



**Diversity, Equity and Inclusion
Considerations in Higher Education**

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Roadmap

A photograph of three diverse young women smiling and looking towards the camera. The woman on the left has curly hair and is wearing a yellow shirt under a light blue denim jacket. The woman in the middle has short hair and is wearing a black and white striped t-shirt. The woman on the right is wearing a maroon hijab and a dark top. They are outdoors with trees in the background.

- Authentic DEI Goals and Legal Landscape
- Data-Driven Approaches to DEI Initiatives
 - SEA Change Initiative
 - Bio Sci Office of Diversity, Equity and Inclusion
- Changing Campus Culture
 - Implicit Bias and Damaging Stereotypes
 - Diversifying Faculty Recruitment
 - Culturally Aware Mentor Training
 - Holistic Review Framework
 - Diversity Statements and Activities
 - Comprehensive Faculty Mentoring
 - Vision: a Transformed Campus
- Building a Grassroots Movement
- Lessons Learned

Authentic DEI Goals

- Lip Service?
- Checking a box?
- Remember that DEI is a learning process not a goal. You must set your own specific goals.
- DEI work involves an honest, authentic effort with **constant readjustment**.
- This is challenging, long-term work with a commitment to constantly improve.



What are YOUR goals?

What are your priorities?

Are there current needs or challenges to equity and inclusion you want to address?

Are you trying to diversify your workforce, staff, trainees, colloquium speakers, etc..?

Why is this important to you?

How can you remove barriers to equity within the organization and create more equitable systems?

How can you create inclusive spaces to allow everyone in your organization to thrive and achieve their full potential?

Legal Landscape



Supreme Court Ruling that diversity needs a “reasoned, principled explanation”. Moral and social justice is not sufficient as a rationale.

Race-conscious admissions or recruitment process must be:

- narrowly tailored to achieve diversity goals; and
- withstand strict scrutiny (exacting legal standards) by demonstrating that diversity cannot be achieved by any other race-neutral means.
- In California and some other states, applying race-conscious processes are **not permissible** UNLESS mandated by federal funding mechanisms.

AAAS SEA Change Initiative



Goal: Advance institutional transformation in support of diversity, equity, and inclusion, especially in colleges and universities.

Implements a proven self-assessment process to effect sustainable change in DEI in STEMM at U.S. institutions of higher education.

Institutions can then develop a narrative demonstrating understanding of the underlying issues contributing to their institution-specific DEI challenges and a SMART action plan to address those challenges.



Shirley Malcom, Ph.D.





Visit <http://inclusion.bio.uci.edu>

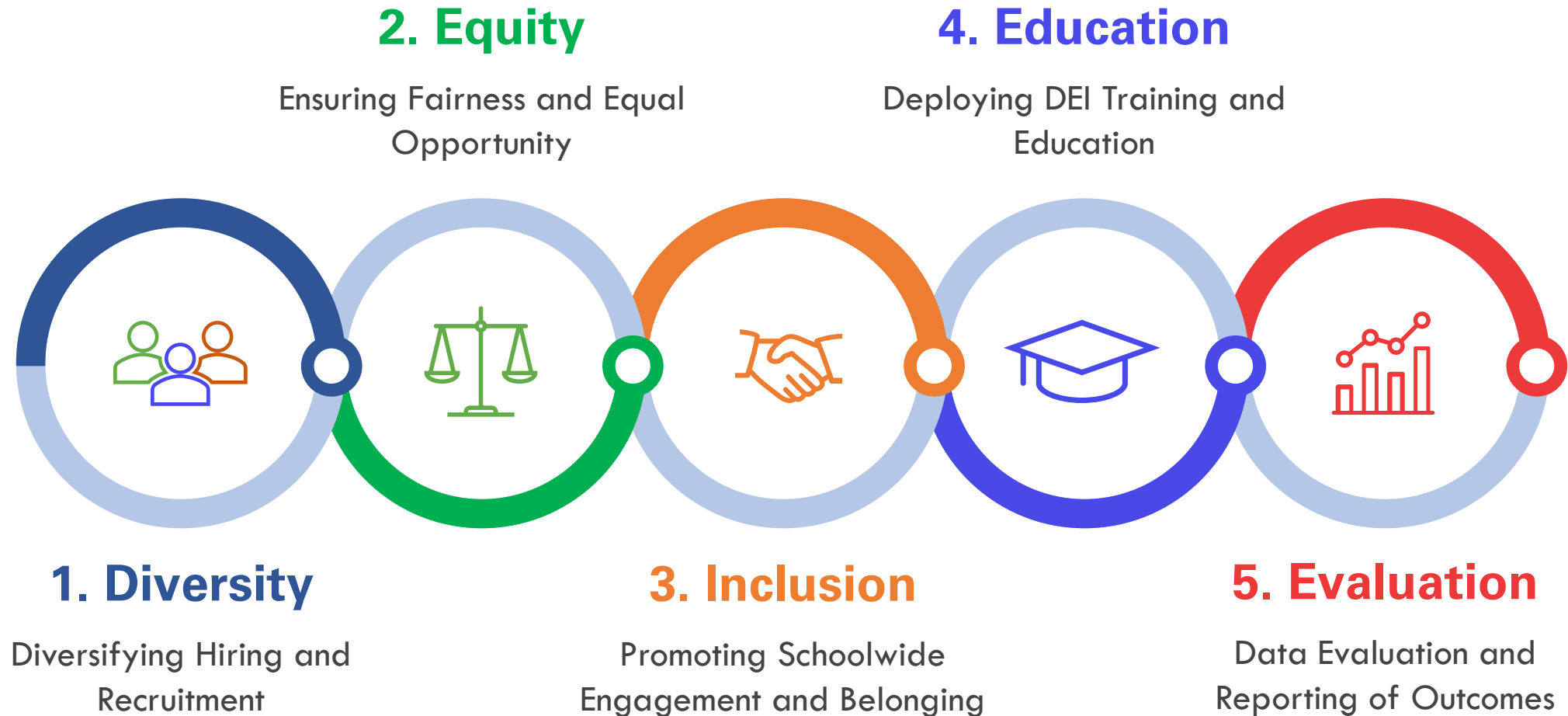
- ABOUT
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- NEWS
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BIOSCI INCLUSIVE EXCELLENCE

Dedicated to diversity, equity and inclusion.



