Balancing Diversity and Free Expression in Higher Education:
Diversity Officers' Experiences

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Buildings that are named for slave-owning historical figures, disinvitations of controversial speakers, protests for racial justice, white supremacists posting flyers, and Zoom-bombing incidents. These are just a few ways in which institutions of higher education face challenges in balancing commitments to diversity, equity, and inclusion (DEI) with dedication to fostering freedom of expression. Although these concepts are often pitted against one another, in practice universities and colleges do not get to choose between them. Both DEI and free expression are crucial to higher education.

Colleges and universities are unique microcosms of a larger societal struggle to find balance between values that are at once competing and complementary. Campuses comprise a wide range of people – undergraduate and graduate students, faculty, staff, administrators, invited and uninvited visitors, and the local community. Some people stay for decades, while others are more transitory. Campuses encompass a variety of different settings and the approach to balancing DEI and freedom of expression in one space may not be appropriate in other spaces. For example, if a speaker has been invited by a student group to speak on campus in a public forum there is relative freedom for them to say controversial and even hateful things, but similar speech directed at a student in their dorm or in a classroom may be responded to quite differently.

The role of diversity officer (DO) in higher education is relatively new. Details of their role vary, but DOs are often called upon to lead efforts to find balance between DEI and free expression. The goal of this project is to report on the experiences of DOs in this domain, and to facilitate the sharing of resources between DOs as they seek this balance. Links to resources shared by DOs or gathered by researchers during this project are provided in Appendix A.

This is an exploratory analysis, as there is limited existing research about this topic. In collaboration with the National Association of Diversity Officers in Higher Education (NADOHE), data were collected in two phases. In phase one, in-depth interviews were conducted with ten diversity officers from a variety of institutions to shape the development of a survey. In phase two, the survey was sent to the complete membership of NADOHE. Although respondents represent only about 20 percent of the membership of NADOHE - which is itself a subset of all diversity officers - there is a good sampling in terms of institutional characteristics. 59 percent of respondents are at a public university, and 41 percent at a private institution. Roughly a third of the sample each represents small, medium, and large student populations. In terms of geographic location, 21

percent of institutions are in the Northeast, 25 percent in the South, 31 percent in the Midwest, and 22 percent in the West.[1]

Structure of Diversity Officers' Role on Campus

Before we can understand the experiences of DOs, it is important to appreciate how they are positioned within their institution. For 58 percent, this is their first DO job; 53 percent are the inaugural DO for their institution. There are a variety of reporting structures at different institutions. The most common arrangement is for the DO to report to someone in the central administration (72%). Of those, 35 percent report directly to the head of the institution, 9 percent report to the provost or other academic officer, while 4 percent are supervised by the head of student life or student affairs. The remaining 19 percent have a more decentralized structure, reporting to a dean or other head of a college or some other arrangement. The role of chief diversity officer (CDO) is increasingly included in senior-level administrative meetings, with 62 percent of the sample indicating they are always included, another 16 percent sometimes included, and 21 percent never included.

DOs come to their role from a wide range of backgrounds. 57 percent were professional staff in higher education, 27 percent were faculty from a variety of disciplines, 5 percent were lawyers (generally labor law or civil rights attorneys), and the remaining 11 percent had a different background, including non-profit leadership, secondary education administration, corporate communication practitioner, or state government employee.

The vast majority of DOs (86%) reported there is language addressing diversity, equity, and inclusion in their institution's mission statement and/or strategic plan. Despite that commitment, the staffing of diversity offices is slim. A third of respondents have one other person working with them; 74 percent have five or fewer staff in their office.

Respondents articulated the need to have both a centralized DEI staff and a decentralized process that encourages others in the institution to take ownership of improving DEI within their units. One DO summarized, "There will always be the need for a centralized office to drive change at the institutional level, …and to embed the work of DEI into the very system. And we rely on folx (sic) across the institution to be doing DEI work that is specific to their units, their discipline, their student group, their office, their pedagogy." Among those DOs that have been able to implement a centrally organized but broadly enacted framework, there are a number of different organizational structures. Some have diversity liaisons in each unit across campus, others have created a board made up of people from a variety of different areas on campus to guide DEI efforts across the institution, and others refer to a "spoke and wheel" structure for embedding DEI advocates across campus. Another approach is to provide a planning process for each unit to complete with regards to DEI efforts in their strategic plans.

Many institutions do not yet have a combined decentralized/centralized structure in place, so DEI work is being done within units but not coordinated systemically, or the DO is being stretched to their limits. One DO wrote,

[1] A more detailed description of the methodology is provided in the Appendix.

"I am an office of one. I am everywhere." Limited staffing and financial resources were the most frequent barriers identified to having a balanced and coordinated mix of centralized and decentralized DEI efforts.

