DEI work just because of what they're focused on. It's not about how much, but it's how you're interweaving it into your mission, or vision, or year[ly] plan. I think those are the types of conversations that we're interested in having, is how are you thinking about it? If you're not, let's talk about how we can. What are the microsteps that you can take to begin this conversation? Because for those that are not in it, it's scary. . . . It's not about how much but . . . what's the entry point into it? I think it's really finding that entry point for those that are not necessarily involved in this work.* (Campus leader)

Increasingly, state systems and institutions are creating new metrics to monitor student success as well as DEI. Due to the lack of progress after years of dedicated efforts to improve student success or campus climate, external groups (e.g., policymakers and accreditors) have grown concerned and are demanding results. Additionally, those who care about campus equity and social justice are equally concerned about demonstrating and seeing progress. There is a shared vision across constituents, both inside and outside campuses, that accountability for equity is a priority. Research supports this shared vision; Williams (2013) found that when institutions are implementing diversity agendas, many of these plans have limited success because of the lack of a robust accountability system.

In addition, recent changes to accreditation mean that institutions will be held accountable for DEI in their regular process of self-evaluation and reaccreditation. The Council for Higher Education Accreditation (CHEA), announced a standard around DEI and greater involvement in holding institutions accountable for DEI efforts. This recent step, which took effect on January 1, 2022, will continue to hold higher education stakeholders accountable for their DEI efforts.[2]

At a time when campuses are starting to be held accountable for meeting metrics around diverse student success, our research suggests that the path toward success is one paved with new forms of leadership—namely, shared equity leadership (SEL). As we note above, SEL involves a critical mass of individuals on a campus who are working in concert using a new set of values and practices to meet equity goals and change campus culture. On the campuses we studied, we saw leaders wrestling with the question of what it means to distribute responsibility for the work of DEI, while also having shared accountability for results.

Creating well-designed and appropriate systems of accountability is a complex challenge within SEL. Within traditional notions of leadership, a single individual can be held accountable for results. Typically this person is the senior leader with authority, such as the president or provost. On campuses that have delegated responsibility for DEI work to a chief diversity officer, this person is then usually accountable for progress, or lack thereof, related to key indicators or metrics of success. With accountability often focused on external stakeholders, a few simple metrics (e.g., graduation rates) generally suffice. Through our work, we learned that campuses using SEL are creating a distinct and new approach to accountability.

2 Learn more about CHEA's DEI requirements.

However, we should also note that many individual leaders in our study still wrestled with the question of responsibility versus accountability. Some leaders thought that responsibility was synonymous with accountability and, as a result, did not attach an accountability system to the distributed responsibility they had created within their SEL structure. Therefore, we begin this report by defining both accountability and responsibility, since they were often used synonymously and were sometimes a source of confusion in the SEL arrangements we studied. *Accountability* means taking ownership of the results that have been produced, whereas *responsibility* focuses on the expectations for the defined roles of each team member and what value they can bring to the table because of their specific position. While accountability is results- or outcomes-focused, responsibility is task- or project-focused. Previous notions of accountability have been narrow in scope in terms of responsibility. This quotation from one of our interviewees captures this tension: "But in most people's minds, our good intentions are good enough and there hasn't been as much reflection on the part of the leaders as to whether they are actually achieving or having the impact that they want to have with those intentions (being equitable outcomes)." It is important to understand that both responsibility and accountability are critical for achieving equity-focused results. In fact, SEL makes apparent the connections between a broader distribution of responsibility and the potential for greater impact.

Accountability **means taking ownership of the results that have been produced, whereas** ***responsibility*** **focuses on the expectations for the defined roles of each team member and what value they can bring to the table because of their specific position.**

In this report, we explore what we learned about developing a system of accountability within SEL, where responsibility is much more broadly distributed among members of the campus. When leadership is shared, accountability processes must change as well. Campuses move from broader institutional measures to narrower unit and individual measures, as well as from outcomes to behaviors and processes that are reflective of culture change. Furthermore, we identified a process of accountability that involves power sharing within which the parameters of accountability are not defined top-down, but rather in collaboration with internal and external stakeholders. As more people are involved in the leadership process, it generates opportunities for inviting others who define broader and new measures and approaches into the creation of the accountability system. A new mindset emerges that shapes how accountability is defined and executed and involves more reciprocity and relationship-building. This new thinking about accountability can be seen throughout the report.

The first section of this report explores the ways that campuses are grappling with the question of *who* is accountable for equity goals. As campuses expand their understanding of who is responsible for equity work, so does their definition of who is accountable. Additionally, campuses are rethinking who they are accountable to when it comes to their equity work and experimenting with including the broader community in accountability conversations. The next section examines *what* campuses are holding themselves accountable for—what are the specific metrics and measures campuses are establishing, and then tracking, in SEL environments? Finally, we describe *how* campuses are monitoring accountability, or the accountability systems they have put in place to track progress. Our research demonstrated that campuses are establishing sophisticated systems of accountability that help move toward true culture change. Each campus has a DEI plan driving activities (e.g., hiring, professional development, student support), which is typical of many campuses. These changes are all aimed at a higher aspiration—transformative campus culture change that supports better DEI outcomes.

FIGURE 2: EXPANDING ACCOUNTABILITY IN SHARED EQUITY LEADERSHIP

Who Is Accountable?

As equity leadership is shared, the notion of accountability is also expanded and the number of people who are accountable for the work is also enlarged. This section first describes who has traditionally been held accountable for DEI work in higher education—a chief diversity officer (CDO) or sometimes a diversity committee—and then discusses the expansion of who is held accountable under shared equity leadership (SEL). Leaders at all levels are held accountable for different pieces of the work in different ways, as we describe throughout this report. Further, the leaders engaged in this work intentionally hold themselves accountable for their own learning and development, as well as for how their work helps to accomplish broader campus equity goals.

Who Has Traditionally Been Accountable for DEI Work?

As noted previously, a single leader is held accountable for results under traditional models of leadership. Many campuses have designated a CDO as that leader when it comes to DEI work (Williams and Wade-Golden 2013). The notion of having a leader in charge of DEI who reports directly to the president or provost has powerful symbolic value in terms of signaling the importance of DEI work. However, campuses frequently find that the establishment of this position can be limited in addressing DEI objectives and instead can silo or relegate responsibility for DEI work to the CDO and their direct reports. Some campuses also have diversity committees that are both responsible for DEI goals (Williams 2013). Diversity committees do expand responsibility beyond a single leader or office, but often these committees lack meaningful power and accountability, as well as the ability to hold others accountable for the work.

Expansion of Accountability to Leaders at All Levels

In an SEL environment, leaders at all levels and across multiple functional areas are held accountable for equity goals—not just a CDO or a diversity committee. While campuses in our study had different ways of defining precisely who was accountable for which equity goals, we noted numerous examples of how leaders whose roles are not DEI-specific were both responsible and accountable for DEI work. For example, one campus identified specific equity goals that each member of the president's cabinet was accountable for (e.g., provost, chief financial officer, chief student affairs officer) and then monitored progress on those goals in annual performance reviews. Faculty were also held accountable for DEI work in their promotion and tenure reviews, as we describe in more detail later in this report. In addition to these formal systems for holding leaders across the organization accountable for equity goals, some leaders described more informal cultural expectations around accountability for DEI work stemming from leaders' personal value systems. Later in the report, we will review the creation of a culture of accountability that speaks more directly to this form of expanding accountability.

Self-Accountability

Leaders on campus also spoke about the need to hold themselves accountable; indeed, one of the values in the SEL model is self-accountability (see Figure 1). When thinking about equity as an individual leader's responsibility, faculty, staff, and administrators talked about accountability becoming something personal. They were not just accountable to boards, state systems, or even to their colleagues in their unit or within their institution, but they also held themselves accountable. Self-accountability means that one sees their own behaviors, values, and mindsets as integral to meeting goals and metrics around accountability.

Reconceptualizing the Role of Boards

While boards traditionally hold campuses accountable for a variety of institutional metrics, boards have not traditionally prioritized equity. Most board members and boards as groups do not have the skillset to guide or lead in this area, as they often ascribe to a narrow, primarily fiduciary definition of their responsibility and oversight. Thus, one of the more significant changes we observed at the campuses in our study involved boards reconceptualizing their role and including equity as a key accountability metric. Some boards even established a subcommittee that explores equity measures and regularly reviews campus work on equity. Changing the ways that boards understand equity work and hold campuses accountable was a pivotal change for campuses engaged in SEL.[3]

3 For more information and details about how boards can make equity a central part of their work, see the Pullias Center for Higher Education's Getting the Boards Involved: Considering Racial Equity at the Highest Level of University Governance project.

Accountable to Whom?

In addition to an expansion of who is accountable for DEI work, shared equity leadership (SEL) is associated with an expanded conception of who leaders and campuses are accountable to. This section first briefly describes who campuses are accountable to under traditional systems of accountability. Then, we discuss two ways of reconceptualizing who campuses are accountable to when practicing SEL: first, an expansion of traditional external accountability sources, and second, a notion of broader community accountability.

Traditional Accountability to External Groups

Traditional accountability within hierarchical and authority-based systems of leadership has typically centered on external groups. Under these traditional accountability systems, campuses were required to meet indicators set by their boards and key external stakeholders, such as state university systems or legislatures.[4] However, these indicators generally have not included equity-specific metrics. When they are included, equity-specific metrics are often narrowly defined and exclude important campus goals such as racial climate (we describe this issue more in the section Accountable for What?). Further, external groups often lack important information about campus context that could shape more effective decisions about how to measure accountability for DEI. In the next sections, we describe how campuses are instead including more campus and local community stakeholders to help both define accountability and hold campus leaders accountable for their work toward equitable campus outcomes.

Accountability to the Broader Campus Community

In terms of community accountability, leaders spoke about the need to share data about results regularly with the *campus community*, breaking the tradition of sharing accountability results mostly with external stakeholders. Instead, with community accountability, campuses review their results publicly and consider the need for changes with community input and feedback. One leader described the need for greater community accountability in sharing the impact and results of the work:

> We wanted from the very beginning to think about accountability as accountability to the community. So the reports provide one sense of accountability, in the sense that we laid out what it is that every unit is supposed to be doing, and at the end of the year, we give a report on the progress that's being made in that space. Then that information is broadcast to the entire university and beyond. So as a member of the university community, you also have the right and the opportunity to call the university out for not doing what it said it was going to do as it related to this particular issue or that particular issue. Or if there's an area that you think is not happening, you have an opportunity to engage your unit or [central administration] and say, "This is something that needs to be addressed."

SEL also builds collective accountability among units, helping them to see that they are all contributing to

4 For more information on equity concerns specific to state systems, see the *NASH Equity Action Framework*.

overall goals and that their success or failures are mutually dependent. In terms of input from the campus to the accountability system, some of the new metrics we describe later in this report emerged from forums with campus stakeholders asking for input on measuring progress.