Goals and Priorities



Focus Areas

Undergraduate
Education

Graduate
Education

Faculty Hiring
and Retention

Staff Culture
and Retention

Overall School
Climate

Student Wellness Survey

- Extended Demographics
- Academic Experiences
- Climate and Belonging (including sexual assault)
- Wellness and Mental Health
- COVID-19 impact
- Financial and Housing Security
- Food Security
- Social Support
- Disabilities and Accommodations

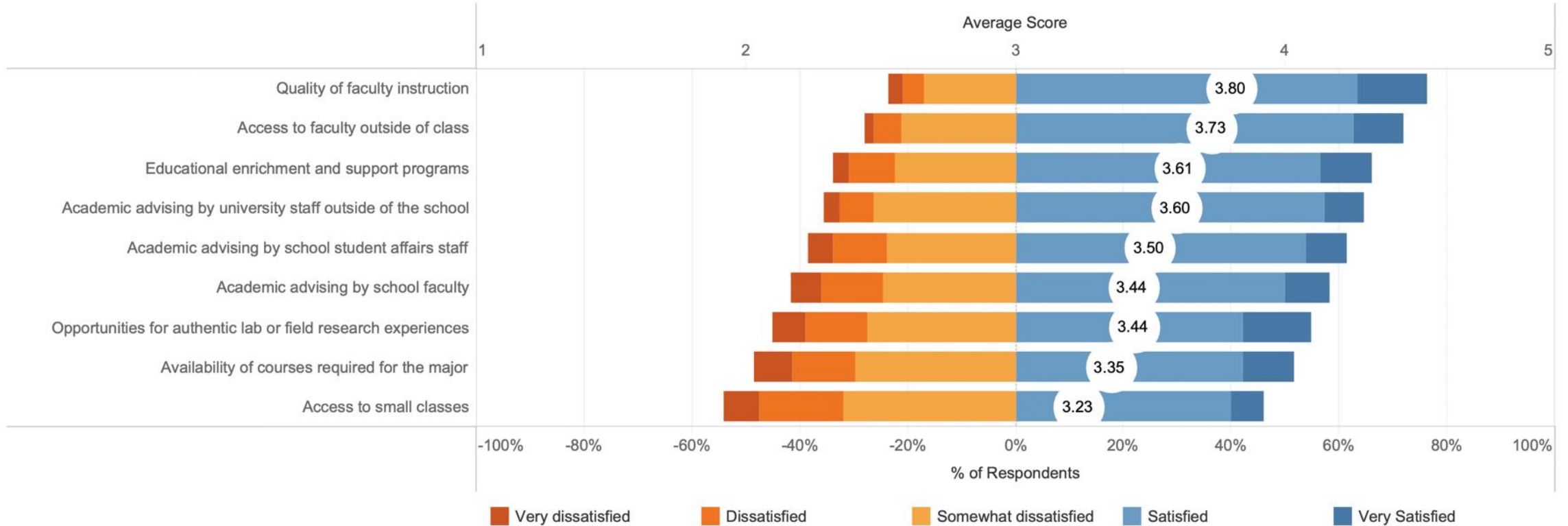
3646 surveys sent
19% responded

Gender, year/status, and URM distributions are representative of the population.



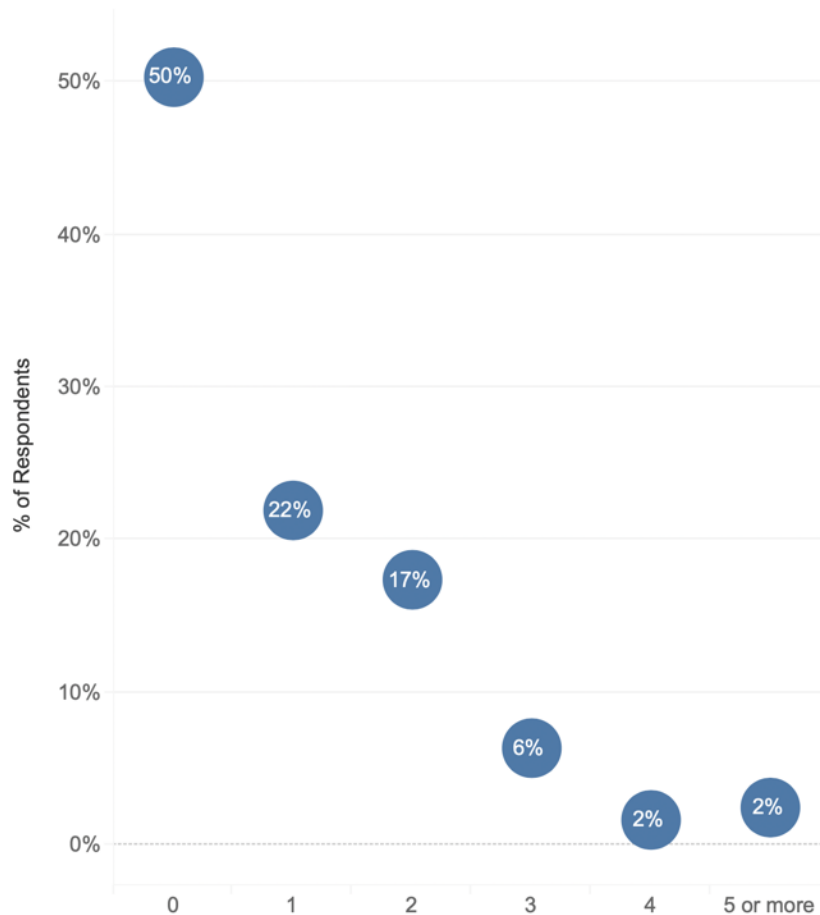
Academic Experiences

[1 = Very dissatisfied, 2 = Dissatisfied, 3 = Somewhat Dissatisfied, 4 = Satisfied, 5 = Very Satisfied].



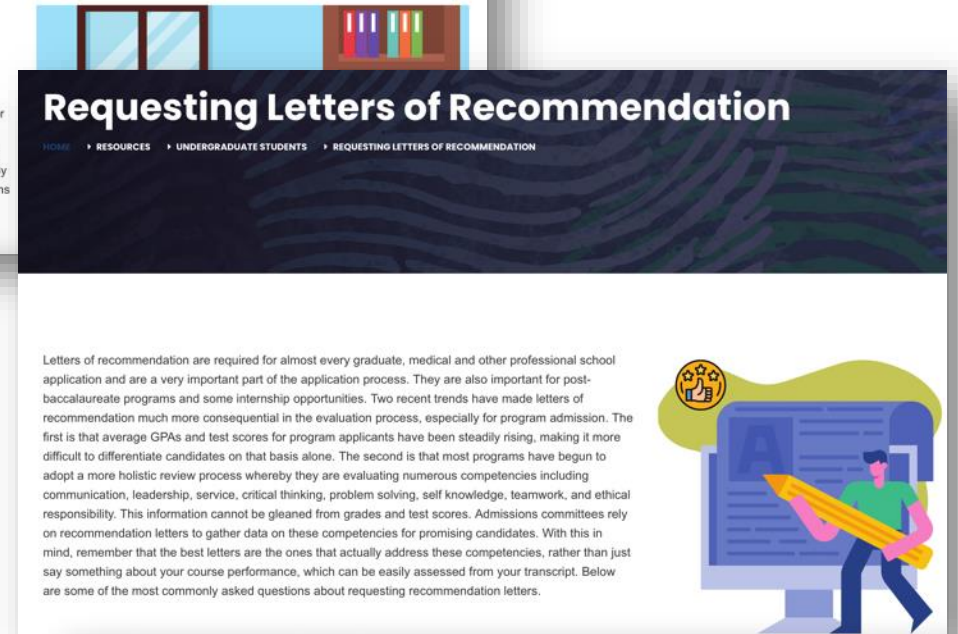
Cultivating Relationships

How many professors do you know well enough to ask for a letter of recommendation in support of an application for a job, or graduate, medical or professional school?



