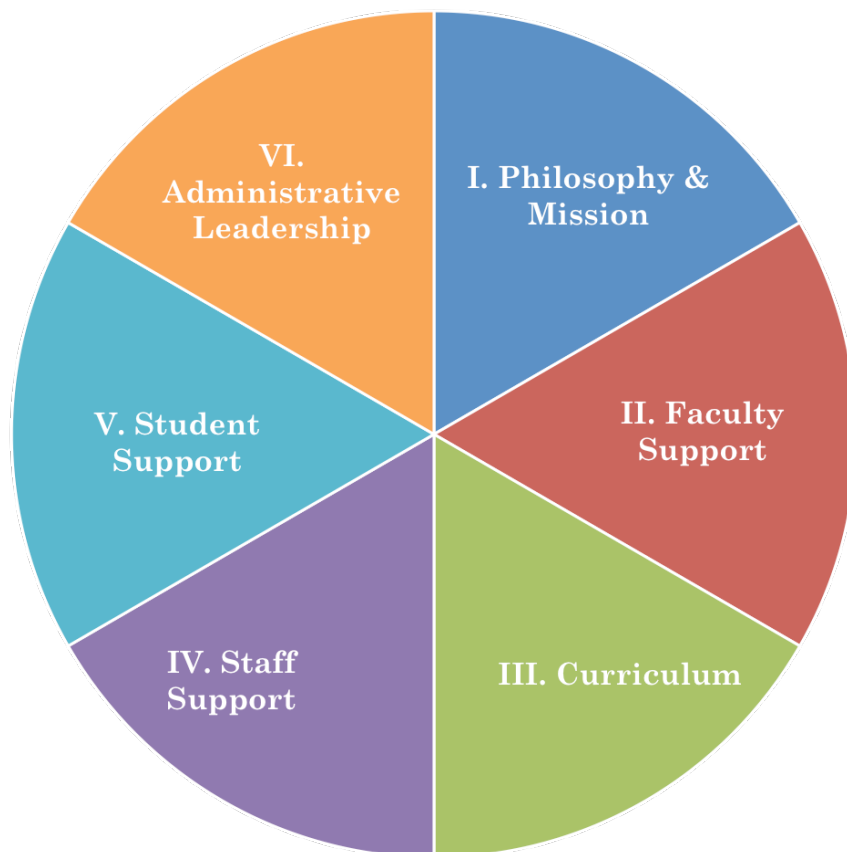# Project Inclusion Steering Committee
Year 1 Report
Empowering Institutional Transformation

Acknowledgment

The content of this report represents the work of WPI's Project Inclusion Steering Committee, over the 2017-18 academic year, led and assisted by:

Co-Chairs

- Michelle Jones-Johnson, Vice President, Talent & Inclusion, Chief Diversity Officer
- Peter Hansen, Professor, Humanities & Arts Director of International and Global Studies

Project Inclusion Liaison

- Bonnie Walker, Executive Director, Diversity & Inclusion Strategy

Project Inclusion Support

- Christelle Hayles, Diversity & Inclusion Specialist

Prepared for WPI by Alane Shanks and Jenene Cook
Renga Consulting Services, Inc.
August 2018

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Executive Summary

> *"At WPI we believe building a community that is welcoming, accepting, appreciative, and open to many opinions is a priority and reflects a larger global landscape that affects us all. The United Nations estimates 11.2 billion people will populate the world by century's end[1]—it is clear our responsibility to promote and achieve a culture respectful of diverse backgrounds, thoughts, and beliefs is vital."*
> *~ Michelle Jones-Johnson, VP Talent and Inclusion, Chief Diversity Officer ~*

Renga Consulting was hired in 2016 to facilitate a readiness report and recommend a plan based on the NERCHE Assessment Rubric for the Institutionalization of Diversity, Equity and Inclusion in Higher Education and the Project Inclusion process. After discussions with President Laurie Leshin, the Management Council, focus groups, and the acceptance of a readiness report, a Project Inclusion Steering Committee (PI SC) was formed and agreed upon the goals and objectives of Project Inclusion. Members of the Project Inclusion Steering Committee are listed in Appendix A.

In August of 2017, Renga facilitated the launching of Project Inclusion at WPI, an assessment of the level of commitment to diversity, equity and inclusion. This report highlights the results of year 1 of Project Inclusion, plans for year 2, and recommendations from the PI SC toward deeper commitments, strategic investments, and targeted interventions that address short- and long-term institutional change in the areas of diversity, equity and inclusion.

Priority Areas

The Rubric offers teams of students, staff, and faculty an opportunity to assess the status of the institution and identify meaningful evidence of these assessments.

The six dimensions include:

- Philosophy and Mission
- Faculty Support for and Involvement
- Curriculum, Pedagogy, and Research
- Staff Engagement and Involvement
- Student Support for and Involvement
- Administrative Leadership and Institutional Support

The PI SC adopted a "people first" approach for the first year of Project Inclusion with a focus on the degree to which faculty, staff and students support and are engaged in diversity, equity and inclusion activities fundamental to a thriving inclusive campus.

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[1] United Nations Department of Economic and Social Affairs, (29 July 2015), "World population projected to reach 9.7 billion by 2050," Retrieved from https://www.un.org/development/desa/en/news/population/2015-report.html

Snapshot of Findings

Commencing Project Inclusion at WPI was a courageous step for senior leadership, inviting and supporting external consultants and a cross-section of faculty, staff and students to methodically assess the level of DEI taking place in every dimension of the institution. WPI's Project Inclusion is part of a deep commitment on the part of WPI's senior leadership to increase DEI. Examples of this commitment include hiring a VP of Talent and Inclusion/CDO as well as highly qualified staff to carry out the initiatives, successful outreach to create gender equity in the student body, requiring a diversity champion in all faculty search, and Residential Services proactively creating a sense of belonging through outreach and inclusion of students from all racial, ethnic and sexual orientation, to name a few.

The first task undertaken by the PI SC was to assess what stage the selected dimensions were in so there is a baseline from which to measure future improvements. The PI SC determined the Faculty, Staff, and Student dimensions are in the **emerging** stage.

| Stage 1: Emerging | Stage 2: Developing | Stage 3: Transforming |

Figure 1: WPI – Stage 1: Emerging

Many institutions do not start out this far into the emerging stage. This is why Renga conducts a readiness assessment before we agree to work with an institution. The fact that **WPI clearly recognizes DEI as a strategic priority and is proactively building capacity** in all 3 of the examined dimensions is to be celebrated.

Recommendations

Faculty

There is a lot to learn from the logic models each of the sub-committees generated. The Faculty sub-committee, for instance, found "Initial data collection indicates that levels of faculty awareness with regard to diversity, equity and inclusion (DEI) are low." To improve awareness, they suggest the provost and/or department chairs foster formal points of communication where DEI issues can be discussed (annual review, FAR, annual retreats etc.). The faculty sub-committee felt it was important to develop a problem statement and recommendations regarding cultural issues at the institutional *and* departmental levels, so they have outlined a logic model for a new component: Inclusive Faculty Culture. The faculty related recommendations are found in Figures 6, 7 and 8 (red).

Staff

As an example of the work of the Staff sub-committee, they found that improvements in recruitment and retention of a diverse staff would increase by creating a positive interview experience with diverse search committee interviewers and attention to the environment in which the interview takes place. In addition to two of the Rubric components, the Staff sub-committee developed and provided recommendations for two new components: Staff Recruitment & Hiring and Staff Sense of Belonging. The staff related recommendations are found in Figures 9, 10, 11 and 12 (purple).

Students

In the Student dimension, the sub-committee addressed Student Incentives & Rewards and recommended the establishment of an annual student award similar to CARE (Courageous, Aware, Responsible, Exceptional) for outstanding DEI activities. Additional student DEI recommendations are found in Figures 13, 14 and 15 (blue).

Dimension Components in Need of Assessment

The sub-committees primarily focused on areas that need attention, therefore, data collection was not always gathered in areas of strength that developed before Project Inclusion began and continue today. The DEI work in Student Support being done by the Residential Services, Student Government, Academic Advising, Office of Multicultural Affairs, for instance, needs to be thoroughly assessed and built upon in the work plan.

There are also components in the Rubric that still need inputs and strategies generated so that they can be included in the work plans for each of these areas:

Faculty	Staff	Students
• Faculty Involvement & Support • Faculty Leadership • Faculty Rewards • Academic Departments	• Staff Incentives & Rewards • Non-Academic Departments	• Student Success • Student Opportunities for Engagement

It is recommended that Renga, the Faculty, Staff and Student sub-committees, along with the Management Council continue to work on gathering existing data as well as using on-site surveys or focus groups to generate strategies for moving from the engaging to developing stage.

Logic Models

Logic models developed by each sub-committed are found in Appendix B. The problem statements summarize what needs to change. The information in the table columns details the participants, assumptions upon which the problem statement is based, inputs/strategies that can address the problem, desired outcomes, measures of success, and the long-term impacts. The work that has been outlined are recommendations, not declarations carved in stone. Management Council leaders may benefit from leveraging the guidance of PI Leaders (co-chairs, institutional liaison, and Renga consultants) and PI SC sub-committee chairs to better inform their approach as they move this mission-critical work forward in their specific areas.

