2019 REPORT & WORKING PLAN FOR 2019-2020 AY

Sari M. Pascoe, Ph.D.
Director, DEI Office
Drew University | May 2019
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EXECUTIVE SUMMARY

- This executive summary identifies highlights from each section in the report. The report is designed as a record of the inaugural establishment of the Office of Diversity, Equity, and Inclusion (DEI) at Drew University.

- GRATITUDE

  Supervisors, leaders, partners, and students have significantly contributed to the success of the inaugural Office of Diversity, Equity, and Inclusion at Drew University. I am deeply grateful for their support, investment, active participation, and kind assistance during the past six months of initial operation. I look forward to contributing to your work in equal ways.

- ABOUT INDUSTRY

  It is expected that by 2020, approximately 50% of high school graduates will represent diverse races and heritage groups. A central area of development for higher education professionals, including administrators, faculty, and staff members is talent readiness to address issues of diversity, equity, and inclusion in efficient and effective ways.

  The USDOE 2016 report identified five distinct research-based practices to help advance diversity and inclusion in higher education institutions: 1) institutional commitment to promoting student body diversity and inclusion on campus; 2) diversity across all levels of an institution; 3) Outreach and recruitment of prospective students; 4) Support services for students; 5) inclusive campus climate.

  Higher education institutions could re-define their role in our communities should they explicitly define and implement a strategic investment in: diversifying their knowledge-based and talent pool; promoting equity and access for system constituents who are diverse; and abiding by policies and protocols that are rooted in equity, inclusion, respect, and collaboration based on the diversity of its constituents.

- ABOUT DEI OFFICE

  In 2018, Drew University established for the first time an office to address institutional issues of equity and inclusion based on its diversity. The vision was to create an institutionalized hub of resources to support both faculty and students.

  In the late part of the XX century, Drew university intentionally diversified its student population, yet, overall, the faculty and staff appointments have been minimally diversified.

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1 DEI: Diversity, Equity, and Inclusion
2 Western Interstate Commission on Higher Education: https://knocking.wiche.edu/
Because of these efforts, Drew University today is recognized by students as one of the top 5 campuses in the country that is most inclusive\(^4\). Yet, as the first quarter of the XXI century rapidly approaches, Drew University finds a gap between its resources and capacity and how it could address issues of equity and inclusion based on its diversity.

With the support of the Provost and VP for Student Affairs offices, the inaugural DEI Office has established a presence of service, collaboration, and leadership, developing trust and active participation across a diversity of units on campus and encouraging constituents to take pride on their diversity by embracing best practices for equity and inclusion.

It is estimated that during its first months of operation, the DEI Office has interacted directly with and provided services to over 1,000 individuals, which is about 1/3 of all Drew constituents.

- **VISION & MISSION**

  The statements offered in this report are contextual to the inaugural inception of this office at Drew University and should be revised as the DEI Office grows over time and as Drew University continues to develop and nurture a culture of equity and inclusion across all its constituents.

- **FUNDING**

  The DEI Office was established with an annual operations budget of $15,000 resulting from student fees. This budget was supplemented annually with $5,000 from the Provost Office specifically to secure the implementation of the annual campus-wide MLK celebration. For the 2019-2020 AY, the DEI Office operational budget is scheduled to have the same capacity.

  The DEI Office has been able to maximize its annual budget through collaborations and sponsorships in an effort to close the fiscal year with a balanced budget and minimal carry-over into the 2019-2020AY. It is advisable to increase its operation budget as soon as possible to better support performance expectations for this central institutional office.

  The DEI Office would benefit greatly from adding a 1.0 FTE staff line and 2-3 multi-year student-worker lines. While it doesn’t seem feasible that this structure could be procured for the coming academic year, it is important to make these gaps explicit to pursue plausible solutions. It is advisable that in light of projected higher education student population changes, sustainable DEI efforts at Drew University are considered. The DEI Office actively pursues additional/external sources of income to enhance current capacity.

- **SWOT ANALYSIS**

  This report takes a brief approach to a possible SWOT analysis of the DEI Office during its inaugural six months of operation. While not comprehensive, it identifies themes to guide next steps during the 2019-2020AY.

