

Meet JULIANA MOSLEY, Ph.D.

College Officer for Diversity & Inclusion

*Making Sure Everyone
Has a Place at the Table -
and a Voice*



By Brenda Lange

Less than two weeks after moving into her office on the third floor of St. Joseph Hall, Juliana Mosley, Ph.D., CHC's new — and first — College Officer for Diversity and Inclusion, found herself walking around Sorgenti Arena shaking hands and introducing herself to accepted students and their families, as comfortable as if she had been in the job for years.

"I had nothing to hand out at Griffin Days, so sitting at a table was pointless," Mosley says. So she dove right in and began building relationships, what she does best.

"I walked up to each table and said, 'Hi, I'm Dr. J., and I'm the new College Officer for Diversity and Inclusion. What does this position mean? I'll be doing programs and looking at policies to be sure everyone who is on our campus feels they are a part of this campus. I had nothing to give you today except my love and a personal introduction.'"

"And they will remember me. Many of those students I

talked to are white. I said to them, 'This means you.' I let them know the first time they meet me that the work includes them."

That directness and authenticity is what sets her apart. "That's my personality and what I bring to the position," she says.

Why CHC?

Mosley has a long history working in the field of higher education. Most recently, she served as Vice President for Student Affairs at Lincoln University in Pennsylvania, the job that brought her to the state in 2014. She fell in love with the Philadelphia area, and when CHC's new position was posted, she did some research and felt she was right for the job. In addition, having served as a Director for Multicultural Affairs and a diversity consultant for nearly 14 years, Mosley desired to return to diversity and inclusion work fulltime.

The bulk of Mosley's experience has been with small,

liberal arts institutions. And she was educated in Catholic schools. Small campuses appeal to her because of her desire to get to know who students are.

“Even during my first Skype interview, I felt the presence of a warm and welcoming community,” she says. “And after coming to campus for the interview, I was sold.”

During her presentations to faculty, staff and students prior to her appointment, she did feel resistance from a few questioners wondering if the College really needs the position, but she believes that is critical.

“Just the fact that people felt comfortable asking the question is important,” she says.

Creating a “space and a place at the table for everyone to be present” — critical to her work — means that she will need to tackle hard subjects.

“This work is important and difficult. Sister Carol knows this and it is why she brought me on,” Mosley says. “People tend to think that diversity and inclusion isn’t about them, and I have to come in and say, ‘Yes. Yes. It is about you. It is about everyone.’ And I have to do it in a way that draws people in. Many don’t want to have that difficult dialogue or courageous conversation.”

“This work is integral to the Mission and it has to be done. If you are a member of the CHC community, you accept the Mission, and so, by extension, you accept this work.”

First steps

Sister Carol has charged Mosley with really getting to know the campus community. So Mosley plans to do a lot of walking and introducing herself. She says she will help people get comfortable with the new position and invite them to the conversation.

“This work has to be about everyone,” Mosley says. “I am not the only person responsible for making this happen. Everyone has to buy into this work. In student programming, in the curriculum. I’m not coming in trying to change all this ... I’m here to uncover that CHC is already doing a lot of this work, but maybe hasn’t labeled it as such.”

One area she would like to explore and collaborate with academic deans and chairs is to review all course descriptions and syllabi for the possibility of developing and assigning a D&I designation. At the end, she may realize that an impressive percentage of CHC courses already have diversity and inclusion infused into the curriculum. This would add to the curriculum review identifying the diversity component in SCPS human services and criminal justice majors and recently added diversity

concentration in the master’s psychology program.

“It is possible to be diverse, yet not inclusive,” she explains. “Even when everyone is at the table, do they all have a voice? A vote? Is it okay for them to speak? Do they feel included?”

Running programs and initiatives and examining policies are on her list. She also will be working with the Diversity and Inclusion Advisory Committee that helped create A Path Forward, the College plan to incorporate strategies to improve the sense of inclusion on campus. The group will review objectives and determine how to build on them. She already has plans in place for training student leaders, which is just the beginning.

“I do not have a magic wand, and I don’t want people to feel that I do,” she stresses. “I will just be shining a light on the issues.”

“It is possible to be diverse, yet not be inclusive. Even when everyone is at the table, do they all have a voice? A vote? ... do they feel included?”

