Resources to guide assessment and improvement of the climate for Black students, staff and faculty at our academic institutions

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Statement of the Problem/Rationale

For decades, Black academics and researchers have underscored the ways in which anti-Black racism negatively impacts the people, climate and overall functioning at institutions of higher education, particularly predominantly white institutions, including the toll on:

- Mental and physical health of Black students, staff and faculty (e.g. Beatty et al., 2021; Colen et al., 2020; Cokley et al 2012; Davis, 2021),
- Career opportunities, funding and advancements for Black academics (e.g., Bowden & Buie, 2021; Cook et al., 2019; Hoppe et al, 2019),
- The institution's performance on key indices including enrollment, productivity, and retention (e.g., Alexander & Herman, 2016; National Student Clearinghouse Research Center, 2021; Cook et al., 2019), and
- The institution's relationship with the community in which it resides (e.g., Beatty et al., 2020; Mwangi et al., 2018).

The health of the people, their communities, and the institutions of higher learning they work and learn within requires consequential action to address and counter anti-Black racism. Black academics have proposed theories and models of change to address anti-Black racism and move institutions of higher learning towards Black liberation (Mosley et al., 2021; Davis, 2021). Black academics have also outlined important, evidence-based and concrete ways that institutions of higher learning can measure and improve campus climate (Davis, 2021; Mwangi et al., 2018).

To this end, this document presents ways to assess and address anti-Black racism impacting students, staff and faculty at academic institutions. Caveat: Where we could not find resources specifically addressing anti-Black racism and ways to address it, we included resources addressing justice, equity, diversity and inclusion more generally that could be helpful.

Vision

Making the campus welcoming, equitable, just and supportive for Black constituents at the university and in the larger community.

Mission

This document outlines a multistep process or approach to guide means of improving the climate for Black people at our institutions and in the larger community. These steps include:

- Reviewing existing and gathering new information on the specific campus climate and the experiences of Black people, and current campus policies and procedures. This step should include the voices and perspectives of different constituents, centering Black perspectives, including students, faculty, staff, administrators/directors, alumni, members of the governing boards of the university and community members via a variety of tools.
- Creating a team or board to evaluate data and communicate results to broad audiences across power hierarchies. This group should center Black perspectives and collectively represent the voices and perspectives of different constituents including students, faculty, staff, administrators/directors, alumni, members of the governing boards of the university and community members.
- Considering viable models for anti-racist activism on campuses developed by Black scholars
- Using results and leveraging power to develop and implement action points.

Figure 1 below describes this process.

Figure 1: Multistep process to improving climate for Black students, faculty and staff at academic institutions
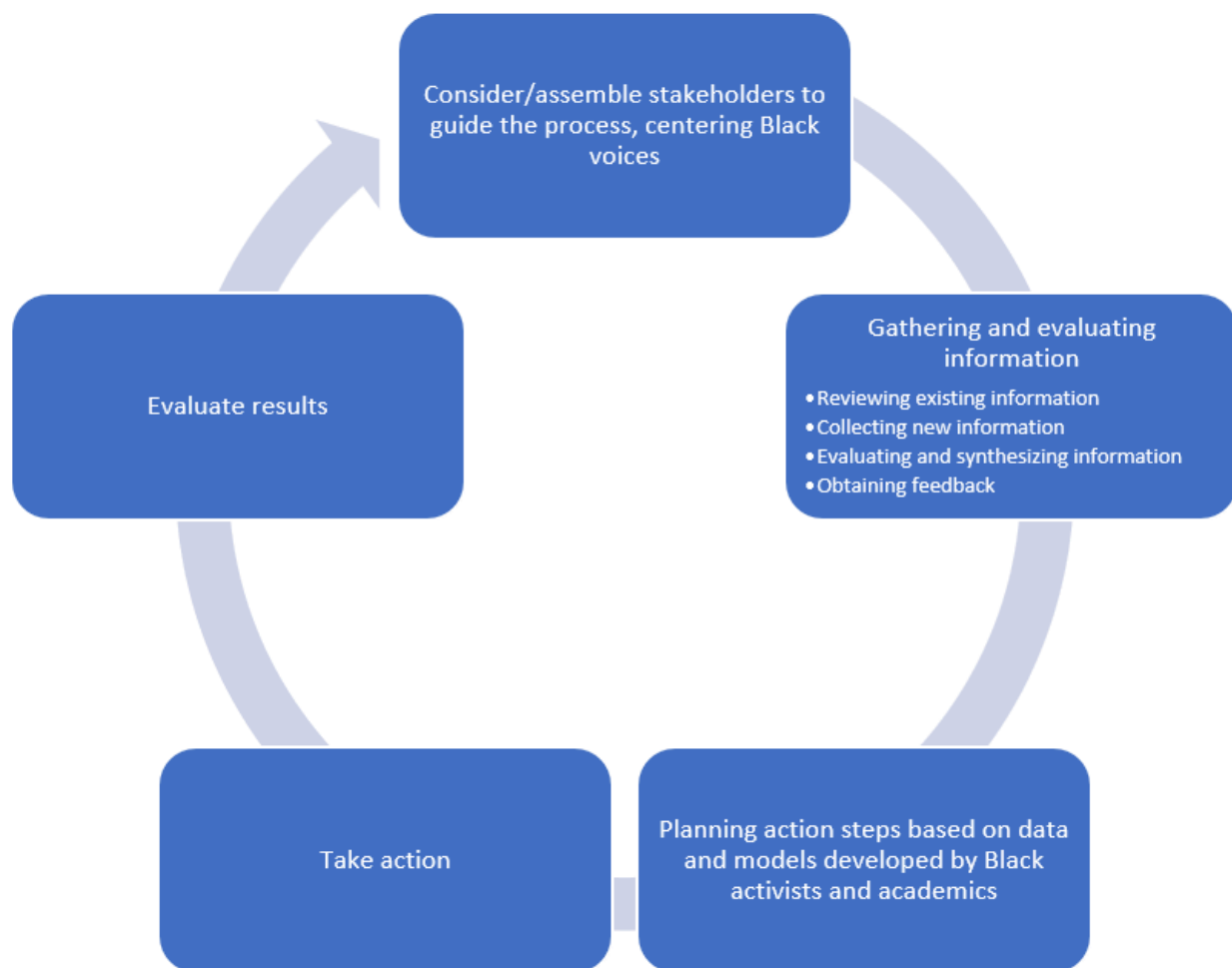
Who We Are/Context and Positionality

   How our group formed. Our group was formed in 2021 during the Academics for Black Survival and Wellness (A4BL) conference[1]. The conference offered concurrent sessions for

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[1] From the Academics for Black Survival and Wellness website: "Academics for Black Survival and Wellness (A4BL) is a personal and professional development initiative for Non-Black academics to honor the toll of racial trauma on Black people, resist anti-Blackness and white supremacy, and facilitate accountability and collective action. A4BL also is a space for healing and wellness for Black people. A4BL was launched in the Summer of 2020 on Juneteenth in response to the countless murders of Black people at the hands of white supremacy. The initiative began as a week-long initiative and call to action for academics to support and be accountable to Black liberation. With over 10,000 participants from across the world, the initiative provided Non-Black participants with training materials to make actionable change to address anti-Black racism in their personal lives and academia. Black participants were provided with virtual community wellness events to build their coping and resistance toolkit. After a successful week and requests for more, we 'rewinded and remixed' the original materials for new and returning participants for 21-days in August [2021]."

Black and non-Black participants (i.e., healing resources for Black people and anti-racist training for non-Black people). Conference attendees could elect to make an additional commitment to join small teams, composed of individuals from different racial and ethnic backgrounds, based on mutual interests in working towards Black liberation. This commitment was called the "A4BL Liberation Bootcamp," and comprised the 2020 A4BL Conference trainings as well as 2 bootcamp-specific seminars, and small group assignments to meet outside of the larger conference proceedings. Our group was assembled and assigned by the A4BL organizers as one of 7 groups working towards "Black liberation through accountability for anti-Blackness in the university."

Who we are. Our group comprises Black and non-Black academics at different stages in our careers, including a postdoc as well as early- and mid-career faculty members at four-year academic institutions. We are an interdisciplinary team, spanning psychologists, biologists and historians. We have varying levels of prior involvement in organizing and working in diversity, equity and inclusion. However, we do not position ourselves as experts in this area.

For all these reasons, we acknowledge that our group does not represent all the various intersections of identities that this work can affect, including but not limited to different lived experience, organizing experience, and professional experience. Due to these limitations, we preface this work with an acknowledgment that we have certainly made mistakes and have overlooked important resources. We also acknowledge this resource is not comprehensive but an initial introduction to this area. Further, work in accountability for anti-Blackness and toward liberation is a constantly growing area of work. Thus, we have made a Google Form for those readers who have additional resources or considerations we have missed in our review of available practices.

How we work together. Our team began meeting virtually on a daily basis during the A4BL conference in June 2021. After the conference, we began meeting weekly to review our group's progress towards our agreed upon vision and mission.

Our meetings follow a repeated format. Different members volunteer to lead each meeting and take notes on a shared GoogleDoc document. We follow the anti-oppression resource and training alliance ([AORTA](#)) meeting guidelines. We start meetings with a check-in, and then focus on the agenda we created in the prior meeting. We co-created the above mission, vision and processes in our weekly meetings and divided up sections to work on between meetings. These were then subject to review by all group members, both individually and as a group. We review our ability to commit and timing at the beginning of each semester.

In creating our current document, we were particularly inspired by the format and process of the "[Creating and Sustaining a Diversity Committee: Process, Development and Implementation](#)" created by the Diversity Committee of the UMass-Boston Clinical Psychology Program.

How to Use this Resource. There is no single "right" way to use this resource. Instead, as the reader, we suggest that you think about the context in which you work while using this resource. This material should be adapted based on the context of your workplace, the dynamics of your university, and larger social and political context. An important first step is to

clearly articulate your goals in relation to addressing anti-Black racism. We recognize that these goals may change over time; however, we encourage ongoing reflection on these goals and where your institution may be in relation to those goals. Some things you might consider while reading this resource are:

- What is your position on campus?
- What is the history of your university (PWI, historically Black University, etc)?
- What potential biases may you hold?
- What resources are already in place in your program/institution that are combating anti-Black racism? How can you support or add to these groups?
- If you are not Black, how will you listen to and welcome input from Black people without placing excessive burden on Black people to do the work?
- How will you ensure that you are including diverse voices and perspectives? How will you make sure this is a collaborative effort?
- How aware is your program/institution of anti-Black racism and what is their readiness for change?

A note on terminology. Throughout this resource, we prioritize citing Black academics and efforts that focus on countering anti-Black racism. We did, however, also include sources referring to related but broader topics, when deemed relevant. These sources often use different terms to describe their efforts and recommendations, such as diversity, equity and inclusion (DEI); equity, diversity and inclusion (EDI); and justice, equity, diversity, and inclusion (JEDI). We also acknowledge that there are other variations on these terms that describe related efforts toward fostering more inclusive and equitable environments and may include constructs such as accessibility, belonging, liberation, and/or refer to other axes of marginalization (e.g., gender, class). In an effort to maintain the authors' original intention and context, we did not select a single term to describe these efforts. Instead, we maintained the authors' original terminology.

Process Outlined in the Current Document

This resource shares processes and approaches to guide means of improving the climate for Black people at academic institutions through a multistep process. We highlight different models, approaches, and opportunities to review and gather information in regards to making academic campuses more welcoming, equitable, just and supportive for Black constituents. This suggests five potential aspects of this process – assembling stakeholders, reviewing existing information/resource mapping, gathering new information, obtaining feedback (from people from different communities, especially Black constituents), taking action, and evaluating actions.

Step 1: Assembling stakeholders to guide the process, centering Black voices

Step 2: Gathering and evaluating information

Step 3: Planning action steps based on models, using information gathered

Step 4: Taking Action

Step 5: Evaluation

Stand-alone Resources that Span Multiple Steps

The bulk of this resource provides information about and resources for the abovementioned steps. Looking through the steps we list below and associated resources that could be used for each step may be helpful for a mix-and-match approach. However, if you are looking for one-stop-shop resources, we have listed in this section some suggestions for resources or toolkits that provide comprehensive, self-contained processes to address anti-Black racism and promote justice, equity, diversity and inclusion.

- [Damon Williams books](#):
  - Strategic Diversity Leadership
  - The Chief Diversity Officer
- [Berkeley Strategic Planning Document](#)
- [TECAID Model: Leading Engineering Department Culture Change in Diversity, Equity, and Inclusion](#)

Acknowledging Ongoing Backlash Against Racial Justice Efforts

Efforts to address the anti-Black racism embedded in our institutions inevitably face waves of backlash and resistance from various sources. Commitment to creating an inclusive and equitable environment requires persistence, resilience, supportive networks and strategic planning. Here are some points we have found helpful to consider in planning anti-racist efforts.

- Recognizing the local sources of resistance to efforts in advance.
  - Backlash and resistance to racial and social justice efforts is built into historically white academic institutions and systems (Liu et al 2021). Even if larger systemic challenges may seem beyond the scope of smaller groups' efforts, specific local sources of anti-Black racism can be addressed.
  - Identifying proximal risks to local efforts: Are there specific individuals leading the backlash? Groups? Are these efforts within the institution? External to the institution?
  - Seeking to understand the reason for the resistance to best bolster antiracist efforts: Are there external pressures that are pushing against efforts? Is there a misunderstanding of anti-racist efforts that can be addressed? Are there internal administrative priorities or funding challenges?
  - Recognize forms of backlash: Social media campaigns, public demonstrations, hostile communications, and efforts to undermine diversity initiatives through policy changes or funding cuts.
- Tuning into the impact of backlash

- ○ Impact on Black community members: Understanding how backlash impacts Black students, faculty, and staff
  - ○ Challenges to institutional change: Highlighting how backlash can stall or derail efforts to implement necessary changes, affecting morale and the overall climate of inclusion and equity.
- Strategies for Navigating Backlash
  - ○ Documenting and Reporting: Keep detailed records of instances of backlash, including its impact on individuals and the institution. This data can be critical for making the case for continued support from governing bodies and funders.
  - ○ Education and engagement: Focus on the role of education in addressing misinformation and biases that fuel backlash based on lessons from the "Silent Majority" political campaign (Patterson et al 2021). Most notably, creating information campaigns to help dominant parts of the community recognize the benefits they, too, have from an anti-racist and socially just environment (Lee et al., 2023).
  - ○ Strengthening institutional support: Emphasize the importance of building a strong, supportive community among those advocating for change. This involves creating networks of allies within and outside the institution who can offer solidarity in your efforts, emotional support, advice for navigating institutional barriers (e.g.,"institutional guerrillas"; Patterson et al 2021).

Three resources that cover news and articles about diversity topics in higher education that can help academics stay informed about ongoing diversity stories are 1) Insight Into Diversity, 2) Diverse: Issues in Higher Education, and 3) Chronicle of Higher Education DEI Legislation Tracker.

Step 1: Assembling stakeholders to guide the process, centering Black voices

It is helpful to convene a group of stakeholders as close to the beginning of this process as possible to inform the development of your evaluation questions, processes and procedures. When convening stakeholders it is essential to center the needs and interests of Black faculty, students and staff. There are various models for convening groups of stakeholders that have been cited in academic reports, including deliberative governance, community based participatory research, Indigenous methodologies, and participatory models of evaluation. Processes that include community feedback require more time and flexibility. However, greater community involvement leads to more productive partnerships, better research programs, and stronger implementation (Minkler et al., 2009).

Assembling the stakeholder partnership. Without undue pressure on more marginalized groups, the initiators of the effort should be inclusive invitations to the stakeholder partnership, always asking, "Who is not yet at the table?" and "Is this a space that is welcoming to people who are more marginalized in this system?" If not, assess what can be done to make it so, and continue to work on this issue. This is initial data for your evaluation. Ensure stakeholders are involved at different levels of the hierarchy of the institution. Ensure course releases, payments or other desirable incentives to compensate stakeholders, particularly Black stakeholders, for their time serving in the partnership. Serve refreshments at in-person meetings.

Creating the stakeholder partnership. Research studies have elucidated evidence-based factors for successful stakeholder partnerships, including adherence to agreed-upon and cocreated principles and strategies (Cyril, Smith, Possamai-Inesedy, & Andre, 2015), a commitment to building trust among partners (Jagosh et al., 2015), and formal structures to ensure equitable community involvement (e.g., written agreements; Oetzel, Villegas, et al., 2015). Stakeholder partnerships must take into account all partners' strengths and challenges and work together to maximize the former and build in support for the latter. Partnerships can and should be measured and assessed over time, including relational dynamics in the partnership (e.g., leadership, influence, participatory decision-making), systems and capacity changes (e.g., new academic leadership), and priority outcomes.

Considering frameworks. The ensuing steps could be guided using a theoretical process, a conceptual framework, and/or an empirical process with assessment tools. This process might involve defining conceptual frameworks for examining diversity, assessing readiness for change, building a diversity team (knowledge, skills and competencies etc.) (See Damon William's Strategic Diversity Leadership Institute and publications: Strategic Diversity Leadership: Activating Change and Transformation in Higher Education and The Chief Diversity Officer: Strategy Structure, and Change**)**

Cocreating the evaluation questions. Evaluation questions must be grounded in the interests and needs of the Black community in your system. If there are stated needs,

evaluation questions, or desired directions from key stakeholders representing the Black community, these should be prioritized. Evaluation questions may be built on prior efforts. Foremost, stakeholders must consider the evaluation questions that are most relevant, important and actionable and must take into account the needs of the Black community in the most inclusive way possible.

Mutually deciding on the division of labor. Once the evaluation questions are established, the strengths and needs of researchers and community members must be discussed to establish the division of labor. There must be an equitable—not necessarily equal—partnership in research implementation. Some stakeholders have the interest and resources (e.g., time, training) to implement certain aspects of the research project (e.g., participant interviews, qualitative coding, writing). Other stakeholders may need administrators or those in positions of greater power to take on tasks that would otherwise put them at risk, be burdensome, or move beyond their scope of influence (e.g., locating university funding to support the work; finding on-campus space for meetings; arranging meetings with high-ranking administrators to relay findings). These decisions should be made as a team with a focus on equity, capacity building and sustainability.

Step 2: Gathering and Evaluating Information

The goal of this section is to provide resources and suggestions for gathering information on the experience of Black students, faculty, and staff on your campus. It suggests two potential aspects of this process -- reviewing existing information (resource mapping) and methods for collecting new data. In the **resource mapping section**, we offer an overview of some initiatives, groups, and documentation that may already exist and can provide information about campus climate and existing efforts towards Black liberation and wellness. These include student groups, university history projects, etc. In the **how to collect new data section** we provide an overview of several methods for gathering new information about Black liberation and wellness on your campus, such as climate surveys, qualitative methods, town halls, etc.

- **Resource mapping to understand current climate and existing initiatives and resources**
    - Document review
    - Student Groups
    - Study Circles/Reading Groups
    - DEI Offices
    - University History Projects
    - Social Media
    - Staff-specific information gathering
    - Administrative Review
- **Collecting new data to further understand existing campus climate and potential points for intervention towards Black liberation**
    - Interviews
    - Climate survey
    - Town Halls

- [Delphi Method](#)
- [Focus Groups](#)

Format of Step 2 Subsections

Below, we include multiple nested sections that all follow a similar format in an attempt to make the resource navigable and intelligible to the reader.

1. **Definitions:** First, there is a brief definition about what the section will be about and provide the necessary background information about the section.
2. **Highlighting importance:** The importance of the section is highlighted.
3. **Recommendations/Resources/Case studies:** Recommendations about how to gather information through the opportunities described in the section are noted. If relevant, our own experiences or case studies are noted.
4. **Pearls and perils:** Benefits (pearls) or risks (perils), either through our own experiences or documented in the experiences of others, are noted when applicable in relation to each section.
5. **Additional resources (as available/needed):** Finally, we include additional resources where readers can find more information and specific documents about the section and list our references at the end of our section.

Resource Mapping of Existing Initiatives and Information

There are often existing resources, initiatives and information on campus climate and how that impacts Black students, faculty and staff. It is important to take stock of the existing resources, initiatives, and information prior to taking action to ensure you are not duplicating efforts and that you can effectively build these out in an informed way. This can be done using a formal method such as "resource mapping," which takes into account populations served, and sometimes other detailed information like the physical environment, or more informally, via the creation of a simple list.

In the following sections, we review various information sources you may seek out to identify existing resources, initiatives and information documenting anti-Black racism and efforts towards Black liberation on your campus. Again, we note these categories may serve as a starting point for your efforts but are not exhaustive.

- [Document review](#)
- [Student Groups](#)
- [Study Circles/Reading Groups](#)
- [DEI Offices](#)
- [University History Projects](#)

- [Social Media](#)
- [Staff-specific information gathering](#)
- [Administrative Review](#)

Document Review

Definition

Before starting a new process, it is important to access and review existing official, institutional documents on campus climate to understand what has been done to date, ensure the work will build on that in a positive way, and benefit from lessons learned from prior efforts.

Highlighting the importance

This step is important because even smaller-scale campus climate assessments done well are necessarily time-consuming and effortful. When new efforts are made that do not build on (or mindfully separate from) the institutions' prior efforts, there is a disconnect in information and potentially a waste of labor.

More importantly, when institutional documentation of anti-Black racism is paired with inaction or defensiveness, these efforts can be less productive and even more harmful for Black students ([Ledesma, 2016](#); [Arellano & Vue, 2019](#)). Ensuring this effort is as well-informed as possible is important to a successful next step.

Recommendations/Resources/Case studies

- Expanding upon quantitative climate survey results for Cornell University, [Hurtado et al (2014)](#) conducted an additional qualitative and "transformative evaluation," centering the experience of marginalized communities, examining power dynamics and linking findings to action points. One key aspect of their analysis was a review of existing institutional documents: "In addition to the survey data, public documents such as campus statements about diversity, targeted diversity program materials, and the campus website, as well as any internal documents (e.g., strategic plans and policies) were examined for themes related to a diverse organizational climate. The campus provided an extensive list of documents including previous reports, studies, memorandums, and announcements that provided context for understanding the campus climate. The research team also reviewed and coded recent reports, documents, and resolutions related to diversity, inclusion, and incidents" (Hurtado et al, 2014).

- A "diversity audit" has been described by [Williams (2013)](#) in Strategic Diversity Leadership: Activating Change and Transformation in Higher Education. This process entails secondary analysis of existing data as well as surveys, focus groups, interviews with key constituents; Review prior diversity plans and implementation processes; Examine other successful campus planning and implementation processes not involving diversity.

- [Becoming an anti-racist leader- 7 questions (By Meacie Fairfax)](#) – This article provides a discussion of key questions that institutions should address in designing diversity

initiatives, and methods for gathering information about where things stand in the present, with attention to how this might be shaped by structural racism and implicit bias. Ideas include:

- Review faculty numbers and ranks for each department to understand how the demographic makeup of our faculty and senior leadership reflects our students and community.
- Review mandatory and elective courses - thinking about what criteria do we use to determine mandatory versus elective courses? What topics are being signaled as central versus peripheral?How does our institution mitigate bias in the classroom experience? Do we incorporate discussions of race into programs of study?
- Review faculty bias and ask do faculty members exhibit under- or over-critique of students based on race, as evidenced by grades, student reviews, and evaluations? What kind of anti-racism training already exists or is mandated for faculty?
- Examine level of support for students of color in advising, counseling, and other student services - do these programs exist? Are the services sufficient? Do services exist specifically for low income students to address food and housing insecurity? Do students know about the resources (for example, via polls)?
- Assess student access to faculty research, study abroad, internships and learning communities to understand if your campus is engaging students of color in co-curricular experiences? For example, by creating a degree maps (i.e., a visual degree plan outlining the necessary steps to obtain a degree) for students.
- Assess the degree of Racial profiling and explore what is the relationship between students of color and campus police, local law enforcement, and the broader campus community? Information gathering strategy: "Perform formal reviews of campus and local police conduct toward Black, Latinx, and other students of color. Based on the reviews' findings, the administration should construct race-conscious policies, mandate regular equity training, and encourage the use of de-escalation tactics and/or the deployment of campus care and intervention teams."

