Inclusive Excellence Annual Report 2018

Pursuing of a set of diversity objectives that will reposition diversity, equity and inclusion as fundamental to institutional excellence at Lesley University

President's Committee for Inclusive Excellence
# Table of Contents

2 Message from the President

3 Inclusive Excellence Vision for Lesley

4 About President’s Committee for Inclusive Excellence

5 Our Five Dimensions of Inclusive Excellence

6 Infrastructure

8 Access & Equity

10 Campus Climate & Inclusion

12 Curriculum & Learning

15 Diversity in Research & Scholarship

16 As We Look Ahead
Message from the President

Dear Members of the Lesley Community,

Early last fall, the President’s Committee for Inclusive Excellence (PCIE) was formed in order to build upon the work begun by the Inclusion Plan Steering Committee. In just one year’s time, I have witnessed first-hand the substantial progress this group – in conjunction with many other groups and leaders across our community – has catalyzed, shaped, and achieved. I am particularly grateful for the leadership of Interim Chief Diversity Officer Amarildo “Lilu” Barbosa and Interim Provost Rich Hansen, as well as that of the PCIE Executive Committee. The collaborative efforts which move this critical work forward underline that Inclusive Excellence is a community-wide process—one informed by the collective effort, understanding, and engagement of us all.

On many occasions, I have spoken of the importance of building Inclusive Excellence into the fabric of all that we do here at Lesley. Our Inclusive Excellence Vision Statement reminds us that “our aim is not only to make us a stronger community of learners, teachers, and professionals, but also to enable our students to become highly effective leaders and professionals in their careers and their communities.” This Vision Statement guides the work of the PCIE and its sub-groups and many partner groups, the results of which are reflected in this document. I encourage us all to read this report and reflect on how we and our schools, departments, and functional units can all support and further advance this work.

Inclusive Excellence is both a long-term goal and a long-term commitment, and, as we improve, we must also continuously and honestly assess where and how we can do better and how we can have more impact both within our community and beyond. This process can be, and should be, challenging and will often be uncomfortable, and yet it is core to our mission and our strength as a university. We have only just begun, and I have little doubt that we will successfully continue our journey towards an ever more equitable and inclusive Lesley.

With appreciation,

Jeff Weiss
Lesley University President
July 2016 – August 2018
Inclusive Excellence Vision Statement

At Lesley, we aim to develop as an institution whose continual pursuit of excellence is shaped and informed by a commitment to diversity throughout all levels and functions of the university. We aspire to create an inclusive community that affirms the identities of every individual and affords them dignity and respect, regardless of difference. As we work to fully bring this vision to life, we are committed to continually investing in and building our diversity infrastructure over time.

Our community is reflective of many perspectives and life experiences. Diversity in our community refers to social identities such as race, socio-economic status, ethnicity, indigenous background, immigration status, nationality, gender identity/expression, language, disability, religion/spirituality, sexual orientation, learning differences, veteran status or membership in uniformed services, political views, age and physical appearance.

We aim to be a diverse community of students, faculty, staff, and alumni that engage with one another across differences in meaningful conversation and use differences to strengthen, build, and embolden a Lesley community of engaged global citizens.

We are committed to working inside and outside of the classroom to support this vision. We will create educational programs and experiences that recognize, value and engage with diverse perspectives that make up our community and the world around us.

Our aim is not only to make us a stronger community of learners, teachers, and professionals, but also to enable our students to become highly effective leaders and professionals in their careers and their communities.

Why This Annual Report?

Because we are committed to long term success as an institution, it is important that we also maintain transparency with our community members regarding our efforts each year. In addition to community forums, meetings with Lesley stakeholders, emails, our web presence, and other forms of communication, we also wanted to make sure that we summarized our activities each year in the form of a report that can be shared with the Lesley community.

