

UMass Lowell: Pillars of Inclusive Excellence Priority Actions

Pillar I: Institutional Commitment and Alignment

We will work to examine, establish, and enact university policies, structures, and practices that are aligned with UML's commitment to diversity, equity, and inclusion. In doing so, we will create an environment in which all campus community members are welcomed and supported, and differing perspectives are sought out and valued.

GSDP/SH-TF & DEI TF Completed	GSDP/SH-TF & DEI TF In-Progress	GSDP/SH-TF & DEI TF Recommendations for Review
<ul style="list-style-type: none"> Establishment of new, stand-alone, Equal Opportunity and Outreach office space 	<ul style="list-style-type: none"> Update the Prevent, EOO and Student Conduct websites to more clearly communicate processes, policies, reporting options, resources, and education and training opportunities 	<ul style="list-style-type: none"> Add resources to support faculty, staff and student support, education and training, and case management
<ul style="list-style-type: none"> Creation of the position of associate vice chancellor of equal opportunity and outreach, diversity and inclusion with dotted line directly to Chancellor, and the promotion of Clara Reynolds to that position. 	<ul style="list-style-type: none"> Implement a conflict mediation process as an alternative informal dispute resolution process when appropriate 	<ul style="list-style-type: none"> Develop Campus DEI communications plan and strategy: <ul style="list-style-type: none"> Link DEI to mission, values, objectives and goals Be responsive to incidents that target people of color and those from historically underrepresented groups that may impact members of specific communities in collaboration with campus leaders. Encourage university leaders to be visible/vocal in their support of and DEI initiatives.
<ul style="list-style-type: none"> Realignment of staff under the associate dean of student affairs for compliance and violence prevention to enhance education and outreach 	<ul style="list-style-type: none"> Determine primary contact for partners and communication strategy to inform the university community of partnerships 	<ul style="list-style-type: none"> Revise the university review process for the development of policies and practices to ensure it includes the evaluation through a DEI lens.

<ul style="list-style-type: none"> • Revise university Title IX and sexual misconduct policies and procedures to align with changes in law, regulation, and best practice 		<ul style="list-style-type: none"> • Ensure that the university’s policies and practices are equitable for all members in the community: <ul style="list-style-type: none"> ○ Complete university wide policy and equity audit to assess all policies and initiatives ○ Identify strategies to respond and redress any inequities in the application of university policies and practices ○ Create a process to address any inequities to the application of policies
<ul style="list-style-type: none"> • Establishment of the Gender and Sex-Based Discrimination Prevention Task Force to develop implementation strategies for Sexual Harassment Task Force recommendations 		
<ul style="list-style-type: none"> • Licensed case management system (LaborSoft) and implementation 		
<ul style="list-style-type: none"> • Develop an informal dispute resolution process: <ul style="list-style-type: none"> ○ Develop and propose a framework for a conflict mediation process 		
<ul style="list-style-type: none"> • Maintain, enhance and develop relationships with outside organizations to build support and resources for university community members: <ul style="list-style-type: none"> ○ Develop a list of outside partners 		

Highlights of University Structural Changes to Support DEI/GSDP*

- University-wide [Campus Values](#) are formalized (2021).
- Creation of an ADVANCE Office for Faculty Equity to promote an equitable, inclusive, and empowering environment in which faculty receive support, resources and opportunities to thrive at UMass Lowell (in partnership with the Provost’s Office), (2021).

