



A Framework for Advancing Antiracism & Diversity, Equity, & Inclusion in Higher Education

Thursday, March 2, 2023 1:00 p.m. ET

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CUPA-HR Webinar

Presenters



Paulette Granberry Russell, JD
President
NADOHE



Clyde Wilson Pickett, EdD
Second Vice President
NADOHE

Objectives

- Familiarize participants with the NADOHE Framework for Advancing Anti-Racism on Campus.
- Outline the Framework's 10 Priority Areas that institutions can use in determining whether current policies and practices act as barriers to racial equity.
- For there to be a broader understanding that a more inclusive and equitable culture and environment addresses not only racial inequities but produces a more equitable campus for all.



Poll Question

I feel I have the skills and understanding to support racial equity work at my institution or organization?

- Yes
- No
- Maybe

Takeaways

- ✓ Understand the necessity of moving “beyond a focus on simply increasing the numeric participation of minoritized racial and ethnic groups” (National Academies of Science, Engineering, and Medicine)
- ✓ Anti-racism efforts benefits ALL

Context Matters

- The opportunity for space to discuss race and racism does not happen without appropriate and intentional planning.
- Appropriate attention must be paid to the historical legacy of race and racism with regard to the school/campus, the climate in the community, and within the regional levels and beyond.

Why a Framework?

- Push for racial reckoning of 2020
- Resurgent activism
- The call for support from colleagues in the work
- Willingness of colleagues who wanted to invest/lead in the space
- The need for a tool to shift culture and to impact all campus constituents (staff, students, faculty)

Why a Framework?

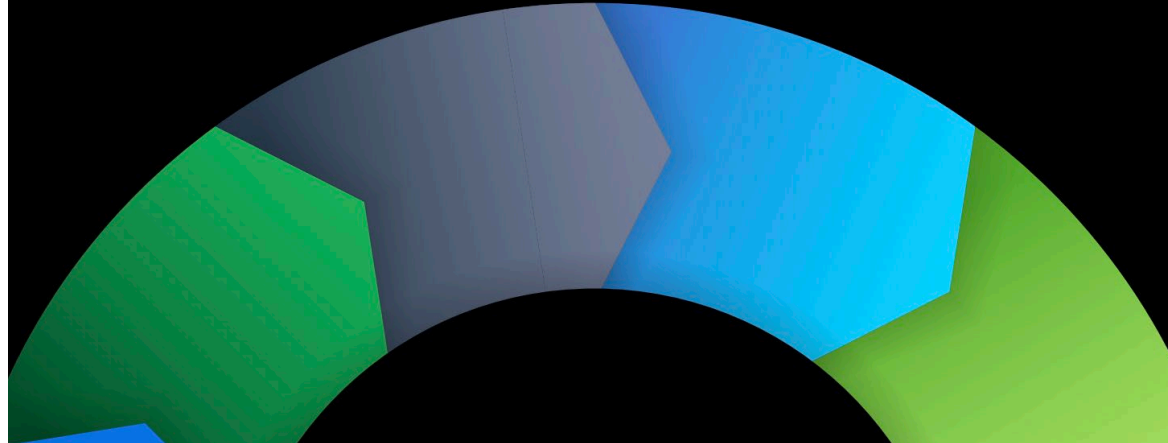
- Prioritizing changes in institutional policies, procedures, and practices is required to address structural barriers to achieve racial equity
- NADOHE created “A Framework for Advancing Anti-Racism Strategy on Campus” addressing 10 priority areas where strategies would significantly improve conditions for Black, Indigenous, and faculty, staff, and students of color

National Association
of Diversity Officers
in Higher Education

NADOHE

Leading Higher Education Towards Inclusive Excellence

A Framework
for Advancing
Anti-Racism
Strategy
on Campus



Continuum of Development

Capacity for Organizations to Deliver & Anticipate Change

- Organizational culture/belonging
- Leadership performance
- Strategic unity
- Innovation
- Agility
- Talent (recruitment, retention, development)

