

Board Agenda for Beginning Work on JDE&I

Workshop Duration:
2–3 hours

This is a workshop designed to engage a board that has never, rarely, or only incidentally addressed questions of race, diversity, equity, and educational outcomes. It is a discussion and data format that requires the gathering and positioning of selected institutional data to illustrate actual conditions within the university and its community. Brief pre-reads are used, such as Proinspire's *Why Diversity and Inclusion Matter*, 2016.

Discussion should be open and broad. No notes are necessary during the discussion phase. Each board member will assess their own acquaintance with the realities of the institution.

Opening Questions for Board Members to Achieve Level Set on Expectations and Understandings

1. Does the institution serve a diverse population?

Is it important to be an institution with a diverse population? Why?

Share institutional data on diversity, including trend data for several years:

- a. Student diversity (undergraduate, graduate)
- b. Faculty diversity (race, gender, age, nationality)
- c. Staff diversity (race, gender, age, nationality)
- d. Administration (race, gender, age, nationality)
- e. Board of Trustees (race, gender, age, nationality)

Ask members to share their thoughts about this data.

Should we seek to change any of these realities?

2. Does our institution serve its diverse population equitably?

Do all participants have equal access to thrive in this community?

How do you know?

Share institutional data:

- a. Retention rates by race, gender, Pell eligibility
- b. Graduation rates by race, gender, Pell eligibility
- c. Loan debt at graduation by race, gender, Pell eligibility
- d. Workforce and graduate/professional school placement by race, gender, Pell eligibility

3. Is our institution just to all stakeholders?

How do you know?

Share institutional data (samples: selection determined by type of locality):

- a. Study abroad participants by race, gender, Pell eligibility
- b. Services to the community (who benefits?)
- c. Campus crime data
- d. Local K-12 data
- e. Local crime and arrest data

4. Do we operate an institution that enables all of its members to feel and be included as an important part of the community and exhibit a commitment and a sense of belonging?

How do we know?

Share institutional data:

- a. Faculty tenure and promotion data by race, gender, and discipline.
- b. National Survey of Student Engagement data

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5. From this data and our discussions, what could or should be the JDE&I agenda for our institution?

What are our gaps?

Which gaps are most important to address?

6. How should the board begin to address this agenda?

- a. Board committee?
- b. Board-led institutional committee?
- c. Strategic Plan revision?
- d. Community listening sessions?

Future Sessions

- **Offices and Programs on the Campus That Support and Promote Equity and Diversity**
 - » Gaps, impacts, next level
- **Learning about Racism**
 - » What it is, how it works, how to combat racism
 - » *Understanding Race: Human Variation*
- **Increasing Diversity of Faculty, Staff, Administration, and Board of Trustees**

Recommendations for Setting Up Meetings

1. Meet with the president and board chair to discuss how to approach these topics at the next board meeting.
2. Leverage information that the institution already has on JDE&I (e.g., student and workforce demographics).
3. Establish clear objectives for the discussion.
4. Identify decisions that need to be made.
5. Ensure sufficient time for a productive discussion.
6. Create and share the workshop agenda as appropriate.
7. Ensure maximum attendance, setting a time when all board members (the full board) can engage on these important topics and issues.