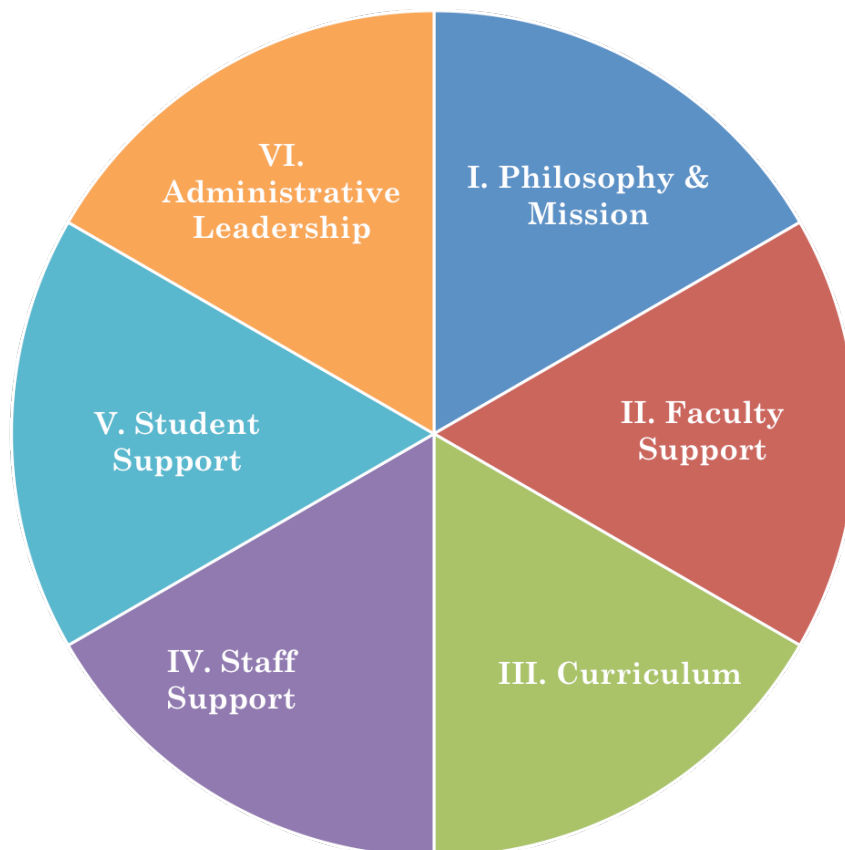


# WPI

## Project Inclusion Steering Committee Year 2 Report Empowering Institutional Transformation

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## Acknowledgment

The content of this report represents the work of WPI's Project Inclusion Steering Committee, over the 2018-19 academic year, led and assisted by:

### **Co-Chairs**

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### **Project Inclusion Support**

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September 2019

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# Executive Summary

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*“The thing I love about Project Inclusion is how truly inclusive the process is—it really does speak to people across the entire campus. But it’s challenging. Sometimes we learn things that are difficult to hear, but that need to be said. In addition, I’ve been very impressed with the group and how they’ve taken this on as a huge opportunity for our community. They’re asking, “How do you feel about what’s going on?” and “Where are we headed?” Those are such important questions to ask.”*

*~ Michelle Jones-Johnson, VP Talent and Inclusion, Chief Diversity Officer ~*

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WPI has completed two of the recommended three years for Project Inclusion self-assessment using the **Rubric for the Institutionalization of Diversity, Equity and Inclusion in Higher Education**. This summary outlines the results of year 1 and year 2. The full report provides the results of year 2 of Project Inclusion in fuller detail, plans for year 3, 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.

## Overview of Project Inclusion Year 1

### Priority Areas

Project Inclusion Year 1 kicked off WPI’s self-assessment of diversity, equity and inclusion in three key areas at WPI: staff engagement and involvement, student support and involvement, and faculty support and involvement. These three areas chosen by the Project Inclusion Steering Committee (PI SC) were a result of a “people first” approach, measuring the degree to which faculty, staff and students support and are engaged in diversity, equity and inclusion activities which is fundamental to a thriving inclusive campus.

The following table outlines the rubric dimensions and components for year 1.

Faculty	Staff	Students
<ul style="list-style-type: none"> <li>• Faculty knowledge and awareness</li> <li>• Faculty development and incentives</li> <li>• Inclusive faculty culture+</li> <li>• <i>Faculty involvement &amp; support</i></li> <li>• <i>Faculty leadership</i></li> <li>• <i>Faculty rewards</i></li> <li>• <i>Academic departments</i></li> </ul>	<ul style="list-style-type: none"> <li>• Staff knowledge &amp; awareness</li> <li>• Staff engagement &amp; involvement</li> <li>• Staff recruitment &amp; hiring+</li> <li>• Staff sense of belonging+</li> <li>• <i>Staff Incentives &amp; rewards</i></li> <li>• <i>Non-Academic departments</i></li> </ul>	<ul style="list-style-type: none"> <li>• Student knowledge &amp; awareness</li> <li>• Student involvement &amp; engagement</li> <li>• Student leadership</li> <li>• <i>Student success</i></li> <li>• <i>Student opportunities for engagement</i></li> </ul>

**Table 1: Year 1 Dimensions and Components**

Components in italics still require an assessment that generates inputs and strategies with corresponding implementation plans when they are developed.

### Snapshot of Findings

The PI SC determined the Faculty, Staff, and Student dimensions were in the **emerging** stage.



**Figure 1: Year 1 Dimensions Overall Assessment – Stage 1: Emerging**

Many institutions do not start out this far into the emerging stage. The fact that **WPI clearly recognizes DEI as a strategic priority and is proactively building capacity** in all 3 of the examined dimensions was a reason to celebrate at the end of year 1.

### Logic Models

The logic models developed by the PI SC sub-committees are found in the PI SC Year 1 Report. The problem statements summarize what needs to change or improve. The table columns detail 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 recommendations outlined were considered by the Management Council leaders as they developed their implementation plans.

## Recommendations

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

The Faculty sub-committee focused on three components in this dimension: faculty knowledge and awareness, faculty development and incentives, and, inclusive faculty culture.<sup>1</sup> The recommended inputs and strategies to move these components from emerging to developing stage were:

#### ***Faculty knowledge and awareness***

- 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.)
- 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.

#### ***Faculty development and incentives***

- 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.
- 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 inclusive culture***

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

---

<sup>1</sup> Inclusive faculty culture is a new component established by the faculty sub-committee; not specified in the original PI rubric.

- 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 URM students through networking, conferences, and outreach activities.

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

The Staff sub-committee focused on the following components in this dimension: staff knowledge and awareness and staff engagement and involvement, staff recruitment and hiring, and staff sense of belonging.<sup>2</sup> The recommended inputs and strategies the staff sub-committee made to move these components from emerging to developing stage were:

##### ***Staff knowledge and awareness***

- 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.
- Offer DEI information at staff orientations, division meetings and retreats since the population changes annually.

##### ***Staff engagement and support***

- 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 recruitment and hiring***

- In Person Recruitment: Job Fair Attendance (Quinsigamond, Veteran, Local Community) - Not only by T & I but also by departments.
- Common DEI Language in all job descriptions.
- T&I promotional materials showcasing WPI DEI efforts.
- DEI training for every department.
- Strategically align interview experience whereby diverse interviewers and attention to environment is prioritized as integral to positive interview experience for applicants.

---

<sup>2</sup> Staff recruitment & hiring and staff sense of belonging are unique components established by this sub-committee; they are not specified in the original PI rubric.

***Staff sense of belonging***

- Build and 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.

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

The Student sub-committee focused on the following components in this dimension: student knowledge and awareness, student leadership, and student incentives and rewards. The recommended inputs and strategies the Student sub-committee made to move these components from emerging to developing stage were:

***Student knowledge and awareness***

- 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.
- 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.

***Student leadership***

- 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.
- Develop framework for how the committee would operate.
- Student groups will be required to have presentations from DEI board yearly.

***Student incentives and rewards***

- 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.
- 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.
- Establish an open application process for students to participate in DEI related activities.

### Implementation Plans

The PI SC recommendations informed the Management Council's approach as they developed Implementations plans. The implementation plans outline how mission-critical work will be integrated and moved forward in their specific areas. The detailed implementations plans are included at the end of this report in Appendix D.

## Overview of Project Inclusion Year 2

### Priority Areas

The following table outlines the rubric dimensions and components the PI SC assessed for year 2.

Dimension III: Teaching, Research, and Service Supporting DEI <sup>3</sup>	Dimension VI: Administrative Leadership and Institutional Support for DEI
<ul style="list-style-type: none"> <li>• Knowledge &amp; awareness in relation to different disciplines</li> <li>• Faculty teaching &amp; learning strategies/methods</li> <li>• Student learning outcomes &amp; assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Policies</li> <li>• Coordination</li> <li>• Commitment &amp; participation</li> <li>• Hiring &amp; retention</li> <li>• Diversity focused positions</li> <li>• Professional development</li> <li>• Institutional research</li> <li>• Resource management</li> </ul>

**Table 2: Year 2 Dimensions and Components**

### Snapshot of Findings

The PI SC determined the Teaching, Research, and Support and Administrative Leadership dimensions were in the **emerging** stage but some of the components and priorities in each were developing and one component was assessed as developing/transforming.



**Figure 2: Year 2 Dimensions Overall Assessment – Stage 1: Emerging moving toward Developing**

An example of the impact of this work: Student Affairs provided a Leadership Luncheon series with learning opportunities on inclusivity to student leaders across campus. A result of this luncheon series was that 53% of students who attended the luncheon reported an increase in their understanding of how their own personal identities shape the type of leaders they are, as well as the decisions they make working in groups.

Another example: The Office of the General Counsel has set a goal to lead and support efforts to strategize about the evolving law governing race and gender based affirmative action in admissions and deployment of financial aid. The associated strategies are to: 1) offer research and advice about the status of the case against Harvard and likely outcomes that may affect WPI; and 2) build a record to support affirmative action in deployment of financial aid to incentivize matriculation of populations adversely affected by past discrimination. See the entire set of logic models in Appendix C.

<sup>3</sup> The short name for Dimension III: Teaching, Research, and Service Supporting Diversity, Equity, and Inclusion is Curriculum so the sub-committee that assessed this dimension is referred to as the Curriculum sub-committee.

## Logic Models

The Curriculum and Administrative Leadership sub-committee logic models will be considered by the Management Council as they develop Division's implementation plans for 2019-20. A re-assessment, looking for evidence of true cultural and structural change in the first three Dimensions (Faculty, Staff and Students) will take place in Year 3 (2020-21). The reassessment of the Teaching, Research, and Support and Administrative Leadership dimensions will take place in 2021-22.

## Recommendations

### Dimension III: Teaching, Research, and Service Supporting Diversity, Equity and Inclusion

The Curriculum sub-committee focused on the following components in this dimension: faculty teaching and learning strategies/methods, faculty development regarding DEI focused student outcomes, and faculty recognition and rewards regarding inclusive pedagogy and courses. The recommended inputs and strategies the sub-committee made to move these components from emerging to developing stage were:

#### ***Faculty epistemologies, pedagogies, research, scholarship, and service with regard to DEI***

- Establish valid evaluation systems regarding faculty involvement in implementation and advancement of epistemologies, pedagogies, research, scholarship, and service related to diversity, equity, and inclusion.
- Establish valid evaluation systems regarding faculty impact on WPI students' sense of belonging in their chosen disciplines and on their preparation to effectively contribute in diverse communities and workplaces.

#### ***Faculty support regarding the development of students' sense of belonging and preparation to effectively contribute in diverse communities and workplaces***

- Identify and secure resources needed to develop and maintain programming and/or practices that support faculty development with regard to DEI.
- Develop programs and practices that support faculty development with regard to DEI. Offerings should be informed by assessment findings regarding faculty involvement in—and implementation and advancement of—epistemologies, pedagogies, research, scholarship, and service supportive of diversity, equity, and inclusion.

#### ***Faculty recognition, incentives and rewards regarding the development of our students' sense of belonging and students' preparation to effectively contribute in diverse communities and workplaces***

- Establish a faculty rewards system that meaningfully factors faculty involvement in implementation and advancement of epistemologies, pedagogies, research, scholarship, and service related to diversity, equity, and inclusion, into decisions regarding faculty promotion, tenure and advancement.

#### Dimension VI: Administrative Leadership and Institutional Support for Diversity, Equity and Inclusion

The Administrative sub-committee focused on the following components in this dimension: institutional evaluation and assessment and institutional research, specialized initiatives and coordination of institutional efforts, senior administrative leadership, alumni affairs, policy-making entities, diversity-focused staff positions, hiring and retention, professional development, supporting DEI work across the institution, and institutional resource management. The recommended inputs and strategies the sub-committee made to move these components from emerging to developing stage were:

##### ***Institutional Evaluation and Assessment and Institutional Research***

- Create a research agenda for the institution specifically to collect data regarding DEI issues.

##### ***Specialized Initiatives and Coordination of Institutional Efforts***

- Project Inclusion Year 3: final assessment of WPI's commitment through its identified mission should drive the DEI work of stakeholders across campus.
- Presidential and Administrative Support through the Elevate Impact strategic plan.
- A taskforce of DEI stakeholders should be created and brought together throughout the academic year to support planning, collaboration, and to share information.
- A centralized electronic location should be created to facilitate a repository of information that everyone has access to review and share up to date resources in a transparent manner.

##### ***Senior Administrative Leadership***

- Create a secure online location (One Drive, SharePoint) that allows internal transparency and searchable terms to the community directly.
- Inform the campus twice a year at Town Halls on the strategies or goal updates across the university associated with DEI work and the strategic plans will aid in transparency and demonstrate regular dialogue revolving around DEI.
- Share DEI reports in a centralized location that all campus can access.

##### ***Alumni Affairs***

- Connect/integrate Workday and Salesforce so that important demographic information for alumni is shared.

##### ***Policy-Making Entities***

- Identify a key person in each Division who would become a part of a larger taskforce.
- Create a taskforce that would then review concerns, updates, or changing information and each key person would bring that back to their Division to review and alter policies as needed. This could be done a committee format or in any way deemed appropriate by the Division.
- The group will meet regularly to discuss best practices and how those might apply to university or department policies. (ex. Use of gender inclusive pronouns in all policies).

***Diversity Focused Staff Positions***

- CDO and Office of TI ensures there is a centralized institutional diversity statement elaborated in WPI's mission, values, and vision.
- The next University Strategic Plan should prominently include DEI language with clear implementation plans.

***Hiring and Retention***

- Awareness around: Appropriate and non-appropriate candidate questions should be outlined and shared with all departments to ensure a safe and welcoming environment for interviews- department heads should conduct targeted hiring etiquette training.
- Positive social media credit and successes should be given on all major social media outlets and WPI homepage, not just on DEI webpage, to help show university's commitment to DEI.
- Continued professional development opportunities campus wide surrounding DEI.

***Professional Development***

- Provide "required" ongoing training at key milestones (new employee, etc.) and by role (supervisor, manager, etc.).
- Conduct a needs assessment and consult with departments/divisions to provide targeted training opportunities.
- Continue offering internal and external professional development opportunities throughout the year for employees to interact around DEI.
- Continue offering special events that show campus-wide commitment to DEI such as Stand Against Racism, Great Minds Brave Spaces, etc.
- Discuss with managers how to bring shared content to their direct reports and an informative and impactful manner.

***Supporting the Ongoing Work of DEI across the institution***

- Create an endowed fund or identify specific funding focused specifically on DEI to move into the transforming category.

***Institutional Resource Management***

- Continuation of activities such as the diversity advocate program (for recruiting faculty), and the development of metrics that articulate WPI goals related to DEI initiatives. In addition, development of communication about DEI issues should continue to improve so that its importance is effectively communicated to all WPI stakeholders (internal and external).