Pearls/Perils
- Pearls: Document review can serve as a key starting point for assessing campus climate to ensure there is an understanding of existing data, policies and procedures assessing inclusion, equity, and more specifically, anti-Black racism and efforts towards Black liberation.
- Perils: Document review should not be relied upon solely to support the information gathering step. Assessing campus climate should be, as shown in following sections, a multidimensional, multimethods process.

Student Groups

Definition

Many institutions have Black Student Organizations (BSOs) that are dedicated to serving Black students within their institutions. These groups may be focused at undergraduate or graduate levels (e.g., Black Grad Student Associations) or may even make up a coalition of students, faculty, staff, and alumni (e.g., UF Black Effort (UFBE)). BSOs often are composed of students who have been working towards improving the campus environment for Black folks through a variety of different initiatives.

The first Black Student Union (BSU) was formed at San Francisco State University in 1966 (Robinson, 2012). Since the late 1960s, BSUs have been started at college campuses across the United States and work to create a Black student experience that is welcoming, supported, and advocated for (McGregory and Pulliam, 2009)

The purpose of this section is to highlight the importance of BSOs as a resource for gathering information about the campus' climate for Black students, faculty, and staff.

Highlighting the importance
- At many institutions, Black student groups may have already administered climate surveys in the past (e.g., The State of Black GW).
  - If the climate survey addresses the goals of your group, then you can begin working towards and following the leadership of Black student groups to disseminate information to groups in power and implement action plans.
- Many student groups have also put out lists of campus-specific demands, which have been compiled and can be found on the Black Liberation Collective website and thedemands.org).
  - These demands can help shape the framing and structure of future information gathering processes and can be taken into consideration when implementing action plans.
  - Addressing these demands brought forward by students is critical to transform and disrupt institutions that engage in and protect anti-Blackness.
- Black student groups have been instrumental in implementing change on campuses across the United States. A few examples of change that were driven by Black student groups and unions include:
  - The hiring of Black professors
  - The establishment of Black Studies departments
  - Removing statues and renaming buildings with ties to racism
  - Ending prison labor contracts
  - Burt and Halpern (1998) wrote that, "Unfortunately, the experience of African Americans was, and in many cases is, viewed through the lens of the dominant culture which has resulted in a consistent misdiagnosis or distorted interpretation of the African American experience" (p. 5).
    - The experience of Black students, faculty, and staff at Predominantly White Institutions (PWIs) may also be misconstrued by colleagues summarizing campus climate.
    - BSOs represent a space that recognizes and supports Black people, culture, and history which may provide opportunities for the Black student

experience to be shared without being translated through the lens of whiteness.
- Student groups that hold space, celebrate, and prioritize the support and wellness of individuals with intersecting marginalized identities are of utmost importance in transforming a campus to be more welcoming, equitable, and just.
  - Examples of these groups include groups focusing on Black Feminism such as the Black Women's Organization at the College of Wooster and also Queer and Trans People of Color groups such as the QTPOC group at The University of Arizona and the QTPOC group at Loyola Marymount University.

Recommendations/Resources/Case studies

Campus-specific Black student organizations can be found for your specific campus by:
- Checking institutional websites for e.g., Black Student Union, Black Cultural Center, NAACP chapters)
- Many groups use social media to publish information and organize.
- Additionally, student newspapers may be reporting on the experiences of Black people on their respective campuses (e.g., https://www.alligator.org/article/2021/02/is-uf-doing-enough-for-its-black-students)
- Black alumni groups often organize direct support of current Black students, given their experiences and the the experiences they want current students to have at the university (McGregory and Pulliam, 2009, pg. 17-18)

Pearls/Perils

Pearls

Although students are often exploited by universities that rely on and benefit from students that engage in diversity work without compensation or accountability, these efforts can lead to important shifts in institutional policies. For example, following a grassroots campaign by Black activists, the University of Michigan began paying graduate students to implement various parts of its Diversity, Equity and Inclusion strategic plan.

Perils

Black students are often relied upon to educate and train others on topics of equity at their own expense and without compensation. If possible, students and groups working and improving the climate for Black students should be compensated and at the very least, institutions and departments should be willing to change in response to demands listed by student organizations if their time is requested for diversity work.

Study Circle/Reading Group

Definition

Study circles and reading groups focused on combating racism are initiatives that may already exist within your campus or department and may provide opportunities to learn more about the experience of Black students, faculty, and staff on your campus. Study circles/reading groups can create a space for people at different levels of a department (graduate students,

faculty, etc.) or they can function across departments or schools. Study circles and reading groups can create a space for individuals to raise their racial awareness and critical consciousness of anti-Black racism, and to develop their own ideas and share information. Depending on your position as student, staff, graduate student or faculty, you can look for these groups through:
- Your department or program
- Student groups
- Faculty Senates or other, less formalized, faculty groups
- Center for Teaching (or equivalent center)
- Office of Diversity, Equity, and Inclusion

Highlighting the importance

Study circles and reading groups may be useful resources in gathering and evaluating information about the experience of Black students, faculty, and staff on your campus, as these groups may assist in uncovering existing initiatives that are working towards Black liberation and wellness. Additionally, these study circles and reading groups may allow oneself to gather information about where people or larger groups may be in their journey of critical consciousness of anti-Black racism. Study circles and reading groups may also provide a space to identify advocates and allies.

Recommendations/Resources/Case studies

Case studies
- One member of our group learned about a faculty reading group via an email announcement from their University's Center for Teaching Excellence. At Loyola Marymount University, two faculty members organized a "Faculty Learning Community" (FLC) on the subject of 'decolonizing the university.'' This model built on an existing structure of faculty reading groups, an existing program supported by the [Center for Teaching Excellence](#) (including a $1000 stipend for the organizers). The group met monthly and brought together faculty from multiple schools and departments. For each meeting, the FLC organizers assigned a reading, which participants discussed in small groups and large groups via Zoom The format allowed them to share experiences across the University, with the goal of designing projects. Members of this FLC led a syllabus re-design workshop in the following semester for the wider faculty community. One important element of this group was that it was organized not simply to increase knowledge, but to create specific implementable projects to respond to anti-Black racism at the school.
- At Adelphi University, there is a Humanities Reading and Discussion Group on Black Literature convened by the Center for African, Black and Caribbean Studies each Spring/Summer. This group uses a critical analysis of literary texts to increase awareness of the lived experience of Black Americans. The group is supported through a grant from Humanities New York. Members vote on the texts to discuss. Recent authors have included James Baldwin, Toni Morrison, and Isabel Wilkerson. The group is led by

the former Director of the Center, an historian with expertise in African American and Women Studies.
- Indiana University has a [White Racial Literacy Project](), which aims to provide an educational environment and reflective opportunity for white folks to unpack structural racism.

Pearls/Perils

Perils
- Consider the labor involved: Is the person or people coordinating the group being paid or receiving a course release? Keep in mind the tendency for the burden of this sort of labor to be placed on Black faculty/students.
- The power dynamics within the group need to be explored and explicitly acknowledged (UMass Doc).
- Depending on the racial make-up of the reading group, they can be a space for non-Black individuals to learn without 'doing harm' or placing undue burden on BIPOC colleagues to explain anti-Black racism.
- There is an important criticism of reading groups, especially those aimed at white members, specifically that they devolve into a space which replaces other forms of potentially more uncomfortable but more effective action. In an [op-ed for the Washington Post](), writer Tre Johnson juxtaposes his pain at personal experiences of racism, and at publicized instances of the deaths of Black individuals, with his white friends' responses, which were primarily to 'learn more' via reading, including in book club spaces. Although not specific to academic contexts, he explores this as an example of performative allyship, writing that "their book clubs will do what all book clubs do: devolve into routine reschedulings and cancellations; turn into collective apologies for not doing the reading or meta-conversations about what everyone should pretend to read next; finally become occasional opportunities to catch up over wine."

Recommendations and resources
- Community guidelines ([see example from Tufts University]()) should be drafted and agreed upon before initiating study circles or reading groups.
- Discussion guides for popular antiracism book clubs can be found [here]()

Offices of DEI or equivalent

Definition

     One place to look for information about existing initiatives to address anti-Black racism on campus is your university's Office of Diversity, Equity and Inclusion (or equivalent). Many universities include detailed information on subjects such as admissions, ongoing initiatives, and models for action which you can adapt to your own institution or department. However, each website represents the choices of the office and school, and the same kinds of information are not shared by all offices.

Highlighting the importance

An Office of Diversity, Equity, and Inclusion can serve as a clearinghouse for information on your campus, including ongoing initiatives, and models for action, so it is an important resource to 1) understand existing actions on campus and 2) decide which might be adaptable to your institution or department.

Recommendations/Resources/Case studies

- Some universities create campus-wide mechanisms for sharing information. UC-Berkeley, a large state institution, posts a data dashboard on their website which compares the racial make-up of the university vis-a-vis state population. Other websites offer a clear indication of the demands placed on the university and the response of the University over time (via a timeline function). The African American Initiative (Berkeley) site shows both the University's progress in meeting some demands and provides ideas for the kinds of initiatives which can be undertaken in response to a hostile campus climate.
- Also in California, the DEI Office at Loyola Marymount University has shared video reports of systemic analysis conducted by different departments, offering an accessible method of learning about existing campus initiatives, challenges, and specific projects undertaken. For example, the Career Services office has prospective employers agree to certain values before attending recruiting fairs on campus, and has limited ties with policing agencies.
- Other universities, like UC San Diego, have created specific programs to unify initiatives around Black life on campus. The Black Academic Excellence Initiative includes scholarships and specific programs to support faculty.

Pearls/Perils

Perils

- Public websites may not discuss implementation, but rather offer a set of goals. This can make it difficult for the reader to assess how the institution has or has not moved forward. Additionally, not all websites are up to date, which may reflect many things, from simple disorganization to a sign of flagging commitment.
- Existing critique of DEI offices, by current or former members of these offices, identify challenges ranging from the marginalization of DEI offices from administrative decision-making, to a lack of funding, resources, and support from institutions, demands to 'play nice' or a sense that these offices serve to highlight existing work, rather than push for true accountability for harm. Other authors have suggested the need for these spaces to incorporate a focus on justice. As one review noted: "As Dr. D.L. Stewart states in the 2017 piece "Language of Appeasement," diversity and inclusion rhetoric asks fundamentally different questions and is concerned with fundamentally different issues than efforts seeking equity and justice."
- In a broader sense, social critic Sara Ahmed has described the bureaucratic response to diversity work (especially around race and gender) in terms of institutional double speak.

Additional resources

- Sara Ahmed, *On Being Included: Racism and Diversity in Institutional Life*
  - On Being Included "explores the gap between symbolic commitments to diversity and the experience of those who embody diversity. Commitments to diversity are understood as "non-performatives" that do not bring about what they name. The book provides an account of institutional whiteness and shows how racism can be obscured by the institutionalization of diversity. Diversity is used as evidence that institutions do not have a problem with racism. On Being Included offers a critique of what happens when diversity is offered as a solution. It also shows how diversity workers generate knowledge of institutions in attempting to transform them"
- U.S. Department of Education, Office of Planning, Evaluation and Policy Development and Office of the Under Secretary, *Advancing Diversity and Inclusion in Higher Education*, Washington, D.C., 2016. [Copy and paste link if necessary]
  - Gives a rationale for why the administration needs to support diversity efforts. Provides data on current inequities in higher education related to race and ethnicity.
- Penn State Office of Educational Equity "DEI-Focused planning assessment rubric"

Social Media

Definition
- Social media is an important tool for anyone on and off campus to:
  - Share their experiences
  - Share information
  - Call for specific actions
  - Connect with others
- Specifically, relevant to this project, there have been many great examples of Black students/faculty/staff/alumni using social media to share their experiences of racism & discrimination on their campus, share information about current events both on and off campus, disseminating specific demands or petitions, and connecting with other Black students, faculty, staff, or alumni.
- The purpose of this section is to (1) highlight the importance of social media as a space to advocate for Black liberation and wellness, and (2) offer some recommendations/resources for how those interested in making change on their campus can gather information about campus climate and concerns from social media.

Highlighting the importance
- Sharing experiences of racism in academia
  - Social media can be a space for Black students and students with other/additional marginalized identities to share their stories and their experiences (Peña, 2020)
  - Examples:
    - On a larger scale (i.e., across multiple universities), there are social media accounts such as @dearpwi and @blackivystories

- On a smaller scale (i.e., one specific university), there are accounts like @BlackAtFurman, @DearBowdoin, and many others (Peña, 2020; Smith-Barrow, 2020)
- Sharing Information
  - Social media can be used to share all kinds of information. Pertinent to this guide, some examples of information that may be shared on social media could be general resources (e.g., general anti-racism information, book/podcast/account recommendations) or campus-specific resources (e.g., information about current events on campus) (Richards, 2017)
  - General resources - there are many accounts that provide general anti-racism information. Some examples specifically geared towards academic spaces include: @DiversityInAcademia, @decolonize_the_classroom, @AntiRacistEducationNow (Note: there are many more accounts and resources beyond what is listed here)
  - Campus-specific resources - students/faculty/staff/alumni may wish to use social media to draw attention to particular concerns on campus, share information about specific events (protests, rallies, wellness events, etc.), or share information about specific opportunities (opportunities to join clubs/organizations/committees, opportunities to participate in studies, etc.)
- Demanding accountability and action
  - An often-held sentiment is that "social media is the only way to hold people and universities accountable" (Peña, 2020)
  - Indeed, social media does offer a platform for Black students, faculty, staff, and alumni to demand accountability and encourage action both within the university community and the larger community
  - Example: Black Liberation Collective - A centralized collection of demands from Black students at 86 (and counting) universities
- Connecting with others/Coalition-building (Mundt, Ross, & Burnett, 2018; Richards, 2017)
  - Social media can be a space for Black students/faculty/staff/alumni to connect with other Black students/faculty/staff/alumni and be in community.
  - Additionally, social media can be a space for coalition-building: for students/faculty/staff/alumni invested in Black liberation and wellness to be in collective and to share information about specific actions/events

Recommendations/Resources/Case studies

- If you are interested in advocating for change and taking action towards Black liberation and wellness on your campus, social media is a helpful tool to better understand the experiences and demands of Black students, faculty and staff.
- As noted in the previous section - you can examine social media to get general anti-racism information, to get information about what other campuses are doing and what Black students/faculty/staff/alumni are demanding on other campuses or are advocating for on your specific campus.
- Some recommendations for finding information specific to your campus:

- ○ Check the university website for student group information. Student groups (e.g., Black Student Union, etc.) may have websites that provide information and link directly to social media.
  - ○ Try searching hashtags specific to your university (e.g., #BlackAt_____).
  - ○ Check university-wide accounts. These accounts may highlight particular student groups or respond to specific demands or concerns.
    - ■ Additionally, if student affairs professionals provide a platform, students may engage with university accounts that are student-centric (see Richards, 2017 for some recommendations to student affairs professionals).
  - ○ If you are at a smaller campus where website/social media presence seems minimal, you can look at accounts/information from other similar universities. For example, if you are at a small liberal arts PWI, can you find other small liberal arts PWIs that have more social media presence?
- ● It is important to account for the perspectives of many groups, always centering Black voices, including undergraduates, graduate students, staff, faculty, alumni, administrators, community-members. If you are gathering information from social media, take note of whom you are gathering the information from, and ask yourself whose perspectives are missing, especially at the intersections (e.g., Black trans womxn, Black immigrant voices).

Pearls/Perils

- ● Pearls:
  - ○ Social media can provide a window into the experiences of people in various roles on campus, and it can be a place to gather information on the fly quickly (e.g., instagram story polls, twitter polls, etc.). Think creatively about how social media can be a medium for gathering info.
  - ○ Social media is useful to examine in real-time as events unfold on campus.
  - ○ Social media may serve as a good launching point for more in-depth conversations.
  - ○ Social media can be particularly critical in advocating for/demanding change because it is a public platform that can be leveraged to garner support not just locally but nationally and internationally.
- ● Perils:
  - ○ Note that not all individuals and campus groups will have or desire to have a social media presence, so don't use social media as your only way of gathering information.
  - ○ Social media is often public to at least a subset of people, so there may be some element of self-presentation/impression management.

Additional resources

- ● How Social Media is Helping Students of Color Speak Out About Racism on Campus (**Author:** Christian Peña)

- - Provides examples of broader (i.e., across many universities) social media accounts such as @dearpwi & @blackivystories
  - Also provides examples of university-specific accounts such as @dearbowdoin
  - Sentiment is that "social media is the only way to hold people and universities accountable"
- ["Black At" Instagram Accounts Put Campus Racism on Display](#) (**Author:** Delece Smith-Barrow)
  - Offers several examples of "Black At" Instagram accounts - including what types of posts different accounts are making. For example, some accounts focus on sharing the experiences of racism that Black students face at their particular university, some focus on raising money for social justice organizations, and some focus on educating and providing resources
- [An Analysis of Black Undergraduate Students ' Social Activism through Social Media Usage](#) (**Author:** Tayla Richards)
  - Article examines in-depth narratives of Black undergraduate students and their use of social media as a form of activism ("Information acquisition and dispersal, discourse with peers, or mainstream media critique").
  - Also provides suggestion to student affairs professionals for social media engagement: "One practical way that social media can be used by student affairs professionals to reach students is utilizing social media platforms as a means to distribute alerts and updates for emergency purposes and otherwise. If one is present and active on social media platforms, one should build a presence, be visible, set examples of responsible social media use, and be vigilant and receptive of information being shared by students about issues that they face. Having a professional presence on social media with the appropriate amount of self-disclosure based on individual comfort levels can create approachability. Students will engage with others, such as student affairs professionals, besides peers if they choose to and feel comfortable doing so. Allowing students to initiate contact with you on social media can serve as a different type of relationship or rapport building between professionals and students. Both participating in and facilitating training on effective and appropriate social media use for student affairs professionals could be a beneficial potential professional development undertaking"
- [Black Liberation Collective - Our Demands](#)
  - A centralized collection of demands from Black students at 86 (and counting) universities: "These demands listed represent collective efforts by Black students to address widespread institutional inequity. These student led efforts are crucial to addressing larger systemic issues and serve as a catalyst to dismantle institutions that promote and engage in anti-Blackness"
  - Black student groups/coalitions can submit their demands to this website and also get examples of what other Black student groups are demanding from their universities

- ○ College admin/faculty/staff can visit this website to gather consensus for what actions they can take on their campus, even if formal demands have not been submitted to them
- Black Liberation Collective guide to demands
  - ○ Useful guide to share with students/faculty/staff/admin who are interested in making demands for Black racial justice on their campus
- Scaling Social Movements Through Social Media: The Case of Black Lives Matter (**Authors**: Marcia Mundt, Karen Ross, and Charla M Burnett)
  - ○ Although the article is not focused on students/campuses specifically, this article does provide information about the ways in which social media can be used as a mobilizing tool (building internal connections, generating external resources), a coalition building tool, and a narrative amplification tool within the Black Lives Matter movement. This article provides insights into the importance of considering social media in assessing campus climate.

University History Projects

Definition
- Since the early 2000s, many universities have undertaken, or been pushed to undertake, projects exploring their own historical connections to anti-Black violence - from financial links to the slave trade, participation in the appropriation of Indigenous land (e.g., violence-backed land cessions), hoarding bodily remains for forensic or anthropological research, or resistance to racial or gender-based integration.

Highlighting the importance
- Historical research often sets the ground for demands about changes to university spaces, policies, or even implicit norms. Different research projects have led to reparations, scholarships, and changes to campus space by removing names and statues. They can also offer inspiration based on successful activism in the past or help you identify spaces of current/future activism. The goal of this section is to introduce some existing projects, some strategies for conducting historical research, and examples of concrete activism which has resulted from historical research or responded to past harms.

Recommendations/Resources/Case Studies

Histories of enslavement
- Universities had a range of relationships with enslavement. In many cases, the wealth accumulated via the labor or sale of enslaved people was vital to the financial viability of universities. At Georgetown University the sale of enslaved people owned by the Jesuit order allowed the solvency of the University. In other cases, profits from the slave trade helped establish universities, build campus buildings, or fund endowments, even in locations where slavery was not legal, as was the case at the University of Chicago (Illinois) and MIT (Massachusetts). In other cases, students were accompanied to school

by enslaved servants, some of whom ran away. Enslaved people also labored on different university campuses.

- Brown University, Georgetown University, University of Virginia, Furman University and others have developed projects or offices focused on the specific history of enslavement on campus or in the geographical region. Many of these universities form part of the Universities Studying Slavery Consortium.

- In many cases, these histories have returned to public knowledge via faculty and student research (see section below). You might ask - does this kind of research exist about your campus? One place to start is to look to the University archives (within the library), University History Department, and Google searches. You can also look to resources like the book Ebony and Ivory, by Craig Steven Wilder for the broader history of higher education and slavery in the US. If this kind of initiative does not exist, are there resources (faculty, archives) which make it possible? Could you pressure your administration to undertake this work?

- The research process is a step towards meaningful actions to address this local history of the university. In response to histories of enslavement, universities have undertaken a range of actions to alter campus memorials (shift historical memory) or support contemporary student needs, including:
  - Removing or contextualizing campus memorials by renaming campus locations and/or removing or contextualizing heroic imagery of individuals connected to the slave trade or to the defense of slavery, such as at the University of Oregon. In many cases, this has been pushed by student activism, History Department faculty, or administrators.
  - Creating public memorials such as plaques, statues, memorializing enslaved people and their contributions to the university, or other Black students or employees
  - Conducting genealogical research and developing a scholarship program for the descendants of enslaved people owned by the institution
  - Developing scholarship programs for Black students.

- However, there are also other arenas for action.If your university has not made changes to the historical memory on campus, what spaces are related to donors, to alumni, who benefited from the enslavement of Black people - how to challenge this memorialization? If the university has focused on symbolic gestures, could they move towards providing financial support - For descendants? For Black students? Are scholarships being offered? Is something more than renaming on offer?

Case Studies
- A significant partition of research on university's histories of anti-Black racism has come from History faculty, who have created courses in which students conduct research using University archives, or individual graduate students or faculty members have conducted historical research, published in peer-reviewed or open fora. Additionally, student involvement, has been key - including student activism. Finally, in some cases, the institution has supported or commissioned research into their own institutional histories.

- At Columbia University, faculty have regularly offered a [research seminar for undergraduate students](#) on the history of slavery, manumission, and post-abolition Black life in New York City. In this course, students conduct their own independent primary source research, using university and city archives. Their research established the multiple relationships between enslavement and the university, including: the fact that many New York merchant families,whose children attended the university, made their wealth via the trade in slaves or the trade in products produced by enslaved people; the runaway slave ads placed by university students, the role of wealth from Caribbean sugar plantations in building campus buildings. Only [in 2020](#) did the University commit to using this scholarship to create public history references (memorials, naming) on campus.
- At [Furman University](#), student activists and professors began a project to research the [history of slavery and the university in three area](#)s: the financial role of the sale of enslaved people at the foundation of the university, the role of the university's founder in justifying slavery within the Southern Baptist Congress, and [the labor of enslaved people and their descendants on the campus](#). This research was conducted by students and faculty, especially through classes and faculty research projects within the History department.
- At the [University of Chicago](#), graduate students, faculty, and post-doctoral researchers in the history department including Caine Jordan, Kai Parker, and Guy Emerson Mount conducted archival research, identifying that the financial grants used to establish the first campus of the University of Chicago came from the sale of enslaved people - via the intermediary of Stephen A. Douglas, who benefited from the labor of over 140 enslaved people (via his wife and father-in-law) in Mississippi. Material from this research was published in peer review journals and online. This led to the [removal of two plaques](#) honoring Douglass in 2020, a move critiqued by the Reparations at the University of Chicago group, who noted that symbolic actions were not part of their core demands, which focus instead on [community calls for "affordable housing, health care, education, a #CBA for the Obama Library, an end to the University of Chicago's private, unaccountable police force, and, perhaps most importantly, a permanent Center for Reparative Justice](#)."
- [Tamara Lanier has sued Harvard to the rights](#) to daguerreotypes of her ancestors, who were enslaved.

