Inclusive Excellence Annual Report 2019

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

Dear Members of the Lesley Community,

Inclusive excellence is a goal for Lesley University that has real consequences and one that is at the heart of work of the Diversity, Equity and Inclusion Division. Under the leadership of the Chief Diversity Officer, the attention to and implementation of numerous initiatives outlined in this annual report have impacted a wide cross section of our university. From search committee training to work with individual students and student groups to work with faculty that impacts the classroom or studio environment, inclusive excellence has taken its rightful position as guiding work and thinking across the university. When our thinking starts with questions about respect, acknowledgement of strengths, and building community, we make stronger individual decisions and well-informed strategic decisions that impact the future of Lesley as a valued place to work and a university that provides an inclusive educational framework.

As Lesley moves forward recognizing the value of inclusive excellence, how we actualize this value in our day to day interactions with all members of our learning community will, in my view, drive our success as a University. How do we greet each other on campus, how do we treat each other in meetings, and how do we build curriculum that provides students and faculty alike the opportunity to build a campus culture that encourages all to speak their mind in a context of trust?

We have made great strides and now the Lesley of the future will flourish as our dedication to inclusive excellence grows.

Sincerely,

Rich Hansen
Interim President, Lesley University
Fall 2018 and Spring 2019
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 2018-2019 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.
About Our Division
The Division of Diversity, Equity & Inclusion (DEI) is a unit whose role is to advance our Inclusive Excellence mission as Lesley University moves into the future. Our professional staff are committed to the development, implementation and assessment of key strategic initiatives that will enhance our diversity capabilities within our five dimensions of Inclusive Excellence:

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

Our Mission
We are committed to the pursuit of strategic diversity initiatives that will position diversity, equity and inclusion as fundamental to institutional excellence at Lesley University. In doing so, we are striving for a campus culture and community that fosters a true sense of belonging for all, provides opportunity for everyone to participate equally and fully in the Lesley experience, and helps to develop each individual's capacity to confidently and competently engage within and across difference.

Understanding Inclusive Excellence at Lesley

Members Of Our Team In 2018-2019

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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 thinking, strategic planning, problem solving and systems throughout the institution.

As we look to coming years, it will be critical that we continue to be intentional and strategic in the work that we do as a university. The way in which we apply the Inclusive Excellence framework will also evolve over time as we continue to make progress in key areas. Given the larger socio-historical context that surrounds our work along with what we have learned from our own Lesley community, it will be important that we can center and prioritize a diversity lens in our various activities.

The work that we are able to do today is an investment for the future. The 2018-2019 academic year was our first official year as an organizational unit, and was an opportunity to begin to lay a foundation through the establishment of our division of Diversity, Equity & Inclusion, which housed core activities related to Title IX, 504/ADA compliance, multicultural affairs and intercultural learning, the Urban Scholars Initiative, and various institutional diversity initiatives. The presence of a dedicated team on campus will allow us to broaden our reach and capacity through an added diversity of perspectives, professional experience, and collective ongoing contributions towards enhanced quality and sustainability of our work.

Our work in the 2018-2019 academic year was only possible through the collaborative work done in partnership with various offices and individuals. Moving forward we will continue to work with our campus partners in this way as we engage in the ongoing work of infusing diversity, equity and inclusion into everything that we do.
Efforts Within Our Five Dimensions of Inclusive Excellence

**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 2018-2019:**

**Office of Diversity, Equity & Inclusion Opens in Fall:** In Fall 2018, Lesley University officially launched the Office of Diversity, Equity & Inclusion (DEI). As we began the year, we also determined that it was critical that we filled the vital full time position of Equal Opportunity & Title IX Coordinator, which was completed with the hire of Anita Poole-Endsley. That same Fall 2018 semester, we also recruited and brought on board Graduate Assistant, Madison Thorpe, to serve as a member of the DEI team and to provide support with our institutional diversity efforts. Our reorganization efforts included pulling Multicultural Affairs & Students Inclusion, Title IX education & compliance, and the Urban Scholars Initiative (USI) all under the DEI umbrella. Later that year, Maritsa Barros, who has led the creation and growth of the USI program, and has been a key contributor on institutional diversity items was promoted to Associate Diversity Officer & Executive Director of USI. Undergraduate student, Katya Zinn, also joined DEI in Fall 2018 to serve as an Intern for Sexual Assault Prevention Education.

As a part of our own internal unit development, our staff engaged in a number of developmental activities during the year that focused on post traditional student experience, universal design for learning, gender identity, race and university admissions, intercultural skill development, and more.