In the initial interviews, many DOs referred to their role as approaching issues where free speech and DEI issues intersect "with a different lens" than other administrators. The survey included an open-ended question asking respondents to identify what is unique about the lens they use to approach DEI work. Five themes emerged from their answers:

1. **DOs should engage in every conversation with equity at the CENTER (rather than free speech, financial concerns, etc.).** The DO must routinely make sure DEI concerns are part of the discussion, and it is especially helpful to be able to link these questions back to the institution's mission and values.
2. **DOs must recognize and persuade others that there is a need to go beyond a "legalistic" approach to free speech.** While it may be true that the expression at issue is protected legally, its effects can still be harmful. Campuses must be mindful to address the harms even of protected speech. There are ways other than policy or punishment to alleviate harm. It is useful to frame the values of DEI and free expression as relational, not always adversarial.
3. **DOs expressed that their work in this area is heavily dependent on the President or Chancellor's approach, so it is imperative to work closely with the person in that role.** This suggests that DOs directly reporting to the head of the institution is a preferable organizational structure.
4. **DOs must navigate difficult, identity-based territory. They need to "meet people where they are" and not turn people away from the work, but still get them to recognize uncomfortable truths.** Many mentioned approaching their work from the perspective of change management and with a systems approach. As one DO noted, "there is always power involved…some viewpoints reinforce power and privilege and others counter it and so one must facilitate in a 'multi-partial' way that takes account of power (as opposed to an 'impartial' way which leaves power differentials in place)." Much of the opposition to DEI work is subtle and rooted in maintaining the status quo, so DOs must be savvy enough to recognize problematic ideologies and call attention to them. One DO at a primarily white institution remarked that they find themself "…centering DEI [programming] around the comfort of white people."

   Multiple DOs mentioned they are often the only person of color and/or the only woman present in administrative meetings where decisions are being made about how to respond to tensions between DEI issues and free expression, and so they must negotiate that dynamic as they do their job. Additionally, they must develop ways of responding to insensitive or offensive comments. One DO said, "I do not react, I respond with intentionality and while affording grace in situations that do not always require it."
5. **DOs see the need for increased intergroup dialogue.** They recognize that changing organizational culture takes time and recognize the importance of creating "space for open dialogue that does not

immediately cause participants to feel attacked." They use internal and external programming to facilitate conversations, and some recommended using lots of examples and case studies to focus small group discussions.

Functions Served by Diversity Offices

Diversity offices are tasked with a wide range of functions, but the specific combination of things in their purview is unique to each institution; some functions are assigned to other units and not all functions are present on every campus.

The most commonly cited functions served by diversity offices are summarized in Figure 1. Education and training for staff and faculty topped this list of responsibilities, closely followed by helping to craft internal statements about DEI issues. Assessment of DEI initiatives was cited by more than half of the respondents, as were public DEI programming, education and training of administrators, and helping to craft external statements when DEI issues are in the news.

Education and training of students is handled by just less than half of the diversity offices represented in our survey. Roughly the same percentages are present for the functions of caring for people harmed by and educating those who engage in hate and bias incidents. About a third of offices in our sample engage in data collection about bias-related incidents. Overseeing affinity centers and compliance were the least common functions cited.

About a fourth of our respondents indicated they have other functions that we did not list. Some of those include involvement in hiring practices either by training search committees, helping with recruitment strategies, and/or reviewing applicants selected for campus interviews. Involvement in efforts to retain diverse faculty and staff was also mentioned by several respondents.