Accountability to the Local Community

Campus leaders also described the need to share results with the local community—beyond campus boundaries—in terms of progress and the impact they were having on equity. As we start talking about what campuses are being held accountable for, we see an increase in measures of equity that involve the local community, so it seems natural that they are also a key stakeholder to which the campus should hold itself accountable. One leader spoke about the need to be accountable to the local community: "As [community members are] a key partner in this work, we share the results of our work, our progress with them. We extend accountability to those who are invested in our mission." Rutgers University–Newark noted a particular commitment to being accountable to their local civic, business, and social/community leaders. They met on an ongoing basis with these groups, worked to develop mutual goals for performance, and then reported how they were doing on student success and equity goals. This is an example of the local community directly having input on the types of metrics to which the campus is holding itself accountable.

It is important to note that one reason measures and vehicles for accountability changed was due to campus leaders embracing the ideas that emerged from the stakeholders to whom those leaders were newly accountable. By requesting more input (as well as working to meet the goals of culture change), they came to realize that their existing measures and systems were inadequate and subsequently moved to change them. These new measures for accountability are described in the next section of this report.

Institutional Equity Metrics

Typically institutional metrics or outcomes are set by external groups such as boards or state systems, and equity has not been an area where accountability metrics existed. Emerging DEI institutional metrics include areas like access and composition of students, persistence, and transfer and graduation rates disaggregated by racial/ethnic, gender, or socioeconomic subgroups (or other categories). The leaders we spoke with on the campuses we studied noted the importance of working with their boards to establish equity measures or working with their state systems to meet equity measures. On our study campuses, the development of equity measures for external accountability was a key first step (see this Education Trust report for an overview of some of recently suggested equity metrics). Being sure that data are disaggregated by race/ethnicity, gender, socioeconomic status and other social categories was noted as another foundational step to move toward equity. Too often campuses are unaware of equity gaps, as they do not disaggregate data in ways that would make such problems visible.

Accountable for What?

In order to activate culture change and hold each individual leader accountable for that change under shared equity leadership (SEL), the areas for which people will be held accountable expand. Three key areas emerged in rethinking accountability metrics. First, campuses described rethinking or expanding metrics to align with broader goals of culture change. Working toward culture change moved campuses away from thinking only about outcomes to also understanding the importance of the environment in which those outcomes occur—specifically, the experience of students and of being held accountable for the environment in which students are educated. Second, campuses expressed a need for more than institution-level metrics, moving to include multilevel metrics at unit and individual levels so accountability can be tracked further down into the organization. Third was the timeline of accountability. Campus leaders noted that under an SEL approach, the goal of culture change requires that more long-term accountability measures are emphasized and developed where previously they focused on the short term. While one timeline may be more appropriate over the other depending on the equity challenge, both are ultimately required. We close this section with some of their recommendations about reconsidering timing for following equity metrics and data.

In terms of the first area of rethinking or expanding metrics to promote culture change, campuses are looking to measure the climate, assess staff and faculty behaviors that shape the environment, and evaluate students' experience and success with processes-such as advising. Sometimes these metrics are qualitative in nature, while other times they are quantitative distillations of much more complex notions, such as climate surveys. Regardless, they require more robust and different types of data collection capacity than traditional institutional metric data. Certainly outcome metrics such as persistence and completion rates remain salient (especially those disaggregated by race, ethnicity, gender, socioeconomic background, and other social identities), but campuses underscored the importance of making progress on more than just these quantitative structural measures in order to assess and ultimately change the campus environment and student experience. Campus leaders we interviewed also acknowledged that they still need to work on improving their outcome data and using it to make institutional changes.

In the second area, focused on moving beyond institution-level metrics and data to also include metrics at the unit and individual levels, leaders noted that this shift is a natural evolution in relationship to the SEL model. When accountability is primarily held by a president at the institutional level, then a set of institution-wide outcomes might be sufficient. However, as responsibility is distributed across more stakeholders, different forms of accountability become necessary to capture the work happening across the institution. The behavioral and process measures we describe in detail later in this section are notable examples of unit or individual-level accountability. By establishing both institutional and unit/individual level measures, campuses attend to the individual and collective accountability needed to realize SEL.

In this section we review these new measures (behaviors, processes, and climate) for which campus leaders are holding themselves accountable. It is important to note that details about these new measures were the most nascent or emergent area in our data. Campuses are still actively searching for new measures, so we also offer resources for campuses to consider from national organizations. This is a rapidly changing area that we imagine will be the focus of work across higher education associations in the coming years.

Resources on Metrics

- HERI provides an overview of various equity metrics campuses should consider
- University of Southern California Center for Education's Equity Scorecard
- Excelencia in Education's Seal of Excelencia Framework
- Ithaka S+R's *Measuring the Whole Student*
- "How to Measure Diversity, Equity and Inclusion" and other resources in the corporate, business, and not-for-profit communities provide information on accountability for DEI, which can help campuses and also sometimes reflect the idea of broader responsibility

Behaviors

Leaders described behavioral expectations they had of colleagues that were reinforced in hiring processes and orientation, and then included as an accountability measure in performance evaluations. These expectations and associated review processes establish a set of norms that guide the type of culture and environment campuses are trying to create. Our interviewees noted that institution-wide outcome metrics (e.g., graduation rates) are often privileged in discussions and implementation of accountability. However, they felt that behavioral accountability systems are also very important within models of SEL, as behaviors both reflect and perpetuate the culture and climate. Leaders described a need for mechanisms so that those responsible for this work (at the unit and even individual level) have a way to demonstrate their particular contributions and

results as well as their impact on larger institutional outcomes. As one interviewee noted: "I think of accountability both within self and institution—but too often only institutional accountability is focused on." The University of Michigan's Michigan Expectations Model provides an example of behavioral expectations and how they work on a campus (University of Michigan, n.d.a). Below is a list of the behaviors that individuals are held accountable for in evaluations under the Michigan Expectations Model. For example, "fostering and promoting diverse teams" is an expectation employees are held accountable for in their individual annual performance evaluations.

Mission

- Create value for the diverse communities we serve
- Create a shared vision
- Lead innovation and change

People

- Foster and promote diverse teams
- Collaborate and build inclusive relationships
- Coach and develop others

Self

- Adapt
- Act with courage and confidence
- Communicate

Execution

- Achieve results
- Solve problems
- Build positive culture

Staff at the University of Michigan talked about how the Michigan Expectations Model is used across the board to facilitate expectations during hiring and early socialization then reinforced through annual performance evaluations, as well as a guide for designing professional developmental opportunities. Further, Michigan's DEI Lifelong Learning Model lays out specific diversity-related domains and behaviors, as well as a rubric for measuring different stages of competency in awareness, practice, and modeling the behavior for others.[5]

5 Learn more about the University of Michigan's DEI Lifelong Learning Model.

Some campuses have very formal and standardized systems, like the one at the University of Michigan, while at other campuses behavioral expectations are customized and developed by leaders within particular units. While these other campuses may not have a standardized list like the Michigan Expectations Model, they were working to develop clear behavioral expectations of employees related to DEI that could be used for performance appraisals.

Processes

Campuses are also holding themselves accountable for equity-related results in a range of operational processes ranging from planning to hiring to professional development to evaluation. Firstly, planning efforts are processes that campuses held themselves accountable for. Boards look to DEI plans as mechanisms that institutions are accountable for. Many campus leaders spoke about making plans visible to external and internal stakeholders, regularly conducting assessments and recalibrating plans, as part of accountability for an intentional planning process.

For example, looking more broadly across operational processes, the University of Michigan documented that 100 percent of their schools and colleges used DEI as part of faculty annual reviews and 48 of 50 units used it in staff evaluation processes. Out of 19 units, 14 completed diversity training for their faculty search committees, and 12 of 19 schools participated in anti-racist trainings (University of Michigan 2021). At Foothill College, they are holding themselves accountable for classroom practices including culturally responsive teaching, creating anti-racist curriculum, and training about implicit bias (Foothill College, n.d.). At the University of Richmond, they are tracking processes of professional development, pedagogy, hiring, and student recruitment (University of Richmond, n.d.). Units and individuals are held accountable for the important work that contributes to outcome metrics when the results of a variety of processes like these are made visible.

In addition, all the campuses are looking at broader cross-functional processes and progress on representation, belonging, and building capacity for DEI work. One leader described this work to hold campuses accountable for their processes around meeting equity goals:

> One of the things that we're doing this year . . . is we're asking units to be reflective and to account for us, what are the ways in which they more tightly coupled or linked DEI to their institutional processes, policies, practices, and procedures? So giving us examples, whether that's embedding it into their annual faculty activity recording or their staff review process. Any number of ways that within their unit they have moved forward with the work of 'we're tightly integrating it.' And from an institutional perspective, we're doing things like . . . many of our schools have requirements that all faculty on search committees have to undergo unconscious bias . . . training.

As these examples illustrate, campus leaders are looking closely across their many campus operational processes and ensuring they are guided by equity so that they have a better chance of meeting equity outcomes.

Climate and Culture

Leaders describe the importance of measuring the climate on campus as well as within different units and departments. Solely looking at outcomes without any concern for the quality of the experience was considered to be inadequate. For example, at the University of Michigan they developed the following climate indicators institutionally, and also encouraged schools and colleges to develop their own climate measures that were important to their environment.

Climate Indicators

- Student, faculty, and staff 12-month satisfaction with the overall campus or school/college or unit climate/ environment, depending on constituency
- Student, faculty, and staff assessment of aspects of the general climate and DEI climate of overall campus or school/college or unit, depending on constituency
- Student, faculty, and staff assessment of institutional commitment to DEI
- Student, faculty, and staff feelings of sense of affirmation and academic or professional growth, depending on constituency
- Student, faculty, and staff feelings of discrimination in the prior 12 months (University of Michigan, n.d.b)

Another unit we studied within a larger campus developed its own survey with nine climate indicators that they monitor on an ongoing basis with their employees. They conducted the survey annually to assess their progress on behavioral and process outcomes. Therefore, the nine different climate measures were also used in conjunction with one another to understand overall impact. One campus leader noted how the focus on accountability for climate had progressed, and without these new measures and ongoing collection of data they would not have been able to demonstrate the impact:

> If we didn't have that measurement strategy, we wouldn't know if what we were doing was actually working. And so I think setting some concrete metrics—I mean, the university's climate survey . . . is very robust. . . . And so based on what was really important to our executive team in terms of the kind of culture and climate that we felt was just vital in our organization, we picked these nine findings that we felt were most reflective and would be the best measures to see whether we were making progress toward our vision. . . . We're not at a hundred percent yet. We do have some teams that are at a hundred percent on some of those climate metrics, which is really exciting. But organizationally, we're not, and so we still have room. But if we weren't tracking [climate] and measuring it consistently, we wouldn't know. I think that's such an important part of real change.