**2018-2019**

Lesley enrolled 75 new international students and USI welcomed its largest class of 38 new incoming students.

**Expanding Community Partnerships & Connections:** As we continue to think strategically about our diversity work, it is important that we do not do this work in isolation and that we also maintain a strong network of diversity professionals across institutions in Massachusetts, New England and nationally. In the 2018-2019 academic year, our diversity office joined the Women of Color in the Academy Network, a local consortium of colleges and universities in the greater Boston area spearheaded by Northeastern University. We have also identified national organizations and knowledge communities that focus on issues such as gender identity, Latinx experience and disability. It is important that we stay connected to emerging scholarship, research and best practices as it relates to critical issues impacting our community.

**Contributing to Lesley 2030 & Strategic Planning:** Strategic planning work remains ongoing at the moment, but this past year, our diversity office worked with the Strategic Planning and Implementation Office in the development of Lesley 2030 core pillars and one pillar in particular that maintains a focus on diversity, equity & inclusion as core university values. As a collective, we felt that it was important to not only highlight our diversity focus as a stand-alone pillar in the Lesley 2030 planning process, but to also work to infuse a diversity and equity lens through the Lesley 2030 plan overall. This will help ensure that the strategic planning work ahead maintains a diversity focus throughout as we think about our community and their diverse set of needs and experiences that exist. Additionally, the Office of Diversity, Equity & Inclusions developed the Foundations for Lesley strategic action document to guide internal efforts in the 2018-2019 academic year.

**Communicating our work:** This past year, in efforts to be transparent and increase access to information, we began a process to share periodic community updates on the various activities our office and campus partners have been involved in from a diversity standpoint. We also began our reconceptualization and planning of enhancements to diversity content on the university web page. To support the web development work, we identified and trained a DEI team member to serve as an internal web editor. This work has led to a number of changes impacting information tied to our main diversity page, bias response content, staff members, programs and services, outward versus inward facing pages, a new diversity office email address, and
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more. This work will be ongoing throughout the next academic year as more content is developed and updated. Moving forward, the DEI office will be working with the Office of Communications to develop a regular communication plan during the academic year.

Campus Climate Forum: In Fall 2018, our PCIE Campus Climate group held multiple forums on each campus to present data and findings from our Employee Inclusion Campus Climate Survey, which was administered in Spring 2018. The survey yielded information that has provided great insight in two key areas: 1) how our employees have experienced negative treatment and/or bias and 2) information regarding the level of diversity engagement among employees. This data has been used to inform strategic planning and implementation of programming and training experiences in the upcoming academic year.

Using PCIE Working Groups & LUDC to drive initiatives: In the 2018-2019 academic year, the President’s Committee for Inclusive Excellence (PCIE) established four working groups focusing on the following: Adjunct Hiring Pools, Unconscious Bias Training, Coordinated Campus Response to Bias, and Threshold Inclusion. Each working group focused on a specific set of desired outputs for the academic year. The Working Groups were convened in the Fall 2018 semester and met every other week in the Spring 2019 semester, as they worked toward a set of deliverable items. Each group engaged in planning, development and/or implementation of critical items to various degrees. Ultimately, each Working Group developed a final report and set of recommendations for adoption. Each set of items is at various levels of implementation and work will continue to ensure effective development and implementation moving forward, as needed.

In Fall 2018, the Lesley University Diversity Council (LUDC) went forward with a new mission and set of guiding pillars. LUDC was guided by efforts in the following three areas: Teaching, Learning & Development to support initiatives such as the Diversity Practitioner Program and Courageous Conversations; Programs & Sponsorship; and Community Think Tank, which is an effort to create space for cross campus problem solving and community engagement on day to day diversity challenges specific to individual professional roles. We will continue to examine how LUDC can evolve and better support efforts in priority areas identified for the future.

Areas for Continued Growth:

Strategic Planning: In addition to ongoing support of our university strategic planning efforts with the Lesley 2030 Strategic Plan, it will be critical for our office to develop a set of strategic priorities to guide our efforts in FY20 and beyond. Following up on the development of our year one Foundations for Lesley document and set of strategic actions, we will begin a strategic planning process that should articulate a prioritized and sequential plan for how we can address critical areas in need of growth. This will provide a road map for the work of our office in a manner that is infused throughout the Lesley 2030 plan so that diversity is positioned as foundational to institutional excellence.

In FY19, incoming students had an opportunity to engage with self-awareness and diversity related content as a part of Undergraduate Student, Transfer, and Graduate Student Orientation.