- Creation of the position of Dean of Equity and Inclusion in the Office of Academic and Student Affairs, and the promotion of Leslie Wong to that position. (2021).
- Realignment of Multicultural Affairs to provide increased opportunities and access for students including expanded community engagement through the new LGBTQ+ and Social Justice Centers (2021).
- Academic colleges have created DEI committees, advisories, etc. to assist and inform decision-making, policy development, student support and alignment to the Pillars.
- Student Government Association will participate in DEI learning opportunities and continue to infuse DEI within projects/initiatives, outreach, while advocating on behalf of diverse voices (2021-2022).
- Athletics has completed year 1 of their [DEI transformation](#) and strategic planning; launched new Athletics DEI webpage serving as a resource hub; UML improves upon Athletic Equality Index which measures LGBTQ inclusion policies and practices across NCAA Division I athletics departments and receives a 100 out of 100 through intentional efforts on building capacity, awareness and competencies. The Athletics DEI subcommittee will continue to steer and infuse efforts for year 2 and beyond.
- UMass system retained *Get Inclusive* to provide the *Harassment Prevention & Title IX* online course for all employees. This new program integrates the requirements of the new federal regulations; campus-wide rollout beginning March 1, 2022.

**NB: While these did not grow directly out of the DEI/GDSP Task forces, they are congruent with Pillar I, vis a vis University Commitment to DEI*

Pillar II: Recruit, Retain, and Develop a Diverse Community

We will prioritize the recruitment and retention of diverse faculty, staff, and students to build a more diverse, inclusive, and equitable institution. We will create the necessary support programs to ensure students, faculty and staff have the resources needed to excel on campus; and development tools to improve hiring and search processes for faculty and staff.

Completed	In-Progress	Recommendations for Review
	○	<ul style="list-style-type: none"> ● Develop a network of DEI advocates/champions to advance initiatives to promote/advance the workforce. <ul style="list-style-type: none"> ○ Create mentorship programs for students, faculty, and staff, identify training opportunities and ensure that they are widely available ○ Develop more resources and campus awareness on self-care and mental health ○ Identify grants/awards that support underrepresented students (Trio grants/ McNair Postbaccalaureate Achievement Program, Health Informatics) ○ Provide faculty and staff opportunities to apply for additional resources/grants for research and project initiatives focused on DEI impact and incorporate these efforts into the performance review process
		<ul style="list-style-type: none"> ● Gather feedback from underrepresented alumni community and former employees that could illuminate or further support the retention/wellbeing of current students, faculty, and staff
		<ul style="list-style-type: none"> ● Incorporate DEI as integral to evaluation, promotion, and tenure. <ul style="list-style-type: none"> ○ Faculty and staff unions, administration and campus leaders take the lead in including DEI in evaluation, promotion, and tenure. ○ Review best practices in workforce development and opportunities

Pillar III: Culturally Responsive Academic Excellence

We will provide students, staff, and faculty with culturally responsive education and learning opportunities that are rooted in our campus DEI values.

Completed	In-Progress	Recommendations for Review
	<ul style="list-style-type: none">• Establish a central teaching and learning environment to facilitate ongoing learning and professional development around DEI<ul style="list-style-type: none">○ Instructors at all ranks (including part-time faculty and TAs) and levels of DEI experience (from baseline competencies to advanced pedagogy and curriculum) will gain expertise in understanding and addressing DEI outcomes in their teaching, supported by institutional resources and promotion and tenure expectations.○ Provide appropriate allocation of resources, including faculty leadership and staff support.	<ul style="list-style-type: none">• Assess diversity climate including the shared belief in strengths that come from diversity, feeling represented/demographics, bias, presence of DEI culture in classrooms/meetings/events, and experiences of harassment and discrimination.
		<ul style="list-style-type: none">• Identify components and opportunities to infuse/incorporate DEI in curricular functions:<ul style="list-style-type: none">○ Ensure DEI is embedded in the curriculum of all disciplines across campus.<ul style="list-style-type: none">▪ Change core curriculum requirements for all students, including the Breadth of Knowledge courses and Essential Learning Outcomes within majors.▪ Explore the incorporation of a required DEI Gen Ed course for all students▪ Incorporate the University’s DEI values into the academic setting and decolonize the core curriculum while utilizing existing resources available such as the Race and Ethnic Studies, etc.

