



*Enhancing Inclusive
Excellence in New Hampshire
Higher Education
Communities*

New Hampshire Inclusive Excellence Strategic Guide

2011-2016

June 17, 2011 Draft

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Executive Summary

The Enhancing Inclusive Excellence in New Hampshire Higher Education Learning Communities Initiative was launched as a direct result of a statewide summit titled “*Making Excellence Inclusive: Building Engaged Learning Communities Throughout New Hampshire*.” This event sparked the interest of more than 230 attendees and addressed the impact of changing demographics in the Granite State while at the same time created dialogue on inclusive excellence. Groups of state and nationally known leaders in higher education, business, government, and community agencies engaged in conversation on access, diversity and academic excellence at the University of New Hampshire in April 2010. Following this summit, in an effort to continue the statewide diversity work, the event leaders submitted a proposal to the New Hampshire College and University Council for endorsement of a yearlong strategic planning process and the creation of an Advisory Board to be comprised of stakeholders from the colleges and universities. This process helped to build a framework for participation from public, private, two and four year institutions from New Hampshire and to facilitate the outcomes of the summit from conversation to action.

Advisory Board members were nominated by their respective college presidents and their roles were to serve both as liaisons to the committee and to their respective campus. Presidential nominations were completed in the fall of 2010. The Advisory Board represented a wide array of institutions including five community colleges, six public four year, and ten private four year colleges. Representatives from state government were included as well. The institutional roles of the nominees were diverse and included Chief Academic Officers, Student Affairs Officers, faculty from a variety of disciplines (engineering to education), Chief Diversity Officers, community service directors and other administrators. The Advisory Board met four times over the academic year to address their expected outcomes. The final meeting of the Advisory Board was convened as a part of the statewide broadening participation in science, technology, engineering, and mathematics (STEM) conference in June. Board members were accompanied by teams from their institutions and agencies to offer input to the guide.

Specific strategic outcomes were identified at the outset of the initiative. These outcomes included: development of a vision statement, articulation of goals and objectives, creation of a Best Practices Document, planning and implementing a Statewide Summit for the spring 2012 and the creation of a website. Finally, the Advisory Committee drafted a Conceptual Statement for Inclusive Excellence to be further vetted by stakeholders.

Introduction

Through a collaborative venture New Hampshire's first statewide conversation to discuss how to build engaged and inclusive learning communities in the face of New Hampshire's changing demographics was held in April 2010. *"Making Excellence Inclusive: Building Engaged Learning Communities Throughout New Hampshire,"* addressed the impact of changing demographics in the Granite state. The event attracted 232 registrants from across New Hampshire, Maine, Massachusetts, and Vermont to dialogue with state and nationally known leaders in higher education, business, government, and community agencies about access, diversity and academic excellence. On the campus of the University of New Hampshire, conference attendees explored ideas and strategies as they examined trends based on demographic research completed by the Carsey Institute.

The summit was sponsored by Keene State College, Campus Compact for New Hampshire, New Hampshire College and University Council, Prudential Financial, New Hampshire EPSCoR, Target Corporation, and the University of New Hampshire as a springboard to advance engaged and inclusive higher education learning communities through comprehensive state-wide level leadership and guidance. The event was successful as indicated by attendance, sponsorship and survey feedback. Therefore, in an effort to continue the statewide diversity work initiated with the summit, the event leaders submitted a proposal

in June 2010 to the New Hampshire College and University Council of Presidents for their endorsement of a yearlong strategic planning process. This process would ensure that the summit constructs and concepts moved from conversation to action.

In December 2010, a coalition of higher education leaders launched this bold initiative to ensure that New Hampshire's students leave college prepared for participation in an increasingly multicultural democracy, as they engage in the increasingly diverse communities within the Granite State. The initiative, called Enhancing Inclusive Excellence in New Hampshire Higher Education Learning Communities, will create resources and models for "inclusive excellence"—that is, preparing students to live and work in a world that is multicultural, multilingual, and multiracial and whose borders and boundaries are blurring into an ever-expanding global community and economy. The initiative also aims to move theories of making excellence inclusive into practice throughout the academic and student life efforts on NH campuses. To achieve these goals we will develop strategies consistent with the principles of making excellence inclusive while reinforcing the critical role higher education plays in educating citizens for participation in democracy. Inclusive Excellence is rooted in a common commitment to the goals of democracy and both community engagement and service learning can be key strategies to forge those connections.

