Accountability & Incentives for Advancing Racial Equity

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USC Race & Equity Center
Three Overarching Goals
1. Identify internal and external challenges to accountability for racial (in)equity

2. Share (inter-alliance) accountability + incentive strategies/resources for advancing racial equity

3. Develop one action within your locus of control you will pursue to employ greater accountability or incentives to advance racial equity
External Forces Shaping Racial (In)equity

Institutional Priorities & Ethos

Accreditation / College Rankings

Federal/State Policy

Board
Internal Forces Shaping Racial (In)equity
What is your current, broadest locus of control?

A. Institution-level
B. Division-level
C. School/college-level
D. Departmental-level
E. Program-level
F. Individual-level
The term ‘Equity-Mindedness’ refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education.
I am currently, holistically, and consistently equity-minded in how I approach my work?

A. Strongly agree
B. Agree somewhat
C. I am unsure
D. Disagree somewhat
E. Strongly disagree
10 Forces Diminishing Accountability for Racial Equity
1. Treating action plans as a research study
2. Key performance indicators that are not measurable
3. Missing responsible employees tied to key objectives and results
4. Career stagnation of key employees + lack of accountability for investing in people
5. Leading with actions instead of outcomes
6. Actions are not assessed
7. No wiggle room to fall forward
8. Sharing results in a performative manner
9. Lumping all minoritized groups together
10. Viewing activists as institutional adversaries
Discussion

Beyond your locus of control, where is THE GREATEST need for increased accountability or incentives to advance racial equity at your institution?
Institutional Accountability, Assessment & Planning
Key Components for Racial Equity Action Planning

- Feedback Loop
- Mission, Vision, Values, Goals
- Partnerships, Budgets, & Incentives
- Data Analysis, Problem Statement, Goal Development
- Leadership & Communication
- Implement
- Evaluation & Assessment
- Accountability

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### Accountability resources for DEI staff & committees

<table>
<thead>
<tr>
<th>National &amp; Institutional Resources</th>
<th>Internal Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>NERCHE Self-Assessment Rubric for the Institutionalization of DEI in Higher Education</td>
<td>Your institutional mission, vision, and goals</td>
</tr>
<tr>
<td>UC Berkeley Diversity Planning Toolkit</td>
<td>Glossary of terms</td>
</tr>
<tr>
<td>Wake Forest RIDE Framework</td>
<td>Position descriptions</td>
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<td></td>
<td>Teaching evaluations</td>
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<td>Performance reviews</td>
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<td></td>
<td>Promotion criteria (staff and faculty)</td>
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</tbody>
</table>
Example Indicators by Race and Ethnicity

**Access Indicators**
- # and % of first-time, full-time matriculated year-over-year
- # and % of students who apply, accept/reject, and enroll

**Success Indicators**
- # and % of first-time students who graduate within six years
- # and % of students who earn DFWs in critical core courses

**Educational Indicators**
- # and % completed courses with racial equity and diversity as at least one learning outcome
- # and % completed honors programs
**Accountability**

**Desired Outcome:** Improve processes to assess DIAP implementation and impact at the University and departmental levels

<table>
<thead>
<tr>
<th>#</th>
<th>New Action</th>
<th>Responsible Office(s)</th>
<th>Implementing Office(s)</th>
<th>Anticipated Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Incorporate language in job descriptions requiring some level of relevant experience and/or commitment to add to the University strategic priorities on diversity, equity and inclusion; incorporate an evaluation of this criteria into the entire candidate search process for faculty and staff</td>
<td>University Human Resources*, Academic Deans, Office of Institutional Equity and Diversity</td>
<td>Same as the responsible offices</td>
<td>2021-22</td>
</tr>
<tr>
<td>21</td>
<td>Incorporate contributions to diversity and inclusion goals in faculty activity reports, annual reviews and reappointment reviews</td>
<td>Academic Deans*</td>
<td>Same as the responsible offices</td>
<td>2021-22</td>
</tr>
<tr>
<td>22</td>
<td>Incorporate progress with DIAP goals as part of administrative leadership, senior dean and chair reviews</td>
<td>Office of the President, Office of the Provost</td>
<td>Same as the responsible offices*</td>
<td>2021-22</td>
</tr>
<tr>
<td>23</td>
<td>Embed education and training on non-discrimination and anti-harassment, Title IX and bias policies into orientation and training for leadership roles held by students, faculty and staff</td>
<td>Division of Campus Life, Academic Deans, University Human Resources, Office of Institutional Equity and Diversity*</td>
<td>Same as the responsible offices</td>
<td>2021-22</td>
</tr>
</tbody>
</table>
Assume Accountability for Implementing Promising Practices

