Infusing Diversity Into Our Practices

Office of Diversity, Equity & Inclusion
Strategic Action for 2019–2020 Academic Year

Lesley University
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Updated November 2019
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Introduction

Coming into Fall 2019, the Office of Diversity, Equity & Inclusion (DEI) is entering its second official year on the campus of Lesley University. Although this is the office’s second year, the majority of last year consisted of not only implementing new activities and enhancing existing programs, but it was also a time spent assembling our team. In the last academic year, we officially introduced a number of new roles within our unit that was a combination of hiring (e.g. Student Success Coach and Equal Opportunity & Title IX Coordinator) and reorganizing existing units (e.g. Urban Scholars Initiative and Multicultural Affairs & Student Inclusion). Today, our DEI team consists of professional staff, graduate assistants, undergraduate interns and volunteers—all who are committed to the success and progress of the university on key diversity items. There are a number of areas where progress can be made, but as an institution it is critical that we prioritize our work and engage in a multi-year and multidimensional process of continuous change and improvements.

This year our intent is to elevate work in several critical areas that will serve as a foundation and platform to support efforts in future years for the institution. While Lesley has a historical commitment to social justice, we must continue to put in place systems and practices that align with our diversity values and commitments, and this has implications for the student and employee experience in multiple respects. This academic year our work will consist of a combination of new initiatives and enhancements to existing efforts informed by information, data and evidence we have collected along the way. Our approach to diversity initiatives and education should be one that is about having clear outcomes, learning what works, what can be different and how they can better meet needs in our community. As a result, we expect that our initiatives and programs will evolve a bit each year based on feedback, assessment and evaluation. For our office, the combination of applying a critical lens to our own work and an ongoing desire to create a collaborative experience is central to our pursuit of inclusive excellence.

From where we stand today, in addition to improving our current initiatives, we are looking to make progress in three broad areas: 1) Infuse best practice diversity capabilities into our systems and practices, 2) Increase diversity within our student, faculty and staff community, and 3) Support growth and development of mission critical diversity initiatives. Each area is broad and will contain a number of objectives and strategic action steps, and these activities must be approached in the most sequential and prioritized way to ensure that we can have the success we are aiming for in the long term in a manner that is also sustainable and measurable.

We remain committed to advancing our Inclusive Excellence mission through a process that looks to 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
Inclusive Excellence: A Framework for Change

At Lesley University we will continue to build an infrastructure and engage in practices that will propel us forward into a place where inclusion is infused in the fabric of our day to day lives on campus at the institutional, departmental, unit 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.

Fostering equity and creating inclusion takes a sustained commitment over time. We will have to employ a collective effort toward our goals, and with such change work it is important that we take a multidimensional approach and that we assess our programs and initiatives. At Lesley, the Inclusive Excellence Framework helps us to think strategically about the systems within higher education, the challenges and potential solutions on multiple levels. It is essential that this work is moved forward strategically and that it is also evidence driven. The five dimensions articulated below provides us with a starting point and guide for areas to assess and implement our diversity strategy.

Infrastructure

Critical to our aspirational goals of inclusive excellence is our ability to institutionally develop the capacity to effectively diversify our campus and embed inclusivity into how we operate as an institution. Developing capacity has several implications, and one foundational step forward in terms of our capacity speaks to our ability to have the personnel, organizational structure and resources in place to be successful. And so, as we look ahead, we will need to assess our personnel, organizational structure and resource needs to then be able to identify the key foundational items that we will need to strengthen or add to our institution in order to make progress.

Access & Equity

As an institution dedicated to social justice work, we must consider the question of access to our institution. This dimension focuses on the recruitment and hiring aspects as well as equitable representation across the university for different historically marginalized identity groups. We must consider diversifying our campus as critical to our pursuit of academic excellence in learning and teaching, and as a part of our larger strategic plan. In the coming academic year, we will look to develop diversity recruitment plans for students and faculty, while also setting short and long term recruitment goals for our campus.