**WPI**

# Project Inclusion Steering Committee Year 2 Report Empowering Institutional Transformation

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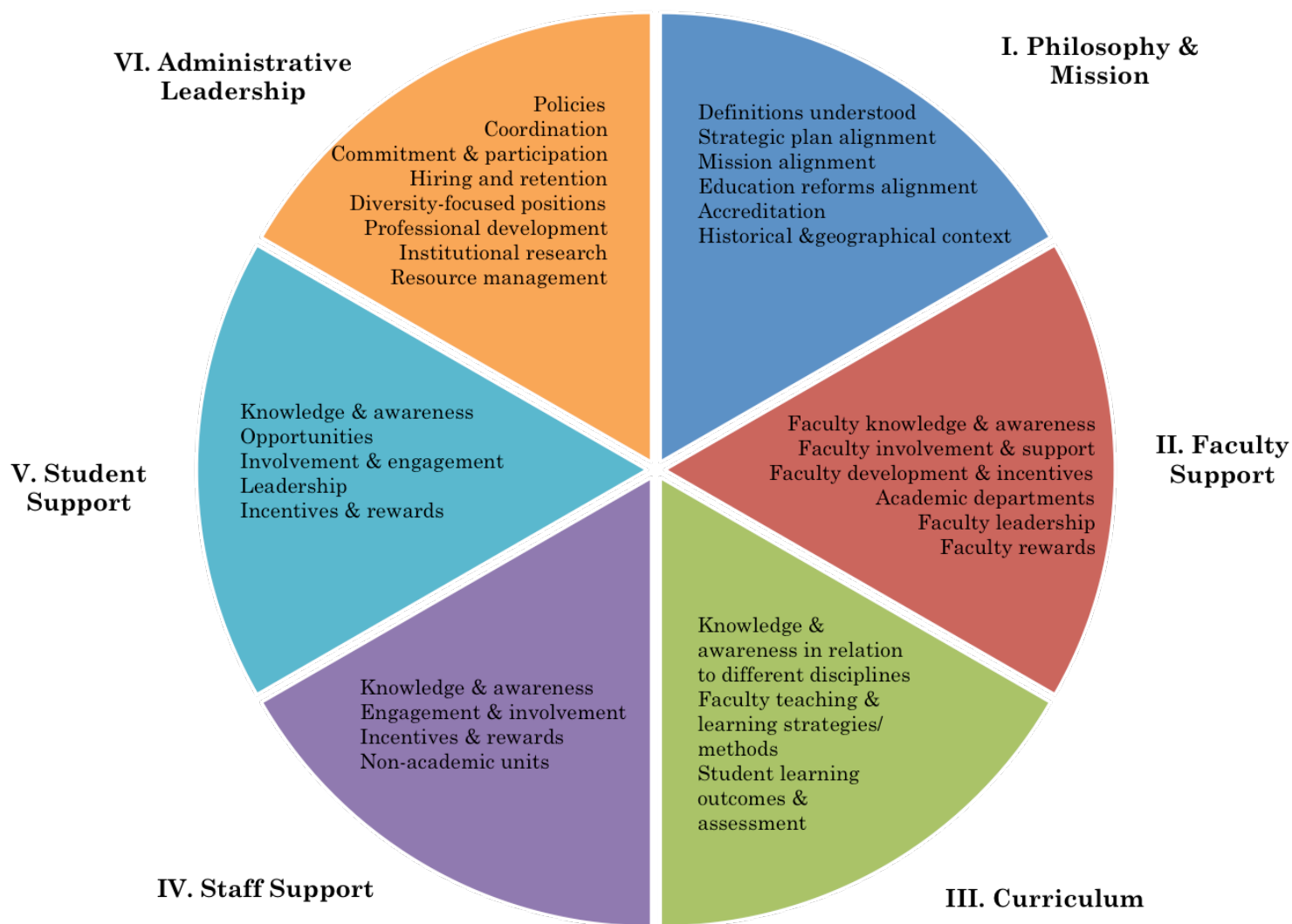
The following report reviews the framework and overall process used by Project Inclusion Steering Committee for year 2, assessment results, problem statements and recommendations for moving DEI work forward at WPI. The detailed logic models and implementation plans are located in Appendix C and Appendix D respectively.

## About Project Inclusion

Project Inclusion emerged from the New England Resource Center for Higher Education Multicultural Affairs Think Tank, developed a self-assessment ***Rubric for the Institutionalization of Diversity, Equity and Inclusion in Higher Education***. The initial format was adapted from Andrew Furco's Self-Assessment Rubric for the Institutionalization of Service Learning in Higher Education, which was based on the Kecskes/Muyllaert Continuums of Service Benchmark Worksheet. The language to explain the usage of this rubric also comes primarily from the work of Furco.

## Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education

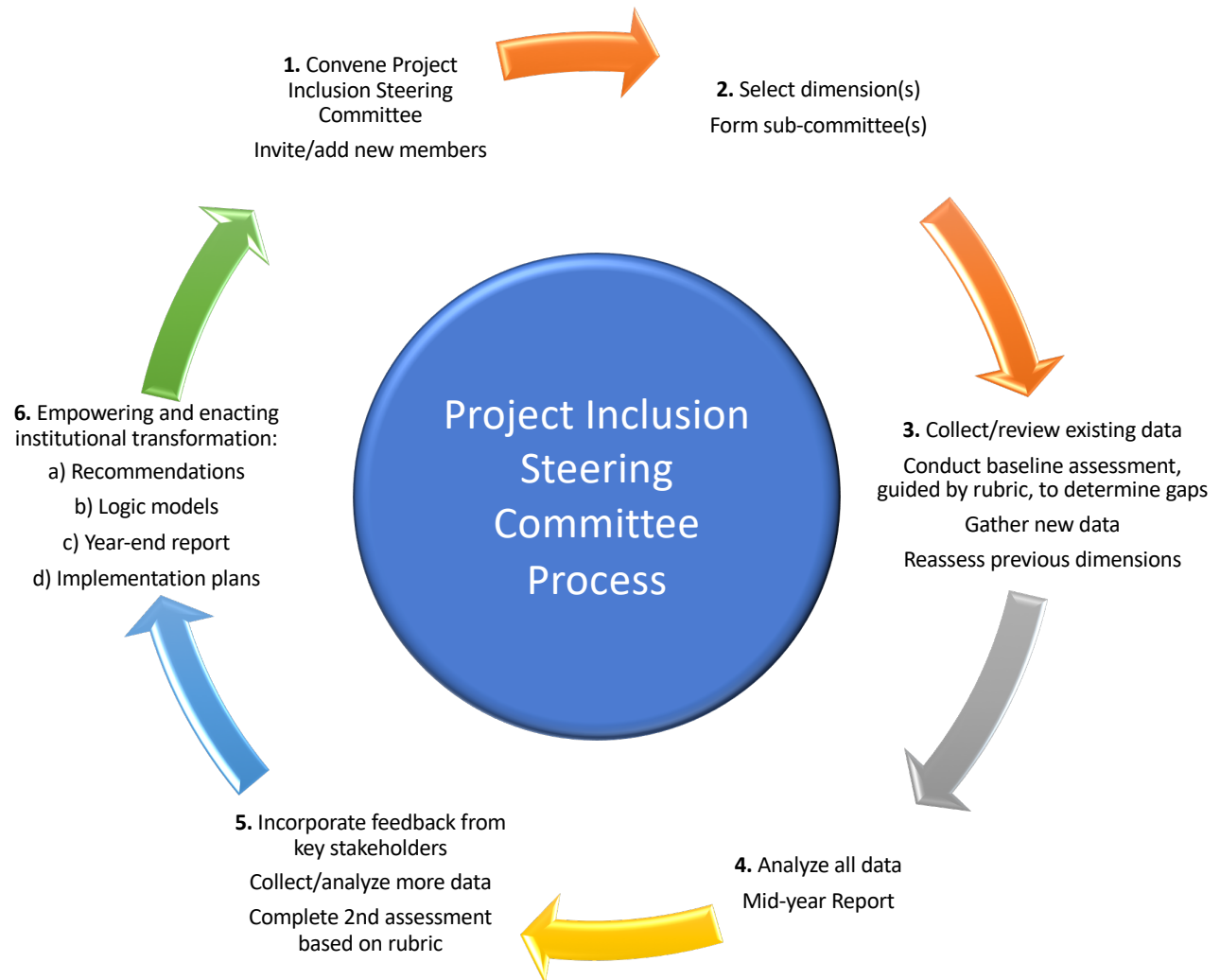
A rubric-centric self-assessment measures the status of a campus' level of institutionalization at a particular point in time. The rubric is designed to facilitate discussion among colleagues regarding the state of diversity, inclusion and equity institutionalization on the campus. The results of this status assessment can provide useful information for the development of implementation plans to advance the institutionalization of DEI on campus. The rubric helps highlight which components or dimensions are progressing well and which need more attention. In addition, using the tool recursively to reassess helps track and measure progress in each dimension and components over time.



**Figure 3: Project Inclusion Rubric with Components**

## Steering Committee Process

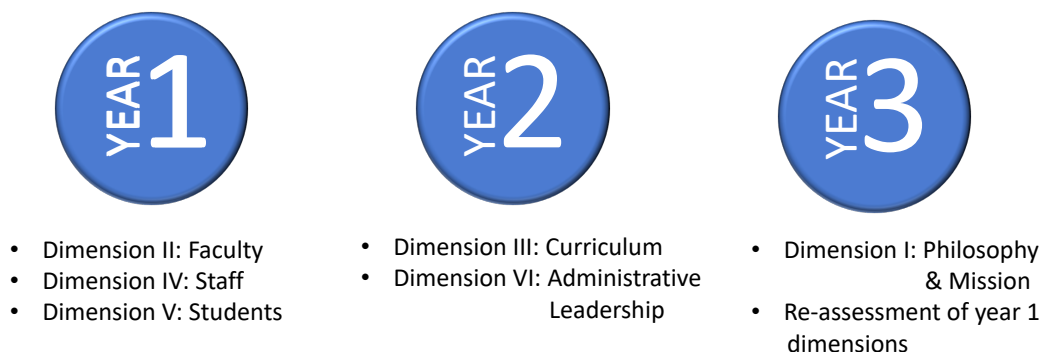
The following diagram depicts the process undergone by the PI SC in Year 2 (steps 1 through 6) working on DEI issues. This process of data collection, pre-assessment, documentation of current practices, recommendations for change, time to make the changes, re-assessment, adjustments based on assessments, imbeds true cultural and structural change in all six of the dimensions. Members of WPI's Project Inclusion Steering Committee are listed in Appendix B.



**Figure 4: Project Inclusion Steering Committee Process**

## Project Inclusion Year and Dimensions

The diagram below outlines WPI's strategy for Project Inclusion years 1-3.



**Figure 5: WPI's Project Inclusion Year and Dimensions**

For year 2, the PI SC formed two sub-committees to assess and recommend opportunities for DEI in the Curriculum<sup>4</sup> and Administrative Leadership dimensions. Going forward into year 3, the soon to be formed Institutional Diversity, Equity and Inclusion (DEI) Leadership Council will assess Dimension 1: Philosophy & Mission. The council's purpose is to ensure the advancement and sustainability of the institution's diversity, equity and inclusion strategy which include five strategic pillars designed to create long-term cultural change.

## How the Assessment Works

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:



**Figure 6: Assessment Stages and Definitions**

Progression through the stages suggests that the institution is moving closer to fully institutionalizing diversity, inclusion and equity on its campus:

<sup>4</sup> The short name for Dimension III: Teaching, Research, and Service Supporting Diversity, Equity, and Inclusion is Curriculum so the sub-committee that assessed this dimension is referred to as the Curriculum sub-committee.

- **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.

Based on the data collection provided by each of the year 2 PI SC sub-committees, all of the components in the selected dimensions for year 2 were assessed in the emerging stage but much **closer to the developing stage than in year 1.**



**Figure 7: Year 1 Dimensions Overall Assessment – Stage 1: Emerging**



**Figure 8: Year 2 Dimensions Overall Assessment – Stage 1: Emerging moving toward Developing**

## Purpose of Logic Models

A logic model is a 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 includes implicit or explicit “if-then” relationships that, if implemented as intended, lead to the desired outcomes. A well-designed logic model enables evaluation and it helps communicate to stakeholders the desired accomplishment, how goals will be reached, and to track progress.

A logic model should address the following questions:

- What is the problem to be addressed?
- Who will be served through your initiative?
- What are your assumptions about how and why your initiative will work?
- What strategies or activities will you use?
- What outcomes do you expect?
- How will you measure success?
- What are the long-term impacts you hope to achieve?

The full **logic models** developed by both sub-committees are in Appendix C. 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 suggestions that have 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.

## Project Inclusion Year 2

### Recommended Strategies

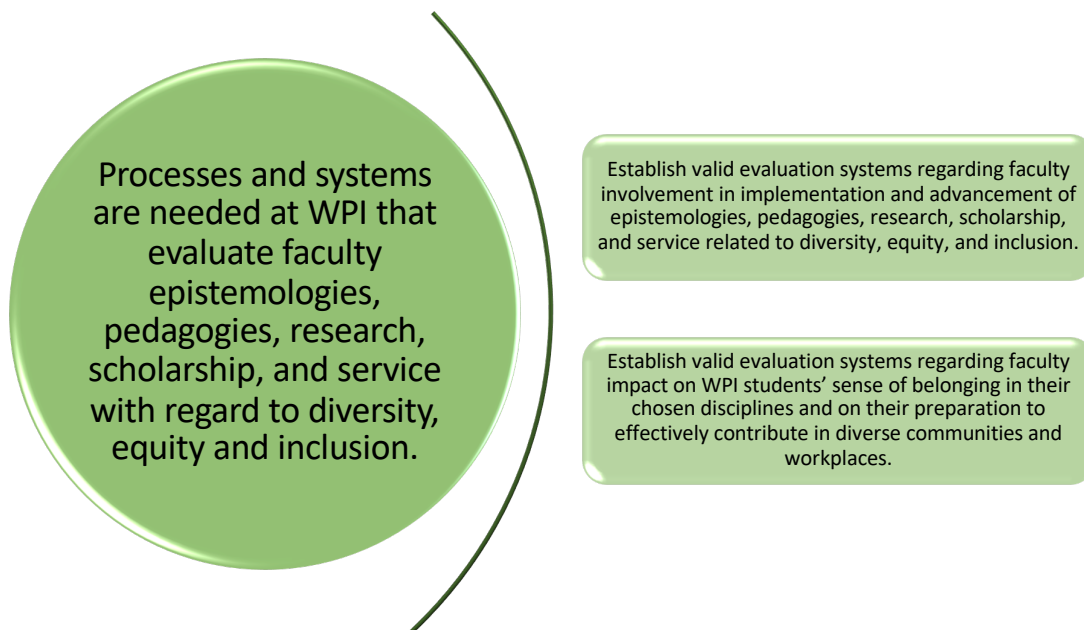
The following diagrams present problem statement being addressed in the large circle with the PI SC's recommended strategies that may strengthen and reinforce changes happening on campus listed in the rectangles on the side.

### Dimension III – Teaching, Research, and Service Supporting Diversity, Equity and Inclusion

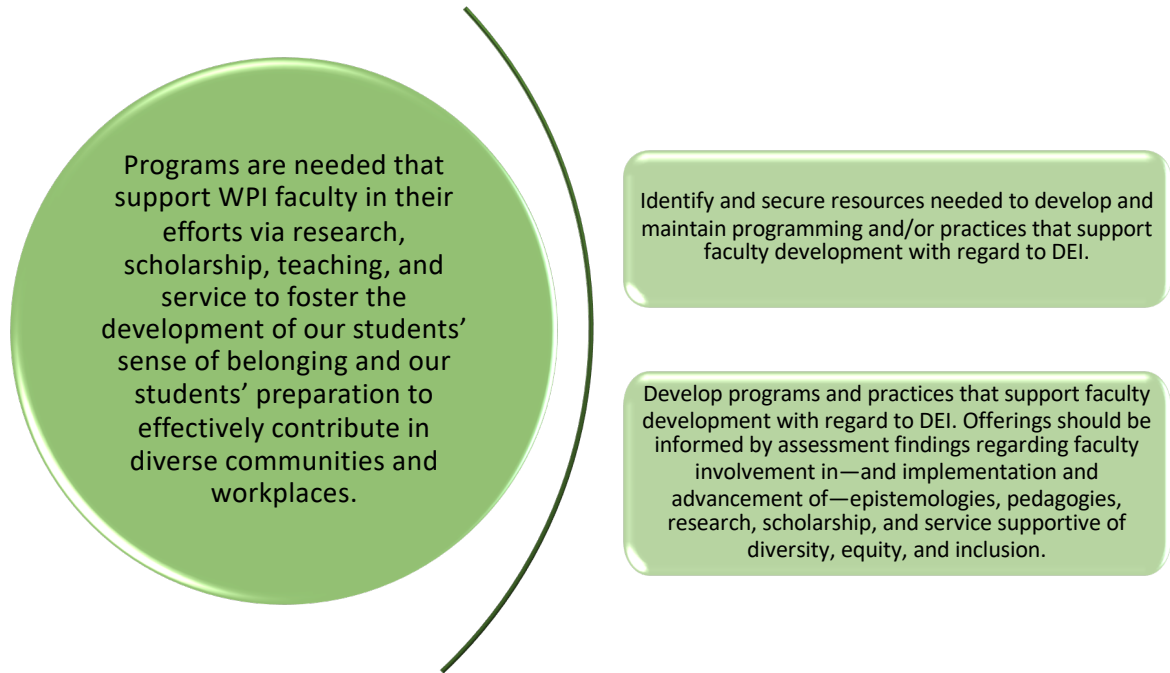
The curriculum sub-committee determined that of the eight components, four were in the developing stage and four in the emerging stage. The sub-committee felt strongly that their determination of the assessment stage (engaging, developing or transforming) needed to be accompanied with a caveat because the sub-committee data analysis determined that valid measures and approaches do not currently exist to absolutely determine the stage. Until more data is available, they would like their stage selection to be considered educated guesses.

