The New Normal
Institutional Assessment and Recommendations for a Strategic Diversity Management Strategy
Westfield State University

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July 31, 2018

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EXECUTIVE SUMMARY

Objective

This assessment and recommendations report responds to the Westfield State University (WSU) leadership request for a set of recommendations that will guide their strategic diversity management priorities. Specifically, this report addresses the following:

 1) assessment of diversity and inclusion initiatives and programs for students, faculty, and staff;

2) recommendations for an institutional structure and approach for diversity and inclusion; and

3) recommendations for best practice strategies, programs, and training for faculty, students, and staff.

Methodology

Using a phenomenological lens, this consultant and his colleague, Ms. Andrea Garr-Barnes, conducted a *Diversity Scholar-in-Residence* experience, where they were embedded at Westfield State University for seven working days. This experience allowed this consultant to fully understand the institutional, historical, and cultural context of existing attitudes regarding diversity and inclusion on campus.

This consultant met with no less than 150 faculty, staff, students, and librarians during this residency. He met with every major campus constituent from members of the Board of Trustee to Public Safety and every group in between. He conducted group meetings, one-on-one meetings, and conference calls. Data for this assessment was gathered through group and one-to-one interviews and the *NERCHE Self-Assessment Rubric for Institutionalizing Diversity, Inclusion, and Equity.*

Based on this consultant's interaction with various university constituents and stakeholders, it became apparent that the diversity programs at Westfield State University are disconnected from each other. There does not seem to be a clear diversity and inclusion mission guiding the University's thinking, planning, and action regarding diversity and inclusion, thus limiting the University's ability to achieve its high aspiration of creating, maintaining, and sustaining a diverse, equitable and inclusive academic, work, and living environment for students, faculty, and staff. Therefore, the recommendations found in this report attempts to weave together the current diversity programs and practices into a strategic framework that is cohesive, coordinated, and collaborative.

Summary of Recommendations

The recommendations found in this report are organized around twelve major themes:

1. Chief Diversity Officer (CDO) Model and Institutional Supports
2. Academic Affairs Diversity Leadership Structure
3. Continuous Improvement, Assessment, and Evaluation
4. Diversity and Inclusion Framework: Inclusion Everyday
5. University-Wide Definition of Diversity and Inclusion
6. Strategic Diversity Communications Ad Hoc Planning Team
7. Cabinet and Board of Trustee Diversity Champions
8. Alumni Outreach and Engagement
9. Strategic Diversity Fundraising
10. Diversity Training, Education, and Awards

11. Faculty Development and Engagement
12. Workforce Engagement

These recommendations span the entire university structure from governance (Board of Trustees) to alumni engagement. They make clear that the responsibility of diversity and inclusion does not rest solely on the shoulders of one individual, but rather they make clear that the entire university is responsible for shepherding a sustainable diversity infrastructure.

The racial unrest that erupted on campus during the fall 2017 semester disrupted the university's status quo. Similarly, the recommendations found in this report will disrupt the existing status quo pertaining to activating a strategic diversity agenda at the university. More to the point, these recommendations call for a realignment of current programs found in the division of Student Affairs (the Office for Diversity and Inclusion), Academic Affairs (Urban Education, TRIO Support Services, Banacos Academic Center, and Dean of Undergraduate Education) and Continuing Education (Veterans Affairs) to be reassigned under a newly formed Division of Diversity, Inclusion, and Student Success. This reorganization will position Westfield State University better achieve its goal of creating and sustaining a diverse, equitable and inclusive academic and working environment for all students, faculty and staff.

Finally, although there are costs associated with any organizational shift, this consultant's recommendations are sensitive to the university's financial constraints. Therefore, he attempted to recommend strategies where cost could be leveraged with existing resources.

INTRDUCTION

STRATEGIC DIVERSITY MANAGEMENT FOR THE 21st CENTURY: INCLUSION EVERYDAY

Strategic diversity management for the 21st Century is a change management approach that infuses diversity and inclusion principles, practices, policies, and programs both vertically and horizontally throughout the entire university ecosystem. This approach calls for a reconsideration of the way we currently conceive diversity and inclusion, which is traditionally implemented in the "islands of excellence" frame. Islands of excellence are great programs, managed by phenomenal people. However, their reach extends only as far as the constituent group for whom they support. These programs are generally disconnected from the university core mission. To create greater impact and more sustainable inclusive structures, university leadership must dedicate ongoing focus and consideration to issues of inclusion on a daily basis. To achieve this high-touch practice, the adaptation of the Inclusion Everyday framework is encouraged.

Inclusion Everyday is both a conceptual and functional framework. As a conceptual framework, it allows for a paradigm and language shift, which expands the circle for more people to be part of the inclusion conversation. This is especially critical for the inclusion of white Americans, who typically do not see themselves as beneficiaries of diversity and inclusion efforts. As a functional framework concept, Inclusion Everyday facilitates ongoing consideration of diversity and inclusion practices, policies, programs, and behaviors in all aspects of executing the university mission. Diversity and inclusion should permeate the university and be visible in the following institutional structural and cultural markers:

Leadership and Decision Making

When we look at how the university functions, we should ask ourselves if we have inclusive policies and operations. We should ponder if there are any unintended consequences that will negatively impact any one of the university's communities. We should strive for collaborative decision-making, where the administration, students, faculty, and staff are engaged in the decision-making process.

Accountability

Inclusive practices should be evident through the university's evaluation, measurement, and rewards structures, such as the budget process, faculty promotion and tenure, workforce annual reviews, and climate surveys.

Institutional Vision

As the university looks toward the horizon and articulates its value proposition and growth opportunities for the next three to five-year growth cycle, planning documents, such as long range plans, strategic plans, enrollment management plans, capital campaigns, curriculum planning, and academic planning should have inclusion embedded as a core value.

Communication

The university, like any organization, has a unique culture that communicates the values and beliefs of the enterprise. The university's symbols, signs, traditions, reward structure, and aesthetic structures all communicate who we are and how we treat each other. Therefore, it is imperative that we integrate inclusion into these structures.

