

Final Report of The President's Commission on Race, Equity, and Community

Submitted to Wake Forest University President Nathan O. Hatch

May 29, 2020

Executive Summary

In the summer of 2019, President Nathan O. Hatch charged the President's Commission on Race, Equity, and Community with "assessing the current realities of our community and the present condition of our institutional policies and practices to develop specific and actionable recommendations that will cultivate a more diverse, equitable and welcoming learning community." This report is the culmination of these efforts, encompassing more than nine months of discourse, research, action, and leadership by a group of students, staff, faculty, administrators, and ex officio members committed to providing an honest account of our institution's past and present, recognizing the infinite dignity of all who learn, live, and work at Wake Forest, and leveraging the power of education to help us grow.

The report is organized into relevant background information, recent and founding history, conceptual frameworks that guided the work of the Commission and continue to present a path forward, and the recommendations themselves. The twenty recommendations detailed in the report are not prioritized in any way, and the timing and details of their implementation will likely differ, as they present varying degrees of need and urgency. Therefore, we encourage senior administrators to consider in their decision-making processes the degree to which the recommendations are scalable, feasible, and assessable. Taken together, the report and recommendations are written in a way that supports the institution's commitment to reclaiming and reframing what it means to an inclusive and equitable community.

This report will be affirming to some members of our community, while causing others discomfort. Such is the process of tackling past wrongs and shortcomings while planning for a better future that elevates the humanity of all. Together, we can get closer to *pro humanitate*.

Introduction

An engaged liberal arts education, a broad and critical co-curricular experience for students, a teacher-scholar ideal that supports faculty in and beyond the classroom, and an administration and staff committed to the community's well-being: these are hallmarks of Wake Forest University. Unfortunately, historical ties to slavery, racism against black, brown, and international members of our community, and manifestations of white privilege that lead to unintended yet impactful inequities also make themselves known here. While the University has made meaningful strides toward greater diversity and inclusion--as many alumni, staff, and faculty acknowledge--it still struggles to end the pattern of harm that leaves its underrepresented members frustrated, disappointed, and disadvantaged by its failure to live up to its promise.

In the spring of 2019 and in the context of a national discourse on racism, white supremacy, discrimination, and fear, these concerns once again found voice on campus as Wake Forest students challenged the institution to confront its own missteps regarding diversity, inclusion, and equity. At a community forum held that February, the appearance of former students pictured in blackface and with other symbols of white supremacy in Wake Forest yearbooks from the 1920s into the 1990s catalyzed black students' expressions of anger and pain. Many of these students were responding to multiple experiences of discrimination and bias, echoing the challenges faced by many underrepresented students in the first two decades of the 21st century. For example, black and brown students detailed limited access to and opportunity for social engagement and decried the lack of safe spaces on campus, especially in light of instances of racial epithets being hurled at them by some of their peers. Furthermore, international students, especially many from China, reported a rise in incidents of bias and

discrimination. Underrepresented students across several affinity groups related to sexual orientation, undocumented status, and (dis)abilities shared experiences and related feelings of being unseen and unheard.

In response to these incidents, student advocates and faculty and staff allies joined together to present a series of expectations for the institution, along with ideas and solutions for helping the campus live up to its ideal of valuing the whole individual. Students' and their allies' efforts to hold the institution accountable pointed the way toward a much-needed acknowledgment of ongoing exclusionary and inequitable policies and practices. These students, faculty, and staff met regularly with administrators to highlight the experiences of underrepresented members of the community. Through these conversations, President Hatch recognized--and named--the need for more direct action on behalf of diversity, equity, and inclusion.

As evidence of his commitment to leading an inclusive Wake Forest, on July 31, 2019, President Nathan O. Hatch established the President's Commission on Race, Equity, and Community. In his announcement to the community (now available at community.wfu.edu/presidents-commission), President Hatch charged the Commission "with assessing the current realities of our community and the present condition of our institutional policies and practices to develop specific and actionable recommendations that will cultivate a more diverse, equitable and welcoming learning community." The announcement accompanied the establishment of two additional and related efforts: the Committee on the Intersection of Incidents of Bias, Expression, and Conduct; and the Slavery, Race, and Memory Project. These endeavors rested on three driving principles, as articulated by President Hatch: "Every member

of our community has infinite dignity; The power of education can heighten awareness, encourage empathy, bring healing and understanding, promote conversation and dialogue and free us from prejudice; and, Wake Forest needs to be authentic and honest about its past, present and future.” In all of these initiatives, students, staff, and faculty worked together to analyze current institutional policies and practices, research practices at other institutions, and develop a set of institutional recommendations. The resulting recommendations raise awareness of the lived and working experiences of underrepresented groups on campus, establish methods for increasing the use of and familiarity with inclusive practices, and implement policies that promote a more equitable campus community. Taken together, these three institutional entities enable “constant and intentional movement toward improving the Wake Forest experience for all--especially those who contend with bias and prejudice all too frequently.”

The Commission’s membership was intentionally designed to consider, incorporate, and acknowledge the living and working experiences of students, staff, faculty, and members of the external community, and as such included representatives from each of those major constituencies. Commission members worked within six committees: Academic Initiatives; Assessment and Accountability; Community Engagement; Equity and Employment; Recruitment, Financial Aid, and Retention; and, Student Social Belonging. This organization permitted space for Commission members and non-Commission stakeholders to focus on nuanced aspects of our campus community and the greater Winston-Salem area. The work of the Commission has centered on how to sustain a campus community that is inclusive and equitable, honest with itself about dealing with systems of oppression that negatively impact minoritized groups of students and colleagues, and committed to valuing the contributions of all members.

As the final report of the President's Commission, this document offers conceptual frameworks, contextual details, principal values, and specific recommendations. It names the institution's ties to slavery as well as current manifestations of white supremacy and privilege, all of which hinders our community's ability to see the infinite dignity in all its members. In its allegiance to authenticity and honesty, the report may result in some community members finding validation of their experiences, while it may cause some other members discomfort, confusion, and frustration. Such a range of responses is to be expected. They can all be productive if they lead us toward sustained dialogue, greater connection, and collaborative efforts toward diversity, equity, and inclusion. Ultimately, these recommendations present the entire Wake Forest community--from the Board of Trustees, to senior leadership, to students, staff, and faculty--with concrete ideas and proposals that move us toward the belonging and valuing of all our members, past, present, and future.

A History of Injustice and Attempts at Reconciliation

As detailed by the Slavery, Race, and Memory Project and acknowledged by President Hatch's public apology during Founder's Day Convocation in spring 2020, Samuel Wait established Wake Forest College in 1834 as a place to train future Baptist ministers. An all-white, all-men's institution in the antebellum South, Wake Forest participated in and benefited from the slave economy of its day: its early presidents, along with some students, were owners of enslaved people; its construction and upkeep depended upon the labor of enslaved people; and its endowment was increased through the sale of enslaved individuals from the Blount Estate. Though it early on called for *pro humanitate*, Wake Forest College (later

University) operated with a very limited definition of “humanity,” one which excluded black and brown peoples. In fact, these early calls for *pro humanitate* maintained--indeed, *depended upon*--the explicit denial of black peoples’ humanity.

Slavery’s legacy continues to influence aspects of Wake Forest campus culture, as it does in the nation more broadly. Just as early Wake Forest was embedded in the practices and attitudes of its time, so too is today’s Wake Forest. And though the institution is obviously more diverse given demographic shifts, legal precedent, and the realization by a majority of the population that a pluralistic society is ultimately a better one, the University nevertheless remains subject to many of the tensions and disruptions associated with today’s social climate--the forces of racism, white supremacy, xenophobia, and other social disparities operate on Wake Forest’s campus as surely as they do in the United States more generally and in higher education more broadly.

For example, findings from an institutional audit conducted by the external firm Equity Paradigm during the spring of 2020 affirmed that members of the Wake Forest community “recounted incident after incident of how people of color have been unfairly treated, silenced, and made to feel unsafe and unwelcome on campus” (EP, 2020: p.3). (The full report of the audit is available as Appendix One.) As one respondent stated, “As an undergrad, I currently feel like Wake does not do enough for diverse students and staff. I personally have not [been] given the resources or the support to feel comfortable within this campus. ... I also know that staff [do] not get the resources they need to feel comfortable within this campus as well” (EP, 2020: p.6). Compounding the problem is a perceived lack of consequences for race-based offenses: “There's a lack of understanding as to what policy exists, if [any] at all, on what happens when a student

uses a racial slur or [demonstrates] a racial bias. There is a lot of lack of transparency,” shared another participant (EP, 2020: p.6). Clearly, members of the Wake Forest community continue to suffer from the vestiges of a discriminatory culture once even more prevalent here.

There is more to Wake Forest than its failures, of course. To its credit, and even more so to that of the many marginalized members who pressed for meaningful change over the past fifty years, the University has endeavored to enact its values and has expanded its mission to create a more diverse and equitable learning and living environment. Though progress has been uneven, it has nevertheless been made. The 1950s-1970s saw steps toward integration, and throughout the growing pains of the next several decades, Wake Forest often faltered but continued moving toward its ideals. Those same dynamics--a cycle of setbacks and progress--persist even now.

In terms of progress, over the past decade Wake Forest administrators have responded in various ways to community members' efforts to raise awareness around the experiences of underrepresented students (e.g., the Ferguson, MO open forum in 2014, the campus forum and reaction to racist Yik Yak posts in 2014, proposals for change from students and faculty in 2014 and 2015, and the introduction of new student orientation events in 2018 and 2019). Multiple institutional offices and committees have been established to advance the goals of inclusion and equity: the Office of Diversity and Inclusion formed in 2009, the LGBTQ+ Center opened in 2011, and the Women's Center in 2014; the LGBTQ Affairs Commission worked throughout 2014; an audit of the University Police Department was conducted in 2015; the Campus Climate Implementation Team operated from 2015 to 2017; the Intercultural Center (originally established as the Office of Minority Affairs in 1978) expanded its scope in 2015 to assist both domestic and international underrepresented students; and the Pro Humanitate Institute opened in

2016 and was reconstituted as the Office of Civic and Community Engagement in 2019. In addition, town halls, deliberative dialogues, teach-ins, and speaker series occurred over the past several years. Overall, the institution has made intentional efforts to support students through programming, policies, and practices that are more inclusive and equitable than before.

Despite its troubled history, then, *pro humanitate* remains the clarion call of Wake Forest, and the best of the University reflects that commitment to the wellbeing of all and to the education of the whole person for the good of humanity. Much good has been done in and through Wake Forest as it has provided opportunities for success to many who might otherwise have been left behind. The University has become a more welcoming and diverse place, and it is important to recognize and celebrate that progress. Such growth suggests that further change is possible--that *pro humanitate* can truly come to be understood to encompass *all* of humanity.

For now, however, the call to recognize the infinite dignity of all who live, learn, and work on this campus remains. Many students, staff, and faculty continue to bear the stifling effects of policies and practices that devalue their contributions to the institution and ultimately prevent our community from fulfilling its aspirations. Having come so far, Wake Forest University still has work to do.

A Critical Perspective: Race, Equity, and Community

In keeping with its charge, the Commission has focused on naming the impact of racism as it precludes the possibility of establishing an environment that values the experiences of all Wake Forest community members. This focus is not to say that race is the only identity category of importance, or that other forms of oppression--sexism, classism, ableism, ageism,

heterosexism, homophobia, transphobia, citizenship status, and religious affiliation, to name a few--do not continue to plague our campus and society; nor does this focus ignore the intersectionality of our various identities. However, given the nature of the challenges we have recently faced on our campus, this Commission was called on to attend to the experiences of black and brown members of our community who are marginalized *precisely* on the basis of race. Therefore, critical to our analysis of the forces at work in maintaining inequity is the Commission's understanding of *race* itself. To this end, we have turned to Critical Race Theory (CRT).

As Ian Haney Lopez writes, "Race is neither an essence nor an illusion but rather an ongoing, contradictory, self-reinforcing, plastic process subject to the macro forces of social and political struggle and the micro effects of daily decisions" (Lopez, 2013; p. 240). While not biological, race is not simply "unreal" either. Race is a social construction, reinforced daily through our everyday habits of thinking, judging, and interacting. A basic tenet of CRT argues that the centrality of race in the policies and practices of social and political systems leads to the "ordinariness" of racism, such that it appears in subtle and not-so-subtle ways throughout social and institutional structures. That is to say, the pervasive nature of racism manifests itself in the very systems and structures of our laws, social mores, popular culture, educational practices, health outcomes, and socioeconomic metrics. This racism assigns social capital and material resources of a disproportionately higher worth and weight to white people, thereby limiting the resources and support afforded to black people and other underrepresented groups. As a result, these marginalized groups of individuals face structural barriers to accessing the power and privilege possessed by the dominant group at statistically significant rates. All too often,

however, racism is taken to be personal, not structural--it is dismissed as the problem of individual people behaving badly. And yes, interventions and accountability must happen at the level of the individual--the Commission's commitment to the power of education to generate change means that we cannot give up on individuals' ability to grow. But we also must acknowledge the need to think more creatively and bravely about change on distinct organizational and institutional levels.

Because actions and efforts to eliminate racism and racist policies tend to focus on individuals rather than systemic change, the "ordinariness of racism" (and other forms of discrimination) continues to produce exclusionary organizations, often in spite of their good intentions. However, CRT provides a critical reframing of the "problem" of racism; namely, it shifts focus from the racially motivated behaviors of some individuals to the ingrained racism of institutional procedures and organizing principles. This reframe reminds us that the racist policies and practices *themselves* must be changed, rather than limiting the focus to individual beliefs and acts. Ultimately, our efforts must always also address the racialized inequities embedded in the very structures that shape our lives, relationships, and institutions. This dual approach allows for both individual and institutional transformation.

Attending to this deeper level and drawing on the work of Ibram X. Kendi--especially as elaborated upon during his presentation as the keynote speaker for the 2020 M.L.K., Jr. celebration sponsored jointly by Winston Salem State University and Wake Forest University--the Commission has endeavored to be antiracist in its work. Fundamentally, we have worked from Kendi's assertion that "an antiracist idea is any idea that suggests the racial groups are equals in all their apparent difference--that there is nothing right or wrong with any racial group"

(Kendi, 2019; p.20). We have adopted the position that the response to racism, which Kendi describes as “a powerful collection of racist policies that lead to racial inequity and are substantiated by racist ideas,” must necessarily be *antiracist*, not simply and misleadingly “not racist” (Kendi, 2019; p.20). Therefore, the recommendations we put forward are grounded in the understanding that Wake Forest University must actively confront the racist underpinnings of our broader society; our policies and practices cannot aim for neutrality but instead must intentionally and consistently work *against* the ways in which racism enables the inequitable treatment of some peoples. Given the focus of our charge, we have elaborated this call for equity in terms of race, but we also affirm that such a position--of working against the inequitable treatment of any group of marginalized people--must guide the University’s approach across the board.

The Commission and Its Recommendations

From this antiracist position, then, the Commission presents a vision for providing all Wake Foresters equitable access to the resources, opportunities, and successes made available here so that they can contribute the best of themselves to the greater good. The recommendations put forth in this report provide specific practices for the institution to enact in its ongoing efforts toward greater diversity, inclusion, and equity. In doing so, they support the University’s stated mission of creating a more diverse learning environment.

Likewise, the Commission affirms the University’s stated intention to be a *community*--a place of belonging for all its constituents. We begin by acknowledging the unequal experiences many students of color endure here. Whether through lowered expectations in the classroom,

differing levels of policing, limited access to a range of social spaces, or outright uses of epithets by some of their peers and microaggressions by some of their instructors, many students of color in our community have often been excluded and harmed. Such racist and discriminatory experiences rooted in white supremacy along with the sense of being unwelcomed and disrespected that they evoke are not unique to students; staff and faculty of color also regularly face challenges undermining their place at Wake Forest. Recognizing this reality, and knowing that a sense of belonging significantly enhances the chances of success for students and increases the likelihood of retention for staff and faculty, the Commission presents practices that can help to further develop that sense of inclusive community.

Community does not come without accountability, and therefore the Commission is deeply committed to seeing Wake Forest be a space in which *everyone* recognizes their responsibility for creating, sustaining, and advancing a culture of inclusive practice on every level. From the Board of Trustees, to senior levels of the administration, to the staff in various offices and the faculty in classrooms and labs, to the productions of the creative and performing arts departments, to the students in their social and residential spaces, the commitment to equity and inclusion must pervade every aspect of the University's academic mission and social life. Individual choices and institutional policies, processes, and practices determine the culture and environment of this community, and consequently must be held to our highest standards. Institutional and individual decisions and actions must always remain subject to community expectations of equity, transparency, and integrity. We should offer praise when praise is due, provide critique when improvement is needed, and dismantle structures when harm is being done.

Such work can flourish in a community that embraces a culture of responsibility. Through shared commitments to the values of *pro humanitate*, antiracism, and inclusivity, backed by strong systems of accountability, we can hold ourselves and our fellow community members to the high standards we consistently--and rightly--espouse. When decisions, policies, and/or practices do not support antiracist commitments, when they reinforce a status quo based on white supremacy that harms and disregards the well-being of marginalized peoples, when they allow inequities, exclusions, and dehumanization to abound, then they must be exposed, challenged, and changed. Therefore, these recommendations repeatedly call for accountability--for the institutional mechanisms that embed transparency in decision-making, responsibility for outcomes (intended and unintended), and remedies for mistakes within our regularly sustained ways of doing things. They urge the University to remember that values and beliefs must be accompanied by--and indeed, are revealed through--actions.

The Commission further calls on Wake Forest to remain aspirational at its core. While accountability is necessary for ensuring that community expectations are upheld, accountability alone can only create a culture of compliance--where mere diversity is the single and insufficient goal. To be more than that, we must have aspirations--a vision for the very best of ourselves. We do not want to settle for merely not doing the wrong thing; instead, we want to be inspired by all that is good and worthy of our efforts.

To that end, the Commission supports a new conceptual framework developed by Wake Forest scholar-practitioner colleagues: The Realizing Inclusion, Diversity, and Equity (RIDE) Framework. As a new initiative, RIDE emerged from the Office of Diversity and Inclusion and serves as the guidepost for Wake Forest University as it pursues inclusive excellence. RIDE is

organized around driving change at three levels: Individual, Departmental/Organizational, and Institutional. RIDE--with its roots in the Socio-Ecological Model (SEM)--addresses these three components by articulating specific areas of individual and institutional practice to target for change and then providing a set of guiding questions aimed at making that change attainable. (See Appendix Two for more details on the RIDE Framework and SEM.) To date, most diversity, equity, and inclusion initiatives have varied across the University in terms of focus and strategy, and historically many of these efforts have been singular or siloed in concept and execution. Inclusive excellence, however, requires a level of focused direction and mobilization in order to maximize the effect of the collective action necessary for institutional transformation. RIDE provides such focus through its identification of critical areas of impact, its articulation of key questions and examples for moving toward inclusive excellence across the institution, and its ability to define the metrics for purposeful assessment of ongoing initiatives.

In addition to using RIDE as a mechanism of change and accountability, the Commission asserts that in assessing these recommendations for implementation three key measures must be considered: scalability, feasibility, and assessability. More pointedly, these critical questions need to be raised: What is the degree of impact for a given recommendation (scalability)? What would be required from a time, labor, material, and funding perspective in order to operationalize various facets of each recommendation (feasibility)? How will the effects of actions taken be recognized and evaluated (assessability)? Such questions must be answered in light of the University's stated values. Scalability must be considered in view of the promise of supporting *everyone's* well-being. Simply assessing feasibility is not enough; questions about resource allocation need to be situated within the context of our commitment to *pro humanitate*. We must

ask of any particular use of our resources how that use reflects our investment in diversity, inclusion, and equity. Such questions gain even greater weight in light of the COVID-19 global pandemic that has limited resources while simultaneously highlighting socioeconomic and health disparities experienced by underrepresented students, staff, and faculty on campus (and beyond). Likewise, assessability is not merely about counting numbers and checking boxes; it requires intentionality regarding the outcomes we pursue, so that we are measuring what matters most to us--all of us--on this campus and in relation to our surrounding community of Winston-Salem. We can not settle for easy answers. We have a mission-driven and moral imperative to pursue justice, equity, and the affirmation of all peoples' humanity, and we must make our decisions accordingly. Because not everyone will agree at all times about the way forward, it is critical that we can be confident that whatever decisions are made have been approached through an antiracist, systemic, and aspirational lens. In other words, while we may individually disagree with institutional decisions at times, we must create and sustain a culture in which questions of equity, inclusion, and well-being are always an essential part of decision-making processes.

In that light, this set of recommendations calls on Wake Forest University to be more just, more honest, and more committed to sustaining a community that is equitable. Moving beyond best practices and political negotiations, these recommendations call for difficult conversations about racism, white supremacy, privilege, and structural oppression, and for hard decisions as we undertake systemic change at every level. They require that we hold ourselves responsible and accountable for putting those changes into our everyday practices. Ultimately, however, they invite us to embody our greatest values--to lay claim to a vision of *pro humanitate* that embraces the richness of our vast, diverse humanity. Let this be an invitation we accept.