Segregation and post-slavery anti-Black racism
- Other subjects of historical research or activism, which engage with university-based anti-Black racism might include [histories of eugenic scholarship](#), [the retention of human remains used in research without families permission or knowledge](#), as was the case of the bones of Black children who died in police bombing of the Move community. Another space for research is the histories of segregation or racialized red-lining. Many institutions excluded Black students until the 1960s; how do different universities talk about and respond to this past? Other research projects have focused on the relationship of institutions with Black communities. [Dr. Stefan Bradley](#) has published on

the relationship of Columbia University with the majority-Black neighborhood of Harlem, as well as student activism.

Activism and Inspiration
- Another avenue for research, memorialization and action is to look to the actions of previous generations of activists, and to take inspiration from their work.
- One such topic is anti-slavery or abolitionist activism. At Columbia University, the History department offered a course for several years, in which undergraduate students conducted research on the history of slavery at the University, including the different movements for abolition and manumission (like the Manumission Society) which also existed on the campus. They also continued this with research about Black people's relationship with Columbia University after 1865.
- You may also want to look to histories of activism and Black success on your campus, to identify positive (inspirational) historical examples and to serve as an example for contemporary activism. In New York, Teachers' College also supported Black educators in the 1940s, when they were restricted from studying in the South. Your campus might also have a history of Black student activism - for entry into the school, for the creation of Black/African-American/African Diaspora study programs, etc - or anti-racist activism.How are these histories recognized, remembered, and memorialized on your campus? How are they celebrated? These historical events can provide positive inspiration for people doing activism today.

Intersectional histories
- Although the goal of this specific text is to identify ways in which we can explore legacies of anti-Black racism and anti-racist activism on our campus, there are other initiatives which focus on institutional complicity in other forms of violence, which have or can interact with anti-Black racism, or which may share goals (like creating a campus space which does not memorialize violence against a specific group) and strategies (like demands to rename spaces).
- One major space for recent activism concerns Indigenous land dispossession, through which many land-grant universities gained their campus space and funding (via the sale of dispossessed land). At the Jesuit-affiliated school Loyola Marymount University, Indigenous students have critiqued a prominent statue of Father Juniper Serra, one of the founders of the California Mission system, and thus implicated in the dispossesion and cultural genocide of California's Indigenous populations. The statue was removed for cleaning. However, like in the case of many other statues, the process has been complicated by the fact that some groups on and off campus identify Serra positively as the founder of a faith community with which they identify. One can also look to histories of your university's complicity in anti-Asian discrimination, gentrification, and globalization (as many invest in international satellite campuses).

Pearls/Perils

- One thing to also consider is how the people affected feel about the response. For example, some descendants of people enslaved by the Jesuit leaders of Georgetown University have critiqued the reparations plan for not fully representing all descendants, and for emphasizing reconciliation programs and scholarships, rather than financial investments for the descendants.
- Alumni can be a source of resistance, especially with regards to symbolic acts such as renaming buildings, sports teams, or removing artwork. In some cases, these changes affect alumni nostalgia, or even their own experiences of anti-racist positions which then produces resistance to these changes (as debates about the name of a sports team named in honor of a specific Indigenous staff member *or* alumni commitment to restoring a mural at Portland Oregon's Grant High School). Likewise, some attempts to reveal new elements of a university's historical connection to racist actions have produced pushback from family members or descendants of individuals now implicated in the racism of their era.

Additional resources
- *https://nyslavery.commons.gc.cuny.edu/how-religious-institutions-can-study-and-redress-historical-enslavement/*

Staff-Specific Information Gathering

Definitions

The purpose of this section is to review specific resources for learning about the experiences of Black staff and to learn about the relationship between staff and other Black individuals on campus. For the purpose of this section, we use the term university staff to include janitorial, maintenance, grounds crew, libraries, campus security, dining hall workers, secretaries and administrative assistants, and other workers on our campus.However, we distinguish between staff and administrators (sometimes brought together when people refer to "students, faculty, and staff" as they have a different role and different forms of power within the institution of the university.

Highlighting the importance
- Thinking about the experience of staff in anti-Black racism requires us to pay attention to the multiple forms of interaction between people on campus who might have different experiences of anti-Black racism, depending on their race, sexual identity, class status, gender, education level, position, etc. We might say that staff impact students, but also that students impact staff; likewise, staff impact faculty members, and faculty members impact staff. Some Black staff members may serve as support people for Black students, while other staff members might act in exclusionary ways towards Black students. In other cases, some students might act in racist ways towards Black staff members.
- Some examples of these varied interactions, dependent on the specific experiences of the people involved, observed by members of our group include:
  a) A Black admissions officer recognized as a key mentor for Black students

b) Grounds crew members can be more friendly to Black students
c) A campus security worker denying Black students entry to campus or certain campus buildings or a janitor reporting a Black student
d) A Black dining hall worker who broke a historic stained glass window depicting slavery in a positive light
e) A university department where a majority-Black office staff worked for a majority-white faculty and student populations
f) A Black administrator who defended his white female supervisor to two Black women colleagues
g) Students who did not interact with Black campus bus drivers
h) Parents of color who see Black and POC staff members as more supportive than faculty and administrators, as do some students

Recommendations/Resources/Case studies
- Gathering information about staff on campus thus requires paying close attention to the intersectional experiences of staff members in relation to other groups on campus. To learn about staff experiences on you campus, you can:
  - Look into whether staff are already included in diversity training programs, initiatives, campus climate surveys.
  - Look to Human resources offices, which such as within the UC system
  - Talk to unions about staff experiences. Some campuses have several unions representing different groups of workers, from administrative staff, to health workers on campus medical centers, to graduate students, to faculty unions, and labor solidarity groups. You can explore the websites and platforms of each, as well as reporting on any recent strikes (which can reveal the issues union members feel motivated by. The National Labor Relations Board also holds records of anti-union activity, such as wage-theft, harassment and intimidation over unionization. However, we acknowledge that unions are not necessarily anti-racist spaces; there is a long history of race-based exclusion in unions within the US.
  - Hold focus groups with staff working in different areas of your institution. This might include disaggregating the 'staff' category to think about how different workers (administrative assistants versus campus security for example) experience or enact anti-Black racism vis-a-vis other groups on campus.
    - You can look at whether your university follows the common exemption of universities from paying minimum wage.
  - Talk with contracting agencies to conduct focus groups with their workers, who may have different experiences than workers directly employed by the University. Many universities also contract with companies, especially in dining services, who then hire their own workers. Many contracting companies, such as Aramark, have been critiqued for their engagement in anti-Black actions like taking on private prison contracts, serving rotten food in prisons. Even on campus, you can explore the pay policies, unionization policies, etc. Many companies which staff

dining halls hire largely immigrant work-forces, which can create another intersectional space
- If there are affiliated entities (like hospitals) try to conduct information gathering in these spaces as well, which can impact student experiences
    - University Medical Center University of Washington/Medical School unions- SEIU Healthcare Union

Administrative review

Departmental Level (Carolyn)

Definition

This section provides strategies that departments can use to address diversity issues in their academic departments. It includes tools for gathering information about the course syllabi and curriculum and sample questions that can be added to class and teacher evaluations to gather information about DEI.

Highlighting the importance

Administrators can use this type of review to shed light on the extent to which current academic programs, course offerings, course content, instructional practices and assignments are inclusive of diverse perspectives.

Recommendations/Resources/Case studies

Syllabi Review

These tools can be used to assess if current syllabi create a welcoming classroom environment.

Curriculum Review Checklists

- Adaptation of "Decolonize My Counseling Psychology Syllabus" Special Task Group members (Anneliese Singh, Elizabeth Cardenas Bautista, Germán Cadenas, Della Mosely, and more Special Task Group members who were inspired by Yvette DeChavez to do this work and we appreciate feedback from Christopher Busey)
- This Syllabus and Course Curriculum Self-Assessment and Audit Tool designed by Dr. Sylvia Mac at the University of LaVerne, CA presents "rubrics to evaluate syllabus content and classroom culture"
- Dr. Kim Case Syllabus Challenge offers a toolkit to help assess if a syllabus is inclusive and welcoming to diverse students
- University of Kansas Center for Teaching Excellence Assessment Tool for DEI in course climate, pedagogy and content
- Inclusion by Design from the Yale University Poorvu Center for Teaching and Learning. Allows instructors to assess their syllabi and design of their courses Designed by: Ed

Brantmeier, James Madison University, brantmej@jmu.edu; Andreas Broscheid, James Madison University, broschax@jmu.edu; Carl S. Moore, University of the District of Columbia, carlsmoore.phd@gmail.com
- This [DEI ONLINE COURSE SUPPLEMENTAL CHECKLIST](#) was developed by John Bricklemyer as part of the University of Kansas Center for Teaching Excellence (CTE) Diversity Scholars program, for assessing Inclusion in online courses.
- Columbia University provides the following resource assembled by Dr. Jasmine Mena: [Decolonizing the Psychology Curriculum](#)

Questions added to Class Evaluations

- [Sample questions to gather information about diversity and equity](#) from the Center for Teaching Excellence, Boston College

Case Studies

- Washington University St. Louis [Question added to course evaluations in 2015](#) Students were asked to rank on a 1 to 7 scale and explain whether faculty promoted "an inclusive learning environment with regard to the diversity of student personal backgrounds and identities."
- Oregon Health and Science University (OHSU) [“Course Evaluations: Culturally Inclusive Curriculum Question](#)Since Summer 2018, students have been asked on their course evaluations, 'What and how material is taught encouraged me to explore aspects of mine or others' diversity to enhance our thinking.' Diversity is defined as important and interrelated dimensions of human identity such as race, ethnicity, gender, gender identity and expression, socio-economic status, nationality, citizenship, religion, sexual orientation, ability/ disabilities, and age."

Pearls/Perils

Pearls

- As syllabi and course evaluations must be generated every semester, these data are readily available and can be easily gleaned for information about campus climate for Black students, centering their needs.
- Assessment of existing syllabi and curricula is not only a good initial step to evaluating campus climate, it can also create an opportunity for action-oriented self-reflection and indicate how racial justice may be better addressed to enhance the classroom environment for Black students. We will discuss more about action in response to assessing campus climate in later sections.

Perils

- Some faculty might be concerned about submitting information about their syllabi for review
- Concerns that syllabi review is in conflict with academic freedom

- Given the common prioritization of academic freedom in academic institutions, there are not necessarily institutional processes or pathways in place to systematically evaluate syllabi.
- Concerns about how to phrase questions on student evaluations given the biases inherent in student evaluations (e.g. Bavishi, Madera, & Hebl, 2010; Chávez & Mitchell, 2020)

Additional resources

- Nelson Laird, T.F. (2011). Measuring the Diversity Inclusivity of College Courses *Research in Higher Education* 52:572–588
  - Asked 7,101 faculty members about the extent to which diversity was included in a course using 12 questions. Diversity was higher in classes taught by faculty of color and women.
- Johnson, S, (2019, April 2) A University Wants to Assess Bias in the Classroom. Are Student Evaluations the Best Way to Do It? *Chronicle of Higher Education*
  - Raises the issue of whether student evaluations are helpful in assessing diversity in the classroom
- Scholars Strategy Network
  - "The Scholars Strategy Network is an organization of university-based scholars who are committed to using research to improve policy and strengthen democracy.
  - In 2011, the Scholars Strategy Network (SSN) was created to channel the expertise of America's top scholars to help solve the nation's toughest policy problems."
  - Research Briefs
    - Example: Dr. Bedelia Nicola Richards discusses strategies to enhance the social integration of Black students at PWIs
- University of Chicago Diversity and Inclusion Questions and Tools
  - Provides questions and tools for assessing diversity and inclusion in class content
    - Provides questions that can be used to reflect on the extent to which instruction is inclusive of diverse student populations as well as provides strategies for creating an inclusive environment https://inclusivepedagogy.uchicago.edu/diversity-and-pedagogy:
    - Provides tools for reflecting on " teaching, underlying assumptions, and the impacts of pedagogy" https://inclusivepedagogy.uchicago.edu/assessment
- University of Denver Office of Teaching and Learning Inclusive Teaching Practices
  - Discusses the importance of assessing DEI to improve teaching and learning
    - Iturbe-LaGrave, V. (2020). About the University of Denver's Inclusive Teaching Practices Website. Retrieved from http://inclusive-teaching.du.edu/about.
    - https://operations.du.edu/inclusive-teaching/inclusive-assessment

- Carnegie Mellon University Eberly Center for Teaching Excellence and Educational Innovation
  - [Diversity Statements](#) that can be included on a syllabus
  - "A diversity statement is a paragraph or section in institutional, department, or course language that welcomes the range of student identities, experiences, and perspectives, particularly those that have been traditionally marginalized. Instructors can use the diversity statement to welcome diverse perspectives, set expectations for civil discourse, and communicate standards of engagement both within a course or discipline and surrounding controversial events. At root, the diversity statement signals belief that all students belong, have value, and bring unique perspectives worthy of consideration." (https://poorvucenter.yale.edu/DiversityStatements)
  - Examples of Possible Diversity Statements
    - [Carnegie Mellon Teaching Excellence and Educational Innovation](#)

How to Gather New Information to inform your effort

After the resource mapping step is completed, it may become clear that new information is needed to improve campus climate for Black folks. In the following sections, we review various methods to gather new information to document anti-Black racism on campus and inform efforts towards Black liberation. The following methods present different challenges and opportunities, so the methods used to gather new information should be chosen given the particular context and goals of each effort. As always, we note these categories may serve as a starting point for your efforts but are not exhaustive.

- [Interviews](#)
- [Climate survey](#)
- [Town Halls](#)
- [Delphi Method](#)
- [Focus Groups](#)

Interviews

Definition
- Interviews are an opportunity to meet one-on-one with an individual and have an in-depth conversation - "conversation with a purpose" ([Community Tool Box](#))
- The purpose of this section is to (1) highlight the importance of interviews as a method for gathering information about campus climate for Black students/faculty/staff, and (2) offer some recommendations/resources for how those interested in making change on

their campus can gather information about campus climate and concerns using an interview method

Highlighting the importance

Interviews are a chance to gather in-depth information from individuals and to allow them the opportunity to share their experiences and wisdom in ways that other forms of information gathering may not (Community Tool Box; McGrath, Palmgren, & Liljedahl, 2019)

Recommendations/Resources/Case studies
- Interviews versus Focus Groups? You may wish to ask potential interviewees whether they would feel more comfortable meeting one-on-one or if they would feel more comfortable in a focus group session. People have different preferences, and if you are planning to use both methodologies, allowing people to select the mode they are most comfortable with can be helpful. See Maheshwari (2019) for more information about interviews vs. focus groups.
- Type of Interview/Location:
    - Interviews can take place in a variety of settings: in-person, via phone, Zoom, email, etc. As the interviewer, be sure to accommodate the preferences of your interviewee so that they are in a setting that feels most comfortable/accessible to them.
    - "Utilizing the Walking Interview to Explore Campus Climate for Students of Color" (Harris, 2016) - This article provides an important case for implementing more dynamic and interactive interviewing -- specifically, "walking interviews" (if feasible and if participants are able). The author notes that walking interviews allow for "in situ understandings of participants' perceptions, spatial practices, biographies, social architecture, and social realms within the campus environment"
- Make sure to prepare for the interview. See Community Tool Box for some recommendations. A few highlights:
    - Prepare questions that are straightforward and don't ask leading questions
    - You may wish to send interviewees questions beforehand
    - Understand the importance of your interviewee's time - let them know how long the interview will last and stick to that timeframe
    - Consent process: assure participants that you will keep their identity confidential. Oral consent is an option for participants who do not wish to have their name on any documents.
    - Make sure to take good notes and/or record if permission is granted.
    - Leave time to ask interviewees to add their own comments - your list of prepared questions may not have covered everything that is important to the interviewee.
    - Make sure to properly compensate participants for their time!
- McGrath, Palmgren, & Liljedahl (2019) provide some basic tips for conducting qualitative research interviews that may be useful to consider
- Some examples of studies that used an interview method to gather information about campus climate and experiences from Black students, faculty, staff, and/or alumni:

- ○ "#AdultingWhileBlack: Encountering in the Campus Climate and the Formation of Racialized Adult Identity Among Traditional-Age Black College Students" ([Kutten, 2020](#)) - see methods section starting on page 104 for some detailed descriptions of sampling methods, questions asked, etc.
- ○ "Exploring the Relationship Between Campus Climate and Minority Stress in African American College Students" ([Clark & Mitchell, 2018](#)) - see page 76 for methods section
- ○ "Queer Faculty and Staff of Color" - Ch. 4 within the book "Queer People of Color in Higher Education" ([Aguilar & Johnson, 2017](#))
- ○ "Surviving Whiteness and White People: The Coping Strategies of Black, Entry-Level Student Affairs Professionals" ([Phelps-Ward & Kenney, 2018](#)) - this paper starts on page 121 within the PDF journal document
- ○ "Managing at the Intersection: The Negotiations of Racialized Role Strain of Black Mid-Level Student Affairs Administrators at Predominantly White Institutions" ([Hibbler, 2020](#))

Pearls/Perils

- ● Pearls:
  - ○ Interviews are an opportunity to get an individual's perspective in great depth, in their own words. These narratives are important in pushing for change.
  - ○ Interviews are a good chance to hear from experts - and expertise comes in many forms: lived experience, academic expertise, social expertise, etc. Pay attention to these different forms of expertise and make sure different voices are represented in your interviews.
- ● Perils:
  - ○ Interviews can be potentially time-consuming and inefficient in some settings - make sure to consider the pros and cons of interviews vs other similar (but sometimes more efficient) options like focus groups, town halls, etc.
  - ○ Confidentiality is an important issue to consider. Be sure to report results in a way that individuals cannot be identified, especially if the sample size of interviewees is small.
  - ○ Conducting new interviews, particularly in the absence of gathering existing information, places the burden of explanation of anti-Black racism and solution-generation on Black staff, students and faculty.

Climate Surveys

Introduction

　　Campus climate has been described as multifaceted and can include physical spaces; resources that are involved directly in teaching and learning (e.g., instructors, syllabi, books, course materials, portals to access other sources of information such as library access); the institutional structures; and the perceptions, attitudes and social and emotional states of the people making up the institution, including administrators, staff, faculty, teaching support, students, among others.

More recently, some scholars have argued that "campus climate" is too removed, binary (warm, chilly), and inaccurate a metaphor for the necessary embodied action of anti-racist efforts, citing a health metaphor as more accurate in "diagnosing the problem" and an easier means of locating a "treatment." (Ledesma, 2016; Abrica, E. J., Hatch-Tocaimaza, D., & Rios-Aguilar, C.,2021)

Climate surveys are means of formally assessing climate at a campus to better understand different stakeholders' perspectives on the campus climate, to identify areas of need, and to monitor institutional progress toward fulfilling those needs

The purpose of this section is to highlight climate surveys as a means of gathering information about the campus' climate for Black students, faculty, and staff.

Highlighting the importance

Climate surveys have been one of the most common and, for some institutions, the only means of systematically collecting information about the campus climate. Few have focused on the experience of climate for Black students, staff and faculty more specifically (see Tamaami 2016 and Thomas 2017 for some notable exceptions).

In Tamaami 2016, there is noted the distinction between a more general climate survey and a survey assessing campus racial climate more specifically: "A campus climate, a seemingly vague concept at first, can be used to refer to 'the current perceptions, attitudes, and expectations that define the institution and its members' (Bauer, 1998, p. 2). A campus racial climate on the other hand, looks at how the perceptions, attitudes, and expectations 'about issues of race, ethnicity, and diversity' shape the 'institutional community' (Hurtado, Milem, ClaytonPedersen, and Allen, 1999)."

Climate surveys have most commonly been administered by campus administration at various levels of the institution, from the overall university level down to departmental or program level. More recently, climate surveys have begun to be administered by students, student groups, or mixed student and faculty-led groups on campuses, which is providing a different and perhaps less top-down survey of climate.

Recommendations/Resources/Case studies
- Climate surveys provide an important starting point for understanding climate from the perspectives of various stakeholders.
- It is notable that many are so broad that they do not provide in-depth information about the experiences of Black students, staff and faculty. More comprehensive and mixed methods (e.g., qualitative + quantitative) data should be gathered and bias in responses should be examined and reported on. (e.g., Do response rates reflect the demographic composition of the institution? Are their concerns about confidentiality or backlash about reporting on incidents?)
- Administration-led climate surveys should be supplemented with information from other sources to better triangulate information and reduce bias (e.g., student-led or student/faculty/staff-led climate surveys, focus groups, and information gleaned from university-related publications, websites, social media, etc). This will better ensure administration, which may be more removed from the immediate experience of some

aspects of climate, does not prematurely or narrowly limit the focus of their information gathering to their own understanding of important climate factors.

- Questions should be asked at the institutional level: Does our institution regularly assess the campus climate and Black students' sense of belongingness?
- It has also been suggested to take an intersectional approach and disaggregate data results by race, ethnicity, and gender to surface nuances for various demographic groups (Fairfax, 2020).
- Examples of climate surveys variously across groups, departments, campuses:
    - This campus-wide survey was developed by community psychologist, Dr. Dominique Thomas, for his dissertation and it has Black students in mind in particular.
    - Climate survey conducted through UMASS Boston Diversity Committee (Umass Boston DEI committee)
    - Strategic planning equity, inclusion and diversity. Division of Equity & Inclusion University & Inclusion, UC Berkeley: This document is a guide to strategic planning of DEI issues that includes making a climate survey: Steps in the process are 1) map out planning process, 2) gather information and conduct self-assessment, 3) develop vision, 4) review plan with equity and inclusion, 5) adapt plan and communicate vision, 6) implement plan. Another section of the document I found helpful was the "Information gathering & data guide." In it, you are asked to think if there are any additional internal data sources that can be useful in thinking strategically about DEI. And if there are any obvious gaps in our data collection. If so, track those gaps, since they can be useful in determining if there is a need for developing other internal data sources.
    - University of North Carolina – Wilmington did a campus wide climate survey and did not collapse across race.
    - Havard climate survey in the psychology department. This effort expanded beyond just a clinical program or just students. It included the whole department. It also looked very well planned out and documented. However, authors admitted to the lack of diversity represented that led to collapsing across racial groups (eg Latinx and Black responses were collapsed).
    - Overarching campus surveys for people in different groups at a university and different types of institutions. Note: These surveys are not specific to addressing anti-Black racism, but seek to address the following more broadly: "1) Create dialogue that is centered on the things that matter most when serving diverse populations, 2) Diagnose their campus environments from an inclusion and equity perspective, 3) Identify where these environments can be improved, 4) Develop plans to cultivate more inclusive and equitable environments, and 5) Create environments that maximize success among all people regardless of their backgrounds and identities" (from website above).
    - Culturally Engaging Campus Environments (CECE) Survey was developed by the National Institute for Transformation and Equity, based on the framework and subsequent testing of Samuel D. Museus's model "to assess and understand institutions' campus environments and to maximize success among diverse

students." According to his model, two key factors help diverse academic institutions thrive: 1) Cultural relevance (i.e., "how well a campus environment represents factors such as students' backgrounds, if the institution provides opportunities for students to connect with similar students and whether they can learn about their culture on campus") and 2) Cultural responsiveness (i.e., " how well the institution supports diverse students' needs, makes them visible and accessible, and whether those students feel they can connect with faculty members and get their help"). There are now surveys available for two-year colleges, four-year colleges, graduate Students, faculty and staff to measure these [constructs](#).

Pearls/Perils
- **Pearls:**
  - There are a lot of existing and good resources (a nonexhaustive list is found below) on climate surveys generally.
  - Climate surveys can generate data to create locally informed and evidence-based solutions.
  - Data can also be a helpful tool in negotiating discussions about improving campus climate; administrators are more inclined to embrace data-driven solutions.
  - Involving more stakeholders in the creation of climate surveys-- even those conducted by administrators -- is important to ensuring that the perspectives of Black students, staff, and faculty are centered and most accurately reflected. This step may also reduce risk of bias towards maintaining the status quo. It is important to ensure that ensuing, anti-racist action based on climate survey responses, in conjunction with other key information sources, is community-driven. Action must entail the input of (but not creating burden on) Black students, faculty and staff.