Empowering Institutional Transformation

WPI Project Inclusion

In August 2017, Project Inclusion was officially launched at WPI. Project Inclusion is an institutional cultural climate self-assessment that enables an actionable plan for structural and cultural change across the institution by evolving the critical themes identified in dimensional logic models to guide institutional leaders in work plan development and implementation. This process is guided by the ***Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education*** (henceforth referred to as the "Rubric") developed by the New England Resource Center for Higher Education (NERCHE).

VI. Administrative Leadership
Policies
Coordination
Commitment & participation
Hiring and retention
Diversity-focused positions
Professional development
Institutional research
Resource management

I. Philosophy & Mission
Definitions understood
Strategic plan alignment
Mission alignment
Education reforms alignment
Accreditation
Historical &geographical context

V. Student Support
Knowledge & awareness
Opportunities
Involvement & engagement
Leadership
Incentives & rewards

II. Faculty Support
Faculty knowledge & awareness
Faculty involvement & support
Faculty development & incentives
Academic departments
Faculty leadership
Faculty rewards

IV. Staff Support
Knowledge & awareness
Engagement & involvement
Incentives & rewards
Non-academic units

III. Curriculum
Knowledge & awareness in relation to different disciplines
Faculty teaching & learning strategies/ methods
Student learning outcomes & assessment

Figure 2: Project Inclusion Rubric

Key Definitions

Diversity

Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, physical or cognitive abilities, as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning.

Inclusion

The active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical). This engagement with diversity has the potential to increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

Equity

Creating opportunities for equal access and success for historically underrepresented populations, such as racial and ethnic minority and low-income students, in three main areas:

- **Representational equity**, the proportional participation at all levels of an institution;
- **Resource equity**, the distribution of educational resources in order to close equity gaps; and
- **Equity-mindedness**, the demonstration of an awareness of and willingness to address equity issues among institutional leaders and staff.

Project Inclusion Steering Committee Process

1.

Form Rubric Steering Committee

7.

Add new Rubric Steering Committee members

2.
Select new dimension(s)
Form sub-committee(s)

3.
Collect/review existing data
Conduct baseline assessment, guided by rubric, to determine gaps
Gather new data
Re-assess previous dimensions

Rubric Steering Committee Process

6.
Empowering Institutional Transformation
a) Recommendations
b) Logic Model
c) Year-end Report

4.
Analyze all data
Mid-year Report

5.
Incorporate feedback from key stakeholders
Collect/analyze more data
Complete 2nd assessment based on rubric

Figure 3: Project Inclusion Steering Committee Process

Figure 2 depicts the process undergone by the PI SC in Year 1 (steps 1 through 6) working on DEI issues. Stage 7 starts the cycle again with a focus on providing an assessment of implemented recommendations. This process of data collection, pre-assessment, documentation of current practices, recommendations for change, time to make the changes, re-assessment, adjustments based on assessments, imbeds true cultural and structural change in all six of the dimensions. Members of WPI's Project Inclusion Steering Committee are listed in Appendix A.

Project Inclusion Year and Dimensions

In year 1, based on the findings of the Readiness Report, input from the President and Management Council, and ultimately a vote from the PI SC, it was determined that the following dimensions would be the focus of the first year, with a "people first" approach:

- Dimension II: Faculty Support for and Involvement in Diversity, Equity and Inclusion
- Dimension IV: Staff Engagement and Involvement in Diversity, Equity and Inclusion
- Dimension V: Student Support for and Engagement in Diversity, Equity and Inclusion

The results of the assessment and recommendations of the Faculty, Student and Staff sub-committees are described in the remainder of this report.

For year 2, the PI SC will form two sub-committees to assess and recommend opportunities for DEI in the Curriculum and Senior Administration dimensions. In year 3, the PI SC will create one sub-committee to assess and recommend opportunities for DEI in the Mission and Philosophy dimension and will have other sub-committees re-assessing the progress in the Faculty, Student and Staff dimensions.

YEAR 1
- Dimension II: Faculty
- Dimension IV: Staff
- Dimension V: Students

YEAR 2
- Dimension III: Curriculum
- Dimension VI: Administrative Leadership

YEAR 3
- Dimension I: Philosophy & Mission
- Re-assessment of year 1 dimensions

Figure 4: WPI Project Inclusion Year and Dimensions

Although not depicted in the diagram, the PI SC should re-assess progress of the remaining three dimensions, for example, the Curriculum and Administrative Leadership in year 4 and Philosophy & Mission in year 5.

How the Assessment Works

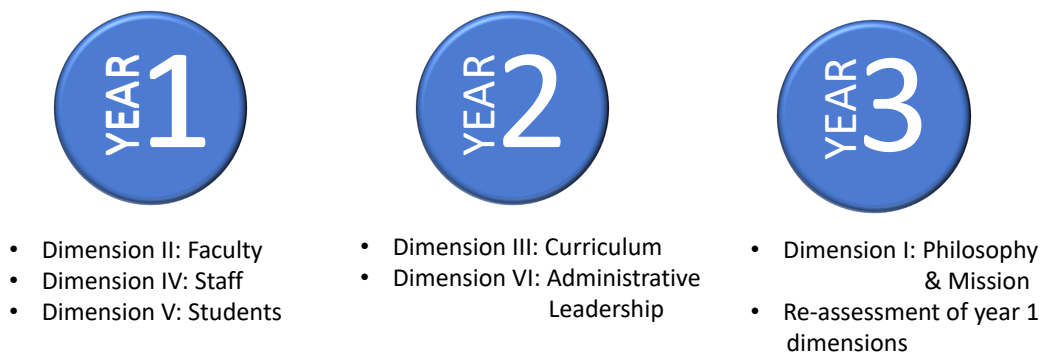The Rubric, shown in Figure 1, is comprised of six dimensions, each of which includes a set of components characterizing the dimension. Components represent the key areas to examine in order to institutionalize diversity, equity and inclusion. A robust assessment involves collecting accompanying *indicators* for each component. Indicators are: policies, practices, structures, as well as artifacts of culture and climate. They may be formal such as campus climate surveys, DEI excellence scorecards, IPEDS reports, and qualitative interview or informal, such as anecdotal evidence and ad hoc focus groups. After thorough data collection and analysis, each component is assessed in one of three-stages of development:

Stage 1: Emerging → **Stage 2: Developing** → **Stage 3: Transforming**

Stage One: Emerging — A campus is beginning to recognize diversity, inclusion and equity as strategic priorities and is building a campus-wide constituency for the effort.

Stage Two: Developing — A campus is focused on ensuring the development of its institutional and individual capacity to sustain the diversity, inclusion and equity effort.

Stage Three: Transforming — A campus has fully institutionalized diversity, inclusion and equity into the fabric of its institution, and continues to assess its efforts to ensure progress and sustainability.

Figure 5: Definition of Assessment Stages

Progression through the stages suggests that the institution is moving closer to fully institutionalizing diversity, inclusion and equity on its campus. Based on the data collection provided by each of the **PI SC sub-committees, all of the components in the selected dimensions for year 1 were assessed in the emerging stage.**

Stage One: Emerging

Below are the set of components characterizing each dimension at the emerging stage:

Faculty

- A small percentage of faculty members can confidently define diversity, inclusion and equity are or explain why they are essential aspects of a student's education.
- Few faculty members are supporters, instructors, or advocates of diversity, inclusion, and equity. A small percentage support the strong infusion of diversity, inclusion and equity into the academy or into their own professional work. A few faculty members on campus sustain diversity, inclusion, and equity activities.
- Very few of the most influential faculty members on campus serve as leaders for advancing diversity, inclusion, and equity on the campus and/or are not encouraging colleagues to engage in diversity work on campus or in their courses.

- In general, faculty members are not encouraged to engage in diversity, inclusion and equity; faculty members' work in diversity, inclusion and equity is not usually recognized during their review, tenure, and promotion and sabbatical processes.
- There are few opportunities and dedicated funds to support and sustain faculty capacity for diversity over time. There are few incentives provided (e.g., mini-grants, course releases, funds for conferences, etc.) to pursue diversity activities.
- Few, if any, departments infuse diversity, inclusion and equity as formal part of their academic programs.

Staff

- A small percentage of staff members, outside of Residential Services, Office of Multicultural Affairs, and Talent & Inclusion, can confidently define diversity, inclusion, and equity are or explain why they are an essential part of their role at WPI.
- Few staff members are supporters, instructors, or advocates of diversity, inclusion, and equity. A few staff members on campus sustain diversity activities.
- In general, staff members are not encouraged to engage in diversity, inclusion and equity; few if any incentives are provided (e.g., funds for conferences, professional development etc.) to pursue diversity activities; staff members' work in diversity, inclusion and equity is not usually recognized during their performance review and promotion process.
- With the exception of the Office of Multicultural Affairs, Residential Services and Talent & Inclusion, few, units infuse diversity, inclusion and equity as a formal part of their operational practices.

