Mission

We aim to improve the EID environment at Heller by

– Creating specific, measurable, achievable, realistic and timely, “S.M.A.R.T.” goals for demographics, recruitment and retention of faculty staff and students, through
  • evidence based workshops and interventions
  • tracking and monitoring progress
  • measuring impact

– Adopting the Higher Education Excellence in Diversity, “HEED” approach
  • a standardized nationally recognized framework.
**Mission:** Create goals, workshops and interventions, including tracking and monitoring progress and impact toward improving:

- Heller’s
  1. Institutional Context
  2. Structural Diversity (physical & curriculum)
  3. Psychology (perceptual) dimension, &
  4. Behavioral dimensions

**WHY:** "Schools that are consistent across these four elements are able to enhance student outcomes through the creation of strong supportive, and unified campus cultures."

Hurtado et al. 1998
Critical HEED Benchmarks & Status: Institutional & Structural

HEED
Establish Baseline & Benchmark

Faculty
Status 2018/Q2:
Establishing Baseline & Goals

Faculty
Status 2018/Q2 begun:
- AD DEI on search committees
- Search committees trained on implicit bias
- Equity focused hiring

Demographics
Staff
Students

Recruitment & Retention

*Created by “Insight into Diversity”
Critical HEED Benchmarks & Status: Surveys → Yielding Workshops & Interventions

- **Psychological & Behavioral:** Knowledge, Attitudes & Behaviors
- **Annual Assessment:**
  - Faculty
  - Staff
  - Students
  - Alumni
  - Status 2018/ Q2:
    - Student Survey Administered
    - Creating Faculty/Staff Survey Including net promoter score
- **Creation of Workshops:**
  - Faculty
  - Staff
  - Students
  - Alumni
  - Status 2018/ Q2:
    - 7 implemented including eMBA+
    - 8 planned for next academic year

*Based on survey results &/or evidence based research such as the trials of Devine et al., 2012, 2015, 2017, & 2018.*
**HEED Dashboard: Accountability & Transparency**

### Tracking & Monitoring Progress Toward Goals

**Status Q2 2018**
- Building design layout
- Programming
- Creating improved appearance to equivalent institutions

<table>
<thead>
<tr>
<th>HEED METRICS Categories</th>
<th>Demographics</th>
<th>Student Demographics</th>
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<tbody>
<tr>
<td></td>
<td>Enrollment</td>
<td>Levels/#s</td>
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<td>Gender</td>
<td>/ Sexual orientation/identity</td>
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<td>Race/ethnicity (9 categories)</td>
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<th>Administrator, Faculty &amp; Staff</th>
<th>Levels &amp; Pipeline</th>
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<td>Gender</td>
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<td>Race/ethnicity (9 categories)</td>
<td>LGBTQ, Veteran, Having Disability</td>
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<th>II Student Recruitment &amp; Retention</th>
<th>Graduation rates</th>
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<td>{Student Orientation}</td>
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<th>III Faculty Recruitment &amp; Retention</th>
<th>Strategies</th>
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<th>IV Leadership Support &amp; Accountability</th>
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<td>Fundraising Campaigns/targeted</td>
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<td>Training Programs (e.g., implicit bias)</td>
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<td>Climate Survey &amp; Benchmarking</td>
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<th>V Institutional Branding</th>
<th>Communication 8 Metrics</th>
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<th>VI Associate Dean DEI</th>
<th>Role</th>
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<td>Cultural competence development</td>
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<td>Cultural history celebrations</td>
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<td>Affinity groups</td>
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<td>Existence and representation of/on council</td>
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<td>Bathrooms</td>
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<td>Disability accommodations</td>
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<td>Incidents history</td>
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<td>Diversity goals</td>
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HEED: Specific Associate Dean Sample Goals, Contributions &/Or Status

“Situated for Success”

- Reports to the Dean
- Has & can negotiate DEI budget
- Has a deciding vote on DEI Council
- Attends Overseer’s mtgs.

Students Cultural Competency Development & Support

- Sankofa Community Conversations*
  - Ombuds Staff begun
  - Faculty increasingly requested to include DEI in curriculum
  - Embedded counselor begun
  - 3-4 Multicultural events/yr.
  - Student Support Gateway**

Sample Active Affinity Groups at Heller

- Brandeis University Africa Forum (Created and led by Heller students)
- Black Graduate Student Association (created & led by Heller students)
- Sin Fronteras
- Disability Working Group
- Gender Working Group
- Environmental Justice Council reports to the Dean
- Meets monthly
- Includes faculty, staff, students and administrators
- Oversees HEED process
- Oversees workshops & Interventions
- Course evaluation questions on DEI

*subsequent slides…
Sankofa: Ghanaian (Twii) for remembering the past to prepare for the future.

In honor of Heller’s rich multicultural environment –

Conversations related to the past, present & future of social justice across allies.
Student Support Gateway
(Ready by Orientation)

BRANDEIS STUDENT SUPPORT GATEWAY

For Services
Click Here:

Emergency Services: For on-campus emergencies, dial 6-3333. For off-campus emergencies, dial 911.

"I feel I may be or have been sexually harassed."
"I am having financial difficulties."
"I do not have enough food."
"I would like someone to talk to."
"I would like mental health support."
"I need to see a doctor."
"I feel discriminated."
"I feel mistreated in class."
"I need academic support."
"I need career counseling."
"I feel sad most days."
"I would like a job now."
"I feel alone."
Conclusion

- Data, evidence and accountability are urgent & important
  https://implicit.harvard.edu/implicit/selectatest.html

- Recruit, nurture, retain and advance a diverse student body & workforce
  https://www.aacu.org/making-excellence-inclusive

- Create a school & work culture where individuals can feel safe, valued, respected and able to contribute their individual perspectives and skills
  Howard Stevenson, 2014

- Transform organization so that policies, practices and programs are consistent with mission and values
  Prejudice Habit Breaking Intervention

- Be consistent and unambiguous in pursuit of diversity, inclusion, equity and social justice
  H. Stevenson 2014