- **Perils**
  - Carefully considering response bias and bias built into the creation of the climate survey items is important.
  - Effectively and inclusively creating structures around the survey creation, administration, report-out and town halls is important-- not just doing the survey and recording the findings for the administration of the institution.
  - Getting stuck with repeating collection of data on the already known problems versus solutions is a potential peril. For example, existing climate survey data have already adequately shown that Black students, faculty and staff experience inequities. At this point, more data should be collected on what Black students, faculty and staff need to feel supported and safe.
  - White, male college students seem to be most vocal about their "aggrieved" status – based on a sample from a large, predominantly white and male college campus in red state ([DeKeseredy et al, 2018](#)). This sense could be a part of why addressing anti-Black racism is challenged on college campuses.

- ○ The intersections of race, class, gender, disability status, LGBTQIA2+ are not often explored in campus climate surveys. Caution should be used when considering data by professional titles or groups, such as faculty, students and staff. It has been pointed out that some of those groups may be too broad to create meaningful interpretations due to variability of experiences within the categories. Broad categories may miss nuances in class, social status, and overlapping affiliations (e.g., contractors working at the university).

Town Halls

Definition

In general, Town Hall meetings or "Speak Outs" allow for dialogue and deliberation about issues. Town Halls can be convened on campus to provide an opportunity for different constituents on campus to share their experiences with oppression, express emotions and concerns and present ideas for how to address issues.

Highlighting the importance

- Town Halls can be used to build knowledge about a topic and aid in building consensus. It can be helpful in starting to build coalitions. Although some town halls involve speeches, presentations by panels or question and answer sessions, this section discusses how to use town halls to gather information from groups.
- Town Halls can be used in Higher Education to provide a forum for different constituents to air their perspectives on an issue. For example the Association of American Colleges and Universities (AACU) in their Spring 2011, Vol. 97, No. 2 publication noted that "The Town Hall provides students with a range of possible selves both modeled for them by more experienced participants (i.e., faculty and community members) and directly, if inexpertly, experienced by them: the identities of scholar-participant, community participant, activist, public speaker, involved citizen, successful college student, voter, and engaged and contributing adult." See https://www.aacu.org/publications-research/periodicals/town-hall-meeting-imagining-self-through-public-sphere-pedagogy

Recommendations/Resources/Case studies

Strategies for Conducting Town Halls

Note: looking for a guide specific to higher education.

There are different Techniques that can be used to conduct town halls both in person and virtually.

- *How to Organize a Town Hall Meeting A Planning Guide* provides detailed instructions for planning and convening town hall meetings in community settings. https://guideinc.org/wp-content/uploads/2015/07/Organizing-a-Town-Hall-Meeting.pdf
- Tips for running virtual town hall meetings
  - *Running Town Hall Meetings as a Shared and Engaging Experience* provides helpful hints for conducting in-person and virtual town hall meetings.https://medium.com/swlh/running-town-hall-meetings-as-a-shared-and-engaging-experience-f6ff87a1d308
  - These blog articles provide hints about how to conduct effective virtual town hall meetings
    - https://blog.pigeonholelive.com/how-to-run-an-efficient-virtual-all-hands-meeting
    - https://blog.pigeonholelive.com/dos-and-donts-for-a-successful-virtual-town-hall
    - https://blog.pigeonholelive.com/turn-your-virtual-town-halls-into-a-cosy-event-with-these-five-steps

- 21 Century Town Hall Techniques
  - The 21st Century Town Meeting engages diverse groups of participants who participate in round-table discussions (10-12 people per table) and deliberate about an issue. Participants receive discussion guides that present information about the issues under consideration and a trained facilitator moderates the discussion at each table. Technology presents an opportunity for real time reporting and voting. The recommendations of each group can be compiled and voting can be done using polls. The entire group votes on the final recommendations to submit to decision makers.
    - AmericaSpeaks, a non governmental organization, developed and refined a strategy for increasing public participation on policy issues. This document provides information on how to conduct this type of meeting. (see *https://www.civicus.org/documents/toolkits/PGX_B_21st%20CenturymeetingFinalWeb.pdf*
    - Participedia, "a global crowdsourcing platform for researchers, activists, practitioners, and anyone interested in public participation and democratic innovations' also describes this technique. See *https://participedia.net/method/145*
  - An evaluation of the America Speaks Model has been conducted by Agostino et al.

Helpful Strategies

- Discussing issues related to race and Anti-Black racism efforts can invoke a range of emotions. It is important to remember that not all individuals like to speak in front of others or feel comfortable sharing their experiences with others. Potential participants may also be concerned with confidentiality; this is especially true when painful issues are shared or the individuals involved might be identified. Strategies to offset this include collecting feedback by email, using live polls, or allowing participants to meet in small groups and having the groups provide feedback in an anonymous way and by having individuals prepare questions beforehand. Set a time limit for each individual speaking to promote equity.

Case Studies

- Undergraduate students

  - Albert Nerken School of Engineering (Cooper Union, NYC)

    "At the beginning of the Coronavirus outbreak and following the deaths of George Floyd, Ahmaud Arbery and Breonna Taylor protests erupted across the U.S. and spread around the world. Over the summer of 2020, the Albert Nerken School of Engineering responded by initiating a series of bi-weekly Improving Racial Equity Summer Series Town Halls and that subsequently transitioned to monthly Diversity, Equity and Inclusion (DEI) Town Halls during the academic year. "

    https://cooper.edu/engineering/news/year-review-2020-diversity-equity-inclusion-town-halls

  - Foothill College, CA

    Presents videos of town halls conducted by students to address student needs and issues such as racial justice, disability awareness etc.

    https://foothill.edu/asfc/townhall.html

  - Chabot College, CA

    Presents agendas and handouts on diversity convened by the President of the university on diversity issues

    https://www.chabotcollege.edu/president/townhalls.php

  - Kent State University, OH

    Kent State used town halls to discuss the experiences of different racial and ethnic groups

https://www.kent.edu/diversity/shaping-better-future-town-hall-series-continues

- Graduate students
  - At one university, a town hall between faculty and grad students in the clinical psych program did not go well (last one happened after an incident in our dept but before my arrival on faculty). The net result is that faculty are fearful of having another Town Hal and feel like it could be a negative experience. However, graduate students seem more interested in this way of moving forward.

- Non specific level
  - University of Rochester

    This is a transcript of a Town Hall meeting held at the University of Rochester. Convened by the President's Race and diversity Commission, it focused on issues related to diversity
    https://www.rochester.edu/president/transcript-of-town-hall-meeting-january-18-2016/

  - Eastern CT State University

    A series of university wide town halls on racism and social justice were conducted by the Multicultural Leadership Council and the school administration to inform DEI efforts

    https://www.easternct.edu/news/_stories-and-releases/2020/08-august/eastern-holds-second-town-hall-on-racism-and-social-justice.html

Pearls/Perils

Pearls

- Town halls show that the leadership is aware of and concerned about an issue.
- The process can be used to reinforce the culture and values of an organization, provide information and obtain feedback (positive or negative).
- By engaging constituents of an organization in dialogue and conversation it can build trust, motivation and team spirit.
- It can establish communication among different constituents and promote collaboration.
- Town Halls can "foster diverse opinions, authentic communication, mutual understanding, and transparency between organization and citizen"

(https://www.readwritethink.org/sites/default/files/resources/lesson-docs/Town_Hall_Meeting_Guide.pdf)

Perils

- Town Halls may be difficult to organize
- Speakers may have agendas for voicing opinions, for example, be invested in presenting politically correct answers or advancing their own causes.
- Power dynamics may also lead to a reluctance to voice opinions.
- May be difficult to discuss issues and maintain confidentiality

Additional resources

- Enhancing the Prospect for Deliberative Democracy: The AmericaSpeaks Model
  - Presents an evaluation of the America Speaks Model which convened meetings in which citizens deliberate about critical policy issues and devise recommendations to send to policy makers. See https://www.innovation.cc/peer-reviewed/holzer_usa_l2gostino_schwester_holzer.pdf
- Town Halls on Diversity, Inclusion, & Belonging: Opening Up the Conversation at Holler
  - Holler is a technology company who used town halls to discuss gender diversity and racial diversity. See https://www.holler.io/insights/town-halls-on-diversity-inclusion-belonging-opening-up-the-conversation-at-holler

Delphi Method

Definition

- "RAND developed the Delphi method in the 1950s, originally to forecast the impact of technology on warfare. The method entails a group of experts who anonymously reply to questionnaires and subsequently receive feedback in the form of a statistical representation of the "group response," after which the process repeats itself. The goal is to reduce the range of responses and arrive at something closer to expert consensus." (https://www.rand.org/topics/delphi-method.html)
- The Delphi method is a systematic process used to gather information from different individuals who have "knowledge, experience and expertise".   Using this method, you can explore different perspectives to identify priorities and reach a consensus to inform decision making and planning.

Highlight the importance

- "Its unique contribution is the 'boiling down' of differing expert opinions or other stakeholders into consensus for decision making – without creating direct confrontation or allowing strong individuals to dominate the process (as often happens in face-to-face discussions)." https://www.betterevaluation.org/en/evaluation-options/delphitechnique

Recommendations/Resources/Case studies

- A search of the literature across several databases in education and the social sciences and internet sites, showed limited information about the technique applied to diversity issues. The articles below describe how the technique has been used to gather info on individual experiences, supervision and diversity in organizations

Description of Technique

- The Delphi Method is a quantitative method helps groups to reach consensus. Originally done via email, it can also be adapted for use in person.
- It is an iterative process which involves sending repeated rounds of surveys to a selected group of respondents who you consider to be subject matter experts (including individuals who have a vested interest in the topic). Summarize responses to the first round survey and use the responses to create the next round survey. questionnaire that seeks agreement, disagreement and insights.
- After each round the responses are summarized and resent for discussion in the next round. Each round serves to collect insights and identify areas of agreement and disagreement. You repeat the process until you have a set of comments and recommendations that you can use to make decisions. Through a process of convergence involving the identification of common trends and inspection of outliers, a consensus is reached. Rounds can range from 2 to 4.
- The basic steps include:
  - Creating a team to administer and analyze the surveys.
  - Identifying participants
  - Contacting and inviting participants to take part- use letters and phone calls to initially engage participants and to encourage continued participation
  - Developing and pilot testing the survey to use in the first round
  - Administering the first round survey and collecting responses.
  - Coding and analyzing responses
  - Creating and piloting the second survey and distributing to participants
  - Analyzing the second survey
  - Continuing the process until agreement is reached
  - Preparing a final report to disseminate to participants

Additional Resources:

- Quick tips for using the technique can be found at AEA Connect and betterevaluation.org
- Information about conducting a Delphi Study in person can be found at aral.com

- For a case study and methodology commentary, see [McGeary (2009)](#)

Case Examples

- Edwards, W.J & Henry H. Ross, H.H. (2018). What are they saying? Black faculty at predominantly white institutions of higher education. *Journal of Human Behavior in the Social Environment,* 28 (2), 142-161.
    - Used the Delphi method because it "allows a group of participants (usually identified as experts) to form an anonymous panel in order to express their opinion on a designated topic, complex issue, or problem. Through iterations (rounds), the panel (without face-to-face contact) eventually arrives at a consensus about the importance and ranking of topics or items, perceptions, beliefs and experiences associated with a particular topic. Participants are made aware of other participants' perspectives and given opportunities to clarify or change their views through various rounds. Quantitative analyses are performed at every round, allowing the panel to eventually come to a consensus"
    - Aim: "identify and elaborate on the concerns (beliefs, experiences, and perceptions) of Black professors employed at predominantly White research-extensive universities
    - Sample: Sent letters to admin at 142 universities that granted doctorates. 64 faculty identified and 46 agreed to participate. 24 completed 3 rounds.
    - Procedure: Used email; 3 rounds. Participants asked to rank a list of 8 concerns culled from the literature and to add their own suggestions (added 17).   25 concerns were ranked in round 2 and concerns given low priority were removed. Resulted in 13 final concerns.
    - Conclusion: Panel "identified and agreed, to an extent, on 13 concerns (experiences, beliefs, occurrences) that produced hardship and set them apart from the remaining faculty members and their colleagues at their place of employment".
- Ross, H.H. & Edwards, W.J. (2016) African American faculty expressing concerns: breaking the silence at predominantly white research oriented universities, Race Ethnicity and Education, 19:3, 461-479, DOI: 10.1080/13613324.2014.969227
    - Summarized the Delphi process and findings from the same study.
    - Heitner, K. L., Kahn, A. E., & Sherman, K. C. (2013). Building consensus on defining success of diversity work in organizations. *Consulting Psychology Journal: Practice and Research, 65*(1), 58–73. https://doi.org/10.1037/a0032593
    - Aim: "build consensus among a range of experts on diversity on what definition constitutes success in terms of diversity initiatives."
    - Sample: Outreach to "more than 300 potential participants, with an initial response of 78 who accessed the survey link" via email "drawn from personal and professional networks throughout the United States to solicit preeminent

members of leading diversity associations and professional groups who have pertinent expertise working within and external to organizations"
- ○ Procedure: 3 questionnaires administered via SurveyMonkey (First open ended; other 2 Likert type questions)
- ○ Findings: Created "a framework for effective diversity work with and inside of organizations". Identified factors that might lead to success but need further research to develop specific measures.
- Dressel, J.L., Consoli, A.J., Kim, B. S.K. and Atkinson, D.R. (2007, January) Successful and Unsuccessful Multicultural Supervisory Behaviors: A Delphi Poll. *Journal Of Multicultural Counseling And Development*, 35, p 51- 64
  - ○ Aim: "University counseling center supervisors with significant experience in multicultural supervision generated and ranked elements of successful and unsuccessful multicultural supervision" Identify supervisors' actual behaviors used to supervise ethnically different supervisees.
  - ○ Sample: "training directors identified 34 university counseling center professionals who had extensive experience supervising ethnically different interns". 21 responded.
  - ○ Procedure: 3 rounds
  - ○ Findings: "Twenty-seven of 35 successful elements and 24 of 33 unsuccessful elements" were related to culture/ethnicity but also identified general practices and ones related to race

Pearls/Perils

Pearls

- Can be relatively low cost to administer and can obtain a lot of data
- The technique allows for the involvement of individuals with unique perspectives and expertise.
- Participants generate their own perspectives on issues and have the opportunity to weigh their own and other's responses
- Can gather information from individuals located at different geographical locations as in the case of alumni
- Reduces conflict, the influence or dominance of any one individual, group pressure, or "group think"
- Can achieve consensus or agreement in groups

Perils

- Selection of participants - need to identify "experts" who are highly motivated
- Individual members and/or the facilitator may have biases
- Need to discuss confidentiality, informed consent and how data will be stored
- Can lose participants per round so need to start with an adequate sample size
- Since the participants do not directly interact the synergy that may come with group dialogue may not occur

- May be difficult when opinions vary widely
- The process can be time consuming - it is an ilterative process that takes time-panel members may change answers necessitating more analysis
- Need to make decisions such as how much time to allow for each round
- Need to define the criteria for deciding that consensus has been reached
- Consider the stability of responses over time as a way of checking on conforming to group pressure (intrarater reliability); ask members to explain large deviations from previous responses
- Consider using independent raters for analyzing and interpreting findings

Additional resources

- This link provides information and examples on how the RAND corporation has used this methodhttps://www.rand.org/topics/delphi-method.html
- Provides information on the use of the method in health care settings https://www.healthknowledge.org.uk/public-health-textbook/research-methods/1c-health-care-evaluation-health-care-assessment/use-delphi-methods
- Department of Sustainability and Environment (2005), B*ook 3: The Engagement Toolkit.Effective Engagement: building relationships with community and other stakeholders*, The Community Engagement Network Resource and Regional Services Division Victorian Government Department of Sustainability and Environment. https://www.betterevaluation.org/en/resource/guide/engagement_toolkit
- *Articles*
    - Dawson, M. & Brucker, P.S. (2001, March). The Utility of the Delphi Method in MFT Research *American Journal of Family Therapy,* 29(2):125-140 DOI: 10.1080/01926180152026115
    - Vázquez-Ramos, R., Leahy, M., & Estrada Hernández, N. (2007). The Delphi Method in Rehabilitation Counseling Research. *Rehabilitation Counseling Bulletin, 50*(2), 111–118. https://doi.org/10.1177/00343552070500020101
    - Landeta, J. (2006, June). Current validity of the Delphi method in social sciences. *Technological Forecasting and Social Change,* 73(5):467-482 DOI: 10.1016/j.techfore.2005.09.00
    - Niederberger, M. & Spranger, J. (2020). Delphi Technique in Health Sciences: A Map. *Frontiers in Public Health,* (8), Article 457, 1-10. https://doi.org/10.3389/fpubh.2020.00457
    - du Plessis, E. and Human, S.P. (2007). The art of the Delphi technique: Highlighting its scientific merit *Health SA Gesondheid: Journal of Interdisciplinary Health Sciences* , 12 (4), 13-14.
    - Skulmoski, G. J., F. T. Hartman, and J. Krohn (2007). The Delphi Method for Graduate Research. *Journal of Information Technology Education*, 6, 1–20.

Focus groups

Definition
- Focus groups are an opportunity for a trained leader to meet with a small group and discuss a specific topic.
- Focus groups are useful for gathering information about a specific topic in ways that can complement other methods of gathering information
- The purpose of this section is to (1) highlight the importance of focus groups as a method for gathering information about campus climate for Black students/faculty/staff, and (2) offer some recommendations/resources for how those interested in making change on their campus can gather information about campus climate and concerns using a focus-group method

Highlighting the importance
- Focus groups and the qualitative analysis they can fuel provide an important complement to other types of assessment (e.g., quantitative survey data).
- Focus groups "allow for fluidity in conversation among participants" and "allow for subjects to create shared meaning of an experience through their dialogue and interactions" (Walls & Hall, 2018)

Recommendations/Resources/Case studies
- For an overview of what focus groups are, why you might find them useful, and how to conduct focus groups, this Community Tool Box guide is helpful, as is this Better Evaluation guide. Some key takeaways:
  - Make sure that your focus group has:
    - A trained leader
    - A recorder (someone to take notes, and/or someone to audio-record and transcribe)
    - A representative sample within the focus group - for instance, if you want to gather information about experiences of Black campus-members broadly, make sure you have faculty, students, staff, etc. If you want to gather information about experiences of Black students specifically, make sure you have a representative sample of students - different genders, grade-levels, majors, lived experiences, etc.
  - Prepare for the meeting properly:
    - Make sure to properly compensate focus group participants
    - Prepare a list of questions and be prepared to ask follow-up questions
    - Read up on specific methods for conducting focus groups
    - See this video by Krueger and colleagues for a demonstration of how to moderate a focus group.
  - The Community Tool Box guide also includes links to additional online resources that are useful for learning about focus groups in general, such as: Krueger (2002), Eliot & Associates (2005), & Omni's Focus Group Toolkit

- Versher (2020) used a variety of qualitative methods to assess implementation of restorative justice practices in high schools, including focus groups. See pages 94-111 for recommendations of establishing trustworthiness in qualitative research, methods and considerations for qualitative data collection, and methods for thematic analysis of information gained from qualitative data collection. Some highlights from this work:
    - The focus group in this study was conducted virtually, via Zoom. This paper serves as a useful guide for those who may wish to conduct focus groups virtually (vs. in-person).
    - One important element of trustworthiness discussed in this paper is credibility. The author emphasizes the importance of making sure the qualitative data collected reflects the participants' voices accurately and truthfully. One recommended technique is "member-checking" which involves having participants provide feedback. Specifically, after the focus group, participants were sent a transcript of the focus group session and were asked to provide any corrections they saw fit, or confirm that the transcript is an accurate reflection of their voice. Additionally, participants were sent preliminary findings and were asked again to provide their feedback on the accuracy of these findings.
- For conducting focus groups that aim to specifically address campus climate and concerns for Black campus community-members:
    - Case Study: Walls & Hall (2018) - conducted a focus group examining Black students' experiences discussing race in classrooms at a PWI.
    - Case Study: "Recruitment without Retention: A Critical Case of Black Faculty Unrest" (Kelly, Gayles, & Williams, 2018) - conducted a couple of focus groups examining the experiences of Black faculty
    - Case Study: "Examining Practices of Retaining Black Female Faculty and Staff in Independent Schools" (Cooke & Odejimi, 2021)
    - "Assessing Campus Climate of Cultural Diversity: A Focus on Focus Groups" (Morrow, Burris-Kitchen, & Der-Karabetian, 2000)

Pearls/Perils
- Pearls:
    - Focus groups are a unique opportunity to learn from multiple perspectives in one setting. People can hear from one another and build off of each other's ideas and perspectives in a more organic way.
    - Focus groups don't have to be one and done. Involve the focus group members in each step of the process - as Versher (2020) highlights, trustworthiness & credibility are improved when participants have the chance to provide feedback on the transcript, the preliminary findings, etc. This responsibility could also be expanded to the extent of a community advisory board.
- Perils:
    - Focus groups require time and energy. Make sure to properly compensate group participants and be considerate of location and make sure to accommodate focus group members -- would it be more accessible to conduct the focus group online via Zoom (e.g., Versher, 2020)? Would focus group members benefit from

walking around campus (e.g., Harris, 2016)? Is there a specific location on- or off-campus that participants feel most comfortable?
- It is important to also make the focus group space comfortable and accommodating. For example, provide food and beverages for focus group participants, and make sure that these provisions fit the expectations, accommodations, and cultural norms of group participants.
- It is important to discuss issues of confidentiality:
  - Discussions should stay in the group, but focus group facilitators should warn participants that parts of the discussion may leave the group. One option is to give focus group participants the chance to turn off the recorder to talk "off the record"
  - Informed consent is vital. Clearly lay out in the informed consent how confidentiality will be kept, how the data will be stored or used, etc.

Step 3: Planning action

This third step, Planning Action, should leverage the information gathered in step 2 to create a comprehensive, strategic blueprint to address anti-Black racism that is tailored to the specific context and needs of the institution and the larger community. The Planning Action step entails setting clear objectives, bringing together a team and allied groups, outlining specific actions, allocating resources, and establishing timelines to ensure effective and sustainable interventions. A well-thought-out plan facilitates implementation, helping engage supporters and funders, and effectively divide the labor (Williams, 2013).

There are a few points to remember during the Planning Step. First, this step needs strong leadership founded in antiracism (Davis, 2021). This strong, antiracist leadership in the planning stages is needed to address issues at institutions of higher learning that are built on the hierarchical structures of white supremacy; feature complex, written and unwritten institutional policies and traditions; and are influenced by larger local, institutional, external, and geopolitical forces. Second, and relatedly, it is important to consider in what ways support versus resistance may be encountered and to plan accordingly. Third, prioritizing methods developed by Black academics and leadership experts is essential to planning culturally aligned and effective efforts that appropriately acknowledge these often unpaid efforts (Beatty et al., 2020). Further, continuing the effort from Step 1 to gather input from key stakeholders, including Black staff, students, and faculty, is crucial to keeping planning efforts aligned with the original stated needs of the community. As noted in Davis (2021), it is also important to think ahead to Step 5, evaluation of efforts, to ensure you already have in mind robust ways to assess the quality of work being done.

In Step 3, we include the following sections:
- Using guiding ethical principles/wholistic models
- Building a team
- Faculty of color networks
- How to plan

Using guiding ethical principles/wholistic models

Definition

Black scholars, faculty members, and activists have identified or created models of guidelines to root anti-racism work in comprehensive and multifaceted ethical considerations. The resources in this section provide both narrative reflections on the experiences of anti-Black racism, and ways of thinking concretely and holistically about anti-racism work. They draw on the extensive scholarship of Black intellectuals and activists, who have reflected on means of addressing multifaceted forms of anti-Black racism.

Highlighting the importance
Developing multifaceted and holistic interventions is necessary to challenge the deep and pernicious roots of anti-Black racism in academic spaces, requiring an attention to historical patterns and ruptures, and a multi-scalar analysis of the structural and interpersonal factors which produce anti-Black racism on campus.