Hiring
- Work toward de-biasing the search process
- Onboarding
- Target of Opportunity
- Cluster Hiring
- Presidential Postdoc
- Regular hiring process

Supervising & Governance
- Promoting contributors of racial equity
- Bias checklist for TPAC
- Setting goals
- Interrogating 9 box grid
Incentivizing Racial Equity

Monetary Incentives
- Merit increases
- Bonuses
- Course reduction
- Supplemental pay for racial equity service work for minoritized employees
- Rethinking what counts as impact
- Research stimulus funding and support

Monetary Consequences
- Increase in departmental budget to get good work done
- Reduction in budget to reduce racial harm
- Reduce lab space, GA lines
Departmental-Level Accountability
Figure C2. DDIAP Goals Reported to be Achieved (2016-2019)

- 312 (35%)
- 587 (65%)

Not Achieved: 312 (35%)
Achieved: 587 (65%)
Figure D2. Types of Actions Reported in DDIAPs (2018-19)
Figure D4. Aspects of Identity Addressed by Reported DDIAP Actions (2018-19)

- No Specific Identity: 549 (95%)
- Race/Ethnicity: HUG: 227 (35%)
- Multiple Identities: 173 (24%)
- Gender Identity and Expression: 66 (10%)
- Socioeconomic Status: 49 (9%)
- International/Global: 44 (6%)
- Intersectional Identities: 34 (5%)
- Cognitive/Physical Differences: 23 (4%)
- Race/Ethnicity: Non-HUG: 22 (3%)
- Nationality: 18 (2%)
- Religion: 13 (2%)
- Sexual Orientation: 11 (2%)
- Political Ideology: 9 (1%)
- Age: 1 (0%)
Figure D5. Overall Impact of Reported DDIAP Actions (2018-19)

Impact Level 1:
Declarative efforts and policies that establish a commitment to diversity

Impact Level 2:
Commitment is demonstrated by an action, effort or program

Impact Level 3:
Sustained action is anchored to a strategic framework, with evidence of positive impact

Impact Level 4:
Transformative and culture-changing practices and sustained prioritized action
Examples of Transparency toward Equity Goals

- Departmental action plan
- Annual reports and central review process
- Departmental self-assessment guide
- Departmental evaluation rubric
- Departmental climate and culture reviews
- 360 inclusive leadership review for leaders and people managers
The 360° Inclusion Leadership Profile (360° ILP) assesses a leader’s skills and provides action plans for leading successfully an inclusive and multicultural workforce. The 360° ILP was developed by Dr. Deborah P. Ashton, a Harvard University trained licensed psychologist, who studied with Dr. Chester ‘Chet’ Pierce, who coined the term “microaggression”. Dr. Ashton is the former Chief of Test Development and Validation for the Commonwealth of Massachusetts and she headed D&I for Fortune 500 companies, such as, Medtronic, Darden Restaurants and Harley-Davidson.

The 360° ILP is based on research and consists of 64 items to assess four (4) skills and across eight (8) demographics.

**Skills:**

1. **Modeling** – Acts as a role model by exhibiting behavior that may be seen by others as behavior to emulate, copy.

2. **Communication** – The ability to share your own view and listen to the suggestions of others to seek a better solution. The interchange or sharing of ideas, beliefs, or information.

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**360° ILP SAMPLE QUESTIONS**

<table>
<thead>
<tr>
<th>INSTRUCTIONS</th>
<th>Scale</th>
<th>How Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using the 1 - 5 scale to the right, please give your first impression regarding how often each item pertains to the leader receiving the 360° ILP. Please be frank.</td>
<td></td>
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<tr>
<td></td>
<td>1</td>
<td>1</td>
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<tr>
<td>2</td>
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<td>3</td>
<td></td>
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<td>4</td>
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<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SAMPLE ITEMS**