This document is intended to be a summary of various activities the university was engaged in during the 2017-2018 academic year as it relates to our Inclusive Excellence goals for the university. If you come across any information or content that you would like to follow up on in more depth, please reach out to us at diversity@lesley.edu.
Our PCIE Executive Committee in 2017-2018:

Richard Hansen  Amarildo Barbosa  Maritsa Barros  Bwann Gwann  Janel Lucas  Amy Rutstein-Riley

Interim Provost and VP of Academic Affairs  Interim Chief Diversity Officer and Director of Multicultural Affairs  Director of Urban Scholars Initiative  Chair of Lesley University Diversity Council  Co-Chair of Task Force for Social Justice  Dean of Faculty & Co-Chair of Task Force for Social Justice

Our General Committee Membership in 2017-2018:


Interim Provost  Dean of Students  Vice President of Administration  Vice President of Strategy & Implementation  Interim Chief Diversity Officer/Director of Multicultural Affairs  Chair of Lesley University Diversity Council  Dean of Faculty & Co-Chair of Task Force for Social Justice  Director of Assessment  Vice Provost  Co-Chair of Task Force for Social Justice  Vice President of Budget & Planning  Director of Urban Scholars Initiative  Asst. Dean of Students  Director of Human Resources  Multicultural Student Advisory Council

Vice Chair of Faculty Assembly Steering Committee  Special Assistant to President  Vice President of Enrollment Management  Assistant Director of Communications  Senior Grants Officer  Special Assistant for Retention & Student Success

The President’s Committee for Inclusive Excellence (PCIE) was established in the Summer of 2017 to support our work in creating a more inclusive environment for Lesley University, and this group has a specific role to play in helping advance our diversity, equity and inclusion goals. First, regarding Lesley’s organizational culture and practices tied to diversity, we wanted to help build a vision and aspirational goals to guide the work that ultimately occurred this academic year. Second, we looked to execute key strategic action steps to make progress in five dimensions of diversity work that we have identified as critical to our progress:

1. Infrastructure  
2. Access & Equity  
3. Campus Climate & Inclusion  
4. Curriculum & Learning  
5. Diversity in Research & Scholarship

The re-organization of our Inclusion Plan Steering Committee (IPSC) into PCIE, and the set of action items that guided our efforts this past year, stemmed from the work of the Academic Leadership Team (ALT) in Spring and Summer 2017. We plan to build on this work as we go forward with the establishment of our new Office of Diversity, Equity & Inclusion. Our goal is to demonstrate a sustained commitment over time that will move us closer to our Inclusive Excellence vision for Lesley University.
Our Five Dimensions of Inclusive Excellence

The commitment to social justice is highly valued at Lesley University and is rooted in the history and founding of the institution. In order for the university to continue to move forward and better serve and prepare students for an increasingly global society, it is critical that we continue to explore ways to create inclusive learning environments where all students, faculty, and staff can participate fully and equally in the university’s activities. The goals for Lesley University as we look ahead are to continue building an infrastructure and engaging in practices that will propel us forward into a place where inclusion is infused into the fabric of our day-to-day lives on campus at the institutional, departmental/office and individual levels.

The Inclusive Excellence framework is a model to help our institution integrate diversity and inclusion quality efforts into the core of our institutional functions. Engaging in this work means that we will strive to infuse diversity and inclusion into our recruiting, admissions, and hiring processes; into our curricular and co-curricular activities; into our administrative structures and practices; and our cultural norms and practices as a university.
**Infrastructure**

To secure necessary budgets, resources, organizational structure and full-time professional staff and faculty positions to support and execute the goals critical to our inclusive excellence aspirations.

**Progress in 2017-2018:**

**Community Forums:** In Fall 2017, the President’s Committee for Inclusive Excellence (PCIE) began the implementation of Community Forums to allow for the opportunity to engage with Lesley community members, faculty, staff and students in a more direct manner. The forums are held once a semester, with multiple time slots and locations for both the Fall and Spring Community Forums. In Fall 2017, members of PCIE were able to present on the results of the Student Inclusion Climate Survey results and how those results were informing various initiatives identified for 2017-2018 academic year. In the Spring 2018 semester, PCIE presented updates on progress made during the year, challenges encountered and plans for the Summer and Fall of 2018. We will continue to explore ways to connect with our community not only in person but through virtual synchronous and asynchronous methods (i.e. recorded and/or live streamed sessions).

**Diversity & Inclusion Web Presence:** In recognizing that the institution needs a web presence to support communication efforts and to house updated information on our inclusive excellence work, a Diversity & Inclusion web page was created in Fall 2017. This web page will be updated to ensure that the most up to date information is present as it relates to our vision, guiding frameworks, diversity committees, current and past initiatives, strategic planning and more. For more information, please visit [www.lesley.edu/about/diversity-inclusion](http://www.lesley.edu/about/diversity-inclusion).