• **2018-2019 AY GOALS**

In addition to unit performance described in the original job description, three (3) goals were identified for the inception of the DEI Office at Drew University: 1) design and implement annual campus-wide MLK celebration event; 2) mobilize Drew constituents to develop inaugural EEO policy for adoption; 3) Design and publish DEI Office online presence (i.e., website). All three goals were met.

• **2019-2020 AY GOALS**

For the coming academic year, the DEI Office will have a focus on educational approaches to address campus climate and culture development issues. Five diverse and significant goals have been identified: 1) DEI strategy for Drew university over the next 3-5 years; 2) unit-based DEI strategic planning; 3) sustainable infrastructure for the DEI Office; 4) collaborative oversight of all LAUNCH Identity/Affinity Communities; 5) pilot DEI certificate. All five goals as described in the report are clear, realistic, and measurable.

• **OBSERVATIONS**

With the support of administration, faculty, staff, and students, the inaugural DEI Office at Drew University has been highly successful in addressing diversity, equity, and inclusion in collaborative and innovative ways that yield a culture of respect and opportunity.

It is advisable to promote and support sustainable DEI Office capacity to address current and future DEI institutional needs.

I look forward to contributing to these efforts at Drew university. It is my distinct pleasure to support the development of its inaugural DEI Office. Thank you for the opportunity.
According to ACE\(^5\), the population of incoming college-age students is more diverse than ever before across the country, and is expected to continue diversifying and growing moving forward. It is expected that by 2020, approximately 50% of high school graduates will represent diverse races and heritage groups\(^6\).

A central area of development for higher education professionals, including administrators, faculty, and staff members is talent readiness to address issues of diversity, equity, and inclusion in efficient and effective ways.

With an estimated\(^7\) less than 10% diverse professionals engaged in admissions, recruitment, and alumni engagement efforts in higher education, higher education institutions could easily fail to find, engage, and serve diverse student populations, which in turn could have catastrophic results for the sustainability of institutions.

Higher education institutions must be ready to define and expand their recruitment and retention practices as it relates to underrepresented staff, faculty, and administrators. Some include\(^8\):

- commit to the principles of diversity,
- establish and implement EEO policies,
- emphasize diversity in the recruitment process,
- establish an orientation/mentoring program,
- develop competitive salaries and upward mobility opportunities,
- foster open lines of communication,
- and empower administrators to diversify their talent pool.

Hiring a Diversity officer/lead is just the first step. Sustainable diversity initiatives require\(^9\):

- diversifying each and every unit across the institution;
- managing performance expectations (to avoid burn out and “revolving-door” syndrome);
- developing meaningful measures of success (i.e., realistic and attainable goals);
- engaging supervisors and faculty members across the system;
- focusing on fixing systems and not people; and
- providing adequate support and resources, among others.

I would offer that based on this rapidly-evolving higher education landscape, there is future opportunity for the DEI Office to have campus-wide jurisdiction that leads innovative cultural changes addressing equity and inclusion. By expanding the level of influence of the DEI Office to have oversight of organizational change management\(^10\) initiatives, the institution could see a higher ROI on culture development using an equity and inclusion lens.

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\(^5\) American Council on Education: [https://www.higheredtoday.org/2017/08/16/diversity-among-higher-education-admission-professionals-important-ever/](https://www.higheredtoday.org/2017/08/16/diversity-among-higher-education-admission-professionals-important-ever/)

\(^6\) Western Interstate Commission on Higher Education: [https://knocking.wiche.edu/](https://knocking.wiche.edu/)


\(^8\) ACE: [https://www.higheredtoday.org/2017/08/16/diversity-among-higher-education-admission-professionals-important-ever/](https://www.higheredtoday.org/2017/08/16/diversity-among-higher-education-admission-professionals-important-ever/)

\(^9\) The Chronicle of Higher Education: [https://www.chronicle.com/article/Hiring-a-Diversity-Officer-I/243591](https://www.chronicle.com/article/Hiring-a-Diversity-Officer-I/243591)

\(^10\) OCM: Organizational Change Management ([https://broadswordsolutions.com/more-access-to-more-solutions/ocm/what-is-ocm/](https://broadswordsolutions.com/more-access-to-more-solutions/ocm/what-is-ocm/))
• In 2016, the USDOE\textsuperscript{11} reported continuing educational inequities and opportunity gaps in accessing and completing a quality postsecondary education. Highlights from the report included the following:

  • Higher education can be a key pathway for social mobility across the country
  • During the past 50 years, this country has seen racial and ethnic disparities in higher education enrollment and attainment, as well as gaps in earning, employment, and other related outcomes for communities of color
  • Gaps in college opportunity have contributed to diminished social mobility within this country (e.g., the ability to jump to higher income levels across generations), as well as to disparities in students’ experiences before graduating from high school
  • The participation of underrepresented students of color decreases at multiple points across the higher education pipeline including at application, admission, enrollment, retention, and completion
  • The interaction of race and ethnicity, family income, and parental education can influence educational and labor market outcomes

• In response, this 2016 USDOE report\textsuperscript{12} identified five distinct research-based practices to help advance diversity and inclusion in higher education institutions:

  • Institutional commitment to promoting student body diversity and inclusion on campus
  • Diversity across all levels of an institution
  • Outreach and recruitment of prospective students
  • Support services for students
  • Inclusive campus climate

• I offer that higher education institutions could re-define their role in our communities over the next 100 years if each were to explicitly define and implement a strategic investment in: diversifying their knowledge-base and talent pool; promoting equity and access for system constituents who are diverse; and abiding by policies and protocols that are rooted in equity, inclusion, respect, and collaboration based on the diversity of its constituents.

• In the past century, Brazilian theorist Paulo Freire focused his work on the \textit{Pedagogy of the Oppressed}\textsuperscript{13}. His proposed curricula centered on the perspectives of historically marginalized groups. It promoted educational environments in which a) all learners had a voice in the system; b) learners related to figures of power (e.g., institutional leadership) with respect and assertiveness as equal human beings; and c) learners constructed meaning together in collaborative and innovative ways. Freire’s pedagogy has been adopted world-wide by K-12


environments and is yet to translate into practice in higher education environments. Nevertheless, there is evidence documenting the positive difference that such a pedagogical approach makes as disenfranchised student populations struggle to make sense of their academic experience and achieve their high school and college diplomas in large numbers.

- Investing early in a robust institutional infrastructure to address issues of diversity, equity, and inclusion is likely to yield a high return on investment\textsuperscript{14} based on the arguments presented here. These include increased diversity of enrolled students, cultural and social incidents based on our diversity, challenges faced by historically marginalized students in trying to graduate with a university degree, and readiness of the institution to represent and serve its diversity effectively. Further, learning from the experience of most resilient higher education institutions in the country, across decades, could help inform how to pursue a high ROI.

- In this document, we will explore core elements of institutional infrastructure at Drew University to support and promote services, programming, and strategy that could address diversity, equity, and inclusion for students, faculty, staff, administrators, alumnx, and Drew community members.

\textsuperscript{14} A high ROI in this context could be defined based on current/ongoing institutional goals. For example, increased enrollment, increased retention and degree completion, improved cultural development for constituents and as an institution, etc.
About DEI Office

• From its inception as a seminary in the early 1800s to its expansion as a liberal arts college in the early 1900s, Drew University established for the first time in 2018 an office to address institutional issues of equity and inclusion based on its diversity. In the late part of the XX century, Drew University intentionally diversified its student population. Yet, over time, the faculty and staff appointments have been minimally diversified.

• Because of these efforts, today Drew University is recognized by students as one of the top five campuses in the country that is most inclusive. Meaning, according to the Princeton Review annual survey of 138,000 students representing 384 colleges, students identified Drew University as an environment in which they are more likely to interact across race and class. Today, as the first quarter of the XXI century rapidly approaches, Drew University finds a significant gap between its resources & capacity and how it could address issues of equity and inclusion based on its diversity. Hence, the institutionalization of the DEI Office has been received with excitement and inspiration to achieve further.

• In the Fall of 2016 following university-wide conversations about racial tensions in higher education across the country, the Office of the Provost launched a Diversity Committee. This committee was convened to identify needs and gaps about equity and inclusion at Drew University. As a result of this effort, at the end of 2018 the Office of Diversity, Equity, and Inclusion (DEI) was established and a Director was hired in a joint effort by the Office of the Provost and the Office of the Vice President for Student Affairs. The vision was to create an institutionalized hub of resources to support both faculty and students.