Content for unconscious bias training focuses on 1) understanding bias, 2) individual and system strategies for minimizing bias and 3) best practices for search teams.
Rethinking existing systems and programs: As we create and develop within the scope of our work, it is also important that we are able to re-imagine and rethink existing programs and systems within the office and across the university. Moving forward, we will look to re-imagine how we implement summer programs, deliver training experiences and engage Lesley community members and stakeholders who are not physically able to get to campus. While we address any gaps and problems of practice, we will look to incorporate feedback received from our assessment activities to enhance our work so that we can better meet community needs.

It will be important to ensure that we continue to find ways to leverage technology in order to increase student and employee access to information, programs and training experiences tied to policy, reporting, sexual assault prevention, awareness building and unconscious bias, for example. Many of our graduate and undergraduate students work, commute and/or need to engage from a distance and so it is critical that we can maintain a presence in the virtual space with various activities.

Re-conceptualizing the Task Force: With the committee previously known as the Task Force for Social Justice & Teaching Learning, in collaboration with newly appointed co-chairs and faculty collaboration, we worked to rethink new priority areas and how to best engage this group. With a focus on the classroom experience, specifically the implications of culturally responsive pedagogy for teaching and learning, this group will continue but as a Working Group under President’s Committee for Inclusive Excellence (PCIE). This will not only help integrate these activities more fully, but the new structure and directions will also for continued progress on priority items in FY20 in a manner aligned with DEI goals.

Reporting on Title IX Efforts: As a continuation of educational and compliance based activities led by our Equal Opportunity & Title IX Coordinator, a Title IX Annual Report will be published in Fall 2019. This document will be available and accessible to the community digitally.
PCIE brings together stakeholders from across campus in a format that facilitates rapid and effective change work. The efforts of the working group on Threshold Inclusion resulted in dramatic, and nearly immediate, improvements in the inclusion of Threshold students on campus, and we are already seeing an array of positive student outcomes as a result. I don’t think this would’ve been possible without the structure of PCIE and the commitment of its members.

— Cara Gorham Streit, EdD, MSW, LCSW, Associate Director & Director of Academics, Innovation, & Inclusion, Lesley University Threshold Program
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 2018-2019:

PCIE Working Group in Adjunct Hiring: This working group worked with the Associate Vice President and Director of Human Resources and was able to explore identified steps to support adjunct recruitment and practices that will assist in increasing diversity. The focus included attention to items such as: position description diversity statements and minimum qualifications, posting strategies, guidelines and resources for search teams, and utilization of hiring pool as a practice.

Unconscious Bias Training for Search Committees: During the FY19 year, we began planning for unconscious bias training for search committees and held a total of 6 pilot versions of unconscious bias trainings for search committees. Through the PCIE Working Group on Unconscious Bias Training, we identified various components integral to delivery of the training. Human Resources has also developed standardized guidelines and materials for search committees that include content on unconscious bias, which is supplemented by in person training. We will continue to explore considerations for delivery of this content.

Community College Partnership: Lesley’s Community College Partnership (CCP), housed in Lesley’s Center for Adult Learning (LCAL), is designed to support students with associate degrees to complete 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 2019, CCP will see an expansion of existing partnerships, via the development of new onsite programs in New Bedford and at Urban College of Boston. Partnerships with Middlesex Community College are also in development.

International Students & Global Education Center: Lesley currently supports over 180 international students from more than 50 different countries, and we welcomed 75 new international students in the 2018-2019 academic year, despite a nationwide decline in international student enrollment. We have offered academic and cultural programming to support non-native speakers and international students. Over the last four years, an average 116 Lesley students have studied abroad per year. In 2018-2019, students traveled to 20 different countries including: Japan, Costa Rica, Italy, Ireland, Argentina, and Australia.

Leveraging partnerships within USI & Milestones: This past academic year going into the summer, the Urban Scholars Initiative added three new partnering organizations, which include The Girlhood Project, an initiative the centers the experience of middle school students spearheaded by Lesley University, Prep @Pingree, a program designed to support access to high school education for middle school students in under served communities, and Innovators for Purpose, a local initiative intended to cultivate interest and passion around science, design, technology and entrepreneurship in historically marginalized communities.

In Spring 2019 after hiring our

Equal Opportunity & Title IX Coordinator, educational activities and trainings were held for 12 different stakeholder groups (i.e. student groups, events and offices) on campus reaching students and employees.
communities. In addition to the new partnerships, the USI program also began to explore a new system to better leverage the relationship with partner sites as well as identify new ways that Lesley can support the mission of partnering organizations as well. Some of the new plans to engage the community based organizations include partner site visits through admissions, campus tours and information sessions, availability of workshops designed to meet partner needs and more. In 2018-2019, USI program welcome 38 new students, which was the largest class ever enrolled at that point in time.