Values and Beliefs

Our values and beliefs are most commonly seen through how we talk about ourselves. They are evident through the stories we tell and the narratives we weave. The sheroes and heros we invoke during our public events and vision sharing talks. Creating an inclusive environment is fueled by how inclusive our narratives are spun.
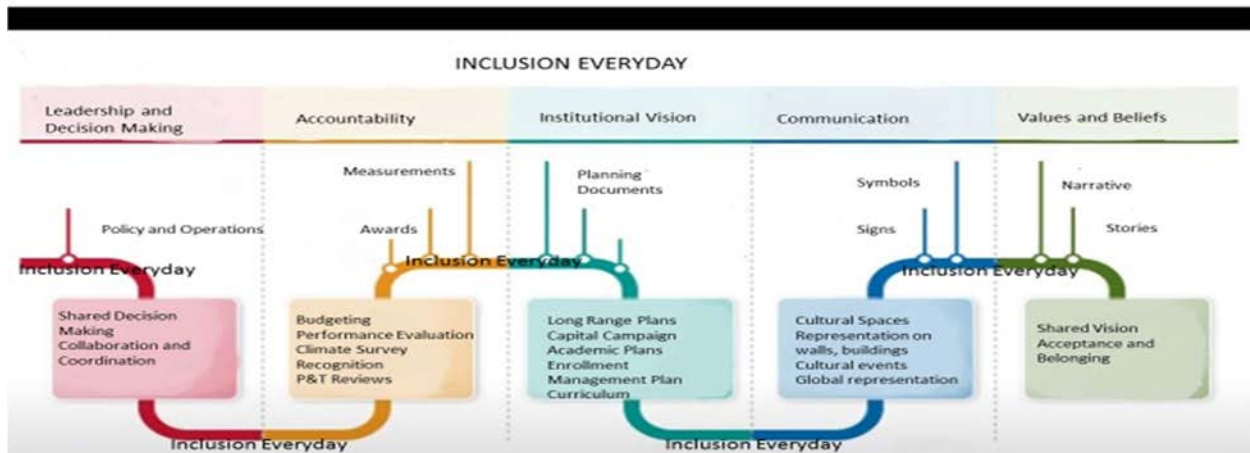
The graph above depicts the interplay of inclusion with the institutional structural and cultural markers.

Conceptualizing diversity and inclusion in the Inclusion Everyday framework expands the university community's understanding that the entire university is responsible for creating and sustaining a successful strategic diversity change management effort.

PURPOSE AND SCOPE OF ASSESSMENT

This assessment and recommendations report responds to the Westfield State University (WSU) leadership request for a set of recommendations that will guide their strategic diversity management priorities. Specifically, this report addresses the following:

1) assessment of diversity and inclusion initiatives and programs for students, faculty, and staff;

2) recommendations for an institutional structure and approach for diversity and inclusion; and

3) recommendations for best practice strategies, programs, and training for faculty, students, and staff.

The recommendations found in this report are grounded in WSU commitment to:

- eliminate hate incidents that have occurred on campus targeted against students of color;

- increase student, faculty, and workforce ethnic and gender diversity;

- attract and retain diversity;

- foster a campus environment of acceptance and inclusion;

- create and sustain an institutional framework and structure that supports an open, diverse, and inclusive campus.
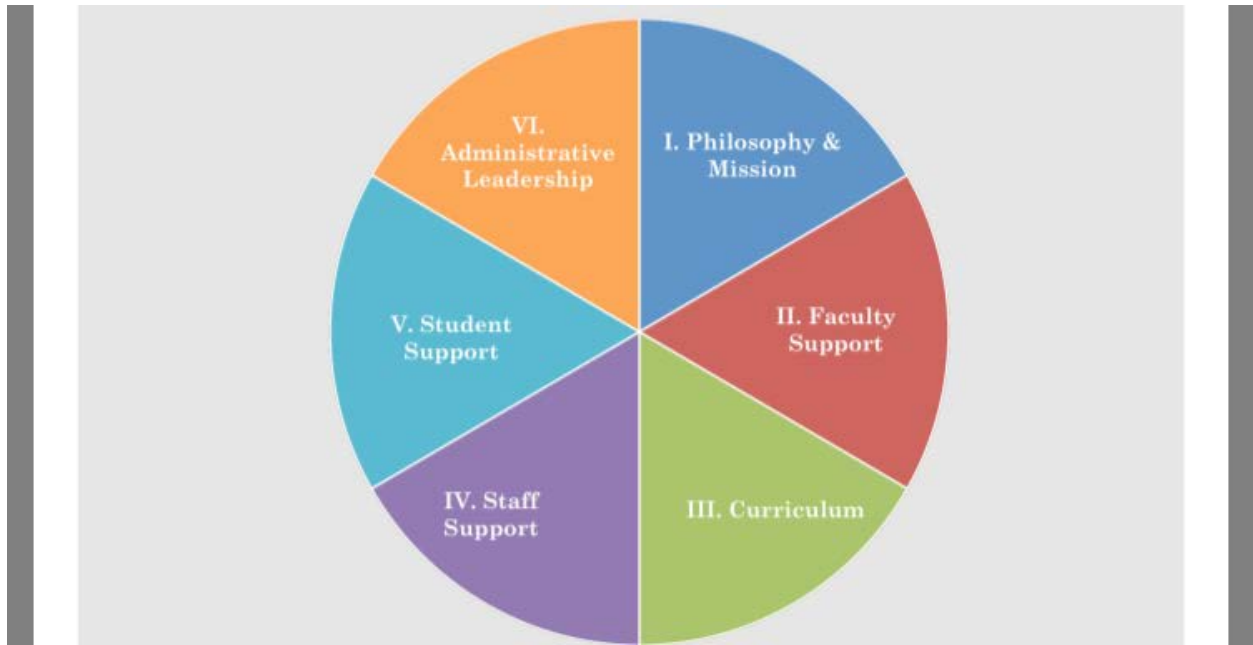
METHODOLOGY

This consultant used a phenomenological approach to conduct the institutional assessment. By using a phenomenological lens, this consultant looked at the "lived experiences" of students, faculty, staff, and librarians at Westfield State University.

Phenomenology is both a philosophy and a research method. As a philosophy, phenomenology is a particular way of approaching the world and apprehending lived experience (Merleau Ponty, 1962). As a research method, phenomenology is a rigorous process of reexamining what Husserl (1962) termed "the things themselves." The question of phenomenological inquiry is about the meaning of human experience and asks, "What is it like?" Phenomenology is a way of thinking about what life experiences are like for people (Powers & Knapp, 1995) and is primarily concerned with interpreting the meaning of these experiences. Phenomenological research "explores the humanness of a being in the world" (Bergum in J. Morse, Ed., 1991, p. 55). Bergum refers to the phenomenological research method as an "action-sensitive-understanding" (p. 55) that begins and ends in the practical acting of everyday life and leads to a practical knowledge of thoughtful action. Phenomenological research is an introspective human science, the intent of which is to interpret and to understand as opposed to observing, measuring, explaining, and predicting (van Manen, 1984). The intention is to go beyond the aspects of life taken for granted and "to uncover the meanings in every day practice in such a way that they are not destroyed, distorted, decontextualized, trivialized or sentimentalized."

In addition to deploying a phenomenological approach to this assessment, this consultant also used the New England Research Center in Higher Education (NERCHE) **Self-Assessment Rubric for Institutionalizing Diversity, Inclusion, and Equity**. The Rubric was designed to assist members of the higher education community in gauging the progress of their diversity, inclusion, and equity efforts on their campus. The rubric was originally developed by a project work team that emerged from NERCHE's former Multicultural Affairs Think Tank (this consultant was a member of that project team).

The initial format was adapted from Andrew Furco's Self-Assessment Rubric for the Institutionalization of Service Learning in Higher Education, which was in turn 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 self-assessment rubric contains six dimensions, each of which includes a set of components that characterize the dimension. These represent the key areas for campuses to examine to institutionalize diversity, equity, and inclusion.

I. Philosophy & Mission

II. Faculty Support

III. Curriculum

IV. Staff Support

V. Student Support

VI. Administrative Leadership

For each component, three stages of development have been established:

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

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

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

Progression through the stages suggests that the institution is moving closer to fully institutionalizing diversity, inclusion, and equity on its campus. Also, for each component, there must be accompanying indicators provided, which are 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 collected data from anecdotal evidence and ad hoc focus groups.