• As many units can experience during inception of services, the DEI Office is currently understaffed and underfunded based on expectation for services and programming needed. The latter may include, at any given point: a) education (e.g., training, workshops); b) programming (e.g., events, celebrations); c) advocacy (e.g., conflict resolution interventions); d) advising (e.g., funding pursued, statistical analysis); e) leadership (LAUNCH, identity/affinity communities).

• During its first six months of operation, the DEI Office has established a presence of service, collaboration, and leadership, developing trust and active participation from across a diversity of units on campus and encouraging constituents to take pride on their diversity by embracing best practices for equity and inclusion. Some comments from Drew participants in DEI services and programming include: “Dr. Sari Pascoe did an amazing job and made working with her a joy.” “I would absolutely recommend this workshop. It helped lay the foundation for our team to begin an open dialogue for working together!” “This workshop was helpful in understanding others and having difficult dialogues. The structure and scaffolding allowed for a logical flow and development in content.” “This workshop was helpful in providing strategies to address conflict around diversity in the classroom.”

16 A group of about 25 students, faculty, and administrators
It is estimated that during its first months of operation, the DEI Office has interacted directly with and provided services to over 1,000 individuals, which is about 1/3 of all Drew constituents. Some of the campus units which have interacted with the DEI Office from its inception to address DEI issues with their teams or across campus include the following:

- Office of the President
- Office of the Provost
- Office of Vice President for Student Affairs
- Office of Dean for Student Engagement
- Office of Associate Provost for Launchpad
- Office of Institutional Research
- Office of Advancement
- Office of Human Resources
- Office of Enrollment
- Office of Communications
- Alumni & Parent Relations
- Center for Civic Engagement
- Center on Religion, Culture, and Conflict
- Student Leaders and Student Clubs/Organizations
- Women and Gender Studies
- Athletics
- Psychology
- Theater
- Theo School
- Events & Conferences
- Freedom Schools
- Food Services

I am grateful to the Provost, VP for Academic Affairs, and Dean of Student Engagement for their support in facilitating access to support staff who have contributed to the important mission of the DEI Office at Drew University. Their individual contributions have been timely, needed, and most productive. Each staff member who has invested in DEI initiatives—whether in events, data processing, communication and marketing, resource mobilization, and resource procurement—has performed to the best of their abilities, with kindness and passion. Thank you!
• The goal of the DEI Office beyond its first six months of existence, and in addition to providing critical services and programming as necessary, is to produce a working plan for the 2019-2020 academic year that can yield an institutional strategy over the next 3-5 years to address issues of equity and inclusion based on Drew University’s current and future diversity.

• Some of the critical services provided by the DEI Office during its first months of operation included:
  - **MLK Awards Celebration**: a campus-wide celebration to actively engage in social justice initiatives
  - **Financial Sponsorships**: of DEI student-led initiatives through educational approaches
  - **VP for Student Affairs Office**: active participation in leadership for division
  - **Provost Office**: cross-unit collaboration with institutional leadership and on campus climate events
  - **LAUNCH Identity/Affinity communities and UConnect platform**: design, leadership, and oversight for implementation
  - **Conflict Resolution**: leadership of professional development necessary for units
  - **Education**: workshops and training sessions for faculty, staff, and students
  - **Data and Reporting**: leading DEI institutional reports and participation in FISKE survey
  - **Leadership**: collaborative efforts with student leadership groups to address institutional gaps (e.g., Feminist Intersection – Title IX, First Generation celebrations)
  - **Fundraising and Strategic Planning**: Participation in Truth, Racial Healing, Transformation (TRHT) national institute with the opportunity to receive funding to establish a TRHT Center at Drew University
  - **EEO Policy**: leadership of cross-unit collaborative production of policy for institutional adoption during 2019-2020 AY
  - **2019 Baccalaureate celebration**: logistical planning and implementation support
  - **Fall 2019 Orientation Session**: addressing DEI for incoming students/families
  - **DEI Working Plan**: for 2019-2020 AY
The vision and mission statements offered in this working plan are contextual to the inaugural inception of this office at Drew University. These statements should be revised as the DEI Office grows over time and as Drew University continues to develop and nurture a culture of equity and inclusion across all its constituents.

- **VISION**
  
  A central office that serves as a hub of institutional cultural development to better understand and celebrate Drew University’s value to the community, promoting student thoughtful engagement with the world as global citizens and leaders of change.