USI students also continue to serve in leadership roles that include Undergraduate Student Government, Black Student Union, Multicultural Student Association, USI Peer Mentor, Orientation and other campus activities. In addition to student leadership and engagement, USI students have performed well academically historically, with the average GPA for USI students at 3.0 in the FY19 year.

**Areas for Continued Growth:**

**Student diversity & recruitment:** More planning is needed to implement a student diversity recruitment framework that can assist address low racial and ethnic diversity in certain academic areas. Racial diversity is higher in some academic programs and schools relative to others, which highlights an opportunity to engage in more intentional recruitment efforts to bring in more diversity of identity, experience and perspective into our learning environments. In thinking about recruitment, we must also be intentional about aligning our recruitment work with retention efforts intended to address needs of individuals that ultimately enroll at Lesley University. We will continue this work in the new academic year, with plans to build on some preliminary groundwork related to an evolving student diversity recruitment framework that speaks to graduate and undergraduate students as well as critical interrelated dimensions, such as campus climate and resources, for example.

It is also important to note that we must maintain an intersectional lens in thinking about recruitment and recognize that student of color recruitment also overlaps with recruitment of LGBTQIA+, commuter students, first generation college students, international students and other areas of identity.

**Employee recruitment:** In the 2019-2020 year, the university will also continue to address foundational systems critical to support effective recruitment and retention of faculty and staff of color. This work will build on current conversations that include diversity focused language in position postings, best practices for search committee, onboarding experiences, recruitment pipelines and more. This work will also be led by Human Resources with plans to progressively develop these key areas over time with focused goals set in each academic year.

**In September 2018**

260 new undergraduate students participated in the New Student Diversity Forum.

200 graduate students attended the new student Diversity Efforts at Lesley session at Graduate Orientation.
There is great value in finding new ways to leverage the partnerships within USI, for as a collective we are working for the success of OUR students. Together we can support the development and success of our students through college and beyond, and in a manner that they thrive during their college experience.”

— Maritsa Barros,
Associate Diversity Officer
& Executive Director of Urban Scholars Initiative
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 2018-2019:

Gender access with Chosen Name System and more: During Spring 2018 and Summer 2018, our Office of Information Technology, along with various administrators, developed a system that allows students to log into a Self-Service portal in order to indicate their Chosen Name—a process which informs the name that appears in the following areas: 1) Blackboard, 2) Student ID, 3) Course Roster and 4) the Outlook Email Display Name. This system became available in August of 2018 for new students, and later in Fall 2018 all students were able to access it as well. The intent is on having a system where all students can use a name during their educational experience that reflects their sense of self and identity.

To learn more about Chosen Name at Lesley University, please visit the following url: https://support.lesley.edu/support/solutions/articles/4000139770-changing-your-display-name-or-a-chosen-name

Additionally, during the 2018-2019 academic year, the Campus Planning office converted public restrooms across campus to All Gender and updated signage into include the new language, braille lettering, and a new ADA accessible icon, which utilizes a design that connotes movement and personhood more so than the original International Symbol of Access (ISA) icon.

Bias Education & Response Team (BERT): At the close of the 2018-2019 academic year, the Bias Education & Response Team completed its first full academic year cycle. BERT’s focus is on addressing 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.

During the year, the Responders followed up on 18 separate reported incidents involving students and employees. We have gained new insights during the year in terms of issues that have arisen in various parts of the campus community tied to interpersonal interactions, how to strengthen this process and how to better support the individuals that Responders are engaging with. One of the steps to enhance the BERT process overall was to introduce restorative justice as a framework for our follow up approach. In February 2019, we offered a three-day restorative justice certification training for our Responders. We had 16 Responders serving on BERT during the year. Our goal was to ensure that each Responder became a certified restorative justice facilitator, which will allow us to implement a response approach where we can respond to harm caused, address the impact of bias, and also create new opportunities for addressing trust and interpersonal relationship impacted by the harm.

First Gen, Commuter and Student of Color Reception: On move in weekend, the Office of the Dean of Students and the Office of Multicultural Affairs & Student Inclusion collaborated to hold the expanded First Generation, Student of Color and Commuter Reception on move-in day for new students. The reception welcomed over 100 new students and families and was also attended by the President.
and professional staff from Multicultural Affairs & Student Inclusion, Lesley Center of the Adult Learner (LCAL), Career Services, Office of Student Activities, Commuter Services and more. This session was an opportunity for all students and families in attendance to meet one another, meet key support staff and learn more about ways we can support the lived experience of our students and families.