**President’s Committee for Inclusive Excellence (PCIE):** PCIE was formally created in July of 2017 prior to the start of the Fall 2017 semester. The goal was to convene a group of university administrators and senior leadership to guide our strategy and implementation efforts in a manner aligned with our five dimensions of inclusive excellence. PCIE ensures that efforts will become increasingly coordinated over time and that we maintain diversity as an institutional priority in a manner that involves various campus stakeholders, including faculty, staff, administrators, the Board of Trustees and alumni.

For more information on PCIE and our Inclusive Excellence framework, please visit [www.lesley.edu/about/diversity-inclusion](http://www.lesley.edu/about/diversity-inclusion).

**Development of Campus Climate Survey:** This past academic year, in keeping with our Student Inclusion Climate Survey from Spring 2017, PCIE developed and administered an Employee Inclusion Climate Survey in the Spring 2018 semester. As we engage in work to enhance and strengthen the campus climate, it is important that we learn and develop a more nuanced understanding about the various issues and challenges experienced by members of our community. The development and effective use of assessment tools and instruments will be essential to maintain an evidence driven approach. Going forward, we will continue to implement climate surveys at Lesley that focus on both our student and employee (i.e. faculty, staff and administrators) populations. Survey results will be shared at the Fall 2018 community forum.

**Office of Diversity, Equity & Inclusion (DEI):** In order to more effectively address matters of diversity and sustain a long-term commitment toward our aspirational goals as an institution, it was imperative that we established an institutional diversity office to not only have oversight on key issues but also ensure progress and continuous growth. The new Office of Diversity, Equity & Inclusion will also be comprised of full-time dedicated staff, a component identified as critical to long-term progress. Professional staff will include the Chief Diversity Officer, Equal Opportunity & Title IX Coordinator, the Director of Multicultural Affairs & Student Inclusion, the Director of the Urban Scholars Initiative as well as the support of graduate coordinators and a part-time sexual assault violence prevention/health educator.

**Re-envisioning of Scorecard & Dashboard:** In partnership with the Director of Institutional Research, the university’s former Diversity Scorecard is being re-developed to allow for more benchmarking and data tracking in key areas that align with our strategic priorities. This work is also being developed alongside the addition of a new dashboard tool that will allow our team to view metrics, charts and visuals on Lesley University data and stats at any point in time. Similarly, in preparation for the Office of Diversity, Equity & Inclusion (DEI), outcomes and progress indicators are being identified to ensure that the strategic actions tied to our office goals are in fact moving us towards desired outcomes and goal attainment. It is critical to maintain an evidence driven approach. Therefore, access to key metrics and relevant data will be an integral part of DEI’s work in the coming years.
Areas for Continued Growth:

Strategic Planning: In order to ensure that our diversity work is positioned in a manner that is integrated in core university functions for future semesters and years, it will be critical to continue a strategic planning process via our PCIE Strategic Planning Working Group to infuse the inclusive excellence goals and priority areas into the creation process of our Lesley 2030 Strategic Plan. Such a process will allow for the actualization of diversity as a foundational component to institutional excellence.

Goals Setting for Diversity Work: During the Summer of 2017, as we work to prepare for the launch of the Office of Diversity, Equity & Inclusion, we will develop a set of strategic goals and activities to guide our efforts during the 2018-2019 academic year and future years. This work will also coincide with our larger Lesley 2030 Strategic Planning efforts to ensure alignment and continuity. Our efforts should be integrated into the larger university strategic plan to the point that by advancing the university strategic plan, we would also be advancing our inclusive excellence goals.

As we look to advance our diversity efforts at Lesley, it will be important that we build a strong foundation that will allow us to ensure sustained progress over a long period of time.

- Amarildo “Lilu” Barbosa, Interim Chief Diversity Officer & Director of Multicultural Affairs & Student Inclusion

In Fall 2018, Lesley will officially establish its Office of Diversity, Equity & Inclusion alongside its first Chief Diversity Officer and full-time Equal Opportunity & Title IX Coordinator.
Access & Equity

To achieve access and equity for historically marginalized individuals at the student, faculty and staff levels; and to increase diversity in enrollment and hiring along with graduation rates and promotion rates in a manner aligned with equity goals.