Components	Indicators & Confidence in Measures/Approach	Availability of Data and/or Existence of Analytic Process	WPI Stage & Description
Knowledge and awareness of DEI in relation to disciplines	Potential indicators ID'd	Could be created	Emerging (with caveat)
Curriculum	Multiple indicators ID'd Confidence: Potentially high to high	Mixed: "Could be created" to "Readily available"	Emerging (with caveat)
Faculty teaching and learning strategies and methods	Multiple indicators ID'd Confidence: Potentially high to high	Mixed: "Could be created" to "Readily available"	Developing
Teaching & learning resources	Multiple indicators ID'd Confidence: Potentially high to high	Mixed: "Select access" to "Readily available"	Developing (with caveat)
Student learning outcomes	Multiple indicators ID'd Confidence: Low to high	Mixed: "Could be created" to "Readily available"	Emerging
Service	Potential indicators ID'd Confidence: Low	Mixed: "Could be created" to "Select Access"	Emerging (with caveat)
Research	Multiple indicators ID'd Confidence: High	Mixed: "Could be created" to "Readily Available"	Developing
Academic Departments	Multiple indicators ID'd Confidence: Low to high	Primarily "Could be created"	Emerging

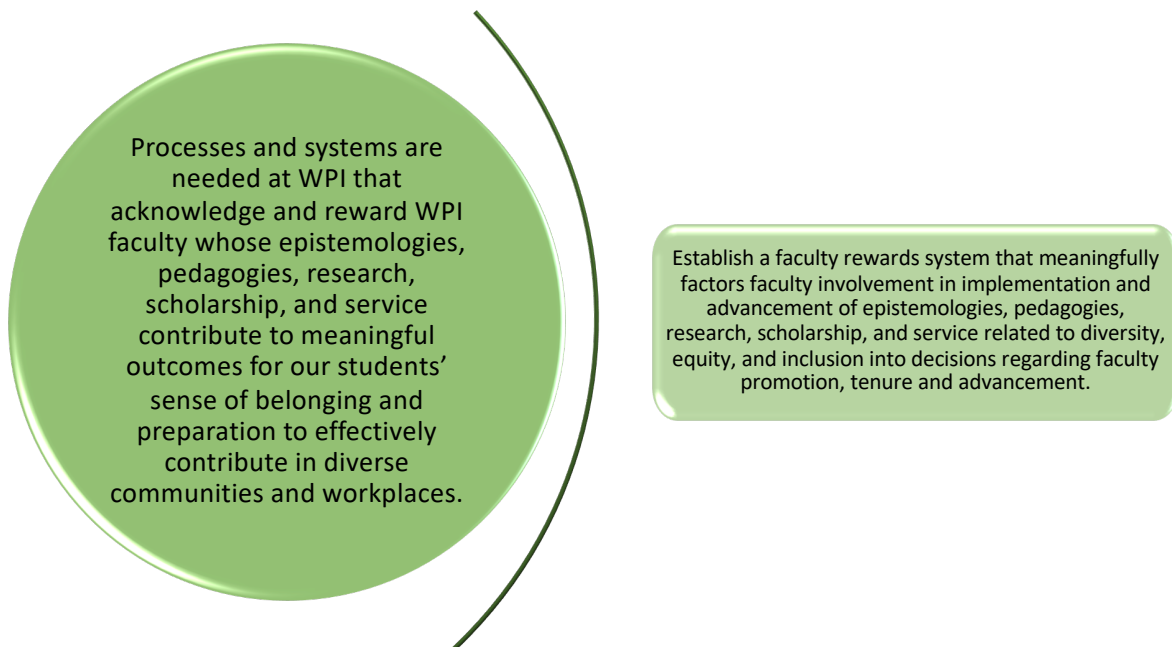
**Table 3: Curriculum Sub-Committee Dimension III Assessment**



***Figure 9: Recommended strategies for evaluating faculty epistemologies, pedagogies, research, scholarship and service with regard to DEI***



**Figure 10: Recommended strategies for supporting faculty in their efforts to develop students' sense of belonging**



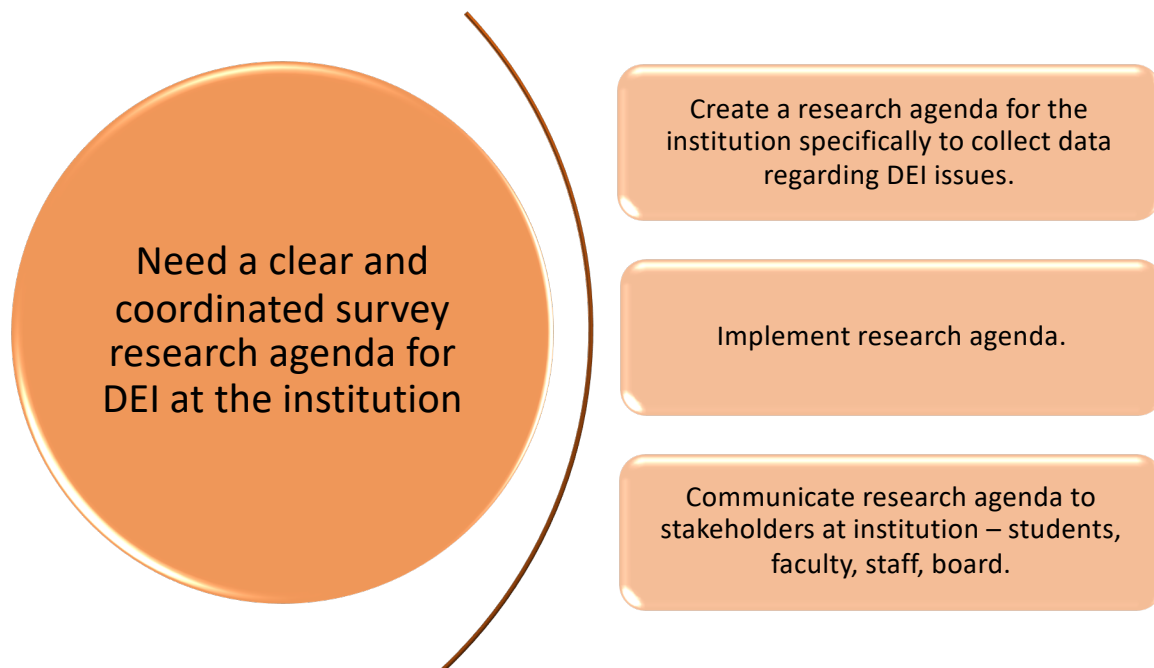
**Figure 11: Recommended strategies to acknowledge and reward faculty who contribute meaningful outcomes for students' sense of belonging**

## Dimension VI – Administrative Leadership and Institutional Support

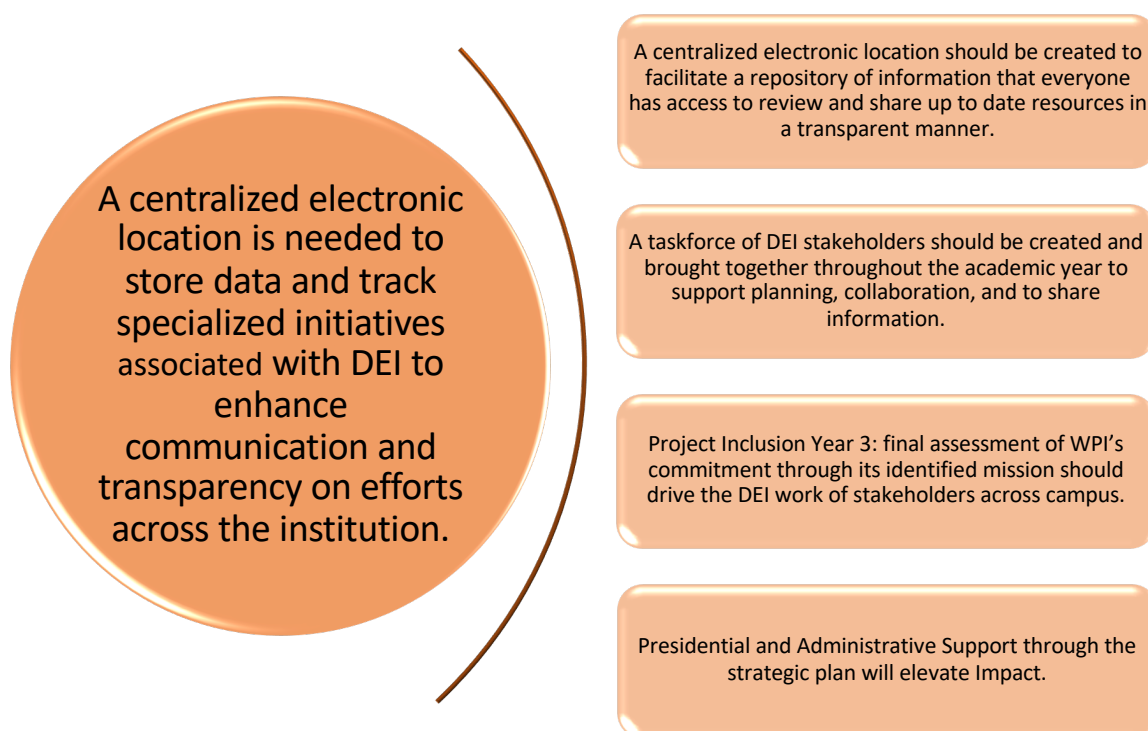
The **Administration** sub-committee determined that of the twelve indicators, one component was developing moving toward transforming, eight were developing, one is emerging moving toward developing and two were emerging. See the specific components in the table below.

Component	Stage
Senior Administrative Leadership	Emerging
Alumni Affairs	Emerging
Institutional Evaluation & Assessment	Emerging → Developing
Policy-Making Entities	Developing
Diversity-Focused Staff Positions	Developing
Hiring & Retention	Developing
Professional Development	Developing
Funding	Developing
Coordination of Institutional Efforts	Developing
Institutional Resource Management	Developing
Specialized Initiatives	Developing
Institutional Research	Developing → Transforming

**Table 4: Administrative Leadership and Institutional Support Dimension VI Assessment**



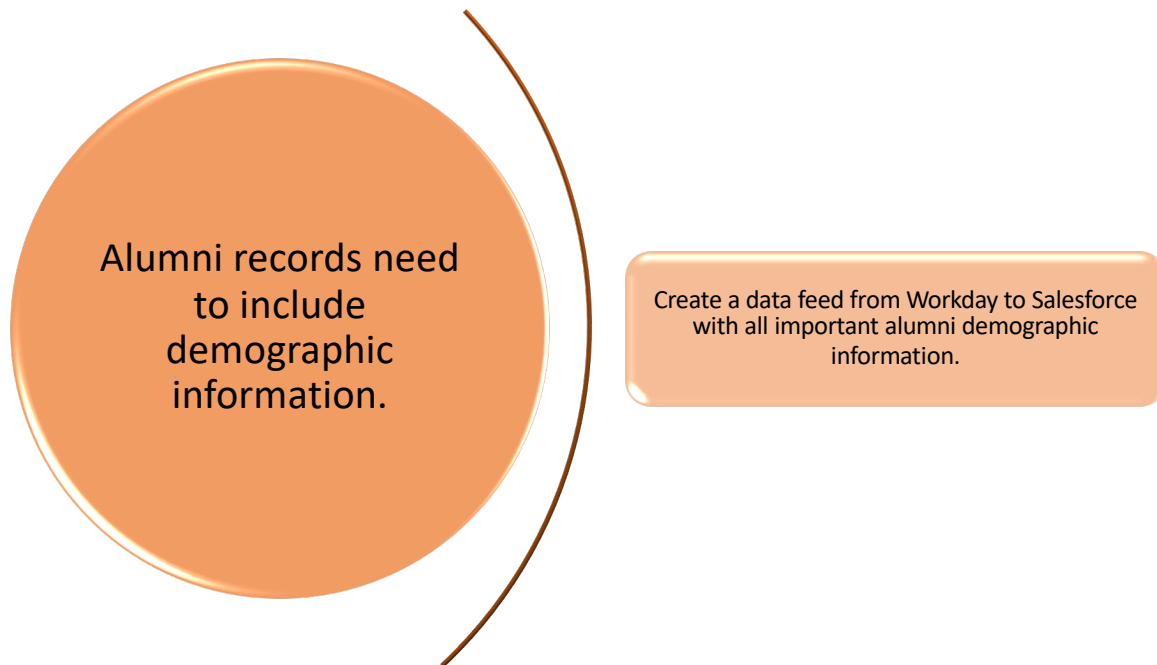
***Figure 12: Recommended strategies for a coordinated DEI research agenda***



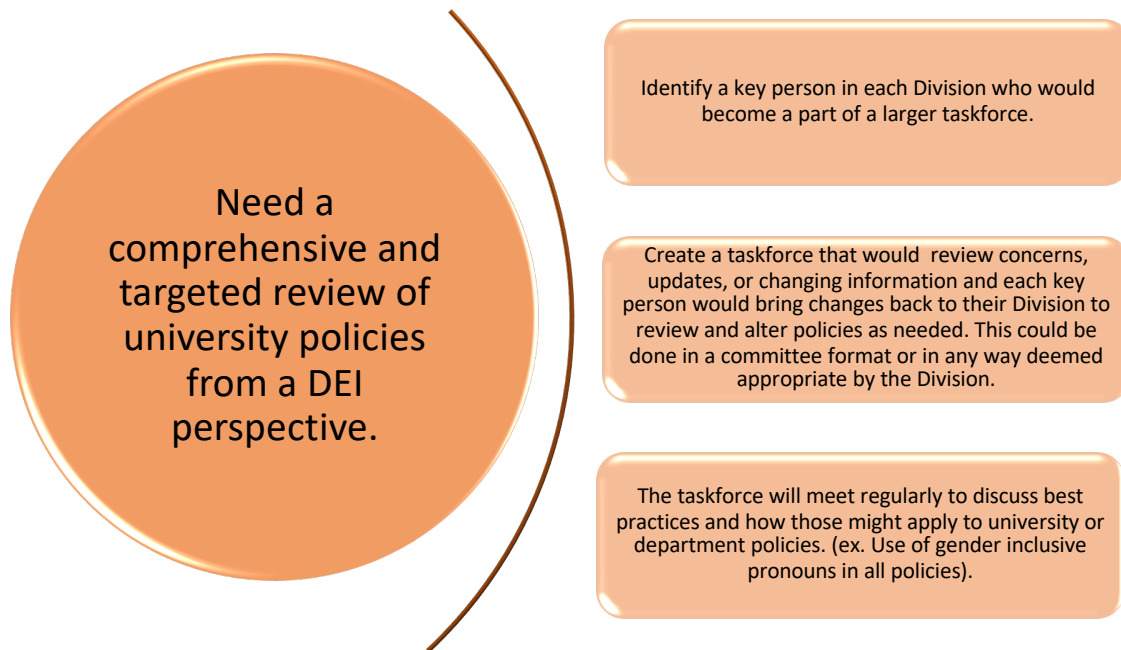
**Figure 13: Recommended strategies for tracking DEI initiatives, enhancing communication, and increasing transparency**



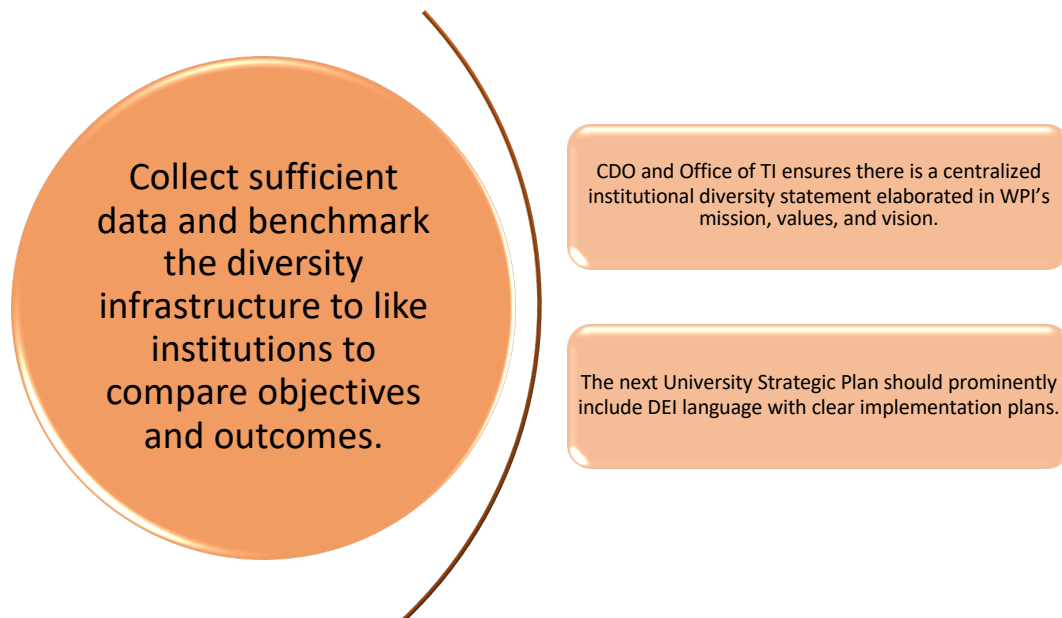
**Figure 14: Recommended strategies to increase communications to the WPI community regarding DEI**



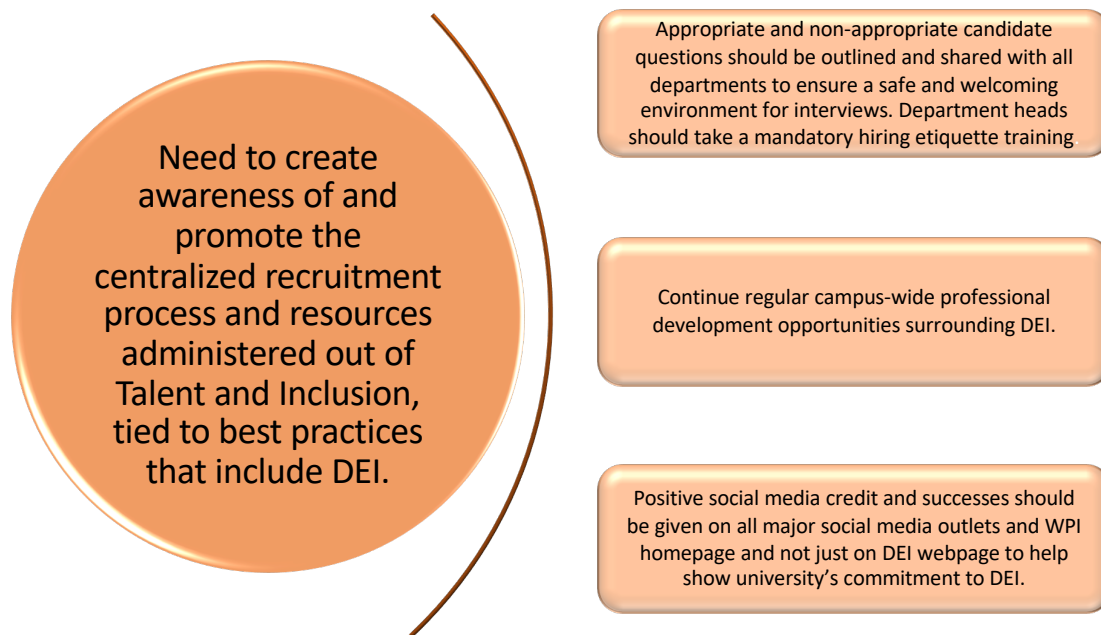
***Figure 15: Recommended strategy for tracking alumni***