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

OUR CURRENT SITUATION: DISRUPTION OF THE STATUS QUO

To accomplish **objective 1: Assessment of diversity and inclusion initiatives and programs for students, faculty, and staff,** this consultant conducted a *Diversity Scholar-in-Residence* experience, where he was embedded at Westfield State University for seven working days. This experience allowed this consultant to fully understand the institutional, historical, and cultural context of existing attitudes regarding diversity and inclusion on campus. Moreover, this experience contributed to this consultant's comprehension of the breath and scope of existing university diversity and inclusion programs, practices, and policies. This consultant met with no less than 150 faculty, staff, students, and librarians during his residency. He met with every major campus constituent from members of the Board of Trustee to Public Safety and every group in between. He conducted group meetings, one-on-one meetings, and conference calls. Below are the consultant's general assessment of diversity and inclusion initiatives and programs for students, faculty, and staff. Data for this assessment was gathered through group and one-to-one interviews and the *NERCHE Self-Assessment Rubric for Institutionalizing Diversity, Inclusion and Equity.*

The racial incident, which led to the student unrest during the fall semester 2017, disrupted Westfield State University's status quo and opened the flood gates for other problems plaguing the university to rush onto center stage. Incidentally, WSU is not dissimilar to universities across the country in experiencing unrest and student protest relating to racial bias and overt bigotry. This consultant experienced first-hand the student protest during the spring semester 2017 at Salem College. Ironically, he was teaching a class on student protest during that semester. He was also called upon by the leadership at MCLA to provide an institutional diversity readiness assessment after student unrest during the fall semester 2016.

However, the problems that have marched behind the racial issues are indeed unique to WSU. The most prominent of these problems raised with this consultant were the changing student demographics, acute leadership deficiencies, and growth and capacity issues.

In 2010, former Gov. Deval Patrick signed into law a bill to rename the six public state colleges to universities (Westfield State was one of the six). Although the name change happened nearly eight years ago, in many ways, Westfield State continues business practices based on "hand-shake" agreements found in the state college model. According to one staff member, this type of business practice, presents "**long time inconsistences in procedures that results in continued inequalities across the board**."

Moreover, the university has seen a steady growth of diverse students defined by race and ethnicity, and by other intersectionality, such as diversity of thought, abilities, and perspectives. These worldviews all have descended onto the campus of WSU and have both clashed and complimented each other. The university's growth has outpaced its current infrastructure, which has stymied the ability to adapt to the changing higher education market. For example, in 2012, there were one hundred and sixty-nine students who identified as students with disabilities. That number has ballooned to over six hundred in 2018. However, the Banacos Academic Center has the same number of staff from 2012. Examples like this can be found in other programs throughout the university. Another example of current growth outpacing infrastructure deals with the growing number of foster youth attending WSU. This population will continue to grow into the foreseeable future. However, from what has been shared with this consultant, WSU does not have any formal, institutionalized strategy to address the needs of this

student population. The lack of focused support stresses those ad hoc efforts that certain university units have put in place to provide some support for these students. This unbalanced attention creates a less than positive experience for the students who chose Westfield State University as their educational institution of choice.

Looking at WSU in the current moment, it is the sense of this consultant that there is a hunger and a sense of urgency to create opportunities for faculty, staff, and students to understand diversity and inclusion, especially after the racial incidents of the fall 2018. Everyone seems excited to talk about their "lived experiences" at Westfield State University. One of the faculty described it like this, ***"The campus needs therapy after this crisis."***

In that spirit, this consultant will highlight the issues expressed during his conversations with faculty, staff, and students.

FACULTY ENGAGEMENT

While this consultant met with faculty representing various committees and departments, (Faculty Center Advisory Board, the Advisory Committee on Academic Planning, Computer and Information Science Department, Psychology Department, Economics and Management Department, Chemical and Physical Science Department, Communication Department, Ethnic and Gender Studies Department, Mathematics Department, Geography and Regional Planning Department, Sociology, Criminal Justice Department, English Department, Education Department and Health Sciences Department) ranks, and administrative responsibilities, this consultant did not experience any objections or indifference from faculty to the values of diversity and inclusion. However, it became clear that there are a few academic departments who integrate diversity and inclusion throughout their teaching practices, and other departments who haven't started a conversation regarding diversity and inclusion. One faculty stated, ***"I feel like I am teaching on two campuses, where one or two departments were doing a lot of work regarding diversity and inclusion and others are not."*** This speaks, in part, to the decentralized nature of higher education and also to the fact that WSU does not have a universally understood definition or application for diversity and inclusion.

Therefore, students, faculty, and staff lean into their own definitions of diversity, which can be varied, and leads to diverse ways to operationalize diversity on campus. Specific to teaching in the classroom, department heads, and faculty leaders must help their colleagues understand that inclusive teaching practices in the classroom is part and parcel of good teaching practices. Moreover, having a racially diverse class is not a prerequisite for teaching inclusively. Inclusive teaching practices creates the space were every student feels they belong in the class and they feel like they can contribute to the learning experience.

One of the questions on the NERCHE Diversity Rubric dealt with incentivizing faculty to become more engaged with diversity and inclusion, especially at a teaching university like WSU, where there is a 4/4 teaching load. When answering the question, "*How do we create opportunities for faculty to be rewarded for their work?*" One faculty member responded, "**Until the incentives are institutionalized, the work will be done by diversity conscious people. It will be the same diversity conscious faculty waving the diversity flags.**" Many of the faculty felt incentives are good, however, they believe holding faculty accountable through the promotion and tenure process is a much more sustainable approach, as

one faculty suggested, *"We are not evaluating diversity for reappointment or tenure—until we do, folks will not do the work."*

STUDENT ENGAGEMENT

This consultant talked with several different student groups, including SGA, LGBTQ, students with disabilities, Student Athletics, and Black Student Union members, as well as commuter and graduate students. There seems to be an unbalanced student experience based on your student group affiliation, association, or shared experience, especially if your student group affiliation is tied to a traditionally underrepresented group on campus. For example, graduate students have a different university experience than their undergraduate peers. During a one-to-one meeting with a graduate student, this consultant was informed that the university does not seem to be an open and welcoming place when it comes to engagement in activities outside the classroom. This student shared that she had planned to go on a university sponsored trip during spring break but was informed that she couldn't go because she was a graduate student. Similarly, commuter students experience the campus vastly different than their residential peers, as one student stated, *"If you live on campus, you get a lot of opportunities to participate in student activities- but if you are a commuter student, you do not know about the opportunities or the time of the activities are not convenient – people only find out about stuff through word of mouth."*

Students with disabilities experience the campus in much more negative and nuanced ways than their peers who appear not to have any disabilities. Many students with disabilities spoke about how they felt marginalized by their faculty in the classroom. They felt their interaction with some faculty was more transactional and not relational. They didn't feel like some faculty provided them with the compassionate service they needed. One student, who has an autoimmune disease stated that, **"My faculty looked at me and told me to my face that I didn't look sick, so he could not help me!"**

During the racial incident and ensuing student unrest of 2017, African American students wanted a safe place to express their feelings of frustration and fear. They looked toward their faculty to help them process the pain and disappointment they experienced, however, as one student stated, *"Most of our professors are not aware or feel comfortable discussing issues of race. Many professors feel if it is not happening in their classroom, then they do not have to discuss it."*

Not only do African American students feel the sting of misunderstanding and lack of empathy, students whose primary language is not English do not feel comfortable in some of their classes. One student shared this sentiment in this manner, *"I don't feel comfortable speaking in my classes – I am bilingual – I don't speak good English – So I am quiet in class- I have professors that look at me like I am stupid because I do not speak good English."* Of course, not all faculty exhibit this degree of a lack of empathy. It could be 10% or less, however, this small percentage has really soured the overall experiences of these students in the classroom.