Climate Surveys

There are many helpful resources related to climate surveys, including:

- USC's National Assessment of Collegiate Campus Climates, which outlines key areas for exploration
- Explorations and evaluations of the Culturally Engaging Campus Environments Scale
- Some are focused on particular groups, such as this one from HERI related to staff
- Some best practices for administration are also offered by the Department of Justice

Campuses also noted the importance of considering another area for expanding accountability—knowledge and understanding of DEI issues. While specific measures for this area have not been developed at the campuses we studied, some had developed DEI certification programs where staff, faculty and administrators were encouraged to develop their knowledge and discussions were happening around eventually holding people on campus accountable for growing this type of knowledge.[6]

Timing

Typically, accountability has been conceptualized in short time frames to fit the needs of external groups and show more immediate results (Alexander 2000; Kelchen 2018). However, in taking a more distributed approach that is focused on deeper culture change, the leaders we spoke with described the need for longer time frames when thinking about accountability. Longer-term metrics—plans that extended to five years and beyond—were noted as critical to addressing issues of DEI that do not conform to typical short-term (a semester or year) planning cycles. Instead, leaders talked about the need to balance short-term accountability demands with longer-term cultural accountability considerations. One leader described this issue in the following way:

> [Our group] is trying to think out ahead and think bigger about getting at causes, not just symptoms. It is a hard thing to explain in the context of a culture that is go, go, go, short time cycles for solving problems, always looking for low-hanging fruit, the quick win. I think because of the turnover and the pace of higher ed and certainly here it is the case that complex problems are contorted to fit the methods for addressing them that we have and in the time cycles that we have.

It is also important to note that in some instances shorter time frames are appropriate—for example when responding to a racist incident on campus.

6 A forthcoming report in the On Shared Equity Leadership series will describe more ways that campuses are working to support and build this DEI knowledge, along with knowledge and skill for shared leadership.

How Are We Holding People Accountable?

As we have described throughout this report, traditional accountability systems usually revolve around an annual report on decided-upon institutional metrics. These accountability systems tend to be fairly simple and straightforward, with an eye to external stakeholders who have limited time and involvement.

On campuses with shared equity leadership (SEL), we saw something quite different. Instead, these campuses are establishing sophisticated systems to hold leaders accountable (individually and collectively), creating complex, iterative, and multilevel plans and implementation aimed at building a more robust system of accountability to the multiple stakeholders they currently report to. The means for accountability are now valued as much as the ends. Accountability systems have become a way to ensure that responsibility for the work is truly embraced by leaders across campus at all levels and across all units and that campus constituents are making progress on this work. The "how" of accountability is expanded in the same ways as the "who" and the "what."

Not a Typical DEI Strategic or Accountability Plan

Because SEL means broader distribution of responsibility for DEI, strategic planning processes differ in that they often list specific offices and individuals as being designated accountable for specific goals, and units are often encouraged to develop their own plans. Increasingly, we see a movement away from a single strategic plan for the overall institution to multiple plans with more detail and specific accountability pieces assigned to many different leaders.

Simply having a plan (or multiple plans) in place was not deemed sufficient to ensure accountability. At these campuses, *plans were linked to particular offices and roles*. One individual described the importance of this mapping to ensure that accountability was distributed and clear: "It actually has people's names in them, which I have not seen in other plans for the most part. Most plans have no one listed, sometimes a title or role. And our plan has people's names. . . . When you look at the document and it has your name in it, you'll react very differently than if it's just your title, [which] doesn't have a personal connection to it. [This way,] you're like, 'Oh, I'm going to be held accountable for that.'" The designation of specific people with responsibility and accountability for goals was noted as critical for making sure that SEL would be clear in terms of who is doing work and accountable for results.

At some campuses, *particular individuals were tasked with more responsibility* and therefore also accountability for DEI work. At one campus, deans of the various colleges and vice presidents of particular units fell into this category. One dean described the ways they were held accountable for DEI work: "Deans have metrics around making sure they have a diverse student body, they're recruiting a diverse student body, and they have diverse faculty and staff. And that comes up in their annual budget discussions. So, it is definitely a metric that although there's no one metric to define and to assess DEI, it's wide-ranging, but we give space for people to, they need to demonstrate what they're doing around DEI. I think that's really good about that gets to accountability." At another campus, each vice president is explicitly named in the DEI plan as accountable for very specific DEI-related goals.

Some campuses *require units to develop their own plans* that are then tracked down to the smallest unit. Especially at large campuses, having an overall plan at the institutional level was not enough to monitor responsibility down to the various units that can shape the environment (or multiple microclimates) of the campus. As a result, each unit on campus—from a school or college to an administrative unit—may be required to develop their own plan that is connected to the larger overall institutional plan to ensure alignment. Plan development at the unit or college level also allowed for customization to particular environments, so units are accountable for plans that are responsive to their own unique challenges. This customization was universally touted as advantageous for accountability, as it can be easy to discard measures developed by others if they seem misguided or potentially mismatched.

Implementation of the Plan

With SEL, leaders with varying amounts of authority played distinct roles in implementation across various levels of leadership, from central and senior administration down to decentralized, unit-level and more mid-level and ground-level leadership. In terms of implementation of plans and accountability, the *role of senior leadership in signaling that DEI work was going to be a serious issue* for deans and unit heads helped make accountability real. As one administrator noted:

> But I think the most essential thing, honestly, was having the senior leadership signal this—that this mandate came from the top. It was—the president that sent out a charge to the community. And every single campus unit was required to produce a DEI plan that was aligned with the university's goals and objectives. And so that, I think, was—that accountability piece was super important, and that it was required. It . . . wasn't an opt-in thing. Everybody had to do it. It was a mandate from the president.

Moving DEI from being optional to being everyone's work was a major change that needed to be communicated frequently by senior leaders.

One of the key issues for activating distributed accountability is conveyed through the *expectation that leaders at each level (institutional, college, and unit) are checking in constantly about the progress on plans so that plans become living documents* that staff and faculty are accountable to enact daily. Interviewees noted how ongoing dialogue and conversation drove the work. Leaders knew they would be asked about progress on an ongoing basis. As one individual described:

> Let's say you have the entire unit that is overseeing an objective and several action items, but we would identify a point person or people who were the accountable party leads who I would meet with to get general updates around where they are with their progress and action items, get a better understanding of some barriers that they might be facing, working with them to address some of those barriers, and also using as a space to just have them ask questions in general either about the process for other things happening in [our division], about things that they would like for me to connect with them about. So that model of just general check-ins, constantly bringing the work into everyone's face and making it relevant and recent, has all been really helpful in sharing the responsibility.

Similarly, at another institution an interviewee noted how leaders at all levels are always checking in on progress on plans and goals:

> The collective accountability is day-to-day. For example, [the president will] send out a message to you [and say], "We've got to do something about this." And then, you know, every couple of days it's, "So what's going on?" It's just kind of constant following up, where are we, what's the solution, what's the obstacles. Part of it is just the constant conversation, and it's the constant conversation in sort of a collective way.

In addition to having specific names on the plan, leaders described the importance of *regular reporting and a very robust tracking system* as leadership is distributed, so they can keep track of the many more moving pieces involved here than there are in a typical planning process. If employees are not regularly held accountable, it's easy for people to ignore the plan. Some planning processes have goals where the timeline for assessment extends to three, five, or seven years, which means that people can forget or overlook the goals if interim goals are not also tracked. Individuals therefore talked about the importance of having regular reporting and a very good tracking system:

> We have a pretty robust tracking system. It's an online Tableau tool, where we actually have all the leaders across our organization input all the various activities that they're doing with their teams. They put in a little description and how often they're doing it. And then we also ask them to tag the climate metrics that we're tracking, to say which of those the activity that they're doing is tied to, that they're trying to advance.

Sophisticated tracked systems also allowed for *ongoing changes in plans and to reset goals as progress is made*. They also helped to motivate employees who could see progress on goals, creating more engagement in SEL.

Leaders in one unit saw a 20 percent increase in the perceived inclusivity of their climate and could see that the work they were doing was having an impact. They could connect the impact to work done, so they could adjust their processes and amplify certain approaches. As a leader in this unit noted:

> In our work…we have created a pretty significant measurement strategy to be able to measure progress. We keep track and hold accountability for the leaders to actually do what we're asking them to do and to demonstrate what they're trying. And then we have an employee engagement survey that we do every two years. . . . so we're able to track progress over time and report back to that. We've actually seen some really significant progress, which is not only great in terms of sort of validating that what we're working on and the approach we're taking is actually moving the needle, but it's also super motivating to people. The leaders—to have that feedback that what they're doing is actually working is super helpful. We've seen double-digit increases in most of those climate scores. Well, actually, in all of those climate scores, we've seen double-digit increases. And some of them are in the 20-plus point increases.

Creating *regular forums where data and progress are reported out to the entire campus community* is another part of the strategy that engages everyone regularly in accountability processes. Engagement might involve reflecting on progress, brainstorming revised plans, or rethinking targets and goals. One leader noted the ways that public reporting served as a critical part of their accountability strategy: "The senate committee reports every month about our work to a group and then our report gets distributed across campus, so there is visibility, there is accountability. It has to be visible and goal-oriented. We've systematically publicized here's where we're at, here's where we're going, and here's what's been achieved this year." Publicly sharing progress increased the visibility and transparency of accountability, while also allowing the community as stakeholders to provide crucial input and feedback on the progress that was shared with them.

Leaders underscored how making progress public was absolutely critical to being able to ensure accountability, but some actions or consequences are necessary when a given unit does not make progress. In some cases, it might mean additional support for that unit; in others it might mean more regular follow-up on their work; and in other cases, it might mean negative consequences, such as a poor review for the leader of that unit. One leader noted this link between making work public and repercussions for lack of results:

> We wanted from the very beginning to think about accountability as accountability to the community. So the reports provide one sense of accountability, in the sense that we laid out what it is that every unit is supposed to be doing, and at the end of the year, we give a report on the progress that's being made in that space. Then that information is broadcast to the entire university and beyond. As a member of the university community, you also have the right and the opportunity to call the university out for not doing what it said it was going to do as it related to this particular issue or that particular issue. Or if there's an area that you think is not happening, you have an opportunity to engage your unit or centrally and say, "This is something that needs to be addressed."

Finally, it is important to *train staff and faculty to be able to conduct the work of accountability* in terms of collecting, interpreting, and sharing data with colleagues and, for large campuses, with their local schools/colleges/communities. For campuses to do the work of SEL, the responsibility for activating accountability systems (collecting data, interpreting data) also needs to be shared across campus. On some campuses this means that data collection happens down at the school or college level, while at others it means having faculty or staff be able to interpret and communicate data from a central office to local communities. In either case, individuals throughout campus need to be trained in the work of being data experts. Some campuses trained their DEI liaisons in each college or unit in how to collect and understand data so that they can contribute to broader accountability efforts. Other campuses have hired individuals who are solely responsible for data collection, interpretation, and dissemination related to DEI in order to support these capacities across campus.

Attaching the Plan to Performance Systems and Budgets

As noted above in the section about behavioral accountability, campuses are building performance management systems to hold people accountable for DEI work. The performance management systems can look quite different for administrators, faculty, and staff. For example, the deans of each college on a campus may be held to particular goals around hiring, promoting, and training of faculty and staff, as well as student performance, with their annual reviews tied to these goals. For faculty and staff, evaluation systems have been revised to include items related to DEI, with an expectation that employees will participate in trainings and professional development as well as lead efforts in DEI.

Faculty spoke about filling out information related to DEI goals as part of their annual evaluation and how this had changed the nature of their work: "In the faculty annual reviews there are questions about DEI work and my dean holds me accountable. So we're held accountable in lots of different ways and for different issues. . . . So it is not a one-off, but there are many different criteria I am held to."

