

PA 4: Diversity and Equity Coordination

2 points available

A. Credit Rationale

This credit recognizes institutions with active committees, offices, or officers charged by the administration or governing body to coordinate diversity, equity, inclusion and human rights work on campus. Diversity and equity coordination increases the ability of an institution to more effectively address these issues.

B. Criteria

Part 1

Institution has a [diversity and equity](#) committee, office and/or [officer](#) (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus. The committee, office and/or officer may focus on students and/or employees.

Part 2

Institution makes [cultural competence](#) trainings and activities available to students, staff, and/or faculty.

The trainings and activities help participants build the awareness, knowledge and skills necessary to work effectively in cross-cultural situations. Trainings and activities that focus exclusively on awareness, knowledge or skills do not count.

C. Applicability

This credit applies to all institutions.

D. Scoring

Each part is scored independently.

Part 1

Institutions earn 1 point for having a committee, office or officer that meets the criteria outlined above and focuses on both students and employees diversity. Partial points are available if the committee, office and/or officer focuses on students or employees, but not both. For example, an institution with a diversity and equity office that focuses solely on student diversity would earn 0.5 points (half of the points available for Part 1 of this credit).

Part 2

Institutions earn the maximum of 1 point available for Part 2 when all students, staff, and faculty have participated in cultural competence trainings and activities. Partial points are available based on the extent to which students, staff, and faculty participate in such trainings, as follows:

Group	Estimated proportion of each group that has participated in cultural competence trainings and activities (points available)	Points earned for Part 2
Students	All (0.33) Most (0.22) Some (0.11)	
Staff	All (0.33) Most (0.22) Some (0.11)	
Faculty	All (0.33) Most (0.22) Some (0.11)	
Total points earned →		Up to 1

E. Reporting Fields

Required

- ☐ Does the institution have a diversity and equity committee, office, and/or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus?

If yes:

- ☐ Does the committee, office and/or officer focus on students, employees, or both?
 - ☐ A brief description of the diversity and equity committee, office and/or officer, including purview and activities
- ☐ Estimated proportion of each of the following groups that has participated in cultural competence trainings and activities (All, Most, Some, or None)
 - ☐ Students
 - ☐ Staff (including administrators)
 - ☐ Faculty

If trainings are made available, provide:

- ☐ A brief description of the institution's cultural competence trainings and activities for each of the groups identified above

Optional

- ☐ The website URL where information about the programs or initiatives is available
- ☐ Additional documentation to support the submission (upload)
- ☐ Data source(s) and notes about the submission

- Contact information for a responsible party (a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public)

F. Measurement

Timeframe

Part 1

Report on current diversity and equity committee composition and practices, office status, and/or officer position status at the time of submission.

Part 2

Report on participation status at the time of submission.

Sampling and Data Standards

Not applicable

G. Standards and Terms

Cultural competence

Consistent with the [International Organization for Migration](#) (IOM) and the [U.S. Department of Health and Human Services](#), cultural competence is defined in the following way:

Cultural and linguistic competence is a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural situations. 'Culture' refers to integrated patterns of human behavior that include the language, thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups. 'Competence' implies having the capacity to function effectively as an individual and an organization within the context of the cultural beliefs, behaviors, and needs presented by consumers and their communities.

Cultural competence is a developmental process that evolves over an extended period. Both individuals and organizations are at various levels of awareness, knowledge and skills along the cultural competence continuum. Cultural competence training helps participants build the awareness, knowledge and skills necessary to work effectively in cross-cultural situations.

Diversity and equity

Consistent with the [University of California, Berkeley](#), diversity “includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another.”

More specifically, diversity is:

...all-inclusive and recognizes everyone and every group as part of the diversity that should be valued. A broad definition includes not only race, ethnicity, and gender — the groups that most often come to mind when the term "diversity" is used — but also age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. It also involves different ideas, perspectives, and values.

Equity is defined as:

...the guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.

Officer

“Officer” is inclusive of coordinators, managers, directors, and the equivalent.