



HOW DO YOU INTEGRATE DEI INTO PLANNING? LET'S SHARE SOLUTIONS.

Society for College and University Planning
National Conference, Long Beach, California

Rena Cheskis-Gold

July 2022

 Demographic Perspectives

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TODAY'S ROADMAP

- The Enormity of the Task
- Historical Context
- Population: Social Identities
- Process
- Array of Strategies: Case Studies
- Discussion: Your Campus Examples, and Q&A
- Acknowledgements

An aerial photograph of a coastal city and harbor. The foreground shows a dense urban area with numerous buildings and streets. A large body of water, likely a harbor or bay, occupies the middle ground, with several large industrial or commercial piers extending into it. The background features a clear blue sky and distant mountains. The text "HISTORICAL CONTEXT" is overlaid in large, white, bold, sans-serif capital letters across the center of the image.

HISTORICAL CONTEXT

COLLEGES BUILT FOR WHITE MEN

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University of Maryland Terrapin Yearbook, 1946
Union University

OLDER SPACES GIVE WEIGHT TO WHITE EUROPEAN HERITAGE

IS COLLEGE ARCHITECTURE WELCOMING TO ALL?



HISTORIC LEGISLATION EXPANDS FOCUS

- 1964 Civil rights Act
- 1967 Age Discrimination in Employment Act
- 1972 Title IX
- 1999 Americans with Disabilities Act
- 1994 USERRA (Uniformed Services Employment and Reemployment Rights Act)
- 2020 22 states and DC prohibit discrimination based on sexual orientation and gender identity

SOME COLLEGE FIRSTS

- 1928 'Cherokee Gothic' coined by Frank Lloyd Wright for vernacular architectural style at University of Oklahoma
- 1954 University of Illinois Disabilities Resource and Educational Services
- 1968 African American Studies program at San Francisco State
- 1968 Chicano Studies program at Cal State Los Angeles
- 1969 Women's Studies class at Cornell, program at San Diego State
- 1980 Program in Judaic Studies at Yale
- 1986 Program in Gay and Lesbian Studies at CUNY

STUDENT GROUPS AND CENTERS PROLIFERATE

- 1966 First Black Student Union founded at San Francisco State College
- 1967 Black Student Unions spread across the West – University of Washington; every Cal State campus
- 1969 Black Students' actions at Mills College lead to the first ethnic studies department in a women's college
- 1969 Black Cultural Center established at Purdue University
- 1975 Over 1,000 Black Student Unions at college campuses across the country



\$3M Black Cultural Center built to replace Purdue's original Center.

GOING BEYOND ACCESSIBILITY

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DISABILITY AWARENESS AT U-ILLINOIS (URBANA-CHAMPAIGN)



22 rooms on the first floor of Nugent Hall were designed for students with severe physical disabilities



First wheelchair accessible bus system



An aerial photograph of a coastal city and harbor, likely San Francisco, featuring a dense urban area with numerous skyscrapers, a large port with many ships, and a winding river or bay. The entire image is covered with a semi-transparent blue gradient. Overlaid on this is the text 'POPULATION: SOCIAL IDENTITIES' in a large, bold, white sans-serif font.