Similarly, staff also had requirements related to DEI that they are expected to meet in annual reviews:

> We want staff, when they go through part of their annual evaluations, to be able to say that they've availed themselves to at least eight to 10 hours of DEI education and programming that's available to them on campus. And there's a wide range of things. There's seminars. There's book clubs. There's guest speakers. And we make staff aware of those, and encourage them to—we give them time, release time, so to speak, to participate in that.

One campus we studied relies heavily on their performance management system to hold senior cabinet-level leaders accountable for results. The senior leaders delegate work to others in their unit, but in the end it is the cabinet members who are held accountable in performance reviews with the president with consequences for lack of progress. As one leader described: "The senior leadership team has a performance management system [that guides equity work]. And in there, you have the goal set by your supervisor and it rolls up to the top. And every goal is designated to specific people that rolls up into—[the president], there are goals that are explicitly about equity. And so—that was very intentional on our part."

Required annual goals and reports hold individuals, groups, and units accountable for the processes that they manage. These reports are used as part of evaluation processes for the individuals and units. One administrator talked about accountability for different processes:

> So diversifying students, for example. I'm held accountable [for that] because I oversee admissions. . . . HR is held accountable in terms of staff diversity. The faculty search committees are held accountable in terms of how they conduct the search processes to recruit a more diverse faculty. So the teams of each unit are held accountable for that. So each of the processes in our plan is also mapped in terms of accountability to certain groups. And then that is part of our annual evaluation.

Another leader spoke about how DEI goals that employees are held responsible for in their evaluation each year are embedded in each role: "So enrollment management reports to me. One of the goals that I put in was recruiting to increase enrollment from [our local community] by 2 percent next year because that will increase equity. And so those kinds of goals built into each role are important for accountability." As these quotations suggest, leaders in charge of each unit are held accountable for goals through annual evaluations that actually review their progress on the stated goals and plans.

Changing Performance Systems and Budgets to Support DEI

National data show that altering tenure and promotion standards to include DEI is becoming more commonplace: "DEI criteria were found in tenure standards at 21.5 percent of institutions. . . . while there were differences among institutions based on Carnegie Classification, with 29.2 percent of doctoral institutions reporting the practice, compared to 18.5 percent and 17.9 percent at master's and bachelor's institutions, respectively, the largest difference was by size, with 45.6 percent of large institutions reporting having DEI criteria in tenure standards, compared to 15.5 percent and 14.5 percent at medium-sized and small institutions, respectively" and "forty percent of institutions had provided training on implicit bias to members of promotion and tenure committees in the last five years" (AAUP 2022).

It is important to note that a few campuses have comprehensively implemented DEI into their performance systems for faculty; learn more about IUPUI's success with changing their promotion and tenure standards.

Diversity statements have been added to the University of California system personnel handbook, another example of placing more value on DEI work and rewarding it as part of faculty work.

While including DEI in performance systems is still relatively rare, campuses are including DEI more readily in processes related to performance management, such as hiring.

The Women in Science & Engineering Leadership Institute at the University of Wisconsin–Madison has a set of resources to advance equity and diversity in hiring, retention, and promotion.

In addition to performance systems, campuses are also considering how to build accountability into budget processes. Campuses have had discussions about tying funding to performance in DEI measures. While campuses have not implemented such measures to date, it is part of their long-term plans of accountability. Some campuses have begun requiring that DEI goals be clearly articulated in budget requests from individual units, and leaders of these units must provide rationale for how these funds will be used to meet DEI goals. As one participant noted:

> What I have liked about what [our campus] has done is that they've embedded the DEI request as part of their budgetary ask, which I think is a good thing. In the budgets you have to identity how much money you need for particular DEI things

> and it's part of the process. And I think that's important because nothing's worse than having a position for a thing, but one not giving anybody the authority to do anything or the budget to do anything. So I think by the way that they're trying to embed it in the fabric of everything is really good.

Boards

Ultimately, as noted in earlier sections of this report, boards are responsible and accountable for the success of the institution; therefore, they become a key group in the implementation process of SEL as well. Campuses in our study actively involved their boards with their DEI efforts (see also Morgan, LePeau, and Commodore 2022; Rall 2020). In addition to the presidents of each institution committing to make DEI issues a part of the board agenda, they also created an infrastructure to support the board work in this area, usually a board subcommittee focused on DEI. Boards were responsible for approving and monitoring DEI plans at each of these campuses. The degree to which the board embraced its role in accountability for DEI shaped the culture of urgency and commitment. Board commitment could also be a challenge, however, especially at colleges where alumni are deeply connected to Greek life and often loath to commit to action that would change culture in this sphere, where there is often active racism and sexism.

The Association of Governing Boards has several useful resources on board roles (more information about these are included in the Other Resources section at the end of this report):

- "Increasing Diversity on the Boards of Colleges and Universities" (2020)
- *Review and Enhance Institutional Policies Related to Campus Climate, Inclusion, and Civility* (2016)
- "Trustees Need to Address Racism" (2020)

A Culture of Accountability

Campuses emphasized accountability as a formal process, but spoke almost as often about accountability as needing to be part of their culture. They leaned on the values and practices in the SEL model (see Figure 1) as a way to activate this new culture that supported accountability. The values emphasized in SEL around *transparency*, for example, helped to support data sharing, a focus on results, and holding each other accountable for progress. The importance of *communication and setting expectations* ensured ongoing conversations about equitable outcomes and processes. It took *courage* and *humility* to acknowledge and own institutional flaws, equity gaps, and mistakes in the process of equity work. It also took *honesty*, *vulnerability*, and *comfort with being uncomfortable* to have the conversations with campus leaders' teams and community about what did not go well, what role individuals played in it, and what an individual and their team should have done differently to reset the approaches and goals. These values and practices were emphasized in accountability in the SEL model because of the unsettled, elusive nature of tackling equity issues collaboratively, when not a single perspective or solution is certain and complete and the work and responsibilities are shared. As we described in an earlier section of the report, the value of *self-accountability* was invoked to guide people toward professional development so they could have a greater impact and make progress on outlined goals.

Everyone's participation was expected, and they saw how their day to day actions either supported or detracted from meeting goals. This quotation captures how campus leaders saw an evolution in their colleagues toward self-accountability:

> I think that you can see an awareness for them has been—not awoken—that's too dramatic of a word—but like they're developing this awareness to realize that they can make a difference in collaboration with others on some of these issues that maybe they didn't feel like they had ownership of before. And also how critical they are to making a difference. That by not being at the table fully and knowing that they have a role to play that they actually hinder the ability for an institution to move because you've got to have a set of leaders that have responsibility for all the different parts of this place—working together and in sync in order to move forward.

While this collective expectation or culture of accountability was not formally measured and looked different for every leader, it was equally as important as the formal processes that contributed to progress made on DEI goals.

Some of the accountability mechanisms helped to foster a culture of accountability. For example, the Michigan Expectations Model set out norms for interacting that both support an equitable and inclusive environment and respect diversity. Campus members are hired with these in mind, socialized that these are expectations for behavior, and then given feedback based on these expectations. These norms provide a way to guide self-accountability.

Challenges and Tensions to Modifying Accountability Systems in SEL

As we alluded to earlier in this report, leaders encountered some challenges as they shaped and built systems of distributing accountability. Some of these challenges are not inherently embedded in the activity of distributing accountability, but became more prevalent as a result of these new approaches. Campuses may want to think about these issues as they engage and develop their own shared accountability system.

Challenge One

The first challenge described was that *people may orient toward easy-to-achieve, short-term goals rather than more difficult long-term and cultural efforts* when specific goals are connected to particular individuals. One leader we interviewed described this challenge:

> And so you're put in this position [where] we kind of have to choose. You're either going to sort of fail according to their metrics that are established essentially in this highly structured way, but [if] you ignore that, that's going to kind of end up on the

> lose column when you're being graded. Or you have to then choose what are things that you can definitely check off on the win column that you know that they're going to be less ambitious and less impactful.

Some individuals offered suggestions for addressing this issue by creating smaller subgoals in the short term that could lead to larger-scale cultural changes:

> If you are able to kind of break up your issue that you were tackling over a three to five year timeline in your head, then you can articulate it that way. And that—I think it's been sort of our success in balancing those two tensions. So if you read our plans you will see a lot of—we will consider, or we will explore, or we will investigate. And then the following year—or we will do a needs assessment. Right? So the needs assessment can be done within a year. But our real objective is not to do the needs assessment; our real objective is to address systemic ableism by our institution. And so biting off what you can reasonably chew in a single year so that when you report on these evaluation tools you can honestly and transparently say that you achieved the objective for the year. But you know that you're trying to do something much more ambitious. So I know that this tension creates a lot of anxiety for some of my counterparts on campus, where something is no, you didn't achieve it that year and it is seen as a failure.

Balancing short-term and long-term goals and progress forward is an area of continued work as we sort out accountability in a shared environment.

Challenge Two

A second challenge around accountability is the *orientation to emphasize simplistic processes or behaviors that can be identified and tracked easily over complex processes/measures such as climate change* that are harder to move on. Some described accountability for only activities (e.g., multicultural celebration events) or outputs (e.g., retention) when there is a need for both. One leader described this dilemma: "We had about 420 or so events and activities that happened last year; 175 were specifically DEI-focused activities, and there's a lot of activity going on that people report, but does that mean we are making any changes?" Individuals in our study cautioned that the type of data collected should be expanded to include processes and behaviors and to ensure that these are balanced with outputs and outcomes.

Challenge Three

A third challenge was *faculty role structures and rewards*. The autonomy that faculty typically enjoy as a part of their role made establishing accountability measures specifically for them challenging for some campuses. We found that performance systems are more likely to be attached to administrators and staff, with faculty often lagging behind in terms of accountability systems. At one campus struggling with including their faculty in the accountability system, a staff member made the following comment: "That constant collaboration and focus on outcomes, which leads to accountability, is just not there [with faculty]. . . . what are they doing individually in their course to support equity, is really what we need to be talking about but [we] can't get there." Reexamining faculty work structures and rewards to make it easier for them to participate in the work is important. The work campuses are doing on performance systems is one way to address this.

Challenge Four

Fourth, there were also *concerns about the way data might be used punitively* against individuals. As we've established, campus stakeholders know that metrics are important and people should be held accountable for them. However, as accountability extends through distributed leadership, campus constituents raised issues about when assessments might be used in formative and developmental ways to help faculty or staff change, as opposed to being used in summative ways related to an evaluation.

Campus leaders described the importance of separating out these different forms of data use and metrics and being careful to communicate these distinct purposes of learning versus accountability. One of the leaders we spoke with described how equity gaps were being examined in relation to classroom performance and faculty teaching. Faculty raised concerns about comparisons among instructors that were leading to problematic distinctions, such as being labeled as racist if students are not performing in a course: "And that gets framed, as 'Oh, yeah, there's exactly how institutional structural racism shows its head by resisting.' And it sort of becomes caught up with a rhetoric rather than really saying, 'What's going on here? What's really at the heart of it [lack of student performance]?'"