Competency for Individual to Change

- Personal identity
- Power
- Privilege
- Bias
- Positionality

NATIONAL
ACADEMIES

Sciences
Engineering
Medicine

Advancing Antiracism,
Diversity, Equity, and
Inclusion in STEMM
Organizations

Beyond Broadening Participation

Consensus Study Report

Influencing the Need for Change

What is the Definition of Anti-racism

Anti-Racism is the **active** process of **identifying, challenging, and confronting** racism. This **active** process requires **confronting systems, organizational structures, policies, practices, behaviors, and attitudes**. This **active** process should seek to redistribute power in an effort to foster equitable outcomes.

Framework (2021), p 8

Systemic and **structural** racism are forms of racism that are pervasively and deeply embedded in and throughout **systems**, laws, written or unwritten **policies**, entrenched **practices**, and established beliefs and **attitudes** that **produce, condone, and perpetuate widespread unfair treatment of minoritized people**. (Bonilla-Silva, 1997).

National Academies of Sciences, Engineering, and Medicine. 2023. *Advancing Antiracism, Diversity, Equity, and Inclusion in STEMM Organizations: Beyond Broadening Participation*. Washington, DC: The National Academies Press.
<https://doi.org/10.17226/26803>

HIGHER EDUCATION: SYSTEMIC & STRUCTURAL RACISM

Systemic Racism – *Is perpetuated discrimination within a system that has been based on racist principles, practices, and focuses on the involvement of whole systems.* (Feagin, 2013; Fitzgerald, 2021).

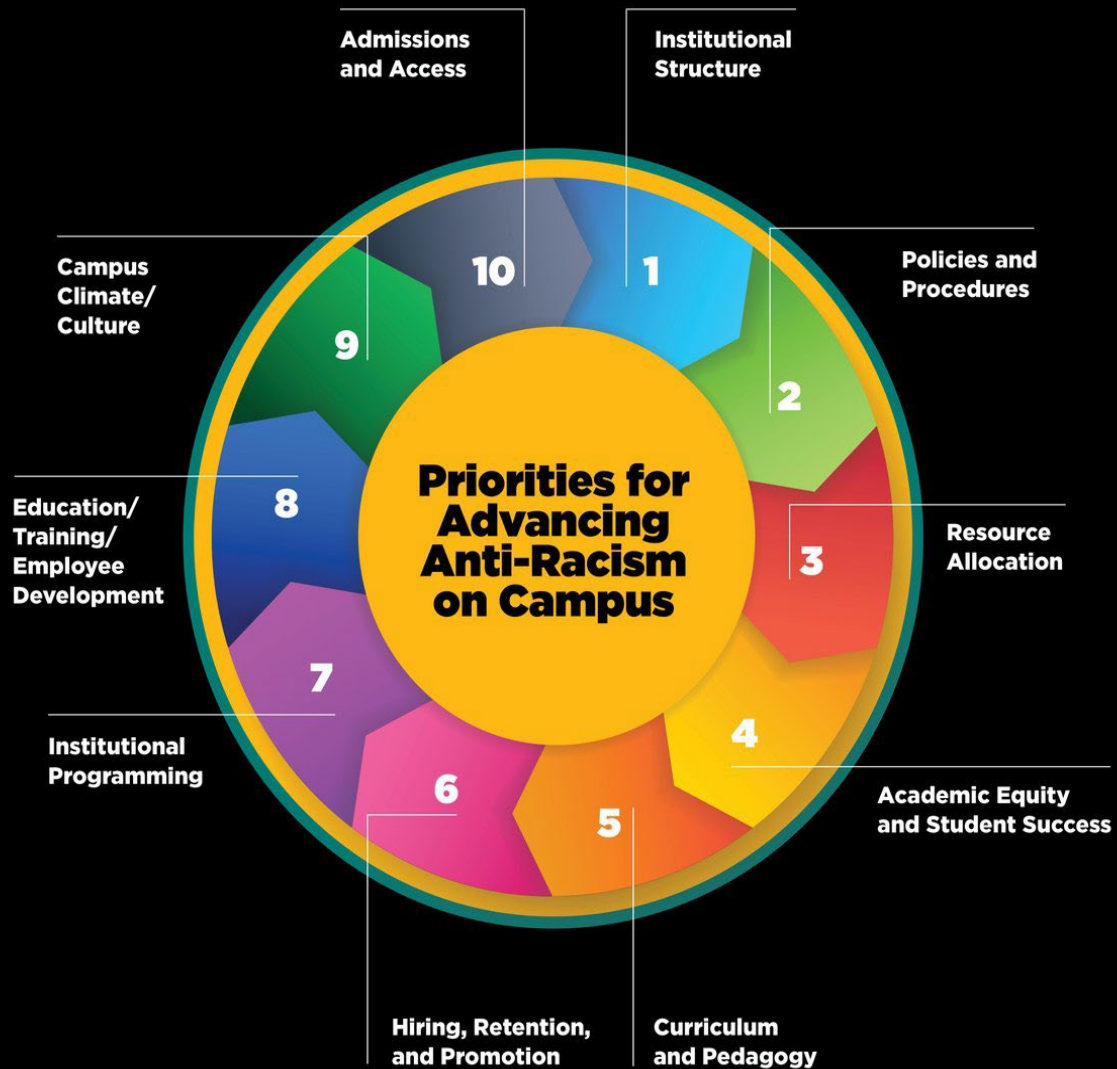
- Examples include political, schools, health care, criminal legal systems, including the structures that uphold those systems.