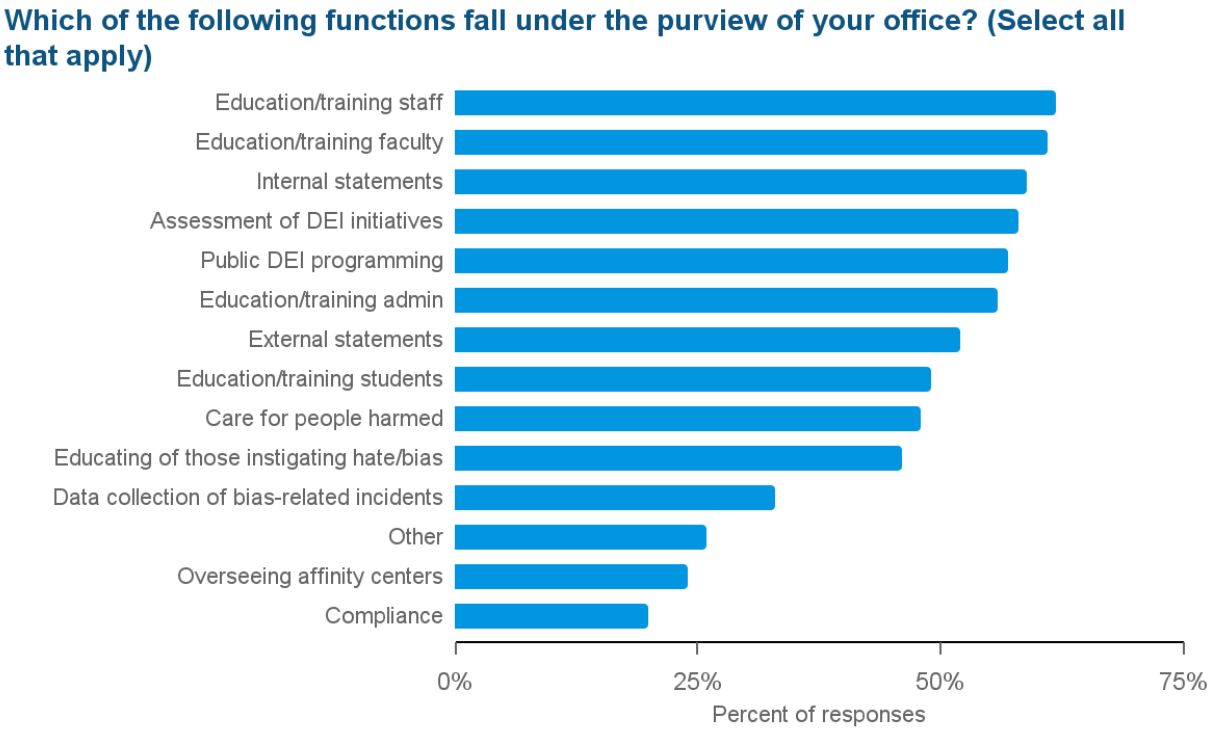


Figure 1. DEI office functions

Strategies to Achieve DEI Objectives

Campuses are incorporating a wide array of techniques, both proactive and reactive, to meet their DEI goals (see Figure 2 for a breakdown). About half of campuses represented in our study provide informational programming or panels, and public statements by the President or Chancellor. Other fairly common responses included events such as artistic or entertainment experiences that address DEI-related concerns, town hall style discussions, and counterprogramming when something considered biased or hateful is scheduled elsewhere on campus. Campus climate studies and statements from the diversity office rounded out the strategies used by more than 40 percent of our sample. Several of the initial interviewees stressed the importance of having regular events, rather than simply responding when there is a hot-button issue that arises. The turnover of people on campus is one reason for continual programming on these topics, but interviewees also felt that administrators have more credibility in this domain if they are talking about these topics before a controversial situation develops.

About one third of our sample reported services directed toward supporting marginalized groups on campus, including counseling services, identity or affinity centers, facilitating the sharing of first-person experiences with hate or bias, and coaching student activists who are working on DEI-related causes. More institutional strategies included the creation of task forces or ad hoc committees to address hate and bias, data collection of

bias incidents, and creation of bias response teams. About one fourth of our sample reported the existence of bias response teams on their campuses.

Less common responses included having a bias incident hotline staffed 24/7 for anyone on campus to report an incident and receive support if they desire, and developing a website that specifically addresses the legal parameters around campus responses to hate and bias incidents. Interviewees and survey respondents (in open-ended questions) indicated there is a lot of confusion among campus constituencies about what can be done by institutions of higher education regarding hate speech and bias incidents that do not reach the level of legal liability. Public institutions are explicitly confined by the First Amendment from infringing on most hate or bias expression, but private institutions also have publicly stated commitments to free expression they are obligated to uphold.

Other strategies indicated by respondents that were not included in our list were affinity living/learning communities, affinity groups for faculty, staff and alumni, and providing a designation for classes that fulfill a DEI requirement.

