

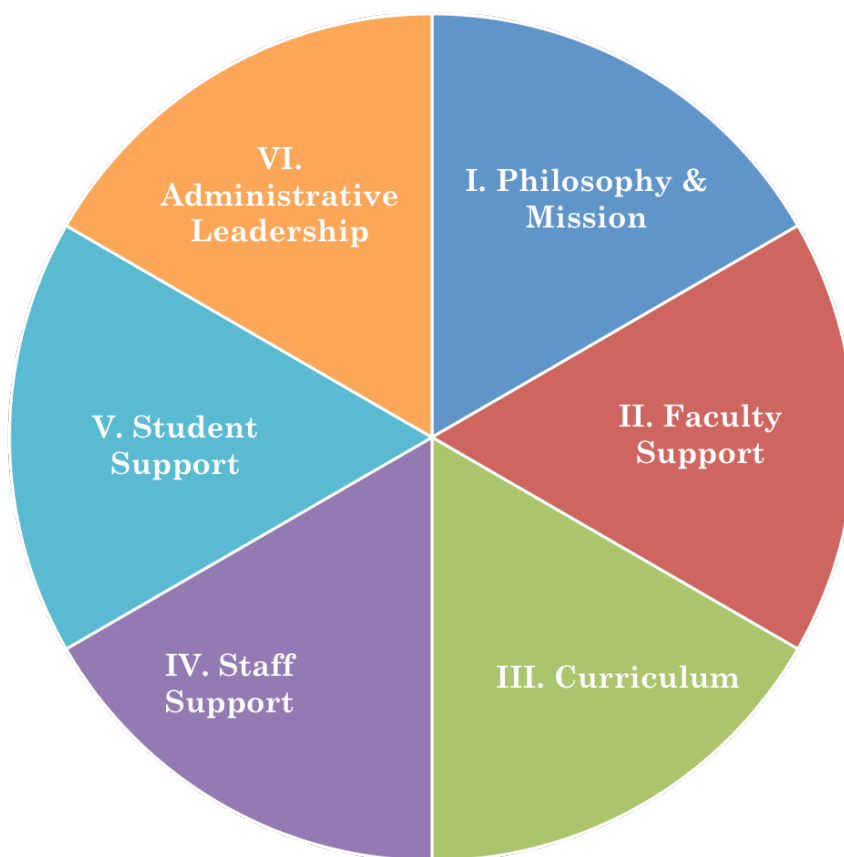


# WPI

## Project Inclusion: Years 1-3 Final Report

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### Empowering Institutional Transformation



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### Project Inclusion at WPI

To the WPI Community,

Establishing a culture that embodies equity and social justice requires that we collectively engage in the shared responsibility of creating change as a community. This involves the active, intentional, and ongoing engagement with difference that builds our self-awareness, cultural proficiency, and agency.

WPI is committed to creating and sustaining a campus culture that exemplifies the ideals of a diverse, pluralistic, and interconnected global society. Guided by principles of inclusion, multiculturalism, and social justice, we strive to advance our commitments by centering critical diversity scholarship, in pursuit of sustainable inclusive excellence.

As a critical step in promoting diversity, equity, and inclusion (DEI), WPI has instituted a campus-wide initiative known as **Project Inclusion**. Guided by the New England Resource Center for Higher Education (NERCHE) Self-Assessment Rubric for the Institutionalization of DEI in Higher Education, we have spent the past 3 years engaging students, faculty, and staff in a campus-wide self-assessment designed to guide DEI actions, processes, and strategic plans towards long-term structural and cultural change. The self-assessment rubric has steered our community along six dimensions (1. Philosophy and Mission, 2. Faculty Support, 3. Curriculum, 4. Staff Support, 5. Student Support, 6. Administrative Leadership) to understand the campus climate as it relates to DEI and determine our strategic priorities and commitments.

For each dimension, three-stages of development have been established: emerging, developing, and transforming. Progression through the stages show that WPI is moving closer to fully institutionalizing diversity, inclusion, and equity on campus. To determine our stage in each dimension, WPI established a series of steering committees as well as the DEI Council (in year 3) tasked with gathering and assessing institutional data in each of the 6 dimensions. The data gathered provided useful information for the development of recommendations to advance DEI on campus and served as the foundation of our diversity plan.

The Project Inclusion initiative has not only resulted in the creation of recommendations in each of the six dimensions, but also resulted in the development of institutionalized implementation plans for all three years of the initiative. In collaboration with the DEI Leadership Council, each division/department developed a series of measurable goals that would guide their DEI strategy to foster a climate of inclusion and belonging. These efforts have not only led to a unified effort and shared responsibility for this critical transformation, but also served as a means of promoting accountability and community agency.

The Project Inclusion recommendations and division/department implementation plans have also paved the way towards the development of a DEI Strategic Framework. Additionally, campus-wide efforts are underway to incorporate diversity into both the mission statement and values of WPI as well as our next strategic plan.

We look forward to continuing these efforts in creating and sustaining a campus of inclusive excellence. Additionally, we wanted to thank those involved firsthand with the established steering committee, as well as those who provided input throughout this three-year journey. The culmination of these reports would not be possible without your effort and support. Together, we will continue to blend DEI into the full fabric of the WPI community so that all feel a sense of inclusion and belonging.

Project Inclusion Co-chairs  
Michelle Jones-Johnson & Rame Hanna

## Overview

This overview contextualizes WPI's commitment to the transformational impact diversity, equity, and inclusion (DEI) will usher into the WPI community – and describes how these efforts are supported by evidence-based research. The literature cited offers a contextual foundation for the institutionalization of DEI at WPI. Evidence of this institutionalization has led to the establishment of the Diversity, Equity, and Inclusion Leadership Council in the Fall of 2019. This standing Council, reporting to President Leshin, is co-chaired by Michelle Jones-Johnson, Vice President of Talent and Inclusion/Chief Diversity Officer and Rame Hanna, Director of Diversity & Inclusive Excellence. The DEI Leadership Council is charged with advising and working with community stakeholders to develop, prioritize, and implement meaningful initiatives designed to advance DEI across the WPI campus, resulting in sustainable institutional change. To ensure institutional transformation at the highest level and throughout WPI, the DEI Leadership Council will continue to engage the campus community in leveraging the recommendations from Project Inclusion and ensure full accountability of implementation plans proposed by WPI's management council.<sup>1</sup>

## Value of DEI in Higher Education and STEM

Research shows that U.S. colleges and universities comprised of diverse communities, better prepare their students for the future labor force. Stafford and Griffis (2008)<sup>2</sup> discuss “an important explanation for why diversity matters in U.S. colleges and universities is that attending a diverse university will better prepare students for the future labor force. Some projections suggest that by 2050 half of all U.S. workers will be people of color, and the percent of Muslim adherents in the U.S. population will double.”<sup>3</sup> Stafford and Griffis go on to explain how a commitment to DEI not only attracts quality talent, but also retains quality talent.

Diversity begets diversity, as minority students and faculty will scrutinize opportunities at less diverse institutions more carefully than opportunities at fully integrated institutions...Thus, colleges and universities with a strong record for attracting and retaining diverse students and faculty may be attracting the best candidates, overall.

WPI strives to continually build its capacity to not only be able to prepare its students for the labor force, but also incorporate DEI into the university mission, strategic plan, and furthering WPI's capacity building through the Project Inclusion recommendations and implementation plans. Gurin, Dey, Hurtado, and Gurin's (2002)<sup>4</sup> study analyzes the impact of diversity factors (e.g., socioeconomic status, gender, and grade point average) on learning (e.g., intellectual engagement, academic achievement)

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<sup>1</sup> See Appendix B for the DEI Leadership Council's purpose and charge

<sup>2</sup> Stafford, D. and Griffis, H. 2008. “A review of millennial generation characteristics and military workforce implications.” Center for Naval Analysis, <http://www.cna.org/documents/D18211>.

<sup>3</sup> Bohon, S. (November 2016). “On the Value of Diversity in Higher Education.” ASA Footnotes, (44)7. Retrieved from: <https://www.asanet.org/news-events/footnotes/nov-2016/features/value-diversity-higher-education>

<sup>4</sup> Gurin, P., Dey, E., Hurtado, S., & Gurin, G. (2002). Diversity and higher education: Theory and impact on educational outcomes. *Harvard Educational Review*, 72(3), 330-367.

and democracy (e.g., citizen engagement, racial and cultural engagement) outcomes. Their study shows the benefits of inclusive decision-making and democracy-related outcomes (Gurin et al., 2002). Other, researchers also find improvements in democracy-related outcomes (Gottfredson et al., 2008; Hu & Kuh, 2003; Hurtado, 2005; Milem et al., 2005)<sup>5 6 7 8</sup>, in addition to critical thinking (Chang, Denson, Saenz, & Misa, 2006)<sup>9</sup>, problem-solving (Chang et al., 2006), self-confidence (Chang et al., 2006), prejudice (Slavin, 1995)<sup>10</sup>, perspective taking (Jayakumar, 2008)<sup>11</sup>, and academic achievement (Slavin, 1995). All of these skills are critical for success in STEM education and careers.

In further detailing the value of diversity in higher education, the American Council on Education's (ACE) Board of Directors<sup>12</sup>, noted that "diversity is essential if we hope to serve the needs of our democratic society and the increasingly global scope of the economy." They go on to provide examples of how diversity is critical to an institution's primary mission in providing a higher-quality education to its students. Through curricular and co-curricular opportunities, WPI, as a community, can "learn from those whose experiences, beliefs, and perspectives are different from our own." This supports students in further developing their self-awareness and promoting "personal growth-and a healthy society." Furthermore, through diverse community engagement, students are better prepared to "become good citizens in an increasingly complex, pluralistic society." These educational benefits coupled with the moral and social obligations to provide equal opportunities and access helps to structure WPI's commitment to better prepare its students for the future labor market.