Campus Inclusion & Climate

This dimension is an important aspect of our work because it is reflected both inside and outside of the classroom. The question of how it feels to be on campus and the degree to which inclusion is or is not experienced can be posed to the entire Lesley community: students, faculty, staff, families and alumni, for instance. The level of inclusion is reflected on multiple levels such as the physical environment, course content, language used during interpersonal interactions, unspoken norms, organizational practices, and university policies, for example. It is critical that we track and assess the organizational culture around inclusion on an ongoing basis and then use that information to inform our institutional change work.

Curriculum & Learning

The curricular experience is a core component of higher education and it is a setting where learning and development can occur for both students and educators. We will look to foster an environment on our campus which can ensure that our students, faculty, and staff are prepared for a diverse, global, and interconnected world. To do this we will continue to strengthen the levels of diversity and inclusion within course content and pedagogical practices. We also want to ensure that our faculty and staff are supported in their own growth and development as educators on campus.

Diversity in Research & Scholarship

Part of our commitment for advancing inclusive excellence is a commitment to supporting research and scholarship that informs our diversity work. We will look to elevate the presence of scholarship and research produced by current and newly recruited faculty around domestic, international, and intersectional issues of diversity.
What is Diversity to Us?

It is critical that the language we use is not only clear and consistent but that we begin to develop a shared understanding of language within our community. In the context of our work, it will be important that we develop a clear understanding and that we can articulate effectively what is meant by diversity, inclusion and equity, not only in general terms, but also in the context of the strategies we plan to implement at Lesley University. We also understand that these terms are fluid, have evolved over the years, and that they may carry certain connotations. While terms change and evolve over time, they help us analyze and understand the central issues as well as oppression and its manifestations on deeper levels. And as a result it is vital that we can find a common ground around language as it relates to the work that we will do.

Diversity

The term diversity is a commonly used term in academia. For the purpose of our work, we will use the term diversity with intention and in a way that diminishes ambiguity and misconception. While this term has historically connoted the symbolic and broad scope of social justice, multiculturalism and inclusion, it will also maintain a pragmatic definition in our work. Diversity is only one part of the work we plan to do, and in our strategic planning, diversity can be thought of as all of the ways in which people differ, which captures primary characteristics such as race, gender identity, age, sexual orientation and country origin, for instance.

As we look to achieve inclusion for people of all identities and backgrounds, we must define it broadly if we are to pursue inclusive excellence on our campus, and remove ambiguity from how we use and operationalize this word. The term diverse should not function as code for marginalized groups, but rather should be used to describe the compositional make-up of the communities and environments within which we exist. We believe that all people embody a diverse intersection of identities.

While we acknowledge and embrace the realities faced by people of all social identities, this broad definition of diversity is not meant to diminish the level of attention and urgency with which we respond to issues that are salient for specific social identity groups. And it is not done to overshadow the unique socio-historical context of each experience. Instead, we will intentionally use the individual identities to probe and understand the unique lived experiences within each social identity group, while also knowing that the lived experience resides within an intersectional context.

Equity

It is important in this work that we not only distinguish diversity from inclusion, but that we also understand what is meant by equity. The process to foster equity on campus is a process to create equivalent outcomes for people of historically marginalized groups. This process is essentially an effort to undo the systematic barriers to inclusion for social identity groups that we know to experience differential treatment in society at large. Our goal as a place of higher learning, when possible, is to disrupt the cycle that reproduces negative results and outcomes. As far as places where we can work to foster equivalent outcomes for those of historically marginalized identities, some examples include: academic program outcomes, grade point average (GPA), rates of completion/graduation, or rates of promotion, for instance. Because systems of oppression are known to produce and reproduce disparities, our work will be to identify, understand and address those disparities where they exist.