Her end goal of that illuminating process? “To develop a comprehensive diversity and inclusion program that leads to positive change within the CHC community that can become a replicable best practices model for other small institutions located in urban environments. I want to look at policies, the curriculum, and student development to see

what we’ve already been doing that’s great and put a model together to share.” 

Diversity and Inclusion: A History

In the 1970s, larger institutions of higher education opened offices of *minority affairs* in response to the turbulent racial incidents as many more black students were enrolling at predominately white institutions. In the early to mid-1990s, these switched to *multicultural affairs*, then in the early 2000s, many began hiring chief diversity officers. “These were public institutions. Smaller, private institutions caught up about five years ago,” says Mosley.

A year ago, in September 2016, The New York Times reported that in the past 18 months, 90 American colleges and universities have hired “chief diversity officers.” Also indicating the shift of the importance of this position was SUNY’s chancellor mandating that all SUNY institutions had to have chief diversity officers by July 1, 2017. “There has been an explosive growth in the past two years as a result of the outcry around recent racial incidents on campuses,” she adds.

Race is the country’s No. 1 societal issue that creates barriers between people, according to

continued on page 40

ALUMNI SPOTLIGHT

continued from previous page

In 2015, Bethel was inducted into the College's Libris Society, which honors alumni who live life by the school's motto: Faith-Charity-Knowledge. The designation is the last line in his professional biography. "It's a motto that I take great pride in trying to exemplify every day of my life," he says. "I will never forget Kevin Bethel as an officer and student," says Sara Ellen Kitchen, J.D., professor of criminal justice. "He brought his high standards and professionalism to the classroom initially and now returns annually as a guest lecturer. His understanding

of restorative justice is key for the field of criminal justice." And in 2016, Bethel took another step toward positively impacting young people when he became a fellow with the Stoneleigh Foundation, which seeks to improve the lives of vulnerable children and youth. His fellowship ends in January 2018, and can be renewed. Regardless, working with young people will be his focus.

"My heart is in juvenile justice. Now is the time to destroy the school-to-prison pipeline. A second chance, not an arrest, is what they need," he says. "Do we have the courage to give it to them?" 

Diversity and Inclusion: A History

continued from page 17

Mosley. "It's not economics as some say, it's race."

The issue comes in waves. She compares today's campus unrest with that of the 1960s and says that remembering that history is crucial to the work of diversity and inclusion officers.

"We know the wave is going to happen again, so let's put these positions into place now and do this work in an intentional and meaningful way, so we're not just being reactionary to incidents."

Diversity and inclusion philosophy means that everyone is included. And the work of D&I professionals is to ensure that people truly understand that it IS about everybody. "We've gotten away from a label that implies one particular group, but if all you see is people of color in the room when we have programs and conversations, then the assumption will be that it's only about them," says Mosley.

"I intend to be creative and get everyone into the room and then to get them to understand that it truly is about everyone in the room." 



CHESTNUT HILL COLLEGE

30-Second Survey

Please complete and return in the enclosed envelope today. Thank you!

	Yes	Not at this time
I would like more information on how to establish a scholarship fund.	<input type="checkbox"/>	<input type="checkbox"/>
I would like more information on how to support Chestnut Hill College after my lifetime.	<input type="checkbox"/>	<input type="checkbox"/>
I have included a gift to the College in my will or other estate plans.	<input type="checkbox"/>	<input type="checkbox"/>
I would consider including a gift to the College in my will or other estate plans.	<input type="checkbox"/>	<input type="checkbox"/>

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

PHONE _____ EMAIL _____

We respect your privacy! Information collected here will be kept strictly confidential. It will not be sold, rented, loaned or otherwise disclosed, and it will not be used in ways to which you have not consented.

Reaching Higher - Achieving More

continued from page 22

other issues, and Murphy adds, CHC has always been proactive in wellness education.

For example, work done by the Office of Students Activities with the One Love Foundation spreads the message about domestic violence and the Step-Up Bystander Intervention Training Program that all students undergo initially came from a NCAA grant that the College has continued even after the grant funding ended.

"We've been doing this type of work organically on campus," she says. "And CHC will continue to do this."

In all these programs, the central message is that we're all in this together.

"None of us are bystanders," adds Murphy. "If we are all part of the solution, there won't be a problem." 