Students

- Very few students know what diversity, inclusion and equity are or understand why knowledge and experience in these areas are essential to their education and their future work.
- Few, if any, linkages exist between student knowledge, skills, and dispositions related to diversity, inclusion and equity and campus definitions of student success both within the classroom and outside of it.
- There are a handful of co-curricular opportunities to enhance student learning about diversity, inclusion and equity issues; a small percentage student body is regularly involved or engaged in diversity activities.
- There are a small number of opportunities on campus exist for student leaders to develop expertise on diversity, inclusion and equity issues; few, if any, opportunities on campus exist for students to take on leadership roles in advancing diversity in co-curricular settings throughout the campus.
- WPI has few formal mechanisms (e.g. diversity notation on students' transcripts, etc.) or informal mechanisms (news stories in paper, unofficial student certificates of achievement) that encourage students to prioritize participation in diversity activities.

Purpose of Logic Models

A logic model is a visual representation of the assumptions and theory of action that underlie the structure of a program giving a framework for charting the links between resources, activities, and outputs and its intended outcomes. It enables evaluation and it helps communicate to stakeholders the desired accomplishment, how goals will be reached, and to track progress.
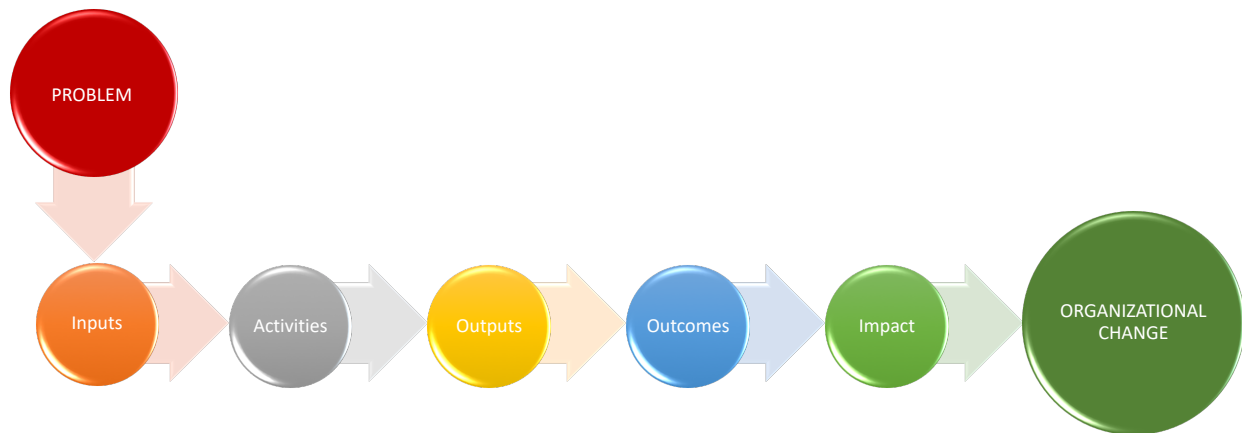
Figure 6: Basic Structure of a Logic Model

After compiling and analyzing as much data as time permitted, the PI SC sub-committees created the logic models found in Appendix B. Renga consultants matched the inputs/strategies data in each of the logic models, to the **developing** stage from each of the three rubric dimensions. This provides the Management Council with **strategies to move DEI in their areas from emerging to developing**. The logic models address many but not all of the rubric components. Appendix C lists the complete Rubric dimensions the PI SC selected for year 1 with all of the components and stages. The dimensions which are incomplete – components that are NOT included in the logic models – are marked with an asterisk (*) and should be addressed in year 2 by continued work by the PI SC and/or the Management Council to generate strategies.

Recommended Strategies

The following diagrams represent the strategies recommended (in squares) by the PI SC to move selected components from the emerging to the **developing** stage (in circle). Components added by the sub-committee are marked with a plus sign (+).

Faculty Knowledge & Awareness
Developing Stage

Create a "University approved" statement of expectations related to DEI, and an inventory of resources available to assist in enhancing actionable awareness (listening sessions, training opportunities etc.)

Conduct primary research (surveys, focus groups) to validate conclusions of secondary research.

An adequate number of faculty members know what diversity, inclusion and equity are and understand why it is an essential aspect of a student's education.

Brand and communicate the above through multimedia and presentations at faculty events.

Foster formal points of communication where DEI issues can be discussed (annual review, FAR, annual retreats etc.)

Figure 7: Strategies for Moving Faculty Knowledge & Awareness from Emerging to Developing

Faculty Development & Incentives
Developing Stage

Establish an annual internal grants competition or Faculty Learning Community for faculty-driven DEI projects (e.g., assessment/ research related to DEI issues, interventions, program/ course development, DEI conference travel).

Create a visible, branded DEI "thread" or "stream" in the *Food for Thought* teaching and learning seminar and workshop series (internal and external speakers) and/or DEI distinguished speakers, university lecturers.

There are some opportunities and dedicated funds to support and sustain the faculty capacity to do diversity, inclusion and equity related-work over time. There are some incentives provided to pursue diversity, inclusion and equity activities.

Create a leadership position in each unit, and/or a committee, to support faculty efforts to integrate DEI in their work.

Offer an annual summer DEI institute or workshop with a small professional development stipend.

Since new resources will be necessary, apply for a grant (similar to KEEN activity) or obtain funding through capital campaign.

Revise FAR, perhaps using checkbox approach, to build awareness of DEI opportunities as data are being collected.

Figure 8: Strategies for Moving Faculty Development & Incentives from Emerging to Developing

Inclusive Faculty Culture
Developing Stage

Deans and Provost ask and support departments to do the following:

- Review and update policies and practices with a DEI perspective and ensure shared governance for NTT faculty.

- Include DEI activities and initiatives in departmental strategic plans, informed by faculty, students and staff; report annually to Dean

- Report annually on recruitment of URMs through networking, conferences, outreach activities, etc.

- Publish statements about importance of DEI on website and marketing materials; include narratives of faculty success and recognition of service

Faculty culture is measurably more inclusive at the institutional level and within some departments with an increase in recruitment, retention, and well-being of diverse faculty.

Provide regular, high-quality DEI training opportunities for all faculty (e.g., recognizing and responding to implicit biases and microaggressions).

Coordinate efforts to help faculty see and include DEI activities and mindset in grant proposals.

Support grass-roots efforts to enable NTT faculty to vote on issues and serve on committees that are relevant to their roles and expertise.

Encourage grass roots effort to review and revise statements of diversity/equity/inclusion in Faculty Handbook.

Figure 9: Strategies for Moving Inclusive Faculty Culture from Emerging to Developing+

Staff Knowledge & Awareness
Developing Stage

Offer on-going training in areas of diversity, inclusion and equity for all staff.

Some staff members know what diversity, inclusion, and equity are and understand why they are an essential part of an education.

Offer opportunities for open dialogue for entire community (cross-groups) in a casual atmosphere.

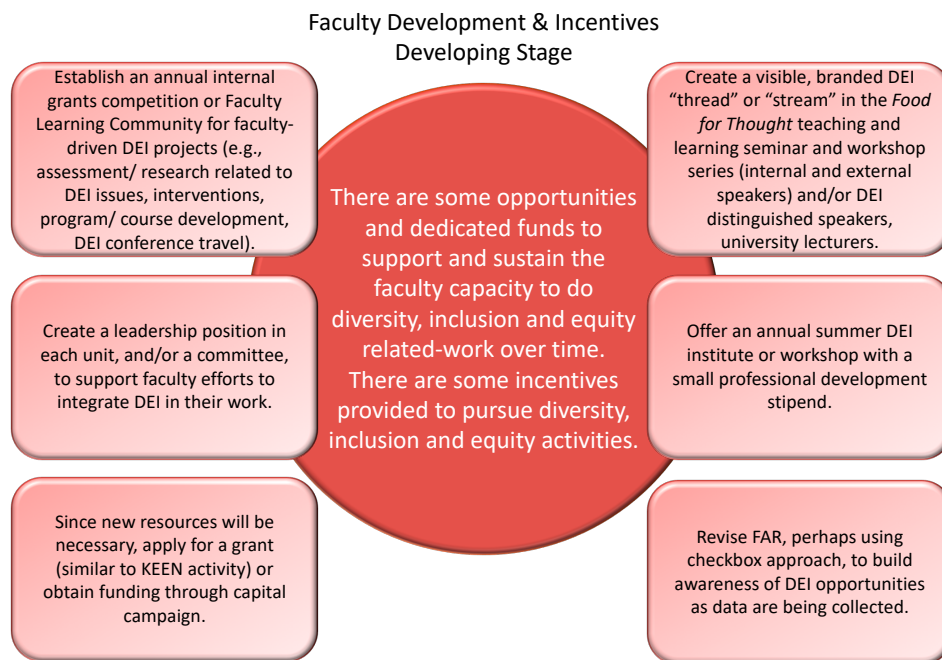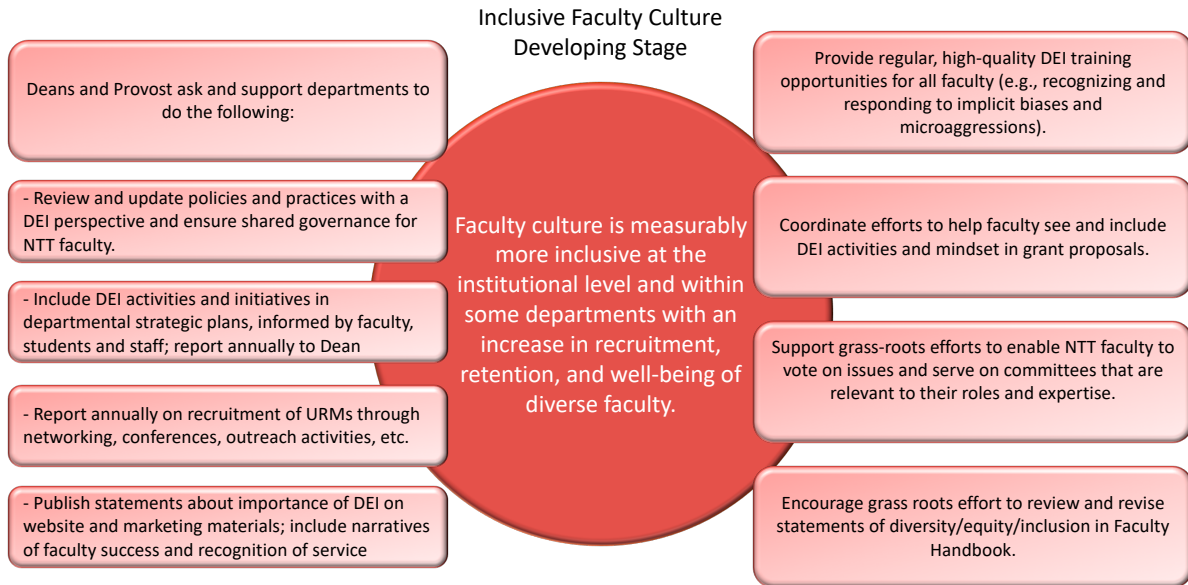Because the population changes annually, offer DEI information at staff orientations, division meetings and retreats.