In addition to having an uneven experience in the classroom, African American students feel disenfranchised as it relates to their interaction with the Student Government Association. The students believe the SGA voting process is skewed more to those students who are popular on campus. Moreover, they believe that the SGA Diversity and Inclusion representative cannot represent all the diverse voices on campus. Students, whom identify as LGBTQ, echoed this sentiment. Although this

consultant didn't hear much from the student LGBTQ community, it is worth noting that students from this community are experiencing bigotry and harassment on campus.

STAFF ENGAGEMENT

This consultant met with staff at Westfield State University, principally in one-to-one meetings. Therefore, this section will offer less direct comments as found in previous sections, for the purpose to protect the confidentiality of those with whom he spoke. Through this consultant's various interactions and conversations with staff, it became quite apparent that the Westfield State University workforce is hurting, and the issues shared with this consultant are deeply rooted within the university culture. According to one staff member, "**The university is very punitive and unforgiving.**" Staff morale seems low across all sectors of the university. Institutions of higher education often focus much of their effort on creating a positive student experience and do not focus as much effort on creating a positive staff experience. There were several issues that bubbled up in this consultant's conversations with staff related to, managerial/leadership, bias and bullying, lack of appreciation and limited career advancement.

Managerial/Leadership
It is the sentiment of staff that managers are promoted into positions of leadership because of their long tenure with the university or their demonstration of proficiency in their pre-management roles. However, being proficient in one's job does not necessarily translate into being a proficient or successful manager/leader. One staff member stated, "**my manger was great at what she did in her functional role, but she sucks as a manger. She does not know how to inspire us to follow her.**"

Bias and Bullying
Several staff commented on experiencing biased and bullying behavior from their colleagues within their departments. One staff member recounts experiences where she felt her colleagues treated her differently because English is not her native language. She stated that her colleagues are impatient with her when she speaks, and they make comments like, "**I can't understand you, my one year can speak better English than you.**"

Lack of appreciation
There is an overwhelming sentiment from staff that the university does not provide sufficient recognition of their hard work. One staff member stated, "**I feel like we are paid to do our jobs and are expected to go above and beyond without any recognition.**"

Career advancement
Several staff reported looking for jobs elsewhere, because they didn't feel like they had any opportunity to advance their careers at Westfield State. When this consultant explored this issue a bit deeper with staff, it was revealed that a major component of career advancement is the development of new skills and expertise. As one staff stated, "**I feel stuck in a rut, doing the same thing day in and day out. I am looking for a challenge. I know I have outgrown my current position, now I need a new challenge. I don't think I will find that challenge at Westfield State.**"

WHERE ARE WE HEADED? —TO A NEW NORMAL

The following recommendations relate to **objective 2: Institutional Structure, Leadership, and Approach for Diversity and Inclusion.** These recommendations are derived from feedback from the Westfield State University community, literature on diversity and inclusion, and industry best practices common to institutions of higher education. **Moreover, the recommendations found in this objective and objective three, found later in this document, attempt to establish a new normal for the university, where diversity and inclusion is one of the university's strategic priorities.**

1. **Chief Diversity Officer (CDO) Model and Institutional Supports**
   Within each institution of higher education, there are multiple options to consider in terms of addressing diversity and inclusion. However, to create standards and a base level for each CDO, organizational models have evolved. Williams and Wade-Golden (2007) identified the CDO models or archetypes of vertical authority (i.e., collaborative officer, unit-based and portfolio divisional) that serves as templates for colleges and universities to design the CDO. It is worthwhile to note, there are many factors, such as institutional type, size, mission, and budget, that impact which CDO model an institution will implement. The table below offers a comparison of the three CDO models.

Collaborative Officer	Unit-Based	Portfolio Divisional
One-person office with small support staff (executive assistant, student worker)	Presence of additional staff (administrative support professionals, program assistant, research assistant)	Presence of additional staff (chief of staff, director of research, alumni and development personnel, marketing and communications staff)
No reporting unit structure No supervision of lower-rank diversity officers	No or one or two reporting unit structure. Supervision of lower rank diversity officers	Direct reporting units (multicultural affairs, Trio Program) Presence and supervision of lower-rank diversity officers
Limited budget and narrow span of priorities	Adequate budget and span of priorities increased	Most cost intensive budget. Priorities span across the entire university
High value on building personal relationships on campus	High value on building personal relationships on campus	High value on building personal relationships on campus
	Direct collaboration with diversity and non-diversity units	Direct collaboration with high ranking administrators

Based on the CDO models noted above, this consultant recommends the following:

- o Hire a CDO whose responsibilities cover the entire university landscape, and whose has both symbolic and authority derived from the president of the university. Therefore, it is also recommended that this person reports directly to the President and who sits on the President's Cabinet;
- o The CDO should have a functional title appropriate of a Cabinet member **(**<u>suggested titled Vice President for Diversity, Inclusion, and Student Success---the rationale for the title is explained below in the proposed leadership model)</u>;
- o The CDO should have a budget and access to support resources appropriate to the outcomes he/she is expected to accomplish;
- o The university should develop a well-conceived onboarding strategy for the CDO. Onboarding a new employee to any environment can be an adjustment for both the individual and the institution. This process becomes extremely important with regards to the CDO position. Perhaps more than any other hire within the college, the CDO position will be expected to navigate the normal institutional politics and contend with the diversity "shadow culture," where diverse constituents are jockeying for the attention and support of the CDO;
- o Develop a <u>Portfolio/Divisional Leadership Model.</u> This model seems to align most with Westfield State University's current institutional capacity with regards to human and financial resources. It is the opinion of this consultant that the Portfolio/Divisional model provides the office of the CDO with increased credibility and authority. However, to achieve this model, it is recommended that the University reorganize existing units that have a natural "fit" within an institutional diversity and inclusion infrastructure. Moreover, this realignment would allow greater cohesion, collaboration, efficiency, and more effective use of both financial and human resources. The units considered for realignment and moved into the CDO portfolio are:
    - ▪ Office of Diversity and Inclusion
    - ▪ Veteran Affairs
    - ▪ Urban Education
    - ▪ TRIO Support Services
    - ▪ Banacos Academic Center
- o It has been broadly shared with this consultant that the Office for Diversity and Inclusion would have a natural fit within a CDO portfolio. Urban Education, TRIO Support Services, Veteran Affairs and, Banacos Academic Center, have not been considered for realignment. However, after several conversations with staff from these programs and university leaders, it makes good sense to realign these signature diversity programs into the CDO portfolio.
- o Based on this recommended realignment, this consultant recommends the following functional title for the CDO: **Vice President of Diversity, Inclusion, and Student Success (VPDISS);**
- o Along with the shift of these units, it is recommended that the Dean of Undergraduate Education is realigned into the CDO portfolio with the title of Assistant Vice President of Diversity, Inclusion, and Student Success. This realignment **will not be any additional**

cost to the university and it adds a strategic resource to the CDO. Moreover, this position in partnership with the VPDISS would provide operational oversight for the academic functions of the suggested realigned departments.

