DEI Questions to Consider – July 8, 2022

Preface

When it comes to the complex and critically important topic of Diversity, Equity, and Inclusion (DEI), all organizations will be at different points in the journey. Some just beginning the discussion, others having implemented strategies, practices and processes to effect change and measure outcomes.

EMBAC's intent with this document is <u>not</u> to be "prescriptive" but instead to provide a series of questions as a guide to aid your exploration and implementation of DEI within your organization.

We encourage you to utilize this document within the frame of reference that is relevant in <u>your</u> geography and culture.

How Do I Use This Document?

First, we strongly encourage you to read through the <u>entire</u> document.

Once you are familiar with this "Questions to Consider" document, you'll have some decisions to make. There's no perfect way to use the document. There is no "one size fits all" approach when referring to DEI initiatives.

- You might choose to start with a small group of interested people.
- You might choose to modify or delete some of the questions to fit your context.
- You might use this document within an ongoing dialogue, or to create a new dialogue.

Finally, this document, while broad, is in itself ever-evolving and imperfect. We welcome your insights as to how it may be improved. The <u>collection point</u> for your inputs is Linda Thompson so feel free to email your ideas to Linda@embac.org.

Definitions and Definitions Discussion

- Here's a general definition for DEI, Diversity, Equity, and Inclusion to provide a baseline of understanding:
    - o **Diversity** refers to anything that sets one individual apart from another, including the full spectrum of human demographic differences as well as the different ideas, backgrounds, and opinions people bring.
    - o The "E" in DEI stands for **Equity**—fair treatment for all, while striving to identify and eliminate inequities and barriers. Equity is different than equality—if I am helping all employees reach the top shelf of the supply room, I would give everyone access to the same height ladder, regardless of how tall they are. The problem with treating people equally is that not everyone has the same needs. In this case, some may not be able to reach the top shelf with the provided ladder, while others may not need to use one at all! When I am treating people equitably, I strive to eliminate barriers and overcome past inequities—I would give the tallest people the shortest ladder and the shortest people the tallest ladder so everyone can reach the same height.
    - o **Inclusion** implies a cultural and environmental feeling of belonging, a sense of uniqueness and acceptance. It represents the extent to which employees feel valued, respected, encouraged to fully participate, and able to be their authentic selves.
- What do each of these mean in the <u>context of your school</u>?
    - o Diversity
    - o Equity
    - o Inclusion
- Do you agree with the above definitions or do you need to change them for your context?
- Are your DEI efforts sustainable and does it align with the mission/vision of your school?

Overarching Questions

- Does your school have a vision/mission statement?
- What is your vision for DEI? Example: What is the vision within your academic program, your school, your university, etc.?
- How does your school support your DEI vision/mission through recruitment, training, and overall collaboration?
- How do you measure the impact of your DEI efforts?
    - o Do you have a rubric at your institution?
- Do you have the right people involved in the DEI discussion?
    - o Who all do you need to add to the DEI discussion?
- What have you learned about advancing your diversity efforts that you could share with other schools?
- Why is this topic important to your program, school, etc.?
- How are DEI initiatives aligned with the school's mission/vision?

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- Have strategic alliances and partnerships helped you advance your DEI goals and if so, in what way?
- Who has the authority to form strategic alliances in your school and sign agreements?
- How do you make your partnerships transformational as opposed to transactional?
- When working with strategic partnerships to help with DEI, what key things are important to consider in the relationship?

Marketing/Recruiting

- Open-ended:
  - How do you define diversity for your program as it relates to recruitment?
  - How are you striving to make the application processes and questions welcoming to diverse candidates?
  - How do you celebrate diversity through your application process?

- Yes/No/In process/Not sure Questions:
  - Do you
    - Have a diversity profile goal for your students?
    - Publish your diversity metrics as part of your recruiting process?
    - Set a goal for having a diverse slate of student candidates as part of recruiting?
      - If so, do your marketing materials reflect the diversity you aspire to achieve at your school?
    - Have a recruiting team that matches the diversity profile that you aspire to at your school?
    - Have the adequate staffing to achieve your diversity goals?
    - Have a written marketing plan? Does that marketing plan have elements to advance DEI?
    - Have a recruiting communication plan that includes diversity, equity, inclusion, goals?

    - Check all that apply:
      - Diverse faculty involved are actively engaged in our recruiting process
      - Alumni and other outside groups regularly refer us to possible diverse future students?
      - Affinity groups at our school exist for diverse students
      - Campus affinity groups get involved in recruiting
      - Companies and NPO's are contacted and assist in some way with our recruiting efforts
      - A chief diversity officer (or similar title) at your school has the primary responsibility to ensure your diversity profile goal is met
      - How can you make your marketing/recruiting DEI efforts sustainable?