Progress in 2017-2018:

Understanding Diversity as a Priority: Within PCIE, diversity has been identified and positioned as a strategic priority within our planning on the future of Lesley. It has been central to our conversations and is deeply connected to the work of the future Office of Diversity, Equity & Inclusion that will officially be launched in September 2018. We know that by diversifying our community in the broadest sense, we will also allow for different perspectives, ways of thinking and ways of making meaning that ultimately enhance our creativity, problem solving and innovation within the university’s academic and learning environments. Our current data for Lesley highlight that there are areas where we will need to diversify the student, staff and teaching community. We are committed to increasing racial and ethnic diversity throughout the university. By increasing diversity within our community, we are helping the university realize its full potential and will be contributing to overall academic excellence and enhanced learning communities. In addition to enhancing our community through the presence of diverse communities, the process of recruiting for a more diverse community is also creating more equitable access to learning and employment opportunities.

PCIE Working Groups on Recruitment: This past Spring 2018 semester, three different working groups were established to begin building strategies and identifying action steps to strengthen our diversity recruitment and selection processes. Our three PCIE Working Groups focus on:

1. Student Recruitment
2. Adjunct Faculty Recruitment & Selection
3. Full Time Employee (Faculty and Professional Staff) Recruitment

The Working Groups currently consist of faculty, staff and administrators. Each group received a unique charge around recruitment and selection that ultimately asked for the generation of executable action items for the short term and high impact longer-term initiatives that will require more planning and coordination. The goal was to also identify a set of action items grounded in best-practice approaches that will move us closer to the aspirations of our Inclusive Excellence Vision Statement. Each Working Group was able to produce a set of strategic action items that we will begin working on in Summer 2018 and into the 2018-2019 academic year.

Community College Partnership: Lesley’s Community College Partnership (CCP), housed in Lesley’s Center for Adult Learning (LCAL), is designed to support post-traditional college students in completing a bachelor’s degree. The CCP has been able to expand pathways to Lesley by increasing overall access via LCAL and traditional program pathways, and by implementing on-site degree completion programs at Bunker Hill Community College, a partner for Lesley University. Both initiatives have resulted in an increased number of transfer students, and have added both diversity to the student population as well as a significant number of post-traditional college students to Lesley. Going into Fall 2018, CCP will see an expansion of existing partnerships, via the development of four new onsite programs at:

1. Massasoit Community College
2. A new initiative in New Bedford, MA
3. Quincy College
4. Quinsigamond Community College

Milestones With Urban Scholars Initiative: In May 2018, the Urban Scholars Initiative (USI) program graduated its first fully recruited cohort of students. Of this cohort entering in 2015, 88% of these students graduated from Lesley with bachelor degrees in a variety of fields of study. In the 2017-2018 academic year, USI students served in student-staff and work study roles in Admissions, Visitor Services, the Office of the Provost and in the Office of Information Technology. USI students have also maintained a presence in a variety of student leadership roles which include participation as student-athletes, Community Advisors, Orientation Leaders, Admissions Ambassadors, CommonLYNX Directors, and Summer Corp members. Students were also able to contribute to the Lesley community through scholarship and various forms of leadership, via presentations at our own Community of Scholars event, and University of Rhode Island’s DIVE Conference. The USI program will continue to build an environment of achievement and student success as it prepares for its largest cohort ever in the Fall 2018 semester.
International Students & Global Education Center: Increasing the enrollment and success of international students has been the focus of the Global Education Center through multiple initiatives. Streamlined and more responsive admissions processes have improved yield and completion rates despite a challenging climate for enrolling international students. A new partnership with ILSC to develop and recruit for the Global Academic Advantage program (an ESL pathway program) was established and launched in 2017-2018 academic year. As part of the extensive planning process, the Global Education Center team offered workshops to support those working with linguistically and culturally diverse learners.

Areas for Continued Growth:

Supporting Needs of a Diverse Community: Although we are committed to diversifying our community at Lesley University in a manner that enhances the learning experience and increases the diversity of our students, our faculty and professional staff community, it is also critical that we align these efforts with retention supports that consider the needs of a diverse community. And so, as we commit to enhancing our recruitment initiatives, we will also prioritize supporting our student and faculty/staff needs in anticipation of growing diversity within our community.