With empowering institutional transformation as top of mind, Project Inclusion has a lot in store. The work being done at WPI is directly in stride with DEI literature by advancing and centering sustainable inclusive excellence. The following sections in this report provide the details of WPI Project Inclusion years 1 through 3 recommendations in addition to a detailed summary of year 3's work on Dimension 1: Philosophy and Mission.

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<sup>5</sup> Gottfredson, N. C., Panter, A. T., Daye, C. E., Wightman, L. F., Allen, W. A., & Deo, M. E. (2008). Does diversity at undergraduate institutions influence student outcomes? *Journal of Diversity in Higher Education*, 1, 80–94.

<sup>6</sup> Hu, S., & Kuh, G. D. (2003). Diversity experiences and college student learning and personal development. *Journal of College Student Development*, 44, 320–334.

<sup>7</sup> Hurtado, S. (2005). The next generation of diversity and intergroup relations research. *Journal of Social Issues*, 61, 595–610.

<sup>8</sup> Milem, J. F., Chang, M. J., & Antonio, A. L. (2005). *Making diversity work on campus: A research-based perspective*.

Washington, DC: Association of American Colleges and Universities.

<sup>9</sup> Chang, M. J., Denson, N., Saenz, V., & Misa, K. (2006). The educational benefits of sustaining cross-racial interaction among undergraduates. *The Journal of Higher Education*, 77(3), 430-455.

<sup>10</sup> Slavin, R. (1995). Cooperative learning groups and intergroup relations. In J. A. Banks & C. A. McGee Banks (Eds.), *Handbook of research on multicultural education*. New York, NY: MacMillan.

<sup>11</sup> Jayakumar, U. M. (2008). Can higher education meet the needs of an increasingly diverse and global society? Campus diversity and cross-cultural workforce competencies. *Harvard Educational Review*, 78, 615–65

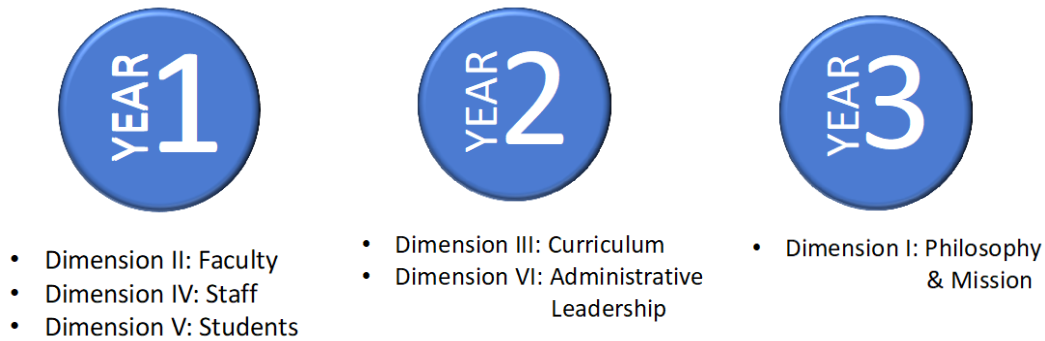
<sup>12</sup> ACE Board of Directors. (June 2012). "On the Importance of Diversity in Higher Education." Retrieved from:

<https://www.acenet.edu/Documents/BoardDiversityStatement-June2012.pdf>



## WPI Project Inclusion Years 1-3

The Project Inclusion Steering Committee assessed the dimensions chosen for years 1 and 2 and in year 3, a DEI Council was formed to assess and recommend opportunities for the Philosophy and Mission dimension. The diagram below outlines WPI's strategy for Project Inclusion self-assessment years 1-3.



**Figure 1: WPI's Project Inclusion Year and Dimensions**

### How the Assessment Works

A robust assessment involves gathering and analyzing the accompanying *indicators* for each component. Indicators include 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 interviews, such as informal 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 2: Assessment Stages and Definitions**

## Empowering Institutional Transformation

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

- **Stage One: Emerging** — A campus is beginning to recognize diversity, equity, and Inclusion 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, equity, and Inclusion effort.
- **Stage Three: Transforming** — A campus has fully institutionalized diversity, equity, and inclusion into the fabric of its institution, and continues to assess its efforts to ensure progress and sustainability.

### Overall Assessment for Years 1-3

The diagrams below provide the overall assessment of dimensions evaluated each year.



**Figure 3: Year 1 Dimensions Overall Assessment – Stage 1: Emerging**



**Figure 4: Year 2 Dimensions Overall Assessment – Stage 1: Emerging moving toward Developing**



**Figure 5: Year 3 Dimension Overall Assessment – Stage 2: Developing**

## Overview of Project Inclusion Year 1

### Priority Areas

Project Inclusion Year 1 kicked off WPI’s self-assessment of DEI in three key areas: 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 DEI activities which is fundamental to a thriving inclusive campus.

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

Faculty	Staff	Students
<ul style="list-style-type: none"> <li>• Faculty knowledge and awareness of DEI</li> <li>• Faculty development and incentives</li> <li>• Inclusive faculty culture+</li> </ul>	<ul style="list-style-type: none"> <li>• Staff knowledge &amp; awareness of DEI</li> <li>• Staff engagement &amp; involvement</li> <li>• Staff recruitment &amp; hiring+</li> <li>• Staff sense of belonging+<sup>13</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Student knowledge &amp; awareness of DEI</li> <li>• Student involvement &amp; engagement</li> <li>• Student leadership</li> </ul>

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

### Snapshot of Findings

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



**Figure 6: Year 1 Dimensions Overall Assessment – Stage 1: Emerging**

Many institutions do not start 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 Model and Year 1 Recommendations

The detailed logic models developed by the PI SC sub-committees are in the PI SC Year 1 Final Report. The steering-committees utilized logic models to help structure and develop recommendations based on their findings from year 1. The Faculty, Staff, and Student sub-committee logic models were considered by the Management Council as they developed Division’s implementation plans for 2018-19.

<sup>13</sup> Components followed by a + were added by the PI SC and are not originally part of the Project Inclusion Rubric.

## 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>14</sup> The recommended inputs and strategies to move these components from emerging to the 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 grant 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 a 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 a 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:
  - review and update policies and practices with a DEI perspective and ensure shared governance for NTT faculty

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<sup>14</sup> Inclusive faculty culture is a new component established by the faculty sub-committee; not specified in the original PI rubric.

- 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, staff engagement and involvement, staff recruitment and hiring, and staff sense of belonging.<sup>15</sup> The recommendations that 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 DEI for all staff.
- Offer opportunities for open dialogue for the 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 the environment are prioritized as integral to positive interview experience for applicants.

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<sup>15</sup> Staff recruitment, hiring and 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 a 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 applies 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 the first cohort of students on how to run the DEI committee, and how to handle issues of DEI.
- Develop a matrix of possible arms of research and other initiatives that the DEI committee could undertake.
- Develop a framework for how the committee would operate.
- Require student groups to prepare and present to the DEI board, annually.

***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 achieve the cross-cutting initiative of diversity in the strategic plan.
- Pitch to the 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.

## 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>16</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> <li>• Funding</li> <li>• Senior administrative leadership</li> <li>• Institutional evaluation &amp; assessment</li> <li>• Specialized initiatives</li> <li>• Alumni affairs</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 in each were **developing** and one component was assessed as **developing/transforming**.



**Figure 7: Year 2 Dimensions Overall Assessment – Stage 1: Emerging moving toward Developing**

### Logic Model and Year 2 Recommendations

The sub-committees utilized logic models to help structure and develop recommendations based on their findings from year 2. The Curriculum and Administrative Leadership sub-committee logic models were considered by the Management Council as they developed Division's implementation plans for 2019-20.

#### 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

<sup>16</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.



faculty recognition and rewards regarding inclusive pedagogy and courses. The recommendations that 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 the 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 to diverse communities and workplaces.

***Faculty support regarding the development of students' sense of belonging and preparation to effectively contribute to 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 to 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 recommendations that the sub-committee made to move these components from the 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.

## Empowering Institutional Transformation

- 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 DEI taskforce.
- Create a task force 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 in 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 Division of T&I 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 the DEI webpage, to help show the 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, the development of communication about DEI issues should continue to improve so that its importance is effectively communicated to all WPI stakeholders (internal and external).

## Project Inclusion Year 3

### Priority Areas

The following is an outline of the rubric dimension and components the DEI Leadership Council assessed for Year 3.

#### Dimension I: Philosophy and Mission of Diversity, Equity, and Inclusion

- Definition of Diversity, Equity, and Inclusion
- Strategic Plan Alignment
- Institutional Mission Alignment
- Educational Reforms Alignment
- Accreditation
- Historical and Geographical Context

**Table 3: Year 3 Dimensions and Components**

### Snapshot of Findings

The DEI Leadership Council determined that of the six components, four were in the **developing** stage, one **emerging** moving toward **developing** and the last one **emerging**.



