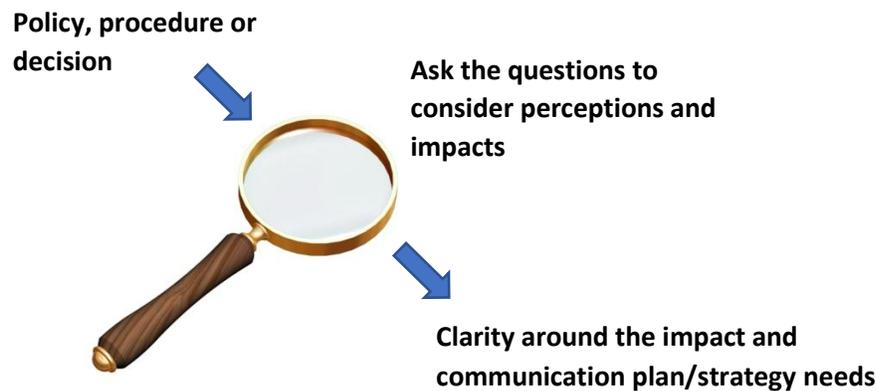


## **Diversity, Equity, and Inclusion Lens**

**for proposed policies, procedures, programs, and decisions**



### The diversity/equity/inclusion lens is considered a

- Framework to guide decision-making as policies, procedures, programs, or decisions are being considered for implementation to determine if diversity, equity and inclusion (DEI) are being promoted.
- Tool to determine if the proposed policies, procedures, programs, or decisions support Albright's commitment to DEI, which is to create a thriving, equitable and fully participating community.
- Tool that will help identify and understand assumptions and/or perceptions of those who are impacted by the policy, procedure, program, or decision (both positive and negative).
- Resource to provide clarity around the communication needed for a successful implementation of a policy, procedure, program, or decision.

**Before beginning the process**, it is important to understand what Diversity, Equity, Inclusion, and Full Participation each mean, using the definitions on the Albright College website provided by *CITE-C* (see also Foundational Definitions on the [CITE-C webpage](#)):

- **Diversity:** A state of having many forms of difference present in a community, often including a wide range of human differences. At its most basic, diversity refers to demographic difference, especially with respect to those demographic groups that have been historically restrained, excluded, or oppressed.
- **Equity:** The ability of historically underrepresented populations to achieve results consistent with full participation. This includes the creation of opportunities for such populations to have equal access to and participate in professional and educational programs that close the achievement and outcome gaps between populations. In higher education, equity can be achieved by eliminating disparities of opportunity, resources, and outcomes for historically underrepresented populations in ways that are consistent with the institutional commitment to

full participation. Pursuing equity requires *equity-mindedness*, an approach guided by an awareness of the ways in which many groups have been historically excluded from professional and educational opportunities or marginalized within the structures and institutions that house those opportunities. Being equity-minded in higher education also means intentionally “relocating the cause of disparities in ... outcomes from the imagined deficits of [historically excluded groups] to the institutional structures and policies we create.”<sup>2</sup>

- The Council notes that **equity and equality are not the same thing**. Equality means providing everyone the same resources. Equity takes into consideration the fact that differences in identity, background, and institutional location and conditions can often affect people’s capacity to thrive, recognize their full potential, engage meaningfully in institutional life, and contribute to the flourishing of others. An equitable environment would be one that ensures individuals or groups have what they need to be full participants. This would not necessarily be equal to what others were receiving. It could be more or different.
- **Inclusion:** What a community does to demonstrate its commitment to diversity. It is how a community honors, values and accepts the diversity among its community members. Inclusivity is observable in the extent to which (a) community members feel a *sense of belonging* and (b) the community is equitable in its provision and distribution of opportunities among its members.
- **Full participation:** An affirmative value focused on creating a campus community in which all community members, whatever their identity, background, or institutional position or location, thrive, recognize their full potential, engage meaningfully in institutional life, and contribute to the flourishing of others. Full participation means a commitment to the mutual thriving of members of the community, and that the thriving of one group should not come at the expense of the thriving of another group.<sup>1</sup> Full participation directs us to focus on achieving equity in terms of opportunity and outcomes afforded by and in higher education.

**Diversity** is being invited to the party.

**Inclusion** is being asked to dance.

**Full Participation** is dancing and enjoying oneself as much as everyone else.

## **Review the policy/procedure/program/decision through the DEI Lens by answering the following questions:**

1. Understand the policy/procedure/program/decision that is being considered.
  - a. Why is it needed?
  - b. What is the desired outcome?
  
2. Questions to ask
  - a. Who is most affected by this policy, procedure, program, or decision?
  - b. How does this policy, procedure, program, or decision impact diversity, equity, inclusion, and full participation?
  - c. What are the potential negative impacts on demographic groups who have historically been restrained, excluded, silenced, or oppressed?
  - d. Does this policy, procedure, program, or decision create barriers to any demographic group? Does it create a barrier to full participation?
  - e. Does this policy, procedure, program, or decision create unintended consequences to any demographic group?
  
3. Further considerations
  - a. Are we asking the right questions?
  - b. What is the impact on the following? (Who is burdened and who benefits?)
    - i. Staff
    - ii. Faculty
    - iii. Students
    - iv. Community
  - c. Should we involve stakeholders or others like a representative from CITE-C (i.e. be intentional and empower them to participate in the decision-making process)?
  - d. How does this proposed policy, procedure, program, or decision expand opportunities for equity, inclusion, and full participation?
  
4. Moving forward
  - a. How will this be communicated to demonstrate our intentional commitment to DEI?
  - b. How will this be communicated to minimize any real or potential negative impact?
  - c. How will community members and leaders address and mitigate any negative impacts or barriers? Are there strategies to be used consistently?
  - d. How will we know if this policy, procedure, program or decision is creating positive or negative impacts on diversity, equity, inclusion and full participation?