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Student Support

- Yes/No/In process/Not sure Questions:
  - Is DEI part of every student orientation?
  - Is psychological safety part of every orientation and the beginning of every class/cohort?
  - Do you discuss unconscious bias, or similar?
  - Is DEI part of every course?
  - Do we provide access for those with physical disabilities?
    - In the classroom, in services provided, course accommodations, other
  - Do we provide access for other differences, such as neurodivergent learning (e.g., autism, etc.)?
    - In the classroom, in services provided, course accommodations, other
  - Have all administrative and support resources been created with accessibility in mind?
  - Has physical infrastructure been created with equity in mind (e.g. breast feeding locations for those in need, prayer rooms for those who need, childcare, transgender support, etc.)
  - In your evaluations or other feedback mechanisms do you consider accessibility for individuals with disabilities (are your evaluations and feedback mechanisms accessible for all, including individuals with disabilities)?
  - Does your DEI and "access team" (program, departmental, college, university, other) have frequent visibility and interaction with your student population?
  - Do students have a way to give feedback about being a place to learn about DEI?
  - How do you ensure diversity on your learning/study teams?
  - Do staff work through a lens of DEI?
  - How can you make your Student Support DEI efforts sustainable?

In Classroom Experience

- Yes/No/In process/Not sure Questions:
  - Do you have specific monitors and measures for shared participation to assist faculty in navigating DEI?
  - Do faculty teach through a lens of DEI?
  - Do syllabi reward shared participation?
  - How do faculty curtail students when they dominate lectures?
  - Do faculty encourage psychological safety and shared participation?
  - Are syllabi reflective of content in DEI?
  - Are of the materials balanced in terms of DEI?
  - Are case studies and research balanced in terms of DEI?
  - Are guest speakers representative of your DEI goals?
  - DEI access is taught in at least one course or in a standalone course?
  - Psychological safety is taught in at least one course or in a standalone course?

- o Team surveys (or similar) are administered throughout the program to make sure that the learning teams are balancing participation and showing ideal leadership skills with one another that would be inclusive and psychologically safe for all?
  - o DEI topics are apparent in the curriculum capstone?
  - o DEI is woven into international study trips and consulting projects?
  - o Is there exposure to organizations that help set standards for DEI?

- Open ended:
  - o In what different ways do you teach DEI access etc. in your curriculum – and weave through your entire curriculum?
  - o What resources do you need that are not available within your organization?
  - o Have strategic alliances and partnerships helped you advance your DEI goals and if so, in what way?
  - o Name organizations your school could partner with to achieve DEI goals?
    - ▪ (DEI organizations, Higher Ed Organizations, Organizations on campus or in the business school, Community Organizations, other?)
  - o How can we make DEI efforts cost-effective?
  - o Who has the authority to form strategic alliances in your school and sign agreements?
  - o When working with strategic partnerships to help with DEI, what three things are most important to consider in the relationship?
  - o How can you make your In-classroom experience DEI efforts sustainable?

Training and Development (Staff, Faculty and Admin)

- Yes/No/In process/Not sure Questions:

  - o Do you have:
    - ▪ Chief Diversity Officer or a dedicated leader in place to support your DEI and access initiatives?
    - ▪ Systems and processes in place that make those sustainable over time?
    - ▪ Do you have DEI after-action reviews to determine what is working and what is not working?
    - ▪ Do you have key performance indicators (KPIs) to measure DEI success?
    - ▪ Continuous improvement efforts related to your diversity profile goals?
    - ▪ Ongoing unconscious bias training?
    - ▪ Ongoing training to build an environment of psychological safety?
    - ▪ Other training connected with DEI?
    - ▪ Fireside chats or other open discussions about DEI?
    - ▪ Affinity spaces to celebrate intersectionality?
    - ▪ Student participation/access to discussions about DEI?
    - ▪ Champions or sponsors who participate in training and development specific to DEI initiatives?
    - ▪ Alumni or diverse leaders from the community speaking to your admin, staff and faculty?

- Mentoring available for diverse students, faculty and administration?

- Open ended:
  - What specific methods are you using to successfully recruit faculty and staff reflect your diversity goals?
  - What ways does your school celebrate the diverse voices of students, faculty and staff?
  - Are you on track to achieve your desired diversity profile among your faculty?

Epilogue

Like many critically important topics, the understanding, the definitions, the context surrounding DEI is ever-evolving. We should not be fearful of this evolution but instead embrace it and understand that it's part of the journey.

Our goal, and ultimately the goal of this document, *is to create conversations to increase the probability of positive change.*