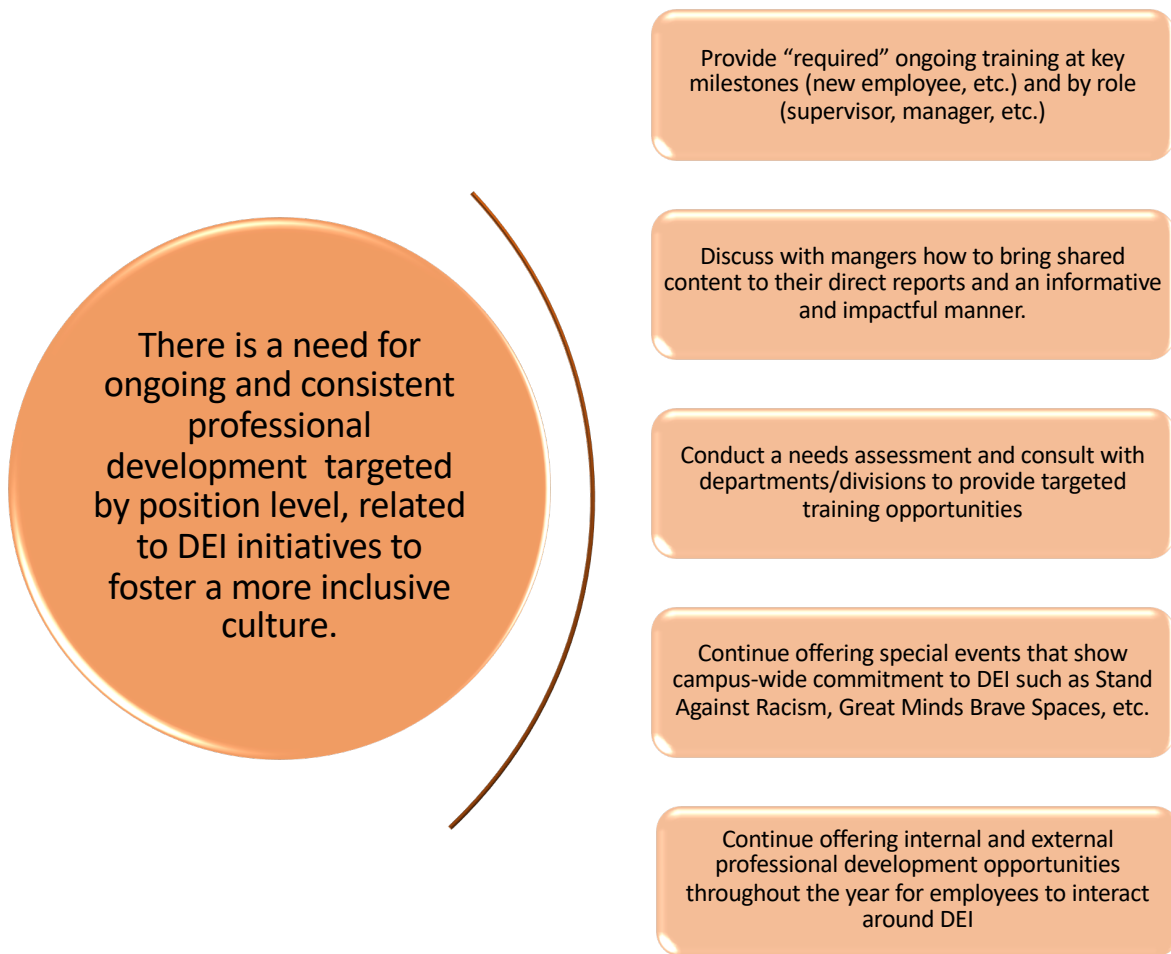
**Figure 16: Recommended strategies for conducting a comprehensive review of WPI policies from a DEI perspective**



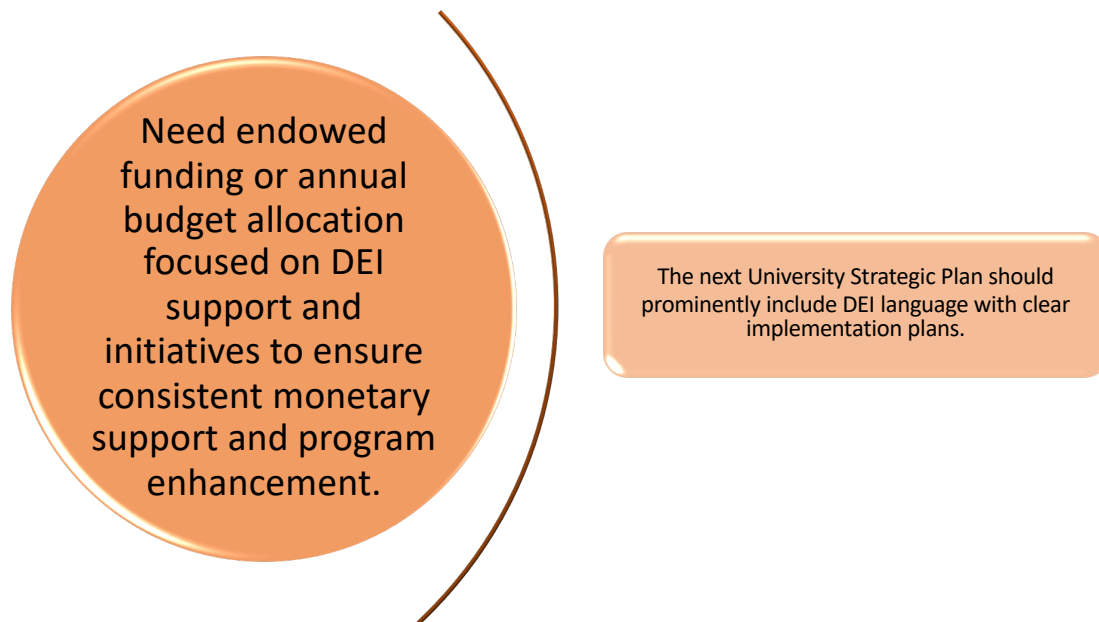
**Figure 17: Recommended strategies for benchmarking DEI efforts against comparable institutions**



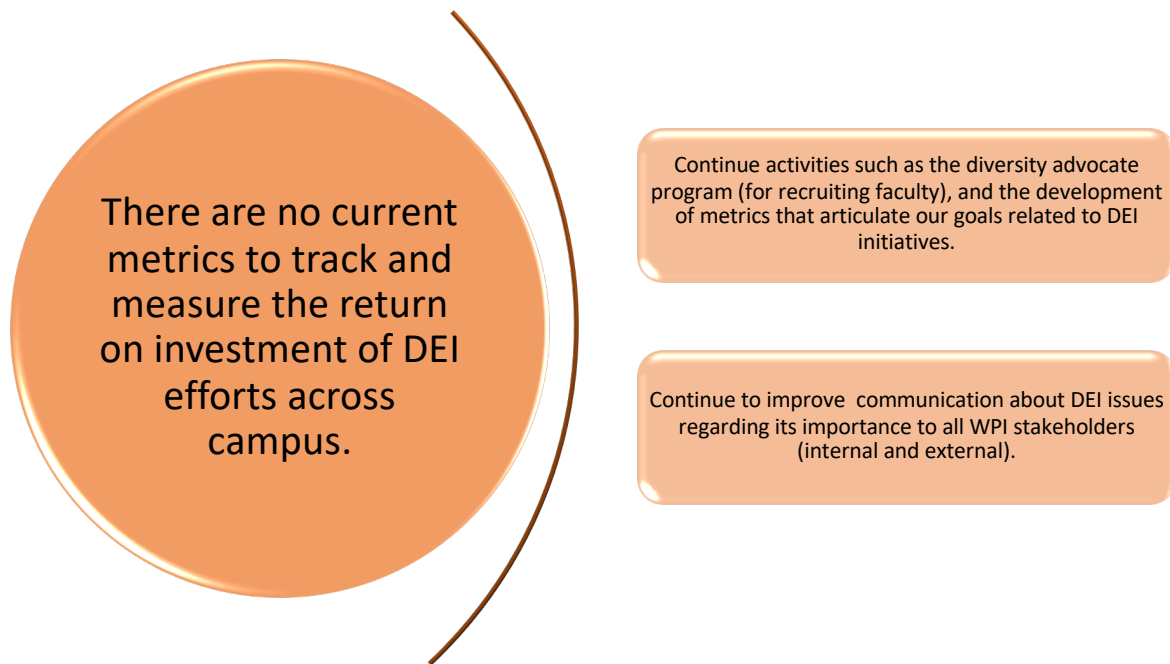
***Figure 18: Recommended strategies for recruiting a more diverse workforce***



**Figure 19: Recommended strategies for professional development related to DEI**



***Figure 20: Recommended strategy for supporting the ongoing work of DEI***



***Figure 21: Recommended strategies for measuring the ROI of DEI efforts***

## Implementation Plans

### Purpose

An implementation plan is an outline of a set of goals and processes by which a team and/or person can accomplish those goals, and offering a better understanding of the scope of the project. The Project Inclusion implementation plans start with the logic model's problem statements, inputs and strategies, and outcomes and then add who will do and/or be accountable for the work with start and end dates.

### Implementation Plans Based on Year 1 PI SC Work

The **implementation plans** were generated by the Management Council and facilitated by the Project Inclusion Leadership Team. These plans incorporate the PI SC Year 1's work on the Faculty, Staff and Student Dimensions as they apply to the work of each of the MC's Divisions. The entire set of plans are in Appendix D. A few examples of the inputs and strategies that led to successful and measurable outcomes, new strategies underway, and some indicators of success based on data include:

### Student Affairs

1. Goal: Provide opportunities for student leaders and staff to develop expertise in DEI issues and advance diversity in co-curricular settings.
  - One input/strategy to achieve this goal was to continue to provide Leadership Luncheon series with learning opportunities on inclusivity to student leaders across campus.
  - A result of this luncheon series was: 53% of students who attended the luncheon reported an increase in their understanding of how their own personal identities shape the type of leaders they are, as well as the decisions they make working in groups.
2. Goal: Grow support systems for first generation college students on campus.
  - One input/strategy to achieve this goal was to continue to develop residential Innovations Community for first generation college students and support Great Minds Scholars program.
  - Result: Eight faculty and staff participated in 5 training sessions that prepared them to serve as mentors for the Innovations Community.
3. Goal: Increase sense of belonging for LGBTQIAP+ students on campus.
  - Input/Strategy: Update policy and procedures as identified through the Campus Pride Index and the Turn the Curve
  - Result: Partially achieved: In the process of establishing a timeline for the next Pride Index review.
  - The committee planned to review the Pride Index in summer 2019 to brainstorm ways to accomplish specific outcomes by utilizing and operating within pathways already established on campus; e.g. Food for Thought sessions.

### Marketing Communications

Goal: Maintain accessibility to content across owned platforms.

- Input/Strategy:

- Post and monitor content that meets defined accessibility guidelines.
  - Provide training and tools for the community.
- Result: Accessibility policy defined and posted in-person and online training provided and completed.

#### Enrollment and Institutional Strategy

Goal: Increase the number of first-generation undergraduates enrolled at WPI.

- Input/Strategy:
  - Define first generation status and develop tracking protocol in IR and UG Admissions.
  - Track first generation population from prospect to applicant to admit confirming.
  - Develop recruitment, retention and fundraising plan.
- Results: Ongoing (no results yet reported). End date listed as August 2019.

#### Office of the General Counsel

Goal: Lead and support efforts to strategize about the evolving law governing race and gender based affirmative action in admissions and deployment of financial aid.

- Input/Strategy:
  - 1) Offer research and advice about the status of the case against Harvard and likely outcomes that may affect WPI.
  - 2) Build a record to support affirmative action in deployment of financial aid to incentivize matriculation of populations adversely affected by past discrimination
- Result: Ongoing (no results yet reported)

#### Academic and Corporate Engagement (ACE)

Goal (Students): Offer new educational programs aimed at increasing diverse and underrepresented students

- Input/Strategy:
  - Scholarship Program: establish baseline data, assess potential for increased diversity, set goals, and revise procedures.
  - Summer Experience Grants: review participant data, identify gaps relative to WPI student population, improve outreach.
  - Ambassador Program: seek additional corporate sponsors.
- Results: All ongoing (no results yet reported).

## Talent and Inclusion

Goal: Increase the number of faculty and staff members who can define DEI, know how to incorporate DEI into their everyday work, and understand how DEI is an essential part of an education.

- Input/Strategy:
  - Incorporate measurable DEI goals into already established annual goals.
  - Faculty Annual Reports and Staff Performance Reviews include targeted DEI components.
  - Annual Reports: data and benchmarks.
  - Performance Appraisals: integrated.
- Results: All ongoing (no results yet reported).

## University Advancement

Goal: Develop fundraising strategies and plans to support efforts of diversity and inclusion as part of current fundraising campaign.

- Input/Strategy: conduct focus groups of stakeholders from across campus to identify potential synergies and possible fundraising priorities.
- Results: Ongoing (none yet reported).

## Conclusion

### Next Steps

1. Next year's report will include the Division Implementation Plans for the Curriculum and Administrative Leadership Dimensions which the Management Council will be asked to prepare in the Fall of 2019 with the help of this report and facilitation from the PI SC Leadership Team.
2. For Year 3, an Institutional DEI Leadership Council will be established and will assess Dimension I Philosophy and Mission, in conjunction with or as part of the Strategic Planning effort.
3. Continue the Project Inclusion cycle by assessing the progress made on the Year 1 Faculty, Student and Staff Dimensions in year 3 (2019-20).
4. It is highly recommended that a sub-set of the PI-SC become part of the Institutional DEI Leadership Council so that the assessment cycle will continue to move forward.
5. Year 3 (2019-20) will also include work on the priorities in the Curriculum and Administrative Leadership Dimensions not addressed, due to time constraints in Year 2.
6. Re-assess the Curriculum and Administrative Leadership Dimensions in Year 4, (2020-21).
7. Re-assess the Mission and Philosophy Dimension in Year 5, (2021-22).

## Year 2 Implementation Plans

As planned WPI Project Inclusion in Year 1 provided a data-driven assessment that enabled Management Council division leaders to stakeholders to develop implementation plans based on, but not confined by the logic models that were provided by the PI-SC sub-committees for Faculty, Staff, and Students. The Implementation Plans helped to continue cultivating a workplace and campus that is inclusive and welcoming. This has contributed to illuminating new approaches, ideas, and programs that had not been considered previously.

The Project Inclusion Steering Committee, Year 2, worked on the Curriculum and Administrative Leadership Dimensions. The Curriculum and Administrative Leadership Dimension logic models in this report, with their detailed assessment of each Dimension's components, will once again prove to facilitate the Management Council as they develop implementation plans incorporating the PI SC findings into their plans. As the PI SC recommendations are refined and developed into implementation plans, WPI moves decisively closer towards its ultimate DEI goal: a sense of belonging for all and embracing the excellence that DEI brings to a receptive Worcester Polytechnic Institute.