The organizational chart below provides a visual of this Portfolio/Divisional model

Recommended CDO Leadership Structure
Portfolio/Divisional Model

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                    │  President   │
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  ┌────────────────┐  ┌────┴─────┐
  │ Administrative │  │  CDO/VP  │
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│   and   ││          ││ Support  ││  Affairs ││  Center  │
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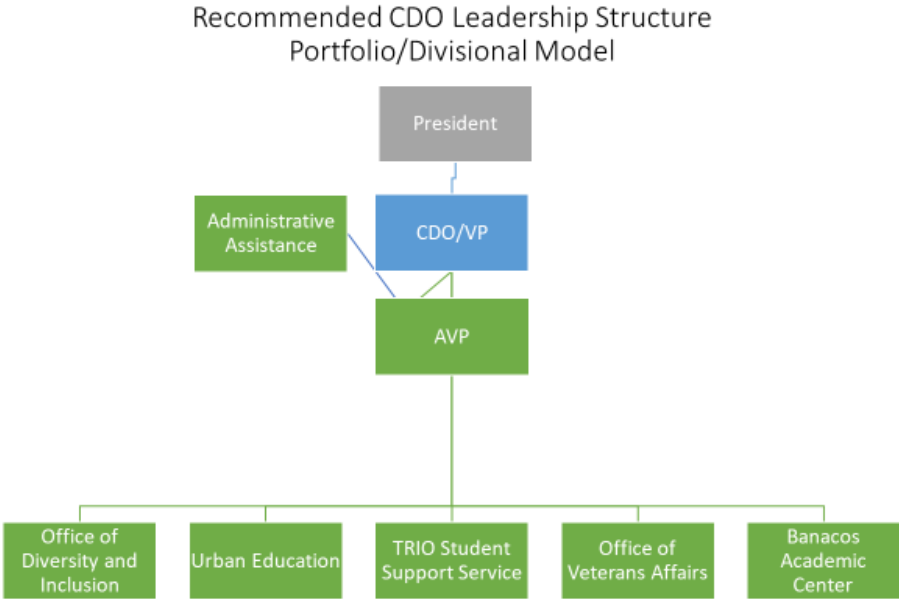
In addition to the above recommended diversity leadership model, this consultant has provided additional diversity leadership models from similar universities within the Massachusetts State University system (See Appendix 1) for review by Westfield State University leadership. Please note that this consultant was the founding director of diversity at Bridgewater State University, however, their current diversity infrastructure was developed post his tenure with the institution. Also, this consultant was previously retained by Massachusetts College of Liberal Arts (MCLA) to provide a similar recommendations report as the one he is currently conducting for Westfield State University.

2. **Academic Affairs Diversity Leadership Structure**
   Academic Affairs should be a pivotal partner in advancing a strategic and comprehensive university-wide diversity and inclusion strategy. Therefore, this consultant recommends the following:
   o The Provost should proceed with the hiring of an Academic Diversity Fellow. This position can be created by leveraging existing APRs. This fellow should work in partnership with the CDO;
   o The Provost should charge each college dean with the responsibility of establishing a College Level Diversity Council. These councils, in a collaborative manner, should address diversity and inclusion issues specific to their college.

- o The chair of each college diversity council will sit on the university-wide diversity council.
- o The university-wide diversity council could possibly be comprised of members from the diversity and EO committees, the college diversity council chairs, representatives from constituent stakeholder affinity groups, and the Chief Diversity Officer. This university - wide diversity council would partner with the CDO and provide leadership and governance related to the institutions comprehensive diversity and inclusion strategies.

Below offers an organizational chart of the diversity council structure:

Institutional Diversity and Inclusion Structure

University Diversity and Inclusion Council

College Level Diversity Council Graduate

College Level Diversity Council

College Level Diversity Council

College Level Diversity Council

College Level Diversity Council
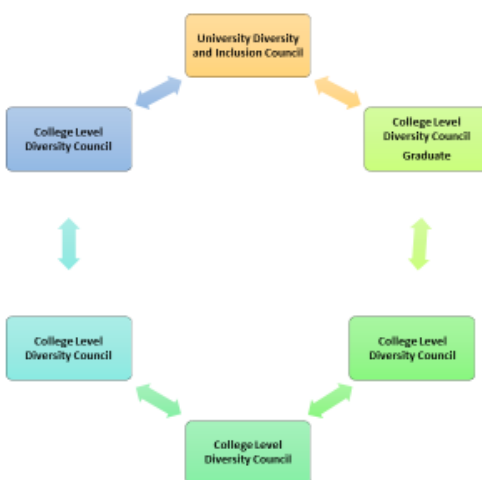
3. **Continuous Improvement, Assessment, and Evaluation**
   Continuous improvement, assessment, and evaluation strategies underpin any successful diversity effort. Therefore, this consultant recommends the following:

   - o The development of a Diversity Assessment Team, consisting of partnerships between the Chief Diversity Officer, the Office of Institutional Research, and other institutional stakeholders who are experts in assessment and evaluation. This team would review progress on the Diversity Strategic Plan and identify areas for further exploration. Furthermore, this group would help to transform institutional data into a compelling narrative about the impact of Westfield State University's diversity and inclusion efforts.
   - o Conduct a campus climate assessment for students.

Part of any narrative of inclusion in a university starts with the leadership asking themselves informative questions about the culture of their institution, acknowledging that the campus may not be a place of acceptance and inclusion for all students, particularly those from more diverse backgrounds. Reshaping

the landscape means looking for what is being done well, but also acknowledging what isn't, and empowering students, faculty, and staff to give voice to their narratives about diversity and inclusion, then using them as a base for action.

Below are a few questions this consultant developed, which may help throughout the process of transforming data into narrative:

- Does your campus have a narrative of inclusion? If so, who shares that narrative (students, alumni, senior leaders, board members, advancement professionals, diversity and inclusion offices, etc.)?
- How is your campus's narrative of inclusion woven into its narrative of excellence?
- How is qualitative and quantitative data used to create and articulate your institution's narrative?
- Describe what successful diversity and inclusion collaboration looks like in your institution and how it advances student success.
- Explain how your institution empowers and engages students in the process of creating an inclusive campus environment.
- How has your university harnessed the emotion and energy of students whom have expressed feelings of exclusion on campus?
- Do your espoused values of diversity and inclusion align with your current actions? If so, in what ways?
- How does your university map diversity programs across the institution?
- How does your university leverage the curriculum to introduce all students to concepts of social justice, equity, diversity, and inclusion?
- What institutional structures on your campus support diversity?
- What institutional structures on your campus support diversity, equity, and inclusion?