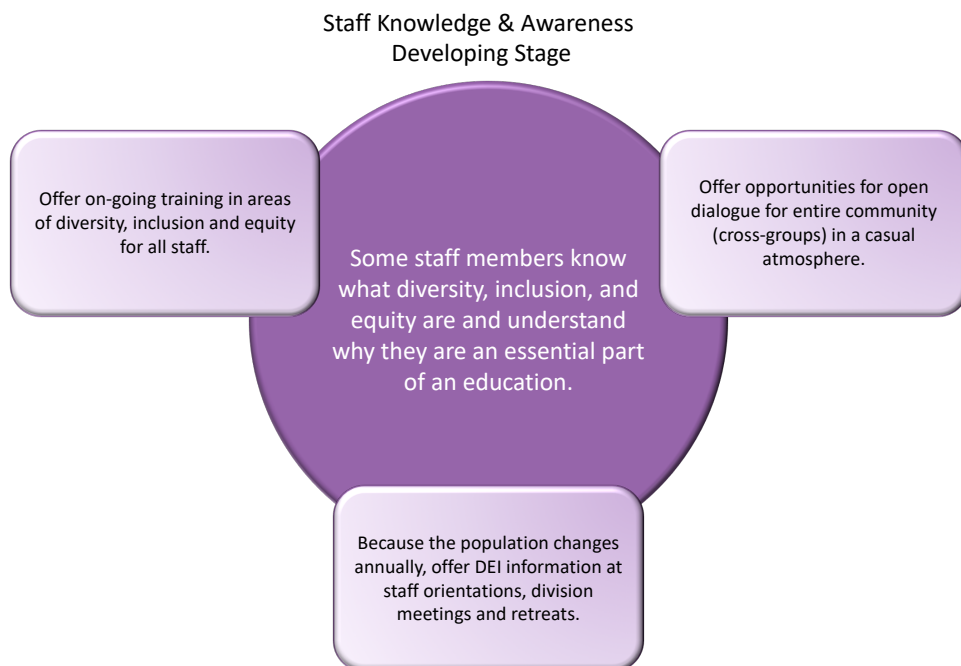*Figure 10: Strategies for Moving Staff Knowledge & Awareness from Emerging to Developing*

Staff Engagement & Involvement
Developing Stage

Non-Academic Offices and departments adjust their mission statements to include DEI concepts.

While some staff members are supportive of diversity, inclusion, and equity few are advocates for infusing diversity in the overall mission and/or their own professional work.

Department Heads incorporate measurable DEI goals into already-established annual goals.

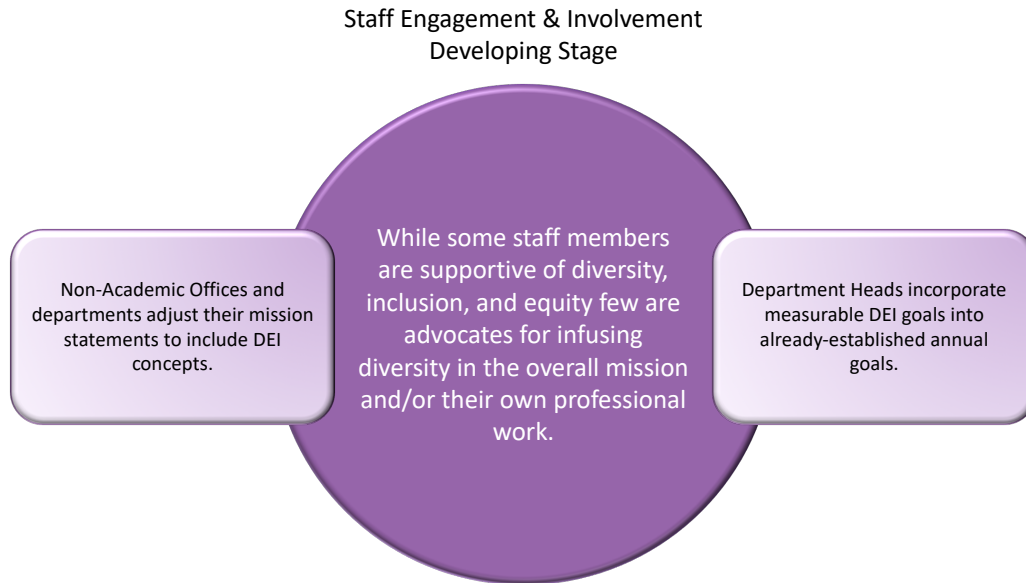*Figure 11: Strategies for Moving Staff Engagement & Involvement from Emerging to Developing*

Staff Recruitment & Hiring
Developing Stage

T&I and departments conduct in-person recruitment: Job Fair Attendance (Quinsigamond, Veteran, Local Community, etc.).

Establish common DEI Language in all job descriptions.

While the staff has some racial diversity, recruitment and hiring of diverse candidates needs to increase in order to reflect the diversity of student body and local community.

Strategically align interview experience; whereby diverse interviewers and attention to environment is prioritized as integral to positive interview experience for applicants.

Create T&I promotional materials showcasing our DEI efforts.

Conduct DEI training for each department.

Figure 12: Strategies for Moving Staff Recruitment & Hiring from Emerging to Developing+

Staff Sense of Belonging
Developing Stage

Build & launch campus climate survey. Include specific questions regarding staff experience related to DEI.

Create an inclusive survey that includes all possible respondents across campus, so that completing the survey is applicable to everyone.

Some staff from underrepresented groups have lower rates of retention, a limited sense of belonging, feel marginalized.

Create a survey where respondents can remain anonymous.

Figure 13: Strategies for Moving Staff Sense of Belonging from Emerging to Developing+

Student Knowledge & Awareness
Developing Stage

Develop a program through the Center for Project-Based Learning that will enable IQP students to include work in their IQPs that is significantly relevant to issues of DEI.

Recruit IQP advisors to participate in the program.

Some students know what diversity, inclusion and equity are and understand why knowledge and experience in these areas are essential to their education and their future work.

Develop a non-credit bearing mini-course that focuses on 1) increasing student knowledge and awareness of DEI and 2) enhancing student understanding of why their understanding of DEI is essential to their education and future work.

Recruit IQP students to participate in the program.

Figure 14: Strategies for Moving Student Knowledge & Awareness from Emerging to Developing

Student Leadership
Developing Stage

Develop matrix of possible aims of research and other initiatives that DEI committee could possibly undertake.

Edit the constitution of the current SGA to allow for a DEI committee or body as an arm of SGA.

There are some opportunities on campus for student leaders to develop expertise on diversity, inclusion and equity issues; there are some opportunities on campus for students to take on leadership roles in advancing diversity in co-curricular settings throughout the campus.

Develop framework for how the committee would operate.

Locate a team of advisers to act as advisers during the early tenure of this body.

Student groups will be required to have presentations from DEI board yearly.

Develop training modules to help train first cohort of students on how to run DEI committee, and how to handle issues of DEI.

Figure 15: Strategies for Moving Student Leadership from Emerging to Developing

Student Incentives & Rewards
Developing Stage

Develop application criteria and disseminate information about the award.

Establish criteria for a student award, similar to the CARE (Courageous, Aware, Responsible, Exceptional) Award, for outstanding DEI activities to be awarded annually at the student award ceremony.

While the campus offers some informal incentives and rewards that encourage students to participate in diversity activities/efforts and/or reward students for their participation in diversity-related activities, the campus offers few or no formal incentives and rewards.

Identify an appropriate name for the award, possibly in honor of a DEI pioneer at WPI.

