Project Inclusion:
The Institutionalization
of Diversity, Equity, and Inclusion in Higher Education

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Agenda

Start		End	Topic
9:05am	-	9:20am	Introduction
9:20am	-	9:40am	Exercise – Sharing Undergraduate Experiences
9:40am	-	9:50am	Project Inclusion & Renga's Role
9:50am	-	10:00am	Overview of the Rubric
10:00am	-	10:35am	Exercise – Exploring Rubric Dimension 1
10:35am	-	10:45am	Break
10:45am	-	11:05am	Exercise – Developing Policies, Procedures, and Protocols
11:05am	-	11:35am	Exercise – Mapping an Ideal Campus
11:35am		12:00pm	Logic Model & Work Plan
12:00pm	-	12:15pm	Q&A and Evaluation

Sharing Undergraduate Experiences

Think about your undergraduate college experience. Please share whether…
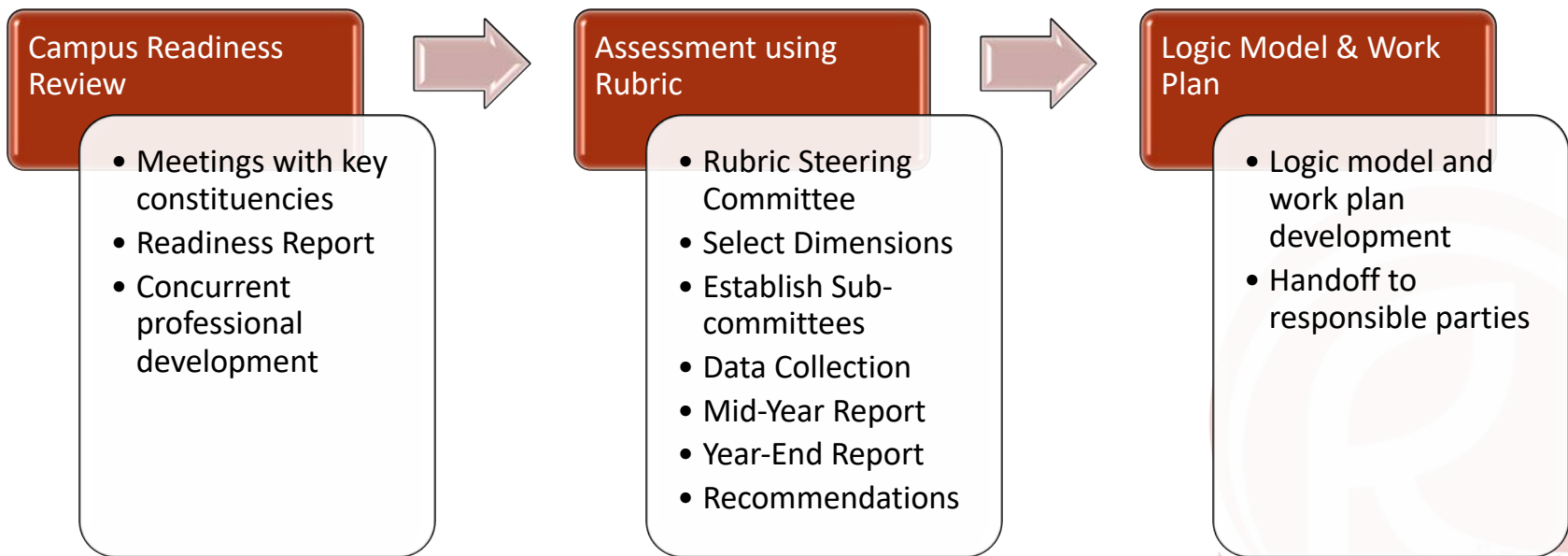
There were enough opportunities to have meaningful interactions with people from backgrounds with cultural, racial, economic or with a sexual orientation different from your own or same as your own? Provide examples.

There was someone on campus you could trust to help you, no matter what kind of support you needed. - Student, Faculty, or Staff?

And on your current campus… How do you think your campus' students would answer these questions?