POPULATION: SOCIAL IDENTITIES

INCLUSIVITY: SOCIAL IDENTITIES

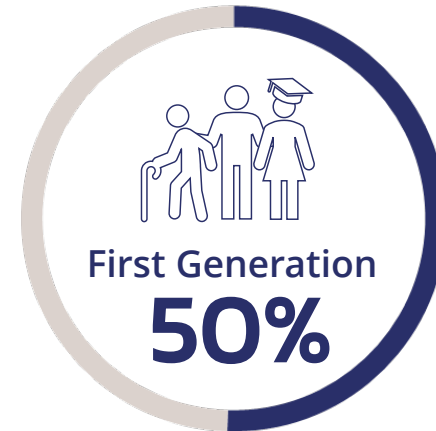
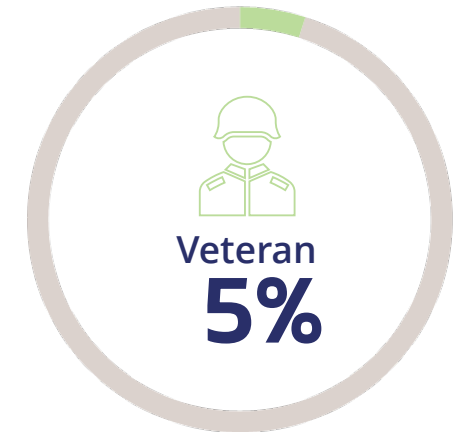
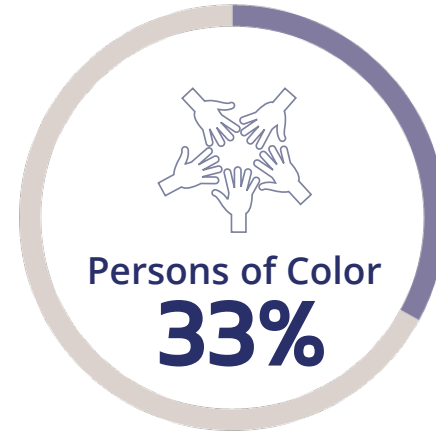
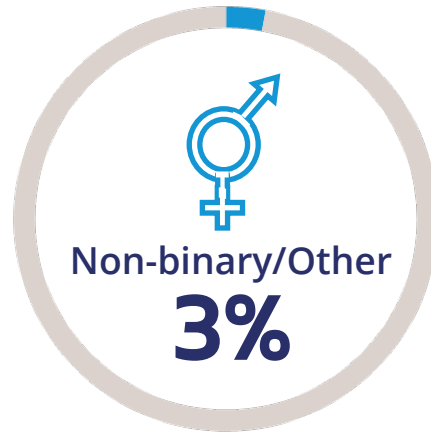
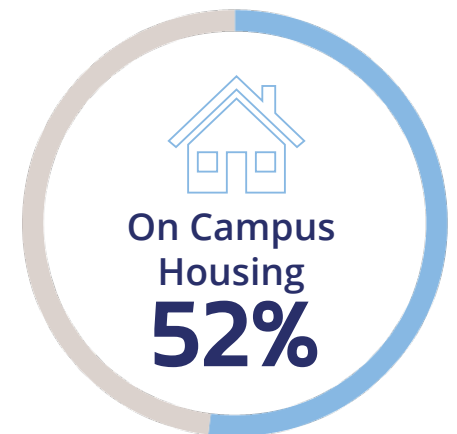
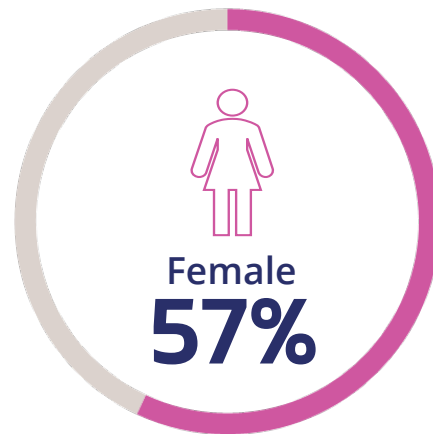
EVERCHANGING AND GROWING LIST

11

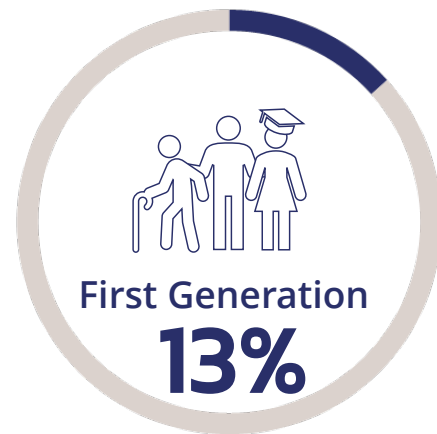