Compelling Interest

The world is changing rapidly, driven by powerful forces such as economics, science, technology, politics, demographics, and religion. Daily, we witness transformations in how we live, how we do business, and how our governments function. Today's college graduates and citizens must be prepared to navigate a world of transnational borders and diverse cultures. They will also experience increasingly new and old complex cultural difference at home in their communities as demographics rapidly change. New Hampshire graduates and citizens will live and are living and working in a world where the pressing social, economic, religious and sustainability issues are global in nature. Moreover, at the state level New Hampshire colleges and universities are now witnessing the im-

pact of the changing demographics, making it necessary for institutions of higher education within the state to strategically provide leadership in collaboration with stakeholders to anticipate, meet and embrace the powerful challenges and opportunities that current and future demographic changes will yield.

In order for New Hampshire's institutions of higher learning to be consistent with many professional guilds' Codes of Ethical Practice and/or values (such as the American Psychological Association, American Psychiatric Association, American Medical Association, American Association for the Advancement of Science, American Institute of Biological Sciences, American School Counselor Association, etc.) which

include “doing no harm” and “cultural competency,” we are obligated to provide opportunities for students to develop skills to effectively work in an increasingly global society and economy. One of the main ways to fulfill this responsibility is to have more diverse college and university environments where students can be mentored by faculty, administrators, and staff from various backgrounds and have opportunities to interact with peers with a broad range of experiences and perspectives.

“People think of New Hampshire as being pretty homogeneous, but we’ve always had socioeconomic, geographic, and cultural diversity, and now we’re seeing an increase in the types of racial and ethnic diversity that have defined demographic changes in other parts of the country,” says Thomas Horgan, President and CEO of NHCUC, noting as an example that students at Manchester High School Central come from 60 different countries and speak some 30 different languages. “By creating community ties and other support structures for students from different backgrounds, we can ensure that our colleges and universities are preparing all students to participate effectively in our diverse society,” he continues.

“This initiative will help us create diverse and inclusive learning communities that will serve New Hampshire well as demographic changes accelerate,” agrees UNH President Mark W. Huddleston. “These learning communities will foster the types of cooperative and critical thinking needed to address social issues and remain competitive in the global marketplace.”

Inclusiveness in higher education is also a national priority as higher education accrediting agencies and national organizations make their own commitments

to advancing excellence through diversity and inclusion. It is included as a component of the Integrity Standard for accreditation with the New England Association of Schools and Colleges (NEASC) Commission on Institutions of Higher Education, the accrediting agency for NH Colleges and Universities. Standard 11.5 states:

The institution adheres to non-discriminatory policies and practices in recruitment, admissions, employment, evaluation, disciplinary action, and advancement. *[It fosters an atmosphere within the institutional community that respects and supports people of diverse characteristics and backgrounds].*

The principle of “Inclusive Excellence”, introduced by the Association of American Colleges and Universities (AAC&U) in 2003, helped many institutions rethink their approaches to diversity and quality. A 2005 report by the American Association of State Colleges and Universities and the National Association of State Universities and Land Grant Colleges, “Now is the Time”, goes beyond representational diversity and provides practical tools for identifying and assessing diversity on campus and engaging a campus-wide conversation that leads to personal and institutional change.

In summary, New Hampshire colleges and universities are witnessing the impact of the changing demographics, making it necessary for institutions of higher education within the state to strategically provide leadership in collaboration with stakeholders in businesses, community agencies, communities, and government to lead and manage current and future demographic changes in significant ways.

Highlights of the Inclusive Excellence Statewide Initiative

Spearheaded by the University of New Hampshire (UNH) in conjunction with the statewide higher education associations Campus Compact for New Hampshire (CCNH) and the New Hampshire College & University Council (NHCUC), the two-year initiative aims to build strong relationships between higher education and diverse communities both on and off campus. These groups have forged ties with a broad coalition of supporters, including an Advisory Board consisting of education, business, state government

and community leaders from across the state. These leaders are taking a proactive approach to meeting the needs of a population whose demographics are changing rapidly.

“We’re putting in place a comprehensive plan to advance diversity, equity, and academic excellence among New Hampshire’s colleges and universities that will attract and support students from all walks of life,” says Paul LeBlanc, President of Southern New

Hampshire University, who serves as Board Chair of both CCNH and NHCUC. “By partnering with K-12 educators as well as business and community leaders, we’re also creating a continuum of excellence that will benefit New Hampshire as a whole.” He notes that CCNH and NHCUC are natural allies in this effort, as both organizations are dedicated to advancing higher education through academic excellence and community engagement.