Inclusion

Inclusion is achieved when all students, staff and faculty can experience a sense of belonging and are able to participate equally and fully in the social, academic and extracurricular settings made available by the university. It is important to acknowledge that the presence of diverse communities alone does not ensure that the environment will be inclusive for people of all identities. On our campus, the implications for inclusive practices are present in our classroom pedagogy, course content, interpersonal interactions, the physical space, community norms and in our policies. At the level of the individual, it will be our work to also develop competencies essential for personal interactions and for fostering inclusive climates in our personal spheres of influence.
Exploring Core Priority Areas and Focus for FY20

In order to establish a strong foundation to support progress with the diversity efforts outlined within our Inclusive Excellence framework, our work must also address the needs reflected in the three priority areas identified below:

- **Infuse best practice diversity capabilities into our systems and practices**
- **Increase diversity within our student, faculty and staff community.**
- **Support growth and development of mission critical diversity initiatives.**
Why A Focus On These Areas?

Over the last several years, we have accumulated a substantial amount of information with respect to persistent challenges and areas of growth that impact our ability to create an environment that reflects our true aspirations captured in our Inclusive Excellence Vision Statement. Information regarding graduate and undergraduate student experience, employee & alumni experience, systems for data capture and tracking, social justice based educational and developmental programs, university policy & procedures, information access, web presence, summer and transitional programs, leadership development, and much more has been captured through a variety of means. The combination of surveys, focus groups, team and program assessments, reported incidents, and professional observation have yielded many insights for us. Additionally, it is also clear that we must continue to be strategic with aligning our resources, efforts, and budgets with the initiatives that are most critical for us at this point in time.

And so it is important to align our work moving forward with both what we have learned about our own community and current diversity best practice approaches.

PRIORITY AREA
Infuse best practice diversity capabilities into our systems and practices

Why It Matters
The concept of Inclusive Excellence is anchored in the idea that strategic diversity leadership capabilities and practices are infused into all core functions, leadership roles and strategic goals at all levels of the university. This is driven largely by the perspective that an intentional diversity lens, commitment and set of action items is present in not only our thinking and conversations, but also in our meeting structures, our policies, our educational programs, strategic planning work, our systems and our practices. It is also about creating new cultural norms where needed, both spoken and unspoken, that also support goals and behaviors within the community that reflect an inclusive culture and learning institution.

PRIORITY AREA
Increase diversity within our student, faculty and staff community

Why It Matters
The terms diversity, equity, inclusion and belonging, for example are often used interchangeably, but this is a flawed approach that can lead to a missed opportunity. Each term is unique and is a complementary and interconnected part of what we are striving for. Essential to a sense of connectedness, relationships, trust, inclusion and belonging, is a commitment to diverse community within the Lesley community. We must also be clear about thefact that diversity is broad and intersectional, and we must be able to articulate why we want to diversify our community. It is critical to understand and recognize the importance of racial/ethnic and cultural diversity, which also brings diversity in terms of gender identity/expression, age, life experience, disability and more. Efforts to intentionally increase racial/ethnic diversity at Lesley is about both responding to socio-historical barriers, inequities, and disparities in education & learning, and it is also about contributing to institutional excellence at Lesley through an increased diversity of thought, perspectives, creativity and ways of knowing, and ways of making meaning.

PRIORITY AREA
Support growth and development of mission critical diversity initiatives

Why It Matters
Success with our institutional diversity goals will be attained not through passive approaches, but through intentional efforts with clearly defined outcomes. Whether the focus is faculty recruitment, student leadership experiences, or access programs, in each case the initiative should be designed, implemented, assessed and resourced in a way that is meeting measurable outcomes and in a way that can be sustained into the future. The words active, intentional and strategic should be core themes in the creation of diversity initiatives. Often times, initiatives fail because they are lacking a real commitment, adequate resources, or strategic direction grounded in evidence-based practices. This work must also allow room for us to rethink existing systems and initiatives in an effort to establish approaches that can better move us closer to institutional goals.
What Will This Work Look Like in FY20?