Commission Members

Co-Chairs

Erica Still, Associate Dean for Faculty Recruitment, Diversity, and Inclusion

José Villalba, Vice President for Diversity and Inclusion and Chief Diversity Officer

Members

Kyle Adams ('21), Student; Student Trustee (2019-2020)

Olivia Bayard ('21), Student

Jack Beyrer ('20), Student

Rian Bowie, Associate Teaching Professor, English Department

Carmen Canales, Vice President and Chief Human Resources Officer

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Tracey Coan, Interim Assistant Dean for Students; Assistant Dean for Academic Engagement; Associate Professor, Law School

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Steve Folmar, Chair, Anthropology Department; Associate Professor, Anthropology

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Donna Boswell, Member, Board of Trustees ('72, MA '74)

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Mary Pugel, Chief of Staff, President's Office

Summary of Recommendations

Recruitment, Financial Aid, and Retention

Recommendation One: Increase Overall Financial Aid Budget

1. Determine feasibility of increasing financial aid budget by 50% (i.e., The Leadership Option) or by 25% (i.e., The Infrastructure-Building Option) by 2034
2. Articulate and implement plan for enacting feasibility study findings for either the Leadership or Infrastructure-Building options

Recommendation Two: Changes in Recruitment and Admissions Practices

1. Shift recruitment strategy to center CBOs as a primary means of identifying prospective students
2. Make recruiting students of color a core function of every Admissions staff person's job
3. Provide professional development for Admissions staff to expand cultural competencies
4. Enhanced efforts to hire diverse and culturally competent Admissions staff moving forward

Recommendation Three: Recruitment Strategies to Aid Retention

1. Ensure greater accuracy and transparency in presentation of diversity statistics
2. Incorporate designated but unsupervised time alone for prospective and current students during visits
3. Standardize, professionalize, and compensate positions in the Admissions Tour Guide Program

Student Social Belonging

Recommendation Four: Equitable Campus Resources and Policies for Student Organizations

1. Transparent structured processes for communicating available financial resources for all groups
2. Transparent equitable policies should govern social events for all groups
3. Return to use of the Barn as a student social space, after appropriate safety measures are taken

Recommendation Five: First-Year Housing Placements for Wake Forest Students

1. Review of RLH and OAA policies for Living Learning Communities (and related Block Housing)
2. Transparent policies that prevent isolation and/or overrepresentation of racial/ethnic groups

Academic Initiatives

Recommendation Six: Institutionalization of Anti-Racist Education Initiatives

1. Create an "Assistant Vice Provost of Education for Racial Equity" position to coordinate University-wide academic initiatives focused on racial equity, including curricular, co-curricular, and community-engaged opportunities that highlight anti-racist thought

Equity and Employment

Recommendation Seven: Utilization of Accurate Demographic Data

1. Collect, assess, and disseminate demographic data for faculty, staff, and leadership

Recommendation Eight: Strategic Recruitment Methods

1. Expand faculty and staff recruitment efforts by partnering with WF-HR consistently

Recommendation Nine: Proactive Retention Measures

1. Enhance and broaden faculty and staff retention efforts and programs

Recommendation Ten: Institutional Succession Planning

1. Build pipelines to leadership roles for underrepresented faculty and staff groups

Community EngagementRecommendation Eleven: Expand Commitment to K-12 Educational Initiatives in WSFCS

1. Invest in the Children's Defense Fund Freedom School at WFU
2. Continue and build upon support for WSFCS Cook, Kimberly Park, Paisley IB
3. Establish a program for first-generation/high financial need pre-college students in WSFCS

Recommendation Twelve: Enhance Infrastructure for Community Engagement

1. Elevate community engagement as an institutional priority
2. Create a center for community partnerships in the Winston-Salem First Education Building
3. Create a nonprofit accelerator for grassroots community engagement space
4. Create a Qualitative Researcher position and a Community-Based Research Fellowship

Recommendation Thirteen: Establish Programs to Support Economic Empowerment in Winston-Salem

1. Create a small business accelerator to support woman-owned and minority-owned business
2. Provide childcare at WFU with reserved spaces for community members
3. Provide economic skill-building opportunities for community members

Evaluation and AccountabilityRecommendation Fourteen: Oversight and Administration of the Commission Recommendations

1. Maintain a diverse council to oversee implementation, evaluation, and accountability
2. Develop a coordinated campus plan for implementing/reporting Commission processes
3. Implement broad and accessible communication plan for the campus and external community
4. Organize campus and external community listening sessions to collect feedback on Commission's report

Recommendation Fifteen: Institutional Direction

1. Institutionalize and evaluate the practice of transparent communication around campus (public) events
2. Develop an institutional framework for excellence in diversity, inclusion, and equity work
3. Develop a transparent process for reviewing institutional donations and endowment funds
4. Map anti-racist resources on campus

Recommendation Sixteen: Community Engagement

1. Address the racist history of the university, including the memorialization of marginalized groups that contributed to the creation and growth of the institution.
2. Establish specific collaborations between the Slavery, Race, and Memory Project and the continuation work of the President's Commission on Race, Equity, and Community.

Recommendation Seventeen: Data Enhancement and Integration

1. Develop a broad plan, known as the Institutional Data Enhancement and Accountability Plan, that allows the institution to articulate and track institutional goals for diversity, inclusion, and equity.

Recommendation Eighteen: Accountability Standards

1. Address the institution's racist past via a formal apology endorsed by the BOT and President
2. Communicate an expectation of diversity, equity, and inclusion as everyone's work at every level
3. Establish minimum standards for enrolling, hiring, and engaging historically underserved groups
4. Incorporate diversity assessment into regular performance evaluations, budget reviews, etc.
5. Require strategic plans for achieving diversity, equity, and inclusion in units at every level

Recommendation Nineteen: Faculty, Staff, and Student Accountability

1. Develop and incorporate questions about inclusive pedagogy into teaching evaluations
2. Require assessment of faculty and staff efforts toward DEI in regular performance evaluations
3. Develop and Include a section on racist behavior and related consequences in Student Code of Conduct

Recommendation Twenty: Resource Prioritization

1. Allocate fiscal and personnel resources to sustain training in social justice, cultural humility, etc.
2. Conduct ODI audit and related units to ensure adequate staff and funding resources to accomplish goals

Recommendations

The President's Commission on Race, Equity, and Community has developed a total of 20 recommendations, presented below. The recommendations are not listed in any priority or preference. **Rather, they are presented in the order in which students, families, and community members engage with the campus and university, how the institution lives out its mission, and mechanisms of accountability towards these ends.** As a result, the reader will encounter recommendations organized into the 6 committees that comprised the Commission: Recruitment, Financial Aid, and Retention; Student Social Belonging; Academic Initiatives; Equity and Employment; Community Engagement; and Evaluation and Accountability. Each recommendation includes title/principle idea; relevant context; specific rationale; and next steps (when applicable). Because each recommendation is connected to one of 6 distinct and unique committees, there are significant differences in details for each set of recommendations from the 6 committees. The information included for each of the 20 recommendations was intended to facilitate senior leadership's role in prioritizing and operationalizing plans for building on the work of the Commission.

Recruitment, Financial Aid, and Retention

RECOMMENDATION 1:

Increase Overall Financial Aid Budget

CONTEXT:

Wake Forest's current financial aid budget does not allow it to recruit and admit a diverse student body. Our number of admitted domestic students of color is lower than both those of our peer institutions and lower than their representation in the larger U.S. population.

The budgetary constraints of our current financial aid budget, and our well-placed commitment to meeting 100% of demonstrated financial need, mean that many qualified students with demonstrated financial need are denied admission because Wake Forest is unable to meet their financial need. Due to the scarcity of financial aid resources, students with family incomes above \$250,000 are admitted at a notably higher rate than students with family incomes of less than \$100,000. Because white families are disproportionately represented in the first group, and black and Latinx families disproportionately represented in the second, our current financial aid budget reinforces structural inequality and racial disparities in our student body – it is what Ibram X. Kendi would term a racist policy that is underwritten by our choices around budget allocations. And though the intention behind the policy is not racist, the manifestations (i.e., impact) of the policy is a racial disparity in our student body.

Domestic students of color, Pell-eligible students, and first-generation students are profoundly underrepresented at Wake Forest University - not just according to national standards, but relative to our peer institutions of higher learning. Pell eligibility is available to prospective students and their families in the lowest 40% of the US income distribution, while roughly half of all college bound students across the country are first-generation. The most successful and socio-economically diverse of our peer institutions achieve just half of that representation, with

Pell and first-generation rates slightly exceeding 20%. More typically, peer institutions report Pell and first-generation student percentages in the mid-teens. Those statistics are sobering, but still surpass the Pell and first-generation representation at Wake Forest, which has stagnated at 8% for much of the past decade.

Much of the same holds true among our domestic students of color. In an era when demographers and researchers are predicting when the US will turn majority-minority, Wake Forest has stagnated with approximately 20% of students identifying as domestic students of color (African American, Asian American, Native American, or Latinx). By comparison, peer institutions demonstrate a range of domestic diversity spanning roughly 24-45%.

For the first-year class arriving in fall of 2019, with a 30% Discount Rate, our domestic student of breakdown is as follows: 7.92% African American, 5.36% Asian American, 7.70% Latinx, 1.54% Native American, 0.22% Pacific Islander. Total domestic students of color = 22.74%. Please note, students who identify with more than one racial/ethnic identity are included in each category and therefore double counted, thus inflating the percentage by a few points.

This underrepresentation of students of color is problematic for several reasons. Most directly, it presents a barrier to entry and robs minority students of an educational opportunity they fully deserve. Make no mistake, the current scarcity of financial aid at Wake Forest results in an admission process that is cognizant of family finances, resulting in admission decisions that are skewed toward families of means. This imbalance is difficult to square with university mission and values.

This underrepresentation also has profound implications for the students of color who choose to enroll at Wake Forest, creating an unwelcoming and isolating experience. Instead of experiencing an environment that is culturally rich and diverse in perspective, minority students are greeted with a seemingly established majority perspective. When navigating this environment, students of color may feel as if they must unfairly serve as representatives for their race. The futility, predictability and unfairness of this social dynamic has been extensively explored by Reni Eddo-Lodge, *Why I No Longer Talk to White People About Race* (2017).

Of course, majority students also suffer from the underrepresentation of minority colleagues by depriving their collegiate experience of the educational richness and developmental tools to thrive. Such underrepresentation enables a culture where many majority students remain silent or aloof when presented with racist actions or words. Their resulting silence allows such invective to masquerade as the will of the majority. In this regard, and despite our pledge to help students learn to lead lives that matter, Wake Forest has made little progress beyond the superficial tolerances articulated in Martin Luther King's 1963 "Letter from a Birmingham Jail."

The Commission, in reading and interpreting Ibram X. Kendi's *How to be an Anti-Racist* (2019), fully committed to the fact that being silent — the failure to be anti-racist in the face of the specific racism being experienced by others — is itself a manifestation of racism. This type of racism is problematic for our black students because a lack of respect for the student's talents and abilities make them feel like they don't belong, jeopardizing their ability to fully participate

in the Wake Forest experience. It is problematic for a white student because no degree of education, ambition or success can remedy the shallowness of character that marks a person who is blind to injustice and racism that comprises the prism through which his or her actions and words take effect in the world. In both cases, our failure to correct this racism means that neither group of students is fully able to benefit from the investment in a Wake Forest education and to become educated citizens and effective leaders.

RATIONALE:

Why focus on the money? Will it help? The total cost of attending Wake Forest exceeds what most families in America can pay. In fact, in 2019, the annual total cost of attendance is greater than \$10,000 more than the median household income of \$63,688. But unlike our competitors that have amassed significant endowments that generate excess income that can be used to provide financial aid and merit scholarships, Wake Forest is heavily tuition dependent. Moreover, although the amount of annual expenses paid from endowment funds has increased greatly over the past decade, even after at the close of the current capital campaign, by far, we still have the lowest endowment- per-student of our peer schools. Wake Forest's ratio of endowment dollars per student, for example, is just \$168,053, compared to \$381,180/student at Vanderbilt, and \$542,052/student at Duke. The strategic plans and annual plans for the university always grapple with the twin questions of how to raise annual revenue and how to steward resources to ensure mission-critical expenditures.

As a result of our tuition dependence, the ability and willingness to pay our tuition and fees is a not-so subtle element in our ability to attract qualified students. Moreover, because systemic racism is a significant factor in the maldistribution of economic resources among American families, every aspect of Wake Forest's dealing with an applicant of color that turns on his or her financial contribution cannot help being infected by the racism the student, family and their ancestors have already experienced.

Wake Forest may have had good intentions of growing our underrepresented minority population over recent years, but our pool of financial aid and scholarships does not yet match our competitors'. We have focused on using the funds raised for financial aid to significantly reduce the amount of debt that is part of the financial aid package awarded each individual student, and considerable progress in that has been made. But this necessary and important step will not be sufficient to attract able underrepresented students in the coming decades, or to allow Wake Forest to compete for the most talented students.

The coming demographic changes in the size and composition of the cohort of college-aged students (see Nathan D. Grawe, *Demographics and the Demand for Higher Education*, 2018) means that not only will there be fewer college-aged individuals in the pool but also that a greater percentage of the pool will be black and Latinx. Although elite colleges are expected to be able to maintain demand for their share of the pool, our inability to compete with our more highly endowed cross-admits is troubling. We may have trouble with our yield as other schools continue the trend toward zero-debt financial aid packages, and scholarships that cover any expected personal financial contribution, as well as reducing the time that a student must commit to work-study jobs.

What is the probability of success, given the cost of this recommendation? Scholarly research shows us that social change seldom occurs through instruction: it requires experience and action together. So long as there are too few black students to be seen and known as able leaders of the entire student body, Wake Forest will not have an inclusive student community. Our black and white students will continue to live in isolated pockets, adrift and feeling impotent amid the forces of ignorance and bullying.

The lessons learned by NBA player, Kyle Korver, from his black friends and teammates are perhaps the best example of the kind of awakening that would be a desired outcome of increasing the parity and opportunity for relationships between black and white students on campus. Korver shared his transformed understanding with the entire NBA community by writing an essay confessing his ignorance of the effects of systemic racism on his friends until one of them helped open his mind to their point of view. “Privileged,” *The Players’ Tribune* (April 8, 2019). He was well-received by the Wake Forest community in his Voices of Our Time conversation on January 29, 2020.

What is important about this story is that friendships and collaboration toward a common goal are a necessary, but not sufficient, step for opening the eyes of community members who benefit from privileges and power that they do not know that they exude. The necessary follow on is why we support recommendations about academic initiatives, residence life, and student social patterns as the necessary medium for increasing the equity and presence of various groups on our campus.

NEXT STEPS:

The committee proposes increasing the Wake Forest financial aid budget in real dollar terms and relative to the rising cost of attendance. Coupled with our second recommendation (changes in Admissions strategy), this investment in financial aid would allow the Office of Admission to accept more qualified, underserved students of color and improve the financial aid packages of highly sought-after students. The combined effect of this investment would be greater representation of domestic students of color, Pell-eligible students from lower socio-economic backgrounds, and first-generation college students.

The committee recognizes this as a key issue that must be addressed in order to diversify our campus and work toward racial equity as an institution. We offer below two suggested paths of action – one which offers us the opportunity to be a national leader in this arena, and one of which brings us to the “middle of the pack” of our peer institutions vis-à-vis our numbers of domestic students of color, and builds our infrastructure for future growth.

OPTION ONE – THE LEADERSHIP OPTION:

The committee recommends that the institution strategically increase the undergraduate financial aid budget by 50% (after adjusting for tuition inflation) by the University’s bicentennial anniversary in 2034. This increase would be accomplished by a combination of reallocating operating dollars, enrollment growth, and additional fundraising. This action would move our discount rate (that is, the portion of tuition and fee revenue channeled back into student aid) from 30% to 45% over 14 years. An investment of this caliber would allow us to make admissions decisions without regard to ability to pay, while still meeting full demonstrated financial need.

Coupled with the recruitment strategies outlined in Recommendation 17, this path will allow us to become a national leader in recruitment, access, and diversity. Funding at this level would allow us to recruit and admit a class that reflects the racial and ethnic diversity of our nation. We estimate that numbers would look as follows: 12% African American, 12% Asian American, 12% Latinx, 2% Native American, 0.5% Pacific Islander. Total domestic student of color number = 38.5%.

OPTION TWO – THE INFRASTRUCTURE-BUILDING OPTION:

The committee recommends that the institution strategically increase the undergraduate financial aid budget by 25% (after adjusting for tuition inflation) by the University's bicentennial anniversary in 2034. This increase would be accomplished by a combination of reallocating operating dollars, enrollment growth, and additional fundraising. This action would move our current discount rate from 30% to 37.5% over 14 years. The committee estimates that our student diversity numbers would increase as follows: 10% African American, 10% Asian American, 10% Latinx, 1.5% Native American, 0.25% Pacific Islander. Total domestic students of color = 31.5%.

As fiduciary leaders of the institution, the President's Cabinet and Board of Trustees must work together to determine the correct combination of strategic reallocation, enrollment growth, operational investment, and philanthropic support that is necessary to achieve the aforementioned increase to financial aid. Such an investment in student aid will become incorporated in multi-year financial models and an implementation schedule should be established and communicated to the campus community.

As these monies are identified, a key question will emerge: What are our institutional goals and aspirations for improving our campus community by making it more socio-economically and racially diverse? Determining strategic priorities will enable enrollment staff to most effectively employ new resources that are made available. Ideally, in our shared governance model, input from the Board of Trustees, faculty, President's Cabinet, and students would be used for setting such strategic priorities.

Once these goals and aspirations are established and new resources are made available, tracking our progress toward such changes in student enrollment will be apparent. Each year, the Office of Admission (in collaboration with the Offices of Institutional Research and Communications and External Relations) publishes a profile of the incoming first-year class. This profile will clearly and quite publicly document our successes and failures to effect change.

We regard this effort as essential to enable our institution to celebrate the 200th anniversary of its founding without suffusing the celebration with the embarrassing fact that it has allowed the systemic racism of our country to undermine our values. We must strive to live into the embodiment of *Pro Humanitate*.

RECOMMENDATION 2:

Changes in Recruitment and Admissions Practices

CONTEXT:

Wake Forest's recruitment and admissions practices are structured in a way that privileges white students, and disadvantages domestic students of color in the admissions process. This leads to a campus with an overrepresentation of white students, and an underrepresentation of students of color.

Approximately 20% of Wake Forest's student body consists of domestic students of color; of that, approximately 8% are black/African American. As noted in our Recommendation One, this is an underrepresentation of students of color relative to the general United States population, and relative to our peer institutions. This underrepresentation denies educational access to students of color, and in so doing, upholds the deep and systemic structures of white supremacy that shape our entire nation. It also diminishes the campus experience for *all* students, faculty, and staff, as our lack of diversity means a reduced number of experiences, identities, and viewpoints in every facet of campus life.

RATIONALE:

We recommend significant structural changes to the recruitment and admissions process, as detailed below, which are designed to reduce the structural racism in our current processes. Our recommendations include changes in our recruitment processes, changes in our Admissions philosophy and operations, and more diversification of the Admissions staff. *This recommendation is linked to, and dependent upon, this committee's first recommendation, which requests a significant increase in the university Financial Aid budget.*

NEXT STEPS:

a) Changes in Recruitment Processes:

To recruit high quality applicants, universities typically rely on a combination of targeted outreach and relationship-building with high schools, college fairs, guidance counselors, and community-based organizations (CBOs). Targeted outreach happens through sending materials to students based on their PSAT scores, as well as working with private vendors that target students based on demographics that include G.P.A., race and ethnicity, gender, and zip code. Relationship-building happens through school visits, college fair attendance, and partnerships with CBOs that support students through college readiness, application, and admission.

The most critical area of investment for recruiting a diverse class of high quality students is through partnerships with CBOs. These organizations work with schools from across a geographic area to identify high achieving, high aptitude students and support them in developing skills for academic success and college readiness. The students supported by CBOs are primarily low-SES, first generation, or racial/ethnic minority students. There are over one hundred CBOs throughout the United States, representing thousands of potential applicants. Wake Forest currently has relationships with fewer than ten of these organizations.

The committee recommends that Wake Forest shift its recruitment strategy to center CBOs as a primary means of identifying prospective students. This will require a change in the Admissions strategy and operations (see below), *as well as a significant institutional increase in the financial aid budget* (see Recommendation 1). We currently cannot effectively recruit through CBOs because we do not have the financial aid dollars available to admit a meaningful number of their students.

b) Changes in Admissions Philosophy and Operations

The committee also recommends a shift in the philosophy and operations of the Office of Admissions to make the work of recruiting students of color a core function of *every Admissions staff person's job*.

Wake's traditional approach to Admissions has been one in which the vast majority of our recruitment time and resources have been spent on recruiting wealthy students from primarily white high schools. The recruitment of students of color has been seen as the job of the person assigned to Diversity Admissions, 1 (or in recent years 2) out of a dozen staff who are assigned to recruit across the country. While other Admissions staff are responsible for a region, and spend time traveling and building relationships exclusively in their region, the Diversity Admissions staff are responsible for the entire country. Other Admissions representatives do not typically visit CBOs, or lower-income schools, on their recruiting trips – even if they are traveling to cities with highly regarded CBOs.