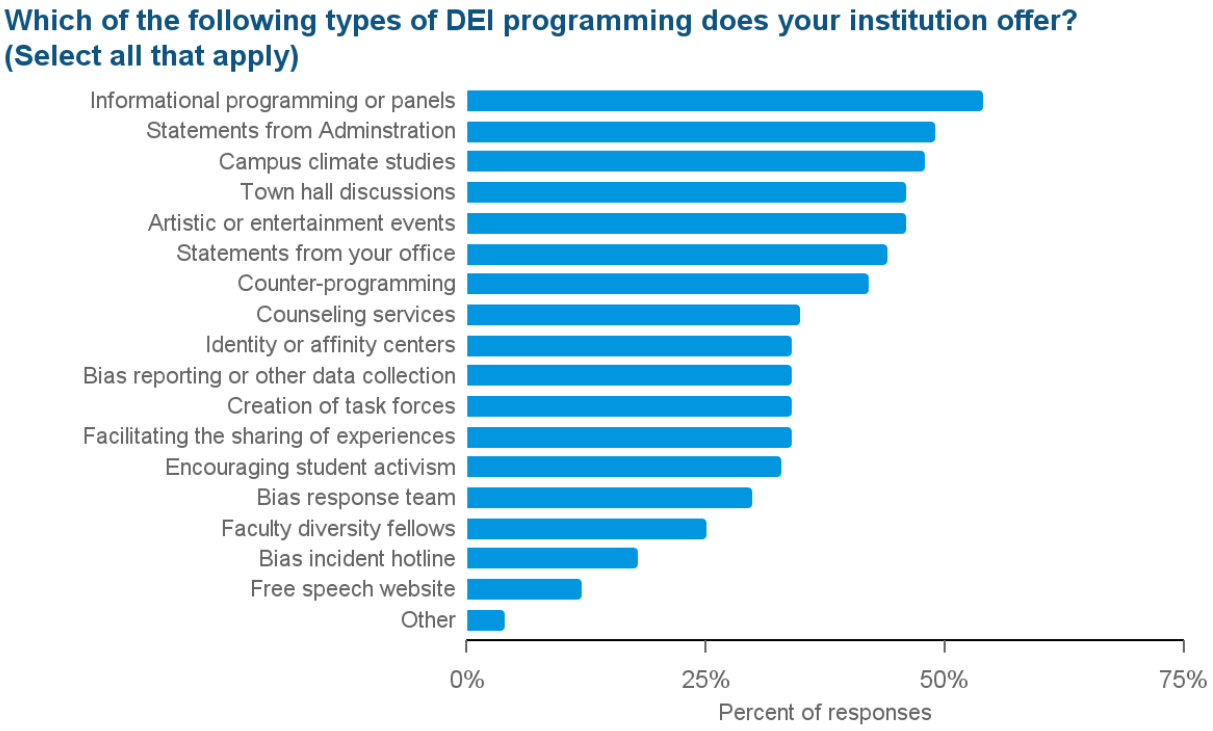


Figure 2. Institutional DEI strategies

Hate & Bias Incidents on Campus

The most emotionally charged instances where DEI efforts intersect with free expression occur when there are hate and bias incidents on campus or in the news. For our sample, these cases happen most frequently on social media, in classrooms, and in public campus spaces. Figure 3 summarizes the contexts where DOs have observed tensions between DEI initiatives and free expression. Student spaces, such as campus media outlets, registered student organizations and dorms were also identified as contexts where hate and bias incidents have occurred with some regularity. Less frequently seen contexts were during the admissions process, surrounding sporting events, and at club fairs. About a tenth of DOs listed other venues that we did not identify, including inter-office or inter-departmental conversations, faculty trainings, fraternities and sororities, clinical sites or internships, and in the surrounding community.

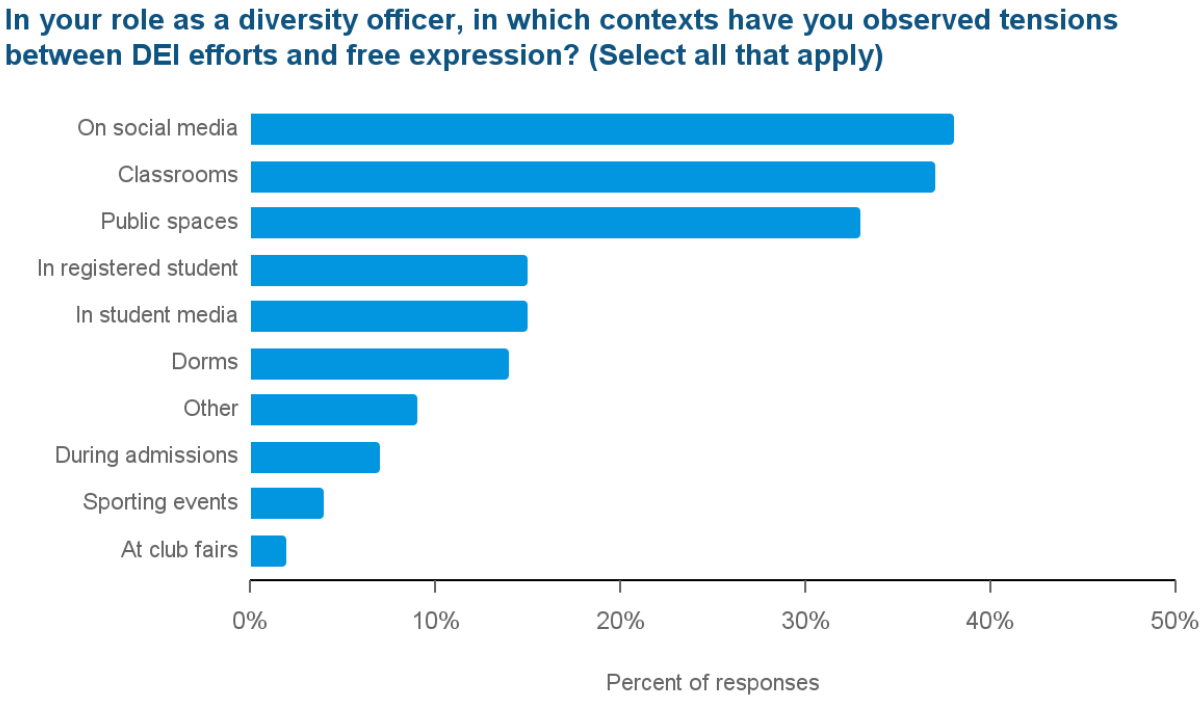


Figure 3. Contexts for tensions between DEI and free expression

Targets of hate and bias incidents

The most frequent targets of hate and bias incidents were racial groups and LGBTQ+ individuals (see Figure 4). Religious groups, international students, immigrants, and women were each identified as being targeted by more than 10 percent of our sample. International faculty and staff, disabled individuals, and veterans were

the least often targeted among the groups we included in the survey. Other groups that are targeted who were listed by DOs included non-binary individuals, conservative students, and political partisan groups.