**Figure 8: Year 3 Dimensions Overall Assessment – Stage 2: Developing**

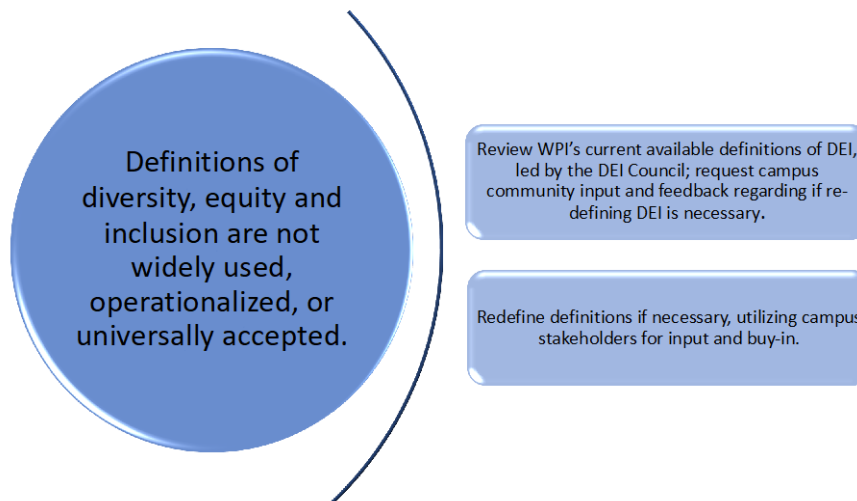
Components	Data and/or Existence of Analytic Process	WPI Stage & Description
Definition of Diversity, Equity, and Inclusion	WPI website, T&I	Between emerging and developing
Strategic Plan Alignment	Strategic Plan	Developing
Institutional Mission Alignment	D&I crossing cutting enabler, Board voted on language for mission	Developing
Campus Renewal and Transformation	Grants, IEERG, increased cooperation and collaboration across divisions	Developing
Accreditation	Reviewed last accreditation report; DEI included; next one in two years	Developing
Historical Context	DEI Leadership Council discussion	Emerging

**Table 4: Assessment of Philosophy and Mission of DEI Components**

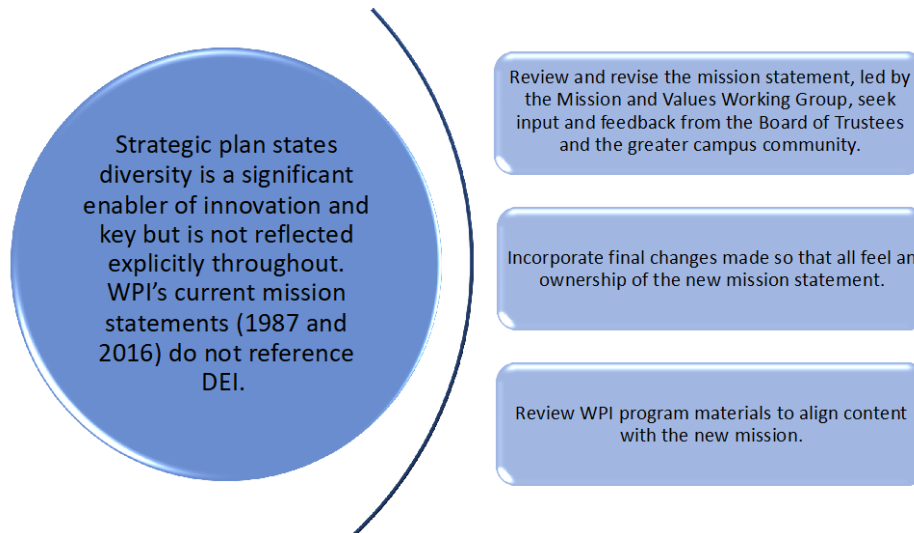
## Logic Model and Year 3 Recommendations

The Philosophy and Mission logic model will help direct the continued work of the DEI Leadership Council to develop a shared definition for diversity and inclusive excellence that provides meaning, focus, and emphasis for campus renewal and transformation. The fully detailed logic model developed by the Council is in Appendix C.

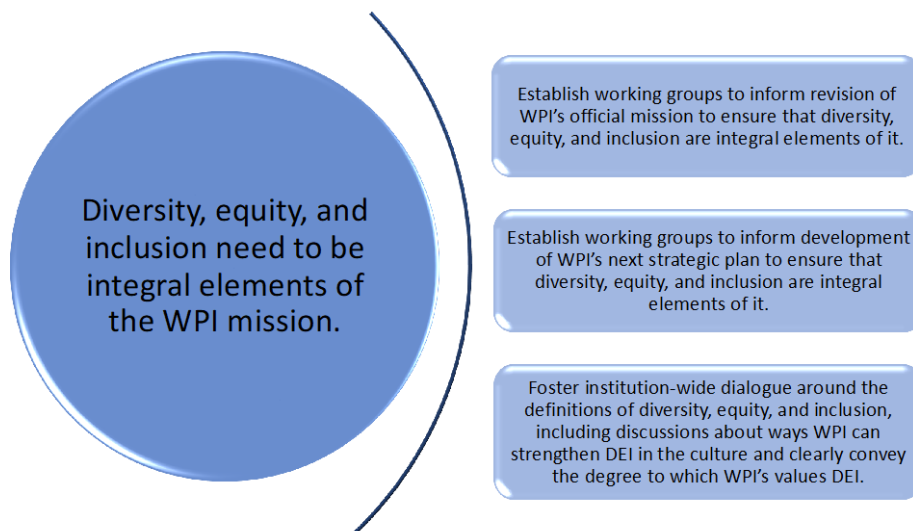
The following diagrams are visual representations of the year 3 recommendations. Presented in the large circle is the problem statement, with the recommended strategies that may strengthen and reinforce DEI on campus, listed on the side. Management Council may benefit from leveraging the guidance of the DEI Leadership Council to inform their approach as they develop their divisional implementation plans to move this mission-critical work forward in their specific areas.



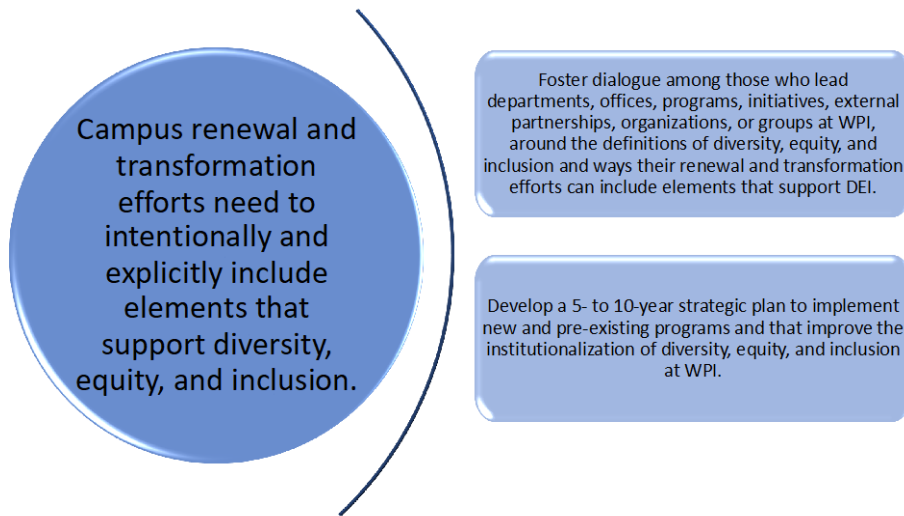
**Figure 9: Recommended strategies for operationalizing the definitions of DEI throughout the campus.**



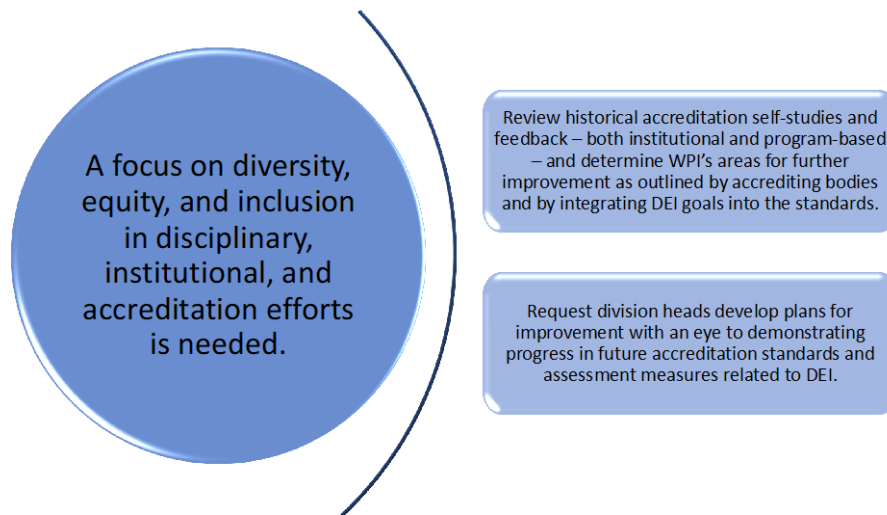
**Figure 10: Recommended strategies for developing a strategic plan that advances DEI with short- and long-range goals**



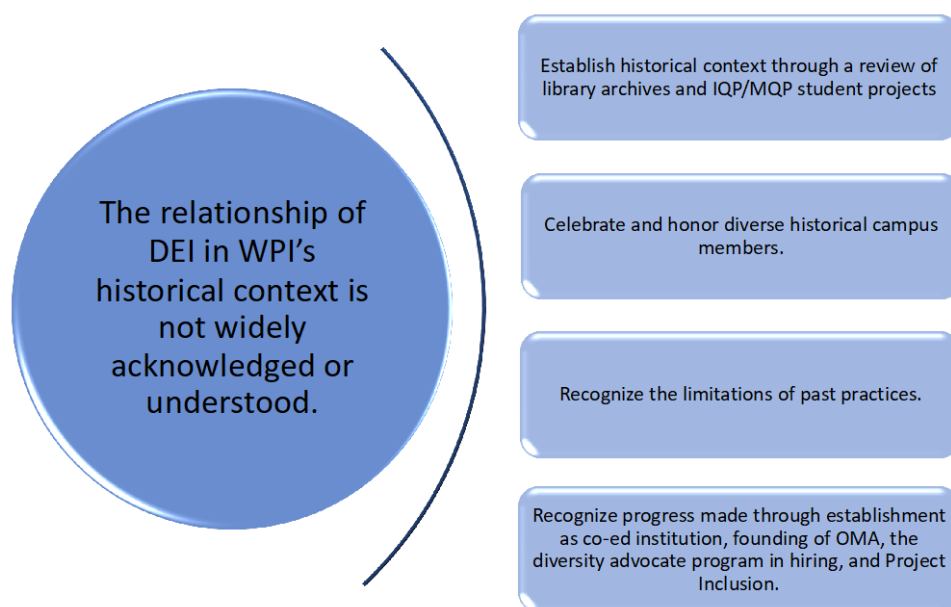
**Figure 11: Recommended strategies for formally integrating DEI as a primary part of the institution's mission**



**Figure 12: Recommended strategies for tying DEI formally and purposefully to other important, high profile efforts on campus**



**Figure 13: Recommended strategies for consistently including DEI in disciplinary, instructional, and accreditation efforts**



***Figure 14: Recommended strategies for campus community understanding WPI's historical context in relation to diversity, equity, and inclusion***



## Year 3 Implementation Plans

Implementation plans based on Project Inclusion's Year 2 assessment were generated by the Management Council with guidance from the DEI Council co-chairs. These plans incorporate the PI SC Year 2's work on the curriculum and administrative leadership dimensions as they apply to the work of each of the Management Council'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 include:

### Student Affairs

- Develop a comprehensive plan that proactively and purposefully provides opportunities in student organization meetings/events, as well as individual conversations with students, to create a two-way dialogue between division leadership and students around DEI issues and concerns.
- Participate as needed to create touchpoints for the Office of Lifetime Engagement to reach out to alumni around DEI focused student involvement and demographic data.
- Catalog the areas of expertise within the SA division around DEI topics. Offer educational opportunities based on these areas of expertise as requested or needed for the campus community.
- Develop and implement a reporting and tracking system for bias-related incidents.