In addition to continuing the implementation of our existing initiatives and making improvements where needed, our work will be to begin making progress in the areas outlined below. The diagram highlights the goal area and corresponding strategic objective:

**FY20 OBJECTIVES**

- **Infuse best practice diversity capabilities into our systems and practices**
- **Increase diversity within our student, faculty and staff community**
- **Support growth and development of mission critical diversity initiatives**

**Progress Indicators**

- Increased number of diversity focused workshops available to employees
- Established catalog for scheduled trainings and workshop requests
- Increased number of workshops that link diversity to professional skills and competencies
- Increase access to virtual training offerings
- Identify best practices and partnerships to support GSOE diversity recruitment needs
- Support development of shared understanding of diversity recruitment practices among GSOE hiring managers
- Support development of HR Diversity Hiring Plan
- Compile data and key metrics on program outcomes, current state, and competitor programs
- Compile data on areas of growth within program and future areas of impact
- Draft components of business plan document
- Develop strategic plan to guide action steps

**Outcomes**

- Availability of new integrated and accessible diversity based development offerings for employees
- Establishment of diversity recruitment plan and resources for leadership and hiring managers in Graduate School of Education
- Established business plan and strategic action plan for USI growth
Enhancing & Refining Existing Initiatives

Goals, Objectives & Strategic Action for FY20

A lot of work remains ahead of us, and we will continue to prioritize the work we engage in along the way. Every issue is important to us and we want to ensure that we can engage in a manner that will allow us to make progress and reach goals in ways that demonstrate quality and effectiveness, and that will position us to sustain the progress we desire over time.

Below reflects current and existing initiatives for the 2019-2020 academic year. The items below provide a summary our objectives and strategic action steps on in-progress initiatives. The content is also displayed within the context of our Five Dimensions of Inclusive Excellence.

Infrastructure

**GOAL 1:** Ensure the development, coordination, implementation and assessment of inclusive excellence strategy for the university

**OBJECTIVE 1:** Support ongoing development of Lesley 2030 Strategic Plan

*Strategies*
- Work with Strategy and Implementation team to support infusion of Inclusive Excellence tenets and diversity and equity focus into Lesley 2030 Strategic Plan

**OBJECTIVE 2:** Leverage diversity committees to accomplish key objectives that align with our university diversity goals

*Strategies*
- Office of Diversity, Equity, & Inclusion and namely the Co-Chairs of PCIE will maintain responsibility for the coordination of PCIE and the PCIE working groups
- Office of Diversity, Equity, & Inclusion will support the coordination and activities of the Lesley University Diversity Council (LUDC).
- Identify priority goals to inform activities of the LUDC and PCIE Working Groups in FY20

**OBJECTIVE 3:** Provide support, coordination and ongoing communication with each academic school on their school-based diversity efforts

*Strategies*
- Provide planning and implementation support for each school on specified school-based diversity initiatives
- Work with academic school leadership on critical items that emerge during year and support action planning at school level

**OBJECTIVE 4:** Develop systems and metrics that will allow for effective tracking and monitoring of progress in our diversity priority areas

*Strategies*
- Work with Human Resources to support their development of revised Diversity Scorecard document
- Work with the Office of Institutional Research to support analysis of data informing diversity activities and systems for developing dashboard and benchmarks

**OBJECTIVE 5:** Enhance our institutional capacity, systems and programs tied to Title VI, Title VII, VAWA, 504, ADA and Title IX related matters

*Strategies*
- Assess needs and areas of growth tied to compliance, policy and practices informed by federal laws
- Create regular schedule of educational activities for students, staff, faculty and administrators
- Develop informational & educational virtual and print material
- Launch Cypher Worx platform to support compliance based training
- Generate Title IX Annual Report on critical items tied to institutional trends, patterns and data
Enhancing & Refining Existing Initiatives cont.