Multifaceted/holistic interventions are vital because Black faculty, staff, and students face real harms due to harassment and microaggressions (**Davis 2021)**. But intervention should be proactive, not reactive. In the recent past, "Black death precedes and is necessary for the enactment – often performatively – of institutional social justice efforts" - only the deaths of Black individuals seem to produce the conditions of public and institutional investment in DEI efforts. (Daniel Josiah Thomas III et al "You're nobody until somebody kills you: the ingredients of black death for social justice and DEI DIE**")**

Additionally, complex interventions and analysis are necessary to respond to the historical legacies of anti-Black racism in university settings. As T. Elon Dancy et al argue, the university and US higher education have been central sites in the production of "Black degradation" and settler colonialism, and thus vital sites in our collective undoing of anti-Blackness. Early US universities were created to reproduce elite male culture, relying on enslaved people's labor directly and indirectly; the exploitation of Black labor continues in the present, for example, through a hyper-reliance on Black women faculty member's caregiving labor, and the economic exploitation of Black student athletes. Campus activism and Black Lives Matter can challenge the ongoing ontology of Black bodies as objects. (T. Elon Dancy II, Kirsten T. Edwards, and James Earl Davis: Historically White Universities and Plantation Politics: Anti-Blackness and Higher Education in the Black Lives Matter Era)

For this reason, many of the resources in this section require the reader to consider economic and structural conditions of anti-Black racism. The higher education system of the US is highly capitalist and imperialist. "What used to be the pathway for upward mobility is now devoted to the reproduction of elites" as colleges & universities largely focus on "turning students into workers." STEM fields are pushed by pharmaceuticals, energy industry, tobacco industry, biotech, etc. to research certain topics while other environmental, medical, and technology

research are deemed "unprofitable" - limiting academic freedom. Academic freedom is also limited by the fact that private corporations and wealthy trustees exert significant control over not just what research can be done, but also the hiring, tenuring, and promotion of faculty - one example of this would be the Zionist censoring of criticism of Israel ()P. Chatterjee & S. Maira, eds. The Imperial University. Academic Repression and Scholarly Dissent, 2015, Introduction

Using complex rather than simplistic frameworks is necessary. The frameworks and resources below have been chosen because of their attention to multifaceted processes or multiscalar interventions. As Mosley et al describe, developing a critical consciousness requires witnessing, processing, and acting critically against anti-Black racism **(Mosley et al 2021)**.

Recommendations/Resources/Case Studies

> ### *Frameworks*
> - **Dr. Della Mosley and her colleagues** lay out a framework for acting critically against anti-Black racism **(Mosley et al 2021).** The Critical Consciousness of Anti-Black Racism Model establishes a set of principles to shape action:
>   - *Having urgency* - commit to acting quickly, having a plan of action in place, analyzing a situation and responding strategically.
>   - *Being self-reflective* - be aware of your limitations, evaluate whether your efforts are effective or harmful, take ownership of your actions.
>   - *Specifying focus* - specify your focus based on your own "identities, contexts, skills, and comfort in different roles and positions". What community(ies) do you hope to impact? What aspects of anti-Black racism do you hope to change?
>   - *Being actively intersectional* - consider the "dynamics of power, privilege, and oppression in both planning…and implementing their activism work"
>   - *Being resourceful* – find ways to afford to engage in activism (in terms of time, energy, money, and resources)
>   - *Contextualizing* - respond based on the setting you are in, the community in and with which you are doing activism, and what the moment calls for. Understand your network/community and tailor your actions accordingly
>   - *Being persistent* - continue your activism "despite pressures, struggles, barriers to wellness, and risks." Remain committed to your goals, even if things don't go as expected.
>   - *Maintaining future orientation* - work to make sure activism efforts are sustainable so that you can work towards long-term systemic change, with a "focus on quality over quantity."
> - **Dr. Anjalé Welton & colleagues** propose "a conceptual framework for educational institutions to take systemic action" (Welton, Owens, & Zamani-Gallaher, 2018).
>   - This article is part of a larger journal issue focused on racial equity - there is a lot of valuable information in this issue!
>   - In this article, Welton et al. (2018) outline the importance of not just individual-level learning and anti-racism, but systemic/institutional anti-racist change via a "framework combining organizational change and research on

anti-racism in order to broaden the scope from the individual to the larger institution or system of power."

- The conceptual framework developed by the authors considers 5 components, which the authors apply to different educational contexts on pages 13-16. The 5 components are:
    - **Context and conditions** – "Context indeed matters to how institutions approach facilitating change for racial equity, as first and foremost the social, cultural, political, and even historical conditions that underlie their change efforts must be considered."
    - **Focus (structural, process, attitude)** – "Institutional members should also consider the focus of change, by asking whether the change is structural, a process, or attitudinal? According to Kezar (2001) structural changes are institutional policies, procedures, and even changes to an organizational chart or reward system. Processes refer to how members interact with the structures, and attitudes are members' belief systems or how they feel when working within the organizational structures and processes (Kezar, 2001)."
    - **Scale and degree** - "For change to occur system-wide, institutions need to address change at multiple levels of scale, especially the individual, interpersonal, and organizational levels."
    - **Leadership –** "leaders must invest time to effectively communicate the vision for change, build relationships and trust, and empower the people who in the end will be doing the lion's share of the work necessary to see the change through (Fullan, 2001)."
    - **Continuous improvement cycle** – "Set new goals for each cycle. Conduct continuous implicit bias training and racial dialogues that respond to the ever-changing needs of the student population and the larger sociopolitical context."
- The authors also highlight five skills educators need to implement systemic anti-racist change:
    - Develop an anti-racist environment for all constituencies
    - Cultivate a school-wide anti-racism curriculum
    - Hire diverse faculty
    - Encourage the participation of all perspectives and confront controversy
    - Bolster relationships with organizations that have an equity focus
- The authors also highlight two potential challenges for those undertaking anti-racism work. First, that "educational institutions need to understand how the context and conditions of its past could be potential roadblocks to the changes necessary for present racial equity to be realized." Second, "for real, substantial anti-racist change to occur the institutional leaders must first be able to withstand the resistance and pushback that comes when members try to avoid engaging in discussions about race, let alone changes that push them to alter institutional policies and practices."

- The **TECAID Model,** pictorially represented below, reviews the work of several engineering departments to change the culture of their departments and aimed to "improve engagement, learning, and social experiences for underrepresented (as well as majority group) engineering faculty and students"

  - The full document covers many important topics both for laying the foundation for DEI change-work, and for taking specific actions.
- Framework for Advancing Anti-Racism on Campus is a comprehensive framework addressing 10 different priority areas related to advancing anti-racism on campuses.
  - "The National Association of Diversity Officers in Higher Education (NADOHE) is the preeminent voice for chief diversity officers. It leads the national and international conversation on diversity, equity, and inclusion in postsecondary education. Ultimately, it investigates, influences, and innovates to transform higher education so inclusive excellence thrives at the core of each institution worldwide."
  - 10 Priority areas
    - 1) Institutional Structure
    - 2) Policies and Procedures
    - 3) Resource Allocation
    - 4) Academic Equity and Student Success
    - 5) Curriculum and Pedagogy
    - 6) Hiring, Retention, and Promotion
    - 7) Institutional Programming
    - 8) Education/Training/Employee Development
    - 9) Campus Climate/Culture

- ■ 10) Admissions and Access

Emphasizing the concrete risks of harm to Black faculty and students using her own experiences of harassment and microaggressions in a new department (ranging from anonymous letters criticizing her ways of speaking, to asides) Maxine **Davis** identifies three principles for those undertaking anti-racism work: at the individual level (via "honest self-reflection about how you and your institution contribute to anti-Black racism"); within university leadership (which must be "capable of fostering nonoppressive climates" given "the consequences of preserving pernicious authority"); and through actions addressing systemic conditions (**Davis 2021)**.

Scholars writing from the perspective of Indigenous solidarity also offer important lessons. Harsha Walia quotes Syed Hussan, a Toronto-based activist: "Decolonization is a dramatic reimagining of relationships with land, people and the state. Much of this requires study. It requires conversation. It is a practice; it is an unlearning." The author notes that Indigenous solidarity requires taking leadership, and offers guidance for what this looks like in practice:

- ○ "being humble and honouring front-line voices of resistance as well as offering tangible solidarity as needed and requested."
- ○ "taking initiative for self-education about the specific histories of the lands we reside upon"
- ○ "organizing support with the clear consent and guidance of an Indigenous community or group"
- ○ "building long-term relationships of accountability"
- ○ "never assuming or taking for granted the personal and political trust that non-natives may earn from Indigenous peoples over time."

Walia also cautions that "respecting Indigenous leadership is not the same as doing nothing while waiting around to be told what to do" - one must "learn and act from a place of responsibility rather than guilt"

The article notes the importance of sustained alliance building, recommending that "alliances with Indigenous communities should be based on shared values, principles and analysis."

Finally, the article ends with an important discussion of decolonization - creating "the conditions in which we want to live and the social relations we wish to have"

- ○ "Being responsible for decolonization can require us to locate ourselves within the context of colonization in complicated ways, often as simultaneously oppressed and complicit."

- - Harsha Walia: Decolonizing together: Moving Beyond a Politics of Solidarity to a Practice of Decolonization. [2] Google Drive Link

Azeezat Johnson poses the question of "What does it mean to stand as an academic witness against the function of white supremacy within and beyond the walls of the academy?" This edited volume presents the perspectives of educators, humanitarian workers, activists, writers, artists etc. on anti-blackness and white supremacy and uses examples from Britain, the United States, Canada and Kenya. The book's four sections focus on-

- - Changing academic institutions so that they address systemic racism
  - The critical importance of using an intersectional approach to be effective in addressing racism
  - Lessons learned from examining anti-racist actions at different points in time and space
  - Ways to view and fight back against oppression
  - A. Johnson, "An Academic Witness: white supremacy within and beyond academia," in The Fire Now: Anti-racist Scholarship in Times of Explicit Racial Violence, Zed Press, 2018

Case Studies

- Actions to support Black students at Primarily White Institutions (PWI) can take two distinct but related forms, according to **Chrystal Mwangi and her colleagues**: resources to support Black students, and resources to address campus racial climate.
  - Resources to support Black students can include "multicultural centers and program houses that have resources specific to the needs of Black students," hiring mental health professionals who can respond to Black student's experiences (including both hiring mental health Professionals of Color and "training White counselors to center on Black students' unique experiences") and mentorship from faculty. (**Mwangi et al, 2018**).
  - However, Mwangi et al (2018) emphasize that although the above resources are vital to supporting Black students, having these resources doesn't guarantee a more welcoming campus racial climate, because "White students and faculty can "opt out" of engaging and grappling with racial issues happening in broader society, which then impacts the campus climate for diversity" (**Mwangi et al, 2018**). They emphasize that anti-racism programs thus must also assure that "White campus members are exposed to historical and contemporary racial issues" and propose specific methods to accomplish this, ranging from:
    - "Structured diversity programming targeting students in the first year" to support students' "intellectual development around race" (Hu & Kuh, 2003);

- ■ Programs to engage and collaborate directly with their local communities;
- ■ Attention to histories of campus and society;
- ■ Resources, interventions, and/or programs which acknowledge events occurring in society, given that campus life is connected to "systemic racism occurring in broader society."

Alongside work against anti-Black racism, scholars like Sandy Grande explore the conflicts and overlaps between prevailing approaches in critical education theory and topics concerning Native American education. Grande argues that the concerns of Indigenous people have been largely overlooked in critical education theories, restricting the development of educational strategies that consider the rights and requirements of Native American students. The book looks to shed light on matters of Native American education that have largely been kept to the margins of educational discourse.

- ○ Sandy Grande, "Introduction" and "Chapter 1 (Mapping the Terrain of Struggle)" from Red Pedagogy, Native American Social and Political Thought," 2015. Google Drive Link
- The capitalization of public services such as education negatively impacts people of color and families living in poverty, public as assets are transferred to the private institutions (e.g. for-profit colleges & universities) even as the private sector engages in practices that essentially "push" students of color out of the system before degree completion; meanwhile, local public universities are "underfinanced & pedagogically constrained" (Allen, 2020), leading students to exit school early and take jobs that do not have upward trajectory (M. Fabricant & M. Fine, The Changing Politics of Education: Privatization and the Dispossessed Lives Left Behind, 2014, Chapter 1 ""The Radial Restructuring of the State and the Dissolution of the American Economy.")
- The American educational system is underfunded, especially those universities which play a crucial role in serving immigrants, lower income students, and students from other underrepresented groups. "If the goal is to reduce social inequality through education, then regional and urban universities need to be both recognized and supported by policy makers" at the state and national levels(Satya Mohanty: Diversity's Next Challenges. Google Drive Link)

Pearls/Perils

Pearls:

- - Focusing on the structural economics of higher education as they impact Black students and students of color is especially important when seeking to address anti-Black racism
- - Non-Black anti-racism activists must "learn and act from a place of responsibility rather than guilt." "Respecting Indigenous leadership is not the same as doing nothing while

waiting around to be told what to do" (Harsha Walia: [Decolonizing together: Moving Beyond a Politics of Solidarity to a Practice of Decolonization.](#) [3] [Google Drive Link](#))

Perils:
- The stakes of anti-racism work are extremely high, as harassment and microaggressions produce real psychological and physical harm (**[Davis 2021)](#).**
- Institutional DEI interventions can have unintended consequences, or even serve as PR, especially when not paired with structural analysis and actions to address anti-Black racism in an intersectional manner.
    - Institutionalized diversity trainings, when assessed based on behavioral metrics as to their effects on expressions of bias, discriminatory actions, retention of employees of color - can be ineffective and even counterproductive. They can serve as a relatively easy and inexpensive way for institutions to claim they are responding to discrimination, when other actions, like budget cuts or reliance on contingent faculty, disproportionately affect people of color, and should be prioritized when discussing DEI. (Musa al-Gharbi: [Research Shows Diversity Training is Typically Ineffective | RealClearScience)](#) [Google drive link](#))
    - The institutionalization of DEI can obscure ongoing racism, functioning as a symbolic commitment or even as public relations. The language or rhetoric of 'diversity' can function to *not* bring equality into effect. (Sara Ahmed, [On Being Included: Racism and Diversity in Institutional Life](#), 2013, Chapters 1 and 3[4] [Introduction and Chapter 1 Google Drive Link](#) - [Scholarly review of the book](#)
    - The rhetoric of 'diversity' is in practice limited by neoliberal policies focused on choice, the use of the market in higher education,which actually undermine the concept of "widening participation", and act to limit other frameworks. Metrics of the diversity of students "cannot be taken as an indicator of greater 'equality' within the system" without other commitments to support students of color (especially lower-income students) (Louise Archer: [Diversity, equality and higher education: A critical reflection on the ab/uses of equity discourse within widening participation](#) [Google drive link](#))

Building a team

Introduction/Definition

Carefully and thoughtfully assembling a team is [critical to the success of anti-racist work](#). Teams must be built where individuals invest time and resources into achieving structural change.

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[3] **Special thanks to Carolyn for sharing these resources from the FOC workshop, Adelphi University, Spring 2021**
[4] **Special thanks to Carolyn for sharing this resource from the FOC workshop, Adelphi University, Spring 2021**

Teams that communicate and collaborate well are able to accomplish goals that are beyond the sum of their individual parts.

It is important to make sure the right people are included on the team and that the team fairly allocates labor. Team members should be people who want to see positive change in their communities, bring enthusiasm and commitment to the process, are willing to see themselves as agents of change, and understand that they cannot do it alone. It is important to build diverse teams to tackle DEI initiatives that include individuals across career stages and multiple axes of privilege.

However, faculty and administrators of color are often unfairly burdened with heavy expectations of championing DEI initiatives (Jimenez et al. 2019), and the time faculty of color spend helping Universities with diversity can come at significant career costs (House 2017). When building a team it is important to try to balance including people with marginalized identities without exploiting those individuals with excessive and unrequited labor. The team may also need external resources, and can consider contracting an outside firm, working with a consultant, or hiring a DEI officer.

Highlighting the importance

Team building is important to accomplishing difficult tasks by building trust, communication, and morale. Additionally team building can foster creativity and provides space for individuals to learn from others on the team. Many organizations have found that anti-racist efforts are most successful when led by a Change Team, whose goal is to provide leadership and momentum around anti-racist organizational development. Below, we highlight work that gives insight both into how to best assemble these teams and highlights potential pitfalls that may hinder DEI efforts.

Resources/Case studies

- **Community Tool Box - Information about working with groups on DEI**
    - This resource provides a tool box on how to work in groups.
    - One particularly relevant chapter is about creating and maintaining coalitions and partnerships
    - Chapter 27 focuses on "Working Together for Racial Justice and Inclusion" Each of these sections has information, checklists, examples, tools, and/or powerpoints.
        - Section 1. Understanding Culture and Diversity in Building Communities
        - Section 2. Building Relationships with People from Different Cultures
        - Section 3. Healing from the Effects of Internalized Oppression
        - Section 4. Strategies and Activities for Reducing Racial Prejudice and Racism
        - Section 5. Learning to be an Ally for People from Diverse Groups and Backgrounds

- Case study for collaborating with students in racial justice activism (Dr. Stephanie A. Clemons Thompson)
    - ○ This dissertation studies "how college and university administrators engage in proactive strategies to collaborate with student activists who call for multicultural reform on their campuses"
    - ○ This may be a useful resource "to help student affairs educators shift potentially negative views of protestors and demonstrators and embrace activism as a necessary developmental element of the undergraduate student experience"
    - ○ Through semi-structured interviews of students, faculty, and staff and reviews of lists of demands, strategic plans, and other documents, this research provides a case study for collaborating with students to "co-create multicultural change on campus"
    - ○ The research identified four themes around "what constituted an appreciative approach to undergraduate racial justice activism":
        - ■ Connection
        - ■ Collaboration
        - ■ Dialogue
        - ■ Transparency

- Are leaders sufficiently equipped to address critical issues about anti-Black racism using an inclusive framework that promotes the flourishing of their campus? This document offers leaders essential information to help guide campuses through potentially sensitive topics in an inclusive matter.
    - ○ The document also describes use of digital technology to improve education
        - ■ Discusses on-campus issues related to Title IX, navigating the line between free speech and inclusivity, addressing JEDI, racist acts and symbols and how to encourage reporting of incidents as part of campus culture: *An Inclusive Leadership Approach to Campus Issues*

Pearls

- Teams allow folks from various perspectives and backgrounds to work together to solve complex problems. Teams that represent individuals from a diversity of race, ethnicity, gender, and sexual orientation have repeatedly been shown to be more creative, innovative, and produce higher-quality work (Phillips et al. 2014).

- Diverse teams lead to greater excellence and innovation by incorporating varied perspectives from individuals with unique life experiences. This has been shown to broaden and deepen biomedical and clinical research, enhancing the ways in which we tackle societal problems ([Swartz et al. 2019](#)).
- Research has shown that companies with more diverse workforces perform better financially ([Hunt et al. 2015](#))

Perils

- Pressure to support diversity efforts and BIPOC students drive women of color to take on additional DEI related tasks and burdens, all while dealing with high levels of bullying, microaggressions, and exclusionary behavior ([Bothwell, 2020](#); [Google Drive link](#))
- Faculty of color are often expected to take on roles on DEI teams that may come at the expense of tenure goals ([House, 2017](#); [Google Drive Link](#))
- The work of a chief diversity officer can be professionally and psychologically exhausting especially for diversity officers who are themselves navigating the discriminatory and unjust social tensions they are charged with addressing ([Alvarez 2020](#))
    - A nationwide survey by [Jimenez et al., 2019](#) found that faculty with underrepresented identities disproportionally engage in diversity and inclusion activities, but such engagement was not considered important for tenure. The authors suggest that institutions should reconsider how faculty are evaluated to promote shared responsibility in advancing diversity and inclusion. Study summarized by Flaherty ([2019](#); [Google Drive Link](#)).
- DEI efforts are increasingly under pressure and scrutiny following a backlash against racial justice efforts. Thus, it can be difficult for teams to be built that feel comfortable and protected enough to take required actions to promote DEI efforts. Building a team is challenging amid [actions taken on dozens of campuses to alter or eliminate DEI](#) jobs, offices, and programs.

Faculty of color networks

Introduction

Faculty of Color Networks (FOCNs) provide information, resources, community building and support, mentoring, and advocacy with the aim of improving recruitment, retention and thriving of diverse faculty in higher education. FOCNs increase awareness of the challenges faced by faculty of color in academia, help FOC to better navigate academic systems and can collaborate with others at the institution to create a more welcoming climate. Given their positionality, FOCNs often have deep understanding of anti-Black racism within the institution, along with strong organizing and support infrastructure. Thus, within this step of planning anti-racism efforts, FOCN can provide a supportive space and comprise strong expertise for planning anti-racism efforts. FOCNs should also be consulted should other groups be planning anti-racism efforts on campus.

In this section, we include examples of FOCNs that have diverse organizational structures. Some may include individuals who are aligned with the mission that do not identify as FOC (e.g., allies), and many FOCN incorporate faculty with different intersecting identities.

A recent article points to the need and purpose of FOCNs:
https://elm.umaryland.edu/elm-stories/2023/Faculty-of-Color-Network-Provides-Connection-Support-Resources.php
Google Drive Link

Types of Activities that Faculty of Color Networks engage in:

- Websites
- Community Conversations about Race
- Podcasts/Newsletters
- Member Spotlights
- Mentoring
- Networking

Recommendations/Resources/Case Studies

It is important to check to see if FOCNs exist on your campus. If they are in existence, check in with them to see what their goals and priorities are. Support this work/goals if appropriate.

- Linda Carty and Chandra Talpade Mohanty, Syracuse University
    - Linda E. Carty is a Black feminist scholar-activist and educator in the African American Studies Department at Syracuse University.
    - Chandra Talpade Mohanty is a feminist scholar-activist and educator in the Women's and Gender Studies department at Syracuse University.
    - Gave two workshops for the Faculty of Color Network (FOCN) at Adelphi University
        - They involve students in their advocacy efforts
        - "What we have built at Syracuse University, and as scholar activists nationally and internationally; specifically, the Democratizing Knowledge Project and the Feminist Freedom Warriors video archive project respectively
        - Reviewing the epistemological inroads into the curriculum (decolonizing knowledge) in the largest college at Syracuse University—the College of Arts and Sciences."

- Adelphi University, FOCN
    - In September- October 2021, Adelphi University's FOCN conducted an online poll hosted on Qualtrics. Six questions addressed preferred meeting times, priorities for the network and other issues the FOCN should address. The poll was mailed to 350 potential participants and yielded a sample size of 73 (response rate 21%).   Priorities were ranked on a 5 point scale (1=low, 5=high) and included faculty mentoring on the tenure/promotion process (3.49),

Mentoring of new employees (3.45), adjunct faculty mentoring/support (3.12), student mentoring and/or support (2.99) and social gathering and speaker events (2.95).

- Faculty of Color Network website: A Resource for Faculty of Color in Academia
    - Drs. Irene Lopez and Simon Garcia
    - Website developed to address the underrepresentation of faculty of color in academia, the negative experiences faculty of color face and the positive contributions they make to academic settings. The website provides research articles, books, summary of the key themes found in the articles and action steps that universities can undertake.