Project Inclusion Process

Campus Readiness Review

- Meetings with key constituencies
- Readiness Report
- Concurrent professional development

Assessment using Rubric

- Rubric Steering Committee
- Select Dimensions
- Establish Sub-committees
- Data Collection
- Mid-Year Report
- Year-End Report
- Recommendations

Logic Model & Work Plan

- Logic model and work plan development
- Handoff to responsible parties

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Renga Consultants' Role

- A core aspect of Renga's approach is to serve in the role of facilitator, assisting the campus to successfully navigate the Project Inclusion/Rubric process.

- Our overall goal is for the campus – all the stakeholders – to own the process.

- We will not do the work for you; we do it with you.

Renga Consultants' Role

Renga works with institutions to:

- Make a commitment to a long-term approach to systemic cultural change.
- Complete a thorough assessment using the rubric.
- Determine strategic priorities.
- Initiate big and small changes based on the strategic priorities
- Assess again to determine what is working, how to support what is working, and identify areas where more intervention is required.
- Undertake short-term, and immediate actions to augment the long-term approach such as:
  - unconscious bias awareness training
  - diversity, equity and inclusion language training
  - courageous conversations about race

Going it Alone

There are colleges and universities that use the Rubric as an internal self-assessment tool.

- Most have trouble maintaining momentum because there is no one from outside:
    - Keeping the Rubric Steering Committee on task.
    - Sharing best practices from other institutions.
    - Asking tough questions.
    - Helping explain and shape the process to your institution.
- Renga supported institutions achieve lasting and systemic change.

Project Inclusion Colleges & Universities

Project Inclusion New Hampshire

- Campus Compact for New Hampshire and NERCHE Partnership
- Funding from the Balfour Foundation
- Request for Proposals – June, 2015
- Four sites chosen on July 31, 2015
- Rubric Steering Committees
- Meetings of RSC Chairs creating a learning community

Project Inclusion New Hampshire

Piloted at four distinct types of institutions:

- Flagship: Research intensive – University of New Hampshire System
- Four-Year Public: teaching focus – Keene State College
- Four-Year Private: Rivier University
- Graduate School: Antioch University New England

