

2018

Diversity Dialogue and Workshop Inventory

Leading for Change Higher Education Diversity Consortium

Framingham State University Division of Inclusive Excellence and Community Engagement

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DIVERSITY DIALOGUE AND WORKSHOP INVENTORY

Please use the Diversity Dialogue/Workshop Inventory to think about and list the dialogue/training/workshops, etc your campus currently conducts to support a good campus climate, a welcoming environment, and to support the success of students through effective diversity programming. **Please post this inventory by October 21, 2018 in the institute's OneDrive October sub-folder entitled Diversity Dialogue Workshop Inventory. When posting create a file name that includes your CAMPUS NAME and Diversity Dialogue/Workshop Inventory.**

Name of institution: Framingham State University

Contact person to discuss campus' diversity dialogue and workshop activities: Kim Dexter and Patricia Sanchez-Connally

Contact person's email: kdexter@framingham.edu and psanchezconnally@framingham.edu

Inventory at least five diversity dialogues/workshops offered by faculty and/or staff intended to support the campus climate, welcoming environment and success of all students.				
1) Activity Name and Brief Description	2) Responsible Parties	3) Resources Used to Complete Activities (staff time and fiscal)	4) a) Intended Audience b) Strategies used to increase attendance c) Number of individuals served per year	5) Assessment Information Re. Effectiveness of Dialogue/Workshop
<p>Widening the Circle for Faculty: The WTC Institute includes four workshop meetings designed to engage participants in whole-group and smaller disciplinary group discussions. Through the workshop activities and assigned readings, we will explore a variety of culturally responsive teaching, advising and service practices including: fostering collaborative relationships with students, exploring course content</p>	<p>The Office of Diversity, Inclusion, and Community Engagement and Academic Affairs sponsor the program.</p> <p>Dr. Deborah McMakin is the coordinator of the program.</p>	<p>The program consists of 3-4 workshops held throughout the year.</p> <p>The program is funded by academic affairs. We have one faculty coordinator and four facilitators. All participants receive a stipend \$750</p>	<p>a) The program is geared to faculty as professional development.</p> <p>b) Email is sent from Academic Affairs to all Faculty. Deans and Chairs inform faculty.</p> <p>c) Up to 5 participants from each disciplinary group per session (total 15)</p>	<p>The participants present their assignments at the end of the year during the Council of Diversity and Inclusion's year end retreat and faculty retreat. Participants are asked to share reflections and projects to the group.</p>

and activities that reflect students' identities, utilizing pedagogical techniques that capitalize on students' existing knowledge and facilitating class discussions on "difficult" topics.				
Widening the Circle for Staff (to be implemented Spring 2019): A series of workshops/trainings for staff to develop intercultural competencies.	Division of Diversity, Inclusion, and Community Engagement/ CDIO	We have seven facilitators who have agreed to nine sessions. The Office of Diversity, Inclusion and Community Engagement has budgeted \$1500 to cover food expenses and resources required for the program.	<ul style="list-style-type: none"> (a) Staff – could include participation from both unions and non-unit staff members. (b) Some of the strategies discussed include: having a supervisor nominate the staff member, allow for self-nomination, and publicize through the staff listserv. (c) Since this is a pilot program, we had discussed capping the participation at 25 individuals per program. 	At the end of the program, we will survey the participants to gain insight on the effectiveness of the program.
Council on Diversity and Inclusion retreats: January and May retreat for the CDI members. During these retreats we receive updates on the Widening the Circle for Faculty program and listen to presentations.	Council on Diversity and Inclusion co-chairs, Emmanuela Gibson and Prof. Annmarie Samar	CDI provides lunches during these presentations for their attendees.	<ul style="list-style-type: none"> a) Campus community is invited, but mostly attended by members of the council. b) CDI emails its members and a select group of staff and administrators to attend the retreats. Also announced in weekly "campus currents" email blast to 	We do not have an assessment for this portion of the retreat.