The committee recommends a fundamental restructuring of the Admissions team responsibilities to incorporate the recruitment of diverse students into every Admissions officers' portfolio. This restructuring will both allow us to more effectively use our regional resources and connections, and to ensure that the recruitment of a high achieving, diverse class is one of our measures of success. Admissions representatives will be responsible for relationship-building with CBOs as a core function of their jobs.

This shift may require changes to, and professional development for, the Admissions staff. The committee recommends that the Office of Admissions work with the Office of Diversity and Inclusion to assess the capacity of the Office of Admissions to meet these new goals, and assist them in identifying the support, professional development, and resources they might need.

Specific actions that may be included within this capacity-building plan include the creation of a more diverse and culturally competent team, to be fostered through 1) engagement with best hiring practices for recruiting a diverse candidate pool and reducing bias in selection; and 2) demonstrated cultural competence and diversity recruitment expertise being required skills for applicants, and an assessed competency for current staff. Additionally, Admissions staff may benefit from new forms of professional development and support as they build the cultural competence skills needed to successfully build relationships with CBOs and recruit a more diverse class of students.

These changes, paired with the increase in our Financial Aid budget outlined in Recommendation One, will allow us to significantly increase the racial and ethnic diversity of Wake Forest's undergraduate student body.

Campus Partnerships: The committee recommends that the Office of Admissions partner with the Office of Diversity and Inclusion on assessing staff competence and setting metrics for success.

RECOMMENDATION 3:

Recruitment Strategies to Aid Retention

CONTEXT:

Current recruitment practices for domestic students of color may not accurately reflect campus climate and daily life for underrepresented students, creating both dissatisfaction with their educational experience, and a higher potential for transfer before graduation.

Currently, our recruitment process does not make clear the challenges POC prospective students may face if they choose to enroll at Wake Forest.

Representation of diversity data:

On Wake Forest's undergraduate admissions webpage, there is a link for facts about the university and its student body. Currently, the section entitled "By the Numbers," which is intended to provide quantitative statistics that enhance one's understanding of the institution, notes that Wake Forest's "ethnic diversity" is 30%. Such language is ambiguous and misleading. Of the 30% listed as ethnic diversity, only 20% are domestic students of color. The remainder comprises students of international status, many of whom pay the full cost of attendance to attend Wake Forest. These distinctions are important to accurately capture the demographics of the campus.

Alone Time with students

There are a number of programs that invite minority students to our campus, ranging from the Pathways program for rising juniors and seniors to the MOSAIC program. While overnight programs have opportunities for prospective students to get an idea of what being a minority student on campus means, not all programs have official time set aside to talk to students. It is important to hear what current students think of the campus, without the pressure of staff and faculty, so they ask questions they may not want to ask of employees. Furthermore, it is important that prospective students are aware of what life looks like on this campus for minority students when making their college decision.

Tour Guides

The tour guide position is currently an unpaid program that would benefit from a bit more structure to ensure that the information families receive is accurate. The lack of pay prevents students who cannot afford to simply volunteer from being guides. Furthermore, during past summers, the admissions department often depended on the students that happen to be on campus to give tours. These sorts of compounding lead to underrepresented voices not having as many chances to represent the university to current high school students. Consequently, efforts that acknowledge and incorporate the lived experiences of all students on campus would lead to a more representative tour experience.

RATIONALE:

Many minority prospective students do not have pre-existing relationships with minority Wake students or alumni and rely on Wake Forest's formal recruitment resources to understand minority life on campus. When the formal resources do not accurately represent minority life on campus, it is harder for students to make informed college decisions.

We conducted a focus group with 8 current undergraduate minority students about their experiences with recruitment and financial aid. We have pulled quotes from these students to

further explain the effects that current recruitment practices have on prospective students and their transition to college.

Representation of diversity statistics

For prospective students and families to properly discern the breakdown of the student body, Wake Forest must be forthcoming with its specific demographic data. Some students cannot afford to visit the campus and are unable to understand how the broad statistics manifest on campus.

- “I didn’t see Wake Forest until I moved in. Other schools recruited me for visits, but Wake didn’t, and it was too expensive to travel here on my own. There wasn’t even a virtual tour.”

Students also noted the importance of distinguishing between domestic and international minority students. A domestic Asian student at the focus group emphasized that the lack of clarity leads to unrealistic expectations of cultural belonging on campus.

- “We should publish separate diversity statistics for domestic and international students of color. It’s not an accurate representation.”

Alone time with students

In order for prospective students to know what coming to Wake would mean for them, they must be able to take into account the experiences of current minority students. To ensure this happens, visitation programs must deliberately carve out time to allow these private conversations. The value of these conversations in understanding the campus climate was a common theme pulled from the focus group.

- “They sell diversity hard to the scholarship students. There’s a whole pamphlet about how diversity has increased. But then my student host told me it’s awful.”
- “What I got was what I expected for the most part, though there’s more racism from Northeasterners than I expected. I was prepared for it to be hard, and it is.”

Not all students were able to have these conversations. They had to try to combine the glowing reviews of majority students/alumni and lack of prominent diversity to guess at what Wake would be like for them. In many cases, they were disappointed with how reality compared to what they’d hoped for.

- “All the alumni I met ahead of time were white, and talked about Wake as the best place on earth, which was echoed by the tour guides. But when I visited campus I didn’t see any people of color anywhere. When I got here, I sought out the Intercultural Center immediately. I really hoped that my experience here would be different from what I expected, but ultimately, it has been so disappointing to be proven right – this isn’t a school for me, as a person of color.”

Many prospective students participate in visitation programs to get a better idea of what Wake Forest will be like for them. Honest, private conversations with current students help develop a truthful understanding of minority life on campus.

Tour guides

The Wake Forest tour guide program should strive to paint a more diverse and clear picture of what it means to be a Wake Forest student. In order to do this, the positions need to be paid and the job must be standardized. Many minority students need to work paid campus jobs to afford life at Wake Forest, and cannot commit much time to non academic/professional endeavors. Furthermore, some minority students from the focus group did not feel the current program appropriately recognizes the importance of a school's racial climate in decision making. "I just interviewed to be a tour guide, and we're told that we're supposed to answer the diversity question by talking about 'a diversity of ideas'. But as a person of color, that feels really weak, and dismissive of my experiences."

NEXT STEPS:

When enacting the proposed recruitment changes, we recommend coordination with groups that are also working to craft more transparent communication about Wake Forest, such as the Authentic Messaging Working Group.

Additionally, the committee recognizes that numerous other aspects, beyond the scope of our committee's charge, may influence student retention, including but not limited to academic and emotional support, campus social life, sense of belonging, and curricular experiences. Furthermore, the retention rate is not an adequate standalone measure of the ability of minority students to thrive on campus. For more information about the experiences of current undergraduate students and how Wake Forest can improve, we refer you to the work of the Student Social Belonging committee. The committee supports a cross-sectional analysis of how these other areas of the Commission's research may influence retention.

*****Recruitment, Financial Aid, and Retention Addendum: Graduate and Professional Students*****

While the committee's recommendations have focused largely on undergraduate students, committee members uncovered valuable data about race and equity in our graduate and professional programs as well. The following recommendations are preliminary suggestions based on committee member research at the Law School, Divinity School, and Graduate School of Arts and Sciences. The committee recommends further investigation by a subsequent group to research these findings and recommendations more fully.

- Financial aid is exclusively merit-based at both the Law School and the Divinity School. Additional scholarship funds are needed to recruit and retain underrepresented students, because there is a relatively small pool of potential applicants. These students are recruited by many other institutions, and financial aid (grants, not loans) tends to be an especially important factor in their decision making. For the Graduate School, the depletion of a fund specifically used to provide scholarship support to underrepresented students (the Hearst Fund) has led to setbacks in diversity recruiting.

- There should be increased support (financial and non-financial) for the use of data to understand what factors lead racially diverse students to apply and enroll (or decline enrollment) at Wake. Informed by the results, Wake should develop long-term pipeline programs and specific recruitment efforts for each of the professional schools.
- University advancement should set specific goals and create specific efforts directed at enhancing diversity and inclusion and/or supporting programs within the graduate and professional schools that speak to the interests and concerns of underrepresented people.

Student Social Belonging

RECOMMENDATION 4:

Equitable Campus Resources and Policies for Student Organizations

CONTEXT:

There needs to be a more transparent structured processes established so that student organizations are aware, have an understanding of, and are able to access the financial resources on campus including SBAC, SAF, etc. understanding that advising resources are not equitable for all student organizations. Additionally, transparent structured equitable policies should be established around social events for student organizations on campus related to alcohol use, venues, attendees and off-campus guests.

For example, student organizations that have existed on campus for years have a significant degree of institutional knowledge and are often partnered with faculty advisors that are also armed with the understanding of how to secure their required financial support. New organizations on campus are unaware of the policies and exceptions laid out in processes like the SBAC budget review. While there is mandatory online training in the SBAC budget review process, requests for an increase in budget is limited each financial year, hampering new organization's ability to grow, especially when they are facing significant increases in expenditures from year to year (i.e., the additional cost of rent on a newly acquired lounge space).

The Barn was a major programming space on campus predominantly utilized by multicultural/diverse student organizations. Although we are fully aware that the university is undergoing litigation due to the death in January 2018, the removal of The Barn as a venue space has severely impacted the social lives and wellbeing for students of color.

RATIONALE:

Out of the several hundred chartered student organizations on campus, a significantly smaller amount receive SBAC funding and even a smaller amount for multicultural/diverse student organizations. Since this money is based off of Student Fees which is paid by all students, the budgetary amounts should reflect that. More specifically, many minoritized student organizations do programming that is directly tied back to the university community and into the students whose tuition makes up the fees.

The predominantly white fraternities and sororities have a very different social experience than students of color on campus. The university has not put a moratorium on their social experience, despite the number of hospital transports, sexual assault allegations, or reported acts of hazing. Rather, the university has enacted different policies to hold them less accountable such as the ‘organizational amnesty’ policy.

NEXT STEPS:

Review the SBAC process to determine equitable funding policies. Additionally, review budget allocations for the past three years to determine how multicultural/diverse student organizations can further be supported. Additionally, provide training through SBAC and SAF on how to submit a proper proposal that will yield funding for the student organizations.

The University should review the protocols and practices associated with the tragedy that occurred in January 2018 with an understanding that it was not the venue that caused the event, but rather the policies and practices executed on campus. A team was put together by Campus Life back in Summer 2018 to review the policies and practices on campus. The report from that team needs to be revisited so that all students are able to engage in the same social experience (if desired) as their peers on campus.

RECOMMENDATION 5:

First-Year Housing Placement for Wake Forest Students

CONTEXT:

Living Learning Communities have not been evaluated for effectiveness compared to other FYS or WRI classes. Additionally, they have led to lack of racial diversity in some first year residence halls and or RA blocks.

In conversations with students currently in LLC or were in LLC, students reported that LLC was often skewed in terms of majority/minority populations. Additionally students reported being the only African American in their hall.

Our committee examined data from Residence Life and Housing to validate students’ comments.

- Ethnicity data of entire residence halls is representative of the student population as a whole; however, if data is examined for individual halls this is not always true. We understand that upper class students self-select for living arrangement, but this is not true of first year students.
- Unfortunately, for first year residential halls, data is difficult to analyze as halls are divided among LLCs and non-LLCs. Additionally, different LLCs are in the same RA group. Data is only reported by RA assignment. However, even with these complications, we found that LLCs ranged from 46 – 73% white for different RA assignments. Due to limited period, we have not been able to analyze all LLC data but our limited data analysis is below:

1	LLC Description	Beds	RA Area	% white	white	total
2	Beware the Ides,Hemlock-89458	11	ANGE RA (202-220)	64%	18	28
3	Beware the Ides,Hemlock-89458	2	ANGE RA (224-246)	71%	23	32
4	Beware the Ides,Hemlock-89458	8	ANGE RA (224-246)			
5	CC and SA-90868	4	JOHN RA (A201-219)	73%	22	30
6	CC and SA-90868	10	JOHN RA (B220-232)	46%	11	24 8 Asian
7	Commencing Character- 9557	10	BOST RA (A201-219)	60%	18	30
8	Creativity Across LS-97165	4	LUTE RA (A303-313)	66%	14	21
9	Creativity Across LS-97165	12	LUTE RA (A301-302, 314-320)		11	18
10	Identity and GC-89874	18	LUTE RA (B201-215)	62%	18	29 6 asian
11	Live and In Color	2	BOST RA (A201-219)			
12	Live and In Color	8	BOST RA (B220-232)	64%	16	25

- We would like to mention that our data is reported as percentage white/LLC because if any RA block had 5,4,3,2, 1, or 0 Asian Americas, Hispanic, or African American individuals that data was not reported to us due to privacy concerns. ([Complete LLC excel data can be found here](#)).

Additional conversations with Matt Clifford in Residence Life and Housing and Karen Bennett in OAA help to educate the committee on the LLC assignments.

- Students are sent a survey from OAA explaining which FYS and WRI 111 are available as LLC. In this survey, LLC are explained, “In Living and Learning Communities, students live in the same residential hall as their classmates and engage in class and residential events designed to deepen their learning and foster community.” The survey continues to explain that, “While the LLC instructor does not live in the residential hall, he/she/they will serve as teacher, mentor, and event facilitator for the class.”
- **HOWEVER**, in talking with students in various LLCs as well as talking with Karen Bennett in OAA, there are no exact requirements for instructors to do any additional activities other than teach the class. While some LLC instructors may interact often outside the classroom, there is NO clear expectation to instructors that this should occur or is an actual requirement. Additionally, these LLCs are either FYS or WRI 111 classes that are taught **ONLY** in the Fall. There does not seem to be any expectations of LLC continuing in the spring although students still live in the same RA group.
- Some LLCs are also LDA groups that may improve sense of belonging and effectiveness of LLCs, but as LLCs have never been evaluated; we have no mechanism to evaluate.

Currently, once students return the LLC survey, OAA reviews surveys and places them in one of top 5 choices of LLCs. (Previously if an LLC did not fill (16 students), OAA staff would place students in LLC so that if filled. I understand from Karen Bennett that this will not happen beginning in Fall 2020). Then OAA sends LLC enrollment lists to Matt Clifford who places them in residence halls in the same RA group.

Basically, students’ self-selection into LLC determines their residential location for entire academic year although the only commitment is to fall FYS or WRI class.

RATIONALE:

LLCs are not new in education settings. In a review of the literature, there are many case studies of LLC at different institutions as well as reviews of best practices from AAC and U.

- Here is link to AAC and U report: <https://www.aacu.org/publications-research/periodicals/living-learning-programs-one-high-impact-educational-practice-we>
- We would be more than happy to provide other relevant literature as well.

If we are going to have LLC, then we should develop LO as well as assessment measures to document their effectiveness at a minimum.

NEXT STEPS:

Lack of clear policies and procedures for LLCs as well as lack of evaluation is of concern to this committee as now the university is considering residential colleges. We would not recommend proceeding with residential colleges until we have clear policies and procedures that are vetted by ODI to ensure issues raised about LLC do not occur in residential colleges.

Academic Initiatives

RECOMMENDATION 6:

Create an “Assistant Vice Provost of Education for Racial Equity” position to lead and coordinate University-wide academic initiatives focused on racial equity through curricular and co-curricular opportunities highlighting antiracist thought

CONTEXT:

Wake Forest University endeavors to educate the whole person for a life of meaning and contribution to the greater good. In the 21st century United States, that means students must be prepared to acknowledge and wrestle with the legacy of slavery as it manifests in ongoing racial inequity across the multiple sectors of society. As part of its academic mission, Wake Forest must equip students to name, dismantle, and replace systems and structures of racism.

Currently, efforts to provide an anti-racist education—one that raises awareness of racism and white supremacy, offers a critique of systemic inequities, explores cultural production by members of historically underrepresented and marginalized groups, and proposes ameliorative action—are apparent across campus. Departments offer classes; institutes sponsor seminars and lectures; Voices of Our Times hosts speakers; and the Office of Civic and Community Engagement facilitates experiential and community-based learning. The variety of these options supports learning both in and beyond the classroom, and such possibilities are necessary for providing a rich understanding of race in the United States. However, these offerings reach only a limited number of students; likewise, limited numbers of staff and faculty are drawn to the available opportunities to engage in antiracist education. The mostly voluntary nature of these efforts generally means that audiences are self-selecting; those who are already engaged in these issues continue to be engaged in the various academic offerings on campus. A majority of the campus community, on the other hand, remains disconnected. Furthermore, the diffuse nature of these efforts make it less likely that campus members are aware of them and/or able to engage with them. A lack of coordination leads to scheduling conflicts, unnecessary replications of

programs and efforts, and a non-cohesive set of offerings. In short, while rich offerings abound, too often they reach limited audiences in uneven ways.

For Wake Forest to achieve its goal of educating students for the 21st century (along with supporting staff and faculty in their own lifelong learning), it must reach a far broader expanse of the campus community. Students cannot have the chance to “opt out” of an education for racial equity. Faculty and staff cannot be exempted from understanding the realities of race. Racial equity is necessary for true community, and achieving it is every community member’s responsibility. This position would work with various campus stakeholders and entities to broaden the reach of racial equity educational initiatives.

RATIONALE:

The AVP of Education for Racial Equity would serve to amplify the antiracist education efforts already happening on campus, as well as help to generate new ones. Through leadership and influence, this position can set a tone and standard for academic engagement with issues of racial equity. To be sure, this AVP would not dictate curriculum; that is rightly the work of the faculty of the various schools. Instead, the position would allow for better integration of curricular and co-curricular learning opportunities, such that all campus members could find ways to expand their understanding of these critical concerns. Working with various academic units and campus offices, the AVP of Education for Racial Equity would facilitate sustained and integrated engagement with the academic study of race and equity. Positioned within in the office of the chief academic officer, this AVP role would be empowered (and expected) to ensure that providing an education for racial equity remains central to the University’s academic mission; having a seat at the table with senior administrators opens space for keeping these issues in mind as important decisions are made.

NEXT STEPS:

- a) A timeline should be put in place to ensure intentional progress toward full implementation. A July 1, 2021 start date would be ideal. The financial constraints of the University due to the impact of COVID-19 may necessitate a delayed implementation of this recommendation, which is understandable. Nonetheless, the University’s commitment to diversity, inclusion, and equity cannot be put on hold for better financial times; it requires ongoing effort. Our resource allocations communicate our values, and every attempt should be made to accommodate this new but necessary position. At the very least, a commitment to the role can be made and the early steps of the process can be initiated.
- b) A committee, composed of student, staff, and faculty representative(s) of the Office of the Provost, the professional and graduate schools, and the College should be convened to develop a job description. That process should include opportunities for substantive feedback from the broader campus community.
 - As a starting point for the job description, the committee should consider these possibilities:
 - An audit of current antiracist education opportunities (lectures, classes, etc.)

- Engagement with local peer institutions to create a community-wide lecture series
 - Coordination with Institutes and Centers to generate cooperative initiatives (seminars, lecture series, teach-ins, etc.)
 - Coordination with curriculum committees to support and enhance curricular offerings (such as working with the African American Studies program being developed and the several other ethnic studies programs in the College, but also with other programs and departments across the institution)
 - Coordination with the Center for the Advancement of Teaching (CAT) to develop faculty development opportunities related to inclusive pedagogies
 - Coordination with Campus Life to support and enhance co-curricular initiatives that explicitly bridge the classroom/social divide (such as Faculty Fellows programming, programming through the Office of Diversity and Inclusion (ODI) and its centers, etc.)
 - Coordination with the Office of Civic and Community Engagement (OCCE) to support and enhance experiential learning initiatives
 - Coordination with the Program for Leadership and Character to support the development of leaders with a racial equity commitment and worldview
 - Coordination with the Staff Advisory Council (SAC) to provide employee learning opportunities and professional development support
 - Coordination across departments and programs to develop a (non-credit bearing) “Racial Equity Critical Studies Certificate Program” available to students, staff, and faculty to enable and encourage sustained and intentional study through a multi-faceted targeted antiracist curriculum
- A search process should then be initiated. Issues to be considered include: eligibility (for example, should this position be limited to internal faculty?); length of appointment; compensation; required competencies; teaching responsibilities/opportunities; etc.

Equity and Employment

RECOMMENDATION 7:

Collection, Assessment, and Dissemination of Detailed Data Specifically Related to Staff and Faculty Demographics and Leadership Representation

CONTEXT:

It is currently difficult to provide answers to nuanced questions around faculty and staff representation beyond what is available in the Fact Book and available in Workday. Specifically, administrative, academic, and departmental leadership information - in relation to representation of underrepresented groups - is not easily or readily available. Furthermore, external audiences have a difficult time determining representation across various leadership levels, but also why we

may (or may not) collect and disseminate leadership data. Finally, university leaders may find it useful to view and consider data related to policies and practices that support professional growth (including but not limited to leadership potential).

RATIONALE:

This sort of layered and nuanced information is necessary for decision-making, policy-enhancing, and inclusive-infusing actions and plans. At all levels, staff and faculty familiar with or new to Wake Forest will benefit from having a clearer picture of representation among their professional colleagues.