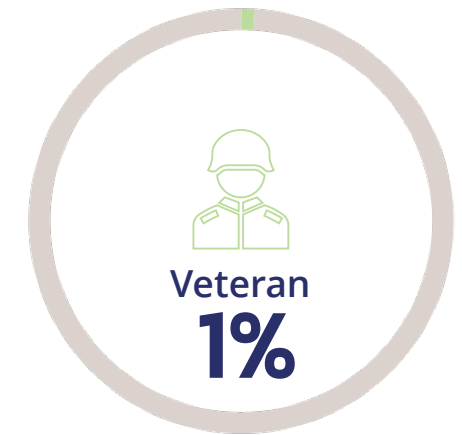
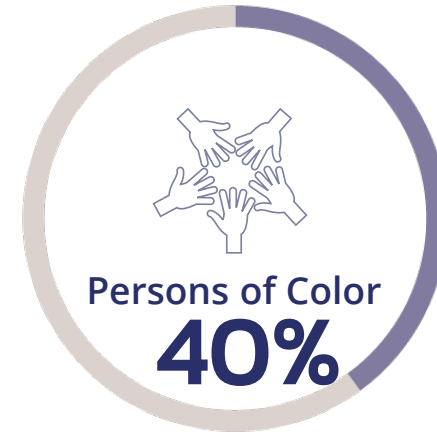
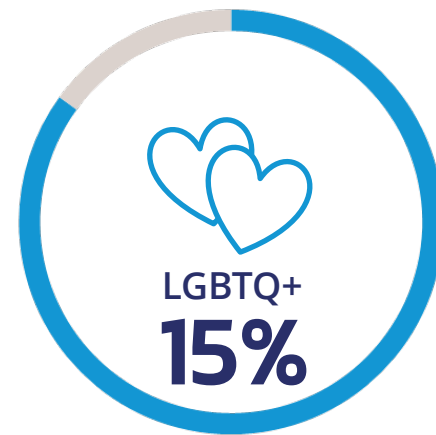
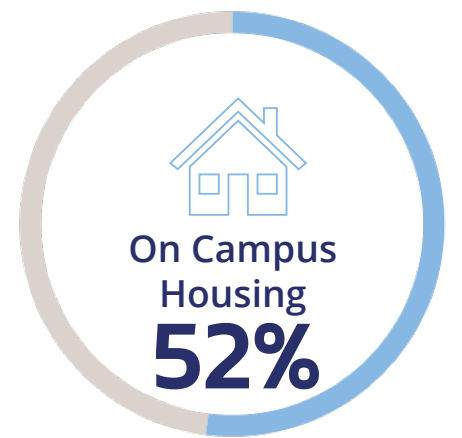
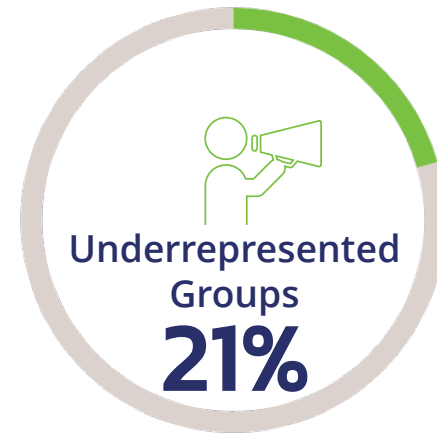
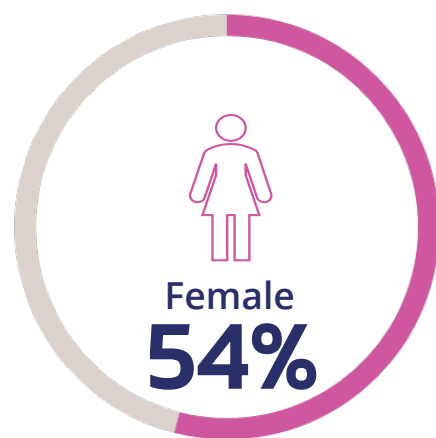
- Gender
- Race/Ethnicity
- International/national origin/ citizenship
- LGBTQ+
- Gender and sexual identity
- (Dis) ability status
- First generation
- Veteran