4. **Diversity and Inclusion Framework: Inclusion Everyday**
   As previously discussed, Inclusion Everyday, as a framing concept, facilitates ongoing consideration of diversity and inclusion practices, policies, programs, and behaviors in all aspects of executing the college's mission.   This consultant recommend that Westfield State University adopt Inclusion Everyday as its conceptual framework. This frame will create the expectation that diversity and inclusion is the responsibility of the entire college and will facilitate increased collaboration with the incoming CDO.

5. **University-Wide Definition of Diversity and Inclusion**
   This consultant recommends that the university develops a well-conceived diversity and inclusion statement, which defines diversity and inclusion, and states how diversity and inclusion add value to the University's mission.

6. **Strategic Diversity Communications Ad Hoc Planning Team**
   Establishing an effective and strategic communication strategy for diversity and inclusion is critical, however, limited staff resources complicate efforts to communicate diverse messages with diverse stakeholders. Therefore, this consultant recommends that the incoming CDO and the Office for Communication collaborate and establish an ad hoc strategic diversity communications planning team that plans, designs, and implements strategic communication and engagement. Below are a few efforts this team could advance.

- o Infuse diversity themes and priorities into campus communications, reports, presidential speeches, commencement, convocation, and meetings;
- o Host a diversity-themed community event that is partnered with a local diversity organization from the gender, race, equity, LGBTQ, disability, or other communities on campus;
- o Maintain a chief diversity officer social media strategy that includes a blog, Twitter, Facebook, and e-mail groups to assist the campus's dedicated diversity leadership to maintain a strong relationship with campus community members deeply interested in issues of diversity;
- o Develop a campus diversity video that can be used to showcase programs, plans, priorities, and stories of impact;
- o Host diversity town hall meetings and symposiums to create opportunities to both communicate and learn about campus diversity priorities, successes, and challenges;
- o Showcase the accomplishments of diverse students, faculty, staff, community members, and programs in all campus media;
- o Participate in national diversity awards and recognition programs, like the Higher Education Excellence in Diversity (HEED) awards sponsored by the leading higher education magazine INSIGHT Into Diversity or the Campus Pride LGBTQ Index;
- o Establish a HEED Award ad hoc planning committee for the purpose collecting success stories about exemplary programs and the people who manage them. This will facilitate a clear path to being recognized by HEED, as well as other diversity awards and recognition programs.

7. **Cabinet and Board of Trustee Diversity Champions**
The responsibility for articulating the value of diversity and inclusion and integrating diversity and inclusion throughout the entire enterprise does not rest solely on the shoulders of the Chief Diversity Officer. To realize the potential diversity and inclusion has for a university, the entire leadership and governance structure should be engaged. Therefore, this consultant recommends the following:
   - o Developing a strategy of engagement that includes the President's Cabinet, Westfield State University Board of Trustees, and Alumni Association Board of Directors. Specifically, each leadership or governing body should identify a diversity unit, committee or program within Westfield State University to champion. The Board Champion should meet regularly with the assigned diversity entity, perhaps quarterly, and provide reports, feedback, and updates during regularly scheduled meetings of the board.

8. **Alumni Outreach and Engagement**
Alumni outreach and engagement is a critical part of a college/university diversity and inclusion strategic management effort. During this consultant's career, he has talked with countless Black, Brown, and LGBTQ alumni regarding their undergraduate experiences. They often reflected having experienced more bias and isolation on campus as compared to their White and heterosexual counterparts. Notwithstanding these experiences of bias and isolation, many of these diverse alumni hold their alma mater in high esteem. These alumni have the capacity and desire to invest in high impact programs and projects that speaks to their passions. This consultant recommends the following:

- o The new CDO, along with Alumni Relations and the Office for Diversity and Inclusion, collaborate and establish the Multicultural Alumni Advisory Board. The Multicultural Alumni Advisory Board engages Westfield State University graduates in university efforts to strengthen its commitment to a diverse and inclusive community. The aim of the advisory board is to represent the interest of multicultural alumni and student constituencies, to serve as ambassadors for Westfield State University, assist with diversity initiatives, and to strengthen alumni programs, admissions programs, and general networking among alumni constituents;
- o Establish diversity-themed alumni associations across the state and regionally, creating visible opportunities for these communities to participate in Westfield State University's alumni activities in both traditional and culturally relevant ways that appeal to their identities as minorities, women, members of the LGBTQ community, and others.

9. **Strategic Diversity Fundraising**
In higher education, there is an ever-increasing pressure to do more with less. For Chief Diversity Officers, this is especially true as they usually are not funded at the same levels as their peers in the university and their funding often falls short of the outcomes they are expected to achieve. Therefore, this consultant recommends the following:
- o The CDO, along with Alumni Relations and Advancement, should collaborate to develop a strategic approach to diversity fundraising management, which includes the annual fund, special projects, planned -giving and capital campaign. This process should focus on building long-term sustainable revenue streams that can ultimately play a key role in driving public and private funds to Westfield State University's campus diversity efforts;
- o Create a Westfield State University diversity case statement that is used to consistently invite alumni, faculty, staff, students, and friends of the university to invest in the university's vision of becoming a more diverse and inclusive community for all students;
- o Develop a branded diversity fund-raising campaign targeted at companies, small and large donors, and foundations, complete with 5-year goals, tactics, and intermediary success metrics.

The following recommendations relate to **objective 3: Recommendations for best practice strategies, programs, and training for faculty, students and staff.** These recommendations are derived from feedback from the Westfield State University community, literature on diversity and inclusion, and industry best practices common to institutions of higher education.

10. **Diversity Training, Education, and Awards**
Diversity training, professional development, and recognition were common outcomes hoped for by all the constituents with whom this consultant met during his visit at Westfield State University. Therefore, he recommends:
- o Develop a comprehensive diversity training and education program accessible to faculty, staff, and students. Virginia Tech's Diversity Development Institute (DDI) is a model program. The DDI offered a certificate in diversity education called the Diversity Ally Certificate, which surveys general diversity topics to assist participants in exploring attitudes toward difference, unconscious bias, advancing inclusive language and behaviors, and understanding complexities of identity. To complete the Diversity Ally Certificate, participants were required to attend six DDI sessions.
- o Institutionalize the Day of Dialogue. Provide funding from the general budget for at least 3 years. The budget could support the training of facilitators, collaboration, stipends for

student works, and APR's for faculty to build the program scale. Not only does the Day of Dialogue addresses issues of social justice, but it engages students in substantive ways to address issues of inequities within the university community.
- o Establish a presidential award given to a faculty, staff, and student for demonstrating exemplary commitment to creating a more inclusive Westfield State University.