**Expanding Title IX education and compliance work:** In Fall 2018, Lesley hired a new Equal Opportunity and Title IX Coordinator who has. In Spring 2019, between January and June, training was delivered to 12 different groups on campus that include offices/departments, student organizations and orientation sessions. Educational activities will continue into the new academic year as well. During the 2018-2019 year, this work also included policy revision & updates, follow up on reported incidents, convening of a new Sexual Assault Prevention Student Advisory Committee and the hiring of an undergraduate intern for sexual assault prevention activities. In addition, a new Title IX Annual Report will be made available to the Lesley community in Fall 2019 detailing educational activities, trends, data tracking and reported incidents.

**New Initiatives through Diversity Council:** In Spring 2019, the Lesley University Diversity Council piloted the Courageous Conversations program which was a cohort-based experience aimed at creating space for open and honest dialogue on race, white supremacy and race-based intergroup relations and experiences on campus. The program also utilizes race caucusing as a strategy to support learning, growth and critical self-reflection on how we show up in race dialogue and ability of individuals to have these conversations in a competent manner. In the 2019-2020 academic year, we will look to explore ways to develop student tracks for Courageous Conversations as well as additional topics such as sexuality, gender, and disability, for example where the ability to have courageous dialogue is critical. The introduction of these initiatives must be strategic and developed in phases as well over time.

**Restorative Circles on Campus:** Restorative justice is a core component of our work in the Office of Diversity, Equity & Inclusion and will also be central to our bias response work moving forward. In Fall 2018, we started the academic year with a Community Welcome Circle. This event was intended as an opportunity for the university to come together around a shared set of values and appreciations, and the circle format allows everyone to hear, listen and better understand others as a part of a community building experience, which is foundational to restorative justice. It is also important on our campus that restorative justice is engaged as a community building process in addition to supporting our response efforts when harm and bias occurs in the community. During the year, we also held community circles in response to major national incidents and campus incidents to address direct and indirect impact and harm caused in the community. This work was supported by the certified restorative justice facilitators on campus and we will continue to explore additional opportunities for integrating restorative justice into our work at various levels of the university. A critical step here in the future will be to increase access and participation in community events such as this.

**Employee Inclusion Climate Survey findings** were shared in Fall 2018. The survey focused on 1) experiences with negative treat and/or bias and 2) engagement with diversity activities. Main findings showed that:

>> Bias was reported in all social identity categories and persons of color observed and experienced more bias

>> Sources were administrators, supervisors or faculty

>> Locations were mainly meetings and campus offices

>> Low employee engagement with diversity programming

>> Positive response within community on specified initiatives
New Campus Digital Resources on Bias Response: In Spring 2019 and Summer 2019, building on the work of our PCIE Working Group on Coordinated Campus Response to Bias, we were able to develop two new resources that will be available to the Lesley community in Fall 2019: an overview video and digital guide on Lesley’s approach and coordinated campus response to bias and hate crime. The content includes a focus on mandated reporting, understanding bias, ways to report, campus resources, efforts to enhance campus climate and more. The development of the campus response video and digital guide will help speak to our work, guiding approach and general commitment. The narrated video and digital resource are also intended to increase access to information within the Lesley community.

Lounge space and student support in Lunder Arts Center: In Fall 2018, through collaboration with leadership in the school of Lesley Art & Design (LA+D), a student lounge area was set up on the 2nd floor of Lunder as well as new office space in Room 222, which housed a Graduate Coordinator from the Office of Multicultural Affairs & Student Inclusion as well as academic support staff for students. The Graduate Coordinator serves as a liaison to the academic school and the Office of Multicultural Affairs & Student Inclusion. In following up on the LA+D student listening forums from Spring 2017, the student organization +YOU was also established under leadership of LA+D staff to better support student experience and sense of belonging.

Developing new LGBTQIA+ Supports: In Spring 2019, our division of Diversity, Equity & Inclusion began to recruit a new Graduate Assistant for LGBTQIA+ Student Experience and was able to make a hire in summer 2019. This new role will allow us to better support the experience of students by being more intentional with campus collaborations, identity development activities, gender and sexuality focused supports, programming and systems levels solutions tied to sexuality and gender identity. In addition to this role, we will also look to create more capacity building experiences on campus that speak to gender identity and sexuality, and we will look to actualize these efforts in the 2019-2020 academic year.

