

Project Inclusion:  
*Institutionalization of Inclusive  
Excellence and Student Success in  
New Hampshire's Colleges and  
Universities*

**New Hampshire Inclusive  
Excellence Symposium**

**May 19, 2015**

# Greetings: Debby Scire

- Welcome
- History of the New Hampshire Inclusive Learning Communities (NHILC)
- Collaboration between Campus Compact of New Hampshire, the New England Resource Center for Higher Education

# INTRODUCTIONS

- Name
- Title
- Institution
- Town where you were born

# Symposium Goals:

- To review the NERCHE Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education and its potential use on individual campuses;
- To understand the criteria for becoming a sub-grant recipient and what it means to be a pilot site; and,
- To identify next steps for pilot sites and collective action across the state to expand campus practices supporting diversity, equity, and inclusion.

# TODAY'S AGENDA

- 9:00 - 9:30 Coffee, Registration, and Conversation
- 9:30 - 10:00 Welcome, Introductions, Review of Today's Agenda and Debby, Alane Goals
- 10:00 - 11:00 Small Group Exercise: Visioning Change - Diversity, Inclusion and Equity
- 11:00 - 11:30 Review of the *NERCHE Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education*
- 11:30 - 12:00 North Shore Community College's Experience with the Rubric
- 12:00 - 1:00 Lunch and Overview of what it will mean to be a pilot site
- 1:00 - 1 :45 Review of Request for Proposal and Criteria for Selection to become a Project Inclusion Pilot Site
- 1:45 - 2:00 Next Steps and Closing Thoughts - Dates, deadlines, process, questions, contact

*Presenters:*

New England Resource Center for Higher  
Education

John Saltmarsh, Director

Alane K. Shanks, Visiting Scholar,

North Shore Community College

Madeline Wallis, Vice President of Human  
Resource Development

# Small Group Exercise:

- **Visioning Change - Diversity, Inclusion and Equity**
- Imagine and describe your institution 10 years from today if diversity, inclusion and equity were an integral part of all aspects of campus life?
- Describe the ways in which the campus of 2025 is conducive to success for students, faculty and staff from diverse backgrounds.
- Discuss if you would feel a sense of belonging on this campus.

# RUBRIC

**Review of the *NERCHE Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education***



## *Institutional diversity rubric: value*

- Supports the development of a culture of evidence and inquiry
  - Organized to reflect unique structure and culture of colleges and universities
  - Supports efforts to assess and document current status of diversity efforts as well as opportunities for ongoing institutional development

## *Institutional diversity rubric: value*

- Provides a detailed self-assessment instrument which complements other campus-wide efforts
  - “Scorecards” for equity and diversity
  - Student learning outcomes assessments
  - National instruments: CCSSE
  - Accreditation self-studies
  - Climate surveys
  - Departmental accreditation assessments

## *Institutional diversity rubric: important features*

- Provides snapshot of campus' level of institutionalization at a given time
- Assesses how diversity, inclusion and equity are being institutionalized.
- Establishes criteria for colleges or universities to measure progress towards institutionalizing commitment to diversity, inclusion and equity.
- Prompts discussion among colleagues about status of diversity, inclusion and equity efforts on campus.

## *Institutional diversity rubric: important features*

- Reflects unique structure and culture of colleges and universities
- Provides detailed descriptors of potential areas of change
- Assumes that excellence, inclusivity, and diversity are intrinsic to institutional vitality

# *Rubric structure*

## *Six Dimensions of Institutional Change*

- 1. Philosophy and Mission of Diversity, Equity, and Inclusion**
- 2. Faculty Support for and Involvement in Diversity, Equity, and Inclusion**
- 3. Curriculum, Pedagogy, and Research regarding Diversity, Equity, and Inclusion**
- 4. Staff Engagement and Involvement in Diversity, Equity, and Inclusion**
- 5. Student Support for and Involvement in Diversity, Equity, and Inclusion**
- 6. Administrative Leadership and Institutional Support for Diversity, Equity, and Inclusion**

# Potential Uses of the Rubric

*Small Group/High  
Level Protocol*

- Senior level assessment of divisions

*Large Group/Broad-  
based, Multi-level  
Protocol*

- Multi-level use across organizational units

*Limited  
Group/Multi-level  
Protocol*

- Limited use within some organizational units

# *Rubric Example: Definition of the Dimension*

- **DIMENSION I: PHILOSOPHY AND MISSION OF DIVERSITY AND INCLUSION and EQUITY**
- A primary component of diversity institutionalization is the development of a campus-wide definition for diversity, equity and inclusive excellence that provides meaning, focus, and emphasis for the diversity, inclusion and equity effort. How narrowly or broadly diversity, inclusion and equity is defined on your campus will effect which campus constituents participate/do not participate, which campus units will provide financial resources and other support, and the degree to which diversity, inclusion and equity will become part of the campus' institutional fabric.

# Rubric example: Self-Assessment Matrix

Component

Measurement

Evidence

	<b>STAGE ONE</b> <i>Emerging</i>	<b>STAGE TWO</b> <i>Developing</i>	<b>STAGE THREE</b> <i>Transforming</i>	<b>INDICATORS</b>
<b>DEFINITION OF DIVERSITY</b>	There is no campus-wide definition for diversity.	There is an operationalized definition for diversity on the campus, but there is some variance and inconsistency in the application of the term.	The institution has a formal, universally accepted definition for high quality diversity that is used consistently to operationalize many or most aspects of diversity on campus.	



# North Shore Community College

- Madeline Wallis to Skype in
- [http://prezi.com/wmozchaufji1/?utm\\_campaign=share&utm\\_medium=copy&rc=ex0share](http://prezi.com/wmozchaufji1/?utm_campaign=share&utm_medium=copy&rc=ex0share)

# LUNCHTIME DISCUSSION -

What it means to be a Project Inclusion pilot site.

- Eligibility
  - Open to all Campus Compact of New Hampshire members awarding two- or four-year undergraduate degrees.
  - Priority will be given to proposals focusing on more than one dimension of the Self-Assessment Rubric
- Benefits
  - \$3,000 for discretionary spending
  - NERCHE Professional Consulting Support
  - Learning Community
- Commitment
  - Complete the Rubric
  - Share information with other sites through the webinar and symposia

# REQUEST FOR PROPOSAL

- Workshop the Proposal
  - Readiness
  - Structural Change
  - Two Dimensions
  - Rubric Steering Committee Membership
  - Webinar
  - Symposium

# Project Inclusion Timeline:

- May 19, 2015      Symposium (Stage 1)
- June 30, 2015      Campuses submit proposals
- July 31, 2015      NERCHE notifies each of the selected pilot sites and shares the chosen pilot-site information with the New Hampshire College and University Council
- August 2015      Rubric Steering Committee chairs and Project Inclusion project director plan steering committee visits
- Aug-Dec 2015      Pilot Sites begin Rubric Work (Stage 2)
- Jan 2016:      NERCHE conducts Webinar (Stage Three)
- Jan-May 2016      Work plan development and end of grant presentation for symposium facilitated by Program Director
- May 2016:      NERCHE and Campus Compact of New Hampshire conduct symposium on Best Practices

*For more information on the institutional diversity rubric or the RFP for Project Inclusion, contact:*

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<http://bit.ly/QFREXL>