In addition, the creation of dynamic dashboards (using the Power BI tool, for example) where demographic data is the focus will assist in policy and practice decisions made at the departmental/administrative unit level. Not only will these dashboards be able to provide trend data; they would also demonstrate the current state of inclusion and diversity efforts. The level of analysis provided by these dashboards can directly lead to actions by level-specific leadership that can shape representation throughout academic and administrative units.

NEXT STEPS:

- Who should be responsible for collecting and disseminating this information
- Who keeps track of this information
- What audiences should have access to this information, and how would they be able to access it
- Who is charged/responsible for making the information useful, particularly for making decisions
- What are the connections between providing “professional development” to faculty and staff and “more data”

RECOMMENDATION 8:

Enhanced and Campus-wide Faculty and Staff Recruitment Efforts and Programs, including a centralized system that codifies the role of Human Resources in all recruitment processes.

CONTEXT:

Over the past few years we have improved our institutional ability to reach out to potential colleagues from underrepresented groups. Furthermore, resources and initiatives from Human Resources, ODI, and various academic and administrative have grown and planning has become more intentional. However, the initiatives and programs have not been scaled up at an institutional level, nor have they become required for all searches and new hires. In addition, academic departments across all academic units are not required to participate in standardized recruitment training opportunities offered by HR that center inclusive hiring practices.

RATIONALE:

The limited and optional application of faculty and staff recruitment efforts have yielded small but measurable increases in faculty and staff representation over the past few years. Expanding these efforts and requiring participation as part of being awarded funding for a new position, will

lead to increasingly more diverse new faculty and staff colleagues. A collective effort by academic and administrative units to utilize the resources already available through HR, ODI, and even the Center for the Advancement of Teaching will demonstrate to prospective colleagues a united front in the university's intentional commitment to creating and sustaining inclusive work settings. Finally, the focus on supporting these hiring resources can lead to the creation of a scorecard for diversity-hiring and inclusive-practices, which could be incorporated into reports by individual Cabinet members potentially facilitating the expansion of these efforts.

NEXT STEPS:

- Consider Cluster Hire Initiatives for both Staff (at supervisor levels and above) and Faculty (specifically tenure-track positions)
- Use of General, campus-facing WakeListens data to inform institutional decisions
- Require Implicit Bias training for all staff and faculty search committees, within a limited time period after convening of first search committee meeting
- Expand Human Resources' Inclusive Search education initiative
- Continue to advocate for child care options and opportunities, including a child care center on campus

Assess the current state of “required” versus “recommended” HR processes and practices with academic and administrative units, to determine areas of strength and weaknesses

RECOMMENDATION 9:

Enhanced and Broad Faculty and Staff Retention Efforts and Programs

CONTEXT:

Though quantitative data is limited, and qualitative data is particularly sparse, many underrepresented faculty and staff can effortlessly recall former colleagues leaving Wake Forest because of work environment concerns. Specifically, several former (and exiting) colleagues often report that they are recruited to Wake for their skills, experiences, knowledge, expertise, *and* diversity; however, shortly upon arrival they do not feel as valued for their diversity of thoughts, identities, and cultural background as they were *led to believe* during the recruitment process.

RATIONALE:

If Wake is to significantly improve retention rates, particularly for African American staff members, specific retention efforts need to be developed. And because retention concerns are both linked to individuals who consider leaving, as well as those who either supervise or work with them, any retention efforts must be designed to benefit impacted individuals, as well as help their supervisors better support their colleagues.

One of the most straight-forward methods to address concerns in this area would be implicit bias training for members of review committees. Whether in the faculty or staff ranks, direct supervisors and/or review committees play a role in the promotion (and therefore retention) of their colleagues. Requiring that individuals take part in implicit bias training, opportunities, and experiences would send a 2-fold message: (1) the institution is being intentional about an equitable review process for current colleagues; and (2) the institution is acknowledging the very salient role that biases can play into any assessment process, and doing something to ameliorate

those experiences . Colleagues from HR, ODI, and the Provost’s Office could determine what sorts of training options (i.e., online modules; visiting consultants; etc.) would be available, and establish a mechanism for assessing who has to complete the training, how, and by when. Finally, these new practices would be shared with the community, via related websites and in recommended documents.

NEXT STEPS:

- Mandating implicit bias training opportunities for Tenure and Promotion (T&P) committees, as well as T&P Advisory Panels
- Mandating implicit bias training opportunities for promotion committees
- Conduct a salary equity review and audit for staff and faculty, linked to external audit or part of a “Year 2” plan for collecting additional data.
- Audit/Evaluate faculty T&P and staff promotion protocols for bias and discriminatory language and practices, as well as embedded inequities
- Continue to advocate for child care
- Make policies related to disability/medical rights and responsibilities as well as LGBTQ+ medical rights more transparent and accessible to department chairs, unit heads, and new hires.
- Enhance practices university-wide that increase staff and faculty awareness around their benefits, particularly as it relates to accessibility, in a tangible manner that also leads to supervisors’ greater understanding of and advocacy for clarity around benefits and professional privileges.

RECOMMENDATION 10:

Pipeline Programs that Encourage, Support, and Increase Leadership Opportunities for Faculty and Staff Members from Underrepresented Groups

CONTEXT:

Even without clear data around levels of representation among leadership positions on campus, the anecdotal information is clear: Wake’s leadership teams, at all levels, must more inclusively reflect underrepresented groups. Furthermore, intentional succession planning and professional development opportunities would contribute positively to creating a more representative and inclusive leadership structure throughout the institution.

RATIONALE: Research supports not only the benefits to students of having demographic representation across all levels of academic and administrative positions; it also supports the need to increase and sustain these programs in an intentional and access-oriented manner.

Pipeline programs can work in a variety of ways, which would require that a review of viable programs be conducted with relevant stakeholders. Once a review has occurred, a pilot program that includes space for nuance between staff members and faculty members can be designed, implemented, and assessed for beginning efficacy and feasibility. Finally, a plan for expanding the program incorporating what was learned from the pilot can be developed and put into action (with a target of 8/2021 for the full program to be in place).

NEXT STEPS:

- What Pipelines, formal or informal, do we already have available (for example, the LDP program and the Leadership Summit)?
- What funding will we need to support and sustain these programs, at both the General Administration and Programmatic Levels
- Could we include mentorship programs as part of this recommendations, following templates like the [Holmes Fellowship](#) Program for masters and undergraduates entering doctoral programs
- Can we develop programs that link individuals on our campus with mentors at other institutions/organizations
- Expand the Leadership Development Program

Community Engagement

RECOMMENDATION 11:

Expand Commitment to K-12 Educational Initiatives in Winston-Salem/ Forsyth County

CONTEXT:

Disaggregated data from Forsyth Futures reveals disparate educational outcomes by race for K-12 students in Winston-Salem/Forsyth County. In 2016, WSFC school system reported elementary reading proficiency by group: 38.7 percent of Black students, 41.1 Hispanic/Latino students, 59.3 percent of multiracial students, 70.7 percent of White students, and 74.2 percent of Asian students were proficient in reading.

According to 2016-17 data, 36% of African American students, 37% of Hispanic/Latino students, and 80% of White/non-Hispanic students meet ACT proficiency in Forsyth County. This automatically puts both African American and Hispanic/Latino students at a disadvantage when applying to post-secondary educational institutions. In Forsyth County, 30% of African American students, 15% of Hispanic/Latino students, and 50% of White/non-Hispanic students pursue a post-secondary degree.

RATIONALE:

Given the educational disparities in Winston-Salem/Forsyth County and the central mission of Wake Forest University as an institution of higher education, this committee focused on recommendations to expand and enhance educational equity. Recommendations include:

- a) *Invest in the Children's Defense Fund Freedom School at Wake Forest University.* Established in 2017, Freedom School is a summer literacy program for approximately 100 low-income children in grades 3-5. In 2019, students in the six-week program demonstrated progress in reading skills equivalent to a full academic year. Through a partnership with the Office of Civic & Community Engagement (OCCE), a USDA Summer Feeding grant provides breakfast and lunch for all participants. The cost is \$285 per student for curriculum; additional costs include funding for field trips, project coordinator, space, etc. We recommend that WFU continues to support the program with permanent funding in the amount of \$60,000 per year.

- b) *Continue and build upon support for Cook, Kimberly Park, Paisley IB schools in the Boston-Thurmond neighborhood.*
- Continue to sustain the Wake Forest commitment to the Boston-Thurmond neighborhood, specifically through the once-in-a-generation opportunity that the neighborhood's alignment with Purpose Built Communities provides for resident-led neighborhood revitalization. Enhance coordination between Wake Forest and the various schools in Boston-Thurmond to make efforts most strategic;
 - OCCE coordinates tutoring and mentoring programs through NERD; significant efforts in place at this time to coordinate and build upon the recommendations above. A dedicated coordinator would allow us to leverage existing work and coordinate new initiatives. We recommend the creation of a new position: Coordinator of Educational Equity Initiatives (\$40,000 plus fringe)
 - Follow the lead of Regina Hall, Executive Director of Boston-Thurmond Community Network, for coordination with BTCN and Purpose-Built Communities;
 - Invest in K-12 tutoring and mentoring programs, parent groups, and neighborhood support to ensure seamless integration of services.
 - Consider adding programs for adult education, including ESOL, GED, etc.
- c) Establish a program for first-generation/high financial need pre-college students to enhance college access and success for promising students from our community.
- Develop a program similar to Elon Academy, a tuition-free college access program geared towards high school students who are in need of financial assistance, or students who will be first generation college students. The program is rigorous and is split into three phases: (1) college preparation; (2) transitions to college; (3) college success. The program engages students in three consecutive summer residential experiences prior to the sophomore, junior and senior years, as well as year-round Saturday programs for students and families. The summer after high school graduation, scholars and families participate in the *Elon Academy Transitions to College Program*. Once on their respective college campuses, Elon Academy graduates and families are provided with continuing support through the *Elon Academy College Success Program* to ensure college completion. Topics will include navigating college/university systems; social, academic, and financial transitions in college; and academic skill-building, among others.
 - Provide SAT/ACT prep, essay writing, college selection, and financial aid and literacy preparation for students and their families.
 - Other models include Princeton University Preparatory Program and NC State University Upward Bound
 - This would be a “transformational” initiative, requiring significant resources and planning.

RECOMMENDATION 12:

Enhance Infrastructure for Community Engagement

CONTEXT:

In our first meeting, the Committee on Community Engagement met with community residents and representatives to better understand the questions, concerns, and thoughts of Winston-Salem community members. Rev. Willard Bass posed a question which has prompted ongoing conversation: “Where is the community in [WFU decision-making]?” As a committee, we grappled with a few guiding questions: How can we ensure community voice is represented at the highest levels of institutional decision-making? Do we consider the impact of institutional policies, practices, and programs on community members? How can we ensure institutional community engagement efforts are developed through an equity lens?

Peer institutions have made substantive and robust commitments to community engagement. For example, Duke University established the Office of Durham & Community Affairs, which oversees the Duke-Durham Neighborhood Partnership and the Community Service Center. The stated goal: “By broadening the university’s role as a partner and advocate for economic and community development, the office works to improve quality of life and public education in Durham and to build strong Duke-Durham relations.” In this way, Duke has strategically aligned institutional policy, practice, and programming to support the economic development of Durham. For example, in 2006, Duke became one of the Latino Community Credit Union’s first and largest supporters, with an initial deposit of \$400,000 and a total five-year commitment of \$5 million for mortgages in Durham. Duke provided a \$4 million loan to Self Help and Southwest Central Durham neighborhoods to establish a land trust, which has become a national model.

Similarly, Northwestern has committed to develop strong community partnerships with the residents of Evanston. University President Morton Schapiro said, “While it isn’t clear to me that this incredible city of Evanston needs a strong and vital Northwestern to be a great city, it is clear to me that Northwestern needs a strong and vital Evanston to be a great university.” Northwestern established a focus on Neighborhood and Community Relations, which aligns institutional communication, relations, and engagement efforts under one organization.

Recently, Wake Forest received the 2020 Carnegie Community Engagement Classification, an elective classification that recognizes outstanding commitment to community engagement. The application process involved a rigorous self-study, followed by a national peer review. In their feedback, the review committee identified a need to focus on the infrastructure for community engagement, stating, “The architecture for engagement has to match the commitments to communities, to students, and to faculty scholarly work. In the same way that campuses have moved to a position of chief diversity officer, such that there is a senior leadership role focused on diversity, inclusion, and equity, campuses are seeing the need for a chief engagement officer to lead the campus engagement efforts.”

RATIONALE:

One recommendation is to consider the institutional infrastructure for community engagement at Wake Forest University. This might include elevating community engagement as a strategic priority and ensuring community voice is represented at the highest levels of institutional decision-making. We recommend making community engagement part of a Cabinet-level position. In addition, we recommend a review of the resources (funding, personnel, space, etc.) allocated to OCCE, with an eye toward making sure it is sufficiently supported to develop and implement these initiatives.

The recommendations, outlined below, focus on other aspects of institutional infrastructure, including space, assessment and accountability, and outreach.

NEXT STEPS:

Create a Center for Community Partnerships in accessible space

The Office of Civic & Community Engagement (OCCE) is the hub of community-based activity at Wake Forest University. OCCE connects with residents, nonprofits, civic organizations, and grassroots movements in Winston-Salem. To better serve community partners, OCCE requests a space with accessible parking to host community meetings, forums, workshops, and gatherings. Additionally, OCCE seeks to establish a nonprofit accelerator to support local nonprofit organizations, leverage existing resources and synergies, and build capacity in grassroots organizations. The Center for Community Partnerships would also provide space for workshops, consultations, and meetings connected to the small business accelerator and economic skill-building described in the final recommendation.

Currently, the Community Partnerships area within OCCE operates in a satellite office at 915 Bridge St. The space does not fully meet the needs of community members or staff.

In 2019-2020, OCCE partnered with faculty to launch or support three community clinics:

- Writing professor Ryan Shirey developed a Community Writing Center for residents. In 2019, we piloted the program for eight residents with targeted workshops on writing for advocacy. In particular, parents have worked on their skills to communicate with teachers and school administrators. Additional topics will include a focus on resume writing, academic writing, and creative writing. Interest in the program more than tripled this spring.
- Communication Professor Rowie Kirby-Straker created Wake Speaks, a public speaking clinic, which is open to community members and students. Dr. Kirby-Straker also leads workshops for nonprofits about public speaking.
- Counseling Professor Seth Hayden and career coach Brian Mendenhall established a Community Career Clinic to serve military veterans in their search for employment. This program is in a pilot phase.

These three clinics are examples of community-centered programming that require community space with accessible parking. Each of these programs would like to offer “open hours” for residents to access services and meet with faculty leaders and student volunteers; however, space is a limiting factor. These are just a few examples; we would also like to offer expanded mentoring and tutoring services, parent meetings, community meetings, and training/organizing space.

OCCE hosts the Winston-Salem Community Action Coalition, an AmeriCorps VISTA project focused on poverty alleviation and educational equity. The VISTA members are based at nonprofits across Winston-Salem; however, members are required to gather for monthly skill-building and professional development sessions. In addition, some grassroots organizations

cannot host VISTA members on-site. We would like to establish a permanent training and office space for VISTA.

Nonprofit Accelerator: OCCE would like to create a vibrant nonprofit accelerator and grassroots community engagement space. We aim to share training and meeting space with key nonprofits.

Request:

Community Partnerships:

- External doors; easy access for community members
- Accessible parking
- Multipurpose activity space (48-50 people; tables and theater seating)
- Offices for OCCE professional staff and nonprofit partners
- Supply closet
- Public restrooms
- Conference/meeting room for 12-15 people
- Large co-working space for VISTA (could be a classroom; does not need to be next to professional offices)

Opportunities in this space include:

- A certified kitchen, which could host our Campus Kitchen and Kids Cooking Coalition nutritional education program;
- Expansion of the USDA Summer Feeding Program, which supports children in Freedom School;
- Possible introduction of a culinary jobs training program;
- Community clinics (e.g. Community Writing Center), perhaps with additional space for pro bono legal clinics;
- Space for new economic empowerment programs, including a small business accelerator for woman-owned and minority-owned businesses;
- Community meeting and collaboration space;
- Accessible location for K-12 tutoring and mentoring services;
- Space to host the Winston-Salem Community Action Coalition AmeriCorps*VISTA Project.

Benchmarking: Other institutions with similar centers – the Robinson Community Learning Center at Notre Dame or the University of Pittsburgh’s Community Engagement Centers located in the Homewood Neighborhood and Hill District – are university-owned properties. The Center for Civic Innovation at the University of Virginia is a partnership between local nonprofits and the university. Other community learning centers exist at Boston College, Northwestern, and Syracuse. These centers offer tutoring and mentoring for children, innovative arts programs, English Learning Programs, and services for refugees and immigrants.

Invest in Local Research

Wake Forest’s community relations ultimately rests on reciprocal dialogue between the University and the surrounding community. These relationships depend on how we define community not only geographically but in terms of the social structure, particularly at the levels of community members and the (mainly non-profit) organizations that serve their needs. Wake Forest has well-established lines of communication with the latter, which are formalized, and which provide data that can be formally analyzed for future goal setting. The University also has some access to the former (community members who are not formally connected as service providers) largely through connections service providers have with them. But these data are not collected rigorously or intentionally, nor are they recorded or analyzed systematically. The voices of this level of community are essential to understanding how to build community with them.

Qualitative data collection of this kind is complex and demands a highly skilled and trained ethnographer, preferably at the MA level of training, emphasizing methods of data collection and analysis. This function would ideally be carried out by one employee designated with the associated responsibilities, but, under the right circumstances, could be shared among two qualified people already on staff.

The primary functions would be to:

- Gain a deep understanding of the University’s goals in community engagement
- Interact with the community intentionally, by being visible in the community frequently at formal and informal venues
- Observe gatherings that suggest community goals and needs
- Conduct semi-structured interviews with community members on topics that bridge University services with community members’ goals
- Record in-depth, detailed information on observations and interviews
- Conduct qualitative analysis of recorded information
- Gather and coordinate other sources of community data (e.g. Forsyth Futures) and develop metrics to measure impact of WFU programs and initiatives in the community
- Track outcomes related to community engagement (e.g. volunteer work, community-based action projects, etc.)
- Report to University administration

Our recommendation in this regard is that this position of Qualitative Researcher be long-term, with an initial commitment of at least three years. Estimated annual salary would be in the range of \$55,000 plus benefits.

UNC Charlotte's Urban Institute embodies a highly developed model for applied local research. Researchers at the institute develop public opinion surveys, facilitate data management training for nonprofit leaders, and study local economic, environmental, and social issues. In addition to developing an information management system that has improved Charlotte transportation services, the Urban Institute hosts an annual research conference that encourages community leaders to exchange best practices in economic development and develop coalitions to address complex social challenges.

Community-Based Research Fellowship

Building on Wake Forest's rich tradition of faculty-mentored undergraduate research, the Community-Based Research Fellowship will provide training, funding, and project support to students in a summer fellowship program. Five community members or groups will work with five faculty members and five undergraduate students to develop and launch a research project on an issue of shared importance in Winston-Salem/Forsyth County. For example, a community member, such as the Twin City Harm Reduction Collective could partner with an HES faculty member and an undergraduate major to examine the relationship between harm-reduction messaging and a person's likelihood to seek treatment for addiction. The Office of Civic & Community Engagement will administer the program in partnership with the Teaching and Learning Collaborative. A Qualitative Community Researcher might be able to serve as an instructor for this program, as well as an observer of the partnership itself, giving feedback that could be useful to the evaluation of the program.

The program will offer community partners the opportunity to work with faculty and student pairs to develop community-based research. This model offers a shift in the structure of such partnerships toward greater community engagement, goal setting and project implementation. Additionally, it will enhance existing knowledge around key community challenges and position students and faculty to grow as community-based researchers through relationship-building with residents and nonprofit leaders.

Structure: From June 1-August 1, students will live and work in Winston-Salem or surrounding communities. The fellowship begins with a multi-day community-based research intensive, followed by weekly sessions for the cohort. Faculty and student teams would apply in the fall semester. Ideally, student and faculty teams would engage a question generated by residents and/or community organizations. Once selected, they would be paired with a community partner based on their interest area (collaborative process). Research teams would be required to present their findings in the fall semester immediately following the fellowship to community groups as well as to appropriate venues on campus.

Other models:

Stanford Haas Center: <https://haas.stanford.edu/community-based-research>

Loyola University Chicago: <https://www.luc.edu/luop/communityresearchfellowship/>

University of Minnesota: <http://www.cura.umn.edu/Nelson-Program>

Cost:

Stipends for students	\$3,000 x 5	\$15,000
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University housing for students	\$1,525 x 5	\$7,625
Stipends for faculty	\$1,000 x 5	\$5,000
Stipend for faculty to lead weekly sessions	\$5,000	\$5,000
Stipend for community partner	\$1,000 x 5	\$5,000
Supplies for research project (up to \$500 per research team)	\$500 x 5	\$2500
Food for intensive	Breakfast (\$7 x 17 ppl x 3 days = \$357) Lunch (\$12 x 17 ppl x 3 = \$612)	\$969
Food for weekly meetings	Breakfast (\$7 x 17 ppl x 9 = \$1,071) Lunch (\$12 x 17 ppl x 9 = \$1,836)	\$2,907
Total		\$44,001

RECOMMENDATION 13:

Establish Programs to Support Economic Empowerment in Winston-Salem

Recently, Stanford economist Raj Chetty published a study indicating Forsyth County has one of the lowest rates of economic mobility in the United States; Chetty ranks Forsyth County third from the bottom. In 2018, UNC Chapel Hill School of Government conducted a study in Forsyth County; they found that 62% of respondents sought better paying jobs and 61% required affordable workforce support, such as transportation or childcare (ncIMPACT Survey).