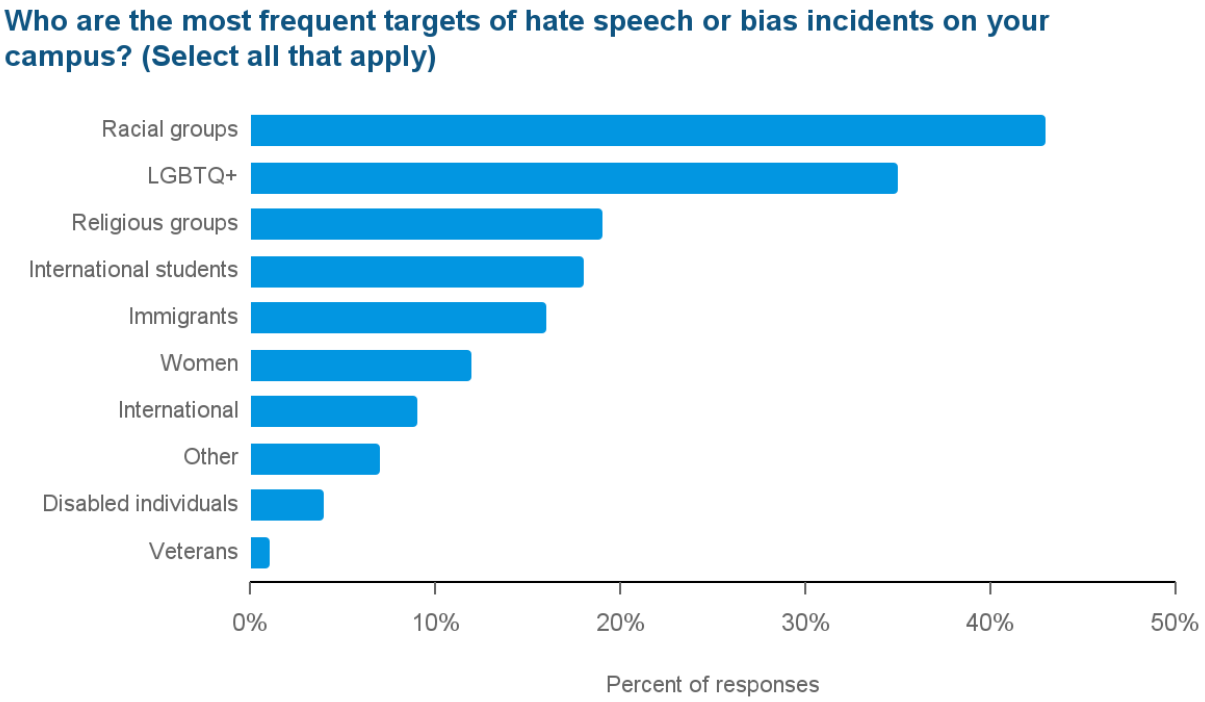


Figure 4. Targets of hate speech and bias incidents

Of our respondents, about one third indicated there are care procedures in place at their institutions for individuals or groups who have been targeted by hate or bias incidents. We asked those DOs to describe their care procedures. Many provided a list of offices that may be included in response to a hate or bias incident, ranging from counseling services to an ombudsman's office to student affairs and DEI professionals in different units. Others indicated a specific protocol that occurs, either through a coordinated intake system, a restorative process, or a bias incident response team. Many respondents indicated that the reaction is situation-specific, depending on the details of the incident at hand. Most DOs are not solely responsible for care procedures. Several mentioned the importance of collecting data about incidents on campus so as to be able to track patterns if they develop and respond accordingly.

Instigators of hate and bias incidents

In terms of the instigators, DOs were asked to indicate how frequently different types of people are likely to initiate a hate or bias incident, on a five-point scale ranging from never (1) to most of the time (5). Enrolled students had the highest mean score at 3.6 which places this group between the response options of "sometimes" and "often." Each of the other groups had mean scores between the "rarely" and "sometimes" options, including faculty (M=2.88), staff (M=2.73), off-campus uninvited groups (M=2.61), others (M=2.25), and off-campus invited people or groups (M=2.23). The "others" identified by respondents included alumni,

members of upper administration, and external media organizations.

When there are hate or bias incidents on campus, which types of people or groups are most often instigating the incidents?

Group	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Enrolled students	1.00	5.00	3.6	1.18	1.38	77
Staff	1.00	5.00	2.73	1.05	1.11	70
Faculty	1.00	5.00	2.88	1.00	1.00	72
Off-campus invited people or groups	1.00	5.00	2.23	0.88	0.78	66
Off-campus uninvited people or groups	1.00	5.00	2.61	1.16	1.34	69
Others	1.00	5.00	2.25	1.39	1.94	8

Table 1. Perpetrators of hate or bias incidents descriptive statistics

Group	Never	Rarely	Sometimes	Often	Most of the Time	Total
Enrolled students	5 (6%)	7 (9%)	24 (31%)	19 (25%)	22 (29%)	77
Staff	8 (11%)	21 (30%)	29 (41%)	6 (9%)	6 (9%)	70
Faculty	6 (8%)	18 (25%)	32 (45%)	11 (15%)	5 (7%)	72
Off-campus invited people or groups	12 (18%)	33 (50%)	17 (26%)	2 (3%)	2 (3%)	66
Off-campus uninvited people or groups	12 (17%)	23 (33%)	20 (29%)	8 (12%)	6 (9%)	69
Others	4 (50%)	1 (12.5%)	0	3 (37.5%)	0	8

Table 2. Perpetrators of hate or bias incidents, distribution by group

As a follow-up to the question about the perpetrators of hate or bias incidents, we asked DOs "Assuming (a) the instigator(s) of a hate/bias incident are from your campus, and that (b) the incident does not reach the threshold for legal action, what responses are in place to discourage further incidents of hate/bias?" Several patterns emerged from the open-ended answers. Multiple DOs indicated that their campus reaction towards instigators is to do nothing, either because of free speech rights or because there is no concrete plan in place. In terms of efforts that do address the specific individuals involved, some DOs said student conduct can get

involved, while other campuses have restorative justice practices or mediation in place. Required educational conversations were also mentioned.