Because we know that diverse groups of individuals will have unique life experiences and needs that are often connected to their identities, it is also important that we equip ourselves to support those needs. While we have some resources in place, we will look to align our recruitment efforts with a process to strengthen our institutional diversity capabilities when it comes to serving under-represented and historically marginalized groups. Examples of these diversity capabilities would include, but are not limited to: developmental trainings and workshops for faculty and staff that teach and support our diverse student populations; availability of grants and scholarships to help with the cost of educational tools and access to higher education for those who experience financial challenges; and student access to personnel and offices that provide identity-based support.

64% of students coming from Bunker Hill Community College to Lesley are students of color.

Lesley at BHCC went from an initial cohort of 5 students in 2014 to 96 students in Spring 2018.

75% of the USI students (who graduated in May 2018) had already secured full time employment or enrollment in graduate school by July 2018.

80% reflects the overall two-year graduate rate of Lesley at BHCC students.

To see how the [USI] program has changed over the past few years, how it’s helping make the college experience more accessible to more people... it’s a warm feeling.

- Albert Myers, Class of 2018, USI graduating student
Campus Climate & Inclusion

To establish a campus climate of inclusion, in which every member of the institution feels a sense of belonging and is able to participate fully in the life of the institution.

Progress in 2017-2018:

Gender Identity and System for Name Change: One of our goals this year was to solidify a process that allows students to indicate their Chosen Name early in their college tenure through a self-directed process that would also inform other university systems and databases. For our trans and non-binary community members, this has been a significant concern given the reality and instances where students encounter their deadnames during interactions and/or correspondence with others on campus (i.e. deadname refers to a name that is no longer used by an individual, and in this context refers to individuals who are transitioning or have transitioned with respect to their gender identity). Our Office of Information Technology has been able to identify a system and software upgrade that will eventually allow students to log into a Self-Service portal in order to indicate their Chosen Name- a process which will then inform the name that appears in the following areas:

1. Blackboard
2. Student ID
3. Course Roster
4. The Outlook Email Display Name

This new systems upgrade is being developed and tested with the goal of having it available for students in the Fall 2018 semester. The eventual goal is that new students entering Lesley University will be able to indicate their name via this portal assuring that in their interactions with faculty and staff the name they have identified as reflecting their sense of self and identity is what will be used.

Bias Education & Response Team (BERT): In Spring 2018, the university officially launched its Bias Education & Response Team. The team will work to address the impact of bias that occurs within the Lesley University community among students and employees. Within BERT, the Responders maintain a goal of addressing the impact of bias from a standpoint of support and education - both for those who witness and experience bias as well as engaging with those who may have made comments or exhibited behaviors motivated by bias. Currently BERT consists of 16 Responders and four Coordinators. The team participates in monthly trainings and since February 2018, BERT has received a total of eight incident reports. During the semester, we have learned a lot about issues impacting our students and employees, various perspectives on where individuals feel they can be better supported during such a process, as well as how our process connects with and communicates with other systems and reporting channels at the university. Our coordinating group is committed to continuously refining and strengthening the BERT process, and to do so, in Summer 2018, we will begin to incorporate feedback we have received into our planning process. Later in the summer, we will build on best practices for effective bias response. Our goal with BERT is to ensure that community members feel supported and that we can also learn, heal and grow as a community when incidents do occur.

Growth of Multicultural Affairs: In the 2017-2018 academic year, the Office of Multicultural Affairs & Student Inclusion (MASI), which was established in July 2016, continued to grow and expand its efforts on campus. Some of the new features in this past academic year included the new multi-purpose student lounge, which was a collaborative effort with the Urban Scholars Initiative (USI) and the Lesley Center for Adult Learning (LCAL) who both reside in 13 Mellen Street. MASI also added an evening work study position as well as two graduate coordinator positions, which the office is committed to maintaining each academic year going forward. In terms of coordinating and seeking more integrated co-curricular programming, the office established a Multicultural Programming Committee that consists of a core group of faculty, library staff and programming units from across campus (e.g. Student Activities, Lesley University Diversity Council, etc.) in the hopes of generating programming for 2018-2019 that is more accessible to our diverse student populations and considers the needs of our commuter, online/low residency students and distance learners. This programming effort is currently led by our Interim Program Coordinator, Jennifer Castro, who is also the Assistant Director in the Urban Scholars Initiative.