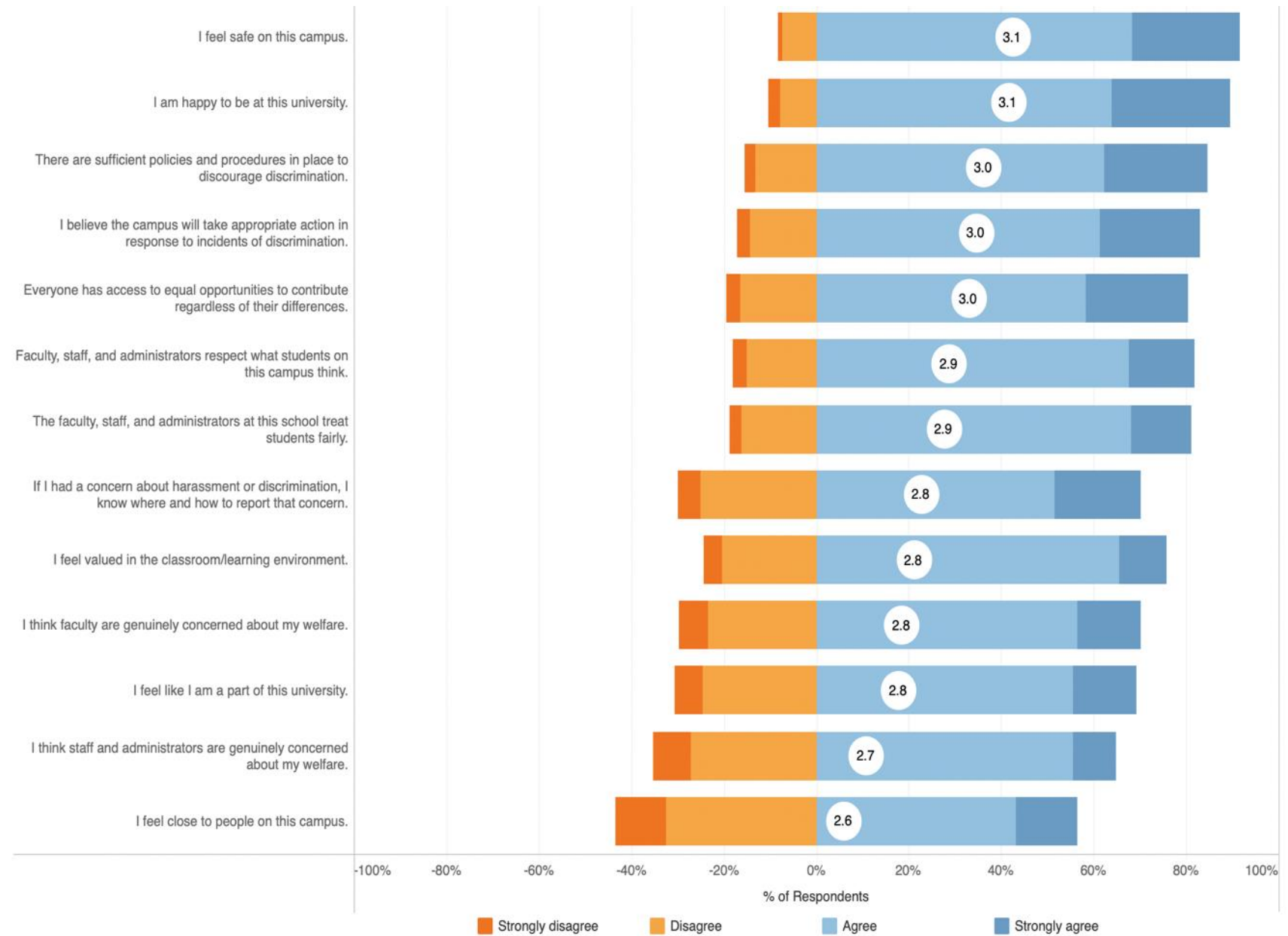
Building Connections with Faculty

Strong relationships between students and faculty members can open the door for exciting opportunities. While it may seem intimidating reaching out to professors and building these connections can be meaningful for your college experience. Remember that professors are an incredibly valuable resource. By building relationships with professors through office hours and other interactions during and outside of class, students gain opportunities to benefit from their expertise.