Milestones

- Webinar: January 2016
- Symposium: June 2016

Project Inclusion in Massachusetts

- North Shore Community College

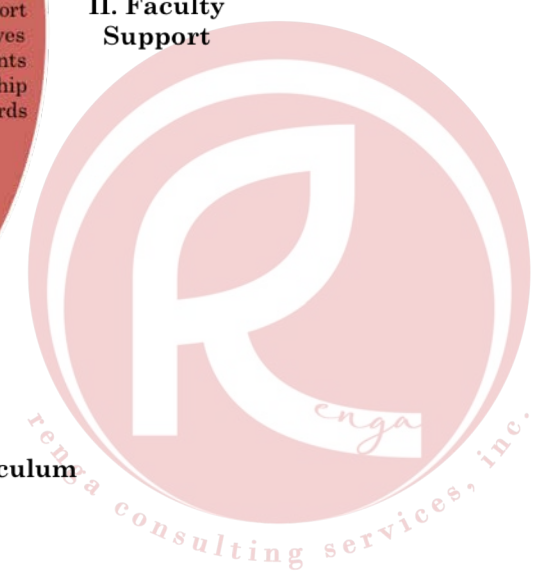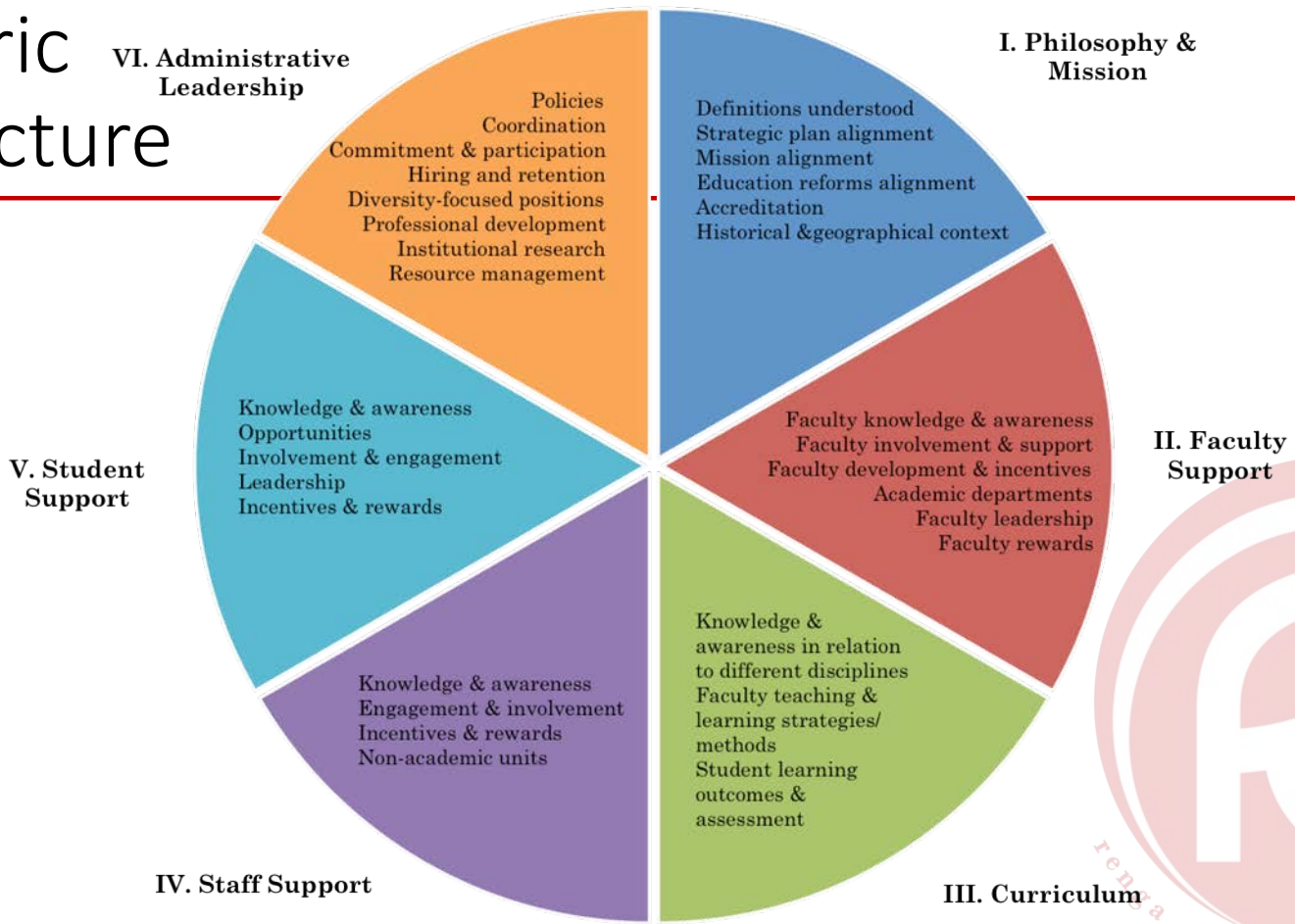- Worcester State University

- Worcester Polytechnic Institute

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Overview of Rubric

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Rubric Structure

VI. Administrative Leadership
- Policies
- Coordination
- Commitment & participation
- Hiring and retention
- Diversity-focused positions
- Professional development
- Institutional research
- Resource management

I. Philosophy & Mission
- Definitions understood
- Strategic plan alignment
- Mission alignment
- Education reforms alignment
- Accreditation
- Historical & geographical context

V. Student Support
- Knowledge & awareness
- Opportunities
- Involvement & engagement
- Leadership
- Incentives & rewards

II. Faculty Support
- Faculty knowledge & awareness
- Faculty involvement & support
- Faculty development & incentives
- Academic departments
- Faculty leadership
- Faculty rewards

IV. Staff Support
- Knowledge & awareness
- Engagement & involvement
- Incentives & rewards
- Non-academic units

III. Curriculum
- Knowledge & awareness in relation to different disciplines
- Faculty teaching & learning strategies/methods
- Student learning outcomes & assessment

Motivations

Prompted by conversations at NERCHE's Multicultural Affairs Think Tank about the need for:

- Flexible data collection instrument for gauging institutionalization of diversity efforts;

- Data collection process bridging individual experiences and institutional aspirations for excellence

- Formative assessment format linking descriptive criteria, standards for measurement, and supporting evidence.