Affinity Groups: This past academic year, the university implemented race-based affinity groups, which is an opportunity for Lesley faculty and staff to come together in efforts to examine, explore nuances and find solidarity with respect to their racialized experiences as Lesley University employees. The concept of affinity groups has resonated with a number of
our employees of color and white employees, however the biggest challenge at the moment with the implementation of the affinity groups is in establishing a day and time that allows for an ease of participation. We will continue to explore the best methods for implementing these groups as well as cementing its relationship to Lesley University Diversity Council to support its coordination and implementation during the year.

Areas for Continued Growth:

As we look ahead to the coming academic year, there is still much work to be done to strengthen and develop a campus climate that will carry us toward our stated aspirations outlined within our Inclusive Excellence Vision Statement. We have learned much this past year via collected data and interactions with students, employees and alumni. Our student activism on campus is a reminder, like many other institutions, that we have progress still to be made in many areas, including but not limited to those related to race, gender, disability and access for DACA and undocumented students. And we will look to engage these issues more closely in the coming year with both students and employees.

In doing this work, we will pursue preventative and proactive measures essential to real culture change. This will be necessary as we lay the foundation for a university culture that is grounded in understanding, trust and relationships. We cannot have a truly welcoming community if we do not have these pieces in place for all community members. One of our plans for this coming year, with new and returning students, is to engage community members in a collective, not just in dialogue, but in activities that strengthen our abilities to gain understanding within and across difference.

Our PCIE Working Group on Campus Climate is also engaged in two activities this summer that will carry over into the Fall 2018 semester:

1. Analysis of the Employee Inclusion Climate Survey
2. Information gathering and focus groups for development of community wide anti-oppression initiatives intended to engage all members of the community across difference

Through these activities we are striving for a culture where the thinking and behavior of individuals supports an environment where all can participate fully and be their authentic selves in a manner free from stressors of bias and micro-aggressions.

There were 8 reports assigned to the Bias Education & Response Team in Spring 2018

The five main findings from Student Inclusion Climate Survey shared in Fall 2017:

- Respondents of color reported observing and experiencing more negative treatment or bias than white respondents in all but one of the categories surveyed
- Peers are the largest source of negative treatment or bias, followed by faculty, then staff
- Classrooms are the most common location where negative treatment or bias is experienced and observed
- Overall, students are not generally engaged with diversity related events on campus
- Negative treatment or bias was reported by students in multiple marginalized social identity categories

Employee Inclusion Climate Survey was administered in Spring 2018 —the findings and summary will be available in Fall 2018.
Curriculum & Learning

To ensure that students, faculty, and staff are prepared for a diverse, global, and interconnected world.

Progress in 2017-2018:

Adding Social Justice Education to LU101/First Year Conference: In Fall 2017, the university piloted an extension to the Lesley University 101 and First Year Conference (FYC) courses offered in the College of Liberal Arts & Sciences (CLAS) and the Lesley Art & Design (LA+D), respectively. A total of four additional course meeting times were added to include topics on Enthusiastic Consent and Cultural Competency. Within the context of cultural competency, a total of two new meeting times were added to the course during the month of October. The goal was to develop a course experience that touched on foundational components of the following cultural competencies:

1. Self-Awareness
2. Understanding & Valuing Others
3. Knowledge of Societal Inequities

Following the Fall semester, feedback was collected from student participants, facilitators and an external consultant regarding the LU101/FYC extended sessions. For Fall 2018, in alignment with feedback and Spring 2018 planning, the added sessions will focus solely on Self-Awareness. This will allow facilitators to engage students in more depth on the exploration of their own identities and socialization experiences- with the goal of understanding how these socialization experiences connect to the lens they use to make meaning and interpret the world around them.

Diversity Learning Expectations on Course Syllabus: During the 2017-2018 academic year, the Task Force for Social Justice in Teaching & Learning (TFSJ) worked on a syllabus statement that could be adopted and used across the institution. The goal was to develop a statement that articulated the expectations of a learning environment as well as a commitment to diversity and inclusive pedagogy in the classroom. The statement was drafted by TFSJ, which consists of faculty and administrators from each academic school, and was then sent to Faculty Assembly for approval and adoption via a vote. Faculty Assembly has voted in favor of the course syllabus statement, which will be added to university course syllabi starting in the Fall 2018 semester. While symbolic on some levels, this statement is also an acknowledgement of our institutional commitment to inclusive excellence. The statement alone will not move us toward our goals and it will also require other proactive measures that address areas such as personal development, campus climate, curriculum and pedagogy to move us closer to our aspirational goals of how we envision a diverse learning environment.