Areas for Continued Growth: Refining transitional experiences for students and employees: We still need to explore how we can better utilize late summer months to engage students and employees in critical developmental work intended to enhance their professional and social interactions on campus as everyone transitions into a new academic year. For the student experience we will look to explore ways to increase access, including virtual access, to the conversations, content and experience that are a part of the Orientations, New Student Diversity Symposium, our transitional summer programs and the first-year diversity workshops, for example. We also need to think about how we engage student leaders and returning students. Additionally, in this coming year, our collaborations with the Office of Human Resources, will assist us in identifying better ways to engage employees during their onboarding experience and general experience during the year. The support for employees here around access to programs, training and community building efforts must also be a collection of multi-dimensional experiences made available through various channels in a coordinated manner.

Opportunities for engagement across difference: One of the things we learned from collected survey data, community feedback, observation and our professional work is that we need to find new opportunities for community wide diversity engagement and engagement across difference within such spaces. As a part of strengthening intergroup relations and sense of belonging on campus, it is also important that community members have opportunities to engage across difference in an academic, social and extracurricular setting. Such interactions create opportunities for not only learning, but also better understanding across difference and relationship building. The implications here are applicable to our campus wide programs, classroom experiences, cohort-based training experiences and more. And we must be conscious of how we can better craft such opportunities for employees and students, and in ways that take into consideration the diversity of the groups we engage (i.e. racial and ethnic diversity within groups, global perspectives, gender identity differences, etc).
Lesley is committed to creating an environment where students can participate as their full authentic selves. Expanding support services for our LGBTQIA+ community is essential to reaching this goal as we strive to truly value and care for each member of our community.

— Jennifer Castro, Director of Multicultural Affairs & Student Inclusion, 2018-2019
Starting in 2019, Orientation for new undergraduate, transfer and graduate students included content on:

- sexual assault and Title IX policy
- diversity commitment at Lesley
- bias response

The content speaks to our role and responsibility as community members as well as initiatives, supports and resources available through the university.

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

Progress in 2018-2019:

Student Initiatives

**Diversity Forum for New Incoming Students:** In Fall 2018, prior to the start of classes, we introduced the New Student Diversity Forum in an effort to capture new incoming students and engage them in dialogue on being in a diverse community and the role of each individual in helping to build relationships and shape an inclusive community. The session focuses on the steps individuals can take to better understand the diversity in their communities and the importance of sustaining this commitment in their own sphere of influence to help establish a sense of belonging and community where others can exist as their full authentic selves. This content was modified for graduate and transfer orientation sessions in Fall 2018, and will be bolstered in Fall 2019 by revising existing content and adding new content on Title IX policy, sexual assault prevention and in the moment response to bias.

**Summer Student Leadership Training:** In August of 2018, we expanded the Identity Immersion Student Leadership Training to include student leaders from multiple student organizations on campus. The full day cross-training experience focused on understanding difference across dominant and marginalized groups as well as engagement with intercultural skill development activities. The training included students from Undergraduate Student Government, Orientation Leaders, Campus Activities Board, Community Advisors, USI Peer Mentors, Common Lynx, Peer Advisors, and Peer Mentors. We will continue to offer this each year and also find ways to strengthen the experience in future years.

**Revised social justice education workshop for new first year students:** In Fall 2018, as a part of the expanded diversity offerings for new entering undergraduate students, we revised the social justice education content offered to first year students in the LU101 and First Year Conference courses to focus on self-awareness throughout the duration of three separate workshops. Facilitators from our Diversity Practitioner Program (DPP) served as facilitators and led dialogue in 11 sections of LU101 and three sections of First Year Conference. Students were also provided an opportunity to provide feedback on their experience to help us better strengthen the workshops. The workshops focus on historical legacies of oppression, socialization experiences and positionality.

To support the learning and overall experience in the student workshops, enhancements were made to DPP in its second year, which consisted of a training commitment increase to 50 hours between the months of May and August 2019 for the group of 17 facilitators.

The Office of Diversity, Equity & Inclusion engaged a total of 359 new transfer and undergraduate students on Title IX Policy during month of June 2019 at Orientation sessions
Curriculum & Learning continued

Common Lynx Retreat for Undergraduates: During the Fall 2018 semester, student leaders from Common Lynx and in collaboration with the Office of Student Activities organized, coordinated and facilitated a three-day social justice retreat for undergraduate students. Over 25 undergraduate students participated in the interactive and experiential immersion experience, which focuses on understanding the various forms of oppression and creates opportunities for learning, group dialogue and individual self-reflection. The retreat provides a space for intentional self-work which is critical for deepening self-awareness and personal growth.