Other efforts to discourage further incidents are more systemic in nature. Quick-response programming like town halls, vigils and interfaith services were the most frequently mentioned of these types of response. These go hand-in-hand with public campaigns and efforts to establish community norms against hate and bias. An institutional response from senior administration was another commonly-cited effort, although several DOs expressed concern that such statements tend to be "more about public image and legality than about care." Proactive training sessions for students, faculty and staff were mentioned by numerous DOs. Some trainings are designed in-house, and some are adapted from organizations such as the National Coalition Building Institute or the Safe Zone Project. Bystander intervention training was also mentioned several times.

Transparency of disciplinary processes for instigators

In the initial interviews, DOs reported that there is often frustration around the perceived lack of clarity about how instigators are handled by the institution. In the survey, we asked – for an incident that reaches the level of disciplinary proceedings – whether there is transparency about the procedures regarding hate or bias incidents on campus. There was an even split between yes and no, with 40 percent of DOs answering each. The remaining 20 percent indicated that their campus is *sometimes* transparent about the procedures. Those institutions who do provide information about disciplinary processes tend to do so in student, faculty and staff handbooks, on a web site, or as part of an annual report from the DOs office. Those who do not cite concern for privacy and legal constraints.

Least effective responses to hate and bias incidents

Finally, we asked DOs to reflect on the least and most effective responses they have seen to hate and bias incidents. They overwhelmingly cited ignoring, being dismissive, or trying to hide such events as the worst responses. Offering counseling to targets of hate and bias without real efforts to change the campus environment was also mentioned as ineffective. DOs also expressed concern about the administration or the communication and marketing department putting out very general or performative statements in response to campus or national hate and bias incidents. A few people noted that policies are applied inconsistently, so that white students get multiple chances if they instigate hate or bias incidents, but black students and other students of color are harshly disciplined immediately if they express intolerant ideas.

Another concern articulated by multiple DOs regarded the way in which free speech is discussed with students. In part, students are perceived to have unrealistic expectations about what a campus can and cannot do in response to hate and bias, but DOs said it can be problematic when campuses lead with free speech arguments in responding to hate and bias. One DO expressed it this way, "We have found that students in particular understand that there are limitations to our ability to intervene, however, they are most interested in what we courageously do to counter hate and bias in meaningful ways that don't run afoul of the law. …[L]eading with free speech arguments is ineffective and serves only to reinforce perceptions of the university as risk-averse and oriented to protect the status quo."

Most effective responses to hate and bias incidents

In terms of the most effective reactions observed by our respondents, a combination of proactive and reactive strategies is cited as ideal so that individuals on campus have the tools to respond to hate and bias in the moment when an incident occurs. When specific individuals are targeted, establishing a personal connection with them and publicly denouncing the hate and bias is best. Creating spaces for sustained dialogue and different groups to interact was also cited as a best practice.

Other effective approaches mentioned include:

- Task forces with a variety of campus constituencies represented, particularly in response to national events such as the murder of George Floyd, and anti-Asian hate crimes
- Training for campus police to address implicit bias
- Inviting the community to participate in concrete ways to express their condemnation of hate and bias, such as signing a letter or attending an event
- Providing students with support to launch their own anti-hate campaigns
- Maintaining a list of speakers who can talk with different groups on campus about these issues when requested

Conclusion

Balancing DEI efforts with free expression is an important component of the diversity officer's role in higher education settings.[2] Most colleges and universities have embedded a commitment to diversity, equity and inclusion in their mission statements or institutional values, and also express dedication to fostering freedom of expression. In order to help their institution realize these complementary and competing goals, it is ideal for the chief diversity officer to be present in senior administration meetings. Colleges and universities should seek to incorporate both proactive and reactive strategies to achieve balance between DEI and free expression. Proactively, regular well-structured training for all campus constituencies and opportunities for regular intergroup dialogue are key. Reactive strategies must respond to hate and bias in creative ways that are consistent with free expression rights. They must provide care to those who are targeted and help to create community norms against hate and bias.

[2] This component of the DO role is articulated in the standards of professional practice for chief diversity officers put forth by the National Association of Diversity Officers in Higher Education, standards 12 and 13. Standard 12 says: "Chief diversity officers work with senior administrators and campus professionals to develop, facilitate, respond to,and assess campus protocols that address hate-bias incidents, including efforts related to prevention, education, and intervention." Standard 13 says: "Chief diversity officers work with senior administrators and campus professionals to facilitate and assess efforts to mentor, educate, and respond to campus activism, protests, and demonstrations about issues of equity, diversity,and inclusion."

Appendix A: Sample Resources for Diversity Officers

Bias incident response team processes:

- https://diversity.ncsu.edu/bias-impact/how-we-work/
- https://diversity.unca.edu/reporting/bias-incident-reporting/
- https://stockton.edu/bias/
- https://www.albany.edu/diversity-and-inclusion/bias-incident-response-team

Educational/training materials:

- UNC Asheville training materials:
  - Embark Orientation Presentation
  - Free Speech Rubric.docx
  - PRB Justice for All Presentation
  - 2019 Embark/Transfer Orientation
- https://inclusion.uoregon.edu/lace
- https://diversity.oregonstate.edu/main/leading-change
- https://around.uoregon.edu/content/message-sent-campus-about-uos-free-speech-policies
- National training programs:
  - National Coalition Building Institute
  - The Safe Zone Project

Individual Unit Planning Templates:

- https://drive.google.com/file/d/1hrgxghAvCFJgewn_-uyXd1ffzh23s6kc/view?usp=sharing