### Marketing Communications

- Apply DEI standards in the production of news, features, visuals, and multimedia to reflect the reality and the aspirations of the WPI community to be diverse, equitable, and inclusive.
- Post and monitor content that meets defined accessibility guidelines.
- Report annually on accessibility progress.

### Office of the General Counsel

- Offer research and advice about emerging law and guidance on campus sexual assault policies and practices.
- Work closely with the Board of Trustees, President, and faculty governance representatives on shared governance initiatives and inclusion.

### Academic Affairs

- Gather information on the current hiring process, consult with Talent and Inclusion, examine practices of peer/competitor institutions, identify possible changes to the current hiring process. Outline possible changes to the hiring process noting "pros" and "cons" of various approaches, resources needed, decisions required.
- Recommend changes in the current hiring process, pilot new approaches, evaluate post-implementation.
- Evaluate piloted strategies in the hiring process and commitment to continuous improvement

## Empowering Institutional Transformation

### Talent and Inclusion

- Provide community-wide training opportunities for students, staff, and faculty to develop greater self-awareness and cultural proficiency related to inclusion, equity, and social justice.
- Coordinate annual MLK Commemorative Address highlighting and memorializing the work, accomplishments, and legacy of one of the greatest Civil Rights and African American leaders in modern history.
- Facilitate opportunities for employees to develop strong relationships and support networks at WPI through increased awareness, idea and resource sharing and engagement in institutional efforts to create a welcoming and supportive campus culture.

### University Advancement

- Work with professionals in T&I to identify ways to reach diverse communities through advertising and direct outreach when looking to fill positions. Develop a recruitment plan as appropriate.
- Create an endowed fund and identify specific funding focused on DEI to move into the transforming category.
- Work with the Office of Multicultural Affairs and others to support affinity groups of diverse students and alumni.

## Acknowledgments

The content of this report represents the work of the DEI Leadership Council and Project Inclusion Steering Committee (PI SC) led and assisted by:

### **Chairs**

- Michelle Jones-Johnson, Vice President, Talent & Inclusion, Chief Diversity Officer
- Co-Chair Rame Hanna, Director of Diversity and Inclusive Excellence

### **Project Inclusion Coordinator**

- Christelle Hayles, Diversity & Inclusion Specialist

This report reflects the recommendations generated by numerous key stakeholders in the WPI community. The implementation plans, by division, provide detailed steps to assess progress and continuously improve the learning, teaching, and working environment at WPI for all. Thank you to the Project Inclusion Steering Committees from years 1-2 and the DEI Leadership Council members who have collaborated with an inclusive and passionate spirit, shared their experiences to support the learning of others, leveraged their imagination in support of others and, were courageous in their leadership to advance DEI across the WPI community.

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*“President Leshin has made diversity, equity, and inclusion initiatives a top priority, and WPI is now proudly positioned among STEM institutions with the highest percentage of female undergraduate students. She is also a champion of outreach to K-12 students, particularly girls and underrepresented students, aiming to foster a love of STEM that may lead to careers in high-impact science and engineering fields.”*  
~US News STEM Solutions – 2020 National Leadership Conference Program~

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Prepared for WPI by Alane Shanks Ed.D and Jenene Cook Ph.D.  
Renga Consulting Services, Inc.  
June 2020

## DEI Leadership Council & Project Inclusion Steering Committee Members (Year 3)

### Chairs

- Michelle Jones-Johnson, VP and Chief Diversity Officer
- Rame Hanna, Director for Diversity and Inclusive Excellence

### Project Inclusion Coordinator

- Christelle Hayles, Diversity and Inclusion Specialist

### Philosophy and Mission Sub-committee

- Andy Palumbo, Dean, Admissions and Financial Aid
- Anna Gold, University Librarian, Library Services
- Casey Wall, Director, Residential Services
- Christine Sharry, Director, Student Activities
- Diane Begreen, Operations Manager, Library Services
- Emily Douglas, Professor/Department Head, Social Science & Policy Studies
- Kris Sullivan, Assistant Vice President, Academic Affairs
- Paula Quinn, Associate Director, Center for Project-Based Learning
- Peter Hansen, Professor, Humanities and Arts; Director, International and Global Studies
- Tiffany Butler, Director of Multicultural Affairs

## Project Inclusion Steering Committee Members (Year 2)

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

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

### Administrative Leadership Sub-Committee

- 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 (Fall '18)
- Jessica Grimes, Director of Content Manager, Marketing and Communications (Spring '18)
- Alison Donta-Venman, Director, Institutional Research (Fall '18)
- Casey Wall, Assistant Dean of Students & Director, Residential Services
- 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
- 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

- 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
- Avery Brown, Graduate Student, Chemical Engineering
- 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

#### Project Inclusion Steering Committee Members (Year 1)

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

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

##### Staff & Student Support Sub-Committee

- Casey Wall, Director, Office of Residential Services
- Alison Donta-Venman, Director, Office of Institutional Research
- Yvette Rutledge, Customer Service Coordinator, Facilities
- Rachel LeBlanc, Assistant Vice President, CPE
- Suzanne Weekes, Professor, Mathematical Science
- Diane Begreen, Operations Manager, Library Services
- Tom Thomsen, Director, Office of International Students and Scholars

## Empowering Institutional Transformation

- Dana Harmon, Director of Physical Education, Recreation, and Athletics
- Paul Reilly, Executive Director, Academic Advising
- Jessica Locke, '19, Environmental Engineering
- Zoe Reidinger, Assistant Teaching Professor, Bioengineering
- Marja Bakermans, Associate Teaching Professor, Undergraduate Studies

### Faculty Support Sub-Committee

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



## Appendices

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Appendix A: Glossary

Appendix B: DEI Leadership Council's Purpose, Charge, and Membership

Appendix C: Logic Models

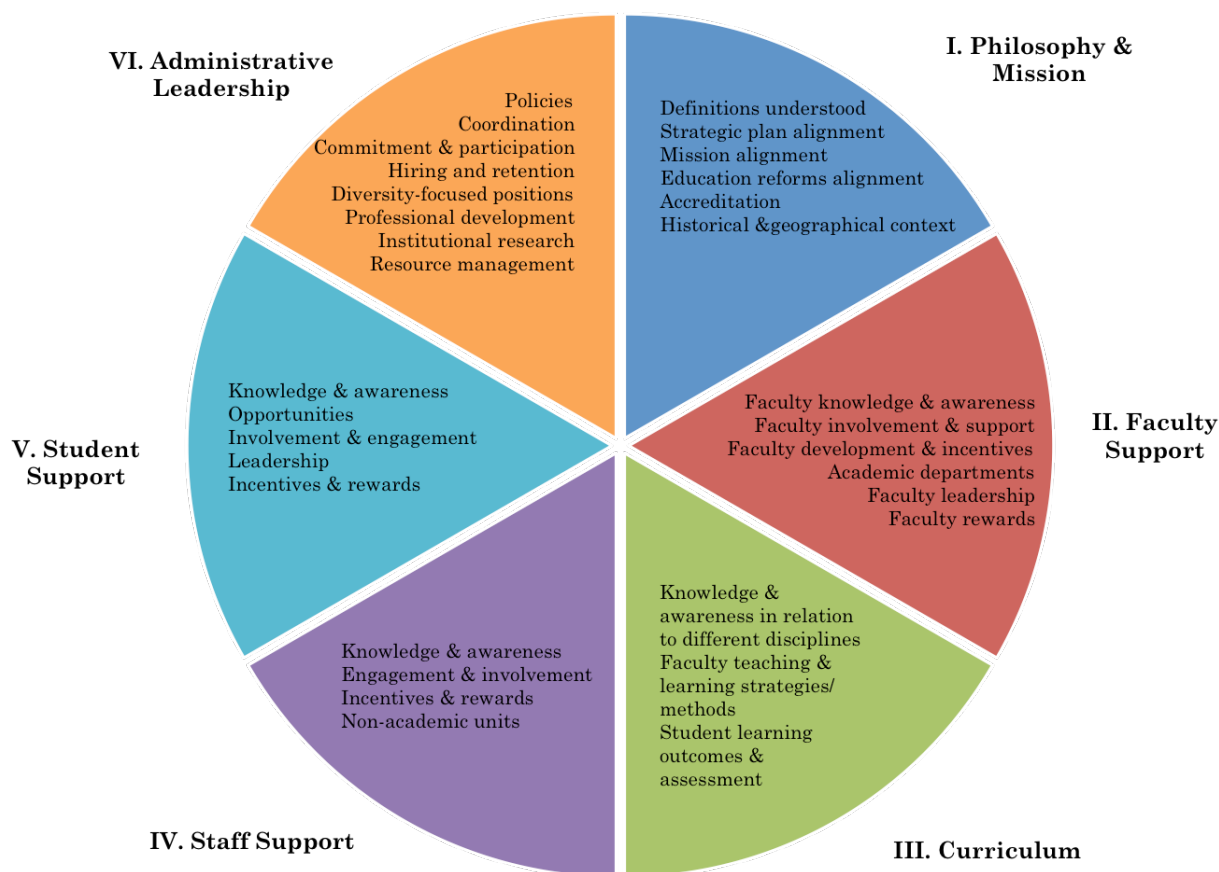
Appendix D: Implementation Plans

## Appendix A: Glossary

### Project Inclusion Rubric

To advance diversity work on college campuses, WPI 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>17</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 15: Project Inclusion Rubric**

<sup>17</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 Rubric** contains six dimensions, each of which includes a set of **components** that characterize the dimension. These represent the key areas to examine 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 interviews to informal indicators such as collecting data from anecdotal evidence and ad hoc focus groups.