A key goal of the initiative is to build on existing work within the state by spreading successful models of diverse living and learning communities both statewide and nationally. For example, as part of its long-standing commitment to diversity, UNH established the Office of Diversity Initiatives in 2005 to provide a central organizational structure to direct diversity efforts, in addition to generating resources for faculty, staff, and students that promote the highest standards of educational excellence in a diverse and welcoming campus setting.

The initiative’s newly appointed Advisory Board will guide efforts to build capacity for inclusive excellence at individual institutions while fostering collaboration. It will also create a statewide network of campus and community leaders to identify needs and opportunities and to develop assessment strategies as the initiative progresses.

Advisory Board members were nominated by their respective college presidents to serve on the committee, as well as, in the capacity of liaison. Presidential nominations were made in the Fall of 2010. The Advisory Board was comprised of a wide array of members including five community college members, six public four year members and ten private four year members, representatives from state government were included as well. The roles of the nominees were diverse as well and included Chief Academic Officers, Student Affairs Officers, faculty from a variety of disciplines (engineering to education), Chief Diversity Officers, community service directors and other administrators.

Specific strategic outcomes were identified at the outset to be later confirmed as the initiative’s work moved forward. These outcomes included:

- Development of a vision statement
- Articulation of goals and objectives
- Creating a Best Practices Document
- Planning and implementing Statewide Summit for the Spring 2012
- Creation of a Website

Leadership and support were identified early on as a critical component of a successful initiative. To that end, the leadership of the colleges and universities was sought through the NH College and University Council. In September 2010, the college presidents endorsed the proposed initiative and asked to be updated at the Executive Committee meeting in March 2011.

Publicity and media coverage was also identified as an important component to advance the initiative. Local and statewide print media and on-line newspapers have been responsive, as well as, local radio stations. A press release announcing the launch of the initiative and the appointment of each Advisory Board Member was distributed to local media outlets.

The Advisory Board was first convened in December 2010. The goal of this initial meeting was to provide an overview of the initiative, to share findings from the April 2010 Summit and to develop community connections among the board members. A second meeting was held in February 2011. Intended outcomes included developing a common picture of how inclusive excellence and civic engagement have evolved and to identify current trends. In March 2011, the Advisory Board met with the purpose of starting to identify shared vision and objectives for the Building Inclusive Excellence in NH Higher Education Learning Communities. The Advisory Board met in April and continued the work started in the March session focusing on the identified key areas: recruitment and retention, partnerships, campus climate, professional development and assessment and completed a framework for further refinement. In June the Advisory Board will reconvene to review this document and to address the important connections to campus based efforts. Advisory Board members, along with key stakeholders from their campuses, will consider the tenants of this initiative and how it may leverage campus efforts.

Conceptual Statement for Inclusive Excellence

Equitable inclusion is fundamental to education. It is inherent to the achievement of excellence. Multiple perspectives, experiences, and backgrounds enrich, expand and elevate inquiry, creativity, and innovation for holistic education.

Inclusion is the shared value infused by leadership compelling individuals at all levels in action toward community excellence. It integrates the diversity of perspectives, cultures, experiences and abilities into all aspects of the kindergarten through doctoral educational system and engages community partners. The integration is evident in the curriculum, class-

room and campus climate, and within all levels of the organization.

Inclusive Excellence is core to the educational mission of institutions of higher education; and is demonstrated in curricular and co-curricular activities that are integrated throughout all administrative areas and academic units. This is evident in the recruitment hiring and retention practices, reward systems, resource allocation, campus and community partnerships and campus and classroom climate and institutional culture. It permeates throughout the fiber of the institution.

Overview New Hampshire Inclusive Excellence Strategic Guide

The New Elampshire Inclusive Excellence Strategic Guide is the result of diligent work of diverse leaders from across the state over a nine-month period who served on the Enhancing Inclusive Excellence in NIT Communities Advisory Board. The New Elampshire College and University Council and the advisory board will continue to provide watchful oversight on strategic issues and assist in facilitating and guiding

the strategic principles through briefings, reviewing data and providing advice and recommendations to the Vice Presidents and Presidents on all aspects of diversity and inclusive excellence applicable to the five strategic themes endorsed. The five strategic themes include: Organizational Structure; Campus Climate; Recruitment & Retention (Students, Faculty, Staff, and Administration); Community Outreach and Engagement; and Curriculum.