			<p>faculty and staff.</p> <p>c) Attendance varies 15-25 per retreat.</p>	
<p>CELTSS Brown Bag Lunches: CELTSS offers different sessions where people can bring their own lunch and discuss helpful topics such as suicide prevention among students, how to help students in distress, how to have conversations about race, etc.</p>	<p>Center for Excellence in Learning, Teaching, Scholarship and Service CELTSS is managed by two faculty members. They also have a part-time admin.</p>	<p>CELTSS provides refreshments during these workshops for attendees.</p>	<p>(a) All faculty are invited to these programs.</p> <p>(b) They have begun to offer two sessions on different dates and times in order to make it more accessible to faculty.</p> <p>(c) In the past, the workshops engage 10-20 faculty members on average. CELTSS usually hosts several workshops a year.</p>	<p>We do not have an assessment for these trainings. However, there is a survey being created.</p>
<p>Arts and Ideas Sponsored Programs: A year-long series of engaging speakers, performances, exhibitions and films, organized as both stand-alone events and a themed series. For example, this year there is a focus on 1968 (including events inspired by the Civil Rights Movement)</p>	<p>Arts and Ideas; Dr. Lisa Eck, chair</p>	<p>Arts and Ideas funds programming for the year. Grant amounts very depending on the program. Arts and Ideas committee is chaired by a faculty member and a part-time admin supports the committee.</p>	<p>a) The programming is geared towards the campus community and the surrounding local community.</p> <p>b) Email blasts to all, faculty encouraged to give extra credit and to incorporate programming into their courses.</p> <p>c) Attendance varies for example 30 to up to 500 attendees depending on the program.</p>	<p>Individual programs may be assessed at the event level.</p>
<p>Campus Professional Development Days: Framingham State University</p>	<p>Human Resources, Campus Professional</p>	<p>There are 30 members of the Professional Development</p>	<p>(a) Staff and faculty (b) The faculty and staff propose the types of</p>	<p>There are course and event evaluations collected and reviewed post Professional</p>

<p>provides professional development opportunities throughout the academic year as well as during an annual three-day Campus Professional Development Program each January. Topics vary but may include areas such as cultural competency and creating a respectful workplace.</p>	<p>Development Steering Committee</p>	<p>Committee members that attend planning meetings totaling over 10 hours during the each fall semester. Additionally, there are over 12 subcommittees consisting of 3-4 people that attend meetings totaling over 6 hours each fall semester. An estimated 50 faculty and staff may teach one or more hour sessions the day of the Professional Development Days. The University contributes an estimated \$15,000. At times, there are in-kind food donations that reduce the cost spent for food by up to \$4,000.</p>	<p>training that align with the University's Strategic Plan for student success and areas of interest for Professional Development. Community Gatherings include lunches, breakfasts and refreshments as part of the programming and foster inclusivity and engagement. An Award event, Community Service event, and Bake-off also contribute to employee participation in the program. (c) Estimated at 150</p>	<p>Development Days to strengthen the next Campus Professional Development Days programming.</p>
<p>Resident Assistant Training: The RA Training Model includes 8 competency categories. One of these competencies is titled "Identity and Diversity" and this competency includes 4 components/areas of focus – 1)</p>	<p>Residence Life professional staff</p>	<p>In reviewing the Fall 2018 RA Training schedule (only), an estimated 33 hours of content had a focus on supporting the campus climate, creating a</p>	<p>(a) Resident Assistant staff (b) Training is mandatory (c) 52 RAs for Fall 2018</p>	<p>Focus group/quantitative interviews; Nationally normed RA study is conducted every 3 years.</p>

<p>identity development, 2) developing inclusive communities, 3) discrimination, discriminatory harassment & retaliation, and 4) Gender and inclusion</p>		<p>welcoming environment and/or supporting the success of all students. Staff time was spent in staff meetings, in individual meetings, common leadership, etc. Four area directors lead or accompany the staff through all training sessions and a number of other University staff members attend certain sessions. Costs range from several thousand dollars to tens of thousands of dollars to provide a full training program for the RA staff.</p>		
<p>Common Leadership Training: Training for students hired into paid leadership positions at the University</p>	<p>Student Involvement and Leadership Development, Residence Life, First Year Programs, Wellness Education, Admissions</p>	<p>The Common Leadership Application group/planning team meets regularly to discuss goals, timelines, and the general direction of the program. Our fiscal resources are tied to special presenters (which varies) and if we pay our students for</p>	<p>(a) Students hired in the positions of RA, SAR, Black and Gold Orientation Leaders, Wet Feet Leaders, Peer Mentors, and SEALS. (b) This is the first year we have created a year-long training program, but we announced dates early, created a certification program, some positions pay for attending the</p>	<p>The assessment is in process, as our new training program is happening now. A second piece - not part of the training, is our general recruitment to the Common Leadership positions. We do an assessment of how many students how positions, their demographic backgrounds, and discuss recruitment strategies, as</p>