Assessing Curriculum & Pedagogy on Student Course Evaluations: In Spring 2017, Academic Affairs Committee (AAC) and Faculty Affairs Academic Policy (FAAP) developed two diversity and inclusion themed questions that were added to the student course evaluations as a pilot. The two questions, which became a part of the student evaluation of their course experience focused on:

1. Diversity of the course curriculum
2. The nature of inclusive pedagogy in the course

When originally voted on, the two questions were approved as pilot questions that would become a part of the course evaluation for two years. Since Fall 2018, the Task Force for Social Justice in Teaching & Learning (TFSJ) has revisited the questions and began discussion and planning on ways to strengthen the nature of the questions and their ability to probe desired areas of interest as an evaluation tool. It has also been a topic of planning with respect to how the data could possibly be used to enhance the classroom experience for both students and faculty. This work will continue during 2018-2019, during which AAC and FAAP, with support from TFSJ, will also begin to explore a process to establish permanent questions that assess diverse course content and inclusive pedagogy in the classroom learning experience.

Each Fall semester, over 25 students participate in the Common Lynx Retreat — a three-day developmental diversity learning experience.
Common Lynx and the Cultural Literacy Curriculum Institute: For several years now, Lesley University has offered multi-day intensive experiences that allow for individuals to interrogate their own social identities in a manner aimed at increasing self-awareness and knowledge of critical social issues that impact their lives on and off campus. For undergraduate students, the Common Lynx Retreat has been offered to students in the Fall semester of each year. It is a peer educator model where students facilitate a number of activities over a three-day period designed to deepen the knowledge and self-awareness of students on a number of social identities, social inequities and forms of oppression. The Common Lynx program comes out of the Office of Student Activities and is spearheaded by student diversity educators who engage in year round training and developmental activities. Similarly, the Cultural Literacy Curriculum Institute (CLCI), which is offered through the Lesley University Diversity Council (LUDC), is a four-day intensive for faculty and staff in the month of June that focuses on awareness building and an exploration of personal approaches for diversifying curriculum and developing more inclusive pedagogy for course instruction, and/or establishment of co-curricular activities that support learning on social issues. Each year CLCI, which is facilitated by a small group of faculty welcomes a cohort of about 20 faculty and staff. In June 2018, CLCI accepted a cohort of 22 faculty and staff members. LUDC is also exploring possibilities and formats for similar developmental opportunities during the academic year beyond the June session.

Our Areas of Growth:

Initially charged in November of 2016, the four academic schools have been engaged in a process of assessing and modifying/developing all courses so that they touch on at least one of the five cultural competencies identified in the Diane Goodman framework for cultural competencies, which consist of:

1. Self-Awareness
2. Understanding & Valuing Others
3. Knowledge of Societal Inequities
4. Skills for Interacting in Diverse Environments
5. Skills for Fostering Inclusion

The five cultural competencies being explored in the academic schools are foundational in many ways and build on the scholarship of many researchers and scholars. But it was also recognized that in order to ensure a more effective experience for students, faculty and staff with respect to teaching and learning, there must be opportunities created for individuals to explore and understand these competencies more fully. With a small group from the Academic Leadership Team (ALT) and a small group of faculty, our plans in Summer 2018 and the coming academic year is to develop a foundational course available to core and adjunct faculty that looks to provide an in-depth exploration of the cultural competencies.

One of the identified areas critical to learning for diverse groups with respect to social justice education is the process by which a holding environment is created to both support learning and engagement, and to also consider group dynamics and different ways of meaning making. Starting in Summer 2018, with support from eLearning & Instructional Support (eLIS), a multi-part virtual training module on framing conversations for social justice education is being developed. This will be a self-paced module that would be accessible to adjunct and core faculty as well.

Additionally, the Office of Diversity, Equity & Inclusion will continue to identify new opportunities for learning and development on key issues that influence and shape the campus climate at Lesley.
In my facilitation of CLCI, I utilized an arts based research method called testimonios (the storytelling of vulnerable personal narratives) in order to humanize relational discourses between all Lesley community members. I worked to highlight how decolonizing hierarchical relationships in higher education is essential for critically co-creating a new social-emotional environment for teaching and learning to flourish at Lesley.