## 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.

**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 the 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 in Figure 16. This is a process used to continuously improve 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.

### DEI Leadership Council Assessment Process

The following diagram depicts the process undergone by the DEI Leadership Council in Year 3 (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 DEI Leadership Council are listed in Appendix B.



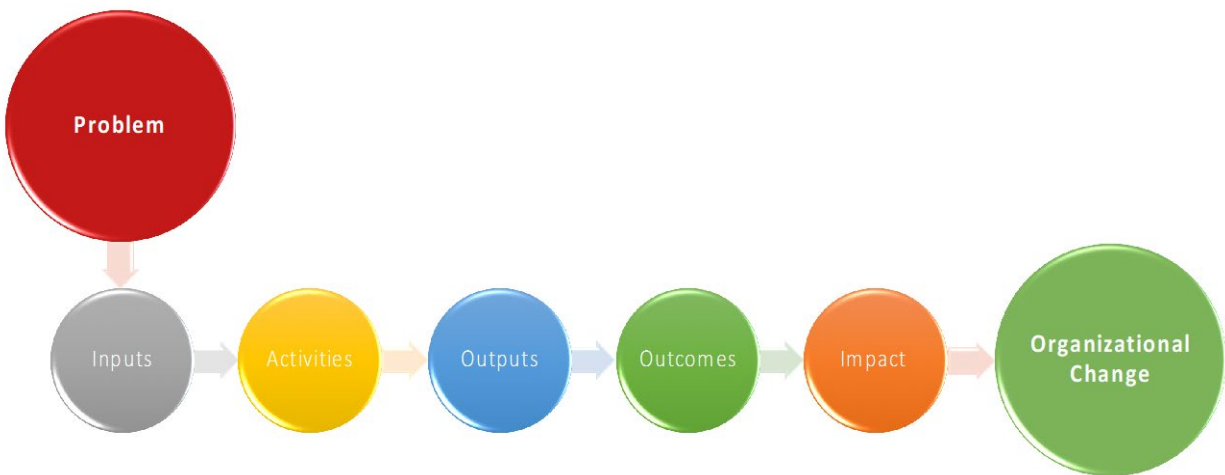
**Figure 16: DEI Leadership Council Process**

## 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 Creating and Using a Logic Model**



**Figure 17: The 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 happens. It also leads to better evaluation, as it is possible to measure progress towards the achievement of longer-term goals that go 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 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 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: DEI Leadership Council's Purpose and Charge

### Purpose

WPI's Diversity, Equity, and Inclusion (DEI) Leadership Council ensures the advancement and sustainability of the institution's diversity, equity, and inclusion strategic pillars designed to create long-term cultural change. These pillars include:

- **A Welcoming Campus** - Foster an inclusive campus climate, rooted in equity and respect, embraces diverse perspectives, acknowledges complex identities and lived experiences, where all can thrive.
- **STEM Education Access and Persistence** - Cultivate pathways for stem education through targeted outreach and recruitment initiatives.
- **Innovation in Teaching, Research, and Service** - Expand and advance ideas and knowledge of equity and inclusion through new tools that provide access and contributions to the scholarship that embraces all student experiences, and positively affects our entire campus community, and extends our global reach.
- **Co-Curricular Infrastructure and Experience** - Create an inclusive environment for all students that fosters a sense of belonging for students from diverse backgrounds, lived experiences, and ways of thinking.
- **Inclusive Talent Infrastructure** - Build an inclusive institutional ecosystem that cultivates diverse talent, driving strategic outcomes.

### Charge

The DEI Leadership Council will advise and work with its members and community stakeholders to develop and prioritize meaningful initiatives designed to advance DEI across the campus, resulting in sustainable institutional change. Specifically, in 2019-2020 members of the Council will:

- Leverage the recommendations from Project Inclusion to align with strategic priorities and tactical plans and ensure full implementation of action plans proposed by senior leadership
- Conduct a baseline assessment of WPI's Philosophy and Mission utilizing the NERCHE self-assessment rubric to inform the institutional strategic planning process
- Utilize best practice approaches to measure effectiveness through relevant metrics and dashboards
- Provide advice on communication strategies to ensure transparency and accountability of WPI's DEI related initiatives
- Seek out and discover innovative opportunities to engage the broader community in championing and experiencing the evolving organizational culture of WPI

## Appendix C: Logic Model

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?

## Philosophy &amp; Mission Logic Model

<b>Problem Statement: WPI's current strategic plan states that diversity is a significant enabler of innovation and a key part of our plan, but this insight is not reflected explicitly throughout the current plan. WPI's current mission statements (1987 and 2016) do not reference DEI.</b>					
Participants	Assumptions	Inputs/Strategies	Outcomes	Measures of Success	Long Term Impacts
Entire institution	<p>Institutional mission statements reflect the values which inform day-to-day operations of the institution as a whole and individual units within the institution.</p> <p>The process by which the mission statement of the institution is aligned with those guiding departments, centers, programs, and other units can help to stimulate positive organizational change.</p>	<p>Review and revise the mission statement first through the Mission and Values Working Group and then through the Board of Trustees and the greater campus community.</p> <p>Go back to the Mission and Values Working Group with the final changes made so that all feel an ownership of the new mission statement.</p> <p>Review of program materials for content compatible with the new mission</p>	<p>Possible changes to the mission statement.</p> <p>Changes to the website and all written materials.</p> <p>Comfort level at discussing issues of diversity, equity, and inclusion is evident.</p>	<p>All faculty, staff, and students can connect the mission statement's commitment to Diversity, Equity, and Inclusion</p> <p>Increase in the number of conversations and opportunities for such discussions taking place</p>	<p>Outreach to students from all backgrounds will take place and yield will improve.</p> <p>The institution becomes known for being an inclusive campus.</p>

Problem Statement: Definitions of Diversity, Equity, and Inclusion are not widely used, operationalized, or universally accepted.					
Participants	Assumptions	Inputs/Strategies	Outcomes	Measures of Success	Long Term Impacts
Entire Campus Community	<p>Current definitions are not widely known, accepted, or operationalized.</p> <p>That a definition can be shared and operationalized at the Division/ Department levels, on the ground.</p> <p>That currently the community is not referencing the available definitions via the website.</p>	<p>DEI Council will review the currently available definitions of DEI. Gaining campus community input and feedback regarding if re-defining DEI is needed.</p> <p>If redefining is determined as the next step, Engage DEI Council on this task utilizing many campus stakeholders for input and buy-in.</p>	<p>Current or revised definitions of DEI made available via the WPI website as well as through a roll-out plan campus-wide.</p> <p>Greater percentage of resources are utilized across a wider array of the campus community to advance DEI.</p>	<p>Enrolled Student Survey, ask students to match correct definitions of each to term within DEI.</p> <p>Employee Annual Reviews asking specific questions about how DEI shows up in daily work.</p> <p>Division/ Departments to indicate what resources have been applied to the DEI definition operationalization and how definitions have been shared among all.</p>	<p>A shared understanding of definitions of DEI that are universally accepted and utilized widely on campus.</p>



<b>Problem Statement #1:</b> Diversity, equity, and inclusion need to be integral elements of the WPI mission.					
<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 whose work directly involves:</p> <ul style="list-style-type: none"> <li>• Developing or disseminating either the mission of WPI or a strategic plan for WPI</li> <li>• Developing institution-wide policy for WPI</li> <li>• Leading any department, office, program, initiative, organization, or group at WPI</li> <li>• Supporting efforts at WPI to foster a culture of diversity, equity, and inclusion</li> </ul>	<p>(1) At the highest levels, WPI leaders are committed to creating a culture that values diversity, equity, and inclusion.</p> <p>(2) The commitments and work needed to create an equitable culture will pose greater challenges than will the commitments and work needed to create either a diverse culture or an inclusive culture.</p> <p>(3) Across the WPI community, individuals exist who are committed to creating a culture that values diversity, equity, and inclusion.</p> <p>(4) 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>(1) Establish working groups to inform the revision of WPI's official mission to ensure that diversity, equity, and inclusion are integral elements of it</p> <p>(2) Establish working groups to inform the development of WPI's next strategic plan to ensure that diversity, equity, and inclusion are integral elements of it</p> <p>(3) Foster institution-wide dialogue around:</p> <ul style="list-style-type: none"> <li>• What diversity, equity, and inclusion are</li> <li>• Ways that WPI could manifest diversity, equity,</li> </ul>	<p>(1) A WPI mission statement that conveys that diversity, equity, and inclusion are primary concerns of WPI</p> <p>(2) A strategic plan for WPI that conveys that diversity, equity, and inclusion are primary concerns of WPI</p>	<p>(1) At all levels and across all departments, offices, programs, initiatives, external partnerships, organizations, and groups, a commitment to diversity, equity, and inclusion is evident in policies and practices</p> <p>(2) Communication about, and marketing of, WPI conveys that WPI values diversity, equity, and inclusion</p>	<p>(1) A culture at WPI that values diversity, equity, and inclusion</p> <p>(2) Through their engagement with WPI, all members of the WPI community experience a sense of belonging and work to maintain a culture that reflects WPI's commitment to diversity, equity, and inclusion</p> <p>(3) As a whole and in cross-cutting ways, the identities of the members of the WPI community convey that WPI values diversity, equity, and inclusion</p> <p>(4) WPI's culture of diversity, equity, and inclusion is identifiable as an aspect of the global reputation of WPI</p>

## Empowering Institutional Transformation

<b>Problem Statement #1:</b> Diversity, equity, and inclusion need to be integral elements of the WPI mission.					
<b>Participants</b>	<b>Assumptions</b>	<b>Inputs/Strategies</b>	<b>Outcomes</b>	<b>Measures of Success</b>	<b>Long-Term Impacts</b>
	(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.	and inclusion to strengthen them in WPI's culture and to better convey that WPI does value them			

**Problem Statement #2:** Campus renewal and transformation efforts need to intentionally and explicitly include elements that support diversity, equity, and inclusion.