Bias reporting forms:

- https://www.coastal.edu/dei/ccuclimate/reportingbias/
- https://diversity.upenn.edu/diversity-at-penn/bias-motivated-incident-report
- https://western.edu/student-life/health-wellness/title-ix-sexual-harassment-discrimination-policies/bias-reporting-form/

Free speech explainers:

- https://around.uoregon.edu/freedom-of-expression
- https://www.slu.edu/speech-expression-civility/statement-of-philosophy.php
- https://www.slu.edu/speech-expression-civility/index.php
- https://legal.kennesaw.edu/resources/first_amendment.php
- https://uwm.edu/chancellor/the-chancellors-care-respect-and-expression-task-force/
- https://msu.edu/freespeech/faq/
- https://osi.ucf.edu/agencies/use-your-voice/
- https://www.latech.edu/administration/policies/p-1311/
- https://www.ncsu.edu/free-speech/
- https://www.montana.edu/freespeech/

- https://studentlife.oregonstate.edu/freedom-expression
- https://www.du.edu/freedom-expression-committee/index.html
- https://freespeech.uiowa.edu/#:~:text=Free%20speech%20and%20expression,fulfillment%20of%20our%20core%20mission
- https://www.brandeis.edu/free-expression/principles/index.html

*If you have additional resources you are willing to share with fellow diversity officers, please complete **this form** and we will add them to this page.*

Appendix B: Methodology

A two-part methodology was used for this exploratory study. First, the National Association of Diversity Officers in Higher Education (NADOHE) contacted a subset of their membership identified by leadership as being open to an interview about the ways in which their work intersects with freedom of expression. Based on these interviews, a survey was developed to collect information from NADOHE members.

Initial Interviews

Ten diversity officers were interviewed via Zoom between January 6-January 28, 2021. Interviews lasted between 27 and 58 minutes. Interviews were guided by a set of questions, but since the purpose was to identify what should be included in a survey the conversation was allowed to flow naturally. The questions were emailed to interviewees prior to the Zoom meeting so that they had time to reflect on them before our conversation. The basic set of interview questions were:

- What is your professional background? What led you to your role as a diversity officer?
- What are the ways you have experienced the intersection of diversity, equity & inclusion (DEI) efforts and free speech on your campus?
    - Are there ways in which DEI efforts and free speech have been complementary to one another?
    - One of the big areas of conflict is the tension between free speech and hate speech. In what other areas do you see these tensions on your campus or in your experiences generally?
- In what contexts have these tensions between free speech and DEI happened? Classrooms, public spaces, dorms, during admissions, on social media, around sporting events, in student media? Others?
- Talking about hate speech specifically, what kinds of people/groups have engaged in hate speech on campus? Enrolled students, staff, faculty, off-campus invited people/groups, off-campus not invited groups? Others?
- In what ways has your campus responded to tensions between free speech and DEI on your campus generally? Free speech and hate speech specifically?
    - What entities on your campus are involved in responding? Student conduct/judicial affairs? Your office? A bias response team? Residence life? Campus police? Others?
    - Does your campus have written policies that address free speech? Hate speech? Other policies that might address the tensions between free speech and DEI?
    - Have you hosted campus or public programming about the tension between free speech and DEI on your campus generally? Or free speech and hate speech specifically?
    - Who have been the most frequent targets of hate speech on your campus?

- In what ways has your campus responded to tensions between free speech and DEI in response to national and/or international events? (like George Floyd's murder, the 2020 election, the coronavirus, etc.)
    - What entities on your campus are involved in responding?
    - Have you hosted campus or public programming about the tension between free speech and DEI nationally or internationally? Or free speech and hate speech specifically?
    - What is the organizational structure in terms of who your office reports to? Do you feel your office is sufficiently supported by the upper administration?
- What resources, if any, would be helpful to you as a chief diversity office in terms of navigating the tensions between free speech and DEI?
    - What deliverables from this research would be helpful to you in your work?
    - Is there anything else I should be asking other diversity officers about these issues?

Following the interviews, Zoom-produced transcripts were edited for accuracy and analyzed to identify themes and topics that should be included in the larger survey.

Survey

The resulting survey was created in Qualtrics, and sent by NADOHE to their entire membership of 616 individual and 306 institutional accounts. 203 surveys were collected, but any instances where respondents stopped at the end of the first few questions were eliminated. A total of 175 responses remain, which is approximately a 20 percent response rate.

Survey instrument

Q1. What is the name of your institution?

Q2. Is your institution public or private?

- Public
- Private

Q3. What is your institution's zip code?

Q4. Does your institution include language addressing Diversity, Equity, and Inclusion in its mission statement or strategic plan?

- Yes
- No

Q4B. (If yes) If it is easily accessible for you, please paste in the link for your mission statement or strategic plan.

Q5. Please provide any other basic information we should know about what makes your campus unique. e.g., community college, liberal arts, faith-based, land-grant, HBCU, HSI/MSI, large number of first generation students, etc

Q6. What was your ***primary*** background before becoming a diversity officer in higher education?

- Faculty
- Lawyer
- Professional Staff
- Other (please explain)

Q7. What is your current position title?

Q8. Is this your first time in a diversity officer role?

- Yes
- No

Q8B. (If no) How long were you a diversity officer prior to assuming the role at your current institution?

