

## Feedback on Diversity

### COMMENTS

#### DIVERSITY

*Reviewer 4*

It strikes me that the series of questions regarding diversity under this section would be much more relevant for larger research universities or larger bachelor's degree granting institutions.

*Reviewer 7*

When we talk about underrepresented populations here, are we referring to traditionally, locally, or nationally underrepresented? For example, would a primarily Hispanic administration in Texas receive credit for diversity?

*Reviewer 26*

SC 6 and SC 7 are not and should not generate points they are foundational prerequisite items.

*Reviewer 27*

I do have concerns that campus that are already diverse will struggle and be jeopardized so a number should be stated and if they are already there they get the points I do not know the number but trust you can come up with an acceptable one.

*Reviewer A*

Again, many of these make sense at large schools, but not necessarily in a small school. They assume that everyone agrees on what 'Diversity' means, but that is not our experience.

#### SC Credit 6: Diversity committee

*Reviewer 5*

again, mechanism rather than prescribing committee

*Reviewer 27*

I believe that meets routinely is too loose and should say monthly or at a minimum quarterly.

*Reviewer B*

SC Credit 6: Consider requiring the diversity committee to have a representative number of ethnic minorities and women.

#### SC Credit 7: Diversity officer

*Reviewer 30*

as with the community service coordinator, but even moreso given the language here, it is a bit much to expect all of these positions to be included and this tends to impose more of a burden/handicap on smaller institutions.

*Reviewer A*

A full-time diversity officer doesn't make sense in a small school—so they lose a point?

#### SC Credit 8: Admissions Diversity

#### SC Credit 9: URG Graduation Rate - Trend

*Reviewer 33*

Shouldn't graduation rate and admissions be clearly linked? Is it the efforts that count, or actual admissions?

*Reviewer 30*

it is not clear from this description what URG is. I presume this is "under-represented racial and ethnic groups" but if it is such a universally accepted phrase that an acronym is used, then are there clear standards on what this means? is it groups that are underrepresented at the institutional scale, the national scale, the global scale? also with these trend indicators, the representation will shift so once there is a balance in URG representation how we design these indicators to "turn off" if you will so that it does not drive performance beyond a balanced threshold.

*Reviewer C*

SC 9: This is the first of many trend data that work against institutions with very high rates. Some mechanism needs to be established to assign points to institutions that already operate at the high performance end of the spectrum, where improvements are either unduly expensive or unlikely to occur.

### **SC Credit 10: Faculty Racial and Ethnic Diversity - Trend**

*Reviewer 30*

this is vague. as with the prior one, we must define what URGs are in terms of specific typologies that can be used for data collection and quantitative analysis. also, we need to deal with the reality that ethnic and racial information is often not required but rather optional on forms and disclosures. how can we make data collection easy for the institutions? does this run into issues with regard to the court rulings on affirmative action? furthermore, why does this standard not apply to staff?

### **SC Credit 11: Faculty Gender Diversity - Trend**

*Reviewer 30*

again, what happens when there is a balance in gender diversity? what does it mean for there to be a 3 year upward trend in a proportion? furthermore, why does this standard not apply to staff? should we perhaps make these universal to all employees rather than specify administration and faculty, leaving staff out?

*Reviewer C*

SC 11-13. High achievement, in addition to positive trends, needs to give points in these measures. Diversity is a highly problematic measure because deviation in either direction can occur in either direction—too few from a group or too many. If the desired standard is representation equal to a group's presence in a population, points would be given for increases up to that level, but would have to be subtracted for increases beyond that level. Likewise, if equal representation is the goal, points would have to be given for movement toward equal representation, but subtracted from movement away from equal representation. The rules need to be applicable to all contingencies. Simple increases in numbers of specified groups are the easiest to measure, but the least defensible measure in the long run (which is the timeframe for sustainability).

### **SC Credit 12: Administrator Racial and Ethnic Diversity - Trend**

### **SC Credit 13: Administrator Gender Diversity - Trend**

*Reviewer 7*

Should we include transgender?

*Reviewer 31*

As noted previously, quite uncomfortable with the implicit (or explicit) judgments here and the requirement for 3-year trend. What does Wellesley College do on SC 13 if it already is the leader nationally in this area? I would rather that you simply get a point for showing trend data and that this data is available for review.