Campuses need to start with a discussion about the ways data can be used in both formative (improvement) and summative (accountability) ways.[7] Yet this is not to say that campuses should not explore consequences

7 This challenge is very similar to those experienced within the assessment movement. See the National Institute for Learning Outcomes Assessment's resource for a similar issue and a way to address the challenge.

for those who are not performing up to standards or who repeatedly lack progress on accountability metrics. This tension is a complex one that will require thoughtful and deliberate planning to resolve.

Challenge Five

A fifth challenge that emerged was related to *conflicting perspectives around motivations* to do the equity-based work. Some people believe that not everyone should be held accountable for DEI. They felt that people should be internally motivated and not pushed into doing the work, because if it is an expectation of the institution and its leaders the work will not be authentic. This concern was also present when thinking about incentivizing and rewarding people for being involved with DEI work. The challenge of thinking there should be no incentives and people should be internally motivated was described by a staff member:

> If [the college] is going to pay you, like, a $750 stipend or a $1,000 stipend, or give you professional growth units or a course release to really, really, really revamp your course to focus on DEI or learn something new or do some research or whatever that is—if that [reward] is something that that entices you and you end up becoming a better instructor for it, or a better administrator or a better staff person who can better serve our students and have that equity piece at the forefront of your mind a little more frequently, to me, that's the goal. We are doing workshops where you pay people just to show up for the one hour to learn how to use a cool new syllabus platform. We're doing that, but some people criticize us for this approach.

Campuses would benefit from having discussions about the need for people to learn and grow, the value of authentically doing DEI work, and whether incentives should be offered. Many campuses ultimately did offer incentives, but airing concerns around these issues is important.

Challenge Six

Sixth, many people that we spoke with expressed c*oncerns about whether traditional DEI accountability metrics can truly measure the desired culture changes*. Even as they expanded to behavioral, process, and climate metrics, there was this ongoing concern that we are falling short and not measuring the right things. One of our participants discussed this challenge:

> For me, the levers to get there are not dumbed-down requirements that we force on people and let them check a box and move away. I just want to think about accountability differently. I really do. I want to think about what institutional accountability means, and what it means to instantiate a practice of diversity, equity, inclusion, and belonging that we're all practicing all the time, and that we're all explaining when harm is done, and that we're all trying to repair. That it's a practice. And what would it mean if we were all—faculty, staff, and students—to make sure we're all in the practice of this work? Because checking boxes does nothing. It doesn't make anything different. It doesn't make anything better, except you get to say 100 percent of your people went through this training.

This is what makes having various forms of accountability in place—behavioral, process, climate—important. Complex accountability measures and systems have the potential for moving beyond superficial changes toward culture change. But campus leaders cautioned that vigilance was necessary to both examine existing measures and continue to imagine better ones. All sensed that higher education does not have the right system in place yet.

Challenge Seven

Seventh, as noted in the introduction, there were various individual campus leaders who *struggled to understand the differences between responsibility and accountability*. When leadership is more broadly distributed, individuals are engaged who may not have had experience with formal campus accountability systems in the past. Some leaders believed that creating systems of responsibility then meant they had accountability, and there were no accompanying mechanisms to check on impact or results. Having discussions about the differences and connections between responsibility and accountability is important to properly set clear expectations and have a well-functioning accountability system.

Challenge Eight

Eighth, some described how creating a new system creates *challenges of educating administrators, faculty, and staff on that system*—for longtime employees entrenched in a system, this can mean a lot of unlearning. So even as campuses develop a more robust accountability system, if the system is not largely understood across the large number of individuals now responsible for DEI, then the plan may not be executed well. Systems are often not well-communicated campus wide, clearly understood or consistently followed. We saw efforts to educate employees but this will remain an ongoing tension as accountability systems continue to evolve and shift.

Challenge Nine

Finally, some leaders noted a *challenge when external groups such as state systems quickly provide support for equity and expect accountability*, but don't allow campuses time to develop their infrastructure for accountability. One administrator described this challenge of not having time to educate their community and get people on board, particularly in a process during which broad responsibility and accountability are desired: "Equity—it just happened, I wouldn't say happened overnight, but all this money started coming from the state like, hey, you folks need to do equity and be accountable for it. But we didn't have the time to get prepared." And others described how unions and collective bargaining agreements can make changes to accountability challenging, especially if agreements are already set for several years with no flexibility to make changes.[8] Meeting with external stakeholders early on to set or negotiate realistic expectations for accountability timelines and providing progress reports along the way is key.

8 The California legislature established the Student Equity and Achievement (SEA) Program in 2021 with the purpose of supporting California Community Colleges (CCC), the largest community college system in the nation, in implementing initiatives that advance system goals by eradicating achievement gaps for traditionally underrepresented groups through student equity plans.

Conclusion

Shared and distributed models of leadership within business and government have struggled to rethink the work of accountability. As we transition DEI leadership in higher education to less hierarchical forms, we also need to rethink these other structures to be able to support new and more collaborative forms of work. The work of equity also brings important nuance and tensions to the work of accountability—figuring out how to share work and allow people space to learn, ensuring the work is authentic, deciding whether work should be mandated so that all are formally accountable for DEI, and being accountable for the right measures so that progress is real and not performative are just some of the tensions that emerged in our study.

Campuses are navigating these tensions, building these new accountability systems, and measuring progress. Now is an ideal time for philanthropic interests and state and federal governments to step in and help campuses with this work. We need to build more capacity when it comes to accountability in SEL environments. Philanthropic organizations have been asking higher education for a commitment to scaled culture change, but there needs to be more investment in building more sophisticated planning and accountability systems (as well as capacity building—to be addressed in upcoming reports) to do this well so that campuses have a better framework of accountability to support their new SEL work.

As we know from past efforts at accountability, having accountability systems in place doesn't always mean that campuses are making adequate progress on DEI goals. Campuses need support for developing and capturing best practices in implementing accountability systems—not just designing them.

Accountability Toolkit

Reflecting on Campus Accountability

Directions: The following questions are designed to help leaders as they begin to rethink accountability structures on campus. Use the reflection column to write your responses to the questions.

Questions	Reflection
What current DEI metrics are in place on our campus?	
Are there new DEI metrics we may want to consider—behavioral, process, or climate?	
To whom are DEI metrics communicated? Who has input on metrics? How are they tracked? What is the role of the board with our metrics? Community members? State, regional, and local leaders? Are there new groups that should be included?	
How do senior leaders signal the importance of the accountability plan? How could—or should—they do this differently?	

How are DEI metrics tracked? How often? By whom? Who is assigned accountability? How might the system be more iterative with regular check-ins or monitoring points?	
How are equity progress and outcomes communicated? By whom? With whom? Are there new groups that should be included? How might sharing of progress and results be improved?	
Are accountability plans developed at multiple levels of the campus? Specify here.	
Are specific people assigned accountability for metrics? Who? How might more groups or individuals be included?	
How are plans operationalized? How are data and measures tracked? Are regular forums held to share data?	

How are people trained in the new accountability system? How are we building people's capacity to enact the accountability system?	
How is the budget process aligned with DEI metrics? Specify here. If not, how might we envision it?	
How are the performance systems aligned with DEI metrics? Specify here. If not, how might we envision them?	
How might we move toward a culture of accountability?	

Addressing Tensions

Tensions can arise when developing a more robust accountability system. Use the space below to consider ways that the team can proactively address these potential tensions:

- **Balancing short-term and long-term goals**

- **Balancing process or behavior measures with other measures that are harder to make progress on**

- **Adjusting faculty role structures and rewards and having budget or policies to do so**

- **Addressing concerns about how data might be used in punitive ways**

- **Navigating conflicting perspectives around motivations to do the equity-based work**

- **Using traditional DEI accountability metrics or exploring new ones that can truly measure the desired culture changes**

- **Struggling to understand the differences between responsibility and accountability**

- **Addressing external circumstances, such as funding tied to unrealistic timelines or unions that may prevent sharing responsibility for SEL**

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Other Resources

"AGB Board of Directors' Statement on Governing Board Accountability for Campus Climate, Inclusion, and Civility" (Association of Governing Boards)

"Forum: Trustees Need to Address Racism" (Association of Governing Boards)

"Increasing Diversity on the Boards of Colleges and Universities" (Association of Governing Boards)

NASH Equity Action Framework (National Association of System Heads)

NERCHE Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education (New England Resource Center for Higher Education)

A New Decade for Assessment: Embedding Equity into Assessment Praxis (National Institute for Learning Outcomes Assessment)

A Toolkit for Centering Racial Equity Throughout Data Integration (Actionable Intelligence for Social Policy)


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To view more from the On Shared Equity Leadership series, find opportunities to participate in SEL programming, and learn more about implementing SEL on your campus, visit www.acenet.edu/sel.

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Defining Shared Equity Leadership

Shared equity leadership (SEL) is a leadership approach that scales diversity, equity, and inclusion (DEI) work and creates culture change by connecting individual and organizational transformation. Individuals embrace a personal journey toward critical consciousness to become equity-oriented leaders. Collectively, leaders embody a set of values and enact a set of practices that form new relationships and understandings, ultimately working to dismantle current systems and structures that inhibit equitable outcomes.

Purpose

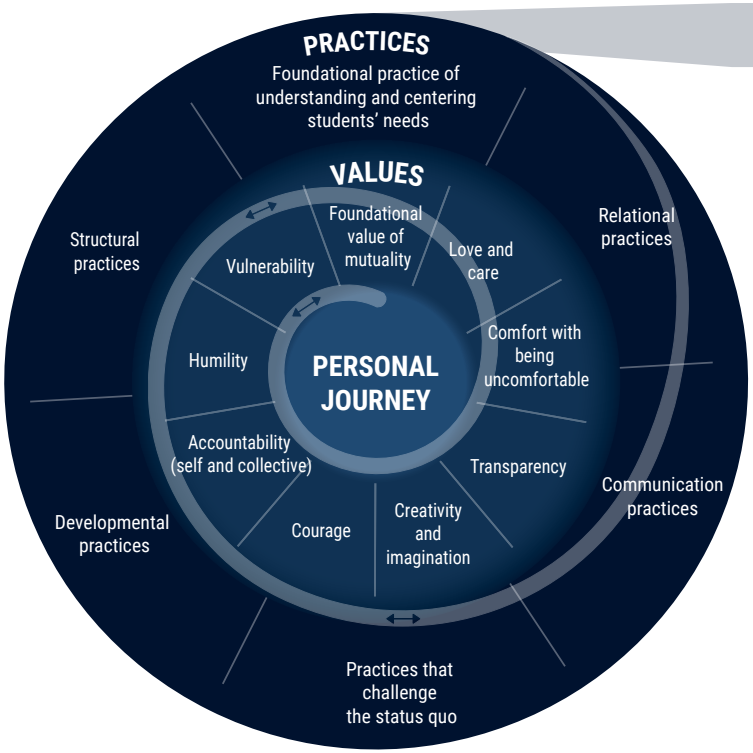
This toolkit accompanies the report *Shared Equity Leadership Making Equity Everybody's Work*, and enables leaders to reflect on their personal journey toward a critical consciousness. Through the SEL Toolkit, leaders can identify their own strengths and potential areas for growth in the values and practices that are necessary to effectively practice shared equity leadership. Leaders can assess and reflect on their strengths individually as well as map the strengths present in their team or group.