- **MISSION**

  - To develop and adopt institutional infrastructures that support and promote equity and inclusion for all Drew University constituents, within and beyond campus
  
  - To contribute strategic perspective through culture development, education, innovation, and organizational change management best practices
When instituted in the Fall of 2018, the DEI Office was established with an annual operations budget of $15,000 resulting from student fees. This budget has been supplemented annually with $5,000 from the Provost Office for the next 3-5 years. This sponsorship was specific to the implementation of the annual campus-wide MLK celebration.

In the Fall of 2018, the DEI Office offered to manage the budget for Freedom Schools, a group of Drew practitioners who focus programming and efforts serving Drew communities of color, specifically Black and African American. The Freedom Schools budget is a collaborative sponsorship of the Provost and DEI offices at $5,000 annually each for the next 3 years. During the 2018-2019AY, a portion of the Freedom Schools budget was invested in paying for Drew University’s team of five (5) to attend the 2019 TRHT Institute in Pennsylvania.

For the 2019-2020 AY, the DEI Office operational budget is scheduled to have the same capacity: $15,000 from student fees and $5,000 MLK event sponsorship from the Office of the Provost.

The DEI Office has maximized its annual budget through collaborations and sponsorships and was able to close the year with a balanced budget and minimal carry-over into the 2019-2020 AY. It is advisable to increase its operation budget as soon as possible to better support performance expectations for this central office.

The DEI Office would benefit greatly from adding a 1.0 FTE staff line and 2-3 multi-year student-worker lines. While it doesn’t seem feasible that this structure could be procured for the coming academic year, it is important to make these gaps explicit to pursue plausible solutions. It is advisable to that in light of projected higher education student population changes, sustainable DEI efforts at Drew university are considered.

A first and creative approach toward addressing DEI Office staffing needs has been to collaborate closely with the staff team in the Dean of Student Engagement office. A few of its full-time staff members are engaged in contributing to DEI Office initiatives in diverse ways, including a) data modeling and reporting; b) participation in and support of LAUNCH Identity/Affinity Communities which have DEI Office oversight; c) event management support for the annual MLK celebration; d) procurement of resources, both physical and talent. The DEI Office is deeply grateful for this support.

The DEI Office actively pursues additional/external sources of income to enhance current capacity. Today, the DEI Office is close to securing an invitation to apply for a grant to establish a TRHT Center at Drew University as a result of its participation in the national 2019 TRHT Institute. A vision for performance of a TRHT Center at Drew University will be explored in the DEI Office Strategic Plan to be developed during the upcoming 2019-2020 AY.

Moving forward, the DEI Office will pursue a) continuing its collaboration with the offices of the Provost and VP for Academic Affairs; b) developing collaborative efforts with the offices of Advancement and Enrollment; and c) tracking new funding opportunities beyond campus in an effort to supplement its current annual operations budget.

17 https://www.aacu.org/events/summerinstitutes/trht/2019
18 https://www.aacu.org/events/summerinstitutes/trht/2019
This section takes a brief approach to a possible SWOT analysis of the DEI Office during its inaugural six months of operation (see Exhibit B: SWOT Analysis Information). While not comprehensive, it identifies themes to guide next steps during the 2019-2020 AY.

SWOT ANALYSIS 2019 – DEI OFFICE

**STRENGTHS (internal)**
- The DEI Office is known for: quality services, collaborative efforts, educational opportunities, and leadership
- The DEI Office promotes the implementation of efficient and effective measurable outcomes via strategic and customized methodologies, instruments, and reporting
- The DEI Office offers services and operations that promote the development of sustainable infrastructures (e.g., event planning, marketing, sponsorships, training/workshop design, intake and reporting protocols)
- The DEI Office leadership offers expertise, as well as result-driven and collaborative approaches to addressing campus-wide DEI issues and initiatives

**WEAKNESSES (internal)**
- From feedback received from dozens of participants in DEI educational initiatives, the one and recurrent comment is: we would like more scenarios to practice more the new learning. This indicates a) the need for more DEI learning opportunities, and b) the need for more time devoted to promoting learning opportunities within and across teams. At this point in time, the DEI Office staffing capacity to address this need is limited
- An online presence addressing issues of diversity has not existed at Drew University. The DEI Office is scheduled to publish its website in June of 2019. Demand for DEI Office support of culture development, attention to critical cultural climate issues, and instructional design and delivery efforts have slowed down production of the DEI website.
- Staffing capacity has limited the DEI Office’s ability to be represented in a diversity of student-led events and some university-wide events
**OPPORTUNITIES (external)**

- The DEI Office offers a strong developmental process to make a case for support with external constituents. Initial efforts have been aligned with LAUNCH initiatives (e.g., Identity/Affinity Communities). The DEI Office has already secured participation in the national 2019 TRHT institute, which potentially could result in seed money to establish a TRHT center at Drew University.