		attending the workshops.	training, and some positions require attendance at the workshops as part of their position. (c) 100+	needed.
Orientation Diversity session: Students participate in a session with the Director of Inclusive Initiatives and the Center for Inclusive Excellence for 25 minutes during each day of orientation. The Director discusses resources available at the University and through the Center for Inclusive Excellence, the University’s mission and values in regards to creating an inclusive community, and facilitates a short activity to get students thinking about how they make assumptions about people.	First Year Programs, Director of Inclusive Excellence Initiatives	About 8 hours of in-session time for professional staff.	(a) Incoming first-year students (b) Orientation is required, though not all student do attend orientation (c) This year 785 out of 821 students attended First-Year Orientation, or 96% of those who deposited at the institution by August 13.	We do not have assessment for each of the sessions at orientation, however students are asked to complete an overall evaluation of orientation at the end of the day. Our response rate is low, typically around 35%, but we do ask, “What did you learn today about the values of FSU and the ways we strive to create an inclusive community?”
Employee Affinity Groups – LGBTQ+ Employee Affinity Group and Employees with Disabilities Affinity Group: To serve as resource and community to FSU employees and to promote and celebrate cultural diversity. This includes promoting networking and collaboration among students and employees.	Two EAG co-chairs for each group	We have a budget of \$400 per EAG which is used to provide food during meetings or sponsor events.	(a) Employees who have self-identified as having cultural identities that align with the affinity or who are others committed to the purpose of the EAG. (b) Word of mouth, email sent out to all faculty and staff to advertise meetings,	There is no assessment for these programs as they tend to be social/informal gatherings.

			announcement in weekly fac/staff email announcement (c) 10-15 per meeting (once a semester)	
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Inventory at least five diversity dialogues/workshops offered by faculty and/or staff intended to support the campus climate, welcoming environment and success of students of color .				
1) Activities	2) Responsible Parties	3) Resources Used to Complete Activities (staff time and fiscal)	4) a) Intended Audience b) Strategies used to increase attendance c) Number of individuals served per year	5) Assessment Information Re. Effectiveness of Dialogue/Workshop
<p>Courageous Conversations about Race: Opportunities to “explore entrenched biases and stereotypes” through ongoing dialogues.</p>	Chief Officer of Diversity, Inclusion & Community Engagement	The Interim CDIO is hosting the sessions. No funding currently allocated to this project.	<p>(a) The sessions are for the campus community. Some of the sessions were targeted to faculty and staff separately. We had departments, all of the chairs, faculty and staff together in sessions. We have offered the session to the Foundations classes but have yet to roll it out formally to students.</p> <p>(b) We have sent several emails to faculty and staff about the program and the list of dates they can sign up for.</p> <p>(c) By the end of fall semester, over 100 faculty, staff and students will have participated in the program.</p>	At the end of each session, we hand out index cards and ask for the participants’ feedback.
Relevant Advice & Mentoring for	Associate Dean of	50-minutes once a	(a) First Year Students	Focus group with

<p>Multicultural Students R.A.M.²S.: This mentoring program is designed to assist first year students of color in the achievement of academic and life skills. This will be accomplished through connections with the University in three distinct areas, academic excellence, interpersonal connections, and personal awareness.</p>	<p>Students</p>	<p>month for 6 months of a staff person (workshop leader) + myself 30-minutes once a month for mentoring session of staff member (avg. of 6 staff) 90-minutes Step-Up Ceremony in April (avg. of 10 staff) 60 minutes in September for kick-off ceremony at B&GB (avg. 6 staff) Step-Up Ceremony – (avg. of \$1,100 for food) (avg of \$500 for t-shirts) 50-minutes end of semester social (avg. of \$300 for December event food)</p>	<p>(b) Partnering with STEM Scholars Program, Direct email to Students of Color and to first year class as a whole (c) 10-15</p>	<p>participants held each April to adjust the program or keep what’s working It originated as a retention project and on average there’s an 83% retention from Year 1 to Year 2. That is the most telling assessment fact.</p>
<p>Testimonios: In collaboration with student groups, other faculty and staff this event discusses the challenges that undocumented and DACA mented college students face in our communities and our campus. Because of the make up of our</p>	<p>Sociology/Affinity Groups have organized the program. A faculty member works with the student groups. Dr. Patricia Sanchez-Connally and/or Dr.</p>	<p>Refreshments are served during this program. A faculty member works with the students to host the program.</p>	<p>(a) The program is open to the campus community (b) Emails go out to fac/staff, faculty are encouraged to offer extra credit. We have had faculty bring their classes to the program.</p>	<p>We do not have an assessment for this programs.</p>