Goals

1. Unpack critical understandings of systemic inequities as well as personal identities and experiences.
2. Identify particular SEL values and practices that are areas of skill or strength for you.
3. Reflect on strengths and brainstorm ways to further develop and apply SEL values and practices.
4. Identify and map the values and practices represented on your team.
5. Reflect on ways your team can benefit from individuals' existing strengths in particular values or practices and build capacity in areas that may be missing.

Shared Equity Leadership Model

SHARED EQUITY LEADERSHIP



UNDERSTANDING AND CENTERING STUDENTS' NEEDS

RELATIONAL	COMMUNICATION	CHALLENGE STATUS QUO	DEVELOPMENTAL	STRUCTURAL
Building trust	Using language intentionally	Diminishing hierarchy	Learning	Hiring diverse leaders
Cultivating positive relationships	Setting expectations for the long term	Questioning	Helping others learn	Making decisions with a systemic lens
Welcoming disagreements and tensions	Listening	Disrupting	Modeling	Creating rewards and incentives
				Implementing new approaches to accountability

Personal Journey Toward Critical Consciousness

Self-Reflection Questions

Leaders' personal journeys help them operate effectively in a shared equity leadership environment. The notion of the personal journey centers around an ongoing reflection on one's identities and experiences as well as an understanding of the systemic or structural nature of inequities that inform and strengthen one's commitment to equity work.

Questions	Reflection
What inspired you to become an equity leader, and what continues to sustain you in this work?	
How does your campus position influence or shape your approach to equity leadership?	
What aspects of your identity hold privilege in society? What aspects are marginalized or minoritized by society? How do these aspects of your identity shape your agency in your current role and spheres of influence?	

Questions	Reflection
How do you think aspects of your identity or position (either privileged or marginalized) affect other leaders you might work with in a shared equity leadership effort?	
Reflect on a time along your personal journey when you encountered or identified inequitable systems, structures, or policies within your institution. How did this encounter align with, diverge from, or change your worldview?	
How do you hope to further grow your personal journey as an equity leader and why? Reflect on what it is you may need from your team or your institution to further the development of your critical consciousness.	
Select one of the personal journey case study examples (starting on page 32) to read. How did this person's identity and experiences shape their journey? Did you see elements of their story that connected with your own experience?	
Pick two of the personal journey case study examples (starting on page 32) to read. What similarities or differences did you notice in these leaders' journeys? How do their experiences relate to or inform your own personal journey?	

Values Associated with Shared Equity Leadership

- **Mutuality:** A foundational value of mutuality underlies all the other values. It emphasizes a shift away from traditional egoistic notions of leadership that focus on the individual leader and instead embraces notions of leadership as a collective process.
- **Love and care:** An ethos of love and care underscores the personal nature of equity work and shared equity leadership. Leaders feel and display love and care for those with whom they are working—fellow leaders, students, faculty, staff, and community members. They try to approach all of their relationships with a deep sense of caring and compassion, even if they tend to disagree or have had contrasting experiences.
- **Comfort with being uncomfortable:** Equity work can be uncomfortable, especially when talking about race. It also sometimes requires leaders to sit with the emotions and pain of students and community members in uncomfortable situations, rather than immediately finding solutions. It is important for leaders to be comfortable with such feelings of discomfort.
- **Transparency:** A value of transparency means leaders are honest, clear, and open about decision-making and about the successes and challenges of this work.
- **Creativity and imagination:** Creativity and imagination are important in both performing equity work and leading in a collaborative or shared manner, especially because there are no universally agreed-upon ways of doing this work.
- **Courage:** Courage for shared equity leaders means standing up for equity even when it's not popular or easy and remaining dedicated in the face of resistance or skepticism.
- **Accountability (self and collective):** Leaders who have accountability (self and collective) hold themselves accountable for doing the work, getting results, learning about equity, continuing to challenge their preconceived notions, and being willing to change their beliefs and practices as they continue to learn and grow.
- **Humility:** Leaders who have humility are able to admit when they have done something wrong or when something has not worked well. They understand that they do not have all of the answers or solutions, that their experience isn't everyone's experience, and they have things to learn from other people.
- **Vulnerability:** Vulnerability in leadership means being able to open up about difficult personal experiences or being willing to risk exposing their true selves, even without knowing exactly how they will be received. These vulnerable experiences are often related to race or other aspects of identity and can be painful to share. Being vulnerable can help faculty and staff to build connections, trust one another, and better understand the perspectives and experiences of other people, especially students.

Individual Values Inventory

Directions: These values are important for shared equity leadership, and you may find that they all strongly resonate with you. For this exercise, however—instead of selecting the values that feel most important to you—**please select only those values that you feel you are able to best implement or model in your work**.

Mutuality	
Love and care	
Comfort with being uncomfortable	
Transparency	
Creativity and imagination	
Courage	
Accountability (self and collective)	
Humility	
Vulnerability	

Individual Values Reflection Questions

1. Select one of the values you chose as a strength and describe a time you demonstrated or embodied that value. You can do this for multiple values!

2. How might you leverage your strengths in a team-based or shared leadership setting? Include examples of what that might look like.

3. Were there any values that felt especially challenging or off-putting to you? Why do you think these are more challenging or uncomfortable for you? What structures, systems, or conditions on your campus or in your department might be contributing to these feelings of being challenged or uncomfortable? What aspects of your identity, experiences, or personal journey might inform how you experience these values?

4. Which values, if any, do you not fully understand? Please reflect on and write about why that is and what you would like to explore and learn.

5. Which values would you like to develop and grow, and how might you go about that process?

Team Values Mapping Exercise

Directions: Write your team members' initials in the boxes that correspond with the values they selected as their biggest strengths.

Mutuality											
Love and care											
Comfort with being uncomfortable											
Transparency											
Creativity and imagination											
Courage											
Accountability (self and collective)											
Humility											
Vulnerability											

Team Values Reflection Exercise

1. Are any values strongly represented on your team map? If yes, how have you seen this value manifest in your day-to-day work, given that so many team members have strength in this area? Consider this question for each strongly represented value.

2. Are there any values that only one or two members of the group selected? How might you capitalize on their strengths in these areas to bring these values to the forefront of your team's work?

3. Are there any values that no one selected as their area of strength? How might you cultivate these values on your team without existing reservoirs of direct expertise or strength?

4. Are there any conditions or systems on your campus that might be inhibiting the expression of particular values?

5. How could you connect people who have strength in a particular value with those who want to grow or develop in that value?

Practices Associated with Shared Equity Leadership

Foundational Practice	**Understanding and centering students' needs (or understanding and centering needs of systemically marginalized communities)**	The foundational practice of shared equity leadership is understanding and centering students' needs or the needs of systematically disadvantaged communities when having discussions and making decisions by considering all of the different ways these decisions might affect students and people of those communities.
Relational Practices	**Building trust**	Leaders need to build trust and strong relationships among members of the leadership team to lead effectively around issues of equity in a collaborative manner.
	Cultivating positive relationships	Leaders can learn to trust each other by cultivating positive relationships in more informal settings, such as having a potluck party outside of formal, professional settings.
	Welcoming disagreements and tensions	Disagreements and tensions are an inevitable part of doing equity work; therefore, it is important to normalize disagreement and conflict among the leadership team. By welcoming and respectfully managing disagreements and tensions, the leadership team creates a safe place where a diversity of perspectives are valued and rewarded.
Communication Practices	**Using language intentionally**	The practice of using language intentionally includes explicitly naming race issues or other equity challenges, frequently and publicly talking about equity to emphasize its importance, intentionally choosing asset-focused rather than deficit-focused languages, and effectively using different language to frame their work for different audiences in order to garner support.
	Setting expectations	Equity work takes time. It is important for leaders to set expectations for the long term so that other members of their leadership teams, the broader campus community, and stakeholders understand that the larger systemic changes to make institutions more equitable take time to enact.
	Listening	Listening authentically and actively to others' perspectives and experiences is crucial for equity leaders to collaborate effectively.

Developmental Practices	**Learning**	Leaders learn about equity and leadership in four different ways: 1. Listening, specifically to others' stories of their experiences 2. Looking at data, facts, and figures, such as racially disaggregated data on student outcomes 3. Learning formally through professional development sessions on topics related to diversity, equity, and inclusion 4. Learning informally through reading or discussions with colleagues
	Helping others learn	Leaders help others learn by using the inverse of the four aforementioned strategies that they used to learn: 1. Sharing personal stories, whether it is their own perspective as a member of a marginalized group, their own journey to becoming an equity leader, or others' experiences 2. Marshaling data to draw colleagues' attention to inequities 3. Facilitating professional development sessions about equity or specific leadership skills 4. Creating environments where colleagues can learn informally from one another
	Modeling	Leaders model the shared equity leadership values and practices by actually exercising them, which helps others to see how they work and gain confidence that equitable change is possible through the shared leadership effort.
Practices That Challenge the Status Quo	**Diminishing hierarchy**	Diminishing organizational hierarchy and power differentials enable all perspectives to be heard. Minimizing hierarchy helps leaders without positional authority feel comfortable when challenging senior leaders, and it serves to promote greater equity for leaders from minoritized backgrounds whose voices might otherwise be overlooked. For example, leaders could flatten the hierarchies by forming a circle in a meeting, or senior leaders could volunteer to take on a less prestigious service role in a meeting.
	Questioning	Another strategy to challenge the status quo is to ask questions. Leaders need to ask questions about taken-for-granted policies and practices, the team's deeply held assumptions, and any outstanding or unresolved issues.
	Disrupting	Leaders can take this practice a step further by intentionally disrupting traditional norms or ways of thinking and operating by pointing out inequities.

Structural Practices	**Hiring diverse leaders (or composing diverse teams)**	Hiring leaders who are from different racial/ethnic backgrounds, were low-income or first-generation college students, or are LGBTQ+ is an important practice of shared equity leadership that will better represent the diversity and complexity of the student body. The complexities inherent in solving equity challenges at a broad or systemic level benefit from the perspective of people who bring different ideas and experiences to the table.
	Systemic decision-making	When engaging in systemic decision-making, leaders connect or build up pockets of existing work and make sure to have a cohesive approach across campus. They also embed equity in every facet of the institution to make it unavoidable.
	Creating rewards and incentives	Rewarding and incentivizing equity work is another important practice of shared equity leadership. Leaders and institutions can reward/incentivize equity work by tying unit budgets to achievement of DEI goals, building in rewards for equity work in the faculty review process, providing seed grants for faculty and staff who want to experiment with an equity-oriented project, and providing professional development credits for faculty who participate in equity-related professional development opportunities.
	Implementing new approaches to accountability	While accountability (self and collective) is an important shared value, equity leaders also enacted new practices around accountability as they worked to hold one another accountable as a collective. Some of those accountability approaches might be informal (e.g., holding colleagues accountable in a respectful, professional way) and others might be more formal (e.g., explicit and measurable DEI goals, or holistic and qualitative approaches to accountability).

Individual Practices Inventory

Directions: Write your team members' initials in the boxes that correspond with the practices they selected as their biggest strengths.