Employee Initiatives
Re-envisioning the Cultural Literacy Curriculum Institute: For several years now, Lesley University has offered a four day intensive experience in the month of June for faculty and staff that allow for individuals to engage in group dialogue, self-reflective activities and deepen knowledge on critical social issues tied to systems of oppression, their various manifestations and positionality. In Spring 2019, it was decided to not offer the Cultural Literacy Curriculum Institute (CLCI) in June 2019 and instead to start a process of redesigning this training experience, which has historically been offered through the Lesley University Diversity Council (LUDC). The goal is to re-instate the program in June 2020 in a new iteration that is grounded in more anti-colonial and critical race theory based frameworks and also as an initiative that has an academic year component to it as well. This initiative is still in planning and more information will be shared during the 2019-2020 academic year.

A total of 72 student leaders participated in the Identity Immersion Student Leadership Training in August 2018.

Piloting unit development program: In Spring 2019, the Office of Diversity, Equity & Inclusion began piloting unit development activities within two campus offices, which provided insights into how to structure ongoing developmental activities during the course of an academic year in ways that both meet the learning needs of the participating office but that also can be implemented in a way that is feasible for unit leaders and members. The insights learned from this process will be used to also refine training content, tools used, its delivery and sequencing of activities and conversations that are a part of the process. This work is still ongoing and will continue in the 2019-2020 academic year.

Areas for Continued Growth:
Training, learning and development offerings: It will be critical in the upcoming year that we enhance university offerings intended to build capacity among employees in key areas. From a diversity standpoint, via collaboration between the Office of Human Resources and the Office of Diversity, Equity & Inclusion, we will look to create more accessible development opportunities that can be accessed through channels that are readily available to core faculty, adjunct faculty and staff. As a part of making these offerings more accessible, we will also look to implement a new virtual training platform that overtime will also us to offer virtual trainings and development pathways on key topics such as sexual assault prevention, self-awareness building and critical pedagogy, for example. In collaboration with faculty and staff, we will be working to develop new content overall as well as content adapted for a virtual learning experience.

Diversity Practitioner Program facilitators led dialogue in 11 sections of LU101 and 3 sections of First Year Conference
Curriculum & Learning continued

As a university, it is important that we work to build collective capacity as a community around diversity, intergroup relations and social justice issues. And in working through a multi-dimensional lens, it is important that these efforts are complemented by work being done at the school, office and divisional level—as well as an individual personal commitment to ongoing learning.

Expanding the New Student Diversity forum: Moving forward we will look to expand this event into a full day experience entitled New Student Diversity Symposium. This past year, the session was a half day experience for new entering undergraduate students but in the coming year we will include new content. In addition to a focus on ways to create communities of trust, belonging and understanding of others, we will also add content on sexual assault prevention, Title IX policy and in the moment response to bias incidents. In thinking of our graduate and undergraduate students who are not able to attend these sessions in person we will need to create an adapted version of the content that can be accessed virtually.

Virtual access & engagement: In the coming academic year, it will be important that we create more access to diversity programming and developmental experiences in general. We have begun to identify virtual content that will be adapted for the virtual space. This will be a focus in FY20, but as far developmental and educational activities, we plan to create new content and adapt existing content for virtual delivery. We will have to prioritize and develop content in phases throughout the year and into the following year. We will also begin to pilot new methods for increasing synchronous and asynchronous virtual programming. Blackboard Collaborate Ultra is one such tool that we plan to begin implementing during the 2018-2019 academic year for programming activities.
This is now my third, consecutive year engaging with content designed for the LA+D/CLAS First-Year Programming x Diversity Practitioner Program (DPP) collaboration, and first year on the DPP leadership team - a team that was tasked with generating historically supported material, modeling effective paired dialogues and role plays, and enhancing (co-) facilitation skills for folks leading the collaborative effort across our undergraduate platforms. In my experiences with this work, I have found that the DPP curricular foundation allows first-year college students to effectively question their own socialization and positionality, while parsing through and learning more about their unique intersectionality of identities. While this programming only spans three weeks’ time (one hour/week), I think it is vital to provide the newest members of the Lesley community space for dialogues that echo the university’s mission and core values.

— Alex Cuff, Academic Advisor in Lesley Art & Design
In FY19, alongside staff, faculty served in leadership roles within:

- Bias Education & Response Team
- Diversity Practitioner Program
- President’s Committee for Inclusive Excellence
- Lesley University Diversity Council

Diversity in Research & Scholarship
To advance scholarship and research around domestic, international and intersectional issues of diversity.