Participants	Assumptions	Inputs/Strategies	Outcomes	Measures of Success	Long-Term Impacts
<p>Stakeholders at WPI whose work directly involves:</p> <ul style="list-style-type: none"> <li>Leading any department, office, program, initiative, external partnership, organization, or group at WPI</li> <li>Supporting efforts at WPI to foster a culture of diversity, equity, and inclusion</li> </ul>	<p>(1) At the highest levels, WPI leaders are committed to creating a culture that values diversity, equity, and inclusion.</p> <p>(2) The commitments and work needed to create an equitable culture will pose greater challenges than will the commitments and work needed to create either a diverse culture or an inclusive culture.</p> <p>(3) Across the WPI community, individuals exist who are committed to creating a culture that values diversity, equity, and inclusion.</p> <p>(4) 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>(5) The success of the recommended strategies will</p>	<p>(1) Among those who lead departments, offices, programs, initiatives, external partnerships, organizations, or groups at WPI, foster dialogue around:</p> <ul style="list-style-type: none"> <li>What diversity, equity, and inclusion are</li> <li>Ways that their renewal and transformation efforts could include elements that support diversity, equity, and inclusion</li> </ul> <p>(2) Develop a 5- to 10-year strategic plan to implement new programs and initiatives (and to support further development of pre-existing programs and initiatives) that are</p>	<p>(1) Existence of a 5- to 10-year strategic plan to implement new programs and initiatives (and to support further development of pre-existing programs and initiatives) that are directed at improving diversity, equity, and inclusion in the WPI community</p> <p>(2) Divisions, departments, and programs revise their mission statements to reflect a commitment to diversity, equity, and inclusion</p> <p>(3) New renewal and transformation efforts intentionally and</p>	<p>(1) New programs and initiatives that are designed to improve diversity, equity, and inclusion at WPI are implemented, and evaluation data reflect that they were successful at achieving their intended outcomes</p> <p>(2) The practices for most departments, offices, programs, initiatives, external partnerships, organizations, and groups, convey a commitment to diversity, equity, and inclusion</p> <p>(3) New renewal and transformation efforts intentionally and explicitly include elements that support diversity, equity, and inclusion,</p>	<p>(1) A culture at WPI that values diversity, equity, and inclusion</p> <p>(2) Through their engagement with WPI, all members of the WPI community experience a sense of belonging and work to maintain a culture that reflects WPI's commitment to diversity, equity, and inclusion</p> <p>(3) As a whole and in cross-cutting ways, the identities of the members of the WPI community convey that WPI values diversity, equity, and inclusion</p> <p>(4) WPI's culture of diversity, equity, and inclusion is identifiable as an aspect of the global reputation of WPI</p>

## Empowering Institutional Transformation

	be greatest if all parts of university governance (Faculty Governance, Administration, the Board) are fully engaged in them.	directed at improving diversity, equity, and inclusion in the WPI community	explicitly include elements that support diversity, equity, and inclusion	and evaluation data reflect that they were successful at achieving their intended outcomes	
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<b>Problem Statement:</b> Accreditation: Diversity, equity, and inclusion must be a core focus represented in disciplinary, institutional, and accreditation efforts.					
<b>Participants</b>	<b>Assumptions</b>	<b>Inputs/Strategies</b>	<b>Outcomes</b>	<b>Measures of Success</b>	<b>Long-Term Impacts</b>
Entire Institution	WPI includes diversity, equity, and inclusion as critical factors in disciplinary, institutional, and other accreditation efforts.	<p>Review historical accreditation self-studies and feedback – both institutional and program-based – and determine WPI’s areas for further improvement as outlined by accrediting bodies and by integrating DEI goals into the standards.</p> <p>Task division heads with incorporating areas for improvement into future plans to demonstrate progress in future accreditation standards and assessment measures.</p>	<p>Creation/improvement of tools that can help track DEI areas of focus as proof-points in the accreditation process.</p> <p>Increased focus on diversity, equity, and inclusion across the university as it pertains to accreditation and assessment, including new changes in admissions and hiring practices pertaining to DEI.</p>	Future program-based and institutional accreditation teams recognize significant focus on/improvement in areas of diversity, equity, and inclusion.	<p>Diversity, equity, and inclusion will be at the forefront of WPI’s self-assessment efforts as well as the assessment of accrediting bodies.</p> <p>WPI becomes known for providing a distinctive STEM educational experience with collaboration, inclusion, and project-based education at its core.</p>

## Empowering Institutional Transformation

<b>Problem Statement:</b> WPI needs to recognize diverse members of WPI's history while acknowledging the limitations of our past practices.					
<b>Participants</b>	<b>Assumptions</b>	<b>Inputs/Strategies</b>	<b>Outcomes</b>	<b>Measures of Success</b>	<b>Long-Term Impacts</b>
Alumni relations  University advancement  Marketing and communications  Campus community	Assumption is that past practices will be documented and maintained by library archives and that there will be a widespread acknowledgment of limitations of past practices.	Input: Library archives and IQP/MQP student projects  Celebrating/honoring diverse historical campus members.  Recognizing the limitations of past practices.  Recognize progress made through establishment as a co-ed institution, founding of OMA, the diversity advocate program in hiring, and Project Inclusion.	Having diverse representations of the WPI history present on campus – thru art, photographs, recruitment activities, other visual representations.	Quantitative data (increasing numbers of diverse individuals who are a part of the community) and qualitative data (longitudinal climate study).	Build a more integrated relationship to the institution's past – to better connect the past and the present.

## Appendix D: Implementation Plans

### Marketing Communication (MarCom) Implementation Plan

Participants	Inputs/Strategies	Outcomes	Who will do the work?	Estimated Start Date	Estimated End Date
<b>Goal: Assure representation of diverse populations and initiatives across centrally managed communications platforms and programming.</b>					
<b>MarCom Staff and our campus partners</b>  <b>Internal and external consumers of WPI content, from prospective students to employers</b>	<p>Apply DEI standards in the production of news, features, visuals, and multimedia to reflect the reality and the aspirations of the WPI community to be diverse, equitable, and inclusive.</p> <p>Seek specific storylines with focus on WPI's DEI initiatives (in addition to weaving DEI messaging and themes in all content)</p> <p>Use social monitoring tools to identify current trends, patterns around DEI – and issues that may need attention</p>	<p>Content mindfully developed and distributed to demonstrate that WPI is (and aspires to be even more) a diverse, equitable, and inclusive community.</p> <p>Access to specific DEI content is optimized, in our systems (photo management), our word choice (SEO), and in the promotion of pages, i.e. D&amp;I on every WPI web page.</p> <p>A monitoring system in place, contract renewed regularly</p>	<p>Marketing Communications strategists, writers, editors, designers, photographers, and publishers in collaboration with campus partners (Enrollment &amp; Institutional Strategy, Dean of Students Office, Talent &amp; Inclusion, Senior Leadership)</p>	April 2019	Ongoing

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Goal: Maintain accessibility to content across owned platforms					
<b>All publishers and editors of content across campus</b>	1-Post and monitor content that meets defined accessibility guidelines.	Accessibility ranking >90%	Marketing Technology, content trainers and campus authors abiding by guidelines	AY 2018	Ongoing
<b>Users of WPI digital content</b>	2-Provide training and tools for the community	Pathways to request help to access content are clear			
<b>MarCom Staff and our campus partners</b>	3-Report annually on accessibility progress.	Training available – in person and online – relative to accessibility guidelines			
	4-Participate in ongoing training for central MarCom team	Ongoing staff training Annual announcement posted.			