GOAL 2:
Maintain ongoing and transparent communication with community members on progress and key factors that shape our inclusive excellence work

OBJECTIVE 1: Establish platforms for regular communication on details of DEI work and progress- both in-person and virtually

Strategies
- Provide web access to following documents: DEI annual reports, Bias Education & Response Team End of Year Status Report, Campus Resource for Bias & hate Crimes, DEI Strategy document, and Title IX annual report.
- Maintain updated and accessible information on web via Diversity & Inclusion webpage
- Develop and revise web landing pages for diversity committees, which includes contact information

OBJECTIVE 2: Develop a communication plan during year for DEI with Office of Communications

Strategies
- Identify important content and announcements that must be shared with university throughout the year
- Draft once a month community update communication on key issues related to diversity
- Meet regular with Office of Communications to review and refine DEI communication strategy
- Maintain regular and periodic social media and email communication with members of Lesley community
- Develop webpage to provide overview of DEI office, mission and functions
- Create of DEI brochure or pamphlet to distribute in campus community

Access & Equity

GOAL 1:
Identify new opportunities for increasing access for historically marginalized and under-represented groups via strategic partnerships & programs

OBJECTIVE 1: Support strategic development and implementation of diversity best practices within Alumni Council structure

Strategies
- Support development of plan for assessment of Alumni Council structure and practices
- Identify structure and practices to support ongoing learning on diversity items within Alumni Council for its members
- Explore opportunities to increase representation of people of color, adult learner, and LGBTQIA self-identified individuals within Alumni Council
Enhancing & Refining Existing Initiatives cont.

**GOAL 2:**
Identify new opportunities for funding that support development and/or progress of mission critical diversity initiatives

**OBJECTIVE 1:** Explore opportunities to raise funds for priority diversity initiatives

**Strategies**
- Partner with Advancement to identify potential sources and priority areas for strategic fundraising on diversity items
- Support Advancement’s implementation of programs, events and alumni engagement activities that support fundraising

**GOAL 3:**
Strengthen recruitment and selection pathways in a manner that creates an equitable process and increases diversity and cultural competence within the Lesley community

**OBJECTIVE 1:** Support establishment of a shared understanding of standardized recruitment practices aimed at increasing diversity of employee applicant pools

**Strategies**
- Work with Human Resources to identify a broader list of posting locations for employee positions in order to attract more candidates of color
- Work with academic school leadership on program and/or discipline specific recruitment practices that complement institutional Human Resources recruitment guidelines and best practices
- Support Human Resource development of Diversity Hiring Plan, including work with academic school leadership on best practices tied to adjunct and core faculty recruitment best practices

**OBJECTIVE 2:** Develop systems and trainings to minimize unconscious bias in the search committee selection process

**Strategies**
- Develop virtual based unconscious bias training module in partnership with Human Resources that will inform HR training for search committees and search chairs

**OBJECTIVE 3:** Identify methods to assess and position cultural competence as foundational to candidate qualification

**Strategies**
- Develop diversity and cultural competence focused prompt for all candidates applying for employment at Lesley University
- Develop Inclusive Excellence statement for university employment applications

**Curriculum & Learning**

**GOAL 1:**
Engage community members in capacity building activities that allow for the development of self-awareness and intercultural skills essential for interpersonal interactions and for creating change

**OBJECTIVE 1:** Provide diversity personal and leadership development opportunities for students and student leaders

**Strategies**
- Implement second *Identity Immersion* summer leadership development experience for student leaders on intercultural competence development
- Facilitate LU101/First Year Conference course sessions for new incoming students that have a central focus on developing greater self-awareness related to identity
- Assess experience of students in LU101/First Year Conference workshops and facilitator experience during the Diversity Practitioner Program training sessions
- Implement full day *New Student Diversity Symposium* for undergraduate students new to the university
- Implement *New Student Diversity Session* for transfer and graduate students new to the university at Graduate Orientation and Transfer Orientation
- Implement new diversity and Title IX overview sessions at student orientation session that target undergraduate, graduate and transfer students
Enhancing & Refining Existing Initiatives cont.