Origins and Influences

- Modeled on Furco's Self-Assessment Rubric for the Institutionalization of Service Learning in Higher Education
- Indirectly Related to other self-assessment instruments:
  - Equity Scorecard (Bensimon)
  - Inclusive Excellence Scorecard (Williams, Berger, and McClendon)
 - VALUE: Valid Assessment of Learning in Undergraduate Education (AACU)
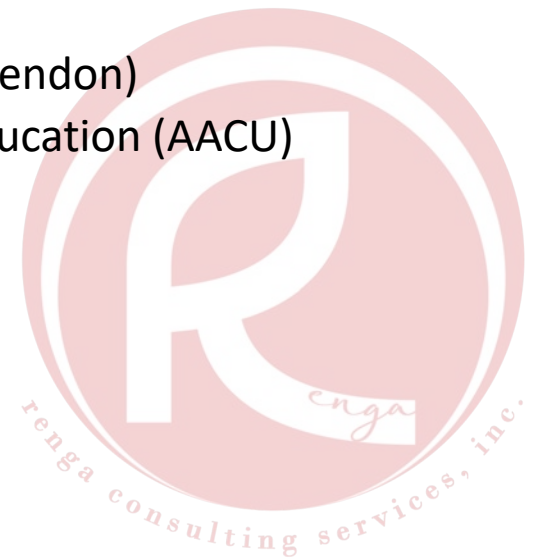
Important Features

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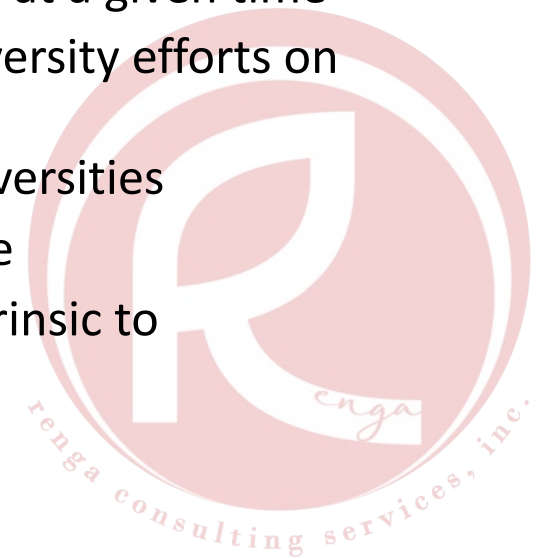
Using Data to Measure Progress