		<ul style="list-style-type: none"> • Identify gaps and create and implement programs and opportunities for or students, staff, and faculty to become knowledgeable about experiences of marginalized populations and understand how discriminatory practices have and continue to adversely affect such populations. <ul style="list-style-type: none"> ▪ Identify opportunities for students, faculty, and staff to have conversations on these topics. ○ Propose solutions and for implementing actions that reduce these experiences. ○ Offer a series of workshops for faculty to uncover and address DEI issues/concerns relevant to their fields including areas pertaining to access, equity, and inclusion. ○ Develop a resource list that supports DEI knowledge base (e.g., topics on creating an inclusive curriculum, supporting marginalized students in the classroom, etc.) ○ Identify current structural concerns that diverse transfer students: <ul style="list-style-type: none"> ▪ Provide a more systematic skill development into the curriculum that supports transfer students ▪ Review transfer processes for improved communication and support delivery. ▪ Explore the feasibility of restructuring first-year seminar experience to include DEI topics (e.g., addressing racism, upholding inequities etc..) to all students across all colleges.
		<ul style="list-style-type: none"> • Align each college DEI strategic plan on curriculum, teaching, and hiring with the larger Framework for Inclusive Excellence. <ul style="list-style-type: none"> ○ Conduct a unit self-assessment – based on best practices and informed by current UML data ○ Create goals/plans/benchmarks/assessments per unit (requires reliable/consistent data) ○ Create a system of incentives to develop and include DEI innovative best practices in curriculum and pedagogy (e.g., seed funding for curriculum development and for piloting programs related to teaching; prize or

		some other reward for departments that plan to incorporate equitable pedagogies in classes at all levels).
		<ul style="list-style-type: none"> • Provide culturally competent training resources that faculty can implement into their teaching through the lens of DEI.

Pillar IV: Equitable Access and Success

We will monitor, track, and promote diversity of participants in all aspects of campus life to achieve an inclusive community with outcomes and success dictated by character, not privilege.

Completed	In-Progress	Recommendations for Review
	<ul style="list-style-type: none"> • Enhance student success and experience through their academic careers at the university. <ul style="list-style-type: none"> ○ Identify best practices, appropriate criteria, and methods to best support diverse student success ○ Identify dimensions of well-being that tie into diverse student success ○ Weave into DEI student support programs, student engagement, and curriculum ○ Evaluate the feasibility of utilizing existing data platforms for reporting and providing access as needed, to capture and review student data as it relates to DEI, engagement, and retention strategies <ul style="list-style-type: none"> ▪ Utilize technology such as Salesforce to identify participation/engagement of 	<ul style="list-style-type: none"> • Increase DEI visibility across the university <ul style="list-style-type: none"> ○ Communicate commitment by representing diverse perspectives, histories, and identities ○ Continue to use and advance multimedia formats such as video, social media, website, which help to reach more people based on different preferences and learning styles and ensure accessibility in all marketing and communications materials. ○ Revise DEI website for clearer and better access - https://stage.uml.edu/diversity/new/default-NEW.aspx <ul style="list-style-type: none"> ▪ Audit existing marketing materials to determine extent to which implicit/explicit messages align with current and emergent DEI goals. ▪ Ensure that website foregrounds demonstrate commitment to DEI <ul style="list-style-type: none"> ○ Develop a mechanism to gather continuous feedback on the university’s DEI communication and marketing efforts