- National Center for Faculty Development and Diversity
    - Founded in 2010.
    - "an independent professional development, training, and mentoring community of faculty, postdocs, & graduate students from over 450 colleges and universities."
    - -Individual and institutional memberships available

- American Council On Education;
    - https://www.acenet.edu/Programs-Services/Pages/default.aspx
    - Provides Research and Insights on Diversity and Inclusion- reports on race and ethnicity in higher education, Campus Climate and Inclusion, Minority Serving Institutions, Women's Leadership and Equity-Minded Leadership
    - *Counternarratives from Women of Color Academics: Bravery, Vulnerability, and Resistance* Edited By Manya Whitaker, Eric Anthony Grollman Routledge 2019
        - "This book documents the lived experiences of women of color academics who have leveraged their professional positions to challenge the status quo in their scholarship, teaching, service, activism, and leadership. By presenting reflexive work from various vantage points within and outside of the academy, contributors document the cultivation of mentoring relationships, the use of administrative roles to challenge institutional leadership, and more. Through an emphasis on the various ways in which women of color have succeeded in the academy—albeit with setbacks along the way—this volume aims to change the discourse surrounding women of color academics: from a focus on trauma and mere survival to a focus on courage and thriving."
        - The 20 chapter book is divided into 3 Sections – Resisting Convention: Counternarratives to Conventional Norms and Practices in the Academy (Part I), Collective Resistance: Counternarratives to the Ethos of Individualistic Meritocracy in the Academy (PART II) and Embodied Resistance: Counternarratives to Hegemonic Identities in the Academy (Part III)
        - https://www.routledge.com/Counternarratives-from-Women-of-Color-Academics-Bravery-Vulnerability/Whitaker-Grollman/p/book/9780367533977

- The University of Texas Library provides the following
    - Links to resources on campus as well as national efforts
    - Links to library resources, books, websites, articles and reports
    - Includes links to resources at the university, articles/essays, videos and teaching resources about anti-racism

- [NYU Administrators of Color Network](#)
  - "The Administrators of Color Network (ACN) provides a point of connection, support, and professional development centered around the experiences of NYU Administrators who self-identify as a person of color: African/African American/Black/Caribbean, Arab/Arab American/Middle Eastern, Asian/Asian American/Pacific Islander/Desi, Bi/Multiracial, Latina/o, Native American/Indigenous. ACN hosts monthly events including Let's Talk Race Discussions, Professional Development Workshops, and Networking Events."

- Boston University has the following groups:
  - [Faculty Staff of Color Community Network](#)
    - "The network seeks to support and advance faculty and staff of color through collaboration, celebration, empathy, and knowledge."
  - [Staff and Faculty Extend Boston University Disability Support (SAFEBUDS)](#)
    - "We hope to empower faculty and staff with disabilities at Boston University to advocate together as a community for resources, information, and support. Connect with Staff and Faculty Extend Boston University Disability Support, aka SAFEBUDS on Instagram (@bu_safebuds) and Facebook (@BUSafebuds)."

- [LGBTQIA+ identified Community Network](#)
  - "We seek to promote a deeper sense of community and celebrate identity among LGBTQIA+ faculty and staff across Boston University."

- [Faculty and Staff Allies and Advocates Community Network](#)
  - "Through self-awareness, education, positive and proactive engagement and solidarity, we will build community and capacity to improve the culture and climate of diversity and inclusion at Boston University."
  - https://www.bu.edu/researchsupport/2020/06/15/research-networks-for-antiracism-lgbtqia/

- [Antiracism Research Network](#)
  - "Faculty members whose research and pedagogical interests are focused on antiracism research and/or concerns"

Women of Color Networks
- [Rhode Island Women of Color Network](#)
  - "the primary mission of the Women of Color Network has been to create space for fellowship, mentorship, and building community" 'The Network meets on a regular basis. These gatherings are informal and discussion topics arise organically based on the needs of the women, current events, as well as personal and professional goals. The network also connects via our listserv, discusses opportunities for collaboration across departments and divisions and supports and participates in initiatives that serve undergraduate and graduate women students of color"
- Ohio State [Women of Color Faculty Network](#)
  - The Women's Place hosts a network for women of color faculty and anyone aligned with the mission of advancing them in higher education.
  - Supports writing and gives information about professional development opportunities

- Dartmouth "Empowering Women of Color ERN (EWOC) is for self-identified women of color who support Dartmouth College through their work, vision and energy. The association includes faculty and staff who identify both as female and as a person of color"
- Colorado State University "Womxn of Color Network offers community and programming for full-time womxn of color employees (Faculty, Administrative Professionals, and State Classified staff) at Colorado State University.
  - Programs such as the Annual Womxn of Color Summit and Womxn of Color Luncheons provide opportunities to network, build relationships, and benefit from professional development programs that are specifically presented by and for womxn of color."

Pearls/Perils

Pearls
- Provide support and resources to FOC faculty, staff and administrators
- Help FOC to voice concerns and work with others on solutions
- Can inform the development of DEIB initiatives/strategic planning
- Provide support to students

Perils
- Take care not too overburden faculty of color with tasks
- Tensions may exist as to the purpose of the FOCN- should it provide only support or should it advocate for change
- Take care to use self-definition as an inclusion criteria

Additional Resources:

- Faculty Women of Color in the Academy (FWCA) National Conference
  - This conference, hosted by Virginia Tech University, is a unique education and professional development opportunity that provides women faculty, university administrators, and post-doctoral, graduate and undergraduate students with a forum to network, engage and learn with peers from around the country.
- Muhlenberg College Men of Color Network
  - "The Men of Color Network is an organization designed to create a space for men of color—be they students, faculty or staff—to embrace, support and express themselves.
  - One of the goals of this organization is to help forge new relationships across campus and beyond, allowing members to develop a set of networking skills that can help them successfully navigate the job market and life after graduation.
  - But just as essential are the ways in which the group seeks to provide a better understanding of history through the lens of marginalized persons, while also developing a critical understanding of their male identity and privilege in an effort to dismantle privilege and knowledge of methodologies to dismantle sexism and misogyny.

- - At the heart of the organization, is an emphasis on creating an atmosphere of fellowship and family for members."
- University of Michigan ADVANCE networks
  - Network to Advance Faculty of Color
  - "opportunities to meet and share experiences would be valuable. The Network meets several times a year, allowing network members to get to know one another in a social setting"
- Univ of Mississippi Medical Center Faculty of Color
  - The Faculty of Color (FOC) is an empowerment, support and advocacy group composed of volunteer, self-identifying faculty members of color and allies. It aims to provide a safe and protective space for faculty of color to be heard, understood and supported. FOC advocates for the equitable treatment and optimal career development of faculty of color at the University of Mississippi Medical Center.
  - Goals of the UMMC Faculty of Color Group:
    - To foster a community of support among historically racial and ethnic minority faculty by providing opportunities for professional development, networking, and mentoring
    - To provide a forum for historically racial and ethnic minority faculty to share aspirations and unique challenges associated with academic life and engage in critical dialogue leading to success
    - To promote a collegial atmosphere for all faculty in the institution
    - To identify allies within the institution to help with the overall success of faculty members
- West Virginia State Faculty Justice Network
  - "The FJN was developed to create and maintain an inviting and supportive virtual and physical space for racialized and minoritized faculty that is responsive to their unique social, cultural, academic and professional development needs and interests" Can join as a racially-minoritized faculty, staff, and/or graduate student, advocates or community member, (Post information on "green pages"- places to go and services available, member directory)
- Davidson College Faculty and Staff Affinity Groups
  - The Faculty of Color Caucus (FoCC) is an advocacy group and community support network for faculty members who self-identify as BIPOC (Black, Indigenous, and/or people of color). This group collaborates with social justice-oriented organizations and interest groups across campus to champion a more just, inclusive, and equitable campus. The group meets monthly to discuss issues that intersect with the professional development and retention of faculty of color and includes:
    - Successfully mapping the path towards tenure
    - Mentorship and Sponsorship
    - Community support and allyship across difference
    - Strategic management of institutional service

- ■ Gaining visibility and acknowledgment for the often-invisible labor of faculty of color
- ■ Maintaining work-life balance as a scholar-teacher
- ○ Staff of Color is an affinity group for staff who self-identify as "people of color." The group meets informally once a month to discuss topics that impact their professional development and experiences at Davidson College, including the following:
  - ■ Community Building & Support
  - ■ Mentorship and Sponsorship
  - ■ Professional Development Opportunities
  - ■ Inclusive Hiring Efforts, Retention and Promotion of Existing Staff of Color
  - ■ Inclusivity and Privilege Differences
  - ■ Outreach and Collective Advocacy
  - ■ Work Life Balance

How to plan

Definition

The process of planning is complex and should not be skipped over. As other sections in Step 3 suggest, it is important to make sure you build an effective team, consider the information you gathered in Step 2, and take the deliberate step to plan what to do with that information before acting on it. In this section, we include several comprehensive resources with suggestions, models, frameworks, and worksheets that will aid in the planning process.

Highlighting the importance

Without having a deliberate plan in place, it is easy to rush into actions that your team may not be prepared to carry out. By taking the time to consider frameworks and models, deliberately set goals, create metrics for what success looks like, and more, your team will be better equipped to take effective action.

Recommendations/Resources/Case studies

To learn more about general planning process considerations, we suggest the following resources. Here we highlight some of the portions of those resources that are especially relevant to this section.

- ● Strategic Diversity Leadership (Book, Damon Williams), Chapter 6 - Being Accountable
  - ○ This book provides conceptual frameworks for examining topics around JEDI, how to attract support for efforts and address challenges, tools for assessing readiness for change, how to build a diversity team (knowledge, skills and competencies etc.). While focused on JEDI more generally, Dr. Damon Williams centers Black voices more than some other resources. Dr. Williams's books include case studies and experiences of different institutions.

- ○ Chapter 6 in particular discusses many important factors that are helpful for planning.
  - ○ For example - this chapter discusses the use of The Strategic Diversity Leadership Scorecard (SDLS), which has several important benefits, including:
    - ■ "Allow the institution to identify key drivers of performance and measure outcomes across a number of diversity perspectives"
    - ■ "Establish a framework for setting priorities"
    - ■ "Provide clarity around places where an institution should build new initiatives that aggressively move the agenda forward while scaling back in areas that do not"
  - ○ See tables 6.1 (p. 263), 6.2 (p. 264-266), 6.3 (p. 273), and 6.4 (p. 277-278) for some helpful scorecard guidelines/examples.
- Strategic Diversity Leadership (Book, Damon Williams), Chapter 7 – Implementing a Diversity Plan
  - ○ The entire chapter is a helpful resource for putting together a plan for implementing change.
  - ○ One particularly helpful distinction made in this chapter is the distinction between a Strategic Plan and a Strategic Framework (p. 311-312).
    - ■ Most institutions only create Strategic Frameworks - which "often fail to address key issues of implementation," by only outlining broad goals and recommendations.
    - ■ Instead, Williams encourages Strategic Plans, which "articulate not only the broad aspects of the diversity effort, but also provide specific details on tactical activities, individual responsibilities, and a timeline for delivering change."
  - ○ With this distinction, Damon Williams highlights the importance of elements that lead towards action: **timeline**, **accountability**, **implementation responsibility**, and **budget** - components that are often not given full consideration when implementing diversity plans.
- Berkeley strategic planning suggestions
  - ○ A large portion of this document is aimed at moving from information gathering to implemented action. This includes details on setting goals, strategies and metrics (Step 3 in their document), reviewing one's plan with institutional bodies at your university focused on equity and inclusion (Step 4 in their document), adopting and communicating one's plan with supporters and institutional bodies (Step 5 in their document). It is a very good resource for developing an activity/strategic plan.
  - ○ Relevant to the more general planning guidance, see pages 4-8, where the need for strategic planning is highlighted, and some general guidelines and expectations are put forth.

- *Worksheets, Checklists, etc.*

Many of the planning guidelines have helpful hands-on tools for the planning process. Here we highlight some specific worksheets, checklists, and other resources that can help guide teams through the planning process.

- ○ Berkeley strategic planning suggestions
    - ■ Within this resource, there are many helpful worksheets, guides, and models. Below we highlight a few that may be of particular interest.
    - ■ *Planning Team Guide* (p. 17): "A guide for setting up the infrastructure for your strategic planning process— planning team models, organizational sponsorship, roles and responsibilities, and internal communications"
    - ■ *Sample Workplan* (p. 18): "Ordered activities within each step to help guide the planning process work and ensure organizational and sponsor engagement"
    - ■ *Campus Plan Review Worksheet* (p. 19): "Exercise for reviewing [your university's] Strategic Plan for Equity, Inclusion, and Diversity, making connections to it as a base for launching your strategic planning work"
    - ■ *Information Gathering and Data Guide* (p. 21-22): "An overview of useful data sets such as workforce demographics, affirmative action goals and reports, and climate and client surveys" (See also Step 2 in our document)
    - ■ *Self-Assessment Worksheet* (p. 23-29): "A reflection exercise on indicators for equity, inclusion, and diversity in leadership, workplace, living, and office environment, programs and services, and climate" (See also Step 5 in our document)
    - ■ *Stakeholder Engagement Models* (p. 30-31): "Possible ways to engage key stakeholders in assessing your programs and services and developing your vision" (See also "Building a Team" section in our document)
    - ■ *Vision and Goal Setting Guide* (p. 33-36): "Series of steps to guide the visioning and goal setting process" - also includes a very helpful goal-setting worksheet.
- ○ Western States Center
    - ■ Checklist to assess organizational readiness (*Moving A Racial Justice Agenda- Are You Ready?*): Provides a set of questions to consider in assessing whether an organization is ready or able to implement a Racial Justice Agenda. "The assessment is designed to identify potential barriers to taking on a racial justice focus and outline the preparatory work that may be needed to effectively engage in and sustain racial justice work."
    - ■ *Anti-Racist Organizational Assessment - Background and How To*: This is a resource book for organizations to use in taking steps to dismantle racism. Strategies are given to transform organizations into multicultural anti-racist organizations. The authors note that " the road to antiracist organizational development is necessarily impacted by the size, structure, mission, constituency and geographic location of an organization". They view this as an organizational development process and provide tools for

discussing race and racism, building consensus among members of the organization and deciding what strategies would work best for an organization.

- [TECAID Model: Leading Engineering Department Culture Change in Diversity, Equity, and Inclusion](#)
  - Particularly relevant here is the first part of Table 5 (Plan & Implement DEI Change: Specific Actions, Recommendations, & Resources) - pages 26-29.
    - This table includes a list of specific actions, considerations and recommendations relevant to those actions, as well as linked resources.

Pearls/Perils

Pearls
- Taking time to plan actions is helpful for really considering what actions might be most effective and for making sure that there are metrics for monitoring and following through on those actions.
- Making good use of the above worksheets/guides can make the planning process much more organized. The resources above have thought through many important components leading up to action that should be considered.

Perils
- As mentioned above, it may be tempting to rush through or skip the planning process, but this will result in rushed short-term actions instead of carefully planned long-term actions.
- While planning is important, it is also vital to make sure that planning does actually lead to timely action, and that the effectiveness of that action is evaluated. See [Step 4](#) for more on taking action, and [Step 5](#) for evaluation.

Step 4: Taking Action

While steps 1-3 are key for good preparation, following through on this preparation by taking action in step 4 is the heart of the work. Having effective ways to take action is key. As mentioned in the prior section, Black scholars and academics have been formulating ways to take action for decades and it is important to learn from their case studies and experiences to inform our collective work moving forward.

What does it mean to take action? [Welton, Owens, and Zamani-Gallaher (2018)](#) make the important distinction between the typical actions campuses take: reactionary responses or "responding only when a racial incident has occurred on campus" and planned or managed change, which address changes that culminate in more lasting and sustainable change. Reactionary responses "do very little to move the needle toward racial equity, as this type of

response to racism on campus causes the conversations to be fleeting and sooner rather than later we are back to 'business as usual'" (Welton et al., p. 7). Planned and/or managed change on the other hand "involves a more deliberate, intentional and 'conscious decision to change'" (p. 8). Welton et al. highlight the need for flexibility and adaptability in the change process, with important consideration for context and conditions, the focus of change, the scale and degree of change, and the importance of leadership.

Damon Williams cautions in Ch. 4 of *Strategic Diversity Leadership: Activating Change and Transformation in Higher Education* that it is important to avoid taking the "cheetah approach" when it comes to action steps. With the cheetah approach, "colleges and universities sit in the relative shade of their indifference to diversity issues until jolted into action by a sudden crisis." In this approach, "academic institutions often find themselves reacting to events rather than leading them." Instead, Williams encourages colleges to embrace a "wolf-like" strategy, emphasizing "thoughtful consideration, and coordinated effort to design and implement" programs. Wolves are pack-like by nature, and "like the wolf pack, members of an institution must understand their roles and work collectively toward clearly defined and mutually agreed outcomes." Wolves are proactive and anticipate both challenges and opportunities, involve collective action and the use of multiple initiatives, are built upon a solid infrastructure, use systems thinking, and involve consistent efforts to achieve long term goals. More information about the Strategic Diversity Leadership institute can be found here and free reports of Dr. Williams' books can be found here.

Mistakes will be made when taking anti-racist action. It is critical to be vulnerable, admit mistakes, accept and learn from criticism, and seek contributions from others in order to overcome limitations. What should we do when we make a mistake? 1) Take responsibility; 2) Address what you need to do right now; 3) Share what you will do differently next time.

In Step 4, we include the following sections:
- Inclusive teaching
- Research
- Hiring & retention
- Improving campus climate for Black faculty, students, and staff
  - Improving campus climate for Black faculty
  - Improving campus climate for Black students
  - Financial actions
  - Improving environment outside of campus

Below we showcase a handful of examples that provide recommendations, resources, and case studies on taking action against anti-Black racism on college campuses. We recognize that action steps must be tailored to the specific needs and resources of an individual department or campus. However, we hope the following recommendations, resources, and case studies provide inspiration and helpful context to launching your own action steps. Our examples

include but are not limited to: how to take action with regards to inclusive teaching, hiring, improving campus climate, and DEI committees.

Inclusive Teaching

Highlighting the importance: Different resources exist to support faculty with improving their own attentiveness to anti-Black racism and anti-racism in their teaching. These include trainings via campus teaching centers, suggestions for constructing or revising syllabi, ideas about responding to specific incidents of anti-Black racism, and others.

Resources/Case studies

- *Anti-racist Pedagogy and Inclusive Teaching Strategies*
  - Black Lives Matter and the Making of Black Educational Spaces
    - This article by Bell & Sealey-Ruiz (2023) "shares reflections from the two educators' about their experiences of constructing Black educational spaces."
    - The authors highlight 3 important commitments (p. 15-16):
      - Make the classroom a space for Black Healing
      - Consider Black Futurities in classrooms and scholarship
      - Disrupt anti-Blackness and pivot to Black Joy
  - Anti-racist pedagogy in action: First steps
    - Google Drive link
    - This document, created by Columbia University's Center for Teaching and learning, aims to provide a synthesis of anti-racist pedagogy research for faculty and graduate instructors who strive to incorporate anti-racist pedagogy into their personal teaching practice.
    - The resource presents five action for developing an anti-racist pedagogical practice:
      - Self-educate and acknowledge racial trauma
      - Interrogate your positionality and unconscious biases
      - Address curricular gaps with intentional course design
      - Foster a compassionate class community and meet students where they are
      - Engage the wider campus community and commit to action beyond the classroom
  - Racial Awareness | Poorvu Center for Teaching and Learning
    - Google Drive link
    - This website provides information about inclusive teaching practices that highlight racial awareness specifically. This website contains many helpful examples of what racial awareness looks like in a classroom setting, along with several recommendations and links to additional resources.
  - Inclusive Teaching Strategies | Poorvu Center for Teaching and Learning
    - Google Drive link

- This website covers inclusive teaching strategies more generally, again providing a mix of examples, recommendations, and resources.

- *Changing curriculum case study*
  - At the [Teachers College 38th Winter Roundtable 2021 A Pandemic of Racism](#) (Greenwald, Pietrantonio, Woodford, Dorsman, & Clark, 2021) the UT Southwestern Medical Center, Clinical Psychology Doctoral Program presented a symposium on the three step collaborative process used to " infuse social justice into the foundation of a Clinical Psychology Doctoral Program."
  - The Steps involved:
    1. Establishment of an Anti-racism Task Force
    2. A four-part Anti-Racism and Social Justice in the Classroom Workshop for psychology faculty course instructors
    3. The creation of a student driven "Social Justice Audit" of the curriculum that was congruent with APA Accreditation
    4. Collecting and assessing current syllabi

- *Decolonizing the Syllabus*
  - A common proposal for faculty to develop their support for Black students is through "decolonizing the syllabus"
  - Recommended resources:
    - Ahadi, H.S. & Guerrero, L.A. (2020) [Decolonizing Your Syllabus, an Anti-Racist Guide for Your College](#). Academic Senate for California Community Colleges
      - Includes suggestions of phrases to include on syllabi as well as a set of questions to address about syllabi content
    - Mena, J. (2021): [Decolonizing the Psychology Curriculum: Selected Resources Key Terms in the Presentation](#)
      - Handout from a conference presentation Decolonizing Psychology Training: Strategies for Addressing Curriculum, Research Practices, Clinical Supervision and Mentoring

- *Making statements in class when "things are not okay (and haven't been for centuries)"*
  - Advice adapted from [managementcenter.org](#) ([Google Drive Link](#))
    1. Acknowledge history
    2. Be specific and accurate
    3. Hold the different experiences and journeys

- *Allowing students to revise and resubmit papers*
  - It can be an inclusive and learning-oriented practice to allow students to revise and resubmit papers.
  - This article discusses some of the reasons instructors should consider incorporating a revise and resubmit practice in their classes: ["Letting Students Revise and Resubmit: Why You Should Consider It" - HigherEdJobs](#).

- - - Google Drive Link
  - This follow-up article more specifically discusses *how* a revise and resubmit practice can be implemented: "Implementing Revise and Resubmit for Students" - HigherEdJobs
    - - Google Drive Link

- *Ungrading*
  - According to Balhan et al. (2022), "Ungrading is an umbrella term for any assessment that decenters the action of an individual instructor assigning a summary grade to specific student work. This practice moves closer to anti-bias and anti-racist practices and pedagogies by providing culturally responsive innovative feedback to students and assuming that students are on a path or journey to learning rather than needing to complete a set of tasks or competencies. This practice disrupts traditional assessment practices and ideology towards more equitable outcomes for students"
  - Balhan et al. (2022) provide a nice overview of the process of ungrading and what it looks like to implement it.
  - See McCloud (2023): *Keeping Receipts: Thoughts on Ungrading from a Black Woman Professor*
    - McCloud implemented ungrading at the graduate level
    - She notes: "I do believe in the transformative potential of ungrading. I also believe that this practice warrants additional consideration of the labor associated with it, particularly for Black women faculty. Black faculty are often celebrated for our innovative pedagogical skills; however, the implementation of these skills comes with a cost that cannot be overlooked or misunderstood."

Pearls & Perils
- **Pearls**
  - When done correctly, the benefits of inclusive teaching include that instructors can connect and engage with a variety and diversity of students, better connecting the course materials with topics relevant to the students. Students are also prepared to encounter and learn from different perspectives and points of view, and students feel more comfortable in the classroom.
  - Students are more likely to be successful through activities that support their learning modalities, abilities, and backgrounds.
- **Perils**
  - It is important to consider your teaching context before adopting the methods above. Consider your class size, the culture of your university, whether the class is more lecture or discussion-based and whether the course is online or in-person. Some of these inclusive teaching methods may significantly increase work load or decrease it, depending on context.
  - Educators often lack resources, support, information and training to best succeed at inclusive teaching (Altes et al. 2024).

Research

Highlighting the importance: Folks engaging in research at all levels of academia should strive to engage in anti-racist research practices. Different resources exist to support researchers in efforts to improve the climate of the lab, decolonize research, create diverse networks of researchers, engage in anti-racist research practices, and more. Below we highlight a few important resources and interventions with these goals in mind.