Foundational Practice	**Understanding and centering students' needs**											
Relational Practices	**Building trust**											
	Cultivating positive relationships											
	Welcoming disagreements and tensions											
Communication Practices	**Using language intentionally**											
	Setting expectations											
	Listening											
Developmental Practices	**Learning**											
	Helping others learn											
	Modeling											
Practices That Challenge the Status Quo	**Diminishing hierarchy**											
	Questioning											
	Disrupting											
Structural Practices	**Hiring diverse leaders**											
	Systemic decision-making											
	Creating rewards and incentives											
	Implementing new approaches to accountability											

Individual Practices Reflection Questions

1. Which practices did you identify as areas of strength? Did you select multiple areas of strength for any category of practices?

2. Select one of the practices you chose as a strength and describe a time you demonstrated or enacted that practice. You can do this for multiple practices!

3. How might you leverage your strengths in a team-based or shared leadership setting?

4. What practices felt especially challenging or off-putting to you? Why do you think these are more challenging or uncomfortable for you?

5. What systems or structures on your campus or in society might be discouraging the development of particular practices, either implicitly or explicitly?

6. Which values, if any, do you not fully understand? Please reflect on and write about why that is and what you would like to explore and learn.

7. What practices you would like to develop and grow? How might you go about that process of growing your strengths in these areas? What do you need from your team or institution?

Practices Team Mapping Exercise

Directions: Write your team members' initials in the boxes that correspond with the practices they selected as their biggest strengths.

Foundational Practice	**Understanding and centering students' needs**											
Relational Practices	**Building trust**											
	Cultivating positive relationships											
	Welcoming disagreements and tensions											
Communication Practices	**Using language intentionally**											
	Setting expectations											
	Listening											
Developmental Practices	**Learning**											
	Helping others learn											
	Modeling											
Practices That Challenge the Status Quo	**Diminishing hierarchy**											
	Questioning											
	Disrupting											
Structural Practices	**Hiring diverse leaders**											
	Systemic decision-making											
	Creating rewards and incentives											
	Implementing new approaches to accountability											

Team Practices Reflection Exercise

1. Are any practices strongly represented on your team map? How have you seen this practice manifest in your day-to-day work, given that so many team members have strength in this area? Consider this question for each strongly represented value.

2. Were any practices selected by only one or two members of the group? If so, how might you capitalize on their strengths in these areas to build this practice into your team's work?

3. Are there any practices that no one selected as their area of strength? If so, how might you cultivate these practices on your team without existing reservoirs of direct expertise or strength?

4. What structures or systems on your campus may be inhibiting the enactment of certain practices, either implicitly or explicitly?

5. How could you connect people who have strength in a particular practice with those who want to grow or develop in that practice?

Further Reflection on SEL Values and Practices

Use the space below to reflect on the values and practices in any way that would be most helpful for you. Some suggestions for using this space include:

- Describe what each value and practice means to you. How you have embodied these values and practices in your role on campus?
- Give an example of a time you have seen each value or practice embodied or enacted by colleagues, or provide several examples of how you have seen a value or practice enacted in different ways by different people.
- Describe how you might struggle with or have difficulty enacting a particular value or practice. Reflect on why that might be.

VALUES	
Mutuality	
Love and care	

VALUES	
Comfort with being uncomfortable	
Transparency	
Creativity and imagination	

VALUES	
Courage	
Accountability (self and collective)	
Humility	

VALUES	
Vulnerability	

PRACTICES		
Foundational Practice	**Understanding and centering students' needs (or understanding and centering needs of systemically disadvantaged communities)**	
Relational Practices	**Building trust**	
	Cultivating positive relationships	

PRACTICES		
Communication Practices	**Setting expectations**	
	Welcoming disagreements and tensions	
	Using language intentionally	
	Listening	

PRACTICES		
Practices That Challenge the Status Quo	**Diminishing hierarchy**	
	Questioning	
	Disrupting	

PRACTICES		
Structural Practices	Hiring diverse leaders (or composing diverse teams)	
	Systematic decision-making	
	Creating rewards and incentives	
	Implementing new approaches to accountability	

PRACTICES		
Developmental Practices	**Learning**	
	Helping others learn	
	Modeling	

Personal Journey Case Study Examples

Please use these case study examples to inform your responses to the corresponding questions from the Personal Journey Toward Critical Consciousness: Self-Reflection Questions on page 6.

Maria

Maria is a professor of mathematics at Valley University and a liaison with the Center for Teaching and Learning on inclusive pedagogies in STEM. Maria came to the United States at age 23 to attend graduate school, but she is originally from Chile and grew up in Santiago. Her family owned several businesses, and Maria and her siblings attended elite private schools and Chile's top universities. She noted that she was considered to be White while growing up in Chile; when she came to the U.S., however, she was suddenly considered to be a person of color and was lumped into the "Latina/Hispanic/underrepresented" category. This experience was somewhat jarring for Maria. She had a privileged childhood and adolescence, but was now in an environment where many people assumed she came from an impoverished or marginalized background. When she started her PhD program in the U.S., Maria spoke fluent English but with a strong accent. She described several incidents in which faculty or other students treated her as if she must not be very smart, presumably because of her accent. After one faculty member made derogatory comments to her in a meeting, Maria went to her dean with a complaint. Fortunately, the dean was extremely supportive of Maria and disciplined the faculty member, but the incident stuck with Maria and spurred her to become more engaged with affinity groups for students of color on campus and in her discipline. The relationships she formed with other students in these groups helped her learn more about racial dynamics in the U.S., in academia, and in STEM in particular. By the time Maria was writing her dissertation, she was also working with other leaders in one of her disciplinary societies to create an inclusive pedagogy interest group.

Once she completed her PhD, Maria got a tenure-track faculty position at a university in a mostly White, rural area. In order to remain competitive for tenure she had to focus more of her time on research, but she remained engaged with her colleagues who were doing work on inclusive pedagogy in mathematics. In addition to engaging her intellectually and informing her instruction, this group provided a space for her to process some of the isolation she was feeling as an immigrant in a predominantly White community.

After earning tenure, Maria was recruited to Valley University, which is located just outside a major urban center. Both the university and its surrounding community are extremely diverse, resulting in a much more welcoming environment than Maria's prior institution. Maria was instrumental in helping start up the university's culturally responsive pedagogy initiative. She works closely with other faculty at the university, leaders in the Center for Teaching and Learning, and the provost's office, as well as with her colleagues across the country doing inclusive pedagogy in mathematics who have become a central part of her professional support network. Maria now has a buyout for part of her time to serve in a liaison position for the College of Arts and Sciences and works with faculty across all STEM disciplines to implement culturally inclusive practices in their classrooms. She attributes much of her success in connecting with faculty members of all different backgrounds to her personal experiences of growing up with a White/majority identity yet identifying with racially minoritized groups in the United States. She feels she can relate to both White faculty and faculty of color and find common ground with colleagues from all backgrounds, which helps her recruit more faculty to try out different culturally responsive strategies.

Pamela

Pamela is the director of career development at Mount Lincoln Polytechnic Institute in the Midwest. She identifies as a cisgender, Latinx woman. Having worked in higher education for 30 years, she admits to both experiencing and bearing witness to a great number of inequities, especially on Black and Latinx students and staff. However, she had never thought explicitly about equity or racism within the context of her career development work. Joseph Bailey, the new president of Mount Lincoln, stressed the importance of placing equity and anti-racism at the forefront of all departments and divisions, Pamela, as a result, needed to begin thinking critically with her staff about equity and racism in this space.

Hoping to find ways to learn more about equity and anti-racism in departmental and division siloes, Pamela turned to colleagues that she regularly communicates with in her work including the Office of Residential Life, Alumni Relations, and the Office of Student Life. Pamela has a trusted friend in the Office of Residential Life, Megan James, who agreed to sit with her and talk about the equity plan that the office of residential life has successfully created and implemented. The plan included a working definition of equity and equity-mindedness, a strategy to ensure an equitable housing lottery, and even a tool to ensure they are using equitable practices to hire residential assistants and student staff.

After her extensive conversation with Megan, Pamela was eager and ready to begin developing an equity plan for the Office of Career Development. She worked with the office manager to gather the names and email addresses of students who have visited the office for career services in the past two years. She also reached out to the Office of Alumni Relations to gather the names of a few successful alumni who might be willing to share their ideas about making the office and its services available more equitable and accessible to students, especially those from disenfranchised communities. Together, Pamela, the office manager, a representative from the Office of Alumni Relations, and the Office of Career Development's assessment coordinator, worked to create a survey for students.

After receiving a 65 percent response rate, Pamela and team discussed the results and began charting a path towards creating an equity plan for the office. One of the major results of the survey was that racially and ethnically minoritized students did not feel as if the office was an equitable or empowering environment. Many respondents felt that their career aspirations were devalued by career counselors. These findings disheartened Pamela. As a Latinx woman, she knew firsthand how it felt to be disempowered in spaces and how it felt not to belong; however, she had not thought about these feelings in the context of her work until now. The survey results served, in part, as a reawakening for her and her staff. The results also proved that an equity plan was imperative to better serve students, especially those with disenfranchised identities.

Kristin

Kristin has been working as the dean of the College of Arts and Sciences (CAS) at Palms University for the past seven years. A historian by training, she leads the university's largest college. As a leader, she has a strong commitment to social justice and equity for students in CAS. Kristin has worked with senior administrators at the university and faculty and staff within CAS to increase inclusion and belonging of students of color and first-generation college students in CAS's academic programs. They have also implemented many new programs and policies to better support these students, which have significantly closed racial gaps in persistence and completion. At the same time, they have meaningfully increased the number and proportion of tenure-track faculty of color within CAS.

Kristin, a White woman, grew up in the U.S. South with middle-class parents who never attended college. With little knowledge about college, Kristin decided to join the military after high school with the encouragement of her family. Kristin vividly recalls lying during the military intake process about being gay after she was confronted about whether or not she had homosexual tendencies. She recounted the internal struggle she underwent while living through the "don't ask, don't tell" policy in the military, knowing all along that she is gay. This experience made her extremely empathetic to people who feel marginalized. That experience of isolation and exclusion helped her to reflect on her childhood from a different and new perspective. Although she did not have the language then, she began to realize that she grew up in a racially segregated neighborhood that had many racist undertones and overtones. Her gay identity helped her to see the intersections of oppression and gave her an understanding that people's differences should be acknowledged and respected. This sparked her desire to live a life of service to make the world a more equitable place. After four years in the military, Kristin went to college and focused her studies on understanding the intersections of race, class, and gender inequality in American history. She continued her academic interests in graduate school focusing on historic injustices and systemic inequities while beginning her professional career working in higher education as a faculty member and academic administrator.

About a decade ago, Kristin adopted an African child with her partner, who is also White. Reaching this new personal milestone in her life and working to raise a Black daughter in the U.S., she began to recognize the limitations of what her academic training around equity could teach her. Her personal experience has made her more aware and thoughtful in her professional work.

