



NASPAA Diversity, Equity, and Inclusion-Related Definitions

Term	Source	2020 DEI Task Force Report ¹	2019 Accreditation Self-Study Instructions (2019 Standards Update) ²	2017 Accreditation Self-Study Instructions (2009 Standards) ³	NASPAA Annual Accreditation Data Report: 2014-2015 ⁴	2013 Diversity Report ⁵
Diversity		At NASPAA, we particularly identify diversity as the “representation of differences relating to social identity categories including, but not limited to, race, ethnicity, gender, gender identity, socioeconomic class, nationality, religion, sexual orientation, disability, age, and socioeconomic background” (NASPAA Standards, 2019) ¹ , and those at the intersections.	The representation of differences relating to social identity categories including, but not limited to, race, ethnicity, gender, gender identity, class, nationality, religion, sexual orientation, disability, age, socioeconomic background, and veteran status. For tables 3.2.1 and 4.4.3, NASPAA uses the Integrated Postsecondary Education Data System (IPEDS) categories for US-based programs; Non US-based programs will define their own diversity categories based upon their own context.	Differences relating to social identity categories such as race, ethnicity, gender, class, nationality, religion, sexual orientation, disability, age, and veteran status. NASPAA is using the Common Data Set (CDS) categories for US-based programs, Non US-based programs will define their own diversity categories based upon their own context.	“Persons of diversity” include students under IPEDS categories of ethnicity other than “White, non-Hispanic/Latino” for US programs, and self-identified identities for non-U.S. programs. “Others” indicates non-Hispanic/Latino White for U.S.-based programs, and racial or ethnic majority groups for non-U.S. programs.	<i>Definition not included. Report states: “Standard 3.2 states, ‘The program will promote diversity and a climate of inclusiveness through its recruitment and retention of faculty members.’ Standard 4.4 similarly states, ‘The program will promote diversity and a climate of inclusiveness through its recruitment, admissions practices, and support services’ of students. Finally, Standard 5.1 states, ‘The program will adopt a set of required competencies.’ This Diversity Report focuses solely on the competency to, “communicate and interact productively with a diverse and changing workforce and citizenry.” To meet these standards, programs collect data on the outcome of policies toward their faculty, student and program diversity.</i>



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Equity/Equality	<p>In using this term, NASPAA seeks to establish systems and practices that are fair and just, based on a recognition of individual differences and sociopolitical contexts that disproportionately advantage or disadvantage some groups of people more than others. Equity is reflected in fair treatment, access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. Improving equity involves increasing justice and fairness within the procedures and processes of institutions or systems, as well as in their distribution of resources</p>	<p>Equity: The recognition that all people do not have access to the same resources to achieve equality and the implementation of fair and just practices that give people what they need in order to reduce or eliminate disparity. Equitable practices identify and eliminate the biases and barriers which may prevent the full participation of some individuals.</p> <p>Equality: The promotion of fairness and justice by ensuring that all people, regardless of position, status, race, ethnicity, gender, class, gender identity, nationality, religion, sexual orientation, disability, age, and/or veteran status, etc., receive equal opportunity, access, and treatment.</p>	<p><i>Definition not included. "Equity" is referenced in the definition of Public Interest: "They include pursuing the public interest with accountability and transparency; serving professionally with competence, efficiency, and objectivity; acting ethically so as to uphold the public trust; and demonstrating respect, equity, and fairness in dealings with citizens and fellow public servants."</i></p>	<p><i>Term not used.</i></p>
Inclusion	<p>In using this term, NASPAA seeks to create an environment where all NASPAA affiliated stakeholders have an opportunity to contribute and participate, and where all individuals are invited and welcome. Within NASPAA, we intentionally include multiple and potentially divergent perspectives into a shared community of inquiry and engagement.</p>	<p><i>Definition not included. "Inclusion" is referenced in the definition of Public Interest: "Thus, acting in the public interest entails accountability to the public, inclusion and consideration of the diversity of views within a community, and ethical deliberation."</i></p>	<p><i>Definition not included. Standards 3.2, Faculty Diversity and 4.4, Student Diversity, state: "Programs should be able to demonstrate how they 'promote diversity and a climate of Inclusiveness' in accordance with a strategic diversity plan, developed with respect to a program's unique mission and environment."</i></p>	<p><i>Definition not included. Report states: "While these are marked improvements that show that programs overall have diversified and improved their diversification processes on a programmatic level, there are still opportunities where there can be even greater improvement and inclusion."</i></p>



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Cultural Competence	In using this term, NASPAA seeks to ensure that all NASPAA affiliated stakeholders have the knowledge, skills, and abilities to engage with and deliver services to all groups throughout society. "The pursuit of cultural competency represents a window of opportunity to expand traditional knowledge, skills, and abilities (KSAs) into more effective KSAs that promote a public sector workforce who possesses the knowledge, skills, abilities, awareness, and attitudes to eliminate the existing gap or divide that exists between cultural and social groups." (RM Berry-James, 2012)2.	<i>Definition not included. See "Cultural Responsiveness."</i>	<i>Definition not included. See "Cultural responsiveness."</i>	<i>Term not used.</i>
Cultural Responsiveness	<i>Definition not included</i>	An individual's cultural background—including but not limited to one's race/ethnicity, country of origin, age, socioeconomic status, religion, sexual orientation, gender identity, geographic region—can inform one's values, goals, expectations, beliefs, perceptions and behaviors. Cultural awareness requires recognition of one's own cultural identity and the different ways in which different cultural identities may shape values, goals,	<i>Definition not included. Standard 4.4, Student Diversity, states: "In the Self-Study Report, the program should demonstrate its overt efforts to promote diversity, cultural awareness, inclusiveness, etc., in the program, as well as how the program fosters and supports a climate of inclusiveness on an on-going basis in its operations and services.</i>	<i>Term not used.</i>



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Cultural Responsiveness continued		expectations, beliefs, perceptions and behaviors... Cultural responsiveness entails actively engaging with others...to learn, understand and respect different cultures and contexts; and to make decisions that address and adapt to the needs, interests and norms of different cultural groups. In doing so, cultural responsiveness aims to create more equitable, effective, and efficient practices, policies, programs and services.		

Sources:

- ¹ [NASPAA Task Force on Diversity, Equity, and Inclusion](#): Toward a Comprehensive Framework and Action Plan, September 2020
- ² [Self-Study Instructions: November 12, 2019](#), Glossary
- ³ [Self-Study Instructions: November 14, 2017](#), Glossary
- ⁴ [NASPAA Annual Accreditation Data Report: 2014-2015](#). Source: Institute of Education Sciences. Collecting Race and Ethnicity Data from Students and Staff Using the New Categories. Originally retrieved August 1, 2016. Current source: <https://nces.ed.gov/ipeds/report-your-data/race-ethnicity-collecting-data-for-reporting-purposes>. Since only “persons of diversity” is addressed, this Report is not included for other terms.
- ⁵ [NASPAA Diversity Report 2013: Over a Decade in Review](#)