Stage 1: Emerging

Stage 2: Developing

Stage 3: Transforming
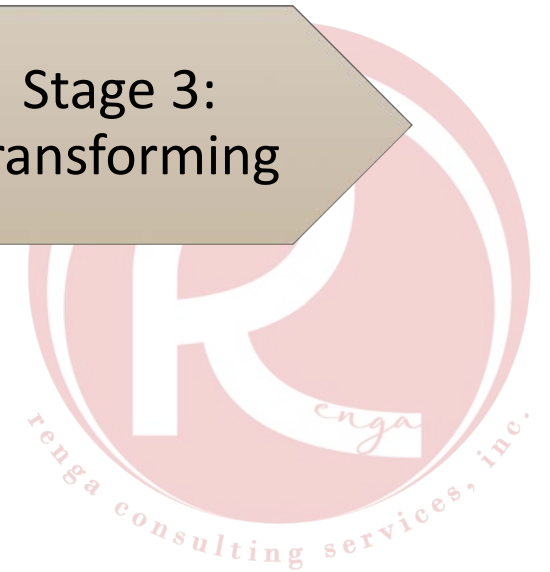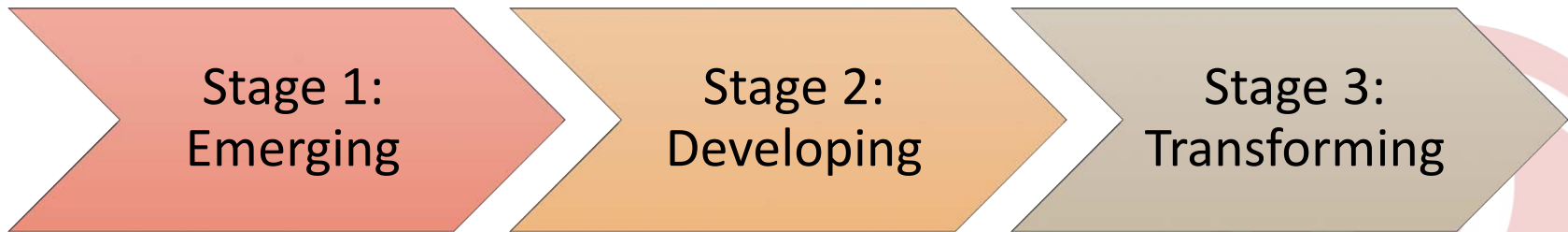
A Closer Look

Dimension I: Philosophy and Mission of Diversity, Inclusion & Equity

A primary component of diversity institutionalization is the development of a campus-wide definition for diversity and inclusive excellence that provides meaning, focus, and emphasis for the diversity effort. How narrowly or broadly diversity 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 will become part of the campus' institutional fabric.
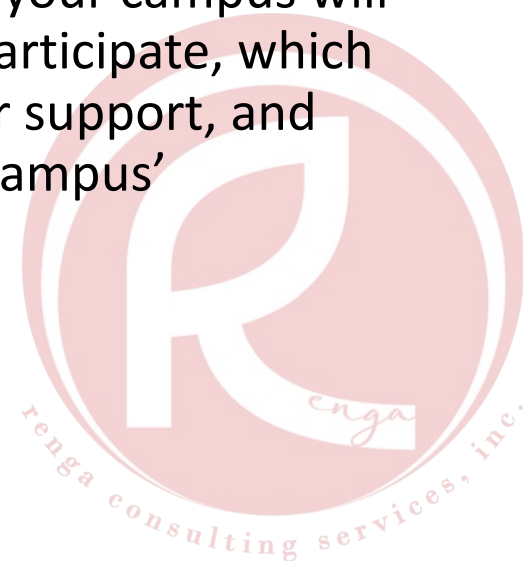
Exploring Rubric Dimension 1

- For each of the seven components (rows), place a check under the Stage that best represents the CURRENT status of the development the philosophy, and mission of diversity in each of the seven components on your campus or institution.

- Once the current status of development has been established, then identify evidence of this status in the INDICATORS row.

Dimension 1: Definition of Diversity

| Component	STAGE ONE Emerging	✓STAGE TWO Developing	STAGE THREE Transforming	INDICATORS
		Measurement		Evidence
Definition of diversity	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.	Stage 2: Developing 1. Definition of diversity varies on departmental websites. 2. Inconsistent explanation of and diversity goals.

Exercise

Exploring a Dimension

- Each group is assigned a dimension.

- Focus on assigned dimension.

- Read rubric's examples for this dimension.

- Consider your own campus or a campus you work closely with as you discuss the questions on the next slide with your group.

- Be prepared to report out to the larger group after 20 minutes.

Discussion Questions

- What do you think of the dimension as a whole? What elements stand out for you the most?

- How well might this dimension capture areas of positive change on your campus or organization?
  - Who are the formal and informal leaders?
  - Where do you anticipate the best practices will be found?
  - How can the rubric align with other assessment efforts?