Evan

Evan is an associate professor of race and political science at Exposition College, a private four-year institution in the heart of Chicago. Evan grew up on the west side of Chicago in an underresourced neighborhood. Growing up, he realized that many of his peers aspired to attend college, but could not afford to do so because they lived within a system and structure that was purposely designed for them to fail, and even worse, make it painfully difficult to remain alive and afloat. Taking advantage of his dad's tuition remission benefit from his job on the facilities team at the University of Illinois, Evan was able to attend the University of Illinois for undergrad. There, he participated in a special college access program that gave him the opportunity to take courses the summer before the start of the fall semester and introduced him to a network of other first-generation college students of color. After completing undergrad, he went on to serve as a special admissions counselor responsible for recruiting first-generation students of color into this program.

Evan's background as a Black man from the West Side of Chicago, his identity as a first-generation college student, and his professional experience working in higher education led him to continue onto his PhD in political science. His background, identity, and experiences also shaped his research interests where he opted to focus on the intersection of race, higher education, and civic engagement. He conducted research around how college access programs promoted civic engagement for and with communities of color and even worked with higher education faculty members to investigate the role and importance of chief diversity officers in helping higher education achieve their diversity, equity, and inclusion goals. After completing his PhD, Evan was recruited to return to his alma mater, the University of Illinois, as an assistant professor in the political science department. After five years, he transitioned to Exposition College as an associate professor.

Recognizing the fact that Evan researched issues around race and higher education from a political science standpoint and had a personal investment in the work, the president of Exposition College, Jolene Taylor, recruited Evan to join the president's commission on equity and anti-racism. President Taylor created a position for Evan within the president's cabinet: equity and anti-racism faculty fellow and consultant. The position came with both course reductions and administrative responsibilities. Here, Evan had the opportunity to help develop a special college access program specifically for Black students coming from the West Side of Chicago. For Evan, this position and this opportunity was the perfect blend of all of his interests. He worked with staff and community members to recruit students to the program and help develop a curriculum with a particular focus on community service and anti-racism. For Evan, his greatest accomplishment in the role was to see the staff and administrators he worked with become more socially conscious around issues of diversity, equity, inclusion, and anti-racism. His personal journey was guided by an amalgamation of his upbringing, his research interests, and his position within the university. He was able to help people along the journey, in part, because of how far along he was in his own journey.

Liliana

Liliana has been the director of the Educational Opportunity Program (EOP) at Center City University for the past two years. Liliana's own experiences as a first-generation Latina in academe and growing up in a low-income agricultural immigrant community are inextricably intertwined with her professional commitment to equity. She recounts numerous personal experiences of the challenges she and her family encountered while navigating inequitable institutions. Her father was a migrant worker and her mother worked in a factory. Both had less than a high school level of education and spoke limited English when she was a child. Acting as a cultural broker at a very young age, Liliana assumed mature roles while helping her parents translate and navigate institutions in the U.S. She witnessed and experienced many painful and uncomfortable instances of racism and discrimination.

The college application and selection process was one of the toughest times Liliana can recall. Her sights were set on the prestigious private college in her state, but she knew the high cost of tuition made it unattainable for her family. Even though she had her parents' support and the grades and test scores to meet the institution's average student profile, she was figuring it out on her own and had little knowledge about the college application process. Therefore, she attended the local community college. While working full time, she earned her associate degree after three years. Liliana then transferred to the state flagship institution, where she discovered and quickly enrolled in support programs for first-generation, low-income students. As an upperclassman, she both participated in and worked as a peer adviser for EOP. She felt empowered helping communities like her own. Her experience in this program revealed a world previously unknown to her. She realized she had missed many resources for which she qualified, but had not been aware of at the time when they could have assisted her. This fueled her passion to create and improve access to educational opportunities for people like her.

Upon graduating, Liliana continued her professional career as an administrative assistant in the EOP office while simultaneously earning her graduate degree in higher education. She slowly climbed the ladder and worked her way up to a director-level position over the course of 13 years. During that time, Liliana always went above and beyond to improve equity initiatives for the students she served. This work has always been personal to her. Her experiences of marginalization while attending predominantly White institutions gives her a lens into what students have felt throughout their academic journeys and strengthened the commitment to equity she developed in childhood.

Ken

Ken was recently selected as vice chancellor of student affairs at Lakeside College, a predominantly White, private, liberal arts college in New England. Ken, a graduate of Lakeside, has spent nearly his entire career working there. Ken is White, grew up in a racially homogeneous and affluent town in the mid-Atlantic region, and had several family members who also graduated from Lakeside. As an undergraduate, Ken was a highly involved student and took advantage of an opportunity to be a resident assistant (RA). He greatly enjoyed this experience and worked as an RA for the final two years of his undergraduate career. Taking an interest in residential life and unsure of what he wanted to do in the long term, Ken worked at Lakeside as an assistant hall director upon graduating. Over the next 15 years, Ken worked in a few different student affairs roles at his alma mater and one other local institution and acquired a graduate degree along the way as his interest in student affairs leadership grew. During his tenure working as director of student affairs at Lakeside, he was asked to incorporate and lead diversity, equity, and inclusion (DEI) initiatives after the institution adopted inclusive excellence as one of its primary values amidst its push to diversify the student body. Ken had taken a few workshops on diversity and inclusion and attended DEI leadership meetings over the course of his time in leadership roles. He knew he wasn't an expert, but he felt like he was doing DEI effectively by this point.

When his longtime mentor and boss retired, Ken decided to apply for the position of vice chancellor of student affairs at Lakeside. After interviewing for and receiving the job, part of Ken's charge was to lead the development and implementation of a DEI strategic plan for the Division of Student Affairs. Immediately, Ken was confronted with many challenges given the growing diversity of the campus's student body and the complexity of his task. Although he was committed to equity, Ken quickly realized his previous DEI training was both limited and superficial, leaving him to feel severely underprepared for this new role. In order to be successful, he knew he needed to prioritize his personal development and invest in his own learning and understanding of the students and communities he now served. He embarked on a journey investing in numerous professional development and learning opportunities related to issues of DEI both within and outside of the institution (e.g. town halls, public forums, and trainings on implicit bias, campus climate, and microaggression). In these spaces, he had eye-opening and profound learning experiences as he listened to and learned from his students and trusted colleagues about their experiences with discrimination and prejudice on campus and beyond. He began to understand how students from different backgrounds might feel unwelcome due to institutional barriers and hostile campus climates. Learning about the challenges of those he cared about only strengthened his personal commitment to equity. Recognizing how limited his experiences had been, he developed a more vested interest in unpacking his own identities using the literature and tools from his trainings. He also spent a lot of time learning about the college's history and its involvement in past traumas to the local indigenous communities. Ken took any opportunity to engage in one-on-one conversations with trusted colleagues while also collaborating with the institutional research office to make sense of disaggregated student data. After engaging in this process iteratively, he grew considerably and realized he better understood his own privilege and power. This allowed him to readily and confidently discuss DEI leadership and issues on campus. He acknowledges that he still does not have it all figured out, but he is much further along in his own personal development than he previously had been.

Katy

Katy is senior adviser to the president at Horizon University and leads the Presidential Diversity Commission, which directs campus diversity assessments, educates the campus community about diversity and inclusion, and holds the university accountable for meeting the goals in its diversity, equity, and inclusion (DEI) strategic plan.

Born in a middle-class White family and raised in a racially diverse urban neighborhood, Katy was generally aware of inequities that existed in society, but never spent a lot of time reflecting deeply on them until she got to college. As an anthropology major, she studied abroad in Brazil her junior year and spent time living and learning with several different indigenous tribes in the Amazon basin, as well as with people of indigenous descent living in the favelas of Rio de Janeiro. Following her passion for human rights, social justice, and the needs of indigenous populations specifically, she pursued a dual master's degree in international education and anthropology. After working for several years in global nonprofit organizations, she applied for an administrator position at Capitol University at the International Center, later advanced to the director position, and then to vice provost of international affairs at Capitol. Through this work, she developed a greater sensitivity to the ways in which international work on college campuses links to equity issues and the importance of intercultural understanding and competency. Further, as her campus increasingly engaged in DEI work, she found that her intercultural values and professional skills and experiences developed through her work in global contexts were transferable to some of the domestic equity work happening on campus. She began to participate in committees and groups on campus pushing for greater diversity among faculty and campus leadership, as well as a group advocating for decolonizing the general education curriculum.

As Katy progressed in her career and became increasingly engaged in equity work in higher education, she came across the position opening for a new senior adviser to the president at Horizon University. The position was intended to focus on DEI issues at the university, and Horizon has a unique context situated in a state with a large Native American and indigenous population. The role represented a big departure for Katy—as her formal roles had all focused on global or international affairs until this point—but her early experiences working with indigenous groups and her growing advocacy for equity at Capitol made her a strong fit for the position. After she was hired, she grappled with her White identity and her role as the top DEI leader on campus. Students, faculty, and staff from minoritized groups on campus were initially skeptical of her ability to effectively drive change. Katy has had to explicitly and publicly reckon with her racial identity and her relatively privileged background in her new role in ways she wasn't expecting, but these reflections and conversations have led to significant personal growth and learning for her.

Project Team

Adrianna Kezar is the Dean' s Professor of Leadership, Wilbur-Kieffer Professor of Higher Education at the University of Southern California, and Director of the Pullias Center for Higher Education. A national expert on change, governance and leadership in higher education, Kezar is regularly quoted in the media, including *The New York Times*, *Wall Street Journal*, *USA Today*, *The Atlantic*, *Boston Globe*, *Washington Post*, PBS, and NPR (national and local stations), among others. At the Pullias Center, Kezar directs the Delphi Project on the Changing Faculty and Student Success and is an international expert on the changing faculty. She also regularly consults for campuses and national organizations related to her work on non-tenure-track faculty, STEM reform, change, collaboration, leadership development, and change.

Elizabeth Holcombe is a Senior Postdoctoral Research Associate with the Pullias Center for Higher Education at the University of Southern California. Holcombe researches organizational issues that influence student success in higher education, including leadership, faculty development and workforce issues, undergraduate teaching and assessment, and STEM education. She has held a variety of roles in student affairs, including running a college access partnership, managing an academic advising and mentoring program, and leading a student affairs assessment initiative. She holds a PhD from the University of Southern California, an MA from Teachers College, Columbia University, and a BA from Vanderbilt University.

Darsella Vigil is a Senior Research Analyst at the American Council on Education, where she manages various mixed methods projects on topics including shared equity leadership; institutional change and transformation; diversity, equity, and inclusion; and race and racism in higher education. Vigil also works on research-to-practice programming and curriculum for shared equity leadership, creating social learning opportunities for institutional leaders and their teams. Formerly, Vigil worked in research and administrative roles for nearly 15 years at two- and four-year postsecondary institutions. She leverages her research expertise to deliver evidence-based trainings to faculty and staff, and consults campuses on developing inclusive and equitable institutional policies and practices for first-generation, low-income, immigrant, and undocumented students of color. Vigil is earning a PhD in higher education from the University of Denver. She has an MA in educational leadership, policy, and advocacy from New York University and a BA from the University of Northern Colorado.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Justice, Equity, Diversity, and Inclusion Committee

November 30, 2022

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To accept the following priorities of the Justice, Equity, Diversity, and Inclusion (JEDI) Committee:

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Robert A. Martin, Ph.D., Chair Date