<p>university, many of our DACA mented students happen to be Latinxs.</p>	<p>Lina Rincon works with the student groups.</p>		<p>Social media is used to advertise program. (c) We have had 30-40 attendees in the past.</p>	
<p>People of Color in Criminal Justice Conference: The conference, co-hosted by the Middlesex Sheriff’s Office and Framingham State University was the first of its kind to be held in Massachusetts with the goal of beginning a candid and constructive dialogue within law enforcement of issues unique to people of color in the criminal justice field. A specific focus is placed on recruiting, retaining and maintaining inclusive and diverse workforces.</p>	<p>From FSU usually we have three faculty and staff join the larger planning committee.</p>	<p>FSU faculty devoted considerable time over the first two iterations (2017, 2018) in marketing, organizing, facilitating, presenting. Conference was held entirely on FSU’s campus. FSU donated the conference space (pretty sure room fees were waived), provided tech support and meals.</p>	<p>(a) CJ professionals (law enforcement, corrections, Judiciary/Legal, probation/aftercare, social services) in MA (state, county, municipal, tribal levels); Scholars/academics; FSU campus community (fac/staff/students), with emphasis on Criminology majors (opportunities to present/co-present, facilitate and network with conference goers and presenters). (b) Mass emailing to MA CJ offices (courts, police, etc.), emailing to state univ. CJ programs, emailing and flyers to FSU fac staff and students; word of mouth; etc. (c) Avg attendance over two years ~ 180 conference goers (plus approx. 20 presenters,</p>	<p>Conference goers completed a participant survey – designed and distributed by the Middlesex Sheriff’s Office. I have a copy of last year’s results, which were overwhelmingly positive (of 12 questions on a 1-10 scale, with ten being highest, average scores were all above 7.5. 11 were above 8.5 and 5 were above 9 – I can provide questions and charts if needed).</p>

			staff and volunteers)	
<p>Faculty Development - January Day and Day in May: These professional development days are devoted to the practice and theories of pedagogy and are an opportunity to learn about our FSU colleagues' approaches to teaching and advising students.</p>	Center for Excellence in Learning, Teaching, Scholarship and Service (CELTSS) has a committee that organizes the two conference days.	The event provides breakfast, lunch, and refreshments. The budget for the event supports the speakers, food, facilities requests. The funding comes from Academic Affairs.	The CELTSS conferences are for faculty but administrators and staff attend. Attendance is good with more than 200 participants.	The organizers send out to participants a survey after the conference ends.
<p>Employee Affinity Groups - Employees of Color Affinity Group: To serve as resource and community to FSU employees of color and to promote and celebrate cultural diversity. This includes promoting networking opportunities for students and alumni of color with current employees of color.</p>	EAG chairs: Patricia Sanchez-Connally and Raul Cornier	We have a budget of \$400 which is used to provide food during meetings.	<ul style="list-style-type: none"> (a) Employees who have self-identified as people of color or who are otherwise committed to the purpose of the EAG. (b) Word of mouth, email sent out to all faculty and staff to advertise meetings, announcement in weekly fac/staff email announcement (c) 10-15 per meeting (once a semester) 	There is no assessment for these programs as they tend to be social/informal gatherings.
<p>PLUS (Program Leading to Undergraduate Success): PLUS provides Pell-eligible first-year students with the tools, resources, and community connection necessary to succeed at FSU. First-year students often benefit from assistance as they transition to a college environment. Through community building, peer</p>	Chris Gregory/Erin Doherty	Staff member hires peer tutors/mentors.	<ul style="list-style-type: none"> (a) Incoming first year students who are eligible for Pell grants and would benefit from extra support during first year. (c) 40 students per year. 	