Resources/Case studies

- *Cite BIPOC researchers in your work*
    - It is important to recognize and uplift the work of BIPOC researchers. Different networks and resources exist to help you find work that BIPOC authors have published.
    - For example, within psychology, this BIPOC-authored papers list is useful and is updated regularly: 🗓 BIPOC-authored Psychology Papers

- *Recruiting & supporting students*
    - Recruit students based on future student potential and past achievement
    - Include support for BIPOC students at the graduate and undergraduate level when writing grants
    - Be aware of unconscious biases regarding race when reading reference letters
        - Research across different disciplines routine shows unconscious racial and gender bias in recommendation letters, for example:
            - Newkirk-Turner & Hudson (2022)
            - Girgis, Oazi, Patel, Yu, Lu, & Sewards (2023)
        - For advice on addressing bias in letters of recommendation - this is a helpful resource: Chang, Munson, & Termini (2023)

- *Creating an inclusive and equitable lab culture*
    - Labs must have open conversations about DEIJ issues and how racism manifests as both micro- and macro aggressions. Discuss and formalize lab goals to meet antiracism expectations. As a first step, labs can build and sign code of conducts
    - Establish diverse, multi-mentor networks among and between laboratory members across different professional levels
    - Some resources that may be helpful here:
        - Chaudhary & Berhe (2020) - Building an Antiracist Lab - discusses 10 rules/guidelines for antiracist lab practices
        - How to begin building a culture of diversity, equity, and inclusion in your research group | Science - this article discusses some of the challenges, strategies, and tactics to create an inclusive and equitable team
            - Google Drive Link

- [Creating an Equitable and Inclusive Research Space](#) - this resource contains a number of links to additional resources for creating an inclusive and equitable lab culture.
    - [Google Drive Link](#)

- *Decolonizing research*
    - It is important to conduct research through an antiracist and decolonized lens.
    - See [Conducting research through an anti-racism lens](#) for a comprehensive overview and guide for conducting research through an anti-racist lens, and includes many additional links to further readings and resources:
    - [Zavala (2013)](#) discusses decolonizing research strategies, noting that "decolonizing research strategies are less about the struggle for method and more about the spaces that make decolonizing research possible"
    - See [Thambinathan & Kinsella (2021)](#) for a discussion of decolonizing qualitative research

- *Community-based participatory research*
    - For community-engaged work, engaging a participatory research framework is key
    - Community-based participatory research, one type of participatory research framework, is a collaborative research approach that equitably involves community members, researchers, and other stakeholders in the research process with an aim of combining knowledge and action to create positive social change ([Wallerstein et al., 2017](#))
        - Recognizes that community members bring important perspectives and knowledge that should be honored and can improve research
        - Recognizes, acknowledges and seeks to leverage typically unbalanced power dynamics in research for community good
        - Is based on iterative and cyclical efforts from a social constructionist perspective – seeking to center the community's needs, perspectives and solutions – versus the linear, top-down, positivist framework that undergirds Western research models
        - Strives to create sustainable and positive change with communities on their own terms.
    - Participatory research frameworks have arisen and integrated across the global north and south, and have been cited as particularly important in working in Black communities ([Noble, Streets & Jordan, 2024](#)) - [Google Drive Link](#)
    - Key takeaways from [Noble, Streets, and Jordan (2024)](#):
        - "Black scientists are best poised to advocate and teach others how CBPR can be used as a tool to promote Black mental health equity."
        - "Effective CBPR with Black communities means understanding a research lab is everywhere Black people are found."

- "Black scientists might be better equipped to navigate the power dynamics and potential mistrust between academic institutions and Black communities."
- Awareness of one's own value system and biases as a researcher is key and then, "intentionally addressing those biases and including the persons of interest in the research itself"
- Using the Seven Fields Principles of Community Psychiatry, which entails rebuilding the village, providing access to health care, increasing connectedness, increasing social skills, reestablishing the adult protective shield, increasing self-esteem and minimizing trauma ([Bell & McKay, 2004](#))

Pearls & Perils
- **Pearls**
  - Creating an equitable and inclusive research lab where a diversity of perspectives are valued [produces better research](#)
  - It is important to incorporate a diversity of perspectives in *every* step of the research process – developing, carrying out, and disseminating research
- **Perils**
  - It can be harmful to recruit students/researchers of color to a research project or lab without first making efforts to ensure the research team/lab is inclusive and actively anti-racist.

Hiring & Retention

Highlighting the importance:
- According to the [APA Report on Hiring and Retaining Faculty of Color](#) "recruitment, promotion, tenure, and retention of faculty of color is a longstanding problem within academia in the United States" (Alex-Assensoh, 2003; Finkelstein et al., 2016; Matias et al., 2022; Zambrana, 2018). While the US has become "increasingly racially and ethnically diverse, with more than 40% of the population now consists of people of color as of fall 2021, only 24.6% of tenure-track faculty across faculty ranks consisted of self-identified faculty of color, the bulk of whom are assistant professors (IPEDS3, 2023)." (APA Task Force Report on Promotion, Tenure and Retention of Faculty of Color in Psychology, 5). This problem reflects both challenges, hiring, retaining and promoting faculty of color.
- Anti-Black and other forms of bias can affect all elements of the hiring process including in letters of recommendation, student evaluations, and the interview processes (https://advance.umd.edu/media/31/download).
- Some of these resources found below suggest models which could be used for all potential candidates (e.g. the use of DEI statements for all candidates), while others emphasize strategies for recruiting (and retaining) faculty of color

General Resources/case studies:

- Delphi Project, within the USC Pullias Center
  - Focused on non-tenure track faculty, the Delphi Project at USC's Pullias Center (begun in 2012) seeks a "better understanding of factors that led to a majority of faculty being hired off the tenure track and the impact of these circumstances on teaching and learning, as well as to identify potential strategies for addressing issues of rising contingency together." While not always explicitly focused on issues of racial equity, the resources produced by this project do consider the demographic trends between tenure track and non-tenure track faculty members, and also include specific material on equity for non-tenure track faculty:
    - Using Design for Equity in Higher Education for Liberatory Change: A Guide for Practice (2021)
    - Non-Tenure-Track Faculty in our Department: A Guide for Departments and Academic Programs to Better Understand Faculty Working Conditions and the Necessity of Change (2012)
    - Designing Accessible and Inclusive Professional Development for NTTF (2021)
- APA Hiring and Retaining Faculty of Color Report (2023)
  - This report reviews key challenges in the hiring and retention of faculty of color, including specific issues around implicit bias in evaluation of faculty and external review letters, invisible labor of faculty of color, and failures of mentoring of faculty of color. It offers several specific suggestions, especially pertaining to retention of faculty, such as addressing bias in evaluation letters and material, and valuing publicly-relevant work alongside scholarship and teaching
- Addressing common myths about diversity and equity in faculty recruitment and hiring
  - This resource, from UC Merced, tackles 10 myths shared by many high level management, faculty, and staff that get in the way of advancing DEI efforts across campuses
  - For each myth, such as the myth that "Improving racial equity and inclusivity does not benefit my field as a whole ", the resource provides and an evidence-based counterargument is presented, along with lists of references and additional resources.
- Black Faculty Cohort Hiring Initiative at The University of British Columbia
  - Goal is to recruit up to 23 Black scholars over a 4 year time-period
  - There are many advantages to cluster hiring - including support, preventing burnout, and increased retention: Cluster Hiring for Faculty Diversification

Bias in evaluation letters

- Evaluation letters can have large impacts on the impacts of academics, and biases are abundant in both reference letters for earlier career academics (Berhe and Kim, 2022) and in tenure and promotion letters (A4BL Anti-racist Tenure Letter Working Group, 2022).
- In many cases when letter writers meant to praise the candidates, stereotypes and biases were clear (Berhe and Kim, 2022).

- Below are two resources that give practical advice on how to write inclusive, anti-racist letters.
    - Equity, Diversity and Inclusion: A guide for writing anti-racist tenure and promotion letters (A4BL Anti-racist Tenure Letter Working Group, 2022)
    - Unconscious racial bias can creep into recommendation letters–here's how to avoid it (Behre and Kim, 2022).

Hiring Committees

- Hiring committees have the responsibility to help the university realize its commitments to anti-racism through the hiring process. San Diego State University (see document here) requires all hiring committee members to:
    - Undergo implicit bias training
    - Review equity-minded practices prepared by the Office of Faculty and Staff Diversity each time they participate in a search
    - Review the applicant pool to assess whether they have succeeded in building a pool at least as diverse as the pool of doctorate holders in the field
    - Ensure all candidates selected for campus visits have an opportunity to meet with a college diversity liaison, a member of the department or college diversity council, or another representative from Campus Diversity.
- Colleges and universities committed to anti-racism should express this in their job announcements and add language about their desire to hire people committed to antiracism (Garcia, 2020).
- The search committee should be trained to review CVs in a way that does not reinforce (white) normative standards of excellence and must include a rubric (Garcia, 2020).

Assessing Job Candidates

- Rubric for Assessing Candidate Contributions to Diversity, Equity, Inclusion, and Belonging

    - Created by the UC Berkeley Office for Faculty Equity and Welfare, this rubric can be used to assess faculty candidates during the hiring process, this resource provides a clear rubric for "search committees to use for assessing candidate contributions to diversity, equity, inclusion, and belonging (DEIB)" by identifying levels of candidate engagement with past, present, and future commitment to DEIB.

Retention

- Retention among Black faculty at predominantly white institutions, like Columbia University, has been decreasing since 2011 (Cohen, 2023).
- One of the leading reasons for dissatisfaction among Black faculty is the lack of an inclusive campus environment (Connor, 2021)

- Increasing retention among Black faculty involves addressing a suite of interacting barriers. Suggestions to increase retention rates include:
  - Creating mentorship programs (Harris, 2023)
  - Universities should reassess reappointment, tenure, and promotion guidelines to ensure they are explicitly rewarding the invisible labor of Black faculty (Connor, 2021)

Performance Evaluations and Tenure Review

- Just as is the case for letters or recommendation during the job search, there is evidence of bias in external reference letters for tenure (Spitzmueller et al., 2023)
- Resources such as the Interfolio white paper offer recommended practices to diversify faculty by focusing on retention and institutional support of diverse faculty. These include:
  - Responding to the risk of professional and social isolation by providing institutional support and access to supportive communities, mentoring and guidance from senior faculty
  - Offering professional development support such as leadership training, access to grants related to and supportive of diversity
  - Implementing policies that support diverse faculty (e.g. those that encourage dual-career couples; offer flexibility in faculty use of institutional family leave policies) salary inequities related to gender, race, or other factors
  - Understanding why people leave, for example, by performing exit interviews
- The APA Hiring and Retaining Faculty of Color Report (2023) offers concrete suggestions for addressing implicit bias in tenure and promotion processes, including:
  - "Removing or modifying components of the evaluation process that are known to be subject to significant implicit biases" such as assessments of "collegiality"
  - Creating a standardized tenure process and sharing "criteria for promotion and tenure in writing"
  - Training those faculty voting on candidates so that voting faculty "understand the ways in which criteria for promotion and tenure advance the mission of the institution and department"
- Making performance evaluations equitable (Google Drive Link) discusses both tendencies for bias and potential solutions to mitigate bias
  - It highlights potential tendencies for bias
    - Prove-It-Again! (PIA): Groups stereotyped as less competent often have to prove themselves multiple times before competencies are believed
    - Tightrope (TR): For women and BIPOC, a narrower range of workplace behavior is considered acceptable
    - Tug of war: Bias can create conflict within marginalized groups, unfairly pitting members against one another
  - It encourages faculty to consider these solutions to mitigate bias in performance evaluations:
    - Implement a bias interrupter
    - Expand (or revisit) what is being evaluated

- Give evidence
- Monitor language for bias
- Collect more feedback
- Be clear – set clearly defined goals and create a rubric for meeting performance expectations
- Keep a written record
- Avoid gendered qualities
- Don't make assumptions

Pearls/Perils

Pearls

- Institutions that increase the number of Black faculty and create a positive campus climate for Black faculty have the highest retention rates (Connor, 2021).
- Research is clear that improved workplace diversity is beneficial in a multitude of ways. For example, research by Cletus et al. (2018), shows that "diversity in the workplace enhances critical thinking, problem solving, and employee professional skills. Furthermore, it enables organisations to attract talent, improve corporate attractiveness, [and] productivity."

Perils

- Hiring Black faculty without working towards fostering a safe and equitable campus climate can bring about further harm.
- There has been considerable backlash to efforts towards racial justice in education. As noted in *The End of Racial Justice?* (Gupton, 2023), as of June 2023, 306 bills were introduced limiting how educators can discuss racial justice in the classroom across 45 states, with at least 26 being passed into law. This backlash has extended to engage in more equitable and racially just hiring practices.
    - For example, in March 2024, MIT ended the use of diversity statements in hiring searches, describing them as an infringement of free expression. Additionally, the recent Supreme Court decision on affirmative action: *Students for Fair Admissions, Inc. (SFFA) v. President & Fellows of Harvard College* and *SFFA v. University of North Carolina* has implications not just for student admissions, but also for hiring practices. Employers may be legally restricted in efforts to advance diversity in the hiring process.
    - "Truths about DEI on Campus" by Harper et al provides a comprehensive look at backlash against DEI and evidence-based information to counter DEI myths
    - Sidley Law provides some considerations for employers in light of the new legal restrictions. You may also discuss with your institution's legal counsel.

Improving campus climate for Black faculty, students and staff

Definition

"Campus climate" refers to the overall atmosphere and quality of life within a university or college setting, as shaped by the collective interactions, behaviors, and attitudes of its members. It encompasses the perceptions, experiences, and responses of individuals and groups, reflecting the inclusivity, respect, and acceptance they feel. In the context of considering "campus racial climate," Hurtado et al (1998) offered various internal dimensions that acknowledge the influence of both internal policy and external historical factors. These include: a) an institution's legacy of inclusion and exclusion regarding race and ethnicity, b) having structural diversity with high representation of students from various racial and ethnic groups, c) psychological climate, which is formed from perceptions and attitudes about campus diversity, and d) behavioral climate including the interactions and practices across diverse groups on campus (Hurtado et al., 1998). A recent review of the literature indicated that many of the frameworks, measures, and methods used to address campus racial climate are based in White values of educational success and outcomes and view minoritized positionality from a deficit approach (Begaye-Tewa, Tachine, Hailu, Lopez, 2023).

Reframing the discussion around a positive campus racial climate is one wherein Black students, faculty and staff, among other people of color, have a sense of belonging and inclusion. Improving the campus climate for Black members means actively addressing systemic biases, fostering diversity, and cultivating an environment that is supportive of Black students, faculty and staff –academically, professionally and personally (Gwayi-Chore et al., 2021).

Highlighting the importance

A welcoming and inclusive campus racial climate that centers the needs of Black students, staff and faculty is not just a moral imperative but a strategic one, with far-reaching implications for the institution's success. First, positive campus climate has been shown to correlate with academic resilience among Black students (Mills, 2021). When individuals feel valued and accepted, they are more likely to engage fully with the campus community, and engagement in college civic activities helps to moderate the effects of campus climate for the better as well (Mills, 2021). Taking into account intersectionality and promoting cross-class and cross-racial interaction on campus has positive interactive effects for students (Park et al., 2013). From a faculty and staff perspective, a negative racial campus climate makes it difficult to attract and retain top talent (Branch, 2001). Having a better campus climate and a diverse faculty have been shown to enrich the academic environment, particularly for students of color, leading to greater GPA and graduation rates (Llamas et al., 2019). All that said, university efforts at PWI can also center whiteness, creating initiatives that do not have the intended effect for Black students (Lewis & Shah, 2021).

Recommendations/Resources/Case studies

Envisioning higher education as antiracist – Article by Krishni Metivier, July 2020
- If reforms are to be effective these four overarching principles must prevail

- ○ All reforms must be committed to civil rights, restorative justice, dignity and respect to the communities that have been the targets of systemic racism
  - ○ All reforms must be holistic, recognizing that racism is a pervasive system
  - ○ All reforms must be participatory, enabling BIPOC communities to share decision making
  - ○ All reforms must be intersectional
- 3 tiers of recommendation (tiers progressively move toward a greater embodiment of antiracist positions)
  - ○ Tier 1: ensuring responsibility and accountability
    - ■ Educate and provide knowledge of BIPOC histories of racism and implicit bias training to your communities
    - ■ Hold yourself and your institution accountable for ensuring racism does not continue
    - ■ Develop funded antiracism workshops, reading groups, and teach-ins
  - ○ Tier 2: countering and redressing a legacy of racism
    - ■ Dedicate your institution's work contracts to local Black and brown owned businesses
    - ■ Build and fund student internship opportunities with organizations fighting against systemic racism
    - ■ Create or reinvest in comprehensive antiracist policy institutes on the campus to fight institutionalized racism in partnership with local, regional and national organizations
  - ○ Tier 3: enacting an equitable antiracist society
    - ■ Enact policies that create and maintain equity among racial groups, despite ongoing racism in our society
      - ● Divest from prisons, parole and bail corporations, and prison vendors
      - ● Offer free or low-cost community education programs in BIPOC communities
      - ● Build accessible pathways to enter your institution for BIPOC communities
      - ● Pay all staff, graduate workers and faculty members a living wage with health care, paid sick leave and paid maternity leave

Pearls & Perils
- **Pearls**
  - ○ Improving campus climate can mean many different things. It is important to be specific when it comes to setting campus climate improvement goals.
    - ■ Consider the campus context and whether the improvements are aimed specifically for Black faculty, staff, and/or students.
    - ■ Consider how campus climate improvements will be made and what resources (financial, personal, interpersonal, etc.) will be needed to make those improvements happen
- **Perils**

- ○ Don't forget that improving the campus climate for Black faculty, students, and staff goes beyond the physical campus itself - the town in which the campus is situated, social media, the political landscape, etc. all play key roles in feelings of belongingness and well-being.

For faculty

Highlighting the importance: There is a shortfall in the number of black faculty nationwide, and those that do hold positions are often in lower faculty positions. In fall 2021, of the 1.5 million faculty at degree-granting institutions in the United States, only 6% of full-time faculty were Black despite Black students making up 14% of the undergraduate population ([Pew Research Center, 2017](#)). Students of color often seek out Black faculty for mentorship or guidance which can pile up the work on only a few individuals ([Pettit 2019](#); [Google Drive Link](#)). Additionally, women and people of color are often evaluated by students more poorly than white men, even when teaching identical content ([Chávez and Mitchell, 2019](#)), and these intersectional positions may contribute to unfair tenure decisions ([Colby and Fowler 2020](#)). Faculty of color networks provide a platform to raise awareness of these issues so that working groups can in turn review and revise institutional policies. Faculty of color networks exist at many college campuses (e.g., [University of Maryland, Baltimore](#); [Boston University](#); [Lehigh University](#)), and these collectives have diverse goals and objectives, but they often center on creating a more inclusive and diverse environment at their institution.

Resources/Case studies

- ● Faculty of Color Networks: See [Faculty of Color Networks section in Step 3](#)
- ● FOCN at Adelphi University
  - ○ The Faculty of Color Network (FOCN) at Adelphi University was established in the late 2010's to foster equity and to create a venue by which faculty of color would have opportunities to meet, exchange ideas and support one another. An important objective of this group is to integrate new, underrepresented faculty members into the academic community of the university comprehensively, while addressing their professional, social, and emotional needs. Of significant importance, the network provides new faculty members the opportunity to connect with role models who can act as mentors, engage in discussions about leadership, offer candid and constructive feedback, and inspire research and publication efforts.
  - ○ In 2020, the FOCN was reconstituted as one of the initiatives of the Academic Diversity Implementation Team (ADIT) Task Force, and the initiatives goals included networking, mentorship, creating a safe space for discussion, and undertaking a structural analysis to examine current institutional policies and the lived experiences of faculty of color.
  - ○ Adelphi won an [Affinity Group Award in 2020](#) from [INSIGHT](#) into Diversity.
  - ○ In spring 2021, Dr. Chandra Taplade Mohanty and Dr. Linda E. Carly from Syracuse University convened two workshops for FOCN members on strategies

for decolonizing knowledge, building a community of faculty members who advocate for change and methods to utilize in undertaking a structural analysis of the university.
- ○ The FOCN advocated for faculty input in the revisions of Unit Peer Review Committee guidelines. In fall 2021, the FOCN identified three top priorities: tenure/promotion process, mentoring of new faculty members, and mentoring and support for adjunct faculty. Endorsed less frequently were student mentoring and support and social gatherings/speaker events.
- FOCUS at Associated Colleges of the South (ACS)
  - ○ [Faculty of Color Uniting for Success (FOCUS)](#) is a project initiated by Southwestern University, Millsaps College, and Hendrix College, to address challenges faced by faculty of color in their path to success in the academy.
  - ○ Offers summer programming focused on scholarship, networking, self-care, professional advancement, navigating service demands, and the challenges that faculty of color encounter within the academy.
  - ○ After the summer institute, participants engage in peer mentoring across the academic year.
  - ○ The program also seeks to educate their institutions about creating more inclusive policies and campuses.

Faculty Senate and DEI efforts:

Faculty Senates, composed of faculty members from an institution of higher education allow faculty members to be involved with the governance of the university; concerned with the welfare of the academic community and academic policies. They typically represent the faculty voice on issues, approve of new academic programs and curricular changes, are involved with policies and procedures for appointment, tenure and promotion, set criteria and policies for student admission/retention, graduation and honors and student conduct, review academic calendar and budget etc.

Some faculty senates have taken an active role in DEI initiatives. They have established senate committees for DEI to work in collaboration with executive leadership and DEI offices, ensure diversity on the faculty senate, support DEI initiatives on the campus, review university policies under the purview of the senate with regards to DEI

However, faculty senates often do not see DEI efforts as in their purview, and place the burden onto DEI offices, and there is vast potential for Faculty senates to engage more in DEI initiatives. Below we highlight a few case studies of institutions engaging in such work.

Resources/Case Studies:

- University of Alabama

- ○ At University of Alabama, there is a Diversity, Equity, and Inclusion Committee nested within the Faculty Senate. In [2020-21](#), they collaborated with the DEI Office and worked on improving the culture on campus (e.g., more inclusive holiday decorations), creating Affinity groups for students and faculty, creating post-doctoral fellowships as a way to attract and retain diverse faculty members.
  - ○ In [2021-22](#), they worked on updating the criteria for tenure and promotion to include additional factors such as mentoring students from under-represented groups or service to underserved communities.
- University of Colorado Faculty Council DEI work
  - ○ [CU Boulder hired a consultant to increase DEI knowledge](#) and skills to improve governance. The consultant gathered data for the past 20 years on the number of faculty of color at the university as well as the challenges faced by faculty of color.
  - ○ A comprehensive plan was developed to "recruit, retain, promote, and advance faculty of color at all ranks, including international faculty of color" and work with the administration to implement the plan.
- Portland State University
  - ○ The Faculty Senate Steering Committee requested data from their institution about faculty hiring and retention and conducted conversations with faculty, staff, students, administrators and community groups about DEI. They passed [a resolution](#) about their views regarding DEI and steps to be undertaken.
- Stanford University
  - ○ [Faculty Senate discusses DEI survey](#) at final meeting of 2021-2022 year.
  - ○ DEI survey administered in May 2021. Quantitative results were presented in January and qualitative results in June.
  - ○ Survey results: [IDEAL Diversity Equity and Inclusion Survey](#)
- Washington University
  - ○ Faculty Senate and Governance generated [a list of online resources for fostering an inclusive community](#)
  - ○ Faculty Senate [resolved on Feb 8, 2021](#) - " supports the formation and work of a task force of faculty, students and staff to examine the current diversity requirement, assess the efficacy of the current requirement in meeting student needs and make recommendations for improving and supplementing or replacing the diversity requirement to more effectively address issues of race, equity, inclusion, power, bias, systems of oppression, and anti-racism."
  - ○ Faculty Senate Task Force on the Undergraduate Diversity Requirement [Final Report](#)
- University of Pennsylvania
  - ○ Has a [Senate Committee on Faculty Development, Diversity, and Equity](#) (SCFDDE)
  - ○ The general charge of the committee is " (i) identifies and promotes best practices for faculty development, mentoring and work environment to facilitate faculty success at all career levels; (ii) evaluates and advocates processes for faculty recruitment, promotion, and retention that promote diversity equity, and

work/life balance for the faculty; (iii) monitors the status of faculty development, mentoring, diversity and equity; and (iv) issues periodic reports on the activities and findings of the committee that makes recommendations for implementation" but specific goals are set for each academic year.
   ○ The Website has committee reports from the past 11 years.