	student populations who may underutilize resources	
		<ul style="list-style-type: none"> • Revise current signage across campus that reflect the DEI commitment
		<ul style="list-style-type: none"> • Communicate progress made on DEI strategic plan
		<ul style="list-style-type: none"> • Explore the feasibility of collecting additional data and disaggregated reporting for specific sub-groups (Black students, LatinX students, different groups of Asian students, first-generation students, nonbinary students, etc.) <ul style="list-style-type: none"> ○ Appoint a DAIR data analyst liaison/point of contact for DEI data needs
		<ul style="list-style-type: none"> • Enhance metrics in retention and graduation across all student groups <ul style="list-style-type: none"> ○ Assess academic policies to identify opportunities to better support student success and degree completion (e.g., course repeats) ○ Review DWF data to determine opportunities or interventions at the course, program, and college levels ○ Identify disparities related to persistence and retention in first-year and transfer students from diverse groups and explore opportunities for intervention ○ Examine diverse student financial and employment needs in relation to their retention and completion ○ Engage diverse alumni to increase persistence and retention of current diverse students
		<ul style="list-style-type: none"> • Facilitate access to achievement, success, training, and recognition for students, faculty, staff
		<ul style="list-style-type: none"> • Expand/enhance equity of student career outcomes beyond their undergraduate degree (e.g., career and graduate school) <ul style="list-style-type: none"> ○ Measure baseline, outcomes, and progress of diverse (such as BIPOC, LGBTQ+, etc.) graduates' success ○ Collaborate with corporate partners that share our commitment to equity outcomes and have a focus on DEI in their business practices

Pillar V: Inclusive Culture and Climate

We will create a campus culture where individuals and groups feel welcomed, valued, respected, and supported so they can thrive at UMass Lowell.

Completed	In-Progress	Recommendations for Review
<ul style="list-style-type: none"> • Create a values statement for the university related to DEI that includes gender and sex-based discrimination prevention 	<ul style="list-style-type: none"> • Implement an Ambassador Program 	
<ul style="list-style-type: none"> • Develop an ambassador program embedded in departments, divisions, colleges, and business units with ambassadors that can share resources and answer questions in a comfortable and safe environment: <ul style="list-style-type: none"> ○ Design and propose an ambassador program structure 	<ul style="list-style-type: none"> • Develop a process for rewarding individuals and departments who engage in policies and practices that create a more welcoming and inclusive environment 	<ul style="list-style-type: none"> • Increase community engagement, and visibility and impact of DEI Initiatives <ul style="list-style-type: none"> ○ Develop a university-wide committee on DEI at end of Task Force ○ Require eLearning modules on DEI with self-assessment for faculty and staff (combine with education)
<ul style="list-style-type: none"> • Review existing university practices designed to prevent gender and sex-based discrimination and create a more welcoming and inclusive environment <ul style="list-style-type: none"> ○ Create an inventory of existing practices 	<ul style="list-style-type: none"> • Develop and install secure concern boxes 	
<ul style="list-style-type: none"> • Increase outreach concerning gender and sex-based discrimination prevention policies, protocols, education and training and reporting options: <ul style="list-style-type: none"> ○ Student Affairs and EOO are collaborating each semester with Academic Affairs in their communications with the faculty regarding the university's policy, procedures and reporting mechanisms ○ In campus communications, members of leadership have begun to prominently include a 	<ul style="list-style-type: none"> • Move forward with the unions to strengthen and approve the proposed Consensual Amorous Relationship Policy and incorporate it into all the collective bargaining agreements (Ongoing) <ul style="list-style-type: none"> ○ Develop and propose practices designed to prevent gender and sex-based discrimination against graduate students 	<ul style="list-style-type: none"> • Share a unified DEI vision throughout the university community <ul style="list-style-type: none"> ○ Establish a Center for Inclusive Excellence ○ Hire a senior diversity officer ○ Campus leadership actively engages in DEI activities ○ Conduct a Campus Climate Assessment Ensure each college has a “diversity champion,” who communicates and assists in infusing the