## Office of the General Counsel Implementation Plan

Participants	Inputs/Strategies	Outcomes	Who will do the work?	Estimated Start Date	Estimated End Date
<b>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.</b>					
<b>Admissions staff</b>  <b>OGC staff</b>	<p>Offer research and advice about the status of the case against Harvard and likely outcomes that may affect WPI.</p> <p>Build a record to support affirmative action in the deployment of financial aid to incentivize matriculation of populations adversely affected by past discrimination</p>	<p>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.</p>	<p>Office of the General Counsel</p> <p>Admissions</p>	Fall 2018	ongoing
<b>Goal: Lead and support efforts to stay informed about evolving law governing Title IX and regulatory guidance that may conflict with current practices.</b>					
<b>Title IX coordinator</b>  <b>OGC staff</b>	<p>Offer research and advice about emerging law and guidance on campus sexual assault policies and practices.</p> <p>Work with disability services to understand accessibility issues and challenges.</p>	<p>Effective training for the campus community to ensure the campus is safe. Meet at least quarterly to evaluate status.</p> <p>Fair processes for dealing with sexual misconduct cases when they arise.</p> <p>Meet quarterly with Campus Accessibility Working Group.</p>	Office of the General Counsel	Fall 2018	ongoing

## Empowering Institutional Transformation

Goal: Increase diversity and inclusion in governance at WPI					
<b>OGC staff</b>  <b>Board of Trustees</b>  <b>Faculty leadership</b>	Work closely with the Board of Trustees, President, and faculty governance representatives on shared governance initiatives and inclusion.	Greater diversity in governance.  Greater diversity in the OGC.	OGC – As of December 2019, OGC has hired a female attorney, thus furthering OGC’s diversity goals.  Board of Trustees  President & Senior Team  Faculty leadership	May 2018	ongoing

## University Advancement Implementation Plan

Participants	Inputs/Strategies	Outcomes	Who will do the work?	Estimated Start Date	Estimated End Date
<b>Goal: Be more intentional and proactive in recruiting and hiring University Advancement staff with marginalized and/or underrepresented identities.</b>					
<b>University Advancement hiring managers and management overall</b>  <b>Division of Talent and Inclusion (T&amp;I)</b>	Work with professionals in T&I to identify ways to reach diverse communities through advertising and direct outreach when looking to fill positions. Develop a recruitment plan as appropriate.  Generate a diverse pool of applicants for all open positions.	An increase in professionals of color beginning to apply for positions.  Qualified applicants of color are Interviewed and hired.	UA hiring staff, T&I	We started in the Spring of 2018 and continue to work towards this goal.	Ongoing
<b>Goal: Develop fundraising strategies and plans to support efforts of diversity, equity and inclusion as a part of the current and upcoming fundraising campaign</b>					
<b>UA fundraisers and various other division reps</b>	Create an endowed fund and identify specific funding focused on DEI to move into the transforming category.	Sustainable programmatic support for DEI efforts and/or current use funding to support campus efforts to enhance DEI	VPUA, UA fundraisers and grant writers, DTI, stakeholders from across WPI	Summer 2020	Ongoing
<b>Goal: Connect/integrate Workday and Salesforce so that important demographic information for alumni is shared.</b>					
<b>UA Operations, the Salesforce Working Group (SFWG), IT and Institutional Research</b>	Work as a team to identify and share data points that would be most useful for reporting on diversity demographics of the Alumni population.	Dashboards and reporting that provides an initial means for tracking the diversity demographics to set the stage for future, more in-depth analysis.	UA Operations, SFWG, IT, IR	Summer 2020	Summer 2021

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Goal: Increase engagement of diverse alumni with marginalized and/or underrepresented identities, especially people of color					
OMA, Office of Lifetime Engagement (OLE)	<p>Work with the Office of Multicultural Affairs and others to support affinity groups of diverse students and alumni.</p> <p>Continue to meet with OMA to support the activities of students and alumni through affinity groups.</p> <p>Help develop strategies to attract interest from diverse participants, and support plans for activities.</p>	<p>Utilize data maintained by WPI to help track and report on our success.</p> <p>Baseline established for diverse populations at Alumni events and their engagement. Also sponsored alumni event specifically for people of color in conjunction with Worcester Historical Society in fall 2019.</p> <p>Higher response to marketing materials by increased engagement among diverse populations.</p>	OMA, OLE	We started this work in the Spring of 2019.	Ongoing

## Finance Division Implementation Plan

Participants	Inputs/Strategies	Outcomes	Who will do the work?	Estimated Start Date	Estimated End Date
<b>Goal: Leverage champions for Diversity, Equity, and Inclusion initiatives within each department under the Finance Division.</b>					
<b>Mary Calarese, Patty Patria, Eric Calarese, Cheryl Martunas</b>	Leverage DEI champions within each department to participate in divisional meetings, activities, and interview processes for new hires.	DEI Champions will have quarterly meetings with VPs, provide updates at divisional meetings, and act as diversity advocates on searches.	Mary Calarese, Patty Patria, Eric Calarese, Cheryl Martunas will work with DEI champions on these outcomes.	5/1/20	5/1/22
<b>Goal: Review the capital planning process to see how we can align or prioritize requests with ADA needs on campus.</b>					
<b>Jeff Solomon, Eric Beattie, Philip Clay</b>	Continue to upgrade buildings and campus spaces to improve accessibility.	Levering the list of prioritized accessibility projects, continue to implement changes to improve campus accessibility.	Eric Beattie	5/1/20	5/1/22
<b>Goal: Increase the diversity of participants involved in sustainability projects.</b>					
<b>Paul Mathisen</b>	Implement sustainability initiatives, measure diverse participation, and develop a plan to increase diversity.	Leverage the DEI goals from the sustainability plan and track participation to see if outcomes are improving.	Paul Mathisen	5/1/20	5/1/22
<b>Goal: Increase workforce diversity for new building projects.</b>					
<b>Eric Beattie</b>	Establish and track diversity employment goals for the construction of new academic student residence hall projects.	Construct new buildings using a workforce comprised of 14% of diverse employees.	Eric Beattie	5/1/20	5/1/22

## Division of Student Affairs Implementation Plan

Participants	Inputs/Strategies	Outcomes	Who will do the work?	Estimated Start Date	Estimated End Date
<b>Goal: Provide opportunities for students to develop communication channels with division leadership regarding DEI issues</b>					
<b>Students</b> <b>Staff</b>	<p>Develop a comprehensive plan that proactively and purposefully provides opportunities in student organization meetings/events, as well as individual conversations with students, to create a two-way dialogue between division leadership and students around DEI issues and concerns. The goal will be to discuss what the SA division is currently doing to support students in the areas of DEI and what the students need to feel supported, physically, emotionally, and socially.</p> <p>Develop an action plan to address identified gaps between what students need and what is currently being provided.</p>	<p>Student Affairs catalogs and shares how we learned about the DEI issues, the number of conversations that have been held, the content of the DEI issues that were discussed, the action plan to address the issues, and the communication loop back to the students once the issue has been addressed.</p> <p>The conversations help the division to determine the most effective communication channels with students and open up new communication pathways as well.</p>	Casey Wall, RSO Emily Perlow, DOS	January 2020	December 2020

	Create a baseline of information sharing and conversations with students.				
<b>Goal: Help facilitate student involvement data being provided to the Office of Lifetime Engagement</b>					
<b>Staff</b>	<p>Participate as needed to create touchpoints for the Office of Lifetime Engagement to reach out to alumni around DEI focused student involvement and demographic data.</p> <p>In partnership with the Office of Lifetime Engagement and Information Technology determine if there is an efficient way for information sharing on available touchpoints.</p> <p>Identify whether current software programs that track student involvement can be utilized to store and efficiently communicate the necessary data.</p>	<p>Strategy for reaching out to alumni around DEI focused student involvement will be implemented, in conjunction with the Office of Lifetime Engagement.</p> <p>Current software programs that will be used to store and used to measure success and document the efforts.</p>	<p>Christine Sharry, SAO</p> <p>Andrea Trimmer, IA</p> <p>Matt Foster, RSO</p> <p>Rusty Eggen, PERA</p> <p>Steve Koppi, CDC</p>	January 2020	December 2020

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Goal: Provide educational activities and programs in various areas of DEI to increase awareness					
<b>Staff</b>	<p>Catalog the areas of expertise within the SA division around DEI topics. Offer educational opportunities based on these areas of expertise as requested or needed for the campus community.</p> <p>As a baseline, determine how many SA staff currently have DEI education as a professional development goal. Encourage SA division staff to include DEI education in their professional development plan and goals annually.</p>	50% more staff will include goals associated with DEI in their professional development plans through the performance appraisal process.	<p>Christine Sharry, SAO</p> <p>Jim McLaughlin, RCC/FIS</p> <p>Charlie Morse, SDCC</p> <p>Amy Curran, ODS</p> <p>Regina Roberto, HS</p> <p>Joe Kraskouskas, DS</p> <p>Dana Harmon, PERA</p> <p>Steve Koppi, CDC</p> <p>Colleen Callahan-Panday, ISL</p> <p>Casey Wall, RSO</p> <p>Emily Perlow, DOS</p> <p>Greg Snoddy, DOS</p> <p>John Stewart, TIX</p> <p>Andrea Trimmer, IA</p>	January 2020	March 2020
<b>Students</b>					
<b>Faculty</b>					



Goal: Provide a reporting mechanism for the campus community to share experiences related to DEI issues and report bias-related incidents					
<b>Students</b>	In partnership with the Division of Talent and Inclusion continue to develop and launch a Bias Incident Response Program.	Bias Incident Response Program will be launched and available for the WPI community.	Casey Wall, RSO John Stewart, TIX	January 2020	August 2020
<b>Faculty</b>					
<b>Staff</b>	Configure and implement the Emerald Software to document and track Title IX issues.  Develop and implement a reporting and tracking system for bias-related incidents.	Emerald Software will be fully deployed and utilized.  Reporting and tracking systems for bias-related incidents will be fully deployed and utilized.			