- Socioeconomic status
- Age
- Political identification
- Religious identification
- Mental health
- Educational level
- Job level
- Parenting or caregiving

STATE UNIVERSITY UNDERGRADUATE STUDENT SNAPSHOT

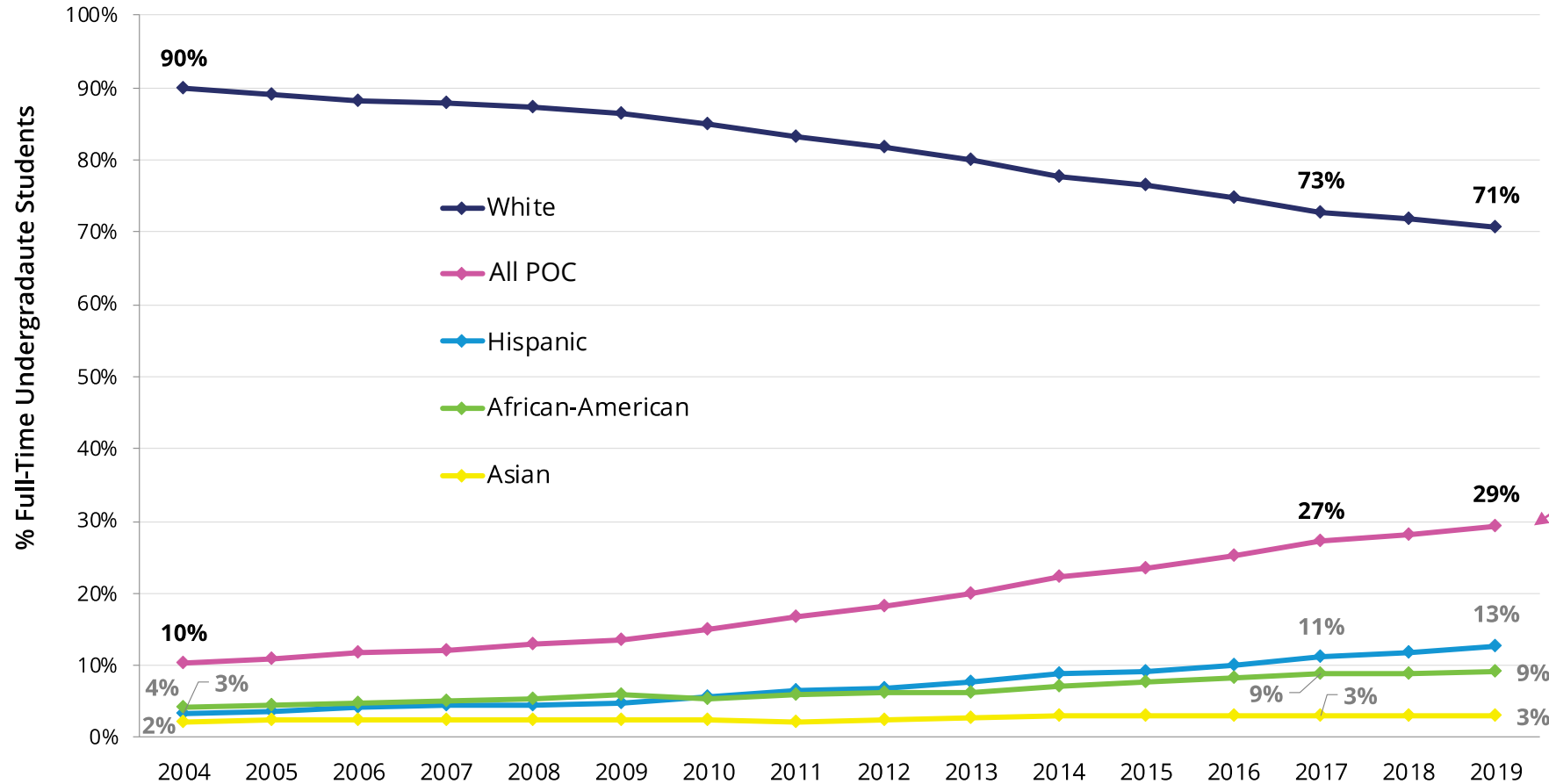


PRIVATE UNIVERSITY UNDERGRADUATE STUDENT SNAPSHOT



GROWTH IN STUDENT POC* POPULATION

MASS 9-STATE UNIVERSITY SYSTEM, 2004-2019

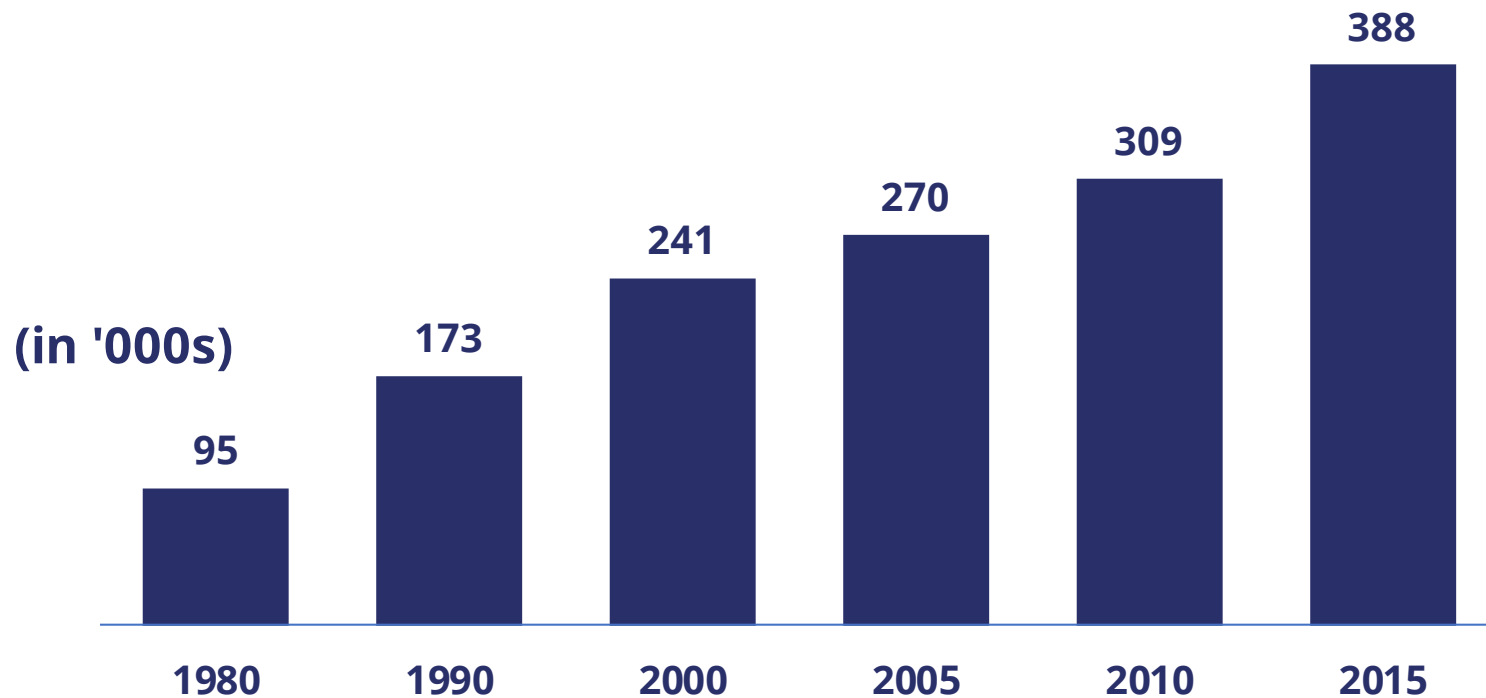


*All POC
grew from
10% to 29%*

* Persons of color

INCREASED INTERNATIONAL PRESENCE

INTERNATIONAL GRADUATE STUDENTS 1980 TO 2015



- 300% growth
- More than half are from Asia and India

SOURCE: U.S. Department of Education, National Center for Education Statistics, Tb 306.10.