In 2018, OCCE led a university-wide community engagement mapping project. This initiative identified community engagement programs across the institution, and highlighted synergies and opportunities. Through this process, the committee identified Economic Empowerment as an important, yet under-resourced area of institutional activity. The following recommendations stem from a desire to build on the existing work, both in the community and on campus. Where possible, we have benchmarked against other institutions and provided information about local initiatives.

- a) *Create a small business accelerator to support local business, specifically woman-owned and minority-owned businesses.* Business accelerator programs at Emory and South Carolina - Upstate have connected dozens of low-income entrepreneurs with the professional networks and financial capital necessary to develop business in their own neighborhoods. In addition to social and financial resources, these business accelerator programs offer leadership workshops, training, and certificate programming to community members. Currently, OCCE and HandsOn NWNC partner to provide this

type of leadership training for nonprofit leaders. We might consider expanding this program or designing something similar for small business leaders. In addition, we hope to build on the good work currently being done in Winston-Salem. We might develop a partnership between Wake Forest School of Business, Office of Civic & Community Engagement, and local organizations, such as Venture Cafe, Enterprise Center, and Center for Creative Economy. Another powerful partnership might be with Forsyth Tech Career Center. We hope to convene stakeholders to discuss next steps.

- b) *Provide child care at Wake Forest University with reserved spaces for community members.* The committee defers to the recommendations from the Child Care Advisory Board; we affirm the need for affordable, accessible childcare and emphasize the need for community members to access the program, which may be accomplished through Early Head Start.
- c) *Economic skill-building for community members.* Leverage the newly launched high-skilled volunteer network through OCCE to identify WFU students, staff, and faculty who might volunteer their time to lead workshops, training, and skill-building in the community. Examples include: (1) digital literacy training; (2) designing marketing materials and websites; (3) developing business plans; (3) providing tax and legal services; etc. This skill-building work would occur in the Community Learning Center.

Summary

Item	Impact	Next Steps/Questions
Freedom School	High	Move to make funding permanent
Continue to sustain the Wake Forest commitment to the Boston-Thurmond neighborhood specifically through education.	Med/High	Continuation of existing work; scaling would require dedicated coordinator. Opportunities to expand services and add adult education could be high impact.
College Access Program for First-Gen/Low-Income	High	Questions about funding; potential to apply for grants or foundation support. Staffing for this program would be significant.
Infrastructure (e.g. internal communication, organization, alignment, etc.)	High	No cost, requires strategic planning and internal communication.
Community Learning Center	High	Tremendous impact. Potentially low-cost, if First Assembly space could be used. We see this as foundational; would help to make other recs possible.
Qualitative Researcher	Med/High	Questions about overlap with current positions in OCCE; need to determine how this role would integrate with existing or reimagined organization. Salary line would need to be approved. Concerns about “community research” language.

Community-Based Research Fellowship	Med	Questions about how research projects are generated. Concerns about “community research” language. Perhaps partnership with Forsyth Futures. Funding questions.
Small Business Accelerator	High	Need to initiate conversations with Business School. Multiple groups focused on entrepreneurship in W-S; further conversation about how WFU can partner and collaborate. Potential to be transformational.
Childcare	High	Amplify Childcare Advisory Board findings and identify community impact.
Economic Skill-Building	Med	Needs to be developed further; could be a good connection to existing high-skill volunteer network.

NEXT STEPS:

- Gather more information about cost and develop funding requests;
- A review of the resources (funding, personnel, space, etc.) allocated to OCCE, with an eye toward making sure it is sufficiently supported to develop and implement these initiatives;
- Develop timeline to implement new initiatives.

Evaluation and Accountability

RECOMMENDATION 14 (a - d):

Oversight and Administration of the Commission Recommendation

RECOMMENDATION 14a:

Establish and maintain a diverse council that governs the progress of implementation, evaluation and institutional accountability to the commission recommendations over time.

CONTEXT:

A critical component to the work of institutional transformation for race, equity, and community is the appropriate sustainable and strategic leadership, oversight, and administration of cross-institutional efforts. The President’s Commission is a time-limited multi-stakeholder body charged with developing a set of recommendations to cultivate a more diverse, equitable, and welcoming learning community; however, a clearly defined and multi-perspective body will need to determine which recommendations will move forward and ensure that the recommendations are carried out in a manner that ensures transparency, accountability, efficiency, and institutional effectiveness.

RATIONALE:

Publicly establishing a council that is: 1) multi-stakeholder, 2) inclusive of visionaries and implementers, 3) sustainable over time, and 3) empowered with decision-making authority will demonstrate the institution’s long-term commitment to the scope of work, the forward movement

of the recommendations, and establish clear points of accountability for delivering results. This body can also help to centralize institutional efforts, minimize duplication of work, leverage resources strategically, and assign appropriate timelines. The Council will help to identify key stakeholders, to serve on the implementation team, who will be responsible for implementation of the recommendations. In addition, the council will oversee communication regarding the scope of work with the campus community.

NEXT STEPS:

1. Specify who will elect/select members of the council, as well as the criteria for selection.
2. Council specifies rationale for and decisions regarding which recommendations will move forward, key stakeholders responsible for implementation, and associated timelines.
3. Establish a working group within the Senior Cabinet (and chaired by the VP for Diversity and Inclusion) to facilitate the application of these recommendations across all aspects of the institution
4. Create or leverage a communication platform (e.g website, new email address, etc.) that is proliferated across campus to keep people engaged with the work on the Commission's recommendations moving forward.
5. Ensure that ODI/offices/departments who are responsible for implementation, have enough resources to implement recommendations that they have been assigned by the Commission.

RECOMMENDATION 14b:

Establish and maintain a diverse implementation team responsible for the execution and evaluation of the commission recommendations.

CONTEXT:

No additional context needed.

RATIONALE:

A council is essential to establish coordinated leadership for executing the Commission recommendations; however, implementation of those recommendations will require engagement of students, faculty, and staff who are directly connected to the processes, services, and structures necessary to operationalize the recommendations. These individuals are also most likely to have intimate expert knowledge to help identify, implement, and evaluate best practices associated with the recommendations, as appropriate to Wake Forest University.

NEXT STEPS:

Council would potentially include specific members of the Commission, based upon partners outlined in the commission recommendations.

RECOMMENDATION 14c:

Develop and maintain a clearly accessible and visible website or dashboard that informs the community of the plan(s), progress, metrics and successes related to race, community and equity, as outlined by the commission.

CONTEXT: This recommendation leverages existing campus resources (e.g., Community in Progress website, ODI infrastructure, etc.), while codifying some of our remaining opportunities (e.g, updating the community as to our progress). Some of the greatest challenges to institutional transformation related to race, equity and community is limited transparency in decision-making and meaningful change.

RATIONALE:

Maintaining transparency and accountability around institutional progress is necessary to establish and maintain community trust in institutional efforts. A publicly accessible dashboard should include the recommendations, assessment plan, outcomes, rubrics, assessment reports, timetables, reporting instructions, specific program outcomes (as appropriate), links to resources, blog, etc.

NEXT STEPS:

Identify a central resource to develop and maintain the dashboard, likely maintained by staff in the Office of Diversity and Inclusion as the institutional lead on diversity, inclusion, and equity work. The dashboard should be managed in coordination and collaboration with the council and implementation team.

RECOMMENDATION 14d:

Organize listening sessions for the community (campus and Winston-Salem) to respond to the commission report.

CONTEXT:

The current Commission report is the result of the work of 30+ selected individuals, yet the recommendations are intended to transform the institutional experience of all students, faculty, staff, and Winston-Salem residents who engage with Wake Forest University. Those who will be impacted by the institutional directions outlined in the report need the opportunity to understand and influence the scope of work.

RATIONALE:

Transparent community engagement offers an opportunity for community members who have not been directly connected to the Commission process to offer feedback on the institutional directions outlined by the Commission. Offering community listening sessions can support transparency of leadership, provide institutional clarity and direction, leverage additional stakeholder feedback, and maximize engagement and buy-in to the change process.

NEXT STEPS:

1. Broad institutional dissemination of the final report.

Current commission and incoming Council members identify times, locations, and format for at least 3 community listening sessions in response to the report

RECOMMENDATION 15 (a - d):

Institutional Practices

RECOMMENDATION 15a:

Develop, institutionalize, and evaluate the practice of transparent decision-making processes and communication around significant campus events and policies.

CONTEXT:

The University's current model for sharing and disseminating information concerning the immediate and future direction of the institution relies on the existence of numerous websites and selective information sessions. Considering the large impact such decisions have on the daily experiences of faculty, staff and students—and considering the institution's expressed commitment to community building—the re-working of our contemporary information sharing guidelines is imperative. When considering the impact institutional changes have on the University's marginalized populations (particularly those marginalized by ethnic, racial, and socio-economic biases) it becomes clear that continuous dialogue and intentional discussion of the University's direction is essential and should be conducted with the input of said marginalized groups.

RATIONALE:

Previous community upsets concerning changes in policy, the establishment of new regulations, and institutional decision making, has demonstrated the importance of maintaining an open line of communication with the campus and local community concerning the implementation of new policies. Furthermore, sustained and open communication requires the serious consideration of community concerns in decision making processes.

NEXT STEPS:

- Update the existing resources and processes for information dissemination.
- Establish a consistent community forum for information and feedback sharing (e.g. website).
- Recognize the importance of amplifying marginalized voices in feedback sessions.
- Publish ongoing progress reports (physically and electronically)

RECOMMENDATION 15b:

Adopt, justify and publicly share an institutional framework, plan, and goals for excellence in diversity, inclusion, and equity that specifies the overall institutional direction, implementation plan, and measurable outcomes

CONTEXT:

As we commit ourselves, as a university, to the work of improving our community's ability to interact with and progress on issues of diversity and inclusion, it is made clear that the establishment of an institutional framework for the evaluation of communal successes and failures be established. This requires establishing clear goals and perspectives on the University's efforts to address racial equity. Without establishing those clear, measurable goals and then ensuring that those goals and expectations are shared and emphasized to the larger University population, the work done by current and future parties will become unsustainable.

RATIONALE:

By creating a clearly stated and publicly accessible framework—and then highlighting the importance of that framework in all institutional business, it becomes possible to work with the Wake Forest and Winston Salem communities to make visible progress towards the implementation of racially, ethnically and generally equitable policy and practice changes over a longer period of time. A campus-wide diversity framework can help institutions ground and present an integrated approach, although institutional performance related to diversity can vary across units and depends on many actors working together to achieve progress.

NEXT STEPS:

- Define what happens when we fall short of reaching the goals outlined in the recommendations
- Include the relationships, expectations, and institutional impact of Wake Forest University on the Winston-Salem community in the institutional framework
- Have the framework informed through a lens of anti-racism.
- Set goals related to each aspect of the institutional framework.

RECOMMENDATION 15c:

Develop and broadly disseminate a process for transparently reviewing and evaluating university sources of income (where donations come from, are strings attached, where endowment funds are invested)

CONTEXT:

Developing and committing to an institutional direction which understands the importance of financial backing—but also remains cognizant of the ways certain forms of funding can impact institutional decision-making and direction.

RATIONALE:

By instituting a fully transparent, community based, monetary review policy, Wake Forest University and its community members can make informed decisions concerning the acceptance and utilization of funds by the institution. Such transparency encourages full community participation and understanding of Wake Forest’s financial and institutional direction while enabling community members to participate in the dialogue concerning our institution’s future.

NEXT STEPS:

The implementation of such communication and the dissemination of such information is likely to be structured similarly to boards and review processes outlined previously in this section. The impetus for this recommendation lies in the importance of providing all populations on this campus the opportunity to address potential concerns with the University’s use of funds and the source of those funds so as to recognize the manner in which funding sources and the stipulations tied to those funds can reify institutional inequities in resource allocation and project creation.

RECOMMENDATION 15d:

Map current anti-racist resources on campus

CONTEXT:

In accordance with the understanding that the work of the Race, Equity, and Community Commission is tied to the development of policies and procedures that address issues of institutional and interpersonal racism at Wake Forest University, the mapping of existing anti-racist resources for: situational response, student, faculty, and staff support, and general educational purposes, would help support those intending to advance the recommendations.

RATIONALE:

By mapping the anti-racism resources and efforts that currently exist, future efforts to address institutional and interpersonal racism and inequity could be bolstered by the pre-existing knowledge accumulated by both individual members of the community (institutional and local) and potentially by groups or departments dedicated to anti-racist work.

NEXT STEPS:

Catalog the individuals and collectives on campus that are engaged in anti-racist works. Remain cognizant of and develop an understanding of the labor being exerted by those combating racism on campus and encourage those intending to engage in similar work (faculty, staff, students, and Administration) to build coalitions with those already involved as a way to prevent the devaluation or theft of existing work while encouraging informed, communal responses to racism at and around Wake Forest University.

RECOMMENDATION 16 (a - b):**Community Engagement****RECOMMENDATION 16a:**

Develop, implement, and evaluate a plan to address the racist history of the university, including memorializing marginalized groups that contributed to the creation and growth of the institution. Specifically, those groups that felt that Wake Forest didn't belong to them (both those known and unknown).

CONTEXT:

When examining the way in which the history of the university is recounted, there is little said about the impact of racism. There is also an underrepresentation of marginalized groups within that narrative and limited examples of those individuals being honored for their contributions. A commitment to truth-seeking and acknowledging the value and contribution of all members, both past and present, are key components of accountable community-building. This recommendation affirms the establishment and work of the Slavery, Race, and Memory Project.

RATIONALE:

A detailed plan that prompts:

1. A thorough examination of the university's history,
2. An accurate portrayal of that history,
3. The identification of contributions by marginalized persons
4. Recognition of how those contributions align with our institutional goals of illuminating our history and establishing a more equitable community.

NEXT STEPS:

1. Potential outcomes of this plan include naming or renaming campus buildings, departments, initiatives, and other programs after marginalized persons who are a part of the university's history (e.g. renaming a residence hall to honor people like Thomas Jeffries, who helped plant the Magnolia trees on campus) and identifying the buildings on campus with names that are tied to racism and/or slavery that may need to be changed.
2. The Slavery, Race, and Memory Project has already done a significant amount of work in this area, so this recommendation should be in concert with the work of that group.

RECOMMENDATION 16b:

Establish specific collaborative linkages between the Race, Equity and Community Commission and the Slavery, Race, and Memory Project (SRMP).

CONTEXT:

The SRMP was tasked with investigating the university's relationship to slavery and its imprint on Wake Forest's history. This has significant implications in the areas of race, equity, and community.

RATIONALE:

The work of the SRMP has some overlap with the efforts of the Commission on Race, Equity, and Community. Collaboration across teams will allow for resource sharing, provide access to diverse perspectives, and create opportunities for synergy.

NEXT STEPS:

Share this recommendation with Associate Provost Kami Chavis and Dean Tim Pyatt, Co-Chairs of the Slavery, Race, and Memory Project.

RECOMMENDATION 17:

Data Enhancement and Integration

Develop a multi-method, longitudinal, Institutional Data Enhancement and Accountability Plan that allows Wake Forest to fully understand, leverage, and plan for institutional diversity, inclusion, and equity.

The primary purpose for this recommendation is the evaluation of Recommendation 6: Adopt, justify and publicly share an institutional framework, plan, and goals for excellence in diversity, inclusion, and equity that specifies the overall institutional direction, implementation plan, and measurable outcomes. However, the committee that ultimately develops this Institutional Data Enhancement and Accountability Plan may include additional purposes as they see fit.

CONTEXT

Through the Framework developed under Recommendation 6 and the many other recommendations across the Commission's subcommittees, this Commission will set ambitious and admirable goals for excellence in diversity, inclusion, and equity. These goals will necessarily need to implement activities that affect multiple socio-ecological levels of Wake

Forest's environment: individuals' lived experiences, interpersonal interactions, cultural norms, policies, procedures, general practices, and resource allocations.

To know if the activities of the Commission are having their intended effects, the Commission must evaluate their impacts. Without systematic evaluation, the Commission will not be able to determine which activities are effective, which require more/fewer resources, and what additional changes are needed to meet the Commission's race, equity, and community goals. In the absence of convincing evidence demonstrating effectiveness, the entire body of work can be criticized as ineffective and the Commission will have little support with which to counter those criticisms.

RATIONALE

Because the Commission's recommendations are likely to result in many and varied activities, systematic evaluation will require advance and careful planning if it is to be effective. A multi-method, longitudinal institutional data enhancement and accountability plan will allow the University to conduct the evidence collection, analysis, and reporting that is appropriate for each component of the recommendations. Without a systematic plan, evidence collection and analysis efforts can contain a multitude of preventable errors that impair the evaluations' utility, for instance inconsistent evidence collection methods, incomplete evidence collection methods, improper analysis methods, and insufficient reporting methods. If the evaluation work is allowed to become ineffective or inefficient, it runs the risk of being abandoned as useless.

At this point, the Evaluation and Accountability Committee is making very few specific recommendations regarding particular points of evidence, analyses, or reporting methods. Instead, in *Next Steps*, we list a number of considerations for developing the Data Enhancement and Accountability Plan. Those steps focus on the evaluation of the Framework in Recommendation 6, and they include considerations for the inclusion of other measurable outcomes.

Our primary goal is to recommend that further work be performed to create the plan. We believe that this planning work should be very achievable if the committee members are given sufficient time away from their regular duties to conduct this work. The committee that develops the plan can then make further recommendations about which evaluation activities are more and less feasible given available resources.

NEXT STEPS

In the list that follows, we make recommendations for the course and content of the planning committee's activities. We anticipate that the development of the plan would require approximately one year and a multi-disciplinary team with access to a range of evidence sources. This team would work as part of the Council (Recommendation 1). Although we have presented the list as a linear series of progressive steps, in execution those steps may be iterative.

Ideally, this work would be completed before any activities are conducted to implement the Framework in Recommendation 6 or any other measurable activities covered by the Data Enhancement and Accountability Plan. Completing the Plan in advance of activities would ensure that appropriate baseline evidence could be gathered, thereby making it more likely that evaluation work would be able to detect the impacts of any implemented activities. In the likely

event that the Plan cannot be completed in advance of any implemented activities, the Plan should appropriately account for the absence of baseline data, as necessary.

The scope of the recommended broad data integration planning is extensive; it requires setting detailed objectives, mapping extensive and siloed evidence sources across many departments, planning complex multi-method analyses, and developing sustainability plans to ensure the work continues. This complex planning cannot be conducted casually or infrequently through the work of a small committee. Ideally, this project would be led by (a) one full-time dedicated staff person with the assistance of (b) dedicated staffing support (e.g., one or two graduate students, another staff person, etc.) and (c) a regular cross-campus committee. Whether or not the recommended staffing is available, we recommend that the members of the committee be allowed to devote at least 10% of their workweek to the plan's development.

We suggest that the Institutional Data Enhancement and Accountability Plan be developed using at least the following activities in approximately the following order:

- a) Develop a specific list of outcomes to include in the Institutional Data Enhancement and Accountability Plan
- b) Identify external stakeholders who can regularly review and provide feedback on the Institutional Data Enhancement and Accountability Plan
- c) In conjunction with their respective authors, operationalize the Framework in Recommendation 6 and any other outcomes identified in Step 1 (in this list, above) for inclusion in this Plan. Operationalization should result in specific, concrete, and time-delimited (e.g., SMART) goals that are amenable to either/both qualitative or quantitative measurement.
- d) Review existing sources of evidence (qualitative and quantitative, self-report and records) across University offices for their relevance to evaluating the outcomes identified in Step 1 (in this list, above). That review should result in the identification of:
 - Areas for which we currently have effective evidence
 - Areas for which we are currently collecting ineffective evidence and need to adjust evidence-collection strategies. That evidence may be ineffective for many reasons, for instance: outdated instrumentation, inappropriate language, poor data provenance, etc.
 - Areas for which we have no evidence
- e) (in this list, immediately above), identify possible sources of evidence. As with the existing data sources, any identified sources of evidence should be sensitive to longitudinal change.
 - We suggest that the planning committee recommend the addition of a campus climate survey to the University's sources of evidence. The campus climate survey should deeply evaluate student/faculty/staff experiences of diversity and inclusion at the University.