## Academic Affairs Implementation Plan

Participants	Inputs/Strategies	Outcomes	Who will do the work?	Estimated Start Date	Estimated End Date
<b>Goal (Faculty): Collaborate with Talent and Inclusion to enhance diversity, equity, and inclusion in hiring and development of adjunct instructors</b>					
<b>Instructors of courses delivered through Corporate and Professional Education (CPE)</b>	Part I: Gather information on the current hiring process, consult with Talent and Inclusion, examine practices of peer/competitor institutions, identify possible changes to the current hiring process. Outline possible changes to the hiring process noting “pros” and “cons” of various approaches, resources needed, decisions required.	Increase the diversity of faculty. Established an agreed-upon baseline of current status.	Corporate and Professional Education leadership team and operations, including Joan Deal (hiring CPE instructors), Talent and Inclusion consultation and recruiting resources (Roxanne Gardner)	February 2019	June 2019
	Part II: Recommend changes in the current hiring process, pilot new approaches, evaluate post-implementation.	Adjustments to the hiring process with a pilot of new strategies		July 2019	June 2020
	Part III: Evaluate piloted strategies in the hiring process and commitment to continuous improvement	Increase the diversity of the adjunct faculty		July 2020	On-going

Goal (Students): Offer new educational programs aimed at increasing the number and engaging diverse and underrepresented students					
<b>Students enrolled in courses offered through CPE</b>	Scholarship Program – establish baseline data, assess the potential for increased diversity, set goals and revise procedures	Improved diversity in classroom and progress toward newly established DEI goals  Higher functioning student teams with a focus on equity and inclusion in teamwork and roles	CPE Online Sales, Marketing and Operations  CPBL, Anne Ogilvie, Global School Faculty	January 2019	June 2020
<b>Undergraduate Students</b>	Early Research Experience in Summer to introduce more students to research opportunities at WPI	Improved access to research for first-gen and students under-represented in research programs	Debra Boucher, Director of Special Programs  Suzanne Weekes, Associate Dean for Undergraduate Studies  Faculty who advise research in summer	January 2019	Continuing
<b>Undergraduate Students</b>	Funded scholarships for underrepresented students: NSF S-STEM grants (two current grants funding 20 scholarships).  build connections with community colleges and Worcester City School	Increased access to research for undergraduate students.	STEM Education Center (Katherine Chen, Katie Elmes); WPI Faculty (Isabella Stroe, Pratap Rao, Mike Timko, Arne Gericke), Office of Multicultural Affairs	August 2018	August 2022

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<b>Faculty</b>	Training for Project Advisors for Inclusive and Equitable Teams	Student experience in team projects improved; better academic performance of teams	Lisa Stoddard and Geoff Pfeifer; Anne Ogilvie	August 2018	Continuing
<b>Faculty and Graduate Students</b>	Training for research mentors to improve the climate in science and engineering research groups. Workshops delivered at the start of summer research programs.	Improved student participation and experience in on-campus research groups	Katherine Chen, Executive Director of the STEM Education Center	July 2019	Continuing
<b>Goal: Provide additional opportunities and dedicated funds to support and sustain the faculty's capacity to DEI work.</b>					
<b>Faculty members</b>  <b>Department Heads and Deans</b>  <b>Provost</b>	Offer an annual summer DEI institute or workshop with a small professional development stipend.  Offer a pool of seed funding annually for faculty that are interested in exploring DEI in educational or disciplinary research through pilot projects	Faculty increase their capacity for work related to DEI.	Faculty development trainers (internal or external).  Faculty  Provost (organize competition)	May 2019	August 2019

Goal: Provide more opportunities for student leaders to develop expertise in DEI issues and advance diversity in co-curricular settings.					
SGA, GSG & other Student Leaders  Dean of Students	Edit the constitution of the current SGA and GSG to allow for a DEI committee or body as an arm of SGA and GSG.	An on-campus body of students who are aware of DEI and have the capacity to train others.	SGA  GSG  Residential Life  Dean of Students	September 2018	May 2019
Goal: Increase funding support for DEI related student recruitment activities					
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 (e.g. NSF S-STEM)	Staff in RSI and VPR	July 2019	June 2020
Goal: Identify and adopt department actions, policies, and resource commitments that support cultural and social diversity, equity and inclusion					
Library Access & Outreach Services staff  Office of Disability Services  Library leadership  Talent & Inclusion	Support community cultural and social diversity through Reflection Space and mindfulness resources and events  Systematically review library policies and practices to identify, express, and adopt DEI commitments	A welcoming experience for multicultural students who practice regular meditation or prayer  Support for students with “invisible” sensory challenges  Identify gaps in commitments to DEI across library policies and resources	Library Access & Outreach Services staff  Library leadership  Library staff	July 2019  December 2019	Ongoing  June 2020

## Division of Talent & Inclusion (T&I) Implementation Plan

Participants	Inputs/Strategies	Outcomes	Who will do the work?	Estimated Start Date	Estimated End Date
<b>Goal: Provide community engagement opportunities and dedicated programming funds to support and sustain the campus-wide capacity to DEI work</b>					
<b>All WPI Constituents</b>	Provide community-wide training opportunities for students, staff, and faculty to develop greater self-awareness and cultural proficiency related to inclusion, equity, and social justice.	Build institutional capacity and lateral diversity infrastructure in inclusion, equity, and social justice education to engage the campus community in transformative change.	Talent and Inclusion	Ongoing	Ongoing
	Coordinate annual MLK Commemorative Address highlighting and memorializing 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>- Awareness and engagement with social justice initiatives increase and advance institutional DEI impact</li> <li>- Pluralism and</li> <li>- Global citizenship is promoted through active and ongoing engagement with diversity</li> <li>- Safer spaces for conversations on difficult topics take place by centering on the voices of marginalized communities</li> <li>- A sense of agency and activism is fostered by shared responsibility in creating a sense of belonging for all community members at WPI</li> </ul>	<ul style="list-style-type: none"> <li>- DEI</li> <li>- Organizational Development</li> <li>- OMA</li> </ul> President's Office  Management Council  Student Affairs  Academic Affairs  Divisional and Departments	January 2019	Ongoing
	Great Minds, Brave Spaces Speaker Series			January 2018	Ongoing \
	Inclusive Excellence Community Dialogue			April 2018	Ongoing

Goal: Promote retention by fostering a welcoming, accessible and supportive work environment					
<b>Faculty and Staff</b>	<p>Facilitate opportunities for employees to develop strong relationships and support networks at WPI through increased awareness, idea and resource sharing and engagement in institutional efforts to create a welcoming and supportive campus culture.</p> <ul style="list-style-type: none"> <li>- Provide high touch support and engagement to DEI to cultivate talent and campus culture climate through dialogue, share stories, leadership, education, input, and advocacy.</li> <li>- Inform DEI and cultural initiatives to provide a structured space to “hear” community voices (input, concerns, etc.).</li> <li>- Provide professional development opportunities</li> <li>- Target support for underrepresented</li> </ul>	Support and continuously improve Employee Resource Groups at WPI.	<p>Talent and Inclusion</p> <p>President’s Office</p> <p>Provost’s Office</p> <p>Deans and Department Heads</p>	Feb 2019	Ongoing

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	<p>groups though ally engagement.</p> <ul style="list-style-type: none"> <li>- Create safer spaces to “unpack” and discuss challenges related to DEI.</li> </ul>				
<b>Goal: Provide self-directed learning opportunities for continued DEI education</b>					
<b>Faculty and Staff</b>	<p>Launch an online learning tool (WPI Learning Academy) for staff and faculty.</p> <p>Develop a relationship and share best practices in DEI with the Morgan teach and Learning Center.</p>	<p>Provide self-directed professional development opportunities through multimodal forms for education.</p> <p>Partner with Morgan Teaching and Learning Center to incorporate DEI into the curriculum.</p>	<p>Talent and Inclusion</p> <ul style="list-style-type: none"> <li>- Organizational Development</li> <li>- Morgan Teaching and Learning Center</li> </ul>	Spring 2019	Ongoing
<b>Goal: Create a campus culture free from sexual misconduct and gender-based discrimination</b>					
<b>All WPI Constituents</b>	<p>Develop, update, and enhance WPI’s Sexual Misconduct Policy.</p> <p>Ongoing education and prevention programming related to sexual misconduct, consent, healthy relationships, etc.</p>	<p>A campus climate that is welcoming and free from harassment, discrimination, and sexual misconduct.</p> <p>Active community education and bystander engagement and empowerment.</p>	<p>Talent and Inclusion and Student Affairs</p> <ul style="list-style-type: none"> <li>- Title IX</li> <li>- DEI</li> </ul>	September 2011	Ongoing



Goal: Recruit and retain diverse talent at WPI					
Faculty and Staff	Develop and share best practices for recruiting and retaining diverse talent at WPI through the development of centralized recruitment resources and training opportunities (i.e. centralized job-posting hub, centralized job-interview questions, etc.).	A welcoming campus culture that embraces differences and promotes a sense of belonging for all community members.	Talent and Inclusion	Fall 2018	Ongoing
	<p>Conduct an inclusive search process.</p> <p>Build stronger campus infrastructure tied to best practices in DEI recruitment</p> <ul style="list-style-type: none"> <li>- Establish competency matrix for all levels of the organization</li> <li>- Benchmark roles and salaries across the institution for equity</li> <li>- Engage in inclusive talent acquisition strategies</li> </ul> <p>Support targeted recruitment and retention efforts</p> <ul style="list-style-type: none"> <li>- Diversity Advocates Program</li> <li>- Continue to strengthen WPI commitment to DEI,</li> </ul>	<p>Meet recruitment and diverse talent goals.</p> <p>Competencies are established for all staff roles across the institution.</p> <p>Formal benchmarking assessments conducted for all positions with a specific focus on equity for marginalized groups.</p> <p>Increase the retention rate of marginalized faculty and staff.</p>	<ul style="list-style-type: none"> <li>- HR</li> <li>- DEI</li> </ul> <p>Provost's Office</p> <p>President's Office</p> <p>Deans and Department Heads</p> <p>Marketing</p>		

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	enhancing visibility and WPI values				
<b>Goal: Develop three-year institutional climate/culture self-assessment</b>					
<b>All Campus Constituents</b>	<p>Develop Project Inclusion (PI) Steering Committee (Year 1 and 2) and DEI Council (Year 3) to champion strategic efforts towards sustainable inclusive excellence.</p> <p>Identify critical themes in dimensional logic models to guide institutional leaders in the work plan development and implementation of DEI initiatives.</p>	<p>Deeper commitment, strategic investment and targeted intervention strategies that address short and long-term institutional change as it relates to DEI</p> <p>Serve as a coordinating entity actively engaged in assistant campus constituencies in the design, implementation, advancement, and institutionalization for DEI at WPI.</p> <p>Create shared responsibility and accountability for campus DEI efforts</p>	<p>Diversity Council</p> <p>Talent and Inclusion</p> <p>- D&amp;I Management Council</p> <p>Campus Stakeholders</p>	October 2019	May 2021