- The DEI Office has maximized its ROI from early involvement in strategic operational planning that reflects participation from all constituents across and beyond the institution, including Administration, Faculty, Staff, Students, Alumnx, and community members.

- The DEI Office has institutionalized infrastructures to collaboratively leverage DEI interventions with constituent-based initiatives that are more efficient and effective. It is advisable to stay appraised of changes in this field (i.e., diversified student body and campus readiness to address diversity issues).

**THREATS (external)**

- Current national cultural climate of disparity and oppression permissiveness against most vulnerable and disenfranchised populations and its impact on higher education environments (e.g., student life in dorms, class interactions, social engagement).

- Current enrollment and highly diversified student population projections, which could play a critical role in the survival of the institution over the next 5-10 years.

- Need for further data analysis and evaluation protocols to assess current capacity and develop appropriate strategies to address a rapidly changing and fluid success path for higher education institutions.
Three goals were identified for the inception of the DEI Office at Drew University (i.e., first six months of operation). All three goals as described below were successfully accomplished by June 2019:

- Design and implement annual campus-wide MLK celebration event
- Mobilize Drew constituents to develop inaugural EEO policy\(^{19}\) for adoption
- Design and publish DEI Office online presence (i.e., website)

Further, the position announcement identified goals for the function of the DEI Office:

- Develop curriculum and facilitate workshop/training about building inclusive communities – this was accomplished through the implementation of DEI educational programming for the following units:
  - Psychology department faculty (all)
  - Events and Conferences unit staff (all)
  - Alumni and Parent Relations unit staff (all +)
  - Fall 2018 RA orientation (all)
  - Launchpad orientation (all)
  - Theo School faculty (all)
  - Freedom Schools team (all)
  - Summer 2019 new-student orientation (all)

- Facilitating dialogue on complex issues related to campus climate and current events on a national scale – this was accomplished in a few ways: a) participation in the national 2019 TRHT Institute and b) through timely DEI Office intervention on the following communication and cultural-development processes across campus:
  - Racial profiling incident on campus (alumni and parent relations team)
  - Gender, sexuality, and race incident (theater unit and students)
  - Title IX and EEO forum (Feminist Intersection group)
  - Freedom and religious bias (de-facing public property)
  - Communication in response to national incidents (Drew leadership)

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\(^{19}\) EEO: Equal Employment Opportunity policy
DEI Office goals for the summer of 2019 include the successful accomplishment of the following:

**MAY:**
- DEI Office Report and 2019-2010 AY Working Plan
- DEI Workshops / Education

**JUNE:**
- DEI Website and UConnect platform (online presence)
- DEI Workshops / Education
- DEI Office/Drew University attendance to 2019 TRHT Institute

**JULY:**
- DEI Certificate (design and development)
- DEI oversight /readiness of LAUNCH Identity/Affinity Communities
- DEI data modeling

**AUGUST:**
- DEI institutional data report
- DEI new-student orientation
• In addition to job description performance expectations, the DEI Office will have a focus on educational approaches to address campus climate and culture development issues in the coming year. Some content areas may include: unconscious bias, cultural development based on diversity, gender and sexuality issues and sexual misconduct, faith and religious bias, etc.

• Diverse and significant goals have been identified for the performance of the DEI Office during the 2019-2020 AY. These include the following five (5) goals:

  ▪ Make explicit DEI strategy for Drew University over the next 3-5 years –a collaborative approach
    o **Measurable Outcome:** DEI Strategic Plan for Drew University

  ▪ Design for implementation of unit-based DEI strategic planning through data-informed measurable outcomes. Support campus units in the development and implementation of annual DEI measurable outcomes plans
    o **Measurable Outcome:** Unit-based annual DEI strategic plans

  ▪ Support the development of institutional infrastructure that sustainably sponsors DEI Office performance across campus
    o **Measurable Outcome:** Institutional policies, committees, and initiatives supporting and promoting equity and inclusion within and beyond Drew University