Figure 16: Strategies for Moving Student Incentives & Rewards from Emerging to Developing

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Student Incentives & Rewards, Pt. 2
Developing Stage

Pitch to Management Council that this work will go to directly achieving the cross-cutting initiative of diversity in the strategic plan.

The Educational Developmental Council will develop criteria for the DEI Innovation Grant.

While the campus offers some informal incentives and rewards that encourage students to participate in diversity activities/efforts and/or reward students for their participation in diversity-related activities, the campus offers few or no formal incentives and rewards.

Pitch to director of MTLC and the EDC that this fits with their mission.

There is an open application process for students.

The research and evaluation associate from MTLC will create a list of dissemination opportunities, and they can provide research and evaluation support.

Figure 17: Strategies for Moving Student Incentives & Rewards from Emerging to Developing, Pt. 2

Conclusion

WPI Project Inclusion in year 1 has provided a data-driven assessment that will enable stakeholders to continue cultivating a workplace and campus that is inclusive and welcoming, in addition to illuminating new approaches, ideas, and programs that have not been considered, or known, previously. As the PI SC recommendations are refined and developed into work plans, WPI will move decisively towards its ultimate DEI goal.

> *"…the goal of this is that we create an environment that will support and allow people to thrive so that our entire community is in a position where we are leading how an inclusive culture should be modeled, especially in higher education."*
> *~ Michelle Jones-Johnson, VP Talent and Inclusion, Chief Diversity Officer ~*

What Happens Next?

In year 2, Renga is available to work with the Management Council to develop work plans based on PI SC recommendations on how to **move from *emerging* to the *developing* stage**.

- Co-chairs of the PI SC, sub-committee chairs, and Renga consultants review this report with President Leshin and the Management Council.
- The PI SC is reconfigured and moves on to Curriculum and Senior Leadership dimensions.
- Management Council division leads for faculty, staff and students work with their teams to integrate PI SC recommendations into 2018-19 departmental work plans.
  - Receive support for this work from PI SC co-chairs, PI SC sub-committee chairs and Renga.
- Quarterly reviews with PI SC co-chairs and the Management Council.
  - Management Council division leads share updates on progress.
  - Project Inclusion leadership provides implementation progress updates to PI SC.
    - Q1 - Implementation progress update: Faculty, Student, Staff Support dimensions
    - Q2 - PI SC mid-year update: Curriculum and Administrative Leadership dimensions
    - Q3 - Implementation progress update II: Faculty, Student, Staff Support dimensions
    - Q4 - PI SC year-end update: Curriculum and Administrative Leadership dimensions

It is a pleasure working with WPI and we look forward to steady progress in the year ahead.

Appendix A: Project Inclusion Steering Committee Members

Thank you to the Project Inclusion Steering Committee members who have invested their time and energy to championing this initiative in year 1.

Co-Chairs, Institutional Liaison, & Support

- Michelle Jones-Johnson, *Vice President, Talent & Inclusion, Chief Diversity Officer*
- Peter Hansen, *Professor, Humanities & Arts Director of International and Global Studies*
- Bonnie Walker, *Executive Director, Diversity & Inclusion Strategy*
- Christelle Hayles, *Diversity & Inclusion Specialist*

Staff Sub-Committee

- Casey Wall, *Director, Office of Residential Services*
- Alison Donta-Venman, *Director, Office of Institutional Research*
- Yvette Rutledge, *Customer Service Coordinator, Facilities*
- Rachel LeBlanc, *Assistant Vice President, CPE*
- Suzanne Weekes, *Professor, Mathematical Science*
- Diane Begreen, *Operations Manager, Library Services*
- Tom Thomsen, *Director, Office* of *International Students and Scholars*
- Dana Harmon, *Director of Physical Education, Recreation, and Athletics*
- Paul Reilly, *Executive Director, Academic Advising*
- Jessica Locke, *'19, Environmental Engineering*
- Zoe Reidinger, *Assistant Teaching Professor, Bioengineering*
- Marja Bakermans, *Associate Teaching Professor, Undergraduate Studies*

Faculty Sub-Committee

- Kathy Chen, *Executive Director, STEM Education Center*
- Corey Dehner, *Associate Teaching Professor, Interdisciplinary & Global Studies*
- Chrysanthe Demetry, *Director, Morgan Teaching & Learning Center, Associate Professor, Mechanical Engineering*
- Paula Quinn, *Associate Director, Center for Project-Based Learning*
- Susan Roberts, *Department Head and Professor, Chemical Engineering*
- Charlana Simmons, *Director, Multicultural Affairs*
- Winston Soboyejo, *Dean, Engineering*
- Kristopher Sullivan, *Associate Vice President, Academic Affairs*
- Kris Wobbe, *Associate Dean, Undergraduate Studies*
- Rodica Neamtu, *Associate Teaching Professor of Computer Science and Data Science*
- Jeanine Skorinko, *Associate Professor of Psychology*

Student Sub-Committee

- Carlie Alfaro, *'18, Biology and Biotechnology*
- Avery Brown, *GS, Chemical Engineering*
- Thomas Mackintosh, *'18, Electrical and Computer Engineering*
- Ally Day, *'18, Biology and Biotechnology*
- Pacifique Mugabo, *'18, Chemical Engineering*
- Errando Berwin Jayapurna, *'18, Chemical Engineering*
- Reid Billings, *'18, Mechanical Engineering*
- Ana Kristy Giacoman, *'20, Industrial Engineering and Economic Science*
- Rosie McCarthy, *'19, Mechanical Engineering*
- Mike Brooks, *'19, Management Engineering*

- Lisa Stoddard, *Assistant Teaching Professor, Environmental and Sustainability Studies*
- Adrienne Hall-Phillips, *Associate Professor, Foisie Business School*
- Andrew Palumbo, *Dean, Admissions & Financial Aid*
- Steve Kmiotek, *Professor of Practice, Chemical Engineering*
- Michael Jacobs, *Sergeant, Campus Police*
- Katie Elmes, *Associate Director, STEM Education Center*

Appendix B: Logic Models

Dimension II: Faculty Support for and Involvement in Diversity, Equity, and Inclusion

Faculty Knowledge & Awareness

Problem Statement: Initial data collection indicates that levels of faculty awareness with regard to diversity, equity and inclusion (DEI) are low, and that several opportunities exist to improve awareness levels and reporting of measurable DEI activities.

Participants	Assumptions	Inputs/Strategies	Outcomes	Measures of Success	Long-Term Impacts
Faculty members	Faculty officially report their activities related to DEI on their Faculty Annual Reports and in conversations with department heads about performance and professional development.	Conduct primary research (surveys, focus groups) to validate conclusions of secondary research. Foster formal points of communication where DEI issues can be discussed (annual review, FAR, annual retreats etc.)	Clearer picture of actual awareness will emerge. Evidence of increased awareness will emerge through identified sources (FAR, longitudinal surveys, DH reports).	Measurable levels of awareness will increase. Formal inventory of DEI awareness resources will be created and available for all, including faculty.	Steady levels of increased awareness will be evident through continued monitoring.

Participants	Assumptions	Inputs/Strategies	Outcomes	Measures of Success	Long-Term Impacts
Faculty members	Opportunities exist to greater incorporate DEI issues into the curriculum and non-curricular activities. A level of unawareness may lead to instances of bias that go unrecognized.	Create a "University approved" statement of expectations related to DEI, and an inventory of resources available to assist in enhancing actionable awareness (listening sessions, training opportunities etc.). Brand and communicate the above through multimedia and presentations at faculty events.	Participation rates at DEI related events will increase. Evidence of DEI incorporation into curriculum will emerge.	DEI will be better incorporated into academic culture. Through faculty awareness, student satisfaction with DEI issues will increase.	Faculty members will know that there is a visible, stable source of support and opportunities that that they can count on to build their capacity for DEI over time. Faculty will take ownership of DEI work as essential to their roles as educators, scholars, and colleagues.

Faculty Involvement & Support

Problem Statement: Very few faculty members are instructors, supporters, or advocates of diversity, inclusion and equity. Few support the strong infusion of diversity, inclusion and equity into the academy or into their own professional work. A few faculty members on campus sustain diversity, inclusion, and equity activities.

Faculty Leadership

Problem Statement: Very few of the most influential faculty members on campus serve as leaders for advancing diversity, inclusion, and equity on the campus and/or are not encouraging colleagues to engage in diversity work on campus or in their courses.

Faculty Rewards

Problem Statement: In general, faculty members are not encouraged to engage in diversity, inclusion and equity; faculty members' work in diversity, inclusion and equity is not usually recognized during their review, tenure, and promotion and sabbatical processes.

Academic Departments

Problem Statement: Few, if any, departments infuse diversity, inclusion and equity as a formal part if their academic programs.

Faculty Development & Incentives

Problem Statement: There are only sporadic opportunities at WPI for faculty to build their capacity for work related to diversity, equity, and inclusion. No dedicated funds and few incentives have been provided to pursue diversity, inclusion, and equity activities.