OBJECTIVE 2: Create resources that support learning and professional development of faculty around classroom pedagogy

Strategies
- Develop Part 2 and 3 of virtual training modules series for adjunct and core faculty on *Framing Conversations for Social Justice Education*
- Through PCIE Teaching & Learning Working Group, develop new web-based faculty development supports and identify new systems to support diversity based training and action planning within and across the four academic schools

OBJECTIVE 3: Create new catalog of professional development offerings on diversity and social justice based themes

Strategies
- Partner with Human Resources to offer new diversity and social justice education based workshops for staff, faculty
- Partner with Human Resources to develop new developmental offerings designed for supervisors and team leaders
- Establish online workshop request form for diversity and social justice education based workshops aimed at groups and offices

OBJECTIVE 4: Schedule and facilitate developmental workshops for professional staff and administrative units

Strategies
- Schedule team focused social justice education workshops for offices that focus on diversity issues relevant to the unit’s interests, needs, mission and/or goals

OBJECTIVE 5: Continue implementation of Diversity Practitioner Program

Strategies
- Facilitate ongoing training experience and project assignments for cohort of 15-20 faculty, staff and graduate student facilitators participating in the Diversity Practitioner Program.

GOAL 2:
Establish opportunities for the ongoing social justice education and development of intercultural competence among university administrators

OBJECTIVE 1: Establishment of regular professional development activities for the DEI professional staff during academic year

Strategies
- Set regular occurring informational and developmental activities each month to continue building capacity of DEI unit during scheduled meeting time

GOAL 3:
Implement new and accessible opportunities for co-curricular and diversity engagement

OBJECTIVE 1: Implement new virtual programming engagement opportunities

Strategies
- Pilot new online intercultural learning and social justice dialogue programming that can be accessed virtually via Blackboard Collaborate Ultra within Lesley community
OBJECTION 2: Support the development and establishment of new school-based diversity initiatives that contribute to the student curricular & co-curricular experience

Strategies
• Provide sponsorship and collaboration to Dance Movement Therapy affinity group initiative and Visiting Scholars program
• Support continued growth and establishment of MASI at LA+D initiative, and identity development and community building focused activities at Lunder Arts Center
• Work with academic school leadership on planning and implementation of initiatives in response to critical issues that emerge during academic year

Campus Climate & Inclusion

GOAL 1:
Ensure the ongoing assessment of university campus climate via various methods of assessment and data collection

OBJECTIVE 1: Administer and share results of Campus Climate Surveys during academic year

Strategies
• Identify new diversity & inclusion campus climate assessment instrument to be administered in future years and that will support benchmarking activities and more nuanced understanding of issues around equity and inclusion
• Revise existing sexual assault campus climate assessment instrument to administer during the academic year with leadership from Sexual Assault Prevention Student Advisory Committee
• Make available the findings of past climate assessment surveys on DEI web page

OBJECTIVE 2: DEI will hold focus groups with various community stakeholder groups to gather information that will better inform our ability to meet community needs

Strategies
• Hold focus group with USI first year student cohort at end of Spring semester
• Hold focus group with LGBTQIA self-identified students on items that will inform community building and engagement practices in future semesters
Enhancing & Refining Existing Initiatives cont.