Progress in 2018-2019:
Reorganizing Task Force for Social Justice in Teaching & Learning:
During the academic year, with input from faculty members and newly appointed co-chairs, the Task Force for Social Justice in Teaching and Learning was re-organized and merged into the President’s Committee for Inclusive Excellence so that it can function as a working group. Given the nature of issues and possible areas of focus historically visited within the group, the new PCIE Working Group on Teaching & Learning will allow for the group to focus their work in three broad areas: 1) social justice based developmental supports for faculty, 2) systems and processes in academic schools, and 3) resource planning. This group will convene in Fall 2019 to review critical items and prioritize work for the year with a faculty constituent group.

Faculty engagement on key diversity initiatives: In Fall 2018 and Spring 2019, faculty served in critical leadership and participatory roles in a number of activities spearheaded by the Office of Diversity, Equity & Inclusion. We were able to tap into faculty and staff research and scholarship expertise to move forward efforts within our Bias Education & Response Team, our restorative justice training and facilitation work, our campus programming & intercultural learning activities and our Diversity Practitioner Program.

In addition to these efforts, faculty from across the university have served in leadership roles with the President’s Committee for Inclusive Excellence (PCIE), Lesley University Diversity Council, and facilitation of the Cultural Literacy Curriculum Institute, now known as the Interdisciplinary Incubator Project (IIP).

Preliminary planning on revision to CLCI: In Spring 2019, in effort to rethink how the Cultural Literacy Curriculum Institute functions, faculty leaders have begun to plan a new iteration of this program to be introduced in the summer of 2020. The June 2019 session was postponed to allow for more planning work to occur as the program is redesigned. The new design of the program will seek to connect the summer experience to the academic year as well as introduce new frameworks to support the learning experience for participants. The Interdisciplinary Incubator Project (IIP), as the program will be known moving forward, will be available for faculty and staff participants starting in June 2020.

Areas for Continued Growth:

Leveraging Lesley research and scholarship expertise: It is critical that our work also includes the involvement of our faculty and staff and that we are intentional about how we create opportunities for faculty and staff to shape the direction of initiatives coming out of our institutional diversity work. In addition to participation and engagement with diversity initiatives on campus, it is also important that we recognize and create opportunities to support research and elevate the scholarship that exists within our community.

A key focus on the PCIE Teaching & Learning working group in FY20 will be the creation of diversity based developmental supports for faculty.
My research and expertise are tethered to the reimagination of cultural pluralism within the project of higher education. In my work with PCIE, I integrate this knowledge to co-develop pedagogical agendas that move beyond deficit and assets pedagogies and center critical, justice-oriented transformation as a culturally sustaining pedagogical practice. I work to develop interventions and innovations that honors the dynamic nature of the classroom, deconstruct and transforms relationships of differentiated power, and broadens repertoires of practice for Lesley’s community of teachers and learners.

— Marisol Norris,
Assistant Professor, Division of Expressive Therapies
As an internationally recognized Peace and Conflict studies scholar and a practitioner, I seek to bring a restorative justice orientation to my practice in the field, to my teaching, and in my role as an administrator in GSASS. The orientation puts relationship building at the center and addresses harm through offering open spaces and opportunities for facilitated dialogue across difference. At Lesley, I have been leading the Restorative Justice training and research initiative by facilitating workshops for different constituencies across campus, to support Lesley’s commitment to social justice and the capacity building work of the Diversity, Equity, and Inclusion office.

— Meenakshi Chhabra, Professor and Interim Associate Dean, Graduate School of Arts and Social Sciences
Looking to Fall 2019

To Lesley Community,

At the conclusion of the 2018-2019 academic year, we are reminded that although some foundational steps had been taken in the creation of our institutional diversity office and development of new diversity initiatives, there is still more work ahead of us. We have gathered a great deal of insight and information in terms of critical areas for growth, which included feedback from students, faculty, staff and alumni. Our work moving forward will be to take the information we have gathered from our community and translate that to a plan of action for continued progress in the coming year. Going into Fall 2019, we will look to move forward a set of action items that is a combination of engagement with priority initiatives to develop during the year as well as continued progress and enhancement of current and existing initiatives.

We have to ensure that we have a prioritized set of items that also aligns with our personnel and resource capabilities so that we can accomplish the academic year goals critical to our success in FY20. All of the conversations, issues and challenges before our office and university are important and are also valuable and essential to our Inclusive Excellence vision. And as a result, we will also need to identify a prioritized set of key items to drive forward year to year. Overall, our diversity work will be a combination of easily executable items in the short term and long-term projects that will require comprehensive solutions, coordination and problem solving. In any case, our commitment is to engaging both of these elements of our diversity work.

We look forward to building on this first year and continued progress moving forward in Fall 2019!

Sincerely,

Lilu Barbosa
Chief Diversity Officer
Office of Diversity, Equity & Inclusion
Lesley University