- What data sources would most inform this dimension?
  - How would the institutional research office facilitate your work?
  - If your campus or organization does not have an IR office, or in addition to that office, where would you turn for data?
  - What other data would do you need to move forward and how would you envision collecting it?
  - What did the group learn from completing the "indicator" block?
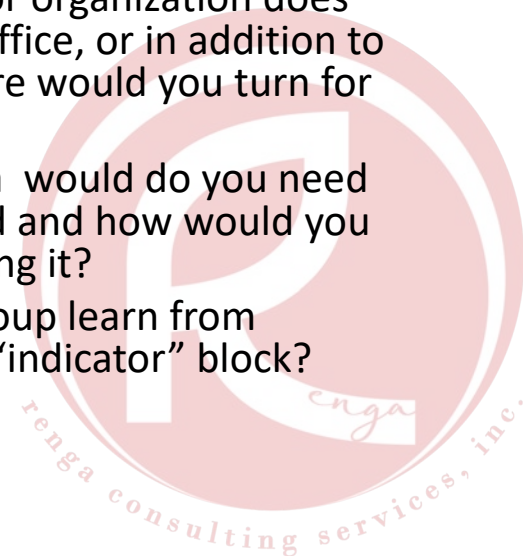
Break

Exercise

Developing Policies, Procedures and Protocols

- Each dimension group reconvenes.

- Think about what policies and procedures would need to be instated, changed, or eliminated in order to support the transformation in the dimension as you and your group proposed.

- Discuss the questions on the next slide with your group.

- Be prepared to report out to the larger group after 20 minutes.

Discussion Questions

- If you are leading a focus group and a student shares a story of experiencing subtle homophobia in a classroom, what would/should happen at your institution?

- In what ways do the existing policies and procedures support or inhibit recruiting, retaining and graduating students of color or first generation college students?

- Where might you look for "best practices?"

- To whom (person in a particular leadership position, department, or office) would you address concerns about policies and procedures in order to support the transformation you envision for the dimension you discussed?
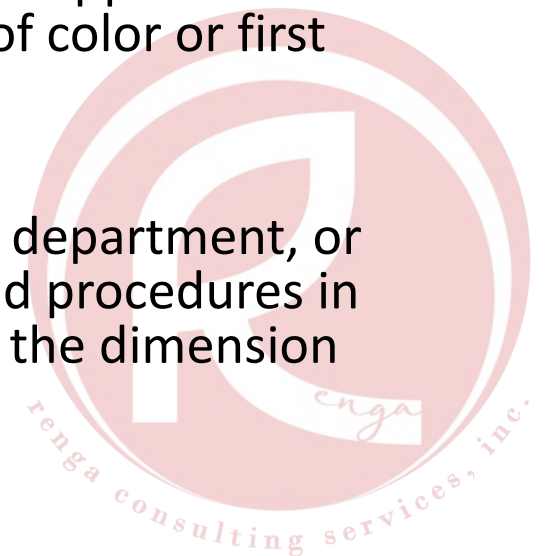
Exercise

Campus Mapping

- Imagine your campus or Campus Compact office/member campuses with all six dimensions in Stage 3 - Transforming.

- Draw a picture, either in words or sketches, of what it would be like to be a part of that learning community.

- Discuss the questions on the next slide with your group.

- Be prepared to report out to the larger group after 20 minutes

Discussion Questions

- Where would you begin? What dimension would you use first?
- Which units or offices would be first, second, third?
- Where do you anticipate the "best practices" will be found?
- What mechanisms/programs/ resources are in place to move forward?
- What efforts currently occurring on at your campus will compliment the rubric work?
- Where are the significant barriers?
- How might the rubric be used as an assessment tool?
- What other efforts already going on at your campus might conflict with the rubric work?
- What would transforming in all six dimensions look like?

Logic Model & Work Plan

Rubric ➤ Logic Model ➤ Work Plan

- You have completed the review of data for the dimensions you have chosen to focus on first.

- You have some ideas about what can be done to move the dimension from the stage it is in to the next stage.

- How do you get there?

A Logic Model is…

- A depiction of a program showing what the program will do and what it is to accomplish.