Strategic Themes and Actions for Enhancing Inclusive Excellence in NH Communities

The adoption of this strategic guide demonstrates New Elampshire institutions of higher education commitment to policies, practices, and initiatives that foster an inclusive campus community that recruits, welcomes, and supports those who have been historically excluded or underrepresented in higher education.

The 2011-2016 New Elampshire Inclusive Excellence Strategic Guide identifies five strategic themes with

accompanying strategic actions that will be implemented during the next five years by NITCUC institutions, assessed annually, and will be reassessed at the conclusion of 2016. The strategies listed below fall into five categories: Organizational Structure, Campus Climate, Recruitment & Retention (Students, Faculty, Staff, and Administration), Community Outreach and Engagement, and Curriculum. The implementation of the strategies will serve as benchmarks for the assessment of yearly progress.

1. Organizational Structure

Strategic Actions

Statewide Inclusive Excellence Advisory Board

Short-term (1-12 months)

- Continue statewide advisory board - establish/re-establish institutional structures to advance Inclusive Excellence
- Develop a website to be used as a resource library that we can share with others (Vision, Goals/objectives, Membership, and Resource Library)
- Continue to hold bi-annual summit and report out with published proceedings to build resource library
- Create shared vision and objectives with Best Practices and outcomes.

Midterm (13-30 months)

- Frame an argument in terms of Inclusive Excellence and Diversity so others will become engaged at the state level particularly public policy makers and business leaders.
- Engage statewide educational coordinator
- Establish statewide resources (website with resources: sharing open positions, best practices, inclusive recruitment and retention and rewards strategies)

^ Partner with NHCUC Chief academic affairs officers and student affairs officers - fostering relationships with critical stakeholders, K-12, government.

Long-term (31 months and beyond)

NH Colleges and Universities

Short-term (1-12 months)

- Document positive outcomes - annual reports, appearing in meaningful ways such as annual reports, strategic plans and institutional resources

Midterm (13-30 months)

- Tie merit and funding to actions creating inclusive excellence values/goals
- Revise academic and strategic plans to reflect values/goals of Inclusive excellence
- Identify successful models that are being used and learn from those. (Eg. K-12 mainstreaming)
- Engage faculty, faculty senate and other academic leaders in efforts to advance diversity, inclusive excellence, equity, and civic engagement

Long-term (31 months and beyond)

2. Campus Climate

Strategic Actions

Statewide Inclusive Excellence Advisory Board

Short-term (1-12 months)

Midterm (13-30 months)

- Create a jointly agreed upon survey for colleges and universities - conduct state-wide and campus wide assessments (services/resources)

Long-term (31 months and beyond)

NH Colleges and Universities

Short-term (1-12 months)

Midterm (13-30 months)

- Connect programming for and by students to inclusive excellence values/goals
- Create campus climate where Inclusiveness Is valuable and valued by all

Long-term (31 months and beyond)

3. Recruitment & Retention (Students, Faculty, Staff, and Administration)

Strategic Actions

Statewide Inclusive Excellence Advisory Board

Short-term (1-12 months)

- Provide resource on best practices

Midterm (13-30 months)

- Sponsor workshops for academic affairs and student affairs audiences

Long-term (31 months and beyond)

NH Colleges and Universities

Short-term (1-12 months)

- Foster increased interaction between K-12 and higher education to share successful models for inclusive excellence in recruitment and retention practices
- Seek new and deeper partnerships with campus committee- CAO, CSAO, admissions, and others

Midterm (13-30 months)

Long-term (31 months and beyond)

4. Community Outreach and Engagement

Strategic Actions

Statewide Inclusive Excellence Advisory Board

Short-term (1-12 months)

- Bring K-12 representatives into the mix as well as students and parents
- Engage community organizations
- Promote connection with civic engagement through collaboration with community service and service learning coordinators
- Work with media to promote best practices

Midterm (13-30 months)

Long-term (31 months and beyond)

NH Colleges and Universities

Short-term (1-12 months)

- Foster reciprocal relationships with higher education and K-12 in the state
- Bring K-12 representatives into the mix as well as students and parents

Midterm (13-30 months)