An aerial photograph of a coastal city and harbor. The foreground shows a dense urban area with numerous buildings and streets. A large body of water, likely a harbor or bay, occupies the middle ground, with several large industrial or commercial structures, possibly shipyards or ports, situated along the waterfront. The background features a vast expanse of the ocean under a clear blue sky. The word "PROCESS" is overlaid in large, white, bold, sans-serif capital letters on the left side of the image, partially obscuring the harbor area.

PROCESS

INCORPORATING DEI INTO PLANNING PROCESS

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- Lead from the top
- Appoint advisors to develop recommendations, priorities, and a process
- Build broad base of stakeholders
- Create and maintain data and metrics
- Incorporate budget

MISSION

FORMAL AND INFORMAL

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Our mission is to **provide leadership by cultivating an inclusive environment** that denounces discrimination through innovation, collaboration and an awareness of global perspectives on social justice.

“The visual culture of the FAS should honor our past in a truthful way, while also celebrating the diversity and vitality of our present and instilling a sense of pride and belonging that is equally available to all members of our community.”

“Every department on campus is evaluating what they have on their walls. The Task Force is working simultaneously with a goal to celebrate [and build on] these efforts, within the culture of the department.”

“Every department will have its own D and I action plan.”

“DEI bleeds into everything that we are doing.”

“This is deep, deep, complicated work with no road map.”

PROCESS – ADVISORS

SELECTED TASK FORCES AND COMMITTEES

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Inclusion Practitioners
Cohort

Inclusive Design Advisory
Group

Signage Task Force

Pipeline Development Team

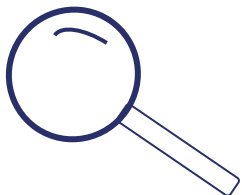
Tasks:

- Define the work
- Incorporate into educational process
- Integrate into culture and infrastructure

“...find the right balance of tradition and making the new members of the community feel that this is your place, and you are the tradition. You will make this what it will be in the future!”

CREATING & MAINTAINING DATA AND METRICS

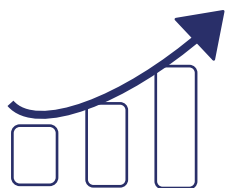
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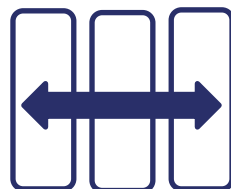
Define Population



Prior Documents and Examples



Trend Data

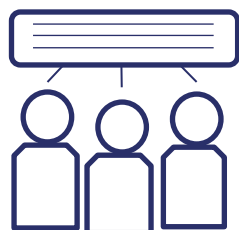


Peer Data

"We collect baseline data on all of our stakeholders, use the data to allow future equity analyses and to monitor and assess progress towards our goals."



Interviews



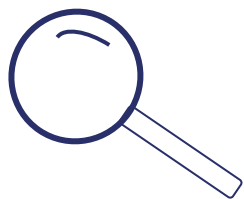
Focus Groups



Surveys

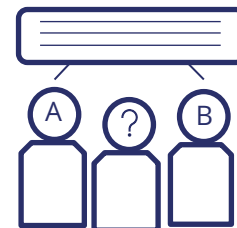
SENSITIVE DATA STEWARDSHIP

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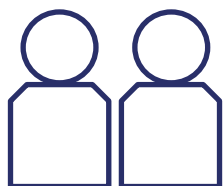
Examine Data Critically

- Understand data sources and collection procedures
- Identify who might benefit or be harmed by data



Consider Missing Groups

- Contemplate which groups the data do or do not represent
- Use notes to highlight where data are not representative or inclusive



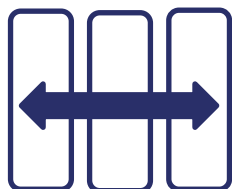
People-First Language

- Use full labels – “Black people,” not “Black”
- Avoid “Other”-ing
- Acceptable abbreviations: (BI)POC, URG



Cognizant Color Choices

- Avoid stereotypical color palettes for demographic groups



Label Order Matters

- Labels should be ordered with purpose
- Precedent can reflect biases
- List groups alphabetically
- “POC vs White,” not “White vs POC”

THIS RESTROOM
IS FOR EVERYONE
TRANSLATION: ALL GENDERS
ARE WELCOME



Considerate Iconography

- Icons connect the reader to data
- Positive representations: empowerment, dignity