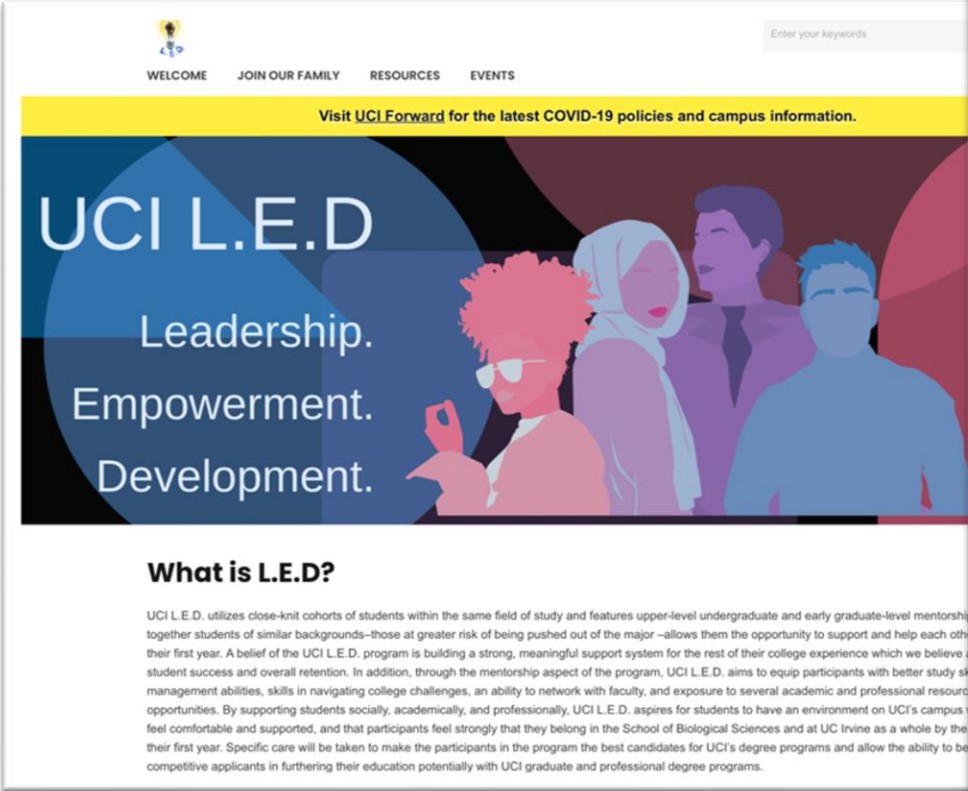


<https://inclusion.bio.uci.edu/resources/undergraduate-students/>

Climate and Belonging



DEI Leadership Awards



WELCOME JOIN OUR FAMILY RESOURCES EVENTS

Enter your keywords

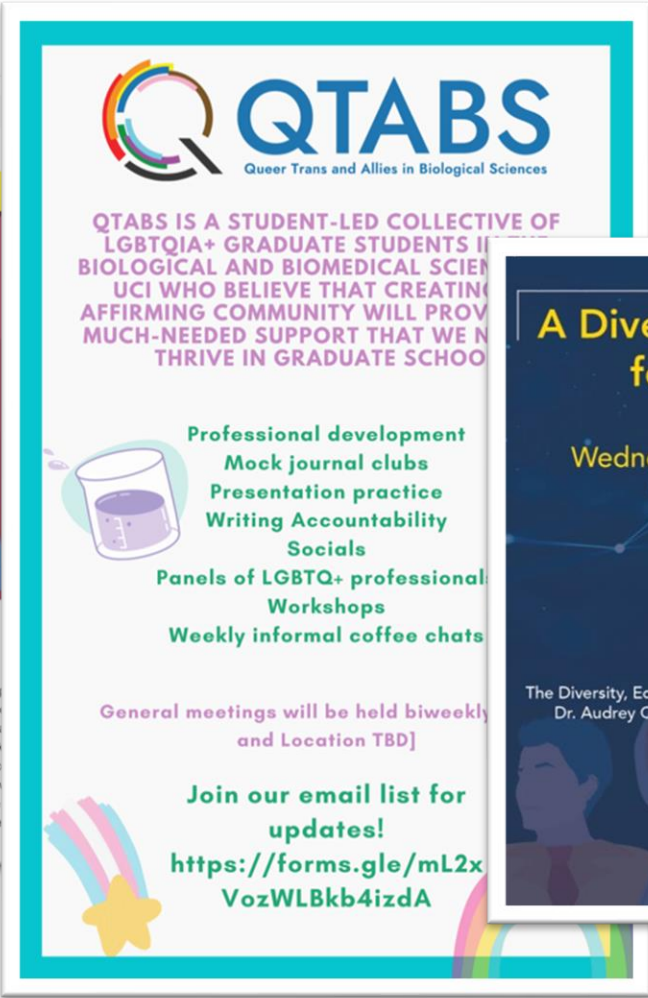
Visit UCI Forward for the latest COVID-19 policies and campus information.

UCI L.E.D

Leadership.
Empowerment.
Development.

What is L.E.D?

UCI L.E.D. utilizes close-knit cohorts of students within the same field of study and features upper-level undergraduate and early graduate-level mentorship. Together, students of similar backgrounds—those at greater risk of being pushed out of the major—allows them the opportunity to support and help each other succeed in their first year. A belief of the UCI L.E.D. program is building a strong, meaningful support system for the rest of their college experience which we believe is key to student success and overall retention. In addition, through the mentorship aspect of the program, UCI L.E.D. aims to equip participants with better study skills, time management abilities, skills in navigating college challenges, an ability to network with faculty, and exposure to several academic and professional resource opportunities. By supporting students socially, academically, and professionally, UCI L.E.D. aspires for students to have an environment on UCI's campus where they feel comfortable and supported, and that participants feel strongly that they belong in the School of Biological Sciences and at UC Irvine as a whole by their first year. Specific care will be taken to make the participants in the program the best candidates for UCI's degree programs and allow the ability to be competitive applicants in furthering their education potentially with UCI graduate and professional degree programs.



QTABS

Queer Trans and Allies in Biological Sciences

QTABS IS A STUDENT-LED COLLECTIVE OF LGBTQIA+ GRADUATE STUDENTS IN BIOLOGICAL AND BIOMEDICAL SCIENCES AT UCI WHO BELIEVE THAT CREATING AN AFFIRMING COMMUNITY WILL PROVIDE MUCH-NEEDED SUPPORT THAT WE CAN THRIVE IN GRADUATE SCHOOL

- Professional development
- Mock journal clubs
- Presentation practice
- Writing Accountability
- Socials
- Panels of LGBTQ+ professional Workshops
- Weekly informal coffee chats

General meetings will be held biweekly and Location TBD]

Join our email list for updates!
<https://forms.gle/mL2xVozWLBkb4izdA>



A Diversity, Equity, and Inclusivity Speaker Series for Teaching Professional Development

Wednesday, October 27 | 3:00 PM | Natural Sciences I, Room 1114



Wendy Ingram, PhD
Co-Founder and CEO
Drangonfly Mental Health

The Diversity, Equity, and Inclusivity Speaker Series for Teaching Professional Development is led by Dr. Andrea Nicholas and Dr. Audrey Chen Lew. It is supported by a grant from the Biological Sciences Office of Diversity, Equity and Inclusion.

More information can be found here:
inclusion.bio.uci.edu/speaker-series-teaching

UCI BioSci
Office of Diversity, Equity & Inclusion

Changing Campus Culture

Implicit Bias

- **Not all biases are bad.** Sometimes they can be very useful.
- **First impressions** are based on our own experiences and sense of the world—what’s familiar to us.
- Our **reactions** to someone we don’t know may be positive or negative depending on what’s visible or audible about them. It may depend on their race, perceived sexual orientation, accent, or any other characteristic.
- First impressions are based on biased stereotypes.
VERY HARD to overcome.



What is Bias?

A tendency to believe that some people, ideas, etc. are better than others that usually results in unfair treatment or consideration of said people, ideas, etc.

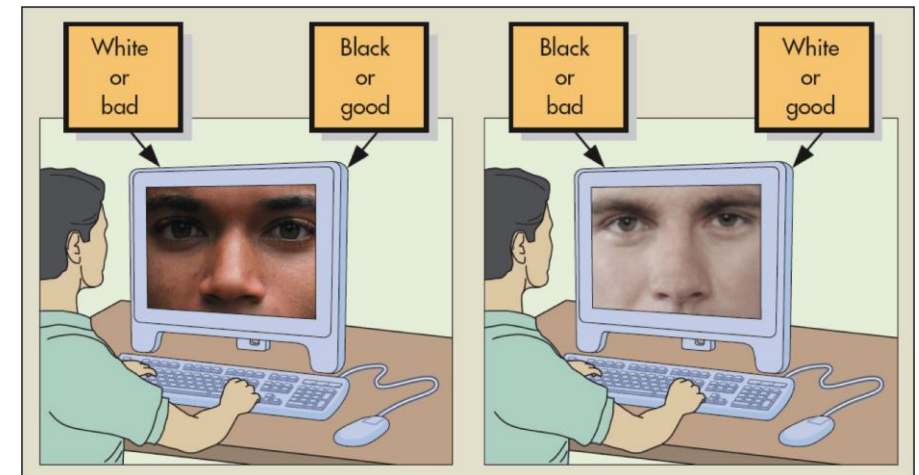
Is Bias the same as Prejudice?

Bias is not prejudice. Bias is a cause to feel or show inclination or prejudice for or against someone or something.

Bias is OKAY. Prejudice is NOT.