- f) Suggest data analyses and analytical frameworks for both qualitative and quantitative evidence, including methods that integrate multiple sources of evidence.
- We have intentionally left this step somewhat vague so that the planning committee can choose methods that are appropriate for the identified sources of evidence.
 - Because detecting change over time is a complex analytic challenge, analytic methods included in the plan should incorporate change-detection methods that are feasible, valid, and effective for the outcomes identified in Step 1 (in this list, above) while also being achievable within required timelines and available resources. For instance, Wake is unlikely to generate sufficient survey data for between-groups growth or time series modeling, but cross-lag panel models or propensity score models based on single-item indicators may be achievable.
 - We suggest that the planning committee include multi-method approaches because they can offer significant benefits to making individual sources of evidence more interpretable.
 - Often-neglected sources of qualitative evidence include written documents such as newspapers and websites.
 - Out of concern for privacy, we recommend against data collection methods that scrape private accounts (e.g., social media, personal web pages, etc.).
 - We suggest that the planning committee include analytical methods that are sufficiently disaggregated to identify differences across identity groups. Recommendations should be made for ensuring that disaggregated analyses do not inadvertently reveal the identities of the individuals that generated the data. For example, if a data dashboard disaggregates self-report survey data into a group of 10 faculty members, it should not also include demographics or unique responses that would allow any of those 10 faculty to be identified. Literature on data disclosure and risk may help to shape the content of these recommendations.
 - Because Wake is a relatively small institution, it is probable that disaggregated analyses will face power challenges due to very small cell sizes. We recommend that the planning committee explore small-sample data analytic methods, which may include Bayesian or non-parametric methods. Any reports or presentations made using these small-sample analytic methods must not inadvertently re-identify participants.
- g) Explore whether components from the data plan can be generalized to smaller evaluation projects.
- Broad-scope activities such as those included in the Framework in Recommendation 6 often refer to and rely on many smaller activities. For example, a general University practice of equitable resource allocations across student programs would be built on many departments' processes for resource allocations.
 - Evaluations of these broad-scope activities might be enhanced by aggregations of data across the many component programs.

- As much as possible, consistent measurement and analytic methods across programs, departments, or other University divisions will help to build that evidence base.

RECOMMENDATION 18 (a - d):

Accountability standards

RECOMMENDATION 18a:

The university, through its Board of Trustees and the Office of the President, should issue a formal and public apology for Wake Forest University's participation in and benefit from the institution of slavery as well as other racist systems.

CONTEXT:

Wake Forest's initial endowment was created with the sale of sixteen enslaved people of African descent. Such history, in addition to the other involvements discovered by historians of Wake Forest and the Slavery, Race, and Memory Project, have yet to be acknowledged in a publicly visible manner.

RATIONALE:

Currently, there is a lack of official recognition of Wake Forest's troubled history. The university perpetrated racist policies that marginalized individuals on the basis of their skin color and heritage. Wake Forest cannot rectify these injustices, so the university must therefore apologize for its wrongdoings. Such an apology ought to come from the offices that committed the wrongdoings while governing the university, notably the Board of Trustees and the Office of the President.

NEXT STEPS:

The Wake Forest Board of Trustees should pass an official resolution that formally apologizes for the university's involvement in slavery and other racist systems. This resolution should then be issued to the public via a university press release and broadcast-all email.

RECOMMENDATION 18b:

The President should issue a formal statement, stating the university's expectations for diversity, equity, and inclusion as *everyone's* priority, regardless of department or individual background.

CONTEXT:

The work of DEI (diversity, equity, and inclusion) is frequently cordoned off as solely the work of the Office for Diversity and Inclusion. Many students, staff, and faculty are unaware of how DEI work can apply to their personal and academic lives.

RATIONALE:

By the President issuing a formal statement, there is less room for individuals at Wake Forest to evade the work of DEI.

NEXT STEPS:

1. The President issues a statement that urges all people affiliated with Wake Forest to invest in DEI.
 - This statement can come as a reply to the President’s Commission report, since such a reply would foster ongoing dialogue with the report among the Wake Forest community.

RECOMMENDATION 18c:

Establish minimum standards for enrolling, hiring, engaging, and sustaining historically marginalized/underrepresented students, faculty, staff, community partners (i.e. people from low-income socioeconomic status and people of color).

CONTEXT:

In addition to largely failing to recognize the institution’s shortcomings of recruiting and retaining historically marginalized groups, the university also lacks a plan to improve in these areas for significant growth. This growth cannot be sought arbitrarily; there must be an intentional plan of how Wake Forest will recruit and retain students, faculty, staff, and members of the Winston-Salem community who are people of low-income status and/or are people of color.

RATIONALE:

Creating a plan for recruitment and retention of potential campus stakeholders will create a system of accountability to which the university can adhere for admissions/hiring practices across the institution.

NEXT STEPS:

Leverage the institutional plan for Realizing Inclusion, Diversity, and Equity (RIDE) from the Office of Diversity and Inclusion in conjunction with the Office of Human Resources, the Office of Admissions, and other appropriate partners.

RECOMMENDATION 18d:

Incorporate diversity assessment into regular campus processes (e.g. assessments, rewards, and budgeting). In particular, positional leaders can send the message that diversity, equity, and inclusion is part of performance management and leadership excellence.

CONTEXT:

Various offices and departments on campus construct budgets, administer evaluative assessments, and reward individuals for their work. All three of these tasks, as well as others, are inherently affected by unconscious bias and the underlying racism of academia in America.

RATIONALE:

The pledging of resources to adequately support the plan signals the institution’s commitment to this work and helps ensure that diversity will remain a priority even through leadership shifts and other campus changes.

NEXT STEPS:

Require a strategic planning process to achieve diversity, equity, and inclusion of each office or department on campus; which must be accompanied by the financial and human resources necessary to carry out the initiatives and activities associated with the plan.

RECOMMENDATION 19 (a - c)**Faculty, Staff and Student Accountability****RECOMMENDATION 19a:**

Develop and Incorporate questions about inclusive pedagogy and experiences related to diversity, inclusion, and equity into course teaching evaluations.

CONTEXT:

No additional context

RATIONALE:

Incorporating metrics can reinforce the institutional standard and commitment by faculty to diversity, equity, and inclusion. Faculty can have some flexibility in how they are assessed based upon their course content and delivery strategies.

NEXT STEPS:

- For faculty and staff, appoint appropriate members of the implementation team to determine a range of strategies for course teaching evaluations. For example, at the beginning of each term, faculty can choose from a set of optional questions addressing diversity and inclusion to be included in their students' end-of-term course evaluations, usually in addition to required items about the quality of instruction.
- Develop and Include a section on racist behavior and related consequences in Student Code of Conduct
- Conduct a review of BIR effectiveness, and opportunities for enhanced transparency and communication

RECOMMENDATION 19b:

Establish accountability guidelines for faculty and staff, devoted specifically for diversifying the pedagogy wherever possible.

CONTEXT:

No additional context

RATIONALE:

By incorporating diversity in review and reward processes, campus leaders can influence behavior and promote conversation across campus about shared responsibility for diversity goals.

NEXT STEPS:

- Convene faculty and staff subcommittees to develop tenure and promotion considerations for faculty review and promotion guidelines for staff review
- Consider how diversity efforts factor into promotion materials and include activities that advance diversity
- Develop and incorporate questions about inclusive pedagogy into teaching evaluations, as needed
- Develop and incorporate assessment of faculty and staff efforts toward DEI in regular performance evaluations

RECOMMENDATION 19c:

Have the student handbook include a specific section on racist behavior and how it will be dealt with basic guidelines and potential consequences.

CONTEXT:

No additional context

RATIONALE:

By incorporating community expectations for racial and community equity into the student handbook, students will have greater clarity about community standards related to diversity, equity, and inclusion. In addition, students will have a better understanding about the consequences of not adhering to institutional expectations.

NEXT STEPS:

A subcommittee of the potential implementation team would review the student handbook to identify opportunities to incorporate guidelines on racist and non-inclusive behaviors.

RECOMMENDATIONS 20 (a - b)

Resource Prioritization

RECOMMENDATION 20a:

Apportion fiscal and personnel resources to implement and sustain ongoing training on social justice, cultural humility, inclusive practice, and equity.

CONTEXT:

In view of current fiscal challenges within the University, as well as the likely fiscal ramifications for the University in the aftermath of the COVID-19 crisis, it is imperative that this effort be prioritized within the University's budget strategy. Without appropriate funding and resource allocation, the stated initiatives will not be attainable.

RATIONALE:

The financial and time cost of effective training in the aforementioned areas will require a significant investment. In order to attain the desired outcomes, these responsibilities cannot be viewed simply as added duties for existing staff. This will likely require the addition of new staff members whose duties are primarily devoted to this effort.

NEXT STEPS:

1. Engage University leaders responsible for assigning strategic and financial priorities for the University.
2. Align these discussions with the budget assessments that are currently underway across the institution.

RECOMMENDATION 20b:

Conduct a review of the current university infrastructure(s) leading work on diversity, equity, and inclusion; namely the Office of Diversity and Inclusion, to ensure adequate staffing, positionality, and fiscal support to accomplish the goals set forth.

CONTEXT:

The stated objectives of this commission are quite admirable. Our commitment to this effort, however, will be judged not by the eloquence of our mission statement, but rather by our willingness to devote the necessary resources to bring these lofty goals to fruition. We should remain mindful of the sentiment that has been expressed by our constituents that working groups such as these are generally perceived as well intended efforts that too often produce little in the way of real or effective change. If we hope to maintain credibility as a commission and as a campus, we must invest at a level that will set us up for success rather than failure.

RATIONALE:

The Office of Diversity and Inclusion is the entity within the University structure most directly charged with leading this effort. Naturally, the extent to which this office is adequately staffed and funded will directly impact its ability to effectively execute its mission and also achieve the goals of this commission.

NEXT STEPS:

- a) Obtain a detailed needs assessment from ODI leadership to determine existing deficiencies in staffing and funding.
- b) Identify industry leaders in the area of diversity and inclusion and evaluate our institutional investment relative peer institutions.

Appendices

Appendix One

Equity Paradigm External Audit



WAKE FOREST

UNIVERSITY

Wake Forest University Institutional Equity Assessment Report

Prepared By:
The Equity Paradigm
April 2020

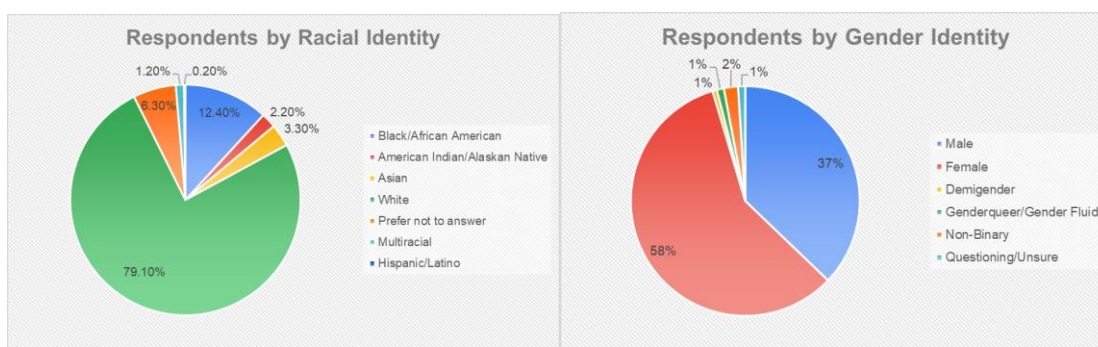


Process Overview

From the beginning of February through early April of 2020, Wake Forest University contracted The Equity Paradigm to assess and make recommendations to improve practices, behaviors, and culture as it relates to diversity, equity and inclusion (DEI) on campus. Ultimately, the findings and recommendations outlined in this report should support the strategic recommendations simultaneously being developed by the President’s Commission on Race. The Equity Paradigm conducted an institutional equity assessment that involved collecting primary and secondary data to illuminate trends and lived experiences across the university related to diversity, equity and inclusion.

The Equity Paradigm’s institutional equity assessment process consisted of the design, facilitation, and analysis of the following activities:

- **493** anonymous institutional equity self-assessment questionnaires completed by:
 - **203** staff members
 - **143** faculty members
 - **70** undergraduate students
 - **46** graduate students
 - **29** senior leadership team members
 - *2 respondents did not indicate their position within the university.*



- **42** confidential one-on-one phone interviews with students, faculty, and staff on the President’s Commission on Race, as well as key senior leadership team members and stakeholders across the university
- Review of:
 - **22** university emails (spanning September 2015 to present)
 - **25** external articles (spanning November 2011 to present)
 - #WakeUpWakeForest 2014 documentary
 - **8** multimedia resources from ZSR’s Library’s Collections & Archives related to diversity, equity and inclusion
- The Equity Paradigm was slated to attend a President’s Commission on Race meeting to conduct an in-person observation, but the engagement was cancelled due to COVID-19 mandates for social distancing.

Assessment Activity	What data was collected?
Institutional Equity Self-Assessment	<ul style="list-style-type: none"> ● Campus characteristics ● University-wide competencies related to equity ● Institutional commitment, leadership and governance (e.g. policy and mission statement to support equity, internal structures to address equity, etc.) ● University composition ● Community collaboration (e.g. relationships/partnerships with communities of color)

<p>Phone Interviews</p>	<ul style="list-style-type: none"> ● Institutional culture characteristics ● Individual and perceived campus comfort level discussing and navigating issues related to diversity, equity and inclusion ● DEI-related issues/challenges Wake Forest has experienced in the past & how they were handled ● Perceived strengths & opportunities related to diversity, equity and inclusion at Wake Forest ● Short-term and long-term aspirations for diversity, equity and inclusion at Wake Forest
<p>Artifact Review</p>	<ul style="list-style-type: none"> ● Language, tone and response used to address diversity, equity and inclusion-related incidents ● Quotes from students, faculty and staff regarding experiences at Wake Forest related to diversity, equity and inclusion ● Topics, concepts and conversations explored and/or endorsed by the university

Summary

The institutional equity assessment revealed one current strength and a number of opportunities to advance diversity, equity and inclusion at Wake Forest University. While strides have been made to place greater value and influence on diversity, equity and inclusion work through the creation of the President’s Commission on Race, the appointment of a VP level diversity & inclusion role, and the Slave & Memory project, due to the pervasive past and present legacy of racism and racial inequity on Wake Forest’s campus, many of the university’s efforts are reduced to being labeled “lip service” or a “PR stint.”

During interviews and through open-ended responses to the questionnaire, students, faculty, and staff alike—identifying as white and as people of color—recounted incident after incident of how people of color have been unfairly treated, silenced, and made to feel unsafe and unwelcome on campus. The culture of Wake Forest was regularly described as “pretty white dominant” and “exclusive” with “daily racism and microaggressions.” This dynamic, compounded by the perception that the university’s current systems for responding to racial incident offenders is unclear at best and perpetually “sweeps racial incidents under the rug,” illuminates that Wake Forest has a substantial way to go in moving from a stated commitment to diversity, equity and inclusion to a practiced and institutionalized one. While it is commendable that efforts are being made, significant changes must be implemented particularly as it relates to supporting and empowering of students, faculty and staff of color, clarifying and enforcing consequences for racial incident offenders, and initiating and communicating tangible DEI strategies across the university that can be felt and experienced by the campus community in meaningful ways.

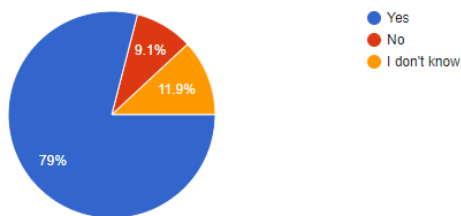
Key Strength

1. Institutional focus on advancing racial equity has made strides over the last year

In the wake of so many back to back crises and racially charged incidents on campus, Wake Forest has made strides in institutionalizing its commitment to DEI and racial equity specifically. The President’s Commission on Race, Equity and Community, the Office of Diversity & Inclusion, and the Slave & Memory project were consistently named as DEI-related strengths of the university across multiple interviews and open-ended responses in the questionnaire. In addition, the Office of Diversity & Inclusion is now led by a VP-cabinet role, an important indicator that diversity, equity and inclusion work is valued just as much as other initiatives across the university, and that conversations related to DEI are occurring at the most powerful decision-making tables. Finally, 79% of questionnaire respondents indicated that Wake Forest has made a public commitment to diversity, equity and inclusion, and another 64% indicated that internal structures like the commission and other task forces exist to advance this stated commitment.

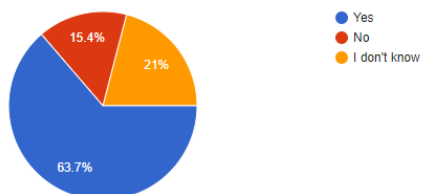
Has Wake Forest made a public commitment to diversity, equity and inclusion?

486 responses



Does Wake Forest have an internal structure whose goal is to address issues of racial equity (e.g. an equity or racial equity committee/taskforce)?

482 responses



The existence of the President's Commission on Race and the VP-level diversity and inclusion focused cabinet role are important strengths because they will be critical anchors of the ongoing work of implementing an institution-wide DEI plan. Moreover, the university has a lot of work to do in building trust in any work they do regarding DEI because of a history of starting and stopping or intermittently enforcing new strategies related to equity.

- *“For the first time, this year, **our senior leaders are willing to focus on race and equity beyond the ODI.** Slave and memory project, President's commission. The University is attempting to demonstrate commitment.”*
- *“I think the [Office of Diversity & Inclusion] is committed to it. **It's now a VP Cabinet level role.**”*
- *“ODI has made a lot of people feel comfortable. Intercultural affairs also does a good job. The current composition of ODI has been a great signal.”*
- *“[There are] several commissions... some commission work is completed and some work is still underway.. **not a week goes by without something on campus towards building a more diverse community.**”*
- *“Diversity education is by far one of the strengths of the ODI team. The centers are doing tremendous work even though they are understaffed.”*
- *The Office of Diversity and Inclusion has gone through quite a bit of organizational change and repositioning over the years. As of July 2019, we have a CDO who is a member of the cabinet and as of Sept 2019, we have an AVP of Inclusive Practice. With these changes in leadership, and the President's Commission, we are better positioned to do strategic planning.*

Key Opportunities

1. Drastic differences between experiences and treatment of white students and students of color

During interviews, in reviewing open ended questionnaire responses and reviewing internal and external artifacts, a number of problematic dynamics were raised as it relates to the differences between how white students and students of color experience Wake Forest.

The most prominent dynamic was with regard to student social life. The issues raised were not so much about the policies themselves, but how they are carried out. For example, whereas Black students appear to regularly experience a strong police presence at parties hosted by the National Panhellenic Council that often results in parties being shut down, there seems to be no police presence at parties where the majority of students in attendance are white. In March 2014, Black students organized a Town Hall where they

addressed discrepancies in Party Policy between NPHC organizations and Panhellenic/Interfraternity Council organizations, as well as general treatment of minorities by campus police. Students directed questions at the university's police department related to officer behavior they deemed to be racially biased, and in a brief documentary developed by Black students at the time, Police Chief Regina Lawson tearfully apologized to Black students on behalf of the police department for not earning their trust. One month after the Town Hall, the documentary noted, University Police shut down another NPHC party with "overwhelming force."

Another dynamic elevated was the day-to-day experiences of students of color compared to white students. Sentiments of students of color—Black students, in particular—feeling "isolated," "othered," and "alienated" were common. In many ways, this "polarized" culture – one which revolves around and caters most directly to the majority population of white, upper class students – is not unique to Wake Forest. Many predominantly white, wealthy institutions have long struggled to ensure the culture of the institution feels inclusive to minority students who do not share the racial or socioeconomic identity of the majority population. However, while the demographics of the institution may not change, resources to support cultural competence and building understanding, empathy and mutual respect across lines of difference must evolve, especially if diversity, equity and inclusion continue to be named as core values of the institution.