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*Once at the transforming stage the campus has reached its goals for institutionalizing diversity, inclusion and equity into the fabric of the institution, but it must recognize the ever-changing environment and continue to assess its progress and the sustainability of its achievements as it looks toward the future.*

*~Project Inclusion Rubric~*

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

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# WPI

## Appendices

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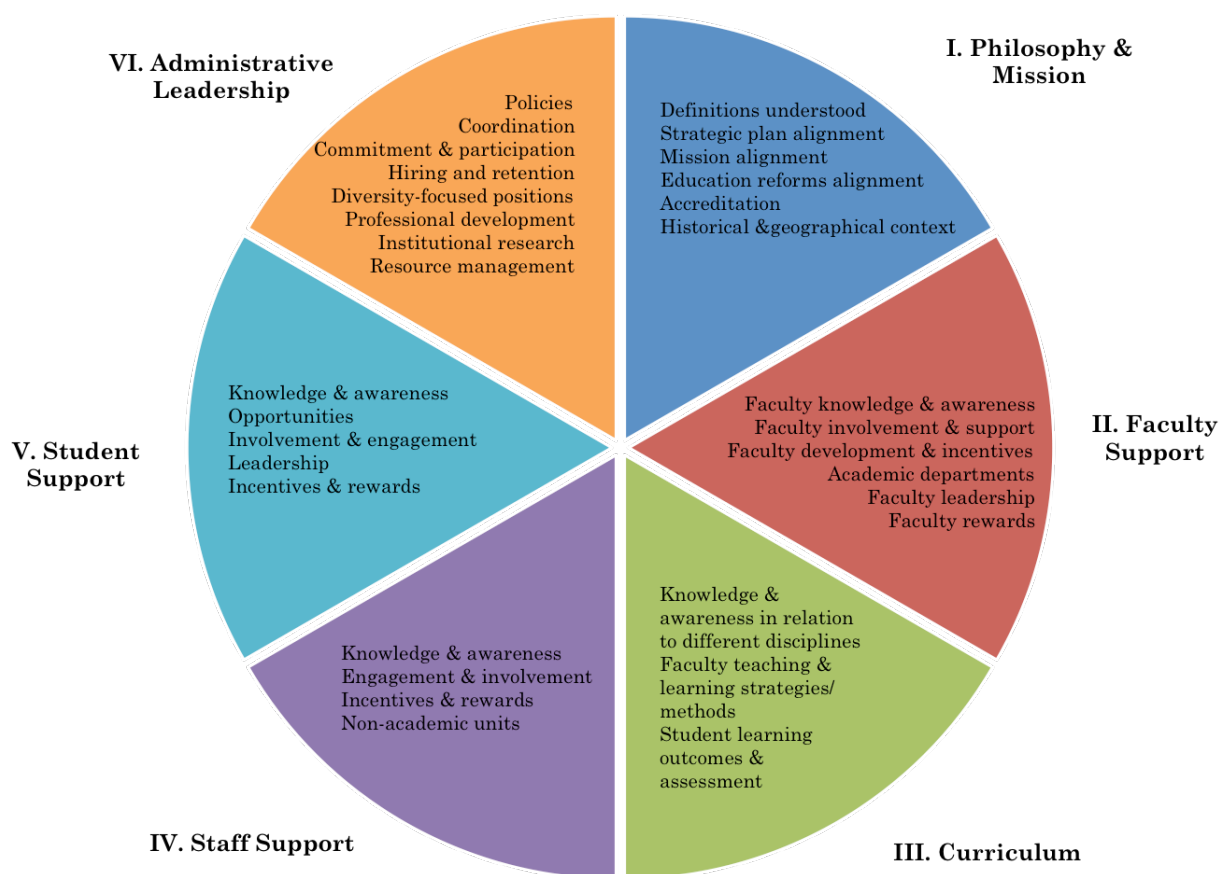
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## Appendix A: Glossary

### Project Inclusion Rubric

To advance diversity work on college campuses, Renga Consulting uses *The Rubric for the Institutionalization of Diversity, Equity, and Inclusion* (referred to as “**Rubric**”) developed by the New England Resource Center for Higher Education (NERCHE)<sup>5</sup> with a team of 22 Chief Diversity Officers from campuses across New England. There are six dimensions with multiple components:

- Dimension I: Philosophy and Mission of Diversity, Equity, and Inclusion
- Dimension II: Faculty Support for and Involvement in Diversity, Equity, and Inclusion
- Dimension III: Teaching, Research, and Service Supporting Diversity, Equity, and Inclusion
- Dimension IV: Staff Engagement and Involvement in Diversity, Equity, and Inclusion
- Dimension V: Student Support for and Involvement in Diversity, Equity, and Inclusion
- Dimension VI: Administrative Leadership and Institutional Support for Diversity, Equity, and Inclusion



**Figure 22: Project Inclusion Rubric**

<sup>5</sup> In 2015-16, under the auspices of NERCHE, the Renga team piloted the Rubric and the Project Inclusion process successfully at four campuses in New Hampshire. Renga Consulting is now the home of the Rubric as NERCHE no longer exists.

## Components

The Chief Diversity Officers knew that it is overwhelming to think of how to increase diversity, equity and inclusion for an entire college or university. Where to start? **The Rubric** contains six dimensions, each which includes a set of **components** that characterize the dimension. These represent the key areas to examine in order to institutionalize diversity, equity and inclusion.

For each **component**, three-stages of development have been established: **emerging, developing, and transforming**. Progression through the stages suggests that the institution is moving closer to fully institutionalizing diversity, inclusion and equity on its campus.

## Indicators

Also, for each component, there must be accompanying **indicators** provided which is evidence of change in policy, practices, structures, culture and climate. Indicators may range from formal indicators such as campus climate surveys, equity/diversity/inclusive excellence scorecards, IPEDS reports, and qualitative interview to informal indicators such as collected data from anecdotal evidence and ad hoc focus groups.

## Project Inclusion Process

**The Project Inclusion process** is a commitment to a long-term approach to structural and cultural change. It is designed to take full advantage of the Rubric and to help institutionalize Diversity, Equity and Inclusion best practices. This report focused on the steps the PI SC goes through to do the work is a core part of Project Inclusion but not the only one.

There are five core stages:

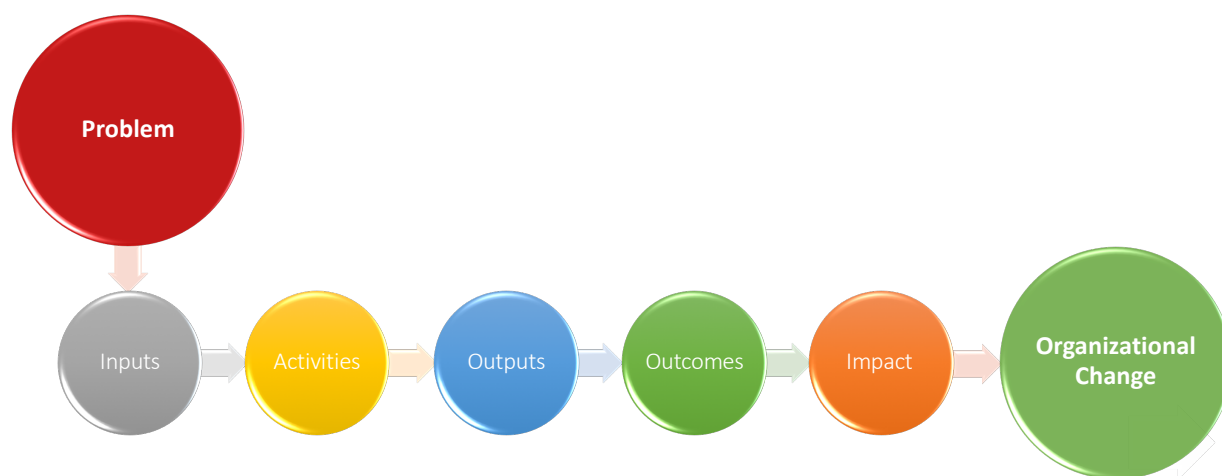
- Stage 1: Campus commitment and readiness report.
- Stage 2: Campus self-assessment through the creation of a Project Inclusion Steering Committee (PI SC) from faculty, staff, students, alumni, and all levels of the organization, participating in sub-committees for each of the Dimensions to be reviewed and co-chaired by a senior leader who reports to the president and a respected faculty member.
- Stage 3: With the data collected in Stage 2, the PI SC sub-committees develop a logic model for each indicator within the selected dimension.
- Stage 4: Logic models are passed onto the Management Council and each division head creates implementation plans informed by the logic models.
- Stage 5: Re-assess based on dimension(s) assessed 2 years prior by the PI SC and/or the Institutional DEI Leadership Council that takes on the cycle of work graphically demonstrated on page 14 of this report. It is a way to train an institution to continuously improve their DEI efforts through data collection, assessment, campus-wide participation, reassessment, making the changes suggested by the assessment, and celebrating a sense of belonging expanding to more and more campus wide.

## 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. It serves as a bridge between the rubric and the implementation plan. It is also a record of strategies that can most effectively address the problems identified in the rubric assessment process. The following table outlines the benefits of creating and using a logic model.

Benefits of Creating a Logic Model	Benefits of Using a Logic Model
<ul style="list-style-type: none"> <li>• Clarifies thinking</li> <li>• Uncovers different understandings</li> <li>• Makes it easier to identify gaps</li> <li>• May lead to consideration of new ideas</li> <li>• Helps focus complex work</li> <li>• Helps decide what outcomes are important to track</li> <li>• Helps create shared ownership</li> </ul>	<ul style="list-style-type: none"> <li>• Aids in planning</li> <li>• Shows cause-and-effect relationships between strategies and outcomes</li> <li>• Makes it easy to share a project description with others</li> <li>• Supports accountability and evaluation</li> <li>• Assists in replication</li> <li>• Often is required by funders</li> </ul>

**Table 5: Benefits of a Logic Model**



**Figure 23: Basic Structure of a Logic Model**

## Implementation Plans

An **implementation plan** breaks each strategy into identifiable steps, describes the project's features, proposes strategies to achieve the goal, specifies the tasks required, resources needed, anticipated outcomes both short and long-term, assigns each step to one or more people and suggests when each step will start and when it will be completed. The elements of an implementation plan are:

- Project Features
- Strategy
- Task/Input/Outcomes
- Who is responsible?
- Start Date
- End Date

Often one implementation plan per goal is generated. The Implementation Plan framework provides the basis for identifying what type of activity or intervention will lead to the outcomes identified as preconditions for achieving the long-term goal. Through this approach the precise link between activities and the achievement of the long-term goals are more fully understood. This leads to better planning, in that activities are linked to a detailed understanding of how change actually happens. It also leads to better evaluation, as it is possible to measure progress towards the achievement of longer-term goals that goes beyond the identification of program outputs.

## 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.

## Appendix B: 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 2.

### Co-Chairs, Institutional Liaison, & Support

- Michelle Jones-Johnson, *Vice President, Talent & Inclusion, Chief Diversity Officer*
- Bonnie Walker, *Executive Director, Diversity & Inclusion Strategy*
- Christelle Hayles, *Diversity & Inclusion Specialist*
- Laurie Leshin, *President, WPI*
- Co-Chair: Emily Douglas, Professor/Department Head | Social Science & Policy Studies

### Administrative Leadership Sub-Committee

#### Staff

- Christopher (Chris) Robertson, Head Coach-Football, Physical Education
- Whitney Goldstein, Head Coach-Softball, Physical Education
- Katherine (Katie) Elmes, Associate Director, STEM/Director of Prep Program, Stem Education Center
- Christine Sharry (Co-Chair), Director, Student Activities
- Michael Jacobs, Sergeant, Campus Police
- Stefan (Steve) Koppi, Executive Director, Career Development Center
- Stacie Murray, Executive Director, Marketing and Communications (First half of FY 18)
- Jessica Grimes, Director of Content Manager, Marketing and Communications (Second half of FY 18)
- Alison Donta-Venman, Director, Institutional Research (First half of FY 18)
- Casey Wall, Assistant Dean of Students & Director, Residential Services

#### Staff

- Andrew (Andy) Palumbo, Dean, Admissions and Financial Aid
- Diane Begreen (Co-Chair), Operations Manager, Library Services
- Yvette Rutledge, Customer Service Coordinator, Facilities
- Laura Rosen, Director, Disability Services
- Kristopher Sullivan, Assistant Vice President, Academic Affairs

#### Faculty

- Michelle Ephraim, Associate Professor, Humanities & Arts
- Zoe Reidinger, Assistant Teaching Professor, Biomedical Engineering
- Douglas Petkie, Professor & Department Head, Physics
- Suzanne Weekes, Professor, Mathematics
- Susan (Sue) Celia Roberts, Department Head and Professor, Chemical Engineering

**Curriculum Sub-Committee****Staff**

- Rory Flinn, Director, Graduate Student Professional Development, Dean of Graduate Studies
- Anna Gold (Co-Chair), University Librarian, Library Services
- Heidi Morton, Career Advisor, Career Development Center
- Peter Thomas, Executive Director, University Advancement
- Paula Quinn (Co-Chair), Associate Director, Center for Project-Based Learning

**Student**

- Avery Brown, Graduate Student, Chemical Engineering

**Faculty**

- Lisa Stoddard, Assistant Teaching Professor, Environmental & Sustainability Studies
- James (Jim) Joseph Girouard, Senior Program Development Manager, WPI Corporate and Professional Education
- Chrys Demetry, Director, Morgan Teaching & Learning Center; Associate Professor, Mechanical Engineering
- Stephen Kmiotek, Professor of Practice, Chemical Engineering
- Corey Dehner, Associate Teaching Professor, Interdisciplinary & Global Studies
- Angel Rivera, Associate Professor, Humanities & Arts

## Appendix C: Logic Models

### Curriculum Sub-Committee Logic Model

**Problem Statement #1: Processes and systems are needed at WPI that evaluate faculty epistemologies, pedagogies, research, scholarship, and service with regard to diversity, equity and inclusion.**

Participants	Assumptions	Inputs/Strategies	Outcomes	Measures of Success	Long-Term Impacts
<p>Stakeholders at WPI who are aware of, support, promote, or evaluate WPI faculty involvement with and/or contributions to:</p> <ul style="list-style-type: none"> <li>• Epistemology</li> <li>• Pedagogy</li> <li>• Research</li> <li>• Scholarship</li> <li>• Service</li> <li>• Diversity</li> <li>• Equity</li> <li>• Inclusion</li> </ul> <p>Among these are:</p> <p>Faculty Governance and Committees (e.g. COAP, CAP, UOAC)</p> <p>Management Council</p>	<p>(1) At the highest levels, WPI leaders are committed to creating a culture that values diversity, equity, and inclusion.</p> <p>(2) Across the WPI community, faculty exist who are committed to creating a culture that values diversity, equity, and inclusion.</p> <p>(3) The most successful approach to creating a culture at WPI that values diversity, equity, and inclusion will involve a combination of grassroots effort &amp; involvement AND administrative leadership.</p> <p>(4) The success of the recommended strategies depends on WPI Faculty Governance being fully engaged in them.</p>	<p>(1) Establish valid evaluation systems regarding faculty involvement in implementation and advancement of epistemologies, pedagogies, research, scholarship, and service related to diversity, equity, and inclusion.</p> <p>(2) Establish valid evaluation systems regarding faculty impact on WPI students' sense of belonging in their chosen disciplines and on their preparation to effectively contribute in diverse communities and workplaces.</p>	<p>(1) Existence of data on WPI faculty involvement in implementation and advancement of epistemologies, pedagogies, research, scholarship, and service related to diversity, equity, and inclusion.</p> <p>(2) Existence of data on WPI faculty impact on WPI students' sense of belonging in their chosen disciplines and on their preparation to effectively contribute in diverse communities and workplaces.</p>	<p>(1) WPI faculty, staff, and administrators are aware of the existence of data on faculty involvement in implementation and advancement of epistemologies, pedagogies, research, scholarship, and service related to diversity, equity, and inclusion, and they know how to access those data.</p> <p>(2) WPI faculty, staff, and administrators are aware of the existence of data on faculty impact on WPI students' sense of belonging in their chosen disciplines and on their preparation to effectively contribute in diverse communities and workplaces, and</p>	<p>(1) A culture at WPI that values diversity, equity, and inclusion in all areas of faculty engagement:</p> <ul style="list-style-type: none"> <li>• Epistemology</li> <li>• Pedagogy</li> <li>• Research</li> <li>• Scholarship</li> <li>• Service</li> </ul> <p>(2) Through their academic work, including their interactions with other students and faculty, all WPI students experience a sense of belonging in their chosen discipline and practice, and on graduation they are prepared to act as informed, self-aware, skilled, and constructive participants and contributors in diverse communities and workplaces.</p>

Academic Department Heads and Deans	(5) The success of the recommended strategies will be greatest if all parts of university governance (Faculty Governance, Administration, the Board) are fully engaged in them.			they know how to access it.	
Morgan Teaching and Learning Center					
Talent & Inclusion					

<b>Problem Statement #2: Programs are needed that support WPI faculty in their efforts via research, scholarship, teaching, and service to foster the development of our students' sense of belonging and our students' preparation to effectively contribute in diverse communities and workplaces.</b>					
<b>Participants</b>	<b>Assumptions</b>	<b>Inputs/Strategies</b>	<b>Outcomes</b>	<b>Measures of Success</b>	<b>Long-Term Impacts</b>
<p>Stakeholders at WPI who are aware of, support, promote, or evaluate WPI faculty involvement with and/or contributions to:</p> <ul style="list-style-type: none"> <li>• Epistemology</li> <li>• Pedagogy</li> <li>• Research</li> <li>• Scholarship</li> <li>• Service</li> <li>• Diversity</li> <li>• Equity</li> <li>• Inclusion</li> </ul> <p>Among these are:</p> <p>Faculty Governance and Committees (e.g. COAP, CAP, UOAC)</p> <p>Management Council</p> <p>Academic Department Heads and Deans</p> <p>Morgan Teaching and Learning Center</p>	<p>(1) At the highest levels, WPI leaders are committed to creating a culture that values diversity, equity, and inclusion.</p> <p>(2) Across the WPI community, faculty exist who are committed to creating a culture that values diversity, equity, and inclusion.</p> <p>(3) The most successful approach to creating a culture at WPI that values diversity, equity, and inclusion will involve a combination of grassroots effort &amp; involvement AND administrative leadership.</p> <p>(4) The success of the recommended strategies depends on WPI Faculty Governance being fully engaged in them.</p> <p>(5) The success of the recommended strategies will be greatest if all parts of university governance (Faculty</p>	<p>(1) Identify and secure resources needed to develop and maintain programming and/or practices that support faculty development with regard to D, E and I.</p> <p>(2) Develop programs and practices that support faculty development with regard to D, E and I. Offerings should be informed by assessment findings regarding faculty involvement in—and implementation and advancement of—epistemologies, pedagogies, research, scholarship, and service supportive of diversity, equity, and inclusion.</p>	<p>(1) Increased faculty knowledge and awareness of D, E, and I in the contexts of</p> <ul style="list-style-type: none"> <li>• Epistemology</li> <li>• Pedagogy</li> <li>• Research</li> <li>• Scholarship</li> <li>• Service</li> </ul> <p>(2) Increased adoption and use of inclusive practices and teaching and learning approaches by WPI faculty.</p> <p>(3) Curriculum and program reviews include specific indicators of inclusive pedagogical practices.</p>	<p>(1) Most WPI faculty members incorporate multiple ways of knowing into their teaching and learning practices.</p> <p>(2) Most faculty members integrate a variety of inclusive teaching and learning approaches designed to respond to the diverse experiences of students in their classes.</p> <p>(3) Most, if not all, faculty include in their courses student learning outcomes focused on diversity, equity, and inclusion.</p> <p>(4) Many faculty incorporate D, E, and I as an informing quality of their WPI service efforts.</p> <p>(5) Many faculty</p>	<p>(1) A culture at WPI that values diversity, equity, and inclusion in all areas of faculty engagement:</p> <ul style="list-style-type: none"> <li>• Epistemology</li> <li>• Pedagogy</li> <li>• Research</li> <li>• Scholarship</li> <li>• Service</li> </ul> <p>(2) Through their academic work, including their interactions with other students and faculty, all WPI students experience a sense of belonging in their chosen discipline and practice, and on graduation they are prepared to act as informed, self-aware, skilled, and constructive participants and contributors in diverse communities and workplaces.</p>