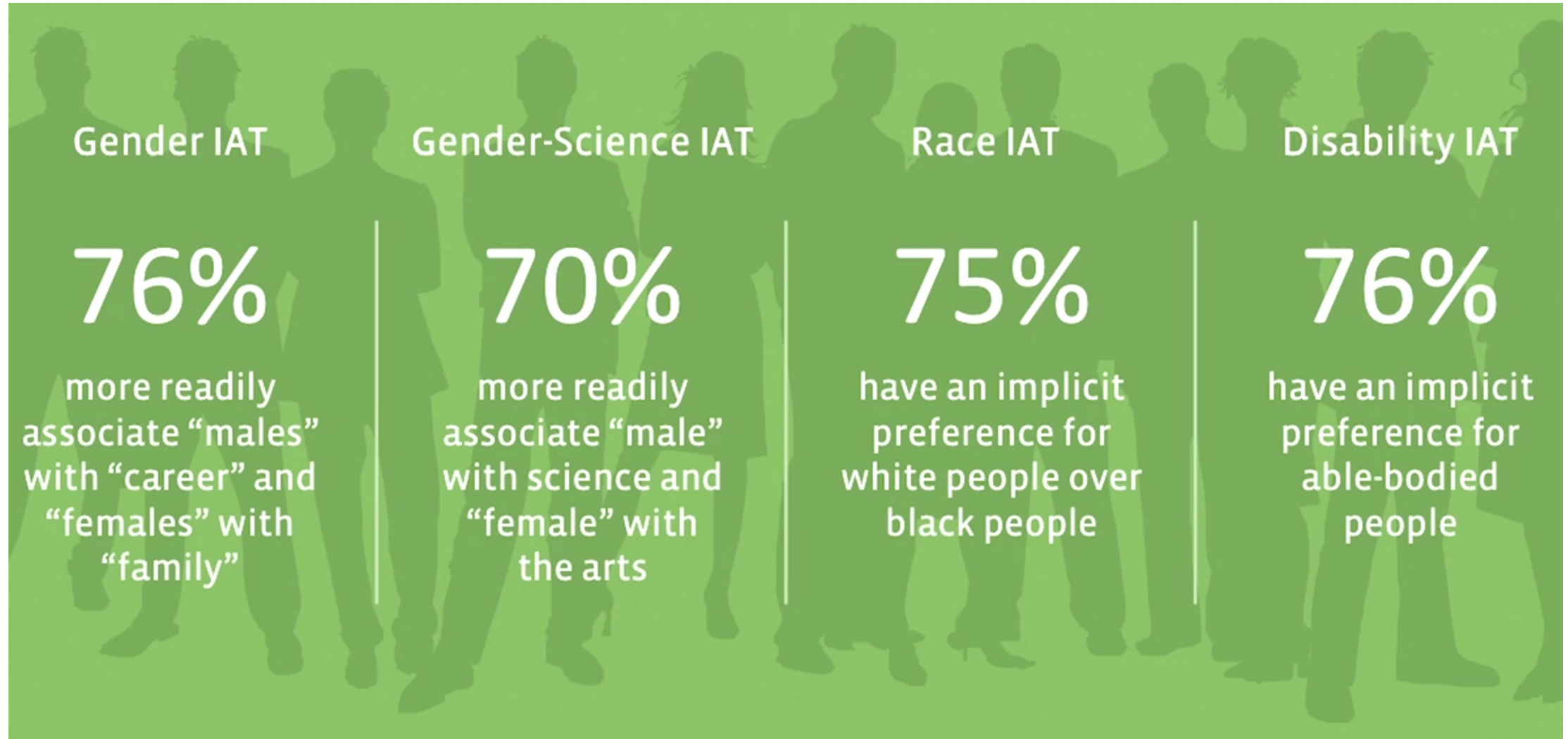
Implicit Bias

- **All of us** carry unconscious biases.
- We hold assumptions about social groups that, outside of our awareness or conscious control, can shape our likes and dislikes and our judgments about people's abilities, potential, and character.
- **Implicit Associations Tests**
- Implicit Associations Tests have shown that **even the most consciously fair people** are quicker to associate positive attributes with white faces than with black faces.



<https://implicit.harvard.edu/implicit/>

Implicit Bias



Stereotypes

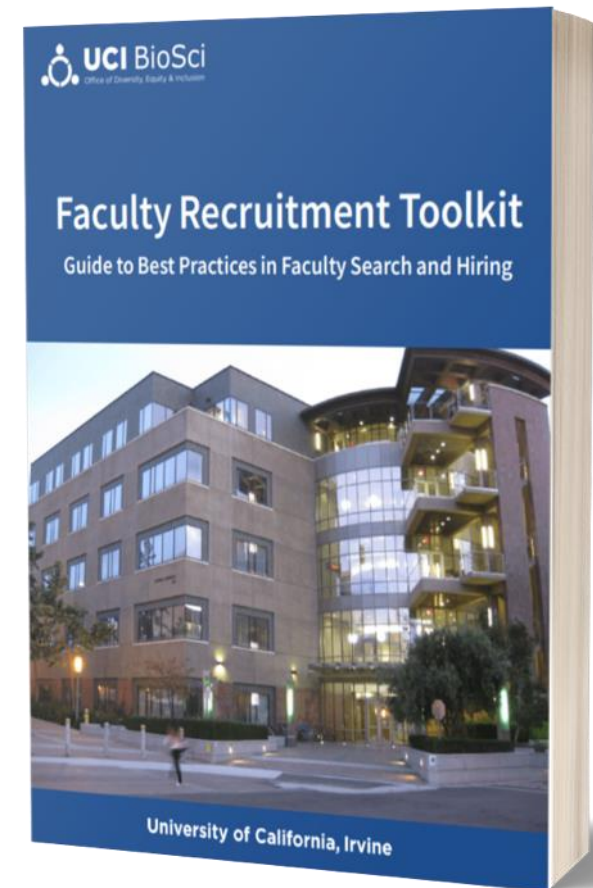
- Stereotypes are often applied **automatically** and **unconsciously**.
- While some stereotypes may be true, many are not. **ALL of them are incomplete.**
- In the workplace, stereotypes can **influence decisions** we make about other people, preventing their ability to fully contribute in their roles.
- **Stereotype threat**: Anxiety or self-handicapping behaviors that lead to underperformance because of a stereotype people hold for a group.
- Stereotypes become **internalized** and **self-fulfilling**.
- Stereotypes interfere with people being their **authentic selves** because of their awareness of the stereotype.

How to Manage Bias

- **Acknowledge** that bias exists everywhere, and everyone struggles with it.
- Take the **Implicit Association Test**.
- **Question** your first impressions and reactions. Become conscious of your own behavior and question what drives your reactions.
- **Challenge** negative assumptions and stereotypes.
- Empower and encourage everyone to **call out biases and microaggressions**— start by calling them out yourself.
- Set **ground rules** and norms for meeting dynamics, where everyone is heard, and everyone feels included.
- **Attribute carefully**, noting everyone's contributions.
- **Actively solicit input**. Thank people when they note a bias in your behavior or process.

Diversifying Faculty Recruitment

- Effective Search Strategies
- Resources for Inclusive Recruitment
- Search Committee Composition
- Creating and Advertising Job Ads
- Challenging Assumptions and Stereotypes
- Candidate Evaluation Tool for Faculty Searches
- Micro/Macroaggressions in Faculty Interviews
- List of Illegal Questions NOT to ask during an Interview
- Rubric for Evaluation of Candidates DEI Statements
- Sample Candidate Evaluation Forms



Culturally Aware Mentoring



- In collaboration with University of Wisconsin CIMER
- **Aim:** increase mentors' skills for interacting with mentees from different racial, ethnic, and social backgrounds than the mentor.
- Outcomes are currently being evaluated in an NIH-funded study (#U01 GM132372)
- Training took place in September - **40 UCI faculty participated**
 - 20 UCI faculty from Neuroscience (single program study)
 - 20 UCI faculty across Bio areas (multi program study)
- Next year, ODEI will train **master facilitators** to build our institutional capacity for CAM → long-term sustainability

Culturally Aware Mentoring

- Be **aware** of implicit bias, stereotypes, assumptions, and microaggressions and their impact on individuals from marginalized groups and on group dynamics.
- Explore identity **similarities and differences**. Get comfortable sharing and hearing others share about their identities and cultures. Engage with differences, rather than avoid them.
- Create an environment that promotes **open discussion** about cultural differences.
- Use **appreciative inquiry** – the process of posing questions that generate positive awareness rather than focusing on the challenges of differences.
- Seek opportunities to mentor students with the **broadest possible variety of identities** in order to become educated about differences and to better understand individual experiences.



