

**Administrator and Staff Outcomes:**

- **Educational programs**
  - Offer diversity and inclusion trainings/workshops, tailored to school, departmental, or unit contexts.
  - Should these workshops be mandatory? Incorporated into the onboarding process?
- **Recruitment and retention**
  - Diversify senior leadership and the Board of Trustees.
  - Diversify search committees and advertising venues.
  - Examine and improve search committee practices (e.g., blind resume and CV reviews).
  - Improve data collection, maintenance, and reporting.
- **Affinity groups**
  - Increase opportunities for administrators to network.
  - Expand successful models (e.g., Administrators of Color, Women in Student Affairs, LGBTQ Administrators, etc.) beyond Student Affairs, with increased coordination and funding.

**Faculty Outcomes:**

- **Faculty hiring**
  - Provide more information about faculty demographics, including search committee composition.
  - Explain the faculty hiring process and initiatives underway at FAS and Steinhardt.
  - Share resources like the FAS Diversity Toolkit, Uli Baer and Bridget McCurtis’s work with all the schools.
- **Faculty development**
  - Provide resources to help faculty create more inclusive syllabi and classroom environments (e.g., tool kits, challenge grants, etc.).
  - Incorporate cultural sensitivity into the Faculty Handbook.
  - What information can we capture from course evaluations?

**Student Outcomes:**

- **Student involvement**
  - Focus on ways to get more students involved in these efforts.
  - Work with student leaders to engage other students, thus relieving pressure on the students who always come out in support of these issues.
  - Offer stipends, academic credit, or some other compensation to students who spend significant amounts of time (> 10 hours) advocating for these issues.
- **Broaden scope**
  - Incorporate a focus on disability, socioeconomic diversity, intersectionality, etc.
- **Allyship**
  - Promote allyship.

### **Barriers:**

- **The Box on the Common App**
  - Consider moving beyond the new practice (e.g., instructing applicants to ignore the Box question and respond to a more nuanced question).
  - Examine the utility of any checkbox questions as predictors of future criminal activity. Do these questions create unnecessary barriers to entry for certain populations?
- **Difficult conversations**
  - Students and faculty often fail to have open discussions about race, gender, sexuality, etc. in class (e.g., conversation about Ta-Nehisi Coates's Between the World and Me that did not discuss race).
  - Consider a series of courses on "Difficult Conversations" for students, faculty, and administrators, with different versions for each category.
  - Consider a self-reflective course about identity.
  - Encourage everyone to participate in these conversations.
- **Lack of sensitivity and cultural awareness among faculty**

### **Communications:**

- **Social media**
  - The Task Force should use social media to reach students and to share updates, articles, etc.
- **In-person forums**
  - Host more in-person forums.
  - These sessions should happen after work hours so that more students can participate.
  - School-specific events may also be effective.
- **Emails**
  - Enlist deans and professors to send emails that students will read.
  - Send communications from the students on the Task Force.
- **Regular reports**
  - The Task Force should issue reports each semester with accomplishments and forecasts of the work ahead.
  - These reports should be brief and include hyperlinks to additional information and resources on the web.
- **Residence halls**
  - Distribute information through residence halls to reach students.

### **Engagement:**

- Explain how Task Force members are selected and how others can be involved in the work.
- Decrease focus on emails and increase number of in-person events.
- Offer more in-person sessions.

- Host more intimate and more frequent events at schools, in the residence halls, etc.
- Develop a more robust and transparent online presence.

**Global:**

- **Resources**
  - Devote more resources to helping students navigate cultural differences at global sites.
  - Enhance study away orientation sessions before students leave and develop debriefing sessions after they return.
  - Hire staff to address issues of bias at global sites.
- **Diversify faculty at global sites**