GOAL 2:
Maintain and continue to enhance university response efforts to incidents of bias and hate

OBJECTIVE 1: Continue implementation and enhancement of Bias Education & Response Team (BERT)
Strategies
- Implement new revised BERT structure that will allow for application of restorative practices in our bias response
- Ensure regular meeting times for BERT coordinators and membership
- Collect data on experience within BERT from Responders and community members who have participated in the BERT process

OBJECTIVE 2: Develop systems and practices for community engagement and addressing community impact
Strategies
- Implement restorative community forum as an opening to the academic year for entire Lesley community
- Hold general and/or targeted community circles in response to incidents of bias and hate in community

OBJECTIVE 3: Provide resources for community members on bias response, hate crime follow up and community expectations
Strategies
- Share new Overview of Campus Response to Bias video and digital campus guide on Lesley’s approach to bias and hate crime response
- Identify new ways to communicate campus bias response resources to students and employees at Orientations and transitional experiences
- Continue partnership with Anti-Defamation League (ADL), local/regional universities and other organizations to support our work on addressing impact of bias

GOAL 3:
Develop new, and support existing, initiatives that foster a psychological and behavioral climate on campus that allows all students and employees to feel welcomed, supported and affirmed

OBJECTIVE 1: Create and support capacity building systems to support development of individuals who support the student experience
Strategies
- Coordinate the Diversity Practitioner Program to support continued diversity education workshop facilitation on campus in LU101/FYC course and identify new DPP projects that meet needs of office
- Support growth and implementation of Common Lynx Retreat and peer diversity educator training
- Support the coordination and planning of the Interdisciplinary Incubator Project (IIP) (formerly Cultural Literacy Curriculum Institute)
- Support the development and facilitation of employee affinity groups for faculty and staff through work of LUDC

OBJECTIVE 2: Implement enhanced New Student Diversity Symposium for incoming new students that seeks to position diversity as an asset and sets diversity and equity as foundational to Lesley experience, and that offers information on bias response and Title IX policy
Strategies
- Facilitate New Student Diversity Symposium in collaboration with the Dean of Students office and Office of Student Activities for new first year undergraduate students
- Implement new sexual assault prevention and bias response content as a part of the New Student Diversity Symposium full day experience

OBJECTIVE 3: Create and support establishment of physical spaces that create more access for historically marginalized student groups
Strategies
- Support enhancements to the LA+D student lounge in Lunder Arts Center with presence from MASI LGBTQIA+ Graduate Assistant focused identity development, community building and LGBTQIA+ student experience
- Develop Interfaith Space on Lesley campus for prayer, worship and/or meditation
Enhancing & Refining Existing Initiatives cont.

OBJECTIVE 4: Find new ways to engage alumni from historically marginalized groups

Strategies
- Partner with Office of Alumni Relations to create alumni engagement plan during the academic year that also includes intentional outreach and engagement events with alumni of color, LGBTQIA+ alumni, and allies during academic year

GOAL 4:
Maintain a commitment to identifying, modifying and/or eliminating institutional systems and practices that are barriers to inclusion

OBJECTIVE 1: Implement a Chosen Name system on campus that allows employees to indicate and use their Chosen Name while at Lesley university

Strategies
- Establish web form that will allow for employees to indicate their preferred Chosen Name
- Communicate availability of Chosen Name system to new incoming employees and students
- Develop web page that will communicate key information on Chosen Name web form, including the implications and limitations of the Chosen Name system at Lesley University

Diversity in Research & Scholarship

GOAL 1:
Leverage the research and scholarship of faculty and staff that furthers our knowledge and understanding on key issues of diversity and equity

OBJECTIVE 1: Support opportunity for faculty and staff contributions within our diversity committees

Strategies
- Ensure faculty engagement and leadership within the PCIE Teaching & Learning Working Group items focused on faculty development
- Ensure faculty, staff and student presence and leadership on Lesley University Diversity Council affinity group program development and facilitation of Courageous Conversations program

OBJECTIVE 2: Support opportunities for faculty-led diversity initiatives on campus

Strategies
- Continue to support faculty and staff coordination and implementation of Interdisciplinary Incubator Project (IIP) for June 2020
- Incorporate faculty leadership and presence on Bias Education & Response Team (BERT) during academic year
- Create opportunities to highlight faculty and staff scholarship & research within diversity programming and training experiences (e.g. speaking or workshop facilitation, for example)
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