- *In my 6 years here, there have been crises each year that are divisive incidents where **students of color feel like they are being unfairly treated** and we need to address that environmentally.*
- *When I came to campus to these **NPHC events, there were 3 barricades to manage the crowd.** However, across town, **where the white students are partying, there is no police presence.***
- *The cultural competency of most students is lacking. I would love to see a sustained, continuous effort to ensure that all students understand the issues of other students*
- *Within our Division of Campus Life, **numerous examples of Black students being treated differently** because of the fair rules having very disparate impacts (e.g. party policies)*
- *For most students, it's very comfortable and belonging. Around marginalized communities, they are less likely to feel more included. **There's a sense of tension around who gets to belong.***
- *We have many students and a few faculty/staff that aren't seen. Their lived experiences aren't familiar to the rest of campus. How do we draw attention to the fact that not everyone on campus is living/working their best life.*
- *5 years ago, the police department had a lot of issues. **Students of color were often asked for their IDs when white students are not.***
- *People care about how Wake is portrayed but not the experience. **It's very bad, particularly for African Americans.** There is no senior leader who is specifically looking at African American issues. The basketball players in Disney land were treated poorly and paid a price for that without doing anything wrong.*
- ***Students of color feel othered and are concerned about their fit.** Faculty question their sense of belonging when derogatory terms are thrown around casually. It takes strength to stay and fight.*
- *The intention is there but the student body that we want to attract... we need to really focus on not just attracting but understanding what they will need when they get here. When we say, we are trying to be diverse... do we have the foundation (financial), do they have the tools necessary to thrive here... not that exist. Are we setting up support systems for these students to thrive?*
- ***The culture is very polarized in many ways.** [There are] difficulties across class lines which aligns with racial lines as well. 60% - 70% of our students pay full tuition. Cost of attendance is around \$70K. I wouldn't be able to attend without a full scholarship. We see our education, lives, etc. a lot differently than folks that make \$400k or more. There's a very different polarity between students that are here for school and others for an experience.*
- ***We have a largely white, heterosexual, wealthy core of students that are either overtly racists, sexists, or ignorant.** We've had students, contractors, etc. are called racial slurs walking across campus. When you look at Greek life, ... it's like there are two completely different campuses.*
- ***There is one Wake Forest in the handbook and recruitment and that is only realized by the privileged folks.** There are several different experiences for everyone else.*
- *As staff members, **[we are] reactive to rich white parents who demand a lot for their money.** Wake Forest was built for white people by white people. We recruit diverse students but don't have the structure and support [for them].*

- *Lots of schools like us... are pretty dependent on full pay students... come from homogenous cultures. For our students of color, first gen, and low income students, **it's a pretty alienating environment to be surrounded by the privilege and cluenessness that comes with that.***
- *There are daily microaggressions against students of color. **Some students feel like they have had to sell their soul to be here.** As the only student of color in class, some student experience isolation as other students won't look at them or work with them on projects.*
- *As an undergrad, I currently feel like Wake does not do enough for diverse students and staff. I personally have not given the resources or the support to feel comfortable within this campus. **There is frequent feeling of isolation, not being heard and frustration that comes being a person of color within in this campus.** I also know that staff does not get the resources they need to feel comfortable within this campus as well.*

2. Insufficient and/or unclear consequences for race-based incident offenders

Students, faculty and staff alike generally agree that consequences for race-based incident offenders—who are almost always white—are unclear, inadequate, and quickly swept under the rug. In the absence of a clear and consistent protocol for responding to race-based incidents, the implicit message being conveyed is that the university does not take these issues seriously. In turn, this reinforces the common feelings of isolation and otherness that many students, faculty, staff and workers of color experience on a regular basis.

An April 2019 article in the Triad City Beat discussed student grievances about racism on campus: *“They listed a litany of racist incidents in which white perpetrators skated by with minimal or no consequences, including a recent Instagram post calling for a wall to be built between Wake and the historically black Winston-Salem State University, a “dress like a black person party” held a couple years ago by the Kappa Alpha Order fraternity and a 2014 incident in which a bucket of urine was left in front of the office Imam Khalid Griggs, the Muslim chaplain for the university.”*

A few examples of current response systems were mentioned during interviews, but the common theme is that they are ineffectively carried out in their current capacity. The perception of the bias reporting system among several interviewees was that nothing happens after a complaint is submitted. Another common response of the university is to send out an email to the campus community describing the event that took place, condemning it, and reinforcing the institution’s commitment to diversity, equity and inclusion. However, many interviewees and questionnaire respondents took issue with the fact that these emails are seldom followed by any disciplinary action, and if disciplinary action has been taken, there is a lack of transparency around how the situation was handled. The final theme is simply that the university has a tendency to protect those with power. The perpetrators of race-based incidents tend to be white, wealthy students who occupy the most social and institutional power, and steps are taken to either make the issue disappear entirely, or use the incident as an opportunity to learn, rather than instituting any strong disciplinary action.

- *The response to issues on campus is also insufficient. Asking individuals if they are okay instead of any punitive roles for offenders of race biased incidents. I would like to see more teeth. Cafeteria workers have been called monkeys and had bananas thrown at them and nothing has been done.*
- ***People here get away with bad behavior.** This group of white girl admins is untouchable. The resistance is intense.*
- *There's a **lack of understanding as to what policy exists, if at all**, on what happens when a student uses a racial slur or a racial bias. There is a lot of lack of transparency.*
- ***We go to great lengths to protect people.***
- *These incidents are not referred for conduct (right now). There's never transparency around what happened. Sometimes the complainant doesn't want it to be public, but there isn't a campus wide conversation about completely unacceptable behavior. **Students have a sense that nothing happens.***
- *They try to **appease students who don't want to have their privilege checked.***
- *After the 2016 election, a student ran down the hall and pointed at Black students and said, **Yu're f***ed, you're f***ed,**... no recourse. The girl that drunkenly called her RA the n-word transferred with no mark. Students regularly dressed in Confederate flags and say that it wasn't. The Black employees are mocked. Dean Altman yearbook fiasco with KA (founder Robert E. Lee). Opportunity to learn vs cause for disciplinary action.*

- *In 2010, there was an Islamophobic/hate campaign. There was a law school alum that created websites, placed ads and a bucket of urine was left outside of the Muslim chaplain's office... **[there was] no response from the university.***
- ***This bias reporting system exists but nothing happens as a result.*** *One opportunity is to deal with bias in a more progressive matter. I get the confidentiality, etc., but it's not effective.*
- *When there are issues, **the Wake Forest way is to sweep it under the carpet and make it disappear as fast as possible.** We have the lawyers and VPs that make it that way. Good and bad thing. So, a lot of stories go untold and disappear.*
- *There aren't clear channels of grievance so that people that are experiencing abuse do not feel safe bringing it to the university. Colleagues have left and the people that can make change never know.*
- ***Wake Forest likes to deal with these issues by holding calls/convos and reinforcing the trauma on the students.*** *No real change ever comes. There are tweaks but no change occurs. It often seems like they are waiting for the students to graduate.*
- *I was subject to racial bias, but **the Dean's Office did not take my report seriously.** There was no one else to report it to.*
- ***There is no structure for punishment towards students that molest, rape, stalk, harass other students.*** *There needs to be more academic and physical consequences for students that attack students in any way shape or form.*
- *Wake is a culture deeply embedded with racism and a lack of diversity, evident in both the students and the staff, and there **needs to be a serious effort to address this not only through words but through action and policy and disciplinary actions for perpetrators and changes to university policies:** actual differences that will create real change.*

3. Very strong white, privileged, “exclusive” dominant culture leads to a lack of inclusion for minorities

With a student body and faculty that are both almost 70% white, it is unsurprising that the dominant culture of the institution reflects the majority population. When substantial diversity is lacking, significant effort and strategy must be implemented to ensure the those who do not identify with the majority group feel empowered and welcomed to show up in self-determined and authentic ways.

When asked to describe the culture of Wake Forest, interviewees almost unanimously used the words “white,” “rich,” or “wealthy.” Students, faculty and staff of color spoke to experiences of constantly feeling some level of discomfort on a day to day basis. The history and tradition of Southern whiteness – a culture that has excluded, marginalized, and harmed people of color – is still felt socially (e.g. segregated social events) and institutionally (e.g. lack of consistent and substantial disciplinary action for race-based incidents). As a result, those in the minority (be it race, sexual orientation, religion, or other identities) tend not to feel cared for or prioritized by the university.

- *Wake is a place that feels deeply steeped in tradition. It can feel very uncomfortable if you don't fit the profile of what that position looks like. As a queer nonbinary person, I am both oppressed and advantaged. **If you don't fit the Wake Forest norm, you are always slightly uncomfortable.***
- *This is a climate of **white rich Southern people who are very reluctant to change the way we do things.***
- *The general culture is one of privilege. A large majority are incredible people, but come from a place of privilege and not had to experience diversity in the past. The idea of diversity is a new thing.*
- *There is a **perception that Wake is for wealthy white kids.** The more we can do to dispel that perception would be helpful.*
- *The culture is pretty white dominant... Doesn't cater to students with other backgrounds...you have to go out of your way... **without a good support system, it can be difficult.***
- *There has been a long history of an **exclusive culture** for students.*
- *The dominant identity is **rich white students.** The institutional support is very much in line with what those students want and need.*
- *No exception for non-Christian students on their holy days. There is hyper-policing of Black bodies. Homophobic and racist slurs painted on lounges by Frat guys. History of sexual assault. Jewish anti-Semitism. Chinese students who are ostracized. Greek life contributes to the lack of inclusion.*
- *Pretty rigid standards for people of color. **Daily racism and microaggressions.** Even politically progressive students have a hard time fitting in.*
- *The culture is one that is **built on a history of Southern whiteness.***
- *The upper echelon are white and unable to see how their whiteness plays a role in the university's perpetuation of white*

supremacy.

- *As a student at Wake Forest I felt alienated by the wealth and privilege of my fellow students.*
- *If you are black on campus it sucks. If you are gay, no better. Anything else is even worse. The inability to be honest with students and staff/faculty is an appalling bad practice.*
- *The **good old boy culture** still lives here.*
- *It can be seen easily that of the body of the university and student government is **not filled with different perspectives** and the repercussions of this can be seen within the campus.*

4. Culture of fear and retaliation stifles diversity, equity and inclusion efforts – especially those of people of color

Working in tandem with the dominant white culture, a troubling dynamic of faculty of color in particular feeling fearful of speaking out against inequity or discrimination, or “going against the grain” of the dominant culture surfaced through interviews and open-ended questionnaire responses. This culture of retaliation and fear of jeopardizing career advancement has silenced and/or stifled perspectives and approaches that might otherwise contribute to addressing the culture of exclusion and problematic social and institutional behavior that has resulted in such disparate outcomes and experiences of white people and people of color at all levels of the institution.

During interviews, specific instances were recalled where faculty of color did not receive tenure or had their reputation tarnished because they spoke out against inequity, or where students of color were threatened by white students for speaking out on a particular issue. As a result, the implicit expectation for students, faculty and staff of color is to accept, adopt, and assimilate into the dominant culture, which ultimately reinforces sentiments of otherness and isolation.

- *“People are afraid that they will be retaliated against. **I have seen people get blackballed because of their support of diversity.** Untenured faculty members are afraid to put their name on documents. There is certainly retaliation against people who speak out against the administration.”*
- *“We have got to recruit some more Black and brown traditionally underrepresented groups. **Wake Forest doesn't mind having Black people around as long as you don't go against the grain and make it a racial issue.** The minute you get a Black person who understands that race is an issue and is upset by the Confederate flag, etc., **they look very hard to take opportunities away from them.** They are pretty open about that retaliation too.”*
- *“I have heard instances of **faculty members who are marginalized who have struggled with getting tenure because they have spoken up against what's wrong.**”*
- *“Two years ago, some students organized a panel on Palestine-Israel relations. These students were threatened by other students, including a member of the faculty. One student feared their presence on campus for that time. Dialogue of all kinds should be open.”*
- ***People of color, especially black faculty, staff, and students, are tokenized and expected to acquiesce to tacit racism.** If they refuse to acquiesce, they are accused of being rude/not fitting into the “culture” of Wake Forest.*
- ***There is absolutely a “shoot the messenger” response whenever a well-intentioned person raises an issue in a “let's get ahead of this brewing problem” way. Fear is absolutely a strong leadership practice at Wake Forest not only in my area but I hear it from all areas of campus. It's top down “we in the ivory tower know so much more than those on the front lines” operating principle causes really good, committed and passionate staff and faculty to just give up.***
- *There is a **high level of resistance to faculty of color.** There is a culture on campus where they are not used to respecting or supporting Black leaders. There is a lot of undermining that occurs and a lot of recognition of the issues.*

5. No clear diversity, equity and inclusion strategy has been transparently shared with the campus community; existing efforts are perceived as disingenuous

In the institutional equity questionnaire, when asked if a diversity, equity and inclusiveness plan exists 45% of total respondents indicated that they were unsure. But when broken down by position within the institution, undergraduate and graduate students

responded “I don’t know” at higher rates. Even a third of those occupying the most senior level roles in the institution were unsure of a current diversity, equity and inclusion strategic plan.

Breakdown of “I’m unsure” responses when asked if a diversity, equity and inclusion strategic plan exists:

- 54% of graduate students
- 50% of student respondents
- 45% of staff respondents
- 38% of faculty respondents
- 31% of senior leadership team respondents

In addition to this lack of clarity around the existence of a plan, the overwhelming sentiment from interviews and open-ended questionnaire responses was that Wake Forest’s current DEI efforts are inconsistent at best, and “performative” “lip service” at worst. Frustrations were raised about the lack of change that was truly taken place as a result of a stated commitment to diversity, equity and inclusion, so much so that those leading this effort will need to engage in some real trust-building and begin aligning institutional actions to the stated values.

- *“If there is anything meaningful going on in this area it hasn't been communicated well. Staff in my area are desperate for REAL Leadership in this area and are **growing cynical regarding the "lip-service" only given to this critical and extremely relevant issue.**”*
- *“As a senior who has been heavily involved in differing Diversity and Inclusion based initiatives over my four years here, I am aware of the efforts that marginalized communities have made to address different issues on campus and throughout our community, but the **overall campus efforts towards providing and implementing a DEI vision and strategy are seemingly non-existent.**”*
- *“I have not been informed that there is a DEI vision and strategy at Wake. This is problematic to me.”*
- *“The fact that the University requires departments to have Diversity Action Plans, yet neither the College nor University has DAPs is hypocritical. Departments have no money to implement DAPs. Thus, **this is an exercise to check off a box with no real change taking place.**”*
- *“There have been **so many start-and-stop and reiterative efforts on DEI planning** that it's not clear what is intact or what has been proposed and scuttled.”*
- *“I believe it is not a sincere vision and strategy, but **a political strategy to improve PR.**”*
- *“Whatever is in place, I **don't think it has been communicated effectively with the community.**”*
- *“I believe that there are some people thinking about DEI, but I don't believe that it has become a strategic vision for the school. From what I see, those at the bottom are pushing for DEI strategy & conversations, but it does not seem to be a priority for leaders. I **worry that leaders see this topic as something that should be quieted as it could disrupt the "harmony",** although, that harmony is artificial if we aren't addressing the important topics.”*
- *“I have heard our DI officers talk about [a DEI strategic plan], but that plan does not appear to be a regular part of the work of our department or interdepartmental conversation.”*
- *“Does Wake Forest spout beautiful words about how it aims to be more inclusive? Sure. But at the end of the day, **there isn't much action behind the words.** At least not much that can be seen on a University wide scale.”*
- *“The administration seems **unwilling to make genuine institutional change, perhaps out of fear of offending wealthy alum and prospective students.**”*
- *“People at the top **seem more concerned about preserving the “brand”** than doing what is right.”*
- *“Wake is a typical white-centered environment that **pretends to honor diversity and 'inclusion'.**”*
- *“Even if there are espoused "commitments" to these cultural goals, due to (recent and distant) past behaviors, I do not trust the University President's office, VP of Campus Life, Provost's Office, or Dean of Students office to prioritize and meaningfully change their practices to decenter whiteness and white supremacy. **I do not trust their words and I do not trust their actions.**”*
- *“I think Wake Forest thinks it's doing a lot of these things but is woefully behind in implementation. It often feels like it's **all talk no action.**”*
- *“A lot of what Wake is doing to be "inclusive" is **performative and inauthentic.**”*

Recommended Next Steps

As a result of these findings, The Equity Paradigm recommends the following actions for Wake Forest University to advance its diversity, equity and inclusion efforts by building upon existing strengths and addressing key opportunities:

1. Implement a diversity, equity and inclusiveness learning experience into the First Year Experience: if the university intends to convey the importance of not only understanding but embodying diversity, equity and inclusiveness as core values, this should come across prominently for first-year students as they orient themselves to campus and move through their first year. The first component of this learning experience should occur during orientation for students to access and reflect on Wake Forest's stated commitment and strategic priorities for diversity, equity and inclusiveness. This approach ensures all students not only understand that the university has a DEI plan, but also prompts them to interrogate what it makes them think and feel, and reflect on how they see themselves contributing to this plan during their time at Wake. Throughout the first year experience, using a learning community model that is focused on relationship building across lines of difference, critical self-inquiry, and changed behavior, first year students will have the opportunity to build cultural competency by learning from and alongside their peers in safe, facilitated spaces that center vulnerability and authenticity. This allows first years the opportunity to develop a sound understanding of the unique role they can play in upholding the university's commitment to diversity, equity and inclusiveness, while equipping them with foundational skills for addressing challenges and identity-based conflict in a constructive way throughout their time on campus. These learning experiences should be designed and led by skilled facilitators from the Office of Diversity & Inclusion, the Intercultural Center, or external equity organizations with robust experience creating the conditions for vulnerable dialogue and reflection. It is strongly recommended that first year experience faculty and staff are brought into this DEI curriculum, and provided with resources to effectively steward their students through the experience.

2. Develop and implement policies that protect faculty and staff freedom of speech from retaliation – in order to address and combat the culture of fear and retaliation that is often experienced by faculty and staff of color when engaging in DEI work or speaking out against issues of inequity, the University should develop and disseminate a written policy that explicitly protects faculty and staff against any sort of consequences for speaking their truth surrounding issues of discrimination, microaggressions, silencing, and other experiences related to inequity. This structural change can both encourage all employees of the institution to speak freely while addressing current sentiments that the university's DEI efforts are more talk than action. It is strongly recommend that the President's Commission on Race, legal counsel that specializes in discriminatory law, and external DEI experts consult on the development of this policy to ensure it includes the most pertinent language and directly addresses the culture of fear that has stifled and disempowered faculty and staff and color.

2. Develop and execute a communications plan for sharing the university's diversity, equity & inclusiveness strategic priorities: a lot of work is being done by the President's Commission on Race, the Office of Diversity & Inclusion and other key stakeholders to clarify Wake Forest's approach to advancing diversity, equity and inclusion. This work, the thinking behind it, and its intended outcomes on campus life and culture should be transparently shared with the campus community through a robust communications plan. The initial communication may involve an email that is sent to the entire campus community detailing the plan. The university should then follow-up with multiple mechanisms for students, faculty and staff to provide input on the plan, ask questions, share tensions, etc. These channels may include an anonymous survey, in-person Town Halls or forums, guided reflection questions disseminated to students via a professor, and many others. The purpose here is two-fold: the first is to ensure there is clarity and transparency around what the university means when it says "diversity, equity and inclusion," and the fact that a DEI plan exists. The second is to prompt reflection and curiosity across the campus community that may lead to more robust conversations, programming, and initiatives to bring the commitment to life.

3. Clarify and strengthen policies and consequences surrounding race-based and other discriminatory incidents: On the Diversity & Inclusion page of Wake Forest's website, it states: "*Wake Forest embraces the value of each individual and rejects any form of bigotry, discrimination or hatred directed against members of our institution.*" Not only is it evident through interviews, assessment of recent race-related news stories, and questionnaire responses that this statement is not currently being upheld, it is also not clear what is meant by "reject." Given the ambiguity of this language and the inconsistent and opaque manner in which race-based incidents are handled, we strongly recommend developing and broadly sharing a robust policy that specifies what specific behaviors are considered "bigotry, discrimination, or hatred," as well as the precise disciplinary repercussions for these behaviors (which may vary depending

on the degree of harm inflicted). Upon sharing this policy, students, faculty and staff alike should be required to sign a form that indicates they have read the policy, and understand that they will be held accountable for upholding it and will assume responsibility for repercussions should they violate it. This set of actions conveys the seriousness of the university's commitment to diversity, equity and inclusion while increasing transparency and clarity around how discrimination, bigotry and hate is handled.

4. Consult with external experts to improve the current bias reporting system and follow-up procedures: unfortunately, it is unlikely that issues of bias will cease to exist on campus, even if all of the recommendations outlined in this report and existing strategies are carried out effectively. As a result, it is critical that the most comprehensive system possible is in place when individuals are harmed by biased behavior. On the "Report Bias" page of Wake Forest's website, the current systems outlines that the first step is for University Police to assess the situation of imminent harm. However, given the experience of students of color in particular being on the receiving end of racial bias carried out by University Police themselves, this step may need to be reevaluated to ensure officers are considering their own biases, blind spots and assumptions when evaluating cases. Or, this step may be complemented by consulting external bias experts to evaluate cases and make recommendations for how the situations should be addressed. Ideally, this system will work in tandem with clarified policies surrounding discriminatory incidents.

5. Design and disseminate DEI climate surveys at the end of fall and spring semesters to gauge and strategize around student, faculty and staff experiences related to DEI: these optional but strongly encouraged climate surveys would serve to collect valuable insights around how different populations of student, faculty and staff are experiencing the university, as well as how effectively the DEI strategic plan is being carried out, and if any pivots need to be made. Not only does a consistent climate survey send the message that voices of the campus community are valued, but it also give the Office of Diversity & Inclusion and other stakeholders direct line of sight into experiences that may be advancing or challenging DEI efforts. These surveys also put more onus on the university to take a proactive rather than reactive approach to DEI (e.g. rather than waiting for an incident to occur and responding to it, instead seeking out perspectives on what is being experienced so it can be proactively addressed and strategized around).