- Further develop the capacity of NH institutions to collaborate with community organizations

Long-term (31 months and beyond)

5. Curricular and Co-Curricular

Strategic Actions

Statewide Inclusive Excellence Advisory Board

Short-term (1-12 months)

- Advise EPSCoR Initiative

Midterm (13-30 months)

- Disseminate and highlight best practices in curriculum development for faculty and student affairs staff
- Create a resource kit

Long-term (31 months and beyond)

NH Colleges and Universities

Short-term (1-12 months)

Midterm (13-30 months)

Long-term (31 months and beyond)

- Foster alignment of curricular reform and decisions with values/goals of Inclusive excellence
- Develop and support service learning, internships and other experiential education models as strategies

Summary

The development of this strategic guide is due to the collaborative efforts of the following members of the NH Advisory Board: Debby Scire, Campus Compact for New Hampshire; Wanda Mitchell, University of New Hampshire; Abigail Abrash Walton, Antioch University New England; Kevin Hodges, Chester College of New England; Pamela Serota Cote, Colby-Sawyer College; Dottie Morris, Keene State College; Seth Wall, MA College of Pharmacy and Health Sciences-Manchester Campus; Larissa Baia, Manchester Community College; Linda Willard, Manchester Community College; Elizabeth Berry, Nashua Community College, Dawn Kilcrease, Nashua

Community College; Hilton Hallock, New England College; Sebastian Lockwood, New Hampshire Institute of Art Liberal Arts; Michael Wynne, New Hampshire Institute of Art; Dawn Higgins, NHTI - Concord's Community College; Sharron Rowlett-Moore, Rivier College; Louisa Martin, Southern New Hampshire University; Brooks Carter University of New Hampshire; Paul McNamara, University of New Hampshire; Regina McCarthy, University of New Hampshire Manchester; Esteban Lopez, New Hampshire College and University Council, Kevin Gardner, NH EPSCoR, and Trinidad Tellez, Department of Health and Human Services

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Appendices

Appendix A

Enhancing Inclusive Excellence in NH Communities Advisory Board Appointees

First Name	Last Name	Organization	Title
Debby	Scire	Campus Compact for New Hampshire	Executive Director
Wanda	Mitchell	University of New Hampshire	Vice Provost for Faculty Development and Inclusive Excellence
Abigail	Abrash	Antioch University New England	Assistant to the President for Sustainability & Social Justice
Kevin	Hodges	Chester College of New England	Director of Student Services
Pamela	Serata Cote	Colby-Sawyer College	Associate Dean of International and Diversity Programs
Dottle	Morris	Keene State College	Chief Officer for Diversity and Multicultural™
Seth	Wall	MA College of Pharmacy & Health Sciences	Executive Director, Manchester Campus
Larissa	Baia	Manchester Community College	Associate VP of Enrollment Management
Linda	Willard	Manchester Community College	Social Sciences Coordinator
Elizabeth	Berry	Nashua Community College	Department Chair, ESOL and World Language
Dawn	Kilcrease	Nashua Community College	Director of Public Relations & Marketing
Hilton	Hallock	New England College	Vice President for Academic Affairs
Sebastian	Lockwood	New Hampshire Institute of Art	Liberal Arts Faculty
Michael	Wynne	New Hampshire Institute of Art	Director of Student Affairs
Dawn	Higgins	NHTI - Concord's Community College	Director of Cross-cultural Education and ESOL
Sharron	Rowlett-Moore	Rivier College	Director, Office of Multicultural Affairs
Yemi	Mahoney	St. Anselm College	Director, Multicultural Center & Educational Services
Louisa	Martin	Southern New Hampshire University	Director of Diversity
Vernon	Brooks Carter	University of New Hampshire	Associate Professor of Social Work
Paul	McNamara	University of New Hampshire	Associate Professor of Philosophy
Kevin	Gardner	NH EPSCoR and University of New Hampshire	Faculty Fellow
Regina	McCarthy	University of New Hampshire Manchester	Assistant Dean - Academic Student Services
Gail	Fensom	University of New Hampshire Manchester	Assistant Professor of English & Director of the First Year Writing Program
Esteban	Lopez	New Hampshire College & University Council	Director of Diversity Initiatives and Research
Trinidad	Tellez	Department of Health and Human Services	Director of Minority Health & Refugee Affairs New Hampshire Department of Health and Human Services