PRIORITY POPULATIONS

SCHOOLS TELL US ABOUT THEIR CAMPUS PRIORITIES FOR STUDENTS

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Race/Ethnicity

LGBTQ+

Low-income

Physical Access

First Gen

Marginalized

International

Mental Health

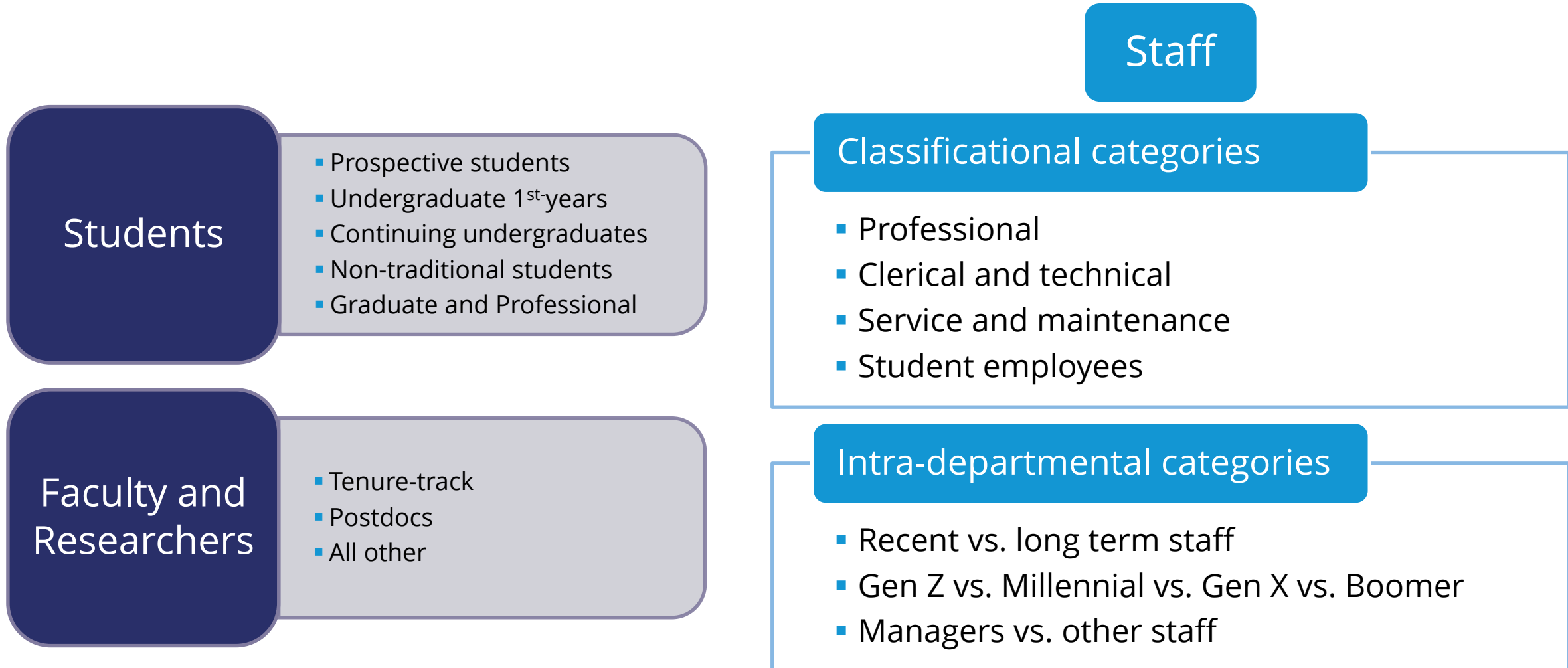
"Students have made handicapped accessibility a priority, and campus has responded."

"At first they didn't want a space that was calling out to the world 'here we are,' but times have changed and now they want their own affinity space."

"Mental health suffers when teaching is remote."

INTERNAL POPULATIONS

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EXTERNAL POPULATIONS

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- Community
- Vendors
- Consultants
- Professional teams
- Alumni
- Families and supporters
- 'The public'

COMMUNICATIONS

- Process must be transparent and honest
- A key priority, with a commitment to being long-term and on-going
- Internal communication: website, blog, newsletter, calendar, town hall meetings and other open sessions, training opportunities
- External communication: ensure all external partners understand DEI mission and values
- Metrics

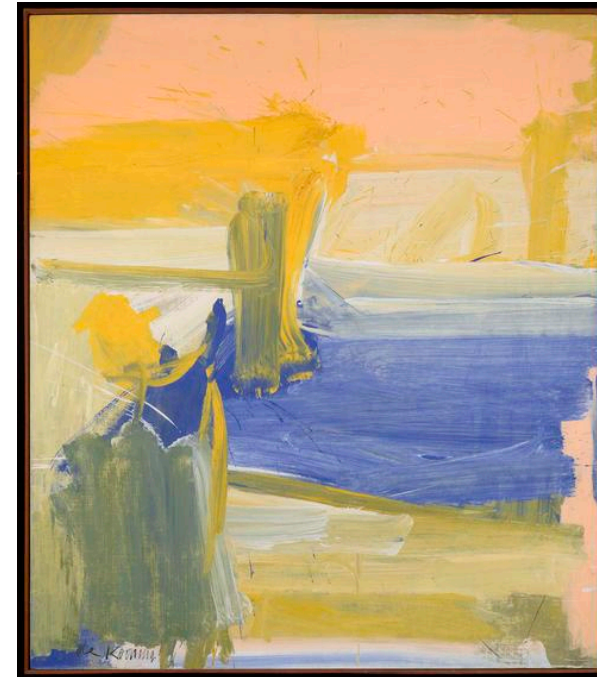
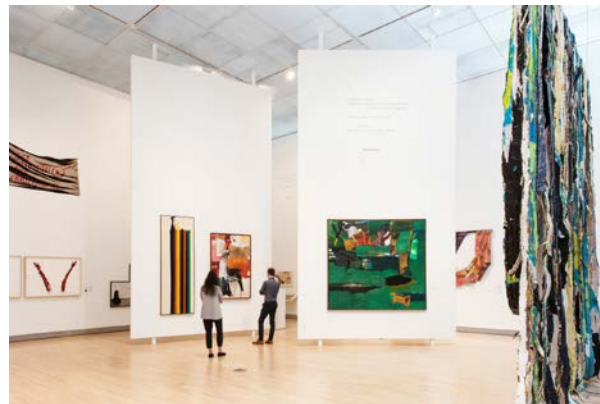
An aerial photograph of a coastal city and harbor. The foreground shows a dense urban area with numerous buildings and streets. A large body of water, likely a harbor or bay, occupies the middle ground, featuring several large industrial or commercial facilities, including what appears to be a shipyard or port area with many cranes and ships. The background shows a vast expanse of the ocean under a clear blue sky. The text 'CASE STUDIES' is overlaid in large, white, bold, sans-serif capital letters on the left side of the image.