Structural Racism – *Cultural values in a society are so ingrained in daily life that they are seen as the way things are.* (Fitzgerald, 2021; Lucas, 2008)

- Examples include higher rates of poverty for Black and Indigenous communities, Covid and higher death rates among minoritized people.

Institutional Racism – *Denotes policies and practices within and across institutions that, intentionally or not, produce outcomes that chronically favor White people and put individuals from other racial and ethnic groups at a disadvantage* (Roundtable on Community Change, 2017)

Cited in National Academies Press, *Advancing Antiracism* (2023)

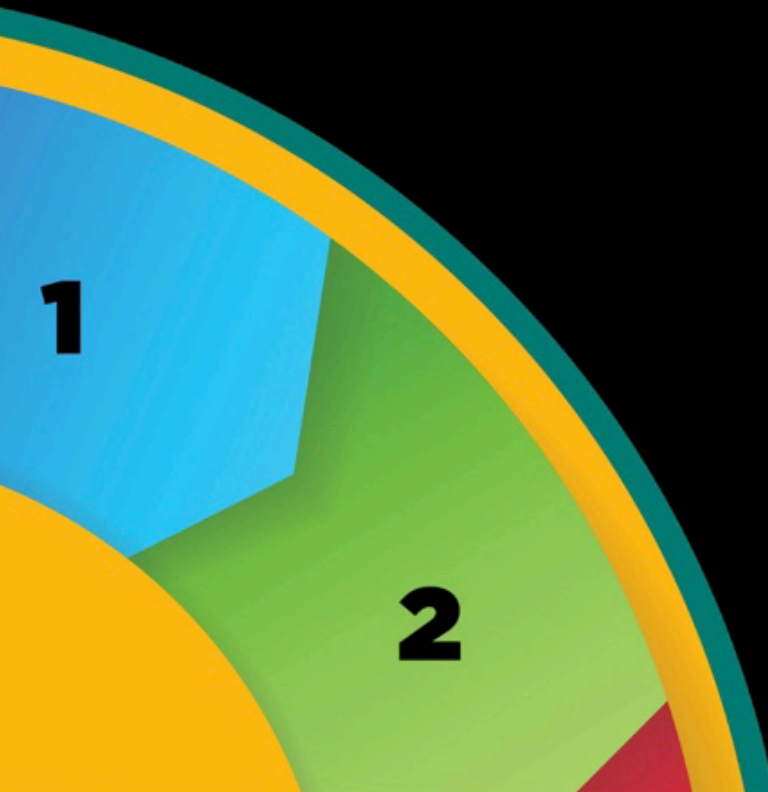


Framework Priority Areas

- Institutional Structure
- Policies and Procedures
- Resource Allocation
- Academic Equity and Student Success
- Curriculum and Pedagogy
- Hiring, Retention, and Promotion
- Institutional Programming
- Education/Training/Employee Development
- Campus Climate/Culture
- Admissions and Access

