IDEA: Inclusion, Diversity, Equity & Access

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WHO:

Carnegie Mellon Alumni

Cheers to Our Volunteers!
Webinar Ground Rules:

• Context matters
• No question is a stupid question—ask throughout the webinar!
• We are all experts in our OWN experiences
• This is just the BEGINNING (“Setting the Stage”)

Carnegie Mellon University Alumni Association
Learning Objectives:

• A clearer and broader understanding of “Inclusion”
• Increased knowledge – Vocabulary
• Deeper understanding of mission & vision within the context of diversity, inclusion, equity, and access (University & Alumni Association)
• Practical strategies and ways for implementing inclusive practices within your role
Vocabulary
Diversity:

Diversity encompasses complex differences and similarities in perspectives, identities, and points of view among members of an institution as well as among individuals who make up the wider community. **Diversity includes important and interrelated dimensions of human identity such as race, ethnicity, gender, gender identity and expression, socio-economic status, nationality, citizenship, religion, sexual orientation, ability, and age.** *These differences are important to understand but they cannot be used to predict any individual's values, choices or responses.*

https://www.luther.edu/diversity/about/what-is-diversity/
Defining Inclusion

Inclusion is the active, intentional and ongoing engagement with diversity. Such engagement involves individual relationships as well as connections that are made through the curriculum, in co-curricular activities, and in broader communities where the basis of belonging may be intellectual, social, cultural, or geographic. Inclusion is a mindset that encourages learning communities to initiate positive ways to increase awareness of cultural differences and to promote a welcoming climate for everyone.

Inclusion in Action

Inclusion requires us to acquire both general and specific knowledge of other cultures and to develop an emphatic understanding of the complex ways individuals interact with people, systems, and institutions. Inclusion and cultural competence promote cross-cultural understanding.

https://www.luther.edu/diversity/about/inclusion/
**Equity:**
- The quality of being fair, unbiased, and just. In other words, *equity involves ensuring that everyone has access to the resources, opportunities, power and responsibility they need to reach their full, healthy potential* as well as making changes so that unfair differences may be understood and addressed.

**Access:**
- All people to have equal opportunity in education, regardless of their social class, ethnicity, background or physical disabilities.
- Encourages a variety of pedagogical approaches to accomplish the dissemination of knowledge across the diversity of social, political, cultural, economic, national and biological backgrounds.

"A diverse and inclusive community is the **foundation for excellence** in research, creativity, learning and human development, and is, therefore, **at the core of our mission** as a university."

- President Farnam Jahanian on race and diversity

[https://www.cmu.edu/diversity/index.html](https://www.cmu.edu/diversity/index.html)
Mission, Vision

**Carnegie Mellon University**

**Vision:** Carnegie Mellon University will have a transformative impact on society through continual innovation in education, research, creativity, and entrepreneurship.

**Mission:** To cultivate a transformative university community committed to (a) attracting and retaining diverse, world-class talent; (b) creating a collaborative environment open to the free exchange of ideas, where research, creativity, innovation, and entrepreneurship can flourish; and (c) ensuring individuals can achieve their full potential.

**Carnegie Mellon University Alumni Association**

**Vision:** A global university community in which all members engage with each other and Carnegie Mellon.

**Mission:** Cultivating a culture of engagement and philanthropy within Carnegie Mellon University's global community.
Values

**Carnegie Mellon University**

**Dedication**, reflected in our distinctive work ethic and in our commitment to excellence

**Impact**, reflected in our commitment to address critical issues facing society regionally, nationally, and globally

**Collaboration**, reflected in our interdisciplinary approach, our focus on internal and external partnerships, and our capacity to create new fields of inquiry

**Creativity**, reflected in our openness to new ideas and forms of expression, intellectual curiosity, willingness to take risks, and entrepreneurial spirit

**Empathy and compassion**, reflected in our focus on improving the human condition and on the personal development of the members of our community

**Inclusion**, reflected in a culture and climate that seeks, welcomes, and advances talented minds from diverse backgrounds

**Integrity**, reflected in our adherence to the highest ethical standards in personal and professional behavior, and in our commitment to transparency and accountability in governance and everything we do

**Sustainability**, reflected in our shared commitment to lead by example in preserving and protecting our natural resources, and in our approach to responsible financial planning

https://www.cmu.edu/strategic-plan/about/values.html
Diversity & Inclusion: CMU Commitment & Progress

• Develop and implement tools and programs to optimize practices in diversity and inclusion throughout the university community.

• Enhance standards for recruiting practices, including mandatory training in implicit bias for search committees, cross-departmental sharing of finalists to fill vacant positions and a focus on recruiting diverse personnel at all levels of leadership.