CASE STUDIES

PREVIOUSLY OMITTED DIVERSE ARTISTIC VOICES

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INTRODUCING THE BRANDEIS COMMUNITY



“Art is very hierarchical... I’m trying to...formulate a new model.”

Rose Art Museum Director
Gannit Ankori

“Working actively and intentionally to transform the museum into an anti-racist institution and a nexus of art, communities, and justice.”

Brandeis University Anti-Racism Plan

To the left, beginning top right: Kusama, Yayoi. Blue Coat (1965);
de Kooning, Willem. Untitled (1961); Loving, AI. Self Portrait #23 (ca. 1973)

THE BLACK HOUSE:

A SOCIAL, CULTURAL, AND EDUCATIONAL HUB AT NORTHWESTERN



“We demand a Black Student Union, a place to be used for social and recreational activities... Black students ...need a place where we will feel free to come and to go as we please. (1968) ”

Black Student Statement and Petition to Northwestern University Administrators

“The Black House cannot be viewed merely as a ‘facility’ if the University hopes to repair the relationships with and restore the trust of its African American stakeholders. (2016) ”

Northwestern University Black Student Experience Task Force Report



RECOGNIZING DIVERSE ROLE MODELS

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PRINCETON'S NEW CAMPUS PORTRAITURE



“I wanted the painting to be about their workplace, and to...put them in the position of power...of royalty, or appreciation.”

Artist Mario Moore



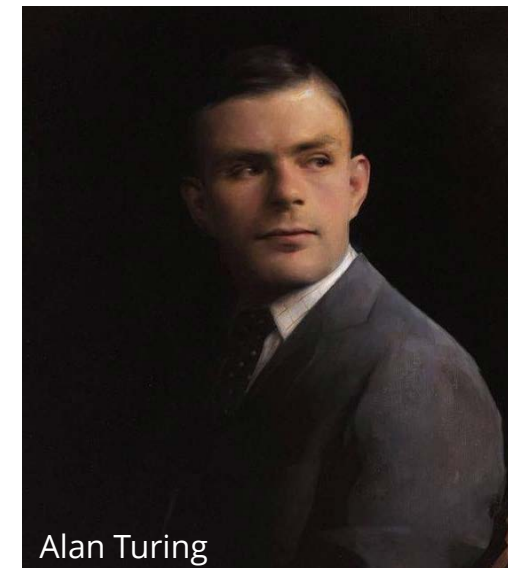
Toni Morrison



Morrison Hall

“More current students will recognize aspects of themselves in campus portraiture...We hope [this] will offer additional inspiration and motivation for all Princeton students.”

PNC Member Ryan Ruskin, '90



Alan Turing



Carl Fields

LIBRARY RESOURCES FOR INCLUSION PRACTICE

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FRAMINGHAM STATE MAKING DIVERSITY EDUCATION ACCESSIBLE

- Diversity, Equity, and Inclusion elevated to a priority academic topic
- Resources on DEI gathered and presented as specific [LibGuides](#)
- Serves as an educational guide to scholarly articles, books, films, and other media
- Featured LibGuides include:
 - Diversity and Inclusion at FSU
 - LGBTQ+
 - Race and Ethnic Diversity
 - Disabilities
 - Bridging Cultures
 - Anti-Racism

The library communicates FSU's commitments to DEI practices and directs students from marginalized backgrounds to helpful information.

“Diversity is a broad concept, and we are engaged in supporting it as it relates to racial/ethnic identity, nationality, sexual orientation, gender, religion, physical ability, teaching style, learning style, and political philosophy.”