Sample Exercise: The Culture Box

A “culture box” contains at least two physical items that represent important parts of your **life story**, especially as it relates to social identities.

“**Social identities**” include for example race, gender, ethnicity, age, ability status, religion, sexual orientation, socioeconomic status, job status, nationality, veteran status, etc.

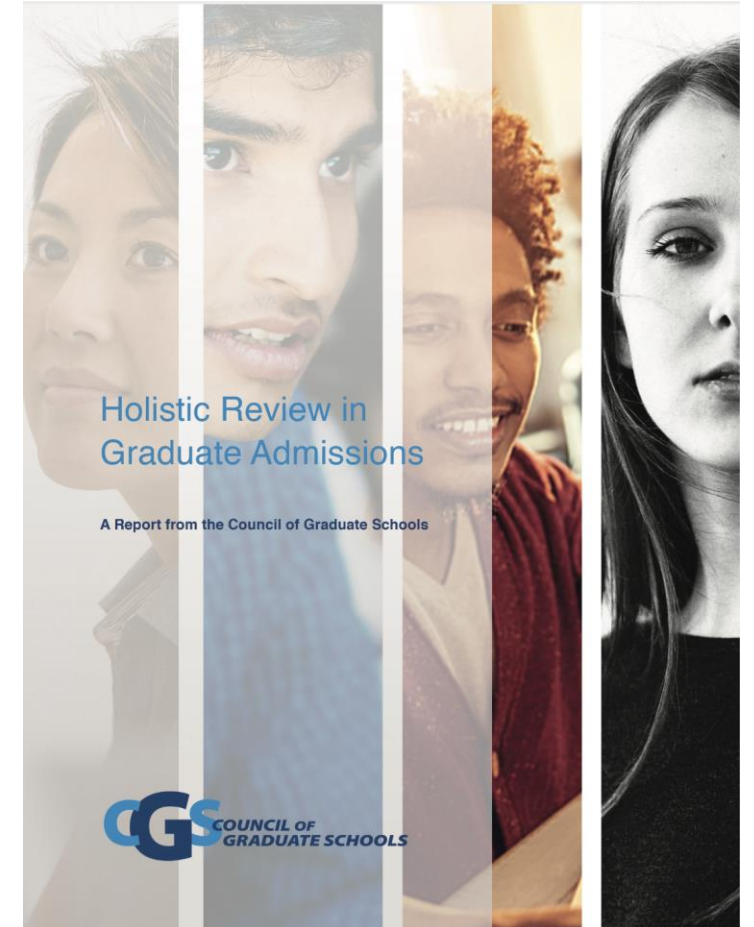
Focus on whatever social identities you feel are most important to **your personal story**, but make sure at least one of your objects reflects your experiences with **your racial identity**.

The goal of the box is to help others gain a deep understanding of some of the **experiences that have made you who you are**, including joyous and/or difficult struggles that you have had related to your identities.

Let the culture box become a way for your friends and colleagues to **get to know you even more fully and richly**. Be creative, take prudent risks to tell your story deeply (but don't feel pressure to reveal anything you don't wish to reveal), and have fun!

Holistic Review Principles

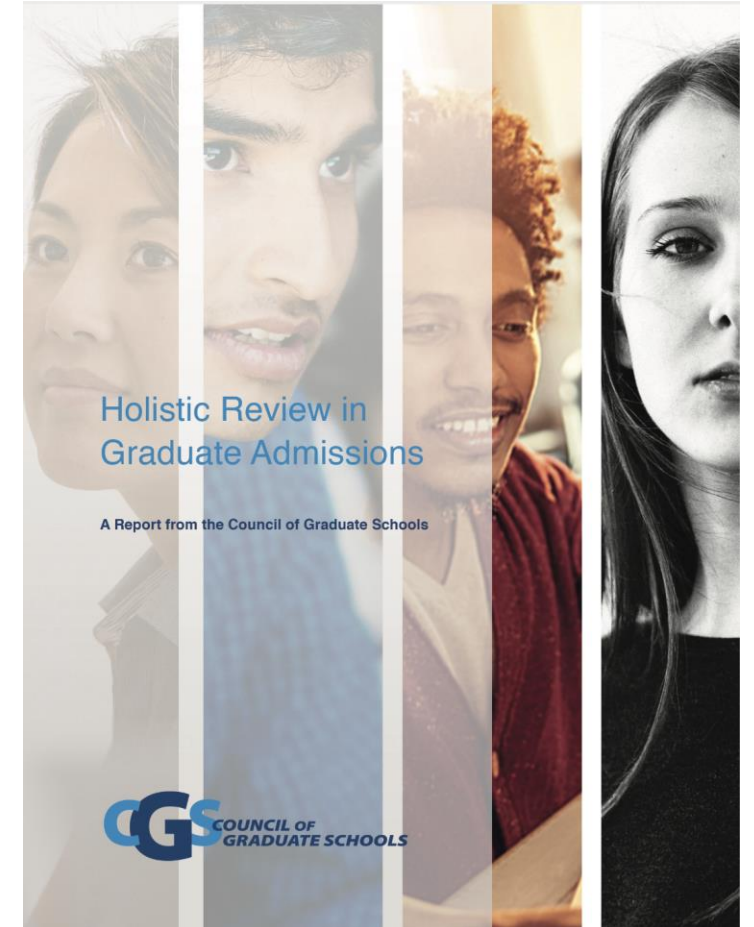
- Diversity is **essential to the overall success** of graduate programs. All students in a program, regardless of background, benefit from taking part in a learning environment that reflects various kinds of diversity.
- It is critical to think **beyond the admissions** process when developing strategies for diversity and inclusion. Ideally, recruitment processes, admissions processes, and strategies for supporting student success should be mutually reinforcing.
- Holistic review processes are most likely to be successful when **well-aligned with an institution's mission** and with the goals of a particular graduate programs.



<https://cgsnet.org/resources-holistic-file-review>

Holistic Review Recommendations

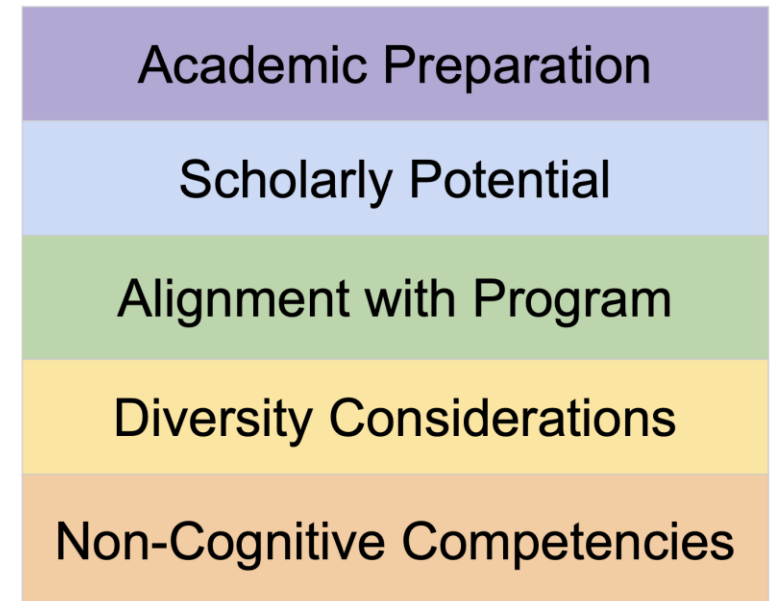
- **Data**: Gather and analyze program-specific data on graduate admissions to identify gender- and race-based patterns in admitted and rejected student characteristics and to test whether student outcomes support prevailing assumptions about predictors of success.
- **Context**: Provide review committee with context needed to evaluate students appropriately, both at a general level e.g., quality of undergraduate education at Minority-Serving Institutions, and specific e.g., information to help contextualize key criteria in applicant files.
- **Rubrics**: Provide review committee with rubrics for evaluating applicants so that admissions criteria are more transparent and consistently applied.