Participants	Assumptions	Inputs/Strategies	Outcomes	Measures of Success	Long-Term Impacts
Faculty members **Department Heads and Deans** **Provost**	The biggest incentives for faculty are time (=$) and recognition. Faculty will be motivated to participate if given the time and high-quality opportunities with a range of entry points and level of commitment. Faculty can also be motivated by positive peer pressure and word-of-mouth. High level of completion of Faculty Annual Reports (FAR).	Establish an annual internal grants competition or Faculty Learning Community for faculty-driven DEI projects (e.g., assessment/ research related to DEI issues, interventions, program/ course development, DEI conference travel). Offer an annual summer DEI institute or workshop with a small professional development stipend.	A dedicated source of funds will be available annually for DEI projects. At least 2-3 DEI-related faculty development opportunities will be offered and visible on campus annually.	High level of faculty awareness about DEI development opportunities (80%?). High level of faculty awareness about dedicated funds for DEI work (80%?). Increase in % of faculty reporting PD related to DEI (target of 20-30% for first year or two?) on FAR. High participation and satisfaction with quality of DEI development opportunities.	Faculty members will know that there is a visible, stable source of support and opportunities that that they can count on to build their capacity for DEI over time. Faculty will take ownership of DEI work as essential to their roles as educators, scholars, and colleagues. Faculty involved in DEI work will feel recognized and rewarded.

Participants	Assumptions	Inputs/Strategies	Outcomes	Measures of Success	Long-Term Impacts
Faculty members **Department Heads and Deans** **Provost**	Dept. Heads, Deans, and Provost support and value faculty development in DEI.	Create a visible, branded DEI "thread" or "stream" in the Food for Thought teaching and learning seminar and workshop series (internal and external speakers) and/or DEI Distinguished Speakers, University Lecturers. Revise FAR, perhaps using checkbox approach, to build awareness of DEI opportunities as data are being collected. Since new resources will be necessary, apply for a grant (similar to KEEN activity) or obtain funding through capital campaign. Create a leadership position in each unit, and/or a committee, to support faculty efforts to integrate DEI in their work.	Faculty increase their capacity for work related to DEI.	Increase in knowledge and change in behaviors as result of development opportunities. Faculty implement DEI in their work.	All students feel supported and included by faculty. Faculty model inclusive practices to students to create long lasting culture shifts.

Faculty Inclusive Culture

Problem Statement: Faculty culture is presently not inclusive, both at the institutional level and within some departments, which affects recruitment, retention, and well-being of diverse faculty. Faculty culture has developed with a (false) sense of "meritocracy," without diversity, equity and inclusivity in mind, and thus a culture that often excludes faculty from diverse backgrounds has been created.

Participants	Assumptions	Inputs/Strategies	Outcomes	Measures of Success	Long-Term Impacts
Faculty **Department heads** **Deans** **Administrators** **Students**	Faculty are unconscious about their biases and they can be trained. Longstanding culture can be shifted to be more inclusive. The Division of Talent and Inclusion and Academic Affairs leadership will continue to make progress with their initiatives to improve recruitment and faculty search practices.	Provide regular high-quality DEI training opportunities for all faculty (e.g., recognizing and responding to implicit biases and microaggressions). Coordinate efforts to help faculty see and include DEI activities and mindset in grant proposals.	All faculty are trained in DEI with strategic participation in DEI activities. DEI work is a central part of the merit, retention, promotion, and tenure processes. Search committees are trained in DEI and use rubrics when evaluating applicants. Departments become more diverse in faculty compositions, as outlined in strategic plans.	Faculty are trained in DEI. Increase in feelings of inclusion and support among all types of faculty. % of NTT and TT's from URM groups are interviewed, given offers, and hired at increased numbers in all departments/ programs. Retention rates for faculty from diverse backgrounds will show consistent positive trends. Students from URM groups will feel valued and do well in courses and projects.	An inclusive culture that embraces diverse perspectives and experiences is created where ALL faculty feel included, respected and have equal access to privileges and benefits. WPI is known as place where all types of faculty want to work. Faculty from URM groups feel a sense of belonging.

Participants	Assumptions	Inputs/Strategies	Outcomes	Measures of Success	Long-Term Impacts
Faculty **Department heads** **Deans** **Administrators** **Students**	Resources will be made available for trainings, active recruitment, etc.	Deans and Provost ask and support departments to do the following: • review and update policies and practices with a DEI perspective and ensure shared governance for NTT faculty • include DEI activities and initiatives in departmental strategic plans, informed by discussions with faculty, students and staff (e.g., faculty meetings, retreats, student focus groups, etc.), and report annually to their Dean • report annually on recruitment of URMs through networking, conferences, outreach activities, etc.	Faculty from URM groups no longer feel marginalized or "bullied" in their departments or on campus. Instances where practices, policies, and procedures that foster exclusion are examined and revised.	A much larger number of departmental members participate in DEI work. More faculty publish and get grants incorporating DEI within their work. Revised faculty handbook that includes statements of diversity/equity/inclusion and reflects the newly adopted approach to faculty inclusion.	No discrepancies in positions, promotion, tenure, salary, course/service load, based on diverse categories (e.g., gender, ethnicity/race, etc.). "Equity-mindedness" is embedded in WPI's culture.

Participants	Assumptions	Inputs/Strategies	Outcomes	Measures of Success	Long-Term Impacts
Department heads **Faculty** **Department staff** **Search committees** **Deans** **Administrators** **Students**	Some faculty from URM groups feel "bullied" and marginalized, unwelcome, or overburdened, which affects sense of belonging and retention of talent. Exclusion of NTT faculty from shared governance, at the institutional level and in some departments, is a significant DEI issue that should be addressed and improved upon.	• publish statements about the importance of DEI within their specific units on relevant websites and marketing materials; include expanded narratives of faculty success and recognition of broad areas of service Support grass-roots efforts to enable NTT faculty to vote on issues and serve on committees that are relevant to their roles and expertise. Encourage grass roots effort to review and revise statements of diversity/equity/inclusion in Faculty Handbook			

Dimension IV: Staff Engagement and Involvement in Diversity, Equity, and Inclusion

Staff Knowledge & Awareness

Problem Statement: Grow university staff awareness in the areas of DEI.

Participants	Assumptions	Inputs/Strategies	Outcomes	Measures of Success	Long-Term Impacts
Staff from all grade and salary levels	Not all staff know what diversity, inclusion and equity means, nor how their role on campus impacts DEI.	Offer on-going training in areas of diversity, inclusion and equity for all staff. Offer opportunities for open dialogue for entire community (cross-groups) in a casual atmosphere. Because the population changes annually, offer DEI information at staff orientations, division meetings and retreats.	Set measurable outcomes for the suggested trainings, orientations and open dialogues - including pre-post assessment strategies for these sessions.	Assessment of measurable outcomes for trainings, shows increased understanding of DEI concepts improves among staff populations.	Noticeable change in staff awareness and understanding of DEI, i.e. knows the definitions of diversity, equity, and inclusion and can articulate their role at the university tied to DEI and that impact, as well as feel more comfortable talking about DEI related issues.

Staff Engagement & Involvement

Problem Statement: Limited staff members understand why diversity, equity, and inclusion are an essential part of the WPI education.

Participants	Assumptions	Inputs/Strategies	Outcomes	Measures of Success	Long-Term Impacts
Staff from all grade and salary levels	Limited staff know what diversity, inclusion and equity mean. The majority of staff believe it is other staff's responsibility to complete diversity, inclusion and equity work. Staff do understand how their role impacts education at university.	Non-Academic Offices and departments adjust their mission statements to include DEI concepts. Department Heads incorporate measurable DEI goals into already established annual goals.	Staff consider diversity, equity and inclusion in day-to-day tasks. DEI is a priority in decision making process for staff. Department heads provide data in year-end reports related to their DEI goals.	Non-Academic Departments have DEI concepts in their mission statements. Department heads are able to showcase positive impact staff have made in areas of DEI through year-end reporting, with data to show that goals have been met.	DEI work is understood as an integral part of everyone's day-to-day routine. Not a check box item, or something that is believed to be somebody else's responsibility. Comfort in talking about DEI becomes commonplace.

Staff Incentives & Rewards

Problem Statement: In general, staff members are not encouraged to engage in diversity, inclusion and equity; few if any incentives are provided (e.g., funds for conferences, professional development etc.) to pursue diversity activities; staff members' work in diversity, inclusion and equity is not usually recognized during their performance review and promotion process.

Non-Academic Departments

Problem Statement: Few, if any, units (e.g. Purchasing, Human Resources, Dining Services, Student Life) infuse diversity, inclusion and equity as a formal part of their operational practices.

Staff Recruitment & Hiring

Problem Statement: Domestic racial diversity needs to increase in staff recruitment and hiring; staff racial diversity is not reflective of our student body.

Participants	Assumptions	Inputs/Strategies	Outcomes	Measures of Success	Long-Term Impacts
Staff Applicants and Recruits	We need to be more racially diverse as it will improve our student, staff and faculty experience and increase our talent abilities at WPI. We believe in-person recruitment will help bring in a more diverse pool of applicants.	In Person Recruitment: Job Fair Attendance (Quinsigamond, Veteran, Local Community, etc.) - Not only by T & I but also by departments. Common DEI Language in all job descriptions. T & I promotional materials showcasing our DEI efforts. DEI training for each department. Strategically align interview experience; whereby diverse interviewers and attention to environment is prioritized as integral to positive interview experience for applicants.	Increase racial diversity among staff by appropriately benchmarked percentage annually.	With a slated percentage increase every year, we should reach our goal of a more diverse staff composition in 5 years. The more diverse we are, the more we will attract diverse candidates.	Staff's racial diversity will ultimately match the benchmarked comparison demographics by department/division, to reach the goal of staff racial composition aligned with that of the student body.