### **SC Credit 14: Departmental Diversity Plans**

### **SC Credit 15: Non-Discrimination Statement**

*Reviewer 7*

Are points awarded if the statement does not include all these audiences? Why are we specifying "cancer-related" to explain the medical condition? I would assume, we'd not find it acceptable to discriminate because of obesity, skin conditions, etc., which might not be cancer-related or genetic.

*Reviewer 24*

This should be a prerequisite for the "Social Responsibility and Community Engagement". Although "sexual orientation" may not always be included in diversity statement in other organizations, it should be considered a necessity in higher education. If tolerance is not established from the beginning, the other efforts (credits in this case) will have only limited success.

*Reviewer 30*

In terms of these aforementioned diversity indicators, SC 15 refers to many other areas and types of discrimination that are not individually included as their own indicators. are we saying that racial and gender

diversity are more important than age, religion, sexual orientation, etc.? shouldn't we spell out what we mean by diversity before getting into these individual types, rather than doing so after?

## **SC Credit 16: Benefits for Domestic Partners**

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### **Survey Responses** **DIVERSITY**

1. SC6: Should we be more flexible about the exact form a diversity body takes, or should we be more specific about the composition of the body, how frequently it should meet, and who it reports to?

#### *Respondent B*

Again, don't get prescriptive on this. You might cause colleges to spend more time revamping governance processes and creating new groups that actually getting the work done.

#### *Respondent C*

Be flexible in the definition. Combine 6 and 7 (one without the other is inevitably handicapped).

#### *Respondent K*

Diversity is important but having strong participation to achieve the mission should be the criteria of the program.

2. SC7: Is it reasonable to expect schools of all types and sizes to hire a full-time diversity officer? If not, should we set a lower threshold for schools where it is an unreasonable expectation, or is there an alternative diversity staffing criteria we can apply to such institutions? How should we differentiate between the types of institutions for which a full-time diversity officer is a reasonable expectation and those for which it is not?

#### *Respondent B*

It is not reasonable to expect this. Some community colleges are tiny and simply can't do it. Also, some places have a distributed structure.

#### *Respondent F*

It is not reasonable to expect smaller schools to have a FTDO.

#### *Respondent G*

It is not reasonable to expect that smaller colleges will have a full time diversity officer. Part time should be enough.

#### *Respondent I*

Not sure – this is a chicken and egg question, if diversity one person's job or every body's job?

3. SC8: Are there more specific practices to promote diversity through admissions that should be added as criteria for achieving this credit?

#### *Respondent C*

No.

#### *Respondent I*

this would be very difficult to measure given the Michigan cases from a few years ago and the Ohio cases from this past year

4. SC10-13: Are there better ways to measure diversity of a population than just an increasing percentage over time of underrepresented groups? Are trends in diversity among faculty and administrators the best way to give credit for diversity? Should we instead make a threshold of diversity that campuses should exceed to get a point? This threshold could be tied to the diversity of the surrounding community (perhaps 25% more than the community).

*Respondent C*

The referent should be the population from which the institutions draws its students, which may be local, state, regional, or national. Diversity is not the same as social mobility. The former should reflect the population from which the institutions draws; the latter may involve disproportional representation of the disadvantaged. The best measure of effective diversity is minimal deviation from the relevant population figure—a computational swamp. The problem is compounded by the existence of multiple racial/ethnic groups that may be represented differently within an institution. I believe the best we can do, however, is to ask about the percentage of underrepresented populations enrolled (based on the institution's definition of its market), use total aggregation of the relevant underrepresented groups (as identified by the institution), and give points for proximity to the population proportions—60-69% (1 pt), 70-79% (2 pts), etc.

*Respondent J*

Tough question. Our experience has been to heavily recruit as diverse a student and employee group as possible. Unfortunately, here it really is the great white north and we lose underrepresented group members at an astonishing rate because they feel very uncomfortable and out of touch with "the real world".

*Respondent I*

Again –tough one, difficult to measure the quality of the diversity experiences vs. the ethic and cultural differences

5. SC15: Should the non-discrimination statement be a prerequisite rather than a credit?

*Respondent C*

Yes.

*Respondent I*

no

6. Are there any other credits related to diversity that should be considered for inclusion in STARS?  
Please be as specific as possible.

*Respondent E*

It is fairly common at publicly funded institutions to include diversity criteria in the criteria for the selection of consultants. Specifically in the selection of Architectural teams for construction projects, but that can be expanded to include other/all consultants. It may be worthwhile to include a trend-based goal or even a strategy-goal that requires a minimum portion of a consultant's team is comprised of minority participation.

*Respondent I*

disability