1. The Leader is hesitant to challenge the status quo when change is required. | 1 | 2 | 3 | 4 | 5 |
2. When talking with someone with a disability, the Leader adjusts communication style as requested. | 1 | 2 | 3 | 4 | 5 |
3. The Leader has difficulties coaching employees whose sexual orientation is different from his/her/their own. | 1 | 2 | 3 | 4 | 5 |
4. The Leader assists immigrants in adjusting to the organizational culture while maintaining diversity of thought. | 1 | 2 | 3 | 4 | 5 |
5. The Leader schedules meetings on Islamic, Jewish, Hindu, Catholic, or Protestant high holy days. | 1 | 2 | 3 | 4 | 5 |
6. The Leader tends to encourage team members of the Leader’s own ethnic group more readily than members from different ethnic groups. | 1 | 2 | 3 | 4 | 5 |
7. The Leader listens and considers the opinions of employees of various skin color and races equitably. | 1 | 2 | 3 | 4 | 5 |
8. When making decisions, the Leader listens to men’s suggestions more readily than women’s suggestions. | 1 | 2 | 3 | 4 | 5 |
9. The Leader leverages talent across generations to better meet the end-customer’s needs. | 1 | 2 | 3 | 4 | 5 |
10. The Leader leverages language diversity to meet customers’ needs and increase brand equity. | 1 | 2 | 3 | 4 | 5 |

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**360° ILP EXCERPTS FROM SAMPLE ACTION PLANS**

<table>
<thead>
<tr>
<th>Skill Set Assessed: Demographic Filter:</th>
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<tbody>
<tr>
<td>Team Development</td>
</tr>
<tr>
<td>Gender</td>
</tr>
</tbody>
</table>

- Adjust your training style, as needed. When in doubt, ask. Generally, women prefer unimodal learning - visual, linguistic or interpersonal and generally, men prefer multimodal learning, or visual and linguistic.

- When suggestions are offered or concerns raised, practice active listening across generations.

- When you have an affinity for or an apprehension of a person based on your gut reaction, it may be an unconscious bias. Your impression of the person may be about you, not the person. Before acting on your impression, seek a second opinion.

- To better meet and exceed the expectations of customers, solicit input across employees with various abilities and disabilities in making business decisions and developing products and services.
Department Chairs or Directors
Faculty of color experience **subtle (and overt) racism** from their colleagues, navigating stereotypes, and **microaggressions** and on a regular basis (Jayakumar et al., 2009; Pittman, 2012; Stanley, 2007)

Faculty of color **face questions about their legitimacy** as scholars, the quality and contributions of their scholarship, and exclusion from informal social networks that are often an invaluable source of support (Griffin et al., 2011; Stanley 2007)

**Students routinely question the authority and expertise** of scholars of color in ways that do not White faculty

Students’ stereotypes and biases lead to **lower teaching evaluation scores**, which negatively impacts T&P (Griffin, Bennett, and Harris, 2013)

Time consuming and **emotionally-draining service work** (Baez, 2000), a less-valued T&P job function (O’Meara, 2016)
Crafting Job Descriptions

☐ The position description articulates the department’s commitment to diversity beyond compliance statements
☐ The position description criteria and qualifications are as broad as possible and recognize non-traditional experiences
☐ The position description articulates competencies and qualifications about how the person would advance diversity in their teaching, mentoring and scholarship
☐ The position description encourages historically unrepresented groups to apply
☐ The position description requires application materials that enables the search committee to assess contributions to advancing diversity, equity and inclusion

Identifying Diverse Talent, Marketing Strategies, and Leveraging Networks

☐ Search committee members used PhD pipeline databases to understand availability pools and institutions that produce larger numbers of historically underrepresented PhD graduates, and have uses these data to leverage networks
☐ Search committee members have utilized doctoral and post-doctoral fellowship recipient lists across institutions, organizations and foundations
☐ Search committee members have examined editorial boards and award lists (including in special interest groups within scholarly associations) to identify rising stars who may also happen to be historically underrepresented scholars
☐ Search committee members devised a strategy for engaging historically underrepresented scholars at multiple conferences within the discipline
☐ The job announcement is placed in multiple sources that target historically underrepresented scholars
☐ Search committee members have shared the job announcement with colleagues at Minority Serving Institutions, including Historically Black Colleges and Universities
☐ Search committee members have identified senior colleagues who have successful track records of mentoring and graduating doctoral students and hosting postdocs who are underrepresented in the academy for referrals
☐ Search committee members have identified well-connected junior faculty, postdoctoral scholars, and doctoral students to share the job posting within their networks
Search Committee Preparation

☐ Search committee members familiarized themselves with the Departmental Diversity and Inclusion Action Plan (DDIAP), which should include an expressed commitment and updated strategy for diversifying the faculty, specifically focusing on historically underrepresented groups and women in STEM (if applicable)

☐ Search committee members reviewed resources curated by the Office of Institutional Equity and Diversity to enhance the committee’s search procedures and practices

☐ Search committee members completed the University unconscious bias module training

☐ Search committee members reviewed prior search practices and outcomes to identify ways to attract a more diverse pool of applicants based on lessons learned