  ▪ Offer collaborative oversight for all eight (8) LAUNCH Identity/Affinity Communities for readiness and successful performance during year of inception
    o **Measurable Outcome:** Active and successful performance of each LAUNCH Identity/Affinity community

  ▪ Focus DEI Office initiatives and support through educational opportunities by designing and offering a DEI Certificate. This will be promoted initially as a train-the-trainer model to address most critical DEI issues across campus (e.g., Title IX, DEI assessment, intergroup dialogue)
    o **Measurable Outcome:** DEI Certificate pilot course/s for implementation
With the support of administration, faculty, staff, and students, the inaugural Office of Diversity, Equity, and Inclusion at Drew University has been highly successful in addressing diversity, equity, and inclusion in collaborative and innovative ways that yield a culture of respect and opportunity.

During the first six months of operation and performance, the DEI Office has accomplished the following landmarks:

- Successful completion of all goals as originally described and expected
- Direct engagement with about 1/3 of all campus constituents
- Promotion and implementation of collaborative approaches in response to campus-wide initiatives
- Just-in-time support to institutional leadership in addressing critical campus climate issues (EEO policy, Title IX transition, racial profiling and other bias incidents)
- Data analysis, modeling, and reporting on DEI issues for the institution and across all campus units
- DEI educational interventions for 100% of incoming students (e.g., summer orientation, Drew 110 course, collaboration with Athletics, RAs, and student leaders)

It is advisable to promote and support sustainable DEI Office capacity to address current and future DEI institutional needs

I look forward to contributing to these efforts at Drew University. It is my distinct pleasure to support the development of its inaugural DEI Office. Thank you for the opportunity.
Recruitment Announcement

Director of Diversity, Equity, and Inclusion

Drew University in New Jersey

<table>
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<th>Deadline</th>
<th>February 15, 2018</th>
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<tr>
<td>Date Posted</td>
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<tr>
<td>Type</td>
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<tr>
<td>Salary</td>
<td>Competitive</td>
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Employment Type Full-time

Drew University seeks a Director of Diversity, Equity, and Inclusion to serve as a thought leader and provide the vision and direction for creating and maintaining an inclusive campus community and culture. The preferred candidate will be responsible for providing dynamic collaborative leadership across the university in support of Drew’s educational mission and long-standing commitment to social justice. The Director will develop collaborative programs that explore identity, with an emphasis on race/ethnicity/culture, address current events as they impact our multicultural communities, and recognize intersectionality. The Director will help to develop curriculum and facilitate workshops/trainings about building inclusive communities, will contribute to campus-wide diversity related professional development and lead efforts to incorporate diversity training into new student orientation, residential engagement, and other campus activities and programs. A key responsibility will be facilitating dialogues on complex issues related to campus climate and current events on a national scale.

The Director will have project-based supervision of two designated staff members in Campus Life & Student Affairs and will work collaboratively with campus partners to develop engagement opportunities that will positively impact recruitment, retention, engagement, and persistence of underrepresented students.

Key Responsibilities:

Academic Leadership:

- Develop a broad array of opportunities to train students, staff, and faculty to understand different life experiences and how they enter communities that are not their own
- Assess the systemic culture on campus to identify and address biases
- Develop workshops and training for diverse populations about cultural competency
- Help to develop learning outcomes that prepare students to understand and enter a community that is not their own
- Develop a mentor program and/or internship training program for students of color with professionals of color.
- Establish and promote intentional dialogues, difficult conversations, respectful discourses, empathetic listening pertaining to campus, local, national, and global issues
- Create structures to support a culture of inclusiveness and openness at every level of the university (student, staff, faculty, administration)
- Serve as a resource for the university community