- A series of "if-then" relationships that, if implemented as intended, lead to the desired outcomes

- A picture of how your initiative works – what needs to be done, with whom, why, and what will result

- The core of program planning and evaluation

Project Inclusion Logic Model

- What is the problem to be addressed?
- Who will be served through the initiative?
- What are your assumptions about how and why the initiative will work?
- What are recommended strategies/activities?
- What are the outcome expectations?
- How will success be measured?
- What are the anticipated long-term impacts?

Logic Plan Example

Clamshell University - Project Inclusion

Problem Statement: Rubric work indicates that there are multiple definitions of diversity, inclusion, and academic excellence in the institution's mission statement and those guiding various departments, programs, centers, and other initiatives.

Participants	Assumptions	Inputs/Strategies	Outcomes	Measures of Success	Long-Term Impacts
Entire institution	Institutional mission statements reflect the values which inform day-to-day operations of the institution as a whole and of individual units within the institution. The process by which the mission statement of the institution is aligned with those guiding departments, centers, programs, and other units can help to stimulate positive organizational change.	Review and revise the mission statement first in small groups and then as a campus-wide exercise. Go back to small groups with the final changes made so that all feel an ownership of the new mission statement. Review of program materials for content compatible with the new mission	Possible changes to the mission statement. Changes to the website and all written materials. Comfort level at discussing issues of diversity, equity and inclusion is evident.	All faculty, staff and students are able to state the mission statement's commitment to Diversity, Equity and Inclusion Increase in the number of conversations and opportunities for such discussions taking place	Outreach to students from all backgrounds will take place and yield will improve. Institution becomes known for being an inclusive campus.

Benefits of the Logic Model Process

- Clarifies thinking

- Uncovers different understandings

- Makes it easier to identify gaps

- May lead to consideration of new ideas

- Helps focus complex work

- Helps decide what outcomes are important to track

- Helps create shared ownership

Benefits of Logic Model Product

- Aids in planning
- Shows cause-and-effect relationships between strategies and outcomes
- Makes it easy to share a project description with others
- Supports accountability and evaluation
- Assists in replication
- Often is required

Work Plan

Developing a Work Plan

- Project Features
- Strategy
- Task/Input/Outcomes
- Who?
- Start Date
- End Date

Work Plan Example

Clamshell University - Project Inclusion Work Plan					
Project Feature	**Strategy**	**Task (Inputs/Outputs/Outcomes)**	**Who?**	**Start Date**	**End Date**
Rubric Steering Committee Meetings	Transition from Rubric to Logic Model to Work Plan	Dimension sub-committees work on a logic model and then come back together with the RSC to create a work plan based on the logic models. Expand membership when needed. Gain institution-wide input and buy in.	Rubric Steering Committee and other campus-wide volunteers		
Student Support	Collect best practices, challenges, and outcomes to improve support for commuter students	Develop commuter student centered programs based on feedback received in student focus groups. Determine best times for events when commuter students can attend.	Create a sub-committee of the the the Student Affairs unit to work with the RSC Student Support Co-chair		
Evaluation	Verify numbers of commuter students compared to students using resident halls. Determine best time for event	Measure the number of students participating in programs. Survey or interview students to determine if increased participation occurs based on programming and/or timing. For the long-term track retention and graduation rates of the participating students.	Dean of Students and assigned staff		
Mission and Philosophy	Modify mission statement to reflect enhanced commitment to diversity	Review existing mission statement	Diversity Committee		
Evaluation	Audit all mission statements for consistency	Align language in all mission statements to assure consistency	Diversity Committee and Senior Leadership		
Faculty Support and Involvement	Create a faculty development series focused on recognizing unconscious bias and creating an inclusive classroom.	Research faculty development programs used at other institutions; discuss possible consultants to lead the sessions; generate faculty input on issues they would like to discuss or learn from these sessions. Measure any changes in reported incidents of bias. Other measures?	Provost, CDO, Dept Heads- decision makers. All faculty required to attend faculty development series.		
Evaluation	Measure the change unconscious bias awareness and strategies learned to create an inclusive classroom.	Develop pre and post faculty surveys	Teaching and learning center staff, IR, or Education faculty researchers		

Questions and Feedback?

Evaluation

https://www.surveymonkey.com/r/ProjectInclusion2

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