• Carefully cultivate and mentor existing talent at the undergraduate and graduate levels to broaden pools of prospective candidates for key positions.

• Identify and institute best practices in student recruitment, admissions decision making and enrollment to recruit a strong and diverse student body.

https://www.cmu.edu/diversity/commitment-and-progress/index.html
### Student Demographics by Enrollment (2017)

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<thead>
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<th>Category</th>
<th>Fall 2017</th>
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<tr>
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<tr>
<td>Multiracial (minority)</td>
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<tr>
<td>Male</td>
<td>337</td>
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<tr>
<td>Female</td>
<td>191</td>
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<tr>
<td>Multiracial (majority)</td>
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<tr>
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<td>186</td>
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<tr>
<td>Female</td>
<td>174</td>
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<td>University Total</td>
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## CMU Staff & Faculty Demographics

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<thead>
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<th>Category</th>
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<tbody>
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<tr>
<td>Female Faculty</td>
<td>407</td>
<td>29.1%</td>
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<tr>
<td>Minoritized Faculty</td>
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<td>3.51%</td>
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<td>Total</td>
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<td>48.57%</td>
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<td>Staff</td>
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<td>Female Staff</td>
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<tr>
<td>Minoritized Staff</td>
<td>349</td>
<td>7.46%</td>
</tr>
<tr>
<td>Total</td>
<td>408</td>
<td></td>
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Total: 6,077
Actionable Items (Performativa): Addressing Campus Climate

Campus Climate (what)
• What are we currently doing to promote a university-wide environment and culture that is inclusive, equitable, respectful and understanding for all members of our community?
• How well are we accomplishing this goal? How can we improve the reach and effectiveness of programs and resources currently in place?
• What can be done to empower individuals and campus groups to join senior leadership in promoting and supporting such a university-wide environment and culture?
• What new programs and resources should be considered, including ongoing mechanisms that will address issues of inclusion, equity and respect?

Campus Response (how)
• What does CMU currently do to respond to incidents that are alleged to infringe upon these values, whether they be isolated or broader in scope? How quickly, and well, do we handle these situations? How can we improve our effectiveness in this effort?
• What can be done to empower individuals and campus groups to counter unacceptable actions and act as advocates for a better climate on campus?
• Do we have the right mechanisms of support, communication and response in place, and how could these be improved?

https://www.cmu.edu/campus-climate/index.html
Discriminatory and Sexual Harassment (DaSH) Study: All Pittsburgh-based Carnegie Mellon students were invited to complete this confidential survey in the spring 2016 semester as a means to self report their experiences with identity based bias and/or harassment.

https://www.cmu.edu/student-diversity/dash-study-findings.pdf

Sexual Assault and Relationship Violence Study (SARV): In order to better understand and assess the student climate and culture, the University designed and rolled out its first Sexual Assault and Relationship Violence (SARV) Study to all Pittsburgh based students in spring 2015.


The university re-administered the SARV in the fall 2017 semester. The findings from the 2017 SARV study are below:

The Center, in its inaugural year, offers resources to enhance an inclusive and transformative student experience in dimensions such as access, success, campus climate and intergroup dialogue. Additionally, the Center supports and connects historically underrepresented students and those who are first in their family to attend college in a setting where students’ differences and talents are appreciated and reinforced.

https://www.cmu.edu/student-diversity/
https://www.cmu.edu/student-diversity/about-us/our-team.html

Dr. Angela Campbell, Executive Director
Performative through Identities

Identity Networks: Groups built around identity and personal characteristics:

- Carnegie Mellon Black Alumni Association (CMBAA) ; Facebook
- Hispanic and Latino/x Alumni Association (HLAA) ; Facebook
- cmuOUT (Lesbian, Gay, Bisexual, Transgender, Queer+) ; Facebook
Now What?? Strategies & Application

• Assessment: environments, programs, self, targeted populations
• Participate in, facilitate, and/or host trainings and professional development opportunities centered around IDEA (Inclusion, Diversity, Equity, Access) for your volunteers, peers, offices, departments
• Read books or host book clubs on race, whiteness, and written by people of color
• Research, plan, and attend a program or event highlighting diverse topics, centered around a cultural month, specific to personal identity, or actively seek out minoritized speakers and faculty
• Notice who’s NOT in the room or at your events/programs and begin to ask more intentional and critical questions around “why”
• Practice intentional recruitment of volunteers & professional staff that aren’t represented in your professional and personal spaces of engagement
• Practice inclusion daily!
THANK YOU!!