<p>university values statement that prioritizes integrity, equity, fairness, safety, inclusivity, consistency, and transparency in all interactions among community members, making clear what behaviors are acceptable and what are not</p> <ul style="list-style-type: none"> ○ Language concerning gender and sex-based discrimination prevention is included in notification email sent to students each semester ○ The provost proposed specific recommended language for faculty to use on each of their syllabi that explain university procedures 		<p>campus DEI values and priorities within their respective departments</p>
<ul style="list-style-type: none"> ● Make complaint boxes available physically and online to enhance the opportunity for anonymous reporting: <ul style="list-style-type: none"> ○ Online functionality to submit potential concerns has been developed 	<ul style="list-style-type: none"> ● Develop proposal to engage the stakeholders (e.g., unions) in discussion about the possibility of requiring these trainings for employees and students 	
<ul style="list-style-type: none"> ● Develop required education and training programs that prepare community members for new roles and experiences at critical moments of transition <ul style="list-style-type: none"> ○ Workshops on Title IX and non-discrimination policies and practices and bystander intervention have been offered and are being scheduled throughout the spring term based on the needs/requests of campus departments. WAVES has continued to offer bystander training for faculty and will continue to offer it next academic year. WAVES is also available to provide train-the-trainer workshops for staff and student groups interested in providing similar offering training for other groups 	<ul style="list-style-type: none"> ● Conduct a climate survey: <ul style="list-style-type: none"> ○ Explore climate survey options and propose strategy for assessing campus climate 	<ul style="list-style-type: none"> ● Utilizing Campus Climate Survey information, convert data into meaningful information that leads to review and adoption of new policies and practices that align with the university's commitment and core mission as it related to DEI. Break down survey's data into several dimensions of wellness.

<ul style="list-style-type: none"> ● Require that all faculty, staff, and students participate in education and training on sexual harassment and other sexual misconduct within the first semester of employment (faculty and staff) or attendance (students) <ul style="list-style-type: none"> ○ Develop information sessions for faculty on university non-discrimination and Title IX reporting and investigation policies and procedures, and resulting administrative review ○ The UMass system retained Get Inclusive as the vendor for online training on sexual harassment and sexual misconduct that is in compliance with the 2020 Title IX federal regulations. The content of the training was reviewed by the content experts from all five campuses and the Office of the General Counsel. 	<ul style="list-style-type: none"> ● Through a campus climate instrument, assess: <ul style="list-style-type: none"> ○ shared orientations/beliefs, sense of community trust, and sense of connection ○ campus engagement/connection, safety (safe spaces and campus safety), and accessibility ○ workplace climate: job satisfaction, feeling valued or devalued, having a voice, availability of supports (mentoring/professional development/work-life supports), and ability to learn and thrive 	<ul style="list-style-type: none"> ● Become a catalyst for change by engaging in community action, building community, and sharing our story of how our impact relates to social justice, diversity and inclusion. <ul style="list-style-type: none"> ○ Provide on-campus social justice impactful opportunities for students, faculty, and staff ○ Engage students, faculty, and staff in the Greater Lowell community by increasing connections and strengthening community partnerships and resource networks ○ Engage in community action and service that promotes social justice. ○ Articulate our impact on the Lowell community by addressing areas of community-identified need and telling the story of that impact as it relates to social justice, diversity, and inclusion
<ul style="list-style-type: none"> ● Engage students and families early to provide important information and messaging about values: <ul style="list-style-type: none"> ○ Students are engaged through New Student Orientation beginning in June and online education beginning in July (completed and on-going) ○ Parents and Families engaged during Family Orientation and ongoing contact and communication throughout the year (completed and on-going) 	<ul style="list-style-type: none"> ● Create and continually enhance the DEI dashboard and make available to campus <ul style="list-style-type: none"> ○ Develop a mechanism to gather continuous feedback on the university's DEI communication and marketing efforts ○ Provide consistent data analytics to drive DEI strategies ○ Review the process for requesting and accessing data 	<ul style="list-style-type: none"> ● Enhance the knowledge, understanding and cultural competencies of students, faculty, and staff regarding DEI and elevate training opportunities for all facets of the workforce and study body to provide a welcoming and respectful campus for all. <ul style="list-style-type: none"> ○ Propose a campus DEI learning curriculum along with implementation strategies:

