# DEI 1.0 Evaluation Report Summary

## Policies, programs, and practices that advance DEI

### Inclusive and Equitable Climate
- Accessible events guidelines
- Parental support
- Inclusive budget development
- Scholarship allocation
- Conflict resolution pathways
- Streamlined communications
- Salary benchmarking
- Identity Workshops
- Sexual misconduct training
- Onboarding/Orientation
- Reflection Room
- Offices
- Common spaces
- Studio
- NC Deans’ MLK Spirit Awards
- IATC Campaign

### Recruitment, Retention & Success
- Holistic admissions
- DEI metrics tracking
- Preview weekends
- Application waiver
- Jones-Russell Ambassadors
- Deferral policy
- Restructured Staff Annual Review Process
- Exit Interview
- Staff hiring policies + practices
- Fellowships
- Academic Wellness Checks
- Leave of Absence policy
- Phonetic Name Initiative + Pronouns
- Faculty mentorship
- Student Mentorship Program
- EAEC
- Staff Onboarding
- Studio handbooks
- New student orientation
- Software access + tutoring
- Job Crafting
- P&T committees

### Innovative and Inclusive Teaching, Scholarship & Research
- OKR
- Wallenberg Studios
- Equity review
- DEI Statement
- 1-credit Sojourner Truth Fellowship
- UG curriculum changes
- Course evaluation
- DEI in FAR + streamlining
- Reviewers protocols + expectations
- TC Pathways
- ArcPrep
- ArcStart

### Service Provision
- ADA liaison
- UM Public Design Corps
- DEI Strategic Plan
- Employer DEI commitment expectations
- Design Futures Forum
- URP Capstone
- Acts of Urbanism
- Emergency Funds
- Tech grants and assistance
- Media Center accepts financial aid
Patterns of continuity and change

- In general, people of color and women across all constituencies reported being less satisfied with the college climate, primarily moving from very satisfied/satisfied to neutral.
- White men across the board are experiencing the same or more satisfaction with the college climate.
- UG students are more satisfied with the college than UM.
- Women across the board reported a higher perception of sex-based discrimination.
- Staff reported a higher perception of age discrimination.
- Overall, people reported engaging in DEI efforts and that the college has a strong and demonstrated commitment to DEI.
- Staff saw the most significant increase in people of color of all constituencies. From 2018 to 2021, there was an increase in Asian (2%→10%) and Black (7%→14%) staff.
- The number of international students is decreasing, while there were no significant changes in the number of Black and White students. The number of people of color is supplanting the number of international students decrease, especially among Latinx and Asian/Asian American students. The UT program is helping diversify the UG population by race/ethnicity.
- Overall, people reported not being affected by the COVID-19 pandemic physically, emotionally, or financially.

DEI efforts with the most positive impact, resources expended, and overall college recognition

People
- Staff hiring process
- ArcPrep
- TC Pathways
- Elimination of GRE

Process
- Phonetic Name Initiative + Pronouns
- Culture building engagement efforts
- Student emergency funding
- Design Justice Actions

Products
- DEI curricular reform

Initial Priorities for DEI 2.0

People

Faculty hiring
- Hire more faculty with non-traditional research agendas and diversify our applicant pools with respect to faculty applicants with oppressed identities.
- Design and implement the faculty hiring holistic review process.
- Job posting language needs to be relevant to people who are not represented in the built environment.
- Consider hiring people in groups instead of individually.
- Provide reminders for job postings.
- The agenda for faculty hires is already set when the job is posted; the agenda should be much more open based on organizational values, not candidates' specific work.
● When faculty, particularly those with oppressed identities, are hired, ensure they are not isolated. Encourage and support the new ideas they bring with funding, recognition, and political capital.

● Include students in the hiring process and final decisions.
● Expand/increase recruitment efforts to historically underserved and underrepresented communities.

**Faculty promotion and tenure**

● Explicitly state how demonstrated commitment to DEI is valued and assessed in promotion and tenure.
● Develop more FAR guidance on how DEI efforts are weighted in as part of research, teaching, and service (not as separate). Value work with a DEI lens as much as “mainstream” research and teaching.
● Incentivize embedding DEI lens into faculty’s existing work instead of as something separate and attending DEI related events.
● Explore the use of DEI credits for professional development (consider AIA point system as a model).

**DEI staffing**

● Expand DEI to have a dedicated DEI faculty lead. Explore a curatorial position with research involvement to have more faculty access and affect faculty research/teaching agendas and frameworks.

**Other**

● Increase the percentage of students with oppressed identities, especially Black students and students of color in general.
● Continue to build on diversifying staff by race and other dimensions of diversity.
● Explore how to involve alumni recruitment and retention efforts more deeply.
● Institutionalize integration of attending BIPOC-focused events for all constituencies.

**Process**

**Culture**

● Deepened the College Compact and develop explicit strategies to live it.
● Share our DEI successes and use them to create a community narrative.
● Change DEI terminology to more global and accepted term(s) at the college (i.e., justice).
● Explore how we collectively interpret the college’s mission and develop collective goals to live it building on the university’s mission of “transforming lives”.

**Decolonization**

● Create a land acknowledgment committee to develop a college-wide land acknowledgment.

**Decision making**

● Establish a clear and transparent decision-making structure at the college.
● Develop clear goals and expectations that are in alignment with mission and values (College Compact).
● Increase transparency and communication from administration in areas of curriculum and hiring.
● Develop more inclusionary practices for students to partner with faculty/administrators to make decisions (including hiring, funding distribution, policy development and implementation, etc.)

**Community building**
• Prioritize resources for symposia that bring community partners together with students, faculty, and staff (i.e., Size Up: Changing Paradigms in Social Impact Design) to exchange ideas; incentivize faculty to embed symposia into their teaching.
• Explore a “Truth and Reconciliation” process for faculty to become more transparent about hurts from the past and heal them.
• Continue exploring ways to expand “the choir” to have a greater percentage of the community involved in advancing DEI efforts and values.

Products

Teaching and curriculum
• Explore how to embed the College Compact at the curricular level.
• Institutionalize syllabi review on a yearly basis (pay students to participate, allocate faculty time to do so).
• Engage faculty to determine how to fully make DEI an embedded component of each subject, class, and classroom.
• Reassess our lectures and exhibitions agenda to have more events/panels on the intersection of race, class, gender, and practice.

DEI research
• Allocate more funding to DEI-related research.
• Prioritize a diversity of research agendas.