11. **Faculty Development and Engagement**
The faculty is at the epicenter of any organizational change in higher education. This consultant recalls the lyrics of the prolific, poetic, and oftentimes problematic rapper, Tupac Shakur: "*Wars come and go, but my soldiers stay eternal."* Likewise, in the academic world, administrators and students come and go but the faculty are eternal; the curriculum and pedagogical approach, which are developed, owned and implemented by faculty, have an eternal impact on the students whom they teach. The role of faculty in an institutional diversity change agenda is critical to transforming the institution, is crucial to helping students understand their responsibility in a global economy and is central to sustaining long-term change. This consultant recommends the following to engage faculty in this work:

- o Develop an Inclusive Pedagogy Initiative. Inclusive pedagogy is a method of teaching that incorporates dynamic practices and learning styles, multicultural content, and varied means of assessment, with the goal of promoting student academic success, as well as social, cultural, and physical well-being. The Inclusive Pedagogy Initiative offers faculty the opportunity to explore how diversity and inclusion can impact the teaching and learning environment, regardless of disciplinary content, and give the faculty practical tools for making their classrooms more inclusive.
- o Potential activities of this initiative are:
    - Award Inclusive Pedagogy Mini grants to faculty who are exploring inclusive and innovation ways to address diversity and inclusion in their classrooms or research;
    - Departmental level capacity building and professional development around topics of unconscious bias, inclusive teaching, and research practices.

- o Develop a Diversity Faculty Recruitment and Retention strategy.
    Westfield State University will develop a future faculty symposium for advanced doctoral students and postdoctoral fellows that can be used to showcase the university, build an applicant pool of future job candidates, and advance the narrative of Westfield State University's commitment to diversity and inclusion.
- o Embed Inclusion in the Faculty Promotion and Tenure Process.
    Look at innovative ways to embrace inclusion in the promotion and tenure process. Include a question in the promotion and tenure dossiers asking faculty to report on how they have created a culture for inclusion and belongingness for their departments, in their classrooms, and in their service to the university.

12. Workforce Engagement

As mentioned previously in this report, the workforce at Westfield State University is in a state of distress. Moreover, the Human Resources function of the university should be a major partner within the University's diversity and inclusion agenda. Therefore, this consultant recommends the following:

- o Expand the capacity of the University's Human Resources function to address issues of discrimination, EEO and Title XI, training and onboarding by creating new positions and back filling vacancies of staff in these key functional areas. Specifically, the University should provide HR with the following positions:
    - Associate Director, Talent Acquisition
    - Director of Access and Equity
    - Staff Assistant, University Compliance and Investigations
    - Staff Assistant, Onboarding, Learning and Development
    - Personnel Analyst
- o Launch an employee engagement survey annually and a pulse survey quarterly.
- o Integrate questions pertaining to inclusion in the annual faculty and staff review process.
- o Develop a leader development program for all personnel in a supervisory role. Middle and Senior level executives should participate through an external entity. The Center for Creative Learning is a good resource in this regard.
- o Create a comprehensive employee onboarding strategy that helps new employees acclimate to the university and build capacity to be successful within the first ninety days of employment.

CONCLUSIONS

The recommendations in this report are focused on addressing the need for an integrated diversity infrastructure that will allow Westfield State University to achieve the greatest impact from their diversity and inclusion strategies. The recommendations found in this report are many and, they touch every corner of the university. This consultant offers a final recommendation--the establishment of a stakeholder taskforce. This task force would consider each recommendation on its merit, determine needed resources for implementation and develop an implementation schedule that is congruent with how the university implements organizational change initiatives.

Based on my interactions with President Torrecilha, Westfield State University faculty, staff, students, and administrators, I have no doubt, if implemented, these recommendations will help Westfield State University achieve its diversity and inclusion aspirations.

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Williams, D.A., & Wade-Golden, K. (2007) The chief diversity officer: A primer for college and university presidents. Washington D.C.: American Council on Education

Powers, B. A., & Knapp, T. R. (1995). A dictionary of nursing theory and research. Thousand Oaks, CA: Sage Publications.

Appendix 1: Diversity Infrastructure at Massachusetts State University's

Bridgewater State University
Diversity Infrastructure: Portfolio Divisional
Office Name: Student Success and Diversity
Administrative Leader Title: Vice President for Student Success and Diversity
Report to: University President
https://services.bridgew.edu/directory/search_dept.cfm?dept=1572

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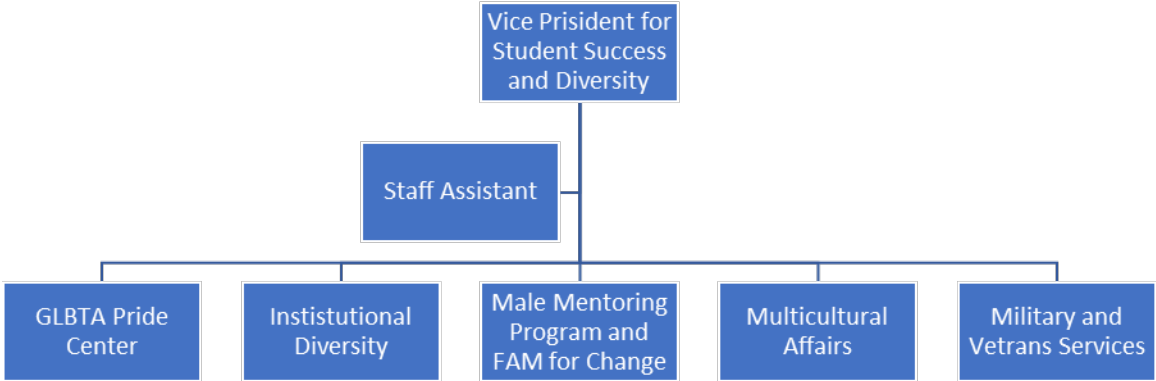
Fitchburg State University
Diversity Infrastructure: Unit Based
Office Name: Equal Opportunity, Diversity and Affirmative Action/ Title XI
Administrative Leader Title: Associate Vice President for Human Resources and Payroll Services, Affirmative Action
Report to: University President
https://www.fitchburgstate.edu/about/equal-opportunity-diversity-and-affirmative-action-title-ix/
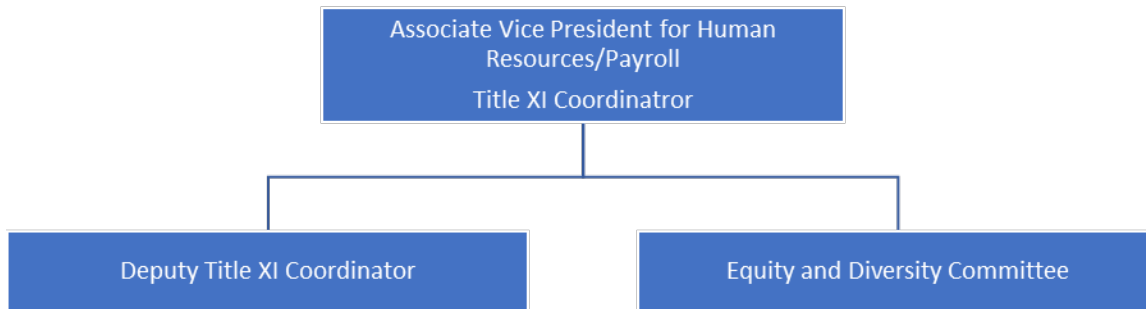
Framingham State University
Diversity Infrastructure: Portfolio Divisional
Office Name: Office of Inclusive Excellence and Community Engagement
Administrative Leader Title: Interim Chief Officer of Diversity, Inclusion & Community Engagement
Report to: University President
https://www.framingham.edu/the-fsu-difference/inclusive-excellence/about-us/index