Talent & Inclusion	Governance, Administration, the Board) are fully engaged in them.			conduct research which in form and/or content reflects a commitment to D, E, and I as an integral asset to disciplinary and institutional integrity.	
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**Problem Statement #3: Processes and systems are needed at WPI that acknowledge and reward WPI faculty whose epistemologies, pedagogies, research, scholarship, and service contribute to meaningful outcomes for our students' sense of belonging and preparation to effectively contribute in diverse communities and workplaces.**

Participants	Assumptions	Inputs/Strategies	Outcomes	Measures of Success	Long-Term Impacts
<p>Stakeholders at WPI who are aware of, support, promote, or evaluate WPI faculty involvement with and/or contributions to:</p> <ul style="list-style-type: none"> <li>• Epistemology</li> <li>• Pedagogy</li> <li>• Research</li> <li>• Scholarship</li> <li>• Service</li> <li>• Diversity</li> <li>• Equity</li> <li>• Inclusion</li> </ul> <p>Among these are:</p> <p>Faculty Governance and Committees (e.g. COAP, CAP, UOAC)</p> <p>Management Council</p> <p>Academic Department Heads and Deans</p> <p>Morgan Teaching and Learning Center</p> <p>Talent &amp; Inclusion</p>	<p>(1) At the highest levels, WPI leaders are committed to creating a culture that values diversity, equity, and inclusion.</p> <p>(2) Across the WPI community, faculty exist who are committed to creating a culture that values diversity, equity, and inclusion.</p> <p>(3) The most successful approach to creating a culture at WPI that values diversity, equity, and inclusion will involve a combination of grassroots effort &amp; involvement AND administrative leadership.</p> <p>(4) The success of the recommended strategies depends on WPI Faculty Governance being fully engaged in them.</p> <p>(5) The success of the recommended strategies will be greatest if all parts of university governance (Faculty Governance, Administration, the Board) are fully engaged in them.</p>	<p>Establish a faculty rewards system that meaningfully factors faculty involvement in implementation and advancement of epistemologies, pedagogies, research, scholarship, and service related to diversity, equity, and inclusion, into decisions regarding faculty promotion, tenure and advancement.</p>	<p>(1) WPI acknowledges and rewards faculty involvement in implementation and advancement of epistemologies, pedagogies, research, scholarship, and service related to diversity, equity, and inclusion.</p> <p>(2) Inclusive pedagogical practices are considered critical aspects of effective teaching for tenure/promotion.</p>	<p>(1) All faculty are aware that promotion, tenure, and advancement, decisions include faculty involvement in implementation and advancement of epistemologies, pedagogies, research, scholarship, and service related to diversity, equity, and inclusion.</p> <p>(2) All faculty are aware that inclusive pedagogical practices are considered critical aspects of effective teaching for tenure/promotion.</p> <p>(3) Increased faculty involvement in implementation and advancement of epistemologies, pedagogies, research, scholarship, and service related to diversity, equity, and inclusion.</p>	<p>(1) A culture at WPI that values diversity, equity, and inclusion in all areas of faculty engagement:</p> <ul style="list-style-type: none"> <li>• Epistemology</li> <li>• Pedagogy</li> <li>• Research</li> <li>• Scholarship</li> <li>• Service</li> </ul> <p>(2) Through their academic work, including their interactions with other students and faculty, all WPI students experience a sense of belonging in their chosen discipline and practice, and on graduation they are prepared to act as informed, self-aware, skilled, and constructive participants and contributors in diverse communities and workplaces.</p>

### Administrative Leadership Sub-Committee Logic Model

Participants	Assumptions	Inputs/Strategies	Outcomes	Measures of Success	Long-Term Impacts
<b>Problem Statement for Institutional Evaluation and Assessment and Institutional Research:</b> Need to establish a clear and coordinated survey research agenda for DEI at the institution					
Entire University  Management Council  Administrative Leadership Group	A clearly defined research agenda helps focus efforts, as work develops to meet established DEI goals across the institution.	Create a research agenda for the institution specifically to collect data regarding DEI issues.	University leadership, in conjunction with Institutional Research implements university wide survey research agenda that includes specific points regarding DEI.	Institutional Research publishes readily available, statistically reliable data that is accessible pertaining to DEI issues at WPI.	Data is regularly collected and used to assess, understand, and monitor impact of ongoing DEI efforts at the university.

Participants	Assumptions	Inputs/Strategies	Outcomes	Measures of Success	Long-Term Impacts
<b>Problem Statement for Specialized Initiatives and Coordination of Institutional Efforts:</b> A centralized electronic location is needed to store data and track specialized initiatives associated with DEI to enhance communication and transparency on efforts across the institution.					
Entire Campus	<p>Consistent support is needed to permeate the campus and is integrated across the entire institution</p> <p>There are several departments involved in DEI programming and work, with the potential for overlap in resources.</p> <p>A centralized location for information and assessment as well as regular collaboration and engagement with involved entities is needed to move forward.</p> <p>A centralized location listing specialized initiatives and who shared them, thus</p>	<p>Project Inclusion Year 3: final assessment of WPI's commitment through its identified mission should drive the DEI work of stakeholders across campus</p> <p>Presidential and Administrative Support through the strategic plan Elevate Impact.</p> <p>A taskforce of DEI stakeholders should be created and brought together throughout the academic year to support planning, collaboration, and to share information.</p> <p>A centralized electronic location should be created to facilitate a repository of information that everyone has access</p>	<p>All specialized initiatives report out about their initiative in an electronic centralized place such as CANVAS and include how they brought DEI to the work. This electronic space could also host trainings.</p> <p>A cross campus assessment bank is created to be used for programs throughout the institution to allow for benchmarking.</p> <p>A taskforce is established and a meeting schedule of at least five times a year is created.</p>	<p>Ability to demonstrate new collaborations and opportunities as a result of the taskforce being created.</p> <p>Review the amount of information included in the repository.</p> <p>Provide a survey to taskforce members to inquire how often they reviewed, added information, or referenced the resource.</p> <p>Implement a study on special initiatives done throughout the year from across campus and see how DEI has brought impact on campus.</p> <p>Demonstrate evidence of</p>	<p>WPI continues to develop as an inclusive campus with initiatives firmly in place to support Diversity and Inclusion. DEI are key parts of every initiative on campus (not an afterthought or a check box).</p> <p>Greater collaboration by 15% in the first year as a result of the regular taskforce meetings.</p> <p>A centralized location for data and assessment associated with DEI is created.</p>

	<p>enabling multiple offices across campus to work together towards a common goal would be helpful.</p> <p>Broader education efforts are needed to help members of initiatives understand what bringing in DEI elements looks like.</p>	<p>to review and share up to date resources in a transparent manner.</p>		<p>DEI being included in the promotion request process.</p>	
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Participants	Assumptions	Inputs/Strategies	Outcomes	Measures of Success	Long-Term Impacts
<b>Problem Statement for Senior Administrative Leadership:</b> Campus leadership needs to increase communication to wider WPI community about issues around DEI.					
Senior Administrative Leadership	<p>Increased communication throughout all levels of the institution ensure that everyone is aware of the strides being taken to incorporate DEI in strategic planning, campus operations and resource distribution.</p> <p>Dialogue between senior leadership and members of the community would allow for greater feedback and campus engagement surrounding DEI decisions.</p>	<p>Creating a log in page (One Drive, SharePoint) would allow internal transparency and searchable terms to the community directly.</p> <p>Informing the campus twice a year at Town Halls on the strategies or goal updates across the university associated with DEI work and the strategic plans will aid in transparency and demonstrate regular dialogue revolving around DEI.</p> <p>Sharing reports in a centralized location that all campus can access.</p>	When reports are available, announcements in WPI Today can lead to a log in where this information is available.	<p>Number of clicks or log ins for these communications increases from 0% to 10%.</p> <p>The common place established for these reports is visited frequently.</p>	Faculty and Staff (maybe students) will have a clear understanding of what the institution is doing when it comes to DEI in an organized, uniformed, and ongoing manner.

Participants	Assumptions	Inputs/Strategies	Outcomes	Measures of Success	Long-Term Impacts
<b>Problem Statement for Alumni Affairs:</b> Alumni records need to include demographic information.					
<b>Alumni</b>	<p>Very little DEI data is transferred from the student record to alumni records.</p> <p>Having little data makes it challenging to create communities or ensure all alumni are involved in opportunities.</p>	Workday will feed Salesforce with all important demographic information	Biographical records of Alumni will be accurate in demographics – previous records need to be enhanced	All communities will feel engaged after commencement through service and philanthropy measured participation rates as well as attendance at Homecoming and Reunion Weekends.	Alumni records that include DEI demographics allow for greater community building and relationship enhancement between the institution and our alumni.

Participants	Assumptions	Inputs/Strategies	Outcomes	Measures of Success	Long-Term Impacts
<b>Problem Statement for Policy-Making Entities:</b> Need a comprehensive and targeted review of university policies from a DEI perspective.					
<b>Senior Administration</b>  <b>Talent and Inclusion</b>  <b>Department Heads</b>	<p>Some Divisions have a specific person responsible for ensuring the DEI concerns are addressed.</p> <p>Having a resource like this in some, but not all Divisions creates irregularity in what is addressed, what is viewed as a concern, and what an appropriate response may look like?</p>	<p>Identify a key person in each Division who would become a part of a larger taskforce.</p> <p>Create a taskforce that would then review concerns, updates, or changing information and each key person would bring that back to their Division to review and alter policies as needed. This could be done a committee format or in any way deemed appropriate by the Division.</p> <p>The group will meet regularly to discuss best practices and how those might apply to university or department policies. (ex. Use of gender inclusive pronouns in all policies).</p>	<p>Identify how many policies have been edited or changed because of the taskforce conversations in a year.</p> <p>Review how often the group needs to meet based on the volume of work that needs to be done.</p> <p>Identify how the committee is used as a sounding board to assist or compliment other Divisions.</p>	<p>At least 30% of campus policies have been updated over the course of one academic year.</p> <p>Keeping a running list of these changes for historical information, which will help in assessment. We should see a 10% increase each year in division participation until the flow of information comes from all divisions.</p>	<p>A more unified approach in policy creation and implementation.</p> <p>A more inclusive community through language and policy expectation.</p>

Participants	Assumptions	Inputs/Strategies	Outcomes	Measures of Success	Long-Term Impacts
<b>Problem Statement for Diversity Focused Staff Positions:</b> Collect sufficient data and benchmarking the diversity infrastructure to like institutions to compare objectives and outcomes has yet to confirm positional equity at WPI.					
Talent and Inclusion	<p>It is unclear if the DEI focused staff positions are equitable to like positions at peer institutions. Benchmarking and information gathering is needed to make this determination.</p> <p>If we benchmark WPI efforts to other institutions, we will be able to see our positionality in the DEI spaces, as well as identifying next steps in strategic planning for the institution.</p>	<p>CDO and Office of TI ensures there is a centralized institutional diversity statement elaborated in WPI's mission, values, and vision.</p> <p>The next University Strategic Plan should prominently include DEI language with clear implementation plans.</p>	<p>Continuing the work in exploring salary pool equity, along with monitoring new positions/promotion campus wide.</p> <p>Continuing to evaluate WPI's senior management and staff organization to create DEI opportunity across higher-level management positions.</p>	<p>VP for Talent and Inclusion, Executive Director, DI Strategy, DI Inclusion specialist, Renga Project Inclusion can make recommendations based off benchmarking outcomes.</p>	<p>Consistently seen on the front line of WPI Campus Initiatives</p> <p>DEI in all events, hiring, positional promotion, and pay</p> <p>Greater awareness of the resources offered by these positions.</p>

Participants	Assumptions	Inputs/Strategies	Outcomes	Measures of Success	Long-Term Impacts
<b>Problem Statement for Hiring and Retention:</b> Need to create awareness of and promote the centralized recruitment process and resources administered out of Talent and Inclusion, tied to best practices that include DEI.					
Talent and Inclusion	<p>Awareness of the current hiring process is not widespread. Standard best practices around inclusive excellence are not being used broadly, in order to hold every department accountable for recruiting diverse candidate pools</p> <p>Year 2 of DEI and Renga Project- process is beginning to be less decentralized</p> <p>URM need to feel a clear path to succession, as that is not always the case now</p>	<p>Awareness around: Appropriate and non-appropriate candidate questions should be outlined and shared with all departments to ensure a safe and welcoming environment for interviews- department heads should do a targeted hiring etiquette training</p> <p>Positive social media credit and successes should be given on all major social media outlets and WPI homepage and not just on DEI webpage to help show university's commitment to DEI</p> <p>Continued professional development opportunities campus wide surrounding DEI</p>	<p>Awareness Around: A centralized job-posting hub, to be updated regularly as terminology evolves</p> <p>A centralized job-interview question sample bank, to be updated regularly as terminology evolves</p> <p>Targeted D&amp;I recruitment trainings in all departments, annually or biannually</p> <p>Updates to WPI website to include D&amp;I on more pages – annual review and refresh if possible</p> <p>DEI resource groups amongst staff</p>	<p>Renga Project Inclusion, Gender Neutral Bathrooms, Existing DEI and Talent Inclusion current resources</p> <p>Continued growth in meet and greets, and the <i>Pool of URM candidates for professional positions increases as do number hired.</i></p> <p>Future leadership and mentor programs for URM's</p> <p>Data collected during hiring process and displayed with a high-level overview on the DEI webpage and institutional research pages and publications.</p>	<p>Position at WPI serves as a safe and welcoming space for all qualified candidates</p> <p>Fair compensation and advancement opportunities</p> <p>Adequate trainings that sustain consistency in hiring practices and leadership growth for URM</p>

Participants	Assumptions	Inputs/Strategies	Outcomes	Measures of Success	Long-Term Impacts
<b>Problem Statement for Professional Development:</b> There is a need for ongoing and consistent professional development targeted by position level, related to DEI initiatives to foster a more inclusive culture.					
All Employees	<p>Employees are at varying levels of awareness, interest, and skill around DEI</p> <p>Additional training and ongoing development opportunities will increase employee knowledge and confidence around DEI</p> <p>Continued efforts to provide formal ongoing training, informal interactions, and special events will lead to positive change</p> <p>We believe that the trainings that managers are going through and the information shared are not making their way down to direct reports who are not current managers.</p>	<p>Provide “required” ongoing training at key milestones (new employee, etc.) and by role (supervisor, manager, etc.)</p> <p>Conduct a needs assessment and consult with departments/divisions to provide targeted training opportunities</p> <p>Continue offering internal and external professional development opportunities throughout the year for employees to interact around DEI</p> <p>Continue offering special events that show campus-wide commitment to DEI such as Stand Against Racism, Great Minds Brave Spaces, etc.</p> <p>Discuss with managers how to bring shared content to their direct reports and an informative and impactful manner.</p>	<p>New training modules provided to employees at key milestones and by role</p> <p>New customized training opportunities provided to departments and divisions</p> <p>Encouragement of ongoing informal interactions among employees around DEI</p> <p>Ongoing special events highlighting campus commitment to DEI</p> <p>Greater communication between managers and direct reports regarding training information, resources, and dialogue.</p>	<p>Increased knowledge, confidence, and skill among employees around DEI as shown through training evaluations, climate survey, and other sources</p> <p>Sustained or increasing participation of employees in formal and informal DEI-related events</p>	WPI becomes widely known as a STEM-focused institution where employees prioritize continuous learning to foster a campus culture valuing DEI

Participants	Assumptions	Inputs/Strategies	Outcomes	Measures of Success	Long-Term Impacts
<b>Problem Statement for Institutional Research:</b> To be a transforming institution, we need to create endowed funding or annual budget allocation focused on DEI support and initiatives to ensure consistent monetary support and program enhancement.					
Senior Leadership	WPI already commits funding through the support of departmental funding, programming, and positions.	Create an endowed fund or identify specific funding focused specifically on DEI to move into the transforming category.	Formation of committee or resources to create such a fund.	The creation of an endowed fund focused on DEI Support.	There is an endowed fund in place to support DEI programming, resources and departments.
Finance Team	WPI supports staff time on campus to work on DEI initiatives such as Project Inclusion outside of day-to-day job responsibilities.				