- Establishment of a new office of Student and Family Support Services

- Employ evidence-based education and training methods for faculty, staff, and students, for a variety of topics including, but not limited to, the following:
 - Definitions of sexual assault, sexual harassment, dating and consent; confidential campus and community resources; reporting options on campus
 - Anti-bullying
 - Self-awareness, sensitivity, and civility
 - Bystander training and microaggressions
 - Intimate partner violence and stalking
 - LGBTQ issues, including pronoun usage, gender identity and gender expression.
 - Other cultural competencies
- Recommend effective learning delivery modalities (e-learning, workshops, train-the-trainer toolkits, departmental trainings) and opportunities to scale topics to wider audience including the use of technology and digital platforms.
- Create mechanisms for ensuring that all members of the university community participate in a basic on-line training or

		<p>workshop on sexual harassment, sexual assault, gender discrimination, and bullying. Prioritize in-person trainings.</p> <ul style="list-style-type: none"> ▪ Offer extended opportunities for additional learning, training, and campus dialogue (In Progress)
<ul style="list-style-type: none"> • Reach out to student athletes to increase awareness through programming and training opportunities (completed and on-going) 		<ul style="list-style-type: none"> • Infuse the value and priority of ongoing and continuous DEI learning and development within the current campus culture: <ul style="list-style-type: none"> ○ Develop a DEI ecosystem of learning and development at UML: <ul style="list-style-type: none"> ▪ Elevate DEI knowledge, awareness, skills, and competencies for all campus members at any point in their DEI journey ▪ DEI learning strategies are aligned with campus values, goals, and priorities, and engages campus members at every level ▪ Elevate and provide skills building opportunities for engagement in topics such as: difficult dialogues, developing common ground, shared identities, and allyship building.
<ul style="list-style-type: none"> • Engage in continuous assessment of the effectiveness of education/training programs to ensure that evidence-informed initiatives are being used: <ul style="list-style-type: none"> ○ Project Action Planning document created to enhance program development and provide a 		<ul style="list-style-type: none"> • Build a culture where DEI learning and development are considered across a comprehensive change strategy plan: <ul style="list-style-type: none"> ○ Move campus towards connective strategies of DEI learning and development vs. “one and done” approach

<p>framework for assessment of individual programs and initiatives</p> <ul style="list-style-type: none"> ○ Program assessment (ongoing) 		<ul style="list-style-type: none"> ○ Ensure learning and development strategies, content, and conversations acknowledge the complexities of race/ethnicity and other identities, including how identities intersect and are viewed in the larger societal context.
<ul style="list-style-type: none"> ● Explore the experiences and needs of graduate students and propose policies and practices prevent gender and sex-based discrimination: <ul style="list-style-type: none"> ○ Establish a GDSP subcommittee focused on graduate students (completed) ○ Conduct a survey of graduate student experiences (completed) 	<ul style="list-style-type: none"> ● Partner with University Relations and Human Resources for communication of offerings, visibility, access to offerings, etc. 	<ul style="list-style-type: none"> ● Identify and evaluate existing education and training opportunities and offerings to understand current DEI strengths and skill gaps. <ul style="list-style-type: none"> ○ Request feedback on inventory from stakeholders (i.e., other subcommittees, deans, senior cabinet, etc.)
		<ul style="list-style-type: none"> ● Assess all current and new programs for effectiveness. Assessment outcomes will inform changes and potentially new initiatives.
		<ul style="list-style-type: none"> ● Enhance the human and financial resources to provide educational DEI programs. <ul style="list-style-type: none"> ○ Hire full-time professionals to design and implement and DEI training and programming. ○ Provide support to current on-campus trainers for continued education and skills development.
		<ul style="list-style-type: none"> ● Review and identify assessment best practices for DEI education: <ul style="list-style-type: none"> ○ Develop a recommendation for implementing DEI outcomes-based evaluations during workshops, trainings, seminars, etc.

DRAFT