Additional Resources/Case studies

- Jack Finney - Virginia Tech, creating a positive climate
   ○ This document focuses on making departments places in which faculty, staff, and students live, work, and prosper with utmost success.
   ○ The document does not specifically focus on addressing anti-Black racism, but has general materials of creating a positive departmental climate. The document references survey data which was conducted in 2005 and had a 60% response rate from tenured and tenure-track respondents across the College of Engineering and the College of Science.
   ○ There are five critical sections in this document:
         1. Creating a sense of intellectual community
         2. Providing fair and full evaluations of staff and faculty
         3. Improving communications to insure clarity and mutual respect and understanding
         4. Building more effective departmental policies
         5. Helping members achieve an effective work-life balance.
   - Aimed at faculty, some things faculty could do (events, language in T+P letters) or advocate for (policies), but many would be best undertaken by groups of faculty, chairs, or administrators
   - https://advance.vt.edu/
- Enhancing Diversity, Equity, and Inclusion Initiatives in Faculty Affairs
   ○ University of Denver document stating four main values of DEI in faculty affairs. . The overall goal is to make equity-minded decisions and create and support policies, practices, while supporting faculty cultures of belonging and thriving for all faculty, including those who have been and continue to be underrepresented in the academy. Briefly, the four main areas of this work are described below:
         1. Faculty Lifecycles - To support the faculty life cycle from hiring to retirement and promotion at all stages
         2. Faculty Development - To support all faculty to chart an intentional career trajectory and build inclusive communities that help faculty thrive and grow as teachers, scholars, and leaders
         3. Faculty Relations - To support individual faculty and enhance faculty voice
         4. Teaching and Learning - To support faculty pedagogical growth to catalyze student learning and belonging.
- Academic Personnel Office, UC Merced
   ○ Evidenced-Based DEI Best Practices

■ Resource links to abstracts/summaries of 12 evidence-based DEI best practices for advancing faculty diversity and equity.
■ Specifically, the articles/books recommended here target educational equity in general as well as evidence-based practices to improve DEI in terms of recruitment, the hiring process, and retention

How are faculty senates responding to changes in the nation and pushback to DEI efforts?

Examples:
- Iowa State
- Florida State University Faculty Senate Resolution in support of DEI initiatives in higher education
- Tracking anti-DEI efforts
- Compliance in Texas

For Black students

Highlighting the importance: Black Liberation Collectives (BLC) are an international movement of students at universities across Canada and the United States that are challenging anti-black racism in post-secondary institutions. BLC operates from a theoretical lens of anti-black racism, understanding that liberation for the most marginalized means liberation for us all. What makes BLC unique is that beyond building spaces for Black students to come together and build community, BLC is social justice oriented, specifically through action-based work that focuses on planning and conducting direct-action work in creative ways, and having to liaison with administration following actions.

- This text explores how to define and set demands. It offers concrete examples (more faculty, eliminating tuition), and questions to guide what sort of demands a person, a group, etc could make of a university. It poses specific questions to guide demands, including around:
  - financing (investments, financial aid, which departments exist)
  - representation (what percentage of students, faculty and staff are Black, admissions policies, intersectional identities, faculty hiring policies)
  - campus safety (responses to sexual assault and harassment, details about the campus police, safe gender-neutral spaces, specific support for undocumented students).
  - It continues with a 10 step cycle of defining and working for these demands
- Improving campus environment - questions related to "Diversity, Representation, & Critical Mass" (quoted from the Black Liberation Collective):
  - What is the percentage of Black students on campus? Where are they from? What is the socioeconomic makeup of our Black student body? Do we have an equitable representation of students with historically excluded identities

distributed across campus (LGBTQ, differently abled, non-traditional, working class/poor, undocumented, formerly incarcerated, etc.)? What is our admissions policy? How are students selected? Can current students have an influence on decisions?

- What is the percentage of Black faculty on campus? Where are they from? What fields are they in (or concentrated in)? How many have tenure/are on tenure track? Do we have Black faculty representation from historically excluded identities (LGBTQ, differently abled, formerly working class/poor, undocumented, formerly incarcerated, women, etc.)? How are faculty members selected? Can students have an influence on decisions?
- What is the percentage of Black staff on campus? Where are they from? Do we have Black staff in positions to help students in varying ways (academic counseling, directing a cultural center, psychological services, etc.)? Do we have Black staff representation historically excluded identities (LGBTQ, differently abled, non-traditional, working class/poor, undocumented, formerly incarcerated, women, etc.)? Who hires staff members? Can students have an influence on decisions?

- Improving campus environment - questions related to campus safety (quoted from the Black Liberation Collective):
    - What is our campus sexual assault policy? What are its flaws or strengths (if any)? Do we have a process to report assault? Is it confidential? Who do we report to? Is there a way to minimize/maximize contact with campus officials to ensure our safety? Do we have emergency equipment on campus to prevent these issues? Do we have sexual harassment/assault training specifically for men (in 99 out of 100 cases, are the abusers) to be preventative?
    - Do we have campus police or armed security? How are they funded? Do they carry weapons? What type of weapons do they carry? Do they have diversity training? Have our campus police ever killed/fired their weapons at anyone before? How do campus police interact with Black folks? What are alternatives to having police on campus?
    - Do we have gender-neutral facilities? Do we have gender neutral bathrooms/locker rooms/dorms? Is our campus safe for Trans* and gender non-conforming folks? Are their medical services for gender-nonconforming and Trans* folks on our campus? DO we have gender-neutral/preferred name mechanisms built into the infrastructure on our campus (such as your campus email, campus records, etc.)?
    - Are undocumented folks safe on campus? Can they still apply for jobs/resources to sustain them economically? How do undocumented folks report incidents concerning their safety on campus? Can undocumented students access programs like study abroad, or scholarships on campus?
- Campus Policing: A Guide for Higher Education Leaders, Jude Paul Matias Dizon, Maritza E. Salazar, Elif Yucel, Edgar Fidel Lopez (2020)
    - "A new report written by Pullias Center researchers tackles the institutionalization of policing in higher education campus safety and management. By providing

administrators with important perspectives, key takeaways, reflective questions, and specific recommendations, Campus Policing: A Guide for Higher Education Leaders acts as a guide for higher education leaders looking to proactively respond to issues of policing and racism on university campuses."
- Demands: Placing power with the people

Financial actions

Highlighting the importance: As stated in the NADOHE framework, "As institutions move forward with anti-racism work, overall institutional DEI spending and budget allocation is one metric of commitment. Where a college or university invests its resources is a powerful indicator of its values. … DEI costcutting sends a powerful message that BIPOC students, faculty, and staff are expendable. A comprehensive DEI program can lead to the retention and success of diverse communities, while a poorly funded DEI program can do more harm to an institution than good as students, faculty, and staff become vulnerable to racial injustice." It is of critical importance to financially prioritize DEI and anti-racism work. Below we highlight some resources that provide many useful suggestions for resource-related action steps.

Resources/Case studies

- Making financial demands - questions to consider (quoted from the Black Liberation Collective):
  - How are programs/centers for diversity at my school funded? Is it fair? Is it sustainable?
  - How are academic departments (such as Black Studies, Women and Gender Studies, etc.) funded at my school? Is it fair? Do we have a strong amount of tenure-track faculty who can advise students?
  - Does my university/college have investments? If so, what do we invest in? Can this information be made public? Are these investments morally wrong (such as investing in private prisons or in weapons contracts)?
  - How does financial aid work at my school? Do Black students (graduate and undergraduate) receive a proportionate amount of institutional aid? What percentage of endowment raised funds goes to students? Can it be increased?
  - How does pay staff pay work at our institution? Are employees treated fairly? Do women get paid equally to men? Are there unions? Do student employees get benefits? Is executive pay disproportionate?
- National Association of Diversity Officers in Higher Education - A Framework for Advancing Anti-Racism Strategy on Campus
  - This framework as a whole provides a wealth of useful information, but see the section titled "Resource Allocation" (pages 14-16) for some helpful information on financial actions specifically.
  - This section highlights 12 different areas of effort where actions can be taken to ensure proper financial resources are being dedicated to DEI and anti-racism efforts.

- [Moving Beyond Words: Leveraging Financial Resources to Improve Diversity, Equity, and Inclusion in Academic Medical Centers - PMC](#)
  - In this article, Clark, Cohen, & Heard-Garris (2022) provide valuable information about using financial resources to advance DEI and anti-racist efforts in academic medical centers.
  - The authors suggest the following priorities:
    - advocacy efforts for programs that will contribute to DEI in health,
    - pipeline programs to support and guide minoritized students to enter health professions
    - recruitment and retention of minoritized faculty.
- Case study example: Divesting from private prison companies
  - There have been movements for universities to divest from companies that profit from the prison-industrial complex. See for example: [Harvard Prison Divestment Campaign](#)
  - Columbia University became the first U.S. university to divest from prisons in 2015: [See article](#)
  - The [Prison Industry Divestment Movement website](#) has useful information about the movement and [the institutions that have successfully divested](#)
- Case study example: Ban the Box
  - [Ban the Box](#) is a movement to remove the question regarding conviction history from employment applications.
  - The U.S. Department of Education has called for higher education institutions to remove the question about prior criminal histories: [Beyond the Box](#)
  - For example, [Washington and Louisiana](#) are states that have passed laws prohibiting criminal history prior to applicant acceptance for admission, [along with the University of California system, the State University of New York system, and Maryland public universities](#) (among others).
- Examples of academic institutions financially supporting/funding anti-racist efforts:
  - [University of Michigan Anti-Racism Graduate Research Grants](#) - provides funding for graduate researchers pursuing anti-racist research
  - [Center for Antiracist Scholarship, Advocacy, and Action (CASAA) | Arcadia University](#) - includes several financially-funded efforts including a microgrants program, a scholar-advocates program, and an emerging scholars program.
  - [Anti-Racism Grantmaking Program (ARGP) | Columbia Law School](#) - a grant program aiming to "provide both financial and non-financial assistance to members of the Law School community for projects that will help dismantle racially subordinating policies, structures, or systems or otherwise help promote racial equity and inclusion."

Improving environment outside of campus

Highlighting the importance: Campuses are situated in larger community contexts. Sometimes the city/town where a campus is situated may be an unwelcoming climate to Black students/faculty/staff, or it may be a safe haven when the campus itself is unwelcoming. As

such, it is important to take actions to improve and foster the climate outside of campus and the relationships between campuses and their cities/towns.

Resources/Case Studies
- *Social media action*
  - Social media can be an important tool for reaching wider audiences, and can be a digital "off-campus" space for building community and amplifying community efforts. Technology can play an important role in either fostering a more inclusive "off-campus" environment, but it can also have some harmful downsides.
    - Physical and digital spaces: The intersection of campus climate and technology.
      - In this article, Munger, Ritchie, McAdam, & Nynka (2023) highlight the importance of digital technology and its potential to both help or hinder BIPOC college students.
      - Of particular relevance, the article discusses social media's role in fostering a larger more inclusive online community for BIPOC students situated in PWIs.
      - The article also discusses the downsides of social media - in that the prejudice and discrimination BIPOC students may face on campus may also be mirrored in their online spaces.
  - Consult with Black students/faculty/staff/alumni on your campus about whether you can:
    - Facilitate/amplify current social media efforts
    - Share some resources about ways to use social media to take and support collective action that is driven by Black students, faculty and staff
  - Mundt, Ross, & Burnett, 2018 provide a lot of actionable information about the role of social media in "scaling up" Black Lives Matter actions. This may be a useful guide to folks wanting to build community and mobilize resources in contexts that go beyond the campus itself.
  - van Haperen, Uitermark, & van der Zeeuw (2020) examine the ways that social media allowed folks to engage in different ways with the Black Lives Matter movement. As the authors highlight, "social media allow for sharing emotions without physical copresence" - a way of being engaged with movements even when one cannot physically be in an activist space.

- *Highlighting/supporting off-campus resources for Black students/faculty/staff*
  - It is important for campus communities to highlight off-campus resources and communities so that students/faculty/staff know what resources are available beyond their campus
    - For example, West Virginia University's Carruth Center website highlights both on- and off-campus resources to support Black students
    - This website also highlights resources and organizations for Black college students across the country

- ○ It is also important for colleges to advocate for and support off-campus resources for Black students/faculty/staff - whether through financial support, advertising, assistance with tasks, etc.
  - ■ For example, this article highlights a few potential actions colleges can take to make sure off-campus resources are visible and supported

- *Improving town-gown relations*
  - ○ The relationship the campus has with its surrounding town/city/area is important to consider. DEI-focused relationship-building can have lasting impacts by strengthening the resources available on and off-campus for Black students/faculty/staff.
  - ○ This podcast episode with Stephen Gavazzi, Ruben Lizardo, & Suchitra Webster "delves into the unique relationship and responsibilities colleges have with their local community and explores the challenges as well as strategies to building successful and essential relationships."
  - ○ As Dr. Pamela Gunter-Smith (President of York College) highlights in this article, one way that campuses can be involved in improving town-gown relations is by having campus members be actively involved in off-campus community-building. For example, as the article mentions, campus members involved in DEI work on campus could also serve on DEI committees for off-campus organizations or groups.
  - ○ "Engaging in Your Community - Diversity, Equity, & Inclusion"
    - ■ While this guide is more focused on the campus community rather than the broader community beyond campus, it still offers some useful advice for planning and implementing DEI actions that may affect the larger community beyond the campus.

Step 5: Evaluation

Definition

Program evaluation has broadly been defined as a systematic method for collecting and analyzing data to assess the effectiveness and efficiency of a given set of activities undertaken towards an intended outcome. Program evaluation may be considered as a set of iterative steps or stages, which include preparing for and designing the evaluation; gathering, analyzing data and interpreting the findings; and disseminating the findings. In the context of antiracism programs and initiatives, such as improving campus climate for Black students, staff and faculty, these considerations need to be incorporated throughout the process: a) time to engage in antiracist self-reflection and learning, b) efforts to ensure collaborative and equitable partnerships, and c) cultural, historical and political contexts for the work (WestEd, 2021). The *process* by which initiatives to support Black students, staff and faculty are created, implemented and evaluated may thus be just as important to evaluate as the program outcomes themselves.

Highlighting the importance
In the wake of ever-increasing efforts to assess and address campus climate, scholars have indicated that evaluating the effects of these initiatives is key to determining whether they are positively impacting campus climate for Black students, staff and faculty, and if not, to improve such initiatives (Telles & Mitchell, 2018).

Recommendations
- Many resources we located could be used more generally for assessing campus climate – both before and after initiatives are implemented. Thus, many of those listed in the following sections could be used for either step 2, step 3, or step 5.
- Many of the resources we found that provide measures and tools for assessing initiatives (see below) are more comprehensive, outlining strategies that cover the development, implementation and evaluation of initiatives.
- It is important to prioritize choosing measures and methods developed by Black academics, evaluators, and/or communities to ensure cultural appropriateness and that the target of the efforts is focused on evaluation of efforts for the Black community in your setting.
- Getting input and feedback from key stakeholders on the chosen measures is also key. Administrators are more likely to move on data they find compelling, and other stakeholders may be well-versed in measurement and methods in this area, which may be best served if crowdsourced by those with the biggest stake in the outcomes – including Black staff, students and faculty.

Pearls/Perils
- Pearls:
  - Evaluation of initiatives to improve campus climate for Black students, staff and faculty provides an indication whether these initiatives were effective in achieving this goal.
  - Data-driven initiatives are more likely to receive continued funding and are more likely to be more widely adopted across institutions to maximize impact.
- Perils:
  - Most measures and tools we have found do not prioritize evaluation of initiatives to improve campus climate for Black students, staff and faculty, specifically.
  - Deciding on outcomes to prioritize can be difficult because there might be competing perspectives on what constitutes an effective program in addressing anti-Black racism on campus and/or to improving campus climate for Black students, staff and faculty.
  - Telles and Mitchell (2018) indicated that there is often a disconnect between the intention and impact of programming to change campus climate. This point brings up a few challenges. What does one do with an initiative that did not work to create the intended impact?
    - Google Drive Link

- ○ Measuring change over the long term is key – not just reactive measures when events occur. As Williams & Wade-Golden (2013) indicate: "Senior leaders must be committed to moving past ''cheetah'' moments and toward building diversity capacity over the long haul. The process is slow, painstaking, incremental, and evolving, but when done well, leads to deep, even transformational change in the culture of the campus community." To measure transformational change requires thoughtfulness and commitment over the longer term.
- ○ Need to conduct an "honest" assessment, that is assess where the organization truly is

Resources/Case studies

- ● Diane Matt, et al. TECAID model
    - ○ The TECAID model offers a planning framework to guide "culture change in DEI" in academic settings. It is not specific to improving campus climate for Black students, staff, and faculty.
    - ○ Regarding evaluation, Section 5.4 covers "assessing the impact" of one's change plan. In addition, an earlier section, 5.2 helps a team consider – in advance of planning and implementing change – the key outcomes to assess the effectiveness of the change plan. In the attachments, there are some assessment tools to gauge readiness and process. These tools are less geared towards outcome assessment given the authors' assertion that the outcomes should be co-created with stakeholders and locally determined.
- ● Berkeley strategic planning suggestions
    - ○ This toolkit provides a guide and a set of strategies for achieving transformational change on issues of equity, inclusion, and diversity. It is not specific to improving campus climate for Black students, staff and faculty.
    - ○ Includes some tips on setting goals and metrics to assess the realization of project goals (see pgs. 32-35), but clarifies that goals must be locally determined.
    - ○ Self assessment of organization or department, probably to be led by department leadership - and examines relationships with clients (which could also be students).
    - ○ "Revisit your implementation plan to ensure oversight and follow through for all parts of the plan. This includes benchmarks and checkpoints. A common checkpoint for all campus divisions and departments is just prior to the budget process each year so that you can include your work toward your goals on equity, inclusion, and diversity in your budget documents. 2) Continue to plan for resources such as trainings and workshops, online materials, and consultation services that will assist in developing the key competencies for successfully executing your new plan. 3) Plan multi-year checkpoints with Equity & Inclusion planning staff. 4) Share your plan and successes with your entire organization and campus and community partners. Please contact the Equity & Inclusion office for ongoing support as needed."

- *Assessment Tools*
  - [New England Resource Center for Higher Education (NERCHE) Self-Assessment Rubric for the Institutionalization of Diversity, Inclusion and Equity in Higher Education](#)
    - This rubric is primarily to provide administrators at different levels with a self-assessment/snapshot of campus climate from a DEI perspective. It was not created expressly to assess outcomes of specific actions or to assess perspectives on climate centering Black students, staff and faculty. However, it could be used after an intervention or action to assess its effects on campus climate.
  - Diversity and Inclusion Measures
    - [Continuum on Becoming an Anti-Racist Multicultural Organization](#)
      - This scores an institution on a continuum from monocultural to multicultural to anti-racist to anti-racist multicultural. The six scores are 1) an exclusionary institution, 2) a club institution, 3) a compliance organization, 4) an affirming institution, 5) a transforming institution, and 6) a fully inclusive anti-racist multicultural organization in a transformed society
    - [University for Southern California Center for Urban Education Equity Scorecard](#)
      - This scorecard is a process that combines a theoretical framework with practical strategies to initiate institutional change that aims for equitable outcomes for students of color. The scorecard looks to create conditions that enable higher education professionals to implement sustainable institutional change.
    - [Rubric for measuring progress in DEI](#)
      - Scores progress in DEI across three stages: 1) emerging, 2) developing, and 3) transforming.
  - Anti-Racist Development Assessment Tools
    - Links found on the [National Juvenile Justice website](#). Provides tools that their organization has used to address systematic bias.
  - Assessment Tools from Western States
    - *[Organizational Assessment Rubric](#)*
      - Assess organization in terms of decision making, budget, finances, accountability, pay and power, geographical location, membership, culture, and programs. Organizations can be "all white clubs", "token or affirmative action organizations", "muti-cultutral organizations" or "anti-racist organizations"
    - *[Brief Organizational Assessment Tool](#)*
      - This 25 item checklist asks you to assess readiness to implement a racial justice initiative by considering the program, power dynamics, organizational policies, people involved, and culture using a traffic light to indicate the current stage of the organization.

- - - ○ A Red Light indicates that the "organization has not gone there"
    - ○ A Yellow Light indicates that the "organization has started conversations about this or taken some first steps"
    - ○ A Green Light denotes that the "organization is fully on board"
- Racial Equity Tools
  - ○ Racial Equity Tools is a website "designed to support individuals and groups working to achieve racial equity. This site offers tools, research, tips, curricula, and ideas for people who want to increase their own understanding and to help those working for racial justice at every level – in systems, organizations, communities, and the culture at large."
  - ○ This section provides organizational assessments, resources (frameworks for considering change and capacity) and case studies for promoting racial equity.
- Center for Urban Education racial Equity Tools
  - ○ "CUE's Racial Equity Tools aim to change the minds, hearts, and practices of faculty, staff, and leaders—all of whose collaboration is essential to achieve racial equity in higher education." The tools are organized into four sections- building a foundation, problem definition, proposing solutions and sustainability.
  - ○ See especially: Phase One - Laying the Groundwork
- EAB - The Center for Diversity, Equity, Inclusion and Justice Resource Center
  - ○ "This resource center brings together EAB's vast library of best practice DEIJ research, tools, and insights dedicated to helping college and university leaders cultivate diversity, foster inclusion, promote equity, and fight for justice for their students, faculty, staff, and communities."
  - ○ The EAB - Consultant group for institutions of higher learning is a for-profit company that helps institutions of higher education with a variety of operations including enrollment, student success, advancement, efficiency, finance, facilities management, technology, institutional research, and strategic planning. This company does not have exclusively Black leadership, but the "Moonshot" effort is a Black-led effort. The website includes several links to initiatives and resources aimed at attaining equity in higher education.
  - ○ How can I become an anti-racist leader? 7 questions campus leadership should ask themselves (Google Drive Link)
    - ■ 1. Does the demographic makeup of our faculty and senior leadership reflect our students and community?
    - ■ 2. How does our institution mitigate bias in the classroom experience? Do we incorporate discussions of race into programs of study?
    - ■ 3. Does our institution regularly assess the campus climate and students' sense of belongingness?
    - ■ 4. How can we ensure that students of color receive the necessary support in advising, counseling, and other student services?
    - ■ 5. How is my institution addressing food and housing insecurity?

- ■ 6. Is your campus engaging students of color in co-curricular experiences?
- ■ 7. What is the relationship between students of color and campus police, local law enforcement, and the broader campus community?
- [Claremont Graduate University Campus Diversity Initiative Evaluation Project Resource Kit](#)
    - ○ A 107 page "resource guide to aid campuses in designing evaluation plans for measuring the outcomes of campus diversity initiatives. In an effort to make this guide user-friendly, it is divided into three major sections. Part 1 mainly covers tools that engage a broad range of issues in relationship to campus diversity. Part 2 includes tools that are primarily organized around specific, targeted diversity issues, and Part 3 covers a wide range of readings, websites and reports related to diversity and evaluation."
- [Delphi Project at USC](#)
    - ○ "The Delphi Project was initiated in 2012 to support a better understanding of factors that led to a majority of faculty being hired off the tenure track and the impact of these circumstances on teaching and learning, as well as to identify potential strategies for addressing issues of rising contingency together.'
    - ○ [Climate survey for non tenure track faculty](#)
    - ○ Also a document on how students can support non tenure track faculty
- Evaluating Diversity Statements
    - ○ A [rubric for evaluating diversity statements](#) from Rutgers University
    - ○ Poorvu Center for Teaching and Learning
- [Community Tool Box](#)
    - ○ Provides information about working with groups.
    - ○ "46 Chapters through which you can obtain practical, step-by-step guidance in community-building skills"
    - ○ Chapter 27 focuses on "Working Together for Racial Justice and Inclusion"
- [Anti-racist checklist](#)
    - ○ For each item related to potential changes for universities, individuals are asked to reflect on the degree of change initiated - No Action, Starting, Strategizing, Making Progress, Complete and Stalled
- [Culturally Engaging Campus Environments (CECE) Survey](#)
    - ○ This survey was developed by the National Institute for Transformation and Equity, based on the [framework](#) and [subsequent testing](#) of Samuel D. Museus's model "to assess and understand institutions' campus environments and to maximize success among diverse students."
    - ○ According to his model, two key factors help diverse academic institutions thrive:
        - ■ Cultural relevance (i.e., "how well a campus environment represents factors such as students' backgrounds, if the institution provides opportunities for students to connect with similar students and whether they can learn about their culture on campus") and

- - ■ Cultural responsiveness (i.e., " how well the institution supports diverse students' needs, makes them visible and accessible, and whether those students feel they can connect with faculty members and get their help")
  - ○ There are now surveys available for two-year colleges, four-year colleges, graduate Students, faculty and staff to measure these constructs. However, the authors note these have not yet been tested in pre-post intervention analyses to see if the measure can detect positive changes over time.