<https://cgsnet.org/resources-holistic-file-review>

Holistic Review Framework

- **Comprehensive**: Numerous and diverse criteria to consider the whole person and their potential.
- **Contextualized**: Metrics are considered within the context of available opportunity, societal influences, backgrounds, and experiences.
- **Systematic**: Based on shared, predefined criteria with structured rubrics that allow for flexibility and nuance, safeguards to promote equity and limit bias, and thoughtful training for decision-makers.
- **Equity minded**: Calls attention to inequities in student outcomes and conventional measures of excellence, is race-conscious and aware of the social and historical context of American higher education.



Sample Holistic Review Rubric

Category	High	Medium	Low	Notes
Academic Preparation	A- or better in all core STEM courses AND B or better in non-STEM courses; received at least one academic honor	B or better in all core STEM courses; Concerning grades have a reasonable explanation	Lower than a B in 2 or more core STEM courses; Grades of C or lower do not have a reasonable explanation	
Scholarly potential	Clear commitment to and enthusiasm for research AND experience at least equal to a senior thesis	Clear commitment to and enthusiasm for research, BUT experience less than a senior thesis	Signals that a PhD is more of a next step than a clear passion.	
Diversity, Equity, Inclusion Contributions	Has been an active advocate for diversity, equity, and/or inclusion	Some evidence of engagement with diversity, equity, and/or inclusion	Limited evidence of engagement with diversity, equity, and/or inclusion	
Alignment with Program	Research interests align with multiple faculty AND stated career goals align with program training	Research interests align with one faculty member AND stated career goals align with program training	Limited alignment with faculty research interests OR limited evidence of alignment between career goals and program training	
Realistic Self-Appraisal	Clearly delineates strengths and weaknesses AND clear evidence of effort on self development	Basic statements about strengths and weaknesses AND does seek positive and negative feedback	Over or understates abilities; indications that self-assessment or learning from experiences are limited	
Preference for long-term goals	Clearly communicates long-range goals beyond the PhD AND has a record of engaging in long-term endeavors	Clearly communicates long-range goals beyond the PhD OR Has a record of engaging in long-term endeavors	Goals are short range (e.g., specific coursework); limited history of engagement in long-term projects	

Diversity Statements

A close-up photograph of a hand holding a pen, writing on a document. The background is blurred, showing a desk and a chair.

- DEI/Diversity/Inclusive Excellence Statements are commonplace now for job applications as well as merit and promotion.
- Purpose is to demonstrate that the applicant has commitments and capacities to contribute to the institution's projects of inclusion and equity via their work, including scholarship, teaching, service, mentoring, and advising.
- Good statements for job applications include descriptions of three categories: **(1) knowledge, (2) track record and (3) planned activities.**
- Good statements for merit and promotion focus almost exclusively on **track record and meaningful activities.** Simply saying you trained students from minority groups is not appropriate as this is **EXPECTED of everyone.** If there are specific things you did to sponsor students that were above and beyond expectations, those would be appropriate to mention.
- See <https://ap.uci.edu/faculty/guidance/iactivities/>

DEI Statement Rubric

Knowledge

Track Record

Planned Activities

Score	Examples
1 - 2 Little to no evidence of awareness of DEI issues in higher education or their field	<ul style="list-style-type: none"> Little expressed knowledge of, or experience with, dimensions of diversity that result from different identities. Defines diversity only in terms of different areas of study or different nationalities but doesn't discuss gender or ethnicity/race. Discusses diversity in vague terms, such as "diversity is important for science." May state having had little experience with these issues because of lack of exposure, but then not provide any evidence of having informed themselves. Or may discount the importance of diversity. Little demonstrated awareness of underrepresentation, or of differential experiences, of particular groups in higher education or in their discipline. May use vague statements such as "the field of Biology definitely needs more women" without offering further examples or specifics. Seems uncomfortable discussing diversity-related issues. May state that they "just haven't had much of a chance to think about these issues yet". Is unaware or does not understand the personal challenges that underrepresented individuals face in academia or feel any personal responsibility for helping to create an equitable and inclusive environment for all. For example, may state that it's better not to have outreach or affinity groups aimed at particular individuals because it keeps them separate from everyone else, or will make them feel less valued.
3 Some evidence of awareness, but falls short of significant knowledge base or deep interest	<ul style="list-style-type: none"> Has some knowledge of demographic data related to diversity and awareness of its importance. Shows some understanding of challenges faced by individuals who are underrepresented and the need for everyone to work to create an equitable and inclusive environment for all. Comfortable discussing diversity, equity, and inclusion related issues.
4 - 5 Clear and deep understanding of dimensions of DEI in higher education	<ul style="list-style-type: none"> Clear knowledge of, experience with, and interest in dimensions of diversity that result from different identities, such as ethnic, socioeconomic, racial, gender, sexual orientation, disability, and cultural differences. This understanding can result from personal experiences as well as an investment in learning about the experiences of those with identities different from their own. Is aware of demographic data related to diversity in higher education. Discusses the underrepresentation of particular groups and the consequences for higher education or for the discipline. Comfortable discussing diversity-related issues (including distinctions and connections between diversity, equity, and inclusion), both in writing, and in a job talk session and one-on-one meetings with students, staff, and faculty. Understands the challenges faced by underrepresented individuals, and the need for all students and faculty to work to create an equitable and inclusive environment for all. Discusses diversity, equity, and inclusion as core values that every faculty member should actively contribute to advancing.