— Angelica Pinna-Perez, Assistant Professor in Expressive Therapies
This past year, core and adjunct faculty with research and practical experience in areas including, but not limited to, racial justice, restorative practices, social inequities, language literacy and adult learning/andragogy have contributed to our efforts in a variety of capacities.

**Our Areas of Growth:**

As we engage our faculty colleagues in efforts that help to advance our diversity work at Lesley, it will be equally important to identify and establish opportunities for incentives to support this work as well as continuing to identify platforms for showcasing and recognizing the contributions, research and scholarship of our institution’s faculty. For example, incentives may include grant dollars for research or course releases that allow faculty to dedicate time and energy to research and scholarship on critical issues.

**Diversity in Research & Scholarship**

To advance scholarship and research around domestic, international and intersectional issues of diversity.

**Progress in 2017-2018:**

**Leveraging faculty expertise to advance diversity initiatives:** As the university continues to take steps toward actualization of our inclusive excellence priorities it is important that we tap into the skills, knowledge, expertise and resources that are currently available to us on our own campus— which includes our human capital. Currently, there are a number of faculty whose research interests and passions lie in areas that are critical to advancing our diversity efforts. The Cultural Literacy Curriculum Institute (CLCI) is one initiative that relies on our faculty allies to develop, assess and implement a developmental experience that ultimately serves to increase the capacity of our faculty and staff to engage more effectively within and across difference.

Aside from CLCI, the university’s diversity committees and working groups also allow for faculty colleagues to take on leadership roles in advancing our institutional diversity priorities. Because we have a number of faculty who engage in scholarship and research that centers diversity and equity issues, it will be essential to our future efforts that we also create opportunities to engage with and follow the leadership of our teaching colleagues whose work helps provide a deeper and more nuanced understanding of key issues.

**In the last two academic years, there were over 20 participants each year in the faculty-led Cultural Literacy Curriculum Institute, a four-day intensive held on the university campus.**

There are faculty in diversity leadership roles at Lesley who have published or recently published on diversity issues of critical importance, such as Janel Lucas, Member of the Executive Committee of President’s Committee for Inclusive Excellence, and Amanda Wager, Co-Coordinator of the Bias Education & Response Team.
I am able to use my research to inform my approaches to enhancing students’ knowledge base of evidence-based approaches for supporting culturally and linguistically diverse learners as well as increasing their own cultural competence and awareness. In addition, my research on language teaching and learning, specifically in English for Academic Purposes (EAP) grounds my work directly supporting international and 1.5 generation students’ academic language development.

— Dr. Amy Gooden, Assistant Professor of TESOL and Bilingual Education, Academic Director of Global Academic Advantage (GAA) Programs
As We Look Ahead

To Lesley Community,

Although we have taken some foundational steps this year, our work is not finished. Diversity work is as much about the process as it is about the destination that we aspire to. As Adams, Bell, Goodman, and Joshi (2016) define it, social justice is both “a process and a goal”. We will set goals for each semester and each academic year in a manner that is both coordinated and strategic to help us arrive at that aspirational state that we have identified in our Inclusive Excellence Vision Statement. At the same time, we know that by dedicating ourselves to a process of intentional and sustained commitment, that it will change us and help us grow as we do our work- both as individuals and as a collective. Through such a commitment and personal accountability, we are ensuring that we will continue to pursue excellence in our work and progress where possible.

By taking a path that is evidence driven, rooted in best practices and where methods of implementation are continually assessed and improved, we should be able to make progress each semester going forward. At the core of the social justice philosophy is the understanding that once one has become aware of social inequities or systems of oppression on any level, that we are called to action because that awareness and new consciousness requires us to act. And so this is the responsibility that we have as educators and members of the Lesley community.

We plan to carry this spirit of action, commitment and personal accountability into the new academic year as we enter Fall 2018. And we plan to build on the work that was done in 2017-2018, and we also recognize that we are building on the contributions of the many students, faculty, staff and alumni who have made diversity a priority in this past academic year and in the years past.

Sincerely,

PCIE Co-Chairs, 2017-2018
Rich Hansen, Interim Provost & Vice President of Academic Affairs
Amarildo “Lilu” Barbosa, Interim Chief Diversity Officer & Director of Multicultural Affairs & Student Inclusion