Institutional Structure

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



Eliminate structural barriers

Example—Areas of Concern

- Board of Trustee Appointment
- University Communications
- Performance Evaluation and Accountability
- Hiring and Onboarding Activities
- Recruitment and Selection Criteria for Admissions
- Scholarship and Internship Opportunities
- Tenure and Promotion
- Support for Students, Faculty and Staff*
- Career Succession
- Academic, Administrative and Shared Governance Committee Selections
- Anti-Racism Training and Curricular Reform
- Bias Reporting and Discrimination and Harassment Procedures
- Supplier Diversity Programs

Policies and Procedures

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

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Policies/Procedures: Barriers to racial equity

Examples-Areas of Concern

- Access Issues/Admissions
- Financial Aid/Scholarship
- Recruitment, Onboarding, Retention, Promotion
- Salary Equity
- Town/Gown
- Campus and Community Policing

Resource Allocation

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

Allocate Resources: Apply Equity Lens

Examples—Areas of Concern

- Pipeline programs funded by institution
- Student academic/social support
- Pay equity analysis for employees for all designation
- Supplier diversity initiatives

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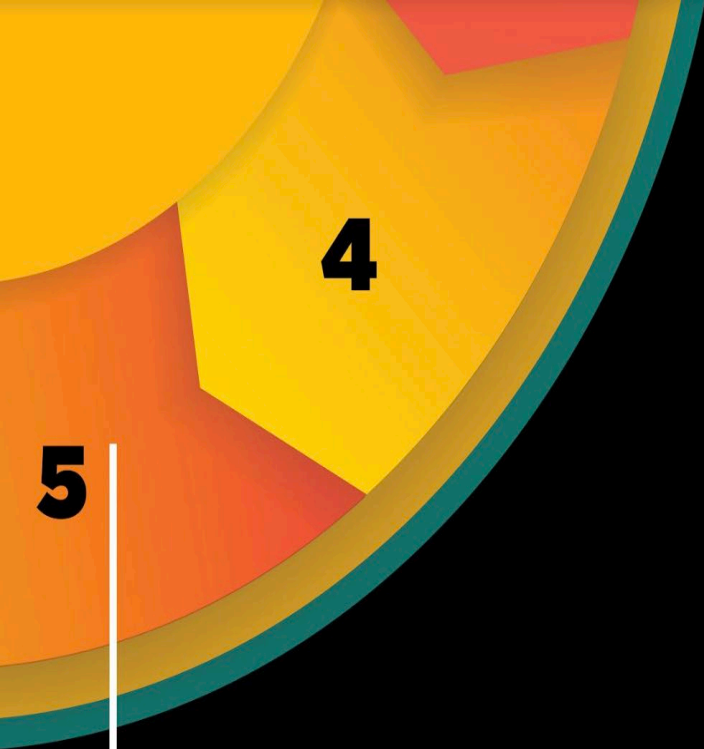
Academic Equity and Student Success

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

Student Success

Examples-Areas of Concern

- Campus climate & culture; and data informed decisions
- Racial trauma experienced in & outside the classroom
- Sense of "belonging" – impacted by experiences
 - Lower academic persistence, retention, graduation rates



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Curriculum and Pedagogy

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

Successful classroom experiences contribute to student success

Examples-Areas of Concern

- Students insist that it is imperative that HE prioritize curriculum and pedagogy as they engage in anti-racism/racial equity work
 - Engage faculty governance
 - Prioritize faculty development in this area



Representation Matters and Racial Equity Matters

Senior leadership and middle managers engagement

Conduct a comprehensive review of HR and hiring, et al, policies and processes

Examples-Areas of Concern and Effort

- Lack of structure in hiring processes – Inconsistencies across unit
- Lack of transparency regarding data

Hiring, Retention, and Promotion

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

Institutional Programming

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

Promoting increased knowledge and skills

Examples-Areas of Concern and Effort

- “Educational” programming opportunities
 - Can be used to increase knowledge and tools to repair historical wrongs
 - A form of teaching
 - Programming impacts groups within the institution differently.