Score	Examples
1 - 2 Describes few or no past efforts in any detail	<ul style="list-style-type: none"> Participated in no specific activities, or only one or two limited activities (limited in terms of time, investment, or role). Only mentions activities that are already the expectation of faculty as evidence of commitment and involvement (for example, "I always invite and welcome students from all backgrounds to participate in my research lab, and in fact have mentored several women." Mentoring women scientists may be an important part of an established track record, but it would be less significant if it were one of the only activities undertaken and it wasn't clear that the candidate actively conducted outreach to encourage women to join the lab). Descriptions of activities are brief, vague, nominal, or peripheral ("I was on a committee on diversity for a year", or "I attended a workshop at a conference").
3 Some evidence of past efforts, but not extensive enough to merit a high score	<ul style="list-style-type: none"> Evidence of active participation in a single activity, but less clear that there is an established track record. Limited participation at the periphery in numerous activities, or participation in only one area, such as their research to the exclusion of teaching and service. In describing mentoring of underrepresented students, gives some detail about specific strategies for effective mentoring, or awareness of the barriers underrepresented students face and how to incorporate the ideas into their mentoring. Membership in a student or professional organization that supports underrepresented individuals.
4 - 5 Sustained track record of varied efforts to promote DEI in teaching, research, or service	<ul style="list-style-type: none"> Describes multiple activities in depth, with detailed information about both their role in the activities and the outcomes. Activities may span research, teaching and service, and could include applying their research skills or expertise to investigating diversity, equity and inclusion. Consistent track record that spans multiple years (for example, applicants for assistant professor positions might describe activities undertaken or participated in as an undergraduate, graduate student and postdoctoral scholar) Roles taken were significant and appropriate for career stage (e.g., a candidate who is already an assistant professor may have developed and tested pedagogy for an inclusive classroom and learning environment, while a current graduate student may have volunteered for an extended period of time for an organization or group that seeks to increase the representation of underrepresented groups in science). Organized or spoken at workshops or other events (depending on career stage) aimed at increasing others' understanding of diversity, equity, and inclusion as one aspect of their track record. Served as a leader in a student or professional organization that supports underrepresented individuals.

Score	Examples
1 - 2 No personal plans to advance DEI	<ul style="list-style-type: none"> Vague or no statements about what they would do at UCI if hired. May even feel doing so would be the responsibility of someone else. Describes only activities that are already the minimum expectation of UCI faculty (e.g., being willing to supervise students of any gender or ethnic identity). Explicitly states the intention to ignore the varying backgrounds of their students and "treat everyone the same." States that would be happy to "help out" but seems to expect the University or department to invite or assign them to activities.
3 Some ideas about advancing DEI, but not much detail	<ul style="list-style-type: none"> Mentions plans or ideas but more is expected for their career stage. Plans or ideas lacking in detail or clear purpose (for example, if "outreach" is proposed, who is the specific target, what is the type of engagement, and what are the expected outcomes? What are the specific roles and responsibilities of the faculty member?)
4 - 5 Clear and detailed plans for advancing DEI	<ul style="list-style-type: none"> Clear and detailed ideas for what existing programs they would get involved with and what new ideas they have for advancing equity and inclusion at UCI and within their field, through their research, teaching, and/or service. Level of proposed involvement commensurate with career level (for example, a new assistant professor may plan to undertake one major activity within the department over the first couple of years, conduct outreach to hire a diverse group of students to work in their lab, seek to mentor several underrepresented students, and co-chair a subcommittee or lead a workshop for a national conference. A new tenured faculty member would be expected to have more department, campus-wide, and national impact, including leadership). Intends to be a strong advocate for diversity, equity and inclusion within the department/school/college and also their field. References activities already taking place at UCI or universities known to be successful in the field, and how additional or new activities would advance equity and inclusion. Addresses multiple areas of need (for example, classroom climate, the laboratory, conferences)

Comprehensive Faculty Mentoring



LAUNCH

NIH Boot Camps
Support R01 grant development and A1 revisions

Chalk Talks
Develop ideas and collaborations

U See I Write
Support writing and accountability



MENTOR

Concierge Mentoring
Provide multi-level support through career advancement

Culturally-Responsive Pedagogy
Foster inclusive teaching skills

Pipeline Development
Mentor the next generation



RETAIN

Elevate Program
Support holistic growth and well-being

Inclusive Lab Academy
Build lab culture, team science and inclusion

Faculty Success Program
Support success as well as work-life integration



TRANSFORM

Mentor-the-Mentor
Improve the quality of UCI faculty mentoring

Chair Workshops
Assessing contributions to inclusive excellence in merit and review

Workload Equity
Recognize contributions to service

Vision: Transformation

Monocultural → Multicultural → Anti-Racist → Anti-Racist Multicultural					
Racial and Cultural Differences Seen as Defects		Tolerant of Racial and Cultural Differences		Racial and Cultural Differences Seen as Assets	
1. Exclusive	2. Passive	3. Symbolic Change	4. Identity Change	5. Structural Change	6. Fully Inclusive
A Segregated Institution	A “Club” Institution	A Multicultural Institution	An Anti-Racist Institution	A Transforming Institution	A Transformed Institution in a Transformed Society

Concept and language from Crossroads Ministry, adapted from original concept by Baily Jackson and Rita Hardiman and further developed by Andrea Avazian and Ronice Branding

End Racism Initiative



End Racism Initiative

The UCI End Racism Initiative is a broad **grassroots movement** to dismantle systemic racism on our campus and beyond. This movement brings together undergraduates, graduate students, faculty and staff across all campus departments and schools.

Among the activities of this campus collaborative are:

- Promoting inclusive dialogue and awareness about the impact of systemic racism on Black lives;
- Engaging in education to advance antiracism; and
- Building institutional capacity to further promote inclusive excellence.

For more information visit <http://sites.uci.edu/endr racism>

Working Groups

- 1. Representation: Recruitment of Black Faculty**
- 2. Representation: Recruitment and Outreach to Black Students**
- 3. Campus Culture: Retention, Persistence and Thriving in the Academy**
- 4. Evaluating Faculty Contributions to DEI in Academic Review**
- 5. Curricular Culture and Pedagogical Structure**
- 6. Implicit Bias and Anti-Racist Protocols, Education, and Policies**

Roles and Responsibilities

Steering Group Liaisons

- Participate and provide coordination between groups and steering group

Group leaders/ facilitators

- Moderate discussions and organize activities and reporting
- Receive facilitation training to ensure inclusive dialogue

Work group members

- Participate in dialogue, develop and discuss ideas, provide feedback during the meetings, the google doc, the Jamboard, and Slack channel.

Community Agreement

Leave your title at the door

Actively listen

Speak mindfully

Contribute to a safe space

Display kindness, grace, empathy and compassion

Recognize time and space

Be fully present

Embrace collaboration

Facilitation Training

- Critical facet of grassroots organizing
- Can be thought of as institutional capacity-building that has benefits beyond the initiative
- Over a two-month period – from a framework of inclusion and racial equity
- Supported by a grant from campus administration
- Empowered group leaders to foster inclusive dialogue and move groups towards actionable goals
- Challenges:
 - Member burnout and turnover
 - Transforming thoughts and recommendations into actionable plans
 - Liaising with campus leadership while maintaining grassroots qualities
 - Communication must be constant and is key to success

Lessons Learned

- DEI Initiatives must begin with **authentic goals**, adequate resources, and clear intentionality. Be careful of performative measures or inadequately resourced structures
- **Legal standards** do not preclude specific and intensive outreach and recruitment efforts to diversify applicant pool. Legal standards should NOT be used as excuse to do nothing.
- **Data-driven approaches** are crucial to defining goals, and actionable plans that can lead to successful implementation. Outcomes and processes must be frequently evaluated.
- Changing **campus culture** is multi-tiered, interrelated, and takes time. Multiple coordinated efforts that work together to change culture is key. Efforts cannot be in a vacuum.
- **Incentivizing** (e.g. badging) and appropriately evaluating and recognizing DEI work in merits and promotions may have better outcomes than instituting new requirements.
- **Grassroots efforts** can channel passions and energy across an entire campus, but effort must be coordinated and carefully managed with campus leadership to have meaningful and effective results.