Staff Sense of Belonging

Problem Statement: A limited sense of belonging impacts the feeling of marginalization and the retention of underrepresented groups.

Participants	Assumptions	Inputs/Strategies	Outcomes	Measures of Success	Long-Term Impacts
Staff from all grade and salary levels	The retention rates for staff of underrepresented Staff groups, is lower than that of the majority. Staff that are members of underrepresented groups feel "othered" in the WPI community. i.e. Campus Holiday Party - is a Christmas party, non-Christian faith individuals do not feel included or that party is for them.	Build & launch campus climate survey. Include specific questions regarding staff experience related to DEI. Create an inclusive survey that includes all possible respondents across campus, so that completing the survey is applicable to everyone. Create a survey where respondents can remain anonymous.	Collect data to assess changes in the University population overtime. Climate survey data documents and informs the experiences of marginalized groups and the impact on respondents' feeling of belonging. Additionally, survey data provides a framework for areas of improvement (action/work plans) related to retention and a sense of belonging at WPI.	Improve retention of diverse staff by slated percentage, annually, and review indicators of an increased sense of belonging and a count of newly recruited staff, over time.	Staff's sense of belonging and retention at the university improves. The Staff cohort becomes more diverse at all levels, and reflective of the student body.

Dimension V: Student Support for and Involvement in Diversity, Equity, and Inclusion

Student Knowledge & Awareness

Problem Statement: There is a lack of opportunity for students to develop knowledge and awareness of what diversity, equity, and inclusion are, and there is a lack of opportunity for them to develop an understanding of why knowledge and experience in DEI are essential to their education and future work.

Participants	Assumptions	Inputs/Strategies	Outcomes	Measures of Success	Long-Term Impacts
Undergraduate students who are working on their IQPs	The Center for Project-Based Learning will lead this effort. Enough IQP advisors will see the value of this effort to make it viable. Enough IQP students will see the value of this effort to make it viable. IGSD will support this effort. assessment to measure student knowledge and awareness of DEI.	Develop a program through the Center for Project-Based Learning that will enable IQP students to include work in their IQPs that is significantly relevant to issues of DEI. Recruit IQP advisors to participate in the program. Recruit IQP students to participate in the program.	Increase the number of IQPs that include work that is significantly relevant to issues of D, E, and/or I from (essentially) none to ultimately __ per year.	Program is developed. IQP advisors agree to participate in the program. Students agree to participate in the program.	Establish a tradition of including issues of DEI in student project work. Develop and prepare a group of students each year who can help lead a culture change that is pro DEI in the STEM workforce.

Participants	Assumptions	Inputs/Strategies	Outcomes	Measures of Success	Long-Term Impacts
Undergraduate students who are working on their IQPs	Enough IQPs will be identified each year to make this effort viable. It will be possible to develop a pre- and post-program	Develop a non-credit bearing mini-course that focuses on 1) increasing student knowledge and awareness of DEI and 2) enhancing student understanding of why their understanding of DEI is essential to their education and future work.	Increase the number of students who worked on IQPs that include work that is significantly relevant to issues of DEI from (essentially) none to __ per year. For each student who participates, increase knowledge and awareness of DEI as measured through a pre- and post-program assessment.	IQPs are conducted that include work that is significantly relevant to issues of DEI. IQP student scores on pre- and post-program assessment that measures IQP student knowledge and awareness of DEI.	Establish WPI as a leader in using project-based pedagogy to develop student understanding of DEI and of its importance and relevance to their work as students and professionals.

Student Success

Problem Statement: Few, if any, linkages exist between student knowledge, skills, and dispositions related to diversity, inclusion and equity and campus definitions of student success both within the classroom and outside of it.

Student Opportunities for Engagement

Problem Statement: Only a handful of co-curricular opportunities to enhance student learning about diversity, inclusion and equity issues are available; Very few students are involved or engaged in diversity activities.

Student Leadership

Problem Statement: Few, if any, opportunities on campus exist for student leaders to develop expertise on diversity, inclusion and equity issues; few, if any, opportunities on campus exist for students to take on leadership roles in advancing diversity in co-curricular settings throughout the campus.

Participants	Assumptions	Inputs/Strategies	Outcomes	Measures of Success	Long-Term Impacts
Undergraduate students who have expressed an interest in student leadership	The student government association agrees that issues of Diversity, Equity and Inclusion are important on campus. There will be large enough interest in forming a DEI committee on campus that people will join. There will be interest in having this committee attend trainings so that they can then share that training with others.	Edit the constitution of the current SGA to allow for a DEI committee or body as an arm of SGA. Locate a team of advisers to act as advisers during the early tenure of this body. Develop training modules to help train first cohort of students on how to run DEI committee, and how to handle issues of DEI. Develop matrix of possible arms of research and other initiatives that DEI committee could possibly undertake.	Creation of an on-campus body of students who are aware of DEI and have the capacity to train others. Students from WPI will graduate with increased exposure to DEI issues, and will be able to serve on such committees in the workplace.	Committee is deployed on campus in 2019-2020 school year. Committee advisors are trained and develop curriculum for committee in early 2019. Students apply to be on inaugural board in May of 2019. Committee conducts a DEI hearing in 2019-2020 school year.	This will create an ongoing tradition of student involvement and awareness of DEI issues on our campus. WPI will become a leader in awareness of Dei issues at the workplace. WPI will become a leader in student training of not only awareness of DEI issues, but also how to solve them.

Participants	Assumptions	Inputs/Strategies	Outcomes	Measures of Success	Long-Term Impacts
Undergraduate students who have expressed an interest in student leadership	Faculty and staff will be willing to let this committee act as a hearing board for issues of DEI among students	Develop framework for how the committee would operate. Student groups will be required to have presentations from DEI board yearly.	Increase knowledge and awareness of DEI for each student who participates. Professors will have students from DEI board in every class, and some may be invited to give presentations.	Students lead presentations on DEI during the 2019-2020 school year. After 2024 DEI committee is fully independent, with minimal adviser guidance.	Student committees such as this one will become more common in schools.

Student Incentives & Rewards

Problem Statement: There are a lack of student incentives and rewards for students to participate in DEI related activities.

Participants	Assumptions	Inputs/Strategies	Outcomes	Measures of Success	Long-Term Impacts
Graduate & undergraduate students	That students conduct and have the opportunities to conduct activities worthy of an award.	Establish criteria for a student award, similar to the CARE (Courageous, Aware, Responsible, Exceptional) Award, for outstanding DEI activities to be awarded annually at the student award ceremony. Identify an appropriate name for the award, possibly in honor of a DEI pioneer at WPI. Develop application criteria and disseminate information about the award.	Establish a student award, similar to the CARE (Courageous, Aware, Responsible, Exceptional) Award, for outstanding DEI activities to be awarded annually at the student award ceremony. Begin issuing annual award in spring 2019	Awards granted.	To recognize and reward student successes in DEI related activities. To have a permanent plaque in a prominent place that lists the annual recipients.

Participants	Assumptions	Inputs/Strategies	Outcomes	Measures of Success	Long-Term Impacts
Graduate & undergraduate students	That the WPI Administration will fund the grant on an annual basis. MTLC and EDCs mission align with the goals of university in DEI. Enough faculty are interested in research in DEI that the grant will be competitive. Enough students are interested in DEI research that the student applications will be competitive. Participants of the Institute on PBL would be interested in a workshop on mentoring students on DEI research.	Pitch to Management Council that this work will go to directly achieving the cross-cutting initiative of diversity in the strategic plan. Pitch to director of MTLC and the EDC that this fits with their mission. The research and evaluation associate from MTLC will create a list of dissemination opportunities, and they can provide research and evaluation support. The Educational Developmental Council will develop criteria for the DEI Innovation Grant. There is an open application process for students.	WPI administration commits to a budget line that funds a DEI Innovation Grant starting in fall 2018 for funding starting in 2019 and continues annually? The MTLC establishes a funded DEI Innovation Grant, which will open applications in the Dec 2019 Teaching Innovation Grant application rollout. At least one faculty member is awarded the DEI Innovation Grant each year, starting in 2010. At least two students (under/grad) are hired through the grant each year, starting in 2020.	Funding is established. Grant is established EDC develops criteria. Grants are awarded. Students are hired. Abstracts for conferences and publications are submitted. Abstracts for conferences and publications are approved.	WPI becomes a leader in integrating teaching and research in DEI at a STEM university/global polytechnic. Establish a tradition in mentoring in DEI to develop and prepare a group of students each year who can help lead a culture change that is pro DEI in the STEM workforce.

| **Graduate & undergraduate students** | | | In academic year of 2021/2022, participating faculty and students will have applied to conferences, journals, books, or other publications and outlets; such applications will continue in 2022/2023 and beyond.

We will see evidence of dissemination at conferences, in journals and books, and in other publications and outlets starting in 2022/2023.