FSU Diversity and Inclusion Commitment



Example video resource for Juneteenth education

NORTHEASTERN'S PARTNERSHIP WITH ROXBURY

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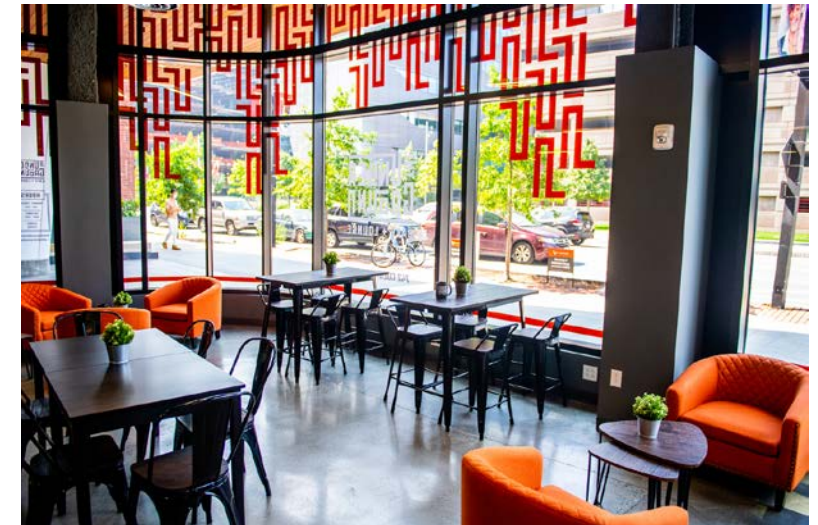
Nia Grace, Café Owner

“We are driven by community. Our reinvestment in the neighborhoods that raised us is a revolutionary act of self-love and care. We are committed to creating spaces that celebrate food, culture, and the local legacy...We no longer wait to see the places we wish for - we create them.”

Nia Grace



The Underground Café + Lounge is situated across the street from Northeastern's Science and Engineering Complex.



SACRED SPACES ARE OPEN TO ALL

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Dedicated prayer spaces at Northeastern and Northwestern are welcome to be used for meditation, yoga, and other student activities



“ This sacred space symbolizes our need to embrace...multiplicity.”

Provost David Hall, at the 1998 dedication of the Northeastern Sacred Space

ACCOMMODATING CHANGING IDENTITIES

GENDER NEUTRAL OPTIONS AT BOSTON-AREA UNIVERSITIES

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GENDER **INCLUSIVE** HOUSING



“We could have avoided all gender-related issues by just putting a sign on the door that said ‘restroom,’ but we wanted to be actively welcoming.”

Adam Muri-Rosenthal, Dean, Harvard Adams House

HARVARD'S ORGANIC REDESIGN

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ACCESSIBILITY UPDATES AT HOUGHTON LIBRARY



“We want to be a library that’s open to all. And if you can’t navigate a set of stairs, that’s a very difficult thing.”

Librarian Tom Hyry



CENTRALIZING STUDENT WELL-BEING

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BROWN WELLNESS CENTER AND RESIDENCE HALL



“For students, it’s very typical to...push health and wellness to the side...We’re really trying to...say, ‘No, taking time for yourself and taking time with other people is crucial to student health.’”

Sojas Wagle '23, Wellness Peer Education Coordinator

PARTNERSHIP WITH INDIGENOUS PEOPLE

CAL POLY SAN LUIS OBISPO

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Res Hall designed to center the indigenous voices of the Chumash tribe

yak tit^yu tit^yu yak tithini

DIVERSE BY DEFINITION

INSIGHTS FROM CONNECTICUT COMMUNITY COLLEGES

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Left: Asnuntuck Community College in Enfield, CT. The facility is a repurposed middle school built in the 1960s, with recent renovations adding a Student Center and new entrance (below).



For community colleges – where students are all commuters – shared, open spaces are essential.

We thoughtfully design buildings with seating and study areas to help students develop a sense of group identity and belonging.

Keith Epstein, VP for Facilities, Real Estate & Infrastructure Planning,
Connecticut State Colleges and Universities



Above: Outdoor Congregating Area and Veterans' Oasis at Northwestern Community College.



An aerial photograph of a city and harbor, likely San Francisco, with a blue gradient overlay. The city's dense urban landscape, including numerous skyscrapers and a complex highway system, is visible in the foreground and middle ground. The harbor and surrounding water are in the background, with distant hills on the horizon. The text 'CAMPUS EXAMPLES Q&A' is superimposed on the left side of the image.

CAMPUS EXAMPLES Q&A

ACKNOWLEDGEMENTS

40

- Paul Riel, Boston University
- John Luipold, Brown University
- Kari Grace Mansager, and Juliette Duke, Cal Poly, San Luis Obispo
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- Glenn Cochran, Framingham State University
- Celia Kent and Maryellen Fitzgibbon, Harvard University
- Vennie Gore and Ray Gaserra, Michigan State University
- Jonathan Moody, Moody Nolan Architects
- G. Christopher Hunt, Moravian University
- José Hernandez, Newman Architects
- Kathy Spiegelman, Northeastern University
- Andrew Kane, Princeton University



Providing data and analysis for strategy, communications,
assessment, and for managing change.