☐ Search committee members established prompts for a diversity statement and/or infused prompts for discussing contributions to advancing diversity in teaching/research statements that are embedded into the position description

☐ Search committee members have developed and discussed an agreed upon set of criteria for reviewing candidates at each stage of the search process

☐ Search committee members have established a rubric for evaluating applicants that include, but is not limited to, contributions to advancing diversity, equity and inclusion

☐ Search committee members have incorporated equity-minded questions in interview protocols

☐ Search committee members have reviewed and understand categories of questions that must not be asked and criteria that must not be used
<table>
<thead>
<tr>
<th>Racial/Ethnic Group</th>
<th>Initial applicant pool</th>
<th>Determine Semi-finalists</th>
<th>Determine finalists</th>
<th>Select candidate</th>
<th>Equitable offered accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/Black</td>
<td>#</td>
<td># (%)</td>
<td># (%)</td>
<td># (%)</td>
<td># (%)</td>
</tr>
<tr>
<td>Asian American</td>
<td>#</td>
<td># (%)</td>
<td># (%)</td>
<td># (%)</td>
<td># (%)</td>
</tr>
<tr>
<td>Hispanic/Latinx</td>
<td>#</td>
<td># (%)</td>
<td># (%)</td>
<td># (%)</td>
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<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>#</td>
<td># (%)</td>
<td># (%)</td>
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<tr>
<td>American Indian/Alaska Native</td>
<td>#</td>
<td># (%)</td>
<td># (%)</td>
<td># (%)</td>
<td># (%)</td>
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<tr>
<td>White</td>
<td>#</td>
<td># (%)</td>
<td># (%)</td>
<td># (%)</td>
<td># (%)</td>
</tr>
<tr>
<td>More than one race</td>
<td>#</td>
<td># (%)</td>
<td># (%)</td>
<td># (%)</td>
<td># (%)</td>
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<tr>
<td>Unknown</td>
<td>#</td>
<td># (%)</td>
<td># (%)</td>
<td># (%)</td>
<td># (%)</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>#</strong></td>
<td><strong>#</strong></td>
<td><strong>#</strong></td>
<td><strong>#</strong></td>
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</tr>
<tr>
<td>Element</td>
<td>Inclusivity Continuum</td>
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<td>------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
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<tr>
<td><strong>Purpose/ goals</strong></td>
<td>Prepare students → Prepare students for diverse experiences → Prepare students to actively engage in a diverse society</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Content</strong></td>
<td>Monocultural → Additive → Multicultural</td>
<td></td>
<td></td>
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<tr>
<td><strong>Foundations/ perspectives</strong></td>
<td>Unexplored → Exposed → Multiple foundations/perspectives examined</td>
<td></td>
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<tr>
<td><strong>Learners</strong></td>
<td>Passive acceptors → Participants with some learning needs → Collaborators with diverse learning needs</td>
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</tr>
<tr>
<td><strong>Instructor(s)</strong></td>
<td>Unexplored views, biases, values → Exploring own views, biases, values → Understands own views, biases, values</td>
<td></td>
<td></td>
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<tr>
<td><strong>Pedagogy</strong></td>
<td>Filling students with knowledge → Transitional—using varied techniques → Critical/equity oriented</td>
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</tr>
<tr>
<td><strong>Environment</strong></td>
<td>Ignored → Inclusive → Empowering</td>
<td></td>
<td></td>
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<tr>
<td><strong>Assessment/ evaluation</strong></td>
<td>“Standard” → Mixed methods → Methods suited to student diversity</td>
<td></td>
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<tr>
<td><strong>Adjustment</strong></td>
<td>Adjustment to cover material → Adjustment to some needs of students → Adjustment to diverse needs of students</td>
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</tbody>
</table>
In which structures of accountability is racial equity embedded at your institution (select all that apply)?

1. Search and hiring process
2. Teaching evaluations
3. Performance review rating
4. Promotion criteria
5. Institutional action plan
6. Departmental action plans
We have issues of accountability for racial equity plaguing our campus.

A. Strongly agree
B. Agree somewhat
C. I am unsure
D. Disagree somewhat
E. Strongly disagree
1. Within your locus of control, what is one way you can advance accountability or offer incentives to advance racial equity in light of the practical considerations shared today?

2. Describe one practice related to accountability or incentives that has been especially effective for advancing racial equity in a liberal arts college context.

www.uscrec.info/accountability
Discussion
I found this session practically useful.

A. Strongly agree
B. Agree somewhat
C. I am unsure
D. Disagree somewhat
E. Strongly disagree
THANK YOU