There will be a workshop at the Institute for PBL each year on mentoring students on DEI research. | Survey of institute participants in associated workshops indicates recognition of facilitators of experts in on mentoring students on DEI research.

Follow up interviews with student researchers on DEI innovation grant projects will reveal extent to which they have and mechanisms by which they did carry this research experience (mentorship, knowledge of DEI, conference & publications) into DEI in their professional and personal work and workplace. | |

Appendix C: Project Inclusion Rubric

Dimension II: Faculty Support for and Involvement in Diversity, Equity, and Inclusion

An important element for diversity, inclusion and equity institutionalization is the degree to which the faculty take ownership of diversity, inclusion and equity as essential to the academic core of the campus.

Components	Stage One: Emerging	Stage Two: Developing	Stage Three: Transforming
Faculty Knowledge & Awareness	Very few members know what diversity, inclusion and equity are or understand why they are essential aspects of a student's education.	An adequate number of faculty members know what diversity, inclusion and equity are and understand why it is an essential aspect of a student's education.	A substantial number of faculty members know what diversity, inclusion and equity are and understand why it is an essential aspect of a student's education.
Faculty Involvement & Support*	Very few faculty members are instructors, supporters, or advocates of diversity, inclusion and equity. Few support the strong infusion of diversity, inclusion and equity into the academy or into their own professional work. A few faculty members on campus sustain diversity, inclusion, and equity activities.	While a satisfactory number of faculty members are supportive of diversity, inclusion and equity, few faculty members are advocates for infusing diversity in the overall mission and/or their own professional work. An inadequate or unsatisfactory number of key faculty members are engaged in diversity, inclusion and equity.	A substantial number of influential faculty members participate as instructors, supporters, and advocates of diversity, inclusion, and equity support the infusion of diversity, inclusion and equity both into the institution's overall mission and the faculty members' individual professional work.
Faculty Leadership*	Very few of the most influential faculty members on campus serve as leaders for advancing diversity, inclusion, and equity on the campus and/or are not encouraging colleagues to engage in diversity work on campus or in their courses.	There are only several (two or more) influential faculty members who provide leadership to the campus' diversity, inclusion, and equity efforts and encourage colleagues to engage in diversity, inclusion and equity work on campus or in their courses.	A highly respected, influential group of faculty members serves as the campus' diversity, inclusion and equity leaders and/or advocates and encourages colleagues to engage in diversity, inclusion and equity work on campus or in their courses.

Faculty Rewards*	In general, faculty members are not encouraged to engage in diversity, inclusion and equity; faculty members' work in diversity, inclusion and equity is not usually recognized during their review, tenure, and promotion and sabbatical processes.	Although faculty members are encouraged to pursue diversity, inclusion and equity activities, their work in diversity, inclusion and equity is not always recognized during their review, tenure, and promotion and sabbatical processes.	Faculty who are involved in diversity, inclusion and equity receive recognition for it during the campus' review, tenure, and promotion and sabbatical process; faculty is encouraged to pursue diversity, inclusion and equity activities.
Faculty Development & Incentives	There are few opportunities and dedicated funds to support and sustain faculty capacity for diversity over time. There are few incentives provided (e.g., mini-grants, course releases, funds for conferences, etc.) to pursue diversity activities.	There are some opportunities and dedicated funds to support and sustain the faculty capacity to do diversity, inclusion and equity related-work over time. There are some incentives are provided to pursue diversity, inclusion and equity activities.	There are many opportunities and dedicated funds to support and sustain the faculty capacity to do diversity, inclusion and equity related-work over time. There are many incentives are provided to pursue diversity, inclusion and equity activities.
Academic Departments*	Few, if any, departments infuse diversity, inclusion and equity as formal part of their academic programs.	Several departments offer opportunities to engage in diversity, inclusion and equity related activities (e.g., research, study abroad) and courses, but these opportunities and courses typically are not a part of the formal academic program of the department and/or are not primarily supported by departmental funds.	In a fair to large number of departments, diversity, equity and inclusion shape course content, project design, and pedagogy.

*The logic models for these components are still in development.

Dimension IV: Staff Engagement and Involvement in Diversity, Equity, and Inclusion

One of the essential factors for institutionalizing diversity in higher education is the degree to which staff members are involved in implementation and advancement of diversity, inclusion, and equity issues on campus.

Components	Stage One: Emerging	Stage Two: Developing	Stage Three: Transforming
Staff Knowledge & Awareness	Very few staff members know what diversity, inclusion, and equity are or understand why they are an essential part of an education.	Some staff members know what diversity, inclusion, and equity are and understand why they are an essential part of an education.	A substantial number of staff members know what diversity, inclusion, and equity are and can articulate why they is an essential part of an education.
Staff Engagement & Involvement	Very few staff members are supporters, instructors, or advocates of diversity, inclusion, and equity. A few staff members on campus sustain diversity activities.	While some staff members are supportive of diversity, inclusion, and equity few are advocates for infusing diversity in the overall mission and/or their own professional work.	A substantial number of staff members participates as supporters, instructors and advocates of diversity, inclusion, and equity and infuse diversity both into the institution's overall mission and the staff members' individual professional work.
Staff Incentives & Rewards*	In general, staff members are not encouraged to engage in diversity, inclusion and equity; few if any incentives are provided (e.g., funds for conferences, professional development etc.) to pursue diversity activities; staff members' work in diversity, inclusion and equity is not usually recognized during their performance review and promotion process.	Although staff members are encouraged and are provided various incentives (funds for diversity conferences, professional development, etc.) to pursue diversity activities, their work in diversity, inclusion and equity is not always recognized during their performance review and promotion process.	Staff members who engage in diversity practices receive recognition for it during the campus' performance review and promotion process; staff are encouraged and are provided various incentives (funds for diversity conferences, professional development, etc.) to pursue diversity, inclusion and equity activities.

Components	Stage One: Emerging	Stage Two: Developing	Stage Three: Transforming
Non-Academic Departments*	Few, if any, units (e.g. Purchasing, Human Resources, Dining Services, Student Life) infuse diversity, inclusion and equity as a formal part of their operational practices.	Several departments infuse diversity, inclusion and equity into their operational practices, but these initiatives are not a part of the formal unit annual planning and budget.	In a fair to large number of departments, diversity, equity and inclusion are a part of the department's formal strategic planning, programmatic and budget practices.

*The logic models for these components are still in development.

Dimension V: Student Support for and Involvement in Diversity, Equity, and Inclusion

An important element of diversity institutionalization is the degree to which students are provided the opportunities to learn about diversity, inclusion, and equity in co-curricular settings; are aware of these opportunities; engaged in these opportunities; and play a leadership role in the development of diversity on campus.

Components	Stage One: Emerging	Stage Two: Developing	Stage Three: Transforming
Student Knowledge & Awareness	Very few students know what diversity, inclusion and equity are or understand why knowledge and experience in these areas are essential to their education and their future work.	Some students know what diversity, inclusion and equity are and understand why knowledge and experience in these areas are essential to their education and their future work.	A substantial number of students know what diversity, inclusion and equity are. They understand and can articulate why knowledge and experience in these areas are essential to their education and their future work.
Student Success*	Few, if any, linkages exist between student knowledge, skills, and dispositions related to diversity, inclusion and equity and campus definitions of student success both within the classroom and outside of it.	Some evidence exists supporting the link between diversity, inclusion and equity and student success.	Publicly available definitions of student success in curricular and co-curricular experiences always include references to diversity, inclusion and equity as a critical indicator.
Student Opportunities for Engagement*	Only a handful of co-curricular opportunities to enhance student learning about diversity, inclusion and equity issues are available; Very few students are involved or engaged in diversity activities.	There are some opportunities offered to enhance student learning on diversity, inclusion and equity issues. However, involvement and engagement are limited to affinity groups, and co-curricular programming exists in segregated communities.	There are ample opportunities and options offered to enhance student learning about diversity, inclusion and equity issues on campus and within the larger community. Administrators at all levels, faculty, staff, and students actively collaborate with community members to assure the development of these opportunities.

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Student Leadership	Few, if any, opportunities on campus exist for student leaders to develop expertise on diversity, inclusion and equity issues; few, if any, opportunities on campus exist for students to take on leadership roles in advancing diversity in co-curricular settings throughout the campus.	There are some opportunities on campus for student leaders to develop expertise on diversity, inclusion and equity issues; there are some opportunities on campus for students to take on leadership roles in advancing diversity in co-curricular settings throughout the campus.	There are a number of training and development opportunities to develop students' expertise on diversity, inclusion and equity issues. Students are encouraged to develop inclusive leadership skills and serve as advocates and ambassadors for institutionalizing diversity in curricular settings throughout the campus.
Student Incentives & Rewards	The campus has neither formal mechanisms (e.g. diversity notation on students' transcripts, etc.) nor informal mechanisms (news stories in paper, unofficial student certificates of achievement) that encourage students to participate in diversity.	While the campus offers some informal incentives and rewards that encourage students to participate in diversity activities/efforts and/or reward students for their participation in diversity-related activities, the campus offers few or no formal incentives and rewards.	The campus has formal mechanisms in place that encourage students to participate in diversity and inclusion efforts and provides campus wide recognition for their participation in these efforts throughout the campus.

*The logic models for these components are still in development.