Participants	Assumptions	Inputs/Strategies	Outcomes	Measures of Success	Long-Term Impacts
<b>Problem Statement for Institutional Resource Management:</b> There are no current metrics to track and measure the return on investment of DEI efforts across campus.					
Entire University  Senior Leadership/ Administration  Strategic Plan Involvement	<p>The institution has invested in several positions and time in DEI issues. However, injecting DEI issues into the day-to-day planning, budgeting and decision making could be improved to unify planning efforts across campus.</p> <p>We need to understand what DEI initiatives and efforts are occurring in <i>all</i> university divisions aside from Project Inclusion activities.</p> <p>We need to close the loop on action plans that were implemented after PI year one, including reports on activities and progress.</p>	Continuation of activities such as the diversity advocate program (for recruiting faculty), and the development of metrics that articulate our goals related to DEI initiatives. In addition, development of communication about DEI issues should continue to improve so that its importance is effectively communicated to all WPI stakeholders (internal and external).	<p>While we observe the investment in initiatives, what we do not have are specific metrics around the success of these initiatives. For example, we can track the percentage of female faculty or URM faculty. We may also track the diversity of the staff from year-to-year.</p> <p>The University has undertaken efforts in developing financial equity (salaries) among faculty and staff through benchmarking studies and development of equity pools that are distributed in the performance management process.</p>	<p>Increased diversity in staff and faculty as measured by resources devoted to salaries, startup packages where appropriate, and support of initiatives.</p> <p>Gather evidence from all university divisions that DEI is a strong consideration in hiring, retention and development of employees. Further, gather evidence that resources are being deployed with DEI considerations in mind.</p> <p>A longitudinal study focused on constituents' perceptions about inclusion and climate should be undertaken to measure outcomes related to inclusion.</p>	<p>Ultimately, we would be able to measure and demonstrate tangible and intangible increases in DEI elements. For example, diverse groups would make up a greater percentage of the WPI population. A greater proportion of diverse vendors would serve the university. In addition, we would have evidence that all university divisions are pursuing DEI initiatives in all business processes.</p>

## Appendix D: Implementation Plans

### Marketing Communications' Implementation Plan

Participants	Inputs/Strategies	Outcomes	Who will do the work?	Est. Start Date	Est. End Date
<b>Goal: Assure representation of diverse populations and initiatives across centrally managed communications platforms and programming.</b>					
<b>Prospective students</b>	Identify baseline of diversity representation across AY2018 (at minimum) including home page, recruitment sites, Daily Herd, WPI Today, university social, WPI Journal, such newsletters as Parents & Friends, Research, and Trustee, printed collateral/campaign materials, and press releases	Audit provides baseline against which we will measure improvement; results reported	Marketing Communications strategists, writers, editors, designers, photographers, and publishers in collaboration with campus partners (Enrollment & Institutional Strategy, Dean of Students Office, Talent & Inclusion)	Underway	Ongoing
<b>Academy peers</b>		Checklist available and applied when developing content			
<b>Industry partners</b>		Messaging codified for content creators and WPI spokespeople			
<b>Trustees</b>	Create and use checklist of qualities essential to diversity, equity, and inclusion when capturing and publishing visual content	Campaigns developed and distributed to promote diversity, equity, and inclusion on campus and for recruitment and reputation			
<b>Faculty &amp; Staff</b>					
<b>Students</b>	Define and weave diversity, equity, and inclusion messaging across content platforms	Photo management system houses images with an array of diverse populations			
<b>Alumni</b>	Assure branding, marketing, and PR campaigns t advance diversity messaging	Link to Diversity & Inclusion on the footer of wpi.edu			

Participants	Inputs/Strategies	Outcomes	Who will do the work?	Est. Start Date	Est. End Date
<b>Goal: Improve mechanisms to uncover and manage issues related to diversity, equity, and inclusion</b>					
<b>Prospective and current faculty, students, and staff</b>	<p>Provide pathways for escalation of issues</p> <p>Use social monitoring tools to identify issues</p>	<p>Ready Team meetings discuss and route issues related to diversity, equity, and inclusion</p> <p>NUVI system in place and reviewed annually</p>	<p>Ready Team Marketing Communications lead in collaboration with General Counsel, Student Affairs and team members</p> <p>Marketing Communications social and PR teams</p>	Underway	Ongoing
<b>Goal: Maintain accessibility to content across owned platforms</b>					
<p><b>All publishers and editors of content across campus</b></p> <p><b>Users of WPI digital content</b></p>	<p>Post and monitor content that meets defined accessibility guidelines.</p> <p>Provide training and tools for the community</p> <p>Report annually on accessibility progress.</p> <p>Participate in ongoing training for central MarComm team</p>	<p>Accessibility ranking &gt;90%</p> <p>Pathways to request help to access content are clear</p> <p>Training available – in person and online – relative to accessibility guidelines</p> <p>Staff engaged in training</p> <p>Annual announcement posted.</p>	Marketing Technology, content trainers and campus authors abiding by guidelines	AY 2018	Ongoing

## Finance Division's Implementation Plan

Participants	Inputs/Strategies	Outcomes	Who will do the work?	Est. Start Date	Est. End Date
<b>Goal: Increase the percentage of employees in the Finance Division who understand what diversity, equity and inclusion means at WPI.</b>					
Finance Division	Working with the Division of Talent and Inclusion, develop a survey to gage the understanding of what DEI means for WPI and then develop training materials to help increase the understanding of DEI.	Establish a baseline through a divisional survey to gage understanding for DEI, then develop training to enhance the understanding of DEI.	Veronica Brandstrader will work with Talent & Inclusion on the survey & training materials; Mary Calarese, Patty Patria, Eric Beattie, Cheryl Martunas will build education into their staff meetings.	12/1/18	6/30/19
<b>Goal: Identify champions for Diversity, Equity and Inclusion initiatives within each department under the Finance Division.</b>					
Facilities, IT, Campus Police, Finance	Identify DEI champions within each department within the Division of Finance.	List of 5-10 individuals will be identified as DEI champions across the division.	Mary Calarese, Patty Patria, Eric Calarese, Cheryl Martunas will develop plans with their direct reports to identify champions.	11/1/18	6/30/19
<b>Goal: Review the capital planning process to see how we can align or prioritize requests with ADA needs on campus.</b>					
Jeff Solomon, Eric Beattie, Philip Clay	Review the existing capital plan and identify any ADA projects that could improve campus accessibility.	ADA projects will be prioritized for improved campus access ability in this fiscal year or future fiscal years.	Eric Beattie	11/1/18	6/30/19
<b>Goal: Increase the diversity of participant's involved in sustainability projects.</b>					
WPI Community	Review current sustainability initiatives, measure diverse participation and develop a plan to increase diversity.	DEI goals will be included in sustainability plans.	Paul Mathisen	11/1/18	6/30/19

## General Counsel's Implementation Plan

Participants	Inputs/Strategies	Outcomes	Who will do the work?	Est. Start Date	Est. End Date
<b>Goal: Lead and support efforts to strategize about the evolving law governing race based affirmative action in admissions and alternatives.</b>					
Admissions staff  OGC staff	Offer research and advice about the status of the case against Harvard and likely outcomes that may affect WPI.	Strategies for dealing with the possible elimination of race based affirmative action in college admissions. Develop alternatives, as necessary. Meet at least quarterly to evaluate status.	Office of the General Counsel	Fall 2018	ongoing
<b>Goal: Lead and support efforts to stay informed about evolving law governing Title IX, disability accessibility and regulatory guidance that may conflict with current practices.</b>					
Title IX coordinator  OGC staff	Offer research and advice about emerging law and guidance on campus sexual assault policies and practices.  Work with disability services to understand accessibility issues and challenges.	Effective training for the campus community to ensure the campus is safe. Meet at least quarterly to evaluate status.  Fair processes for dealing with sexual misconduct cases when they arise.  Meet quarterly with Campus Accessibility Working Group.	Office of the General Counsel	Fall 2018	ongoing

Goal: Increase diversity of faculty at WPI					
OGC staff	Work closely with Board of Trustees, President and faculty governance representatives on shared governance initiatives and inclusion of NTT faculty.	Greater diversity in faculty governance.	OGC	May 2018	ongoing
Board of Trustees		Support work of bylaws and governance working group. Meet at least quarterly with President and working group members.	Board of Trustees		
Faculty Leadership			President  Faculty leadership		

### University Advancement's Implementation Plan

Participants	Inputs/Strategies	Outcomes	Who will do the work?	Est. Start Date	Est. End Date
Goal: Be more intentional and proactive in recruiting and hiring people of color					
University Advancement management and hiring managers	Work with professionals in DTI to identify ways to reach diverse communities through advertising and direct outreach when looking to fill positions. Develop recruitment plan as appropriate.	An increase in professionals of color beginning to apply for positions.	UA hiring staff, DTI	Spring 2018	Ongoing
Division of Talent and Inclusion (DTI)	Generate a diverse pool of applicants for all open positions.	Qualified applicants of color are Interviewed and hired.			
Goal: Develop fundraising strategies and plans to support efforts of diversity and inclusion as part of current fundraising Campaign					
UA fundraisers and various other division reps	Conduct focus group of stakeholders from across campus to identify potential synergies and possible fundraising priorities  Identify fundraising priorities and develop plans to fundraise for the priorities through individual solicitations and proposals to private foundations.	Submit 4-5 proposals each year to support priority initiatives.	VPUA, UA fundraisers and grant writers, DTI, stakeholders from across WPI (D&I is a cross-cutting theme of strategic plan)	Summer 2018	Ongoing

Participants	Inputs/Strategies	Outcomes	Who will do the work?	Est. Start Date	Est. End Date
<b>Goal: Identify and recruit diverse pool of candidates for WPI volunteer/trustee leadership</b>					
<b>BoT Nom &amp; Gov Committee, VPDTI, VPUA, AVP of Strategic Volunteer Engagement</b>	<p>Work with BoT Nom &amp; Gov Committee, VPDTI and relevant UA staff to identify prospective candidates through various high-level channels.</p> <p>Engage prospects and build relationships</p> <p>Bring candidates briefings and bios to N&amp;G for review, discussion, and vote when appropriate engagement has taken place to warrant consideration.</p>	<p>A diverse pool of candidates is created and consistently updated and refreshed.</p> <p>Diverse representation on BoT increases</p> <p>Need output</p>	VPUA, VPDTI, UA research staff, Bot committee	Spring 2016	Ongoing
<b>Goal: Increase engagement of diverse alumni, especially people of color</b>					
<b>Office of MCD, Office of Lifetime Engagement (OLE)</b>	<p>Work with Office of Multi-Cultural Diversity (OMCD) and others to support affinity groups of diverse students and alumni. Build database capacity to track and report on diverse alumni.</p> <p>Continue to meet with OMCD to support activities of students and alumni through affinity groups. Help develop strategies to attract interest from diverse participants, and support plans for activities and</p>	<p>Baseline established for diverse populations at Alumni events and their engagement.</p> <p>Higher response to marketing materials by increased engagement among diverse populations.</p> <p>Investment in new database and analytical tools for tracking progress</p> <p>Demonstrate progress in engagement through statistical</p>	OMCD, OLE	Spring 2019	Ongoing

Participants	Inputs/Strategies	Outcomes	Who will do the work?	Est. Start Date	Est. End Date
	events on campus and beyond. Use new Salesforce platform to better record and track diverse alumni.	analysis to be developed.			

## Physical Education, Recreation &amp; Athletics' Implementation Plan

Participants	Inputs/Strategies	Outcomes	Who will do the work?	Est. Start Date	Est. End Date
<b>Goal: Educate department members on DEI &amp; Project Inclusion</b>					
All Dept Members	<ul style="list-style-type: none"> <li>• Introduce &amp; distribute info/handouts; send emails on all events</li> <li>• Develop &amp; review dept goals/commitment</li> <li>• Incorporate goals/commitment in individual goals &amp; responsibilities</li> <li>• Educational sessions on hazing (Emily Perlow); Sexual Violence prevention/Title IX (Melissa Pierce); Mental Health (Sabrina Rabecci); LGBTQ+ (Casey Wall); growth mindset; respect &amp; dignity (NCAA); future meeting on Implicit Bias</li> <li>• Highlight &amp; review DEI/PI events and activities around campus at all dept meetings; strongly encourage attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Better awareness on behalf of dept members</li> <li>• Improved understanding regarding issues of DEI</li> <li>• Increased discussion &amp; awareness of DEI &amp; PI</li> <li>• More &amp; better knowledge around DEI</li> <li>• PERA attendance at DEI/PI events &amp; activities</li> </ul>	<p>Dana Harmon – lead</p> <p>All pera dept members</p>	August 2018	June 2019

Goal: Demonstrate commitment to DEI & Project Inclusion					
All Dept Members	<ul style="list-style-type: none"> <li>Will develop diverse pool of candidates for all positions that open (Rooney Rule)</li> <li>Active participation in PI committee work</li> <li>Disseminate info on DEI &amp; PI events &amp; activities</li> <li>Produced "It's On Us" (sexual violence prevention) video; in process of producing "You Can Play" (LGBTQ+) video</li> <li>Secured first NCAA Women's and Ethnic Minorities grant</li> <li>Nominate woman of color for national honors of the NCAA</li> <li>Commitment to recruiting diverse student-athletes</li> <li>Develop strong working relationship with Disabilities Services Office</li> <li>Community Service component required of all teams</li> <li>Intentional use of diverse images in all dept visuals</li> <li>Develop &amp; execute a promotional plan for DEI activities</li> </ul>	<ul style="list-style-type: none"> <li>All searches will have minority representation; this year all women's teams have female representation on staff (head and/or asst)</li> <li>Our dept will have representation &amp; active participation on PI committees</li> <li>Visual representation of DEI/PI in materials; facilities; website</li> <li>Hired woman of color for NCAA WEM grant</li> <li>Amy Biney received NCAA Top Ten Award</li> <li>Recruited the most diverse class for Fall 2018 (unfortunately yielded the least due to Fin Aid)</li> <li>Excellent relationship with DSO</li> <li>Each team will have completed a community service event by the end of the school year</li> <li>Integrated plan (social media, activities at events) with campus community groups highlighting DEI</li> </ul>	All Dept Members (committee: WGoldstein; CRoberston)	August 2018	Ongoing

Goal: Educate student-athletes on DEI					
	<ul style="list-style-type: none"> <li>• Introduce &amp; distribute info/handouts; send emails on all events</li> <li>• Educational sessions on hazing (Emily Perlow, Head Coach); Sexual Violence prevention/Title IX (Melissa Pierce); Health &amp; Wellness (Athletic Trainers); growth mindset; respect &amp; dignity (NCAA)</li> <li>• Produced “It’s On Us” (sexual violence prevention) video; reviewed with each team; in process of producing “You Can Play” (LGBTQ+) video</li> <li>• Community Service component required of all teams</li> </ul>	<ul style="list-style-type: none"> <li>• Better and increased awareness, understanding and discussion of DEI issues</li> <li>• Student-athletes feel valued and supported</li> <li>• Each team will have completed a community service event by the end of the school year</li> </ul>	COACHES/STUDENT-ATHLETES	August 2018	Ongoing

### Student Affairs' Implementation Plan

Participants	Inputs/Strategies	Outcomes	Who will do the work?	Est. Start Date	Est. End Date
<b>Goal: Provide opportunities for student leaders and staff to develop expertise in DEI issues and advance diversity in co-curricular settings</b>					
<b>Student Leaders</b>          <b>Staff</b>	Continue to provide WPI LEAD (Leaders Engaging in Advocacy and Diversity) program to student leaders across campus.	25% more student leaders will be able to correctly articulate the difference between diversity & social justice after participating in WPI LEAD.	Jake Goldblum, RSO	August 2018	May 2019
	Continue to provide Leadership Luncheon series with learning opportunities on inclusivity to student leaders across campus.	25% more students will learn about fostering inclusivity as a student leader and be able to identify their own personal identities (i.e. race, ethnicity, socio-economic status, gender, sexual orientation, religious beliefs, age, national origin, etc.) and how such identities help to shape the type of leaders they are, as determined by qualitative student feedback	Jacqueline Kendrick, SAO	August 2018	May 2019
	Launch a student affairs professional development book club. The first book will focus on LGBTQIAP+ issues and the second book will focus on White Fragility.	50% more professional staff will have knowledge of various social identities after participating in the student affairs professional development book club.	Theresa Giard, RSO	August 2018	May 2019

Participants	Inputs/Strategies	Outcomes	Who will do the work?	Est. Start Date	Est. End Date
<b>Goal: Increase sense of belonging for LGBTQIAP+ students on campus</b>					
<b>Students</b>	Continue to offer SDCC support group opportunities for the LGBTQIAP+ community.	75% of student who attend the LGBTQIAP+ SDCC support group will return for at least one additional session. 60% will return for two or more additional sessions.	Matt Barry, SDCC	August 2018	May 2019
<b>Student Leaders</b>					
<b>Staff</b>	Provide Gender Inclusive First Year housing option	100% of the class of 2023 will have the option to select housing that is gender inclusive	Casey Wall, RSO		
	Update policy and procedures as identified through the Campus Pride Index and the Turn the Curve: LGBTQIAP+ committee.	Increase WPI's Campus Pride Index rating from 3.5 stars to 4 stars.	Billy McGowan, ISL Theresa Giard, RSO Matt Foster, RSO		
<b>Goal: Grow support systems for first generation college students on campus</b>					
<b>Students</b>	Continue to develop residential Innovations Community for first generation college student & support Great Minds Scholars program.	8 faculty and staff will be trained as mentors for the Innovations Community.	Jake Goldblum, RSO	September 2018	August 2019
<b>Faculty</b>					
<b>Staff</b>					