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                    │  Chief Officer of│
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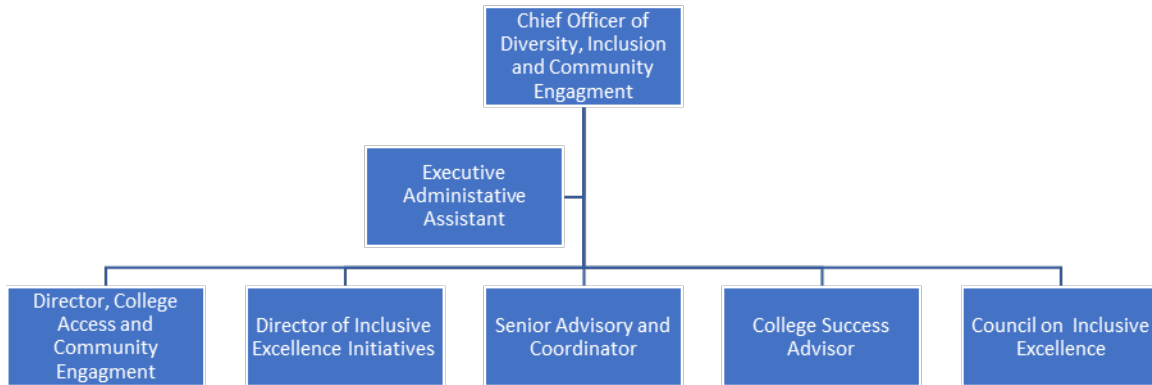
Massachusetts College of Liberal Arts (MCLA)
Diversity Infrastructure: Collaborative Officer
Office Name: N/A
Administrative Leader Title: Chief Diversity Officer (CDO) **CDO is not yet reflected on the College's website.
Report to: University President
**Most of the College's diversity efforts are housed in Student Life
http://www.mcla.edu/Student_Life/community/index

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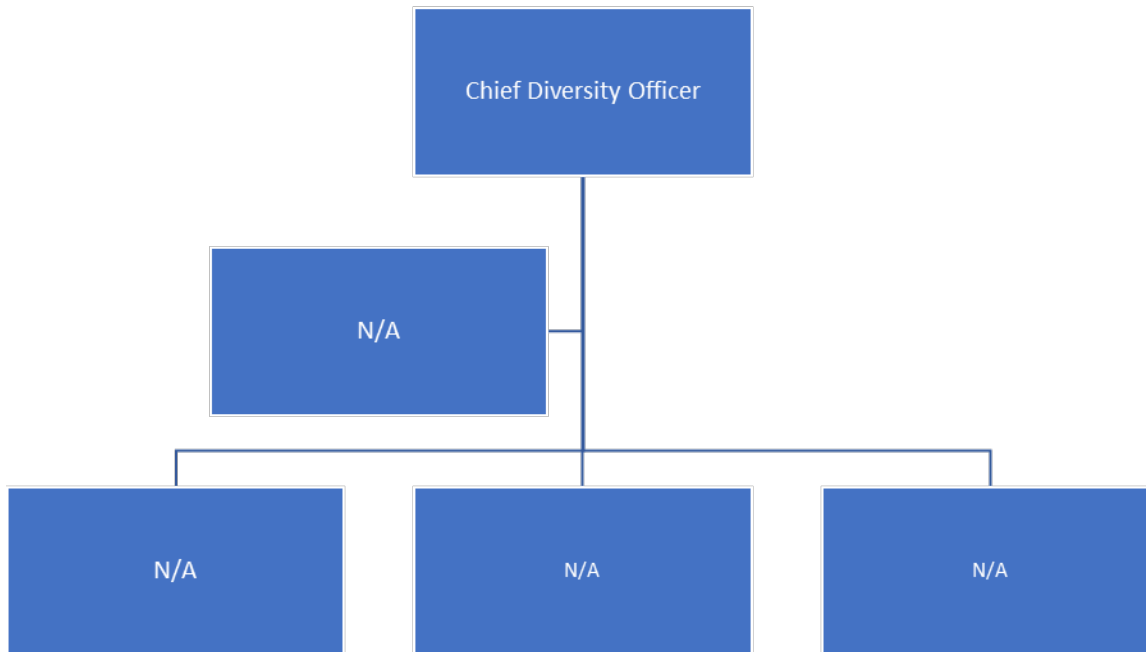
Salem State University
Diversity Infrastructure: Collaborative Officer
Office Name: Inclusive Excellence
Administrative Leader Title: Interim Co-Chair and Chief Diversity Officer / Interim Co-Chair and Diversity Officer
Report to: University President
** Most of the University's diversity efforts are housed in Student Life
https://www.salemstate.edu/inclusive-excellence

Interim Co-Chair, Interim Chief Diversity Officer

Interim Co-Chair, Interim Chief Diversity Officer

Westfield State University
Diversity Infrastructure: Collaborative Officer
Office Name: Office for Diversity and Inclusion
Administrative Leader Title: Director of Diversity
Report to: Vice President of Student Affairs
** Most of the University's diversity efforts are housed in Student Affairs and Academic Affairs
http://www.westfield.ma.edu/diversity-inclusion/sample-page/

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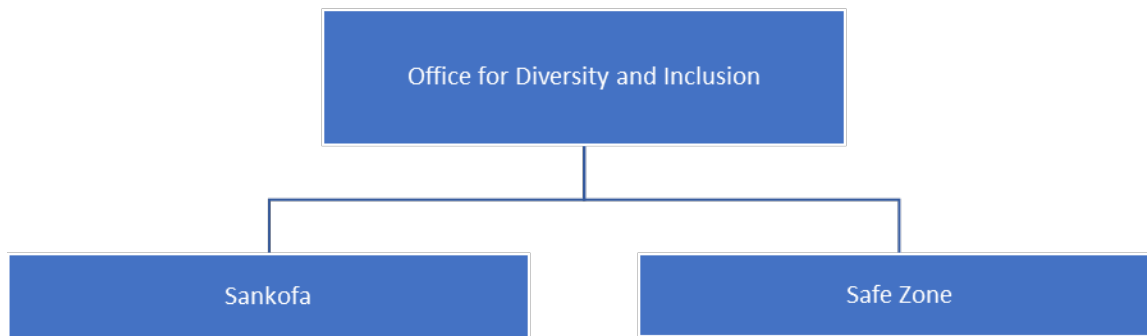
Worcester State University
Diversity Infrastructure: Collaborative Officer
Office Name: Diversity, Inclusion, Affirmative Action,
& Equal Opportunity
Administrative Leader Title: Assistant Vice President for Human Resources, Payroll, and Affirmative
Action and Equal Opportunity
Report to: University President
** Most of the University's student focused diversity efforts are housed the Multicultural Affairs Office
https://www.worcester.edu/Diversity/

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              ┌─────────────────────────────┐
              │ Director of Diversity, Inclusion,│
              │  Affirmative Action and Equal│
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