Education/Training/ Employee Development

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

Achieving inclusive excellence and racial equity

Examples-Areas of Concern and Effort

Addressing systemic racism related to personal racism or bias is key.

- Effective search processes for greater diversity
- Inclusive Leadership
- Addressing Bias in the Workplace and Classroom
- Creating an Equitable and Inclusive Workplace Culture and Climate

Campus Climate/Culture

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

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Distinguish between culture and climate

Examples of Concern and Effort

- Think of culture as the personality of the institution
- Think of climate as the mood of the institution

Admissions and Access

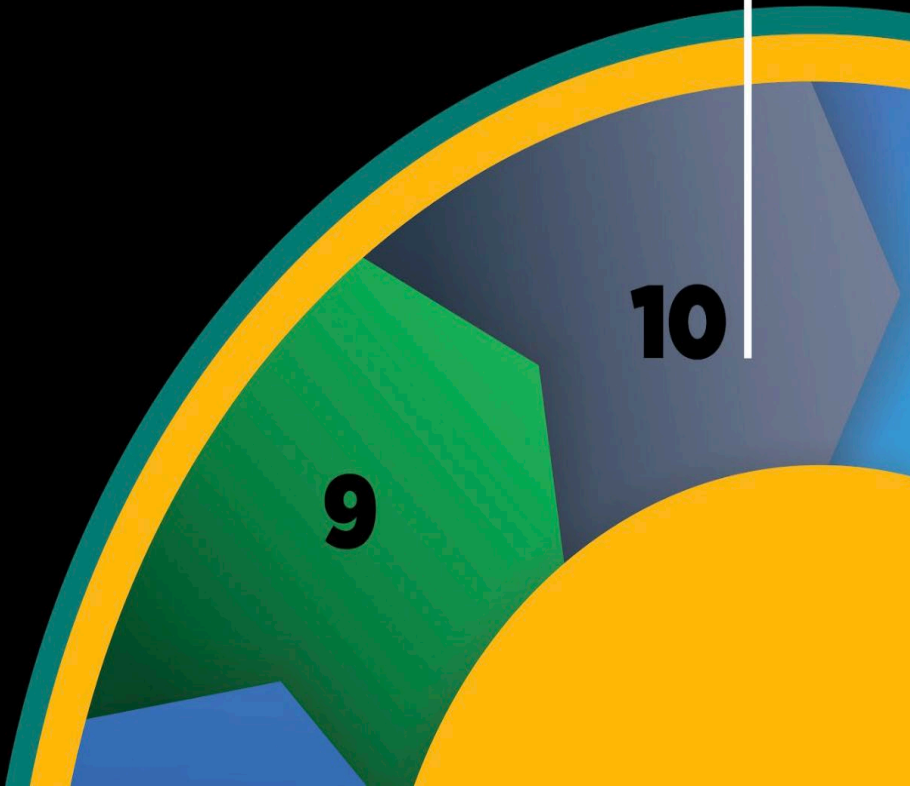
PURPOSE To use anti-racism strategies to increase admission and access of BIPOC students to institutions of higher education.

Like Representation, Access Matters

Examples of Concern and Effort

SCOTUS Race in Admissions

- Pre-college pipeline programs/partnership programs
- Who participates, who does not – Why?
 - Evaluate pre-college programs to determine if they act as barriers to participation; and
 - Determine if racial inequities exist in participation/outcomes?



Have a Question?



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