Appendix Two

Institutional Framework for Realizing Inclusion, Diversity and Equity (RIDE)

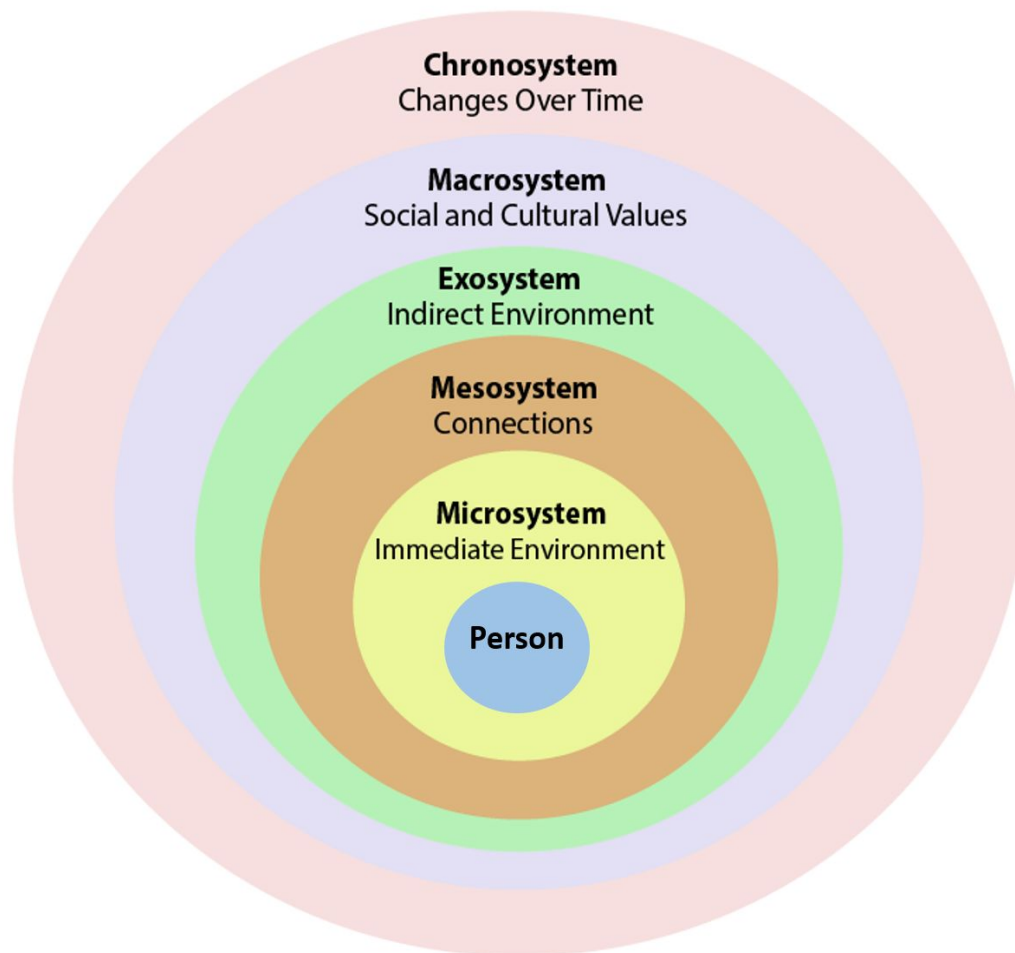
Theoretical underpinnings for diversity, equity and inclusion (DEI) are necessary to articulate the factors and conditions at play that create inequitable lived experiences within a community. Specifically, CRT and ecological models provide the lens and language needed to frame the campus realities addressed through the work of the Commission. The adoption and application of an institutional framework offers significant advantages for advancing equity and excellence. According to the Association of American Colleges and Universities (AAC&U), frameworks for inclusive excellence benefit institutions by clarifying priorities and forging clear direction under one conceptual umbrella. Therefore, an institutional framework that articulates the specific opportunities for inclusive excellence across individual, departmental/organizational, and institutional levels is essential. Tables 1, 2, and 3 present the specific targets for impact at each level of the framework, and the associated guiding questions offer insight into how the targets become attainable. Guiding questions are situated in the experiences of students, faculty, and staff, as each stakeholder group holds a unique role in facilitating inclusive excellence.

Grounding the RIDE Framework

Just as Critical Race Theory provides an important grounding for the Commission's understanding of race, so too does the Socio-Ecological Model (SEM) help situate and conceptualize the significance of social intersections and belonging for building community that is at the center of the RIDE Framework. Introduced by Urie Bronfenbrenner (1977), SEM remains one of the seminal conceptual frameworks in the social sciences (see Figure 1).

Bronfenbrenner's model examines individuals' relationships with the local and more global communities they inhabit (e.g., family, neighborhood, educational setting, place of employment) and is arranged in a series of concentric circles, each one linked to and impacted by the others. The model helpfully frames these interactions as multiple levels of belonging, revealing their intersections and reciprocal influences. Individuals are positioned at the center of the model, and the concentric circles expand in the following manner: *microsystems* (such as nuclear families, schools, places of worship, etc.); *exosystems* (extended families, government agencies, socioeconomic categories, etc); the *mesosystem* (which signifies the interaction between micro-and exo-systems); *macrosystems* (e.g. history, cultural norms, laws and ethics, economic systems); and the *chronosystem* (changes over time, or the era in which an individual lives). It is crucial to understand that individuals (and their related *microsystems*) who are part of minoritized groups are disproportionately and negatively impacted by *macrosystems*, *exosystems*, and even their relevant *chronosystem* when those systems are shaped by a history of racism.

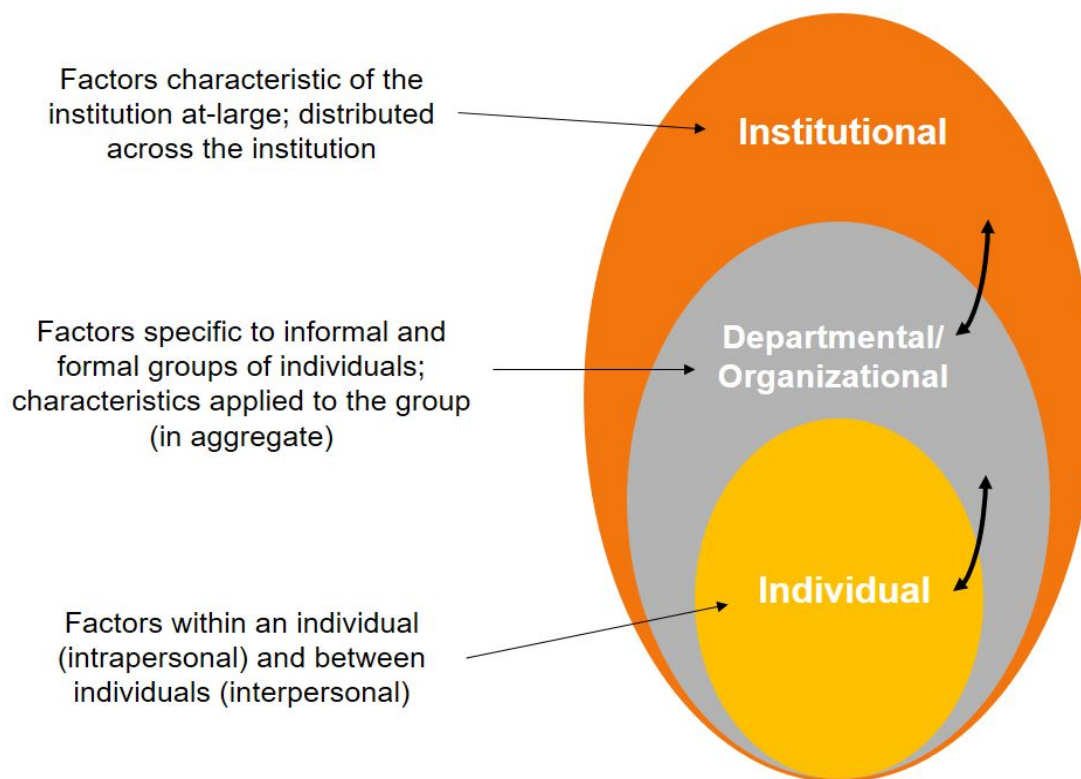
Bronfenbrenner's Ecological Systems Theory



We can see how these dynamics often unfold when we consider the case of students who are members of racial minority groups. For example, these students (*individuals*) come from a wide range of *microsystems* (i.e, their family, former high school, neighborhood, etc.), many of which are marginalized as a result of interactions with a series of *exosystems* (e.g., government agencies, financial institutions, etc.). They bring the norms and impact of those original *microsystems* into Wake Forest, which becomes a new *microsystem* for these students (and which is influenced by a different set of *exosystems* than those familiar to some of them) where they need to navigate the gap between the old and new. The history of Wake Forest forms a

macrosystem that is marked by institutional racism; moreover, as a primarily white institution (PWI), Wake Forest further participates in a higher education landscape that has historically privileged the education of white men (though the changes that have taken place over the years, create a *chronosystem* more attentive to issues of diversity and inclusion). Taken together (the *mesosystem*), these factors require students from underrepresented populations to navigate unfamiliar terrain that makes it difficult to develop a sense of belonging, especially for first-year students from underrepresented groups who are forced to navigate this terrain in swift and unsteady strides. Therefore, the Commission's recommendations adopt a SEM lens in order to highlight the importance of incorporating interventions, initiatives, policies, practices, etc. not only at the individual level, but across as many systems as possible. Going one step further, the framework points to the importance of facilitating a *mesosystem* that takes into account elements of an individual's whole self. Like CRT and its central concept that ameliorating the effects of racism will benefit all citizens, a SEM lens allows for a fuller understanding of the multiple forces a community must take into account if it is to better support all of its members. RIDE (see Figure 2) uses this lens to identify factors that contribute to inclusive excellence across all levels.

RIDE Framework



The Core RIDE Concepts

Individual

The individual level of the RIDE framework focuses on intrapersonal and interpersonal factors:

1) knowledge and awareness, 2) empathy and understanding, 3) sense of belonging, 4) beliefs and attitudes, 5) effective bystanding, 6) culturally fluid behaviors, and 7) experiences.

Table 1. Individual Factors and Guiding Questions

Factor	Guiding Questions
Knowledge and Awareness	<ol style="list-style-type: none"> 1. How do I define key concepts? (e.g. inclusion, diversity, equity, unconscious bias, intersectionality, etc.) 2. How do I increase my self-awareness of the identities I hold and how I may have internalized notions of superiority or inferiority (often unconsciously) and how that impacts my relationships with others? 3. How do I understand the identities of others? 4. How do I affirm the identities of others? (e.g. using names and pronouns, gender identity, etc.) 5. How do I enhance my personal knowledge of the history, ideology, and current manifestations of systemic inequalities and how they reinforce each other?

Empathy and Understanding	<ol style="list-style-type: none"> 1. How do I demonstrate understanding and empathy for the identity experiences of others? 2. How do I understand the complexity of terms related to the identity of others? 3. How do I actively seek out opportunities to understand by engaging in dialogue with people who are different from me about social identities, diversity, equity, and inclusion?
Sense of Belonging	<ol style="list-style-type: none"> 1. How do I feel respected, valued, accepted, cared for, included, and that I matter at Wake Forest University?
Beliefs and Attitudes	<ol style="list-style-type: none"> 1. What beliefs do I hold about students from different backgrounds being able to succeed in my course(s)? 2. What personal biases do I hold? 3. How do my personal biases affect the way that I engage with others? 4. Do I value and appreciate ways of being, doing, and thinking other than my own?
Effective Bystanding	<ol style="list-style-type: none"> 1. How am I able to/do I safely intervene in situations that can cause harm to others' sense of inclusion and equity? (e.g. speaking against the telling of a racist joke) 2. How do I use my identities of privilege for effective bystanding or allyship for under-represented or marginalized identities?
Culturally Fluid Behaviors	<ol style="list-style-type: none"> 1. How do I engage in ways that demonstrate understanding and respect for cultural differences and how they manifest in the Wake Forest University environment? 2. How do I engage in behaviors that demonstrate fairness, respect, dignity, and generosity to all people? 3. How do I understand cross-cultural differences in engagement? (e.g. time, eye contact, and direct communication, tone and volume of speech, etc.) 4. How do I create space for values and beliefs that are different from my own? 5. How do I hold myself accountable to ongoing self-development, including self-education, self-reflection, and personal change.
Experiences	<ol style="list-style-type: none"> 1. Do I experience Wake Forest University in a way that aligns with a value for inclusion, diversity, and equity? 2. Do I experience or witness acts of bias or discrimination related to race, ethnicity, gender, sexual orientation, age, ability, religion, national origin, socioeconomic status, etc.

Departmental/Organizational

The departmental/organizational level defines the cultural, social, fiscal, and operational aspects of formal and informal groups within the campus community. Those factors are: 1) representation, 2) access, 3) resource allocation, 4) transparency in processes, communication, and data, 5) recruitment and retention, 6) traditions and practices, 7) equitable accountability, 8) promotion and tenure/positional power, 9) departmental/organizational climate, and 10) inclusive community engagement.

Table 2. Organizational/Departmental Factors and Guiding Questions

Factor	Guiding Questions
Representation	<ol style="list-style-type: none"> 1. How diverse is the membership of my organization or department? (e.g. racially, ethnically, hierarchically, language, ability, religion, age, etc.) 2. How are diverse individuals represented across the levels of my organization or department? (hierarchical, tenured vs non-tenured, senior administration vs. lower or middle level, etc.) 3. How are diverse voices and experiences lifted as relevant in my curriculum?

	<p>4. How does my department of organization support pipelines for diverse leadership?</p> <p>5. How does the food, art, and activities within the organization or department reflect URMS?</p>
Access	<p>1. What is differentially necessary for individuals from diverse backgrounds to access the opportunities or experiences offered by my organization or department? (e.g. financially, language, etc.)</p> <p>2. What is required to ensure a diverse faculty opportunities for <i>promotion</i>?</p> <p>3. How are members of different identities accessing the range of opportunities available through the department/organization? (e.g. training, mentoring, etc.)</p> <p>4. How do "unofficial" meeting spaces create inequitable access to opportunities? (e.g. job offerings based upon who you know, invitations to social gathering with power brokers, etc.)</p>
Resource Allocation	<p>1. How does my organization or department prioritize or create space for training, professional development, dialogue, or other opportunities that support inclusion, diversity, and equity? (e.g. professional development funds, time off/flexible schedule, scholarships, etc.)</p> <p>2. How does my organization or department make decisions to stop the efforts that aren't working?</p> <p>3. Who develops the budget? Who does the fundraising?</p>
Transparency in Processes, Communication, and Data	<p>1. How does my organization or department engage the broader body in visioning and decision-making?</p> <p>2. How does my organization or department communicate direction and decisions, as well as their rationale, to the broader body? (e.g. hiring, organizational processes, resource availability, etc.)</p> <p>3. How does my department/organization transparently use data to impact DEI direction and efforts?</p> <p>4. Is there a shared analysis of who has decision-making power and who does not?</p> <p>5. Does everyone understand how decisions are made?</p> <p>6. How do we regularly and accurately receive feedback about our institutional processes, practices, and climate?</p>
Recruitment and Retention	<p>1. How does my organization or department create a diverse prospective member/applicant pool?</p> <p>2. How are diverse voices leveraged in hiring decisions?</p> <p>3. How does the culture of my organization or department create space for longevity for people across diverse identities? (e.g. retention planning for URMs)</p> <p>4. How do individuals with diverse identities sustain engagement with my organization or department?</p> <p>5. How does my organization or department connect inclusive practice to merit or opportunities for advancement?</p> <p>6. How are URMs supported formally and informally in building community?</p>
Traditions and Practices	<p>1. How do the traditions and practices that are observed in my organization or department differentially impact those with diverse identities? (e.g. birthday celebrations, toilet papering the Quad, etc.)</p>
Equitable Accountability	<p>1. How are members of my organization or department, particularly across hierarchy or identity, held to the same expectations and accountabilities?</p> <p>2. How does my department or organization prioritize or integrate DEI into how we operate?</p> <p>3. How does my department or organization attempt to screen out implicit bias in our practices and policies?</p>
Promotion and Tenure; Positional Power	<p>1. How do individuals with diverse identities, namely URMs, understand the criteria for advancement?</p> <p>2. How are individuals with diverse identities assessed in their performance relative to majority individuals?</p> <p>3. How are individuals with different academic goals valued equally? e.g., tenure vs non-tenure track, those doing DEI or community-engaged work, etc.)</p>
Departmental/Organizational Climate	<p>1. How do individuals across diverse identities experience incidents of harassment based upon their identity?</p> <p>2. What is the organizational or departmental culture and attitudes towards members of diverse groups?</p> <p>3. What are the intergroup relations and behaviors within the organization or department?</p> <p>4. Has the organization made an expressed commitment to DEI?</p> <p>5. How is DEI authorized in organizational policy?</p> <p>6. Are discussions and work around DEI viewed as normal and encouraged or viewed as distractions of the "real work"?</p>
Inclusive Community Engagement	<p>1. How do we partner or engage with the broader Winston-Salem community in a manner that respects mutual benefit, power sharing, shared priority setting, resource sharing, and sustainability</p>

Finally, the institutional level encompasses the aggregate community. Factors at this level create an opportunity to explore the broader distribution of resources, opportunities, and prioritization, as well as the most senior levels of decision-making across WFU. This factors identified at this level include: 1) representation, 2) access, 3) resource allocation, 4) transparency in processes, communication, and data, 5) recruitment and retention, 6) traditions and practices, 7) equitable accountability, 8) prioritization of DEI scholarship and initiatives, 9) campus climate, and 10) inclusive community engagement.

Table 3. Institutional Factors and Guiding Questions

Factor	Guiding Questions
Representation	<ol style="list-style-type: none"> 1. How diverse is the senior leadership of the institution and governing bodies? (e.g. racially, ethnically, hierarchically, language, ability, religion, age, etc.) 2. How are diverse individuals represented across the levels of the institution? (Board of Trustees, Divisional and departmental leadership, mid-level, service industries, etc.) 3. How are diverse voices and experiences lifted as relevant in institutional discourse? 4. How does the institution support pipelines for diverse leadership? 5. How does the food, art, and activities reflect URMS?
Access	<ol style="list-style-type: none"> 1. What is differentially necessary for individuals from diverse backgrounds to access "membership" in the WFU community? (e.g. financially, language, connection to alum, test optional, etc.)
Resource Allocation	<ol style="list-style-type: none"> 1. How does my organization or department prioritize or create space for training, professional development, dialogue, or other opportunities that support inclusion, diversity, and equity? (e.g. professional development funds, time off/flexible schedule, scholarships, OTHER) 2. How does the institution make decisions to stop the efforts that aren't working? 3. How are URM included in decision-making for funds that are raised for work done in support of URM communities?
Transparency in Processes, Communication, and Data	<ol style="list-style-type: none"> 1. How does WFU engage students, faculty, and staff in visioning and decision-making? (e.g. Review of the Student Code of Conduct, selection of senior leadership, etc.) 2. How does WFU communicate institutional direction and decisions, as well as their rationale, to the broader body? (e.g. hiring, institutional processes, resource availability, etc.) 3. Are there clear policies and procedures that govern how we conduct business? 4. Is there a shared analysis of who has decision-making power and who does not? 5. Does everyone understand how decisions are made? 6. How do we regularly and accurately receive feedback about our institutional processes, practices, and climate?
Recruitment and Retention	<ol style="list-style-type: none"> 1. How are we intentionally recruiting students, faculty, and staff with diverse identities? (e.g. race/ethnicity, socioeconomic status, language, place of origin, gender, sexual orientation, religion, etc.) 2. How are we intentionally retaining students, faculty, and staff with diverse identities? (e.g. race/ethnicity, socioeconomic status, language, place of origin, gender, sexual orientation, religion, etc.) 3. How are URMs supported formally and informally in building community? 4. What structures are in place to intentionally retain UR faculty and staff (e.g. mentoring resources, career development, diverse search committees, transparency and equity in compensation, etc.)
Traditions and Practices	<ol style="list-style-type: none"> 1. How do the traditions and practices that are observed by the institution differentially impact those with diverse identities? (e.g. birthday celebrations, toilet papering the Quad, OTHER) 2. How are diverse identities represented in institutional traditions and practices? (e.g. Founder's Day,
Equitable Accountability	<ol style="list-style-type: none"> 1. How are institutional leaders, particularly across hierarchy or identity, held to the same expectations and accountabilities? (e.g. support of DEI initiatives, fiscal management, work conditions)
Prioritization of DEI Scholarship	<ol style="list-style-type: none"> 1. How does the institution support the development and proliferation of DEI scholarship, incubators, community, and strategic leadership? (e.g. personnel, fiscal support, institutional visibility, authority vs. influence, etc.) 2. How are institutional leadership positions prioritizing DEI? 3. How are positions that prioritize DEI positioned and prioritized within the institution?

and Initiatives	
Campus Climate	<ol style="list-style-type: none"> 1. How do individuals across diverse identities experience incidents of harassment based upon their identity? 2. What is the institutional culture and attitudes towards members of diverse groups? 3. What are the intergroup relations and behaviors within the institution? 4. Are discussions and work around DEI viewed as normal and encouraged not viewed as distractions of the "real work"?
Inclusive Community Engagement	<ol style="list-style-type: none"> 1. How do we partner or engage with the broader Winston-Salem community in a manner that respects mutual benefit, power sharing, shared priority setting, resource sharing, and sustainability? (e.g. supplier diversity, etc.) 2. How does the institution support community engagement initiatives (e.g. fiscal, staffing, positionality, etc.) 3. How do university community engagement initiatives support equitable community development? (e.g. supporting under-resourced areas, partnering with local or URM businesses, etc.) 4. How is the institution accountable to URM organizations and communities who are affected by but not part of the institution?