**Campus Life:**

- Develop policies, communications (electronic, written, web site, social media), and services across campus that facilitate a campus community that respects, incorporates, and advances diversity, equity, and pluralism
- In collaboration with designated staff members in Campus Life & Student Affairs, coordinate programming for diversity including but not limited to, theme months, programs that celebrate diversity: race, ethnicity, LGBTQ, gender, ability, socio-economic, class, religion/spirituality; programs that establish and maintain opportunities for structured dialogue focused on civil discourse and understanding
- Oversee the DrewFirst student organization, serving first generation students; recruit and train student and staff/faculty mentors and fellows; coordinate programs and events
- Provide advisement to cultural, religious, and identity based student clubs for program and event planning
- Serve as a liaison with other offices that manage diversity, equity and inclusion issues such as Accessibility Services, Title IX, Academic Affairs; colleagues in Campus Life and Student Affairs departments, and liaison with surrounding community
- Develop and incorporate a diversity curriculum for campus life professionals in Residence Life and Student Engagement, First Year Experience (Training and Education)
- Analyze data from campus climate survey, devise and implement programs to address change as appropriate; develop learning outcomes for programs and trainings, conduct assessment of these
- Ensure campus engagement advancing cross-cultural dialogues

**Requirements:**

Master's degree in higher education or a related field required and 3-5 years of professional experience in diversity, inclusion, and/or equity work. Preference given to individuals with in-depth responsibility and/or leadership experience in higher education and/or Student Affairs. This position will dual report to the Interim Vice President of Campus Life and Student Affairs and the University Provost in Academic Affairs. Demonstrated knowledge of national trends and best practices related to diversity and inclusion. Understanding of student development theory with an emphasis on its relativity to marginalized student populations. Excellent interpersonal and communication skills; desire to work collegially with faculty, administrators, and other members of the campus community.

The successful candidate will be able to relate to diverse groups, cultures and individuals with ease. Ability to build and maintain effective relationships and ability to collaborate with a wide variety of constituencies for teamwork and consensus building. Have the ability to deal tactfully and persuasively with University personnel and others to resolve program issues that are often controversial and sensitive in nature; including the ability to understand views, values and perspectives of people from diverse backgrounds. Excellent interpersonal skills, communication skills, including writing, proof of reading, and public speaking required. Strong analytical and presentation skills. Proficiency with Microsoft Office Software (Word, Excel, PowerPoint) is expected.

**Application:**

To apply, submit the following materials to HR0118-5@drew.edu. Please also include your name in the subject.

- Cover letter and resume
- Contact info for 3 references
About Drew University:
Drew University, located on a beautiful, wooded, 186-acre campus in Madison, New Jersey, includes the College of Liberal Arts, the Theological School and the Caspersen School of Graduate Studies. It has a total enrollment of more than 2,100 students with 145 full-time faculty members. Over 35% of our undergraduate students are from underrepresented groups, and we were recently ranked 19th among baccalaureate institutions for the number of international students enrolled. The Theological and Caspersen Schools offer master’s and doctoral degrees, and the College confers bachelor’s degrees in 32 disciplines.

Drew is dedicated to exceptional faculty mentorship and hands-on learning that successfully prepares students for their futures. Students regularly connect with local communities, and because of our proximity to New York City, we are home to multiple New York Semester experiences for our undergraduate students: Wall Street, United Nations, Contemporary Art, Communications and Media, Social Entrepreneurship, and New York Theatre. The University also houses the Charles A. Dana Research Institute for Scientists Emeriti, the Center for Global Education, the Center for Civic Engagement, the Center on Religion, Culture & Conflict, and the United Methodist Archives and History Center. Drew also recently received a multi-year grant to transform teaching and learning in the humanities by incorporating emerging digital technologies, methods, and pedagogies.

To enrich education through diversity, Drew University is an Affirmative Action/Equal Opportunity Employer. In accordance with Department of Homeland Security regulations, a successful candidate must be authorized to work in the United States. These positions are subject to a background check.
EXHIBIT B: SWOT ANALYSIS INFORMATION

What is a SWOT analysis and why it is important

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<th>STRENGTHS</th>
<th>WEAKNESSES</th>
<th>Internal Factors</th>
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<tr>
<td>OPPORTUNITIES</td>
<td>THREATS</td>
<td>External Factors</td>
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It is a comprehensive audit to analyze an organization based on what works and what could improve, as well as on what challenges and opportunities it faces. It informs system constituents about what they are doing well and where they can improve.

A SWOT analysis frameworks how to think about what could potentially impact the success of the team, program, unit, and/or system. Failing to make these elements explicit could result in ill-informed practices that consequently ends in failure.

This analysis process can help members and leaders to identify and understand key issues affecting their practice. However, a SWOT analysis does not offer solutions, it just informs about current practice. Hence, tailored intervention should be designed in response to the SWOT analysis results.