mentorship, academic success programming, and academic advising, PLUS students will have the opportunity to address their academic and personal concerns. Because of the make up of our campus community many students of color benefit from this program.				
Police RITE Training: <i>Racial Intelligence (RITE) Academy</i> (http://riteacademy.com/) training reinforces the University's Bias-Free Community values focused on treating everyone in our community in a way that is free of bias.	FSU Police Dept	Staff researched various companies, requested quotes from various companies and sought out funding. Staff sent out emails and managed attendance via Sign Up Genius. Approximate program cost = \$20,000	(a) All faculty and staff. (b) Campus wide emails to all faculty and staff from the university's administration. (c) 150+ attendees in first year. This was a one-time one-day training program.	Rite Academy sent out an electronic survey.
Collaborations with Nonprofits, e.g. The Bottom Line: The College Planning Center and the Center for Inclusive Excellence partner with organizations to connect with in-coming and current students to provide training and support.	The College Planning Center and the Center for Inclusive Excellence	Staff time includes support from the Executive Director of the College Planning Center, The Director of Inclusive Excellence Initiatives.	The roster of students range depending on the program. Outreach to students is continuous and engagement varies with each students.	We do not have an assessment for these interactions.

Inventory at least five <u>student-led</u> diversity dialogues/workshops intended to support the campus climate, welcoming environment and success of students of color .				
1) Activities	2) Responsible Parties	3) Resources Used to Complete Activities (staff time and fiscal)	4) a) Intended Audience b) Strategies used to increase attendance c) Number of individuals served per year	5) Assessment Information Re. Effectiveness of Dialogue/Workshop
<p>Student-led Affinity Groups Black Student Union Brother 2 Brother Latinos Unidos N Action MISS(Motivation, Intersectionality, Solidarity and Sisterhood): All provide opportunities for student leadership development through participation in the clubs and organization of programming. These organizations create and support a community of members who are committed to achievement through campus and community engagement, academic achievement, professional development, mentorship and fellowship. Through educational opportunities and co-curricular experiences, these student groups encourage its members to succeed academically, personally, socially and professionally. The CIE works closely with the student affinity groups to develop their</p>	<p>Students who lead the groups; student members of each group. Staff who partner as requested include: Director of Inclusive Excellence Initiatives, faculty and staff.</p>	<p>Groups receive funding from the Student Government Association for key events.</p>	<p>a) Students who self identify as one part of the group served by each club (mostly students of color) b) Students advertise through social media, word of mouth, student email blasts. c) Student participation tracked for some events through student tracking from SILD.</p>	<p>We have not coordinated assessments with the student groups.</p>

programming.				
Community Conversations about Race: Informal discussions led by students in the Center for Inclusive Excellence	Not a formal program. Was informally led by interested students. Students pick a topic of their choice and the Director of Inclusive Excellence Initiatives helps them coordinate the program.	Students offered their time and efforts to lead conversations of importance to them.	Informal, not tracked.	Not assessed.
PLUS tutoring (part of PLUS program above)	Dr. Chris Gregory			
Tough Talks: Speakers, activities, discussions, and other activities that will spark a conversation on campus about topics that are controversial and hard to talk about in today's society. Possibly focusing on police brutality, LGBTQ+ representation in media, body image stigmas, mental health and affordability, etc.	Student Government Association	This is a new program. SGA members spend time researching and negotiating with speakers. Professional staff assist to coordinate payment, events planning, etc. Speaker costs can range but SGA would anticipate spending \$5,000 for one speaker each semester.	(a) Students and other FSU community members. (b) Signs, email marketing, campus partnerships (c) Currently unknown	New program. Has not been assessed.
Orientation "Inclusion Skits": Presented by the Orientation Leaders, who tell true, personal stories about an aspect of their identity, their transition to college, or their experience during college.	First Year Programs/ Student Orientation Leaders	About a dozen orientation leaders spend many hours developing and rehearsing their skits. They spend about 8	(d) Incoming first-year students (e) Orientation is required, though not all student do attend orientation (f) This year 785 out of 821	We do not have assessment for each of the sessions at orientation, however students are asked to complete an overall evaluation of orientation at

<p>These stories covered topics such as mental health, disabilities, racism, ableism, gender and sexuality, eating disorders and social class. Students were provided with a trigger warning in the opening lines, and were encouraged to keep an open mind as they listened. Following the skits, the Orientation Leaders broke out into groups to debrief with the students so that they could reflect on their connections to these stories.</p>		<p>hours in-session delivering the skits.</p>	<p>students attended First-Year Orientation, or 96% of those who deposited at the institution by August 13.</p>	<p>the end of the day. Our response rate is low, typically around 35%, but we do ask, “What did you learn today about the values of FSU and the ways we strive to create an inclusive community?”</p>
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NOTE: add more rows to the table as needed.