Q9. How long have you been a diversity officer at your current institution?

- Less than 2 years
- 2 to 5 years
- More than 5 years

Q10. Are you the inaugural diversity officer at your institution?

- Yes
- No

Q10B. (If no) Approximately what year was the role of diversity officer created at your institution?

Q11. To whom does your position directly report?

- President, Chancellor, or other head of institution
- Provost, or other chief academic officer
- Director or Head of student affairs / student life
- Director of Human Resources
- Other (please specify)

Q12. Are you (or someone else from your office) included in the highest senior administration team meetings?

- Yes
- No
- Sometimes (please explain)

Q13. How many staff are in your office, including you?

Q14. Which of the following functions fall under the purview of your office? (Select all that apply)

- Education/training for faculty
- Education/training for staff
- Education/training for administration
- Education/training for students
- Compliance
- Data collection of bias-related incidents
- Interacting with / caring for people who have been harmed by hate and bias incidents
- Educating those who engage in hate and bias incidents
- Assessment of various DEI initiatives
- Public programming on DEI-related topics
- Overseeing affinity centers
- Helping to craft internal statements around DEI issues
- Helping to craft external statements around DEI issues
- Other(s) (please specify)

Q15. Which of the following types of DEI programming does your institution offer, even if it is not under the purview of your office? (Select all that apply) *If your institution offers programming not seen on the list, please select the closest answer or make use of the "Other" field to elaborate.*

- Informational programming or panels
- Facilitating the sharing of first person descriptions of experiences of hate or bias
- Counter-programming in response to biased or hateful events
- Artistic or entertainment events that speak to DEI issues
- Town hall discussions
- Faculty diversity fellows
- Bias response team
- Creation of task forces or ad hoc committees to address hate and bias
- Campus climate studies
- Bias reporting or other collection of data on bias incidents
- Bias incident hotline
- Counseling services

- Identity or affinity centers for marginalized groups
- Encouraging student activism or coaching student activists
- Statements from your office
- Statements from the President / Chancellor
- Free speech website explaining the legal parameters around the possible campus responses to hate and bias incidents (please include URL, if possible)
- Other (please specify)

Q16. Many of the diversity officers interviewed before developing this survey referred to their role as approaching issues where free speech and DEI issues clash "with a different lens" than other administrators. What is unique about the lens you use to approach your DEI work?

Q17. How do you (or your office) approach coalition-building or developing trust and rapport with different constituents on campus and within the community?

Q18. How does your department balance the need for a centralized DEI staff with the need for a decentralized process to ensure the longevity of DEI work?

Q19. In your role as a diversity officer, in which contexts have you observed tensions between DEI efforts and free expression? (Select all that apply)

- Classrooms
- Public spaces
- Dorms
- During admissions
- On social media
- Sporting events
- In student media
- In registered student organizations
- At club fairs
- Other (please specify)

Q20. Who are the most frequent targets of hate speech or bias incidents on your campus? (Select all that apply)

- Racial groups
- Religious groups
- Women
- LGBTQ+
- Disabled individuals
- Immigrants
- International students
- International faculty/staff

- ○ Veterans
- ○ Other (please specify)

Q21. When there are hate or bias incidents on campus, which types of people or groups are most often instigating the incidents? (Select all that apply)

	Never	Rarely	Sometimes	Often	Most of the time
Enrolled students	○	○	○	○	○
Staff	○	○	○	○	○
Faculty	○	○	○	○	○
Off-campus invited people or groups	○	○	○	○	○
Off-campus uninvited people or groups	○	○	○	○	○
Others (please specify)	○	○	○	○	○

Q22. How important are each of these administrators in determining the campus response to hate and bias incidents?

	Extremely important	Very important	Moderately important	Slightly important	Not at all important
President, Chancellor, or other head of institution	○	○	○	○	○
Provost, or other chief academic officer	○	○	○	○	○
General counsel	○	○	○	○	○

Head of student life	○	○	○	○	○
Chief Diversity Officer	○	○	○	○	○
Office of Communication/Marketing	○	○	○	○	○
Campus police	○	○	○	○	○
Other(s) (please specify)	○	○	○	○	○

Q23. Are there procedures on your campus for caring for people harmed by hate and bias incidents?

○ Yes ○ No

Q23B. (If yes) Please describe those care procedures.

Q24. Assuming (a) the instigators of a hate/bias incident are from your campus, and that (b) the incident does not reach the threshold for legal action, what responses are in place to discourage further incidents of bias/hate?

Q25. If a hate/bias incident reaches the level of disciplinary proceedings: Recognizing that privacy concerns make it difficult to publicly share the resolution of such proceedings, do you provide your campus community with transparency into the disciplinary ***procedures*** regarding hate or bias incidents on campus?

- ○ Yes (please describe how you communicate about the procedures)
- ○ Sometimes (please explain)
- ○ No (room to explain if you wish)

Q26. Please describe what you consider to be the MOST effective responses your campus has had to bias or hate incidents on campus. Are they proactive responses or reactive responses? Feel free to use a specific example if you wish.

Q27. Please describe what you consider to be the LEAST effective responses your campus has had to bias or hate incidents on campus. Are they proactive or reactive responses? Feel free to use a specific example if you wish.

Q28. Please share any other thoughts/concerns/questions you have about this topic.