Participants	Inputs/Strategies	Outcomes	Who will do the work?	Est. Start Date	Est. End Date
Goal: Help facilitate an environment for equity in student project teams					
Students	Participate in the Davis Education Grant: Create and launch SWEET Squad: a network for students, faculty/staff that serve as a campus-wide consultation body for teams.  Implement ACTIVATE: a student-led series to foster a culture of high-performing teams with a focus on equitable teamwork.	600 students and 55 faculty & staff will know how to identify harmful biases and to work more equitably on team projects after participating in in the SWEET Squad implementation workshops.	Emily Perlow, DOS	August 2018	May 2019
Faculty			Matt Foster, RSO		
Staff					
Goal: Develop a physical space capital plan that addresses trends seen by the student accommodation committee					
Staff	Develop a comprehensive 5-year capital plan that proactively and purposefully provides opportunities in university housing, grounds, academic and programming space that support students with a variety of physical, emotional and social needs.	25% of student affairs capital requests will be focused on addressing the needs of students with physical, emotional and social needs.	Casey Wall, RSO	September 2018	May 2019
Students			Laura Rosen, ODS Charlie Morse, SDCC Jim McLaughlin, RCC/ FIS Regina Roberto, HS		

Participants	Inputs/Strategies	Outcomes	Who will do the work?	Est. Start Date	Est. End Date
<b>Goal: Provide educational activities and programs on various areas of diversity to increase awareness of DEI</b>					
<b>Staff</b>	Design a Student Affairs universal assessment to measure if students' awareness of diversity, equity and inclusion increases when attending programming such as: international student dinner, alternative spring break trip opportunities, African American read-in, beyond disabilities week, DARE, Spoon around the World and so on.	Measurement tool will be developed and available for implementation at all Student Affairs programs. As well as offered to Student Clubs and Organizations to use at their events as well.	Student Affairs Assessment Committee	January 2019	May 2019

### Enrollment & Institutional Strategy's Implementation Plan

Participants	Inputs/Strategies	Outcomes	Who will do the work?	Est. Start Date	Est. End Date
Goal: Increase the number of first-generation undergraduates enrolled at WPI					
First Gen Alumni, Faculty & Staff	Track first generation population from prospect to confirm;	Definitions & tracking protocol established for first generation population)	IR, UG Admissions, Financial Aid, Advancement	Spring 2018	June 2019
First Gen Prospective Students	Develop recruitment, retention and fundraising plan to increase population.				
Goal: Increase URM student participation in WPI Summer and Academic Year STEM Pipeline Programs					
Pre-collegiate URM students	Increase number of URM students in pre-collegiate pipeline & eventually the WPI applicant pool.	Headcount increase of 10% (~13 URM students) for Summer '19 program enrollment	Pre-Collegiate Outreach & OMA	December 2018	June 2019
Goal: Increase student participation in Connections Program					
First Year Students of Color & First Gen Students	Actively promote to target prospects and admitted students.	Capacity increase from 80 to 100 with full OMA staffing.	OMA, UG Admissions, Financial Aid, Student Activities	Fall 2018	June 2019

Goal: Encourage undergraduate students of color to pursue graduate school directly after WPI					
<b>Undergraduate Students of Color</b>  <b>Faculty &amp; OMA Staff</b>	Identify LSAMP Scholars to participate in graduate school workshops and research opportunities.	Baseline data established for LSAMP participation & grad application counts.	OMA, Graduate Enrollment Services, Graduate Studies Office, LSAMP Faculty	Fall 2018	June 2019

Participants	Inputs/Strategies	Outcomes	Who will do the work?	Est. Start Date	Est. End Date
Goal: Increase the number of Pell-eligible students enrolled at WPI and support them throughout their four years on campus					
Pell-eligible Admits, Enrollees	Augment existing financial aid with additional funding up to full need for Pell students;	First Great Minds Scholarships (up to full tuition) to be awarded to local Pell-eligible students enrolling for Fall '19. How many?	UG Admissions, Financial Aid, Advancement, Enrollment & Institutional Strategy, Marketing & Communications, Residential Services	Fall 2018	June 2019
Faculty, Students & Staff	Additional support system to include housing subsidy, mentoring by alumni and faculty, financial literacy workshops and more.				
Goal: Increase the number of GEMS Scholars at WPI					
Graduate Prospective Students	Promote WPI as a destination for underrepresented graduate prospects.	GEMS cohort target of 5 students. Timing?	OMA, Graduate Enrollment Services, Graduate Studies Office, Deans (selection process), Faculty (research support)	Fall 2018	June 2019
Faculty, OMA, Grad Enrollment Services, Grad Studies, Deans	Within the WPI undergrad student body as well as at other institutions? Might want to put separate strategies.				

Goal: Address gender bias issues associated with admission of women to WPI					
<b>Current Students (RAs, PLAs, Greeks, SGA, GSG)</b>	Internal PR campaign to debunk myths associated with women @ WPI.	Communications Plan developed by end of C-term for launch in D-term.	Enrollment & Institutional Strategy, Marketing & Communications, Dean of Students Office	Fall 2018	June 2019

## Academic Affairs' Implementation Plan

Participants	Inputs/Strategies	Outcomes	Who will do the work?	Est. Start Date	Est. End Date
<b>Goal: Increase diversity of faculty population at WPI</b>					
<b>Department Heads, Program Chairs</b>	Continue to strengthen Diversity Advocate Program for all searches including additional training for faculty.	Increase the number of female faculty and faculty of color by 5%.	Academic Affairs	Ongoing	Ongoing
<b>Search Committee Members</b>	Incorporate DEI initiatives into departmental strategic plans, and reward faculty for DEI efforts and achievements.	Increase the number of female faculty/staff/students by 5%.	Department Heads and Deans	Fall 2018	Ongoing
<b>Provost and Deans</b>	Reward faculty and departments with effective DEI strategies.	Increase faculty salary increments and budgets to departments with effective DEI strategies.	Provost Office/Deans/Department Heads	Spring/Summer 2019	Ongoing
<b>Prospective Candidates</b>					

<b>Goal: Increase quality and diversity of PhD students at WPI</b>					
<b>Graduate Studies</b> <b>Graduate Admissions</b> <b>Academic Depts. (Graduate Committees)</b> <b>Prospective Students</b>	Promote WPI as a supportive and enriching environment for PhD students from underrepresented backgrounds. Provide competitive financial support to allow these scholars to pursue a PhD.	The Presidential Fellows were created in 2017, with initially 3 Fellows supported, followed by 5 Fellows joining in Fall 2018. The goal is to have 10 new Fellows per year as of Fall 2019. These highly competitive awards are made to students who are underrepresented in STEM.	Graduate Studies, Graduate Enrollment Services, Deans, Faculty	Fall 2017	Fall 2019
<b>Goal: Encourage undergraduate students of color to pursue graduate school directly after WPI</b>					
<b>Undergraduate Students of Color</b>  <b>Faculty &amp; OMA Staff</b>	Identify LSAMP Scholars to participate in graduate school workshops and research opportunities.  Offer coaching and workshops on IDP's aimed at target population.	Track diversity of participation in graduate workshops and research experiences (academic year and summer).  Develop baseline participation and grad application counts.  Increase graduate apps and enrollments from UG SOC.	OMA, Graduate Enrollment Services, Graduate Studies Office, LSAMP Faculty	Fall 2018	August 2020

<b>Goal: Increase the number of GEM Scholars at WPI</b>					
Graduate Prospective Students	Promote WPI as a destination for underrepresented graduate prospects.	Increase GEM cohort to 5 / year and 15-20 enrolled at WPI over the course of next four years.	OMA, Graduate Enrollment Services, Graduate Studies Office, Deans (selection process), Faculty (research support)	Fall 2017	Fall 2022
Faculty, OMA, Grad Enrollment Services, Grad Studies, Deans	Build supportive activities and community of underrepresented graduate students.  Increase funding to support GEM Scholars.	Two GEM Fellows joined WPI in Fall 2018 as a result of these efforts.			
<b>Goal: Increase recruitment, retention and sense of belonging for staff from underrepresented groups</b>					
Directors	Incorporate measurable DEI goals into annual goals	Staff increase their capacity for work related to DEI.	Staff in DTI and VPR offices	October 2018	May 2018
<b>Goal: Increase the number of staff members who can define DEI, how to incorporate DEI into their everyday work with faculty</b>					
Staff	Participate in an annual summer DEI workshop.	Staff consider diversity, equity and inclusion in day-to-day tasks. DEI is a priority in decision making process for staff.	Directors in OSP, IPI, RSI, LSBC	October 2018	May 2018
<b>Goal: Increase funding support for DEI related activities on campus</b>					
Faculty	Form groups around funding opportunities related to DEI and support their proposal writing	Increased funding for DEI related activities from federal, state and foundation sources by 5% (e.g. NSF Advance, NSF S-STEM)	Staff in RSI and VPR	October 2018	May 2018
<b>Goal: Increase funding support for DEI related student recruitment activities</b>					
Faculty	Form groups around funding opportunities related to DEI and support their proposal writing	Increased funding supporting diverse student recruitment related activities, from federal, state and foundation sources by 5% (e.g. NSF S-STEM)	Staff in RSI and VPR	October 2018	May 2018

**Steven Flavin | Academic and Corporate Engagement (ACE)**

Participants	Inputs/Strategies	Outcomes	Who will do the work?	Est. Start Date	Est. End Date
Goal (Faculty): Increase diversity, equity and inclusion in hiring and development of adjunct instructors					
Instructors of courses delivered through Corporate and Professional Education (CPE)	Part I: Gather information on current hiring process, consult with Talent and Inclusion, examine practices of peer/competitor institutions, identify possible changes to current hiring process	Outline of possible changes to current hiring process noting “pros” and “cons” of various approaches, resources needed, and decisions required to increase diversity of faculty	Corporate and Professional Education leadership team and operations, including Joan Deal (hiring CPE instructors)	January 2019	June 2019
	Part II: Recommend changes in current hiring process, pilot new approaches, evaluate post-implementation	Evaluation of piloted strategies in the hiring process and commitment to continuous improvement		July 2019	June 2020
Goal (Staff): Provide staff with opportunities to develop greater awareness of diversity, equity and inclusion as it pertains to student access and use of services					
Academic and Corporate Engagement (ACE) staff	Conduct informal needs assessment with staff, identify topics of interest, consult with Talent and Inclusion, design and deliver at least one division-wide training program annually	Increased knowledge and capacity of staff to articulate why DEI is important their work (how it relates to access, use of services, and outcomes)	ACE department heads, DEI champions within ACE (including previously identified champions Jim Girouard and Kate Vogel), and other designated ACE staff	November 2018	June 2019

<b>Goal (Students): Offer new educational programs aimed at engaging diverse and underrepresented students</b>					
<b>Students enrolled in courses offered through CPE</b>	Scholarship Program – review student data, establish DEI goals, update procedures	Improved diversity in classroom and progress toward newly established DEI goals	CPE Online Sales, Marketing and Operations	January 2019	June 2020
<b>Summer Experience Grant recipients</b>	Summer Experience Grants – review participant data, identify any gaps in diversity, improve outreach efforts	Diversity of student grant recipients to reflect WPI population (financial aid, “first gen”, URM, women, etc.)	Career Development Center (CDC) staff	September 2018	August 2019
<b>Student Ambassadors</b>	Ambassador Program – seek additional corporate sponsors	Increased funding to support diverse students as Ambassadors	Corporate Engagement and Pre-Collegiate Outreach offices	October 2018	May 2020

## Talent &amp; Inclusion's Implementation Plan

Participants	Inputs/Strategies	Outcomes	Who will do the work?	Est. Start Date	Est. End Date
<b>Goal: Provide additional community engagement opportunities and dedicated funds to support and sustain student, faculty and staff capacity to DEI work.</b>					
<b>IN PROGRESS:</b>					
<b>All WPI Constituents</b>	Project Inclusion was officially launched at WPI. Project Inclusion is 3-year institutional cultural climate self-assessment, where critical themes are identified in dimensional logic models to guide institutional leaders in work plan development and implementation.	The goal is to create a deeper commitment, strategic investments and targeted intervention that addresses short and long-term institutional change as it relates to DEI. Recommendations from all six dimensions of the PI rubric will inform and drive an institutional DEI strategy.	PI Leadership/External Consultants (Renga) T&I President and Management Council Divisional Champions and faculty and staff Individual campus community members	August 2017	May 2021
<b>All WPI Constituents</b>	The <i>annual</i> MLK Commemorative Address highlights and memorializes the work, accomplishments, and legacy of one of the greatest Civil Rights and African American leaders in modern history.	<ul style="list-style-type: none"> <li>Leverage MLK's social justice platform to bring awareness and engagement to social justice opportunities at WPI</li> <li>Build community by increasing the numbers of participants who attend the event(s) related to the annual commemorative address.</li> <li>Connect/align this event with other efforts on campus to advance institutional social justice impact.</li> </ul>	All WPI community members, internal and external –T&I, OMA, President, Alumni Relations	January 2019	January - Annually
<b>Faculty, Staff,</b>	Great Minds Brave Spaces Speaker Series – All workshops and presentations tied to DEI		Internal and External Support Experts – faculty and staff development	January 2018	2/term annually

Participants	Inputs/Strategies	Outcomes	Who will do the work?	Est. Start Date	Est. End Date
Students		<p>Increase participation rates (should we change this to increase engagement?) in informational/educational programming, create awareness and visibility (internal and external presenters)</p> <ul style="list-style-type: none"> <li>• Increase informational/educational opportunities related to DEI</li> <li>• Support dialogue and community engagement</li> <li>• Create safe space conversation and a sense of belonging</li> </ul>	trainers and presenters (internal or external)		ongoing
All WPI Constituents	Community Forums tied to DEI topics (past and future)	<ul style="list-style-type: none"> <li>• Thematically aligned to national dialogues</li> <li>• Increased (maybe we delete the word increase?) Opportunity for community to engage with institutional leadership.</li> <li>• Establish a consistent time and space to hear from the WPI community on topics that are meaningful and support their sense of belonging in our community, challenge individual thinking and encourage greater empathy across groups while increasing awareness about topics relevant topics of DEI.</li> </ul>	T&I Lead w/President, with departmental partners' support across campus	March or April 2019	1-2 times annually ongoing

Participants	Inputs/Strategies	Outcomes	Who will do the work?	Est. Start Date	Est. End Date
<b>Goal: Increase the number of faculty and staff members who can define DEI, how to incorporate DEI into their everyday work, and understand how DEI is an essential part of an education.</b>					
<b>IN PROGRESS:</b>  <b>All Faculty and Staff</b>  <b>Department Heads/Deans/Chairs</b>	Incorporate measurable DEI goals into already established annual goals: <ul style="list-style-type: none"> <li>Faculty and staff Annual Reports and Performance Reviews include targeted DEI components:</li> <li>Annual Reports: data and benchmarks</li> <li>Performance Appraisals: integrated</li> </ul>	<ul style="list-style-type: none"> <li>Faculty and Staff consider diversity, equity and inclusion in day-to-day tasks. DEI is a priority in decision-making process for staff.</li> <li>Department heads provide data in year-end reports related to their DEI goals.</li> <li>Faculty and staff performance reviews include evaluation of criteria tied to DEI.</li> <li>Strategic initiatives across campus reflect the core values of DEI.</li> </ul>	Talent and Inclusion Deans Department Heads Chairs Provost's Office	Build out measurable goals in Workday start February 2019  Staff Performance Appraisal Process launched through T&I – March 2019  Staff Annual Report draft May 2019	May 2019  May 2019  June 31, 2019?

Participants	Inputs/Strategies	Outcomes	Who will do the work?	Est. Start Date	Est. End Date
<b>Goal: Increase the number of underrepresented faculty and staff of color (as a target group) and other underrepresented faculty and staff groups.</b>					
<b>IN PROGRESS:</b>  <b>T&amp;I to Support All WPI Constituents (delete?)</b>  <b>All WPI Constituents</b>	Build Stronger Infrastructure tied to DEI <ul style="list-style-type: none"> <li>Establish competency matrix for all levels of the organization</li> <li>Define total reward strategy and benchmark roles across the institution for competitiveness and equity.</li> <li>Focus on Talent</li> <li>Engage Inclusive Talent Acquisition Strategies:</li> <li>Targeted recruitment:               <ul style="list-style-type: none"> <li>Div. Advocate Program</li> <li>Next generation talent: CCL Leadership; LVI Coaching; NIXLA and NCFDD</li> <li>STEM Faculty Launch</li> <li>Continue to strengthen employer brand to enhance visibility and reputation.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Competencies will be established for all staff roles across the institution.</li> <li>Formal benchmarking assessments will be conducted for all positions with a specific with a specific focus on equity for women and underrepresented groups.</li> <li>The numbers of diverse talent across the institution will increase along with strong 5 and 10-year retention rates. (by 'along with' does this mean in parallel to/at the same rate?)</li> </ul>	Talent and Inclusion Deans Department Heads Chairs Provost's Office President's Office Marketing Talent and Inclusion and Marketing	Fall 2018	Ongoing

Participants	Inputs/Strategies	Outcomes	Who will do the work?	Est. Start Date	Est. End Date
<b>Goal: Increase retention and sense of belonging for faculty and staff from underrepresented groups on campus.</b>					
<b>IN PROGRESS:</b>  <b>All Faculty and Staff</b>	Inclusive Excellence Employee Resource Groups	<p>Provide high touch support and engagement to DEI to cultivate talent and campus culture climate: dialogue, share stories, provide leadership, education, input and advocacy:</p> <ul style="list-style-type: none"> <li>• Inform DEI and cultural initiatives (provide a structured space to “hear” community voices (input, concerns, etc.)</li> <li>• Target support for underrepresented groups and support ally engagement</li> <li>• Educate and build empathy</li> <li>• Safe spaces to “unpack” and discuss challenges related to DEI</li> </ul>	<p>Talent and Inclusion</p> <p>President’s Office</p> <p>Provost’s Office</p> <p>Deans and Dept. Heads</p>	Launched Feb. 2019	Build-out ongoing through 2019