

NADOHE INCLUSIVE EXCELLENCE CAMPUS INDEX

The National Association of Diversity Officers in Higher Education has partnered with the Center for Diversity and Inclusion in Higher Education (CDIHE), the University of Maryland, to develop and distribute a new tool for assessing institutional and organizational inclusive excellence: The NADOHE Inclusive Excellence Campus Index (IECI). This new tool will be developed through a series of research studies based on the framework depicted in Figure 1 below. The CDIHE will begin conducting an initial pilot study on the assessment framework starting immediately. A limited number of NADOHE member institutions will participate in the pilot study and will receive an external review of equity, diversity, and inclusion (EDI) efforts of their campus (free of charge). Institutional participants in the pilot study will receive a formative assessment report based on the framework in Figure 1 below, with emphasis on Foundational Cornerstones (orange ovals) and Organizational Processes (blue rectangles) and recommendations for capacity building related to the Operational Activities (green box).

Steering Committee

Institutions will form a steering committee of no more than six individuals to guide campus-level work to begin on a date determined in collaboration with the CDIHE. The steering committee should include representatives from academic affairs, student affairs, institutional research, HR, and the diversity and inclusion office. The pilot study will begin with a focus group dialogue with the steering committee regarding components of the IECI framework, focusing on the availability of information related to the framework's components. Figure 2 provides an elaboration of key components of the framework to be included in the assessment.

The steering committee should have the capacity to develop a brief self-study of each of the components of the IECI framework, compiling a summary of information and materials under each of the 16 IECI framework headings (with materials included in the appendices).

Outline of Self Study

The pilot study will be conducted within the Inclusive Excellence Campus Index Framework and will be contextualized for each campus participating. The self-study can be outlined by the components of the model (with the following headings along with an introduction and conclusion:

- I. Foundational Cornerstones -- (a) mission-driven imperative; (b) accountability mechanisms and metrics; (c) principles of ethical practice; (d) institutional change mechanisms, processes, and edicts; (e) definitions of DEI as inclusive, differentiated, and intersectional.
- II. Operational Processes -- (a) institutional-wide organizational infrastructure for DEI - allocation of fiscal, physical, personnel resources, and reporting structures; (b) balance optimization for balance between centralization and decentralization of DEI work; and (c) structures for and needs related to institutional and individual capacity-building for DEI operations.

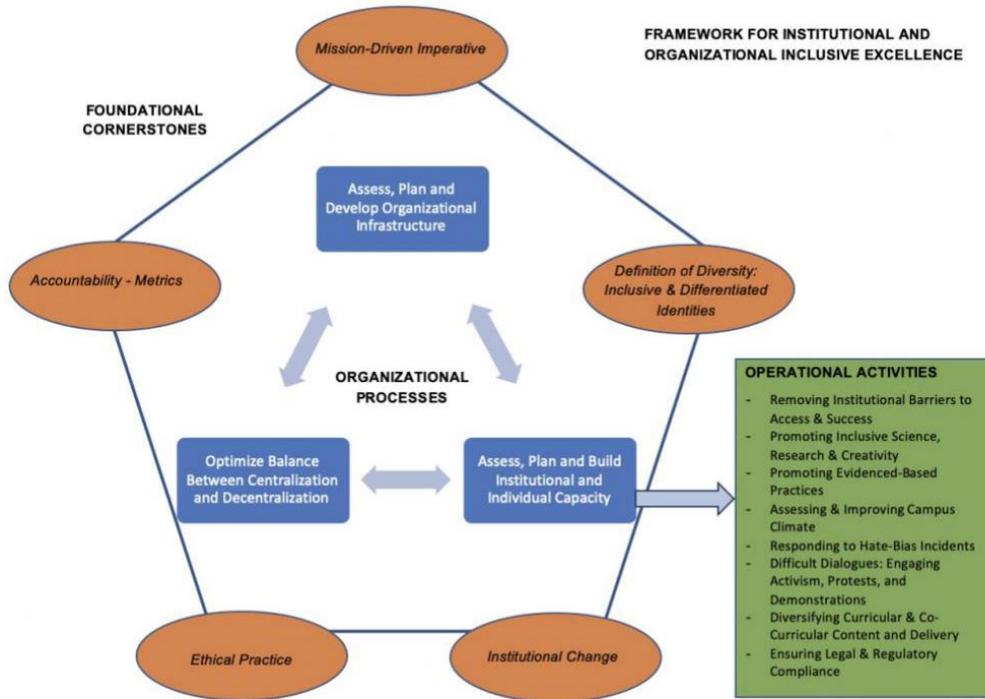
- III. Organizational infrastructure (units and resources) and capacity-building for operational DEI work regarding -- (a) removing structural barriers to access and success; (b) evidence-based practices (enrollment management; HR; faculty hiring, promotion, evaluation; etc.); (c) diversity in the curriculum and co-curriculum; (d) promoting inclusive science, research, and creativity - statements and incentives; (e) hate-bias response - mechanisms, expertise, resources; (f) engaging activism, protests, & demonstrations - mechanisms, expertise, resources; (g) assessing & improving campus climate - recent studies, findings, actions, plans; (h) legal and regulatory compliance - mechanisms, expertise, resources.

The CDIHE team will review the self-study and information obtained from the focus group dialogue to develop a protocol for the next stage of the institutional review process. A series of individual interviews will be conducted to gather additional information for the review.

The formative assessment report will be developed based on the model, highlighting areas of strength and areas for improvement, with specific recommendations for capacity building, developing organizational infrastructure, and optimizing the balance between centralization and decentralization in the institution. Where appropriate, recommendations will be made for the development or improvement of foundational cornerstones.

Post-hoc consultation services will be offered on a fee-for-service basis for capacity building, strategic planning, and additional assessment activities (e.g., campus climate research).

FIGURE 1: Inclusive Excellence Campus Index Framework



Adapted from Worthington, Stanley, & Smith (2020).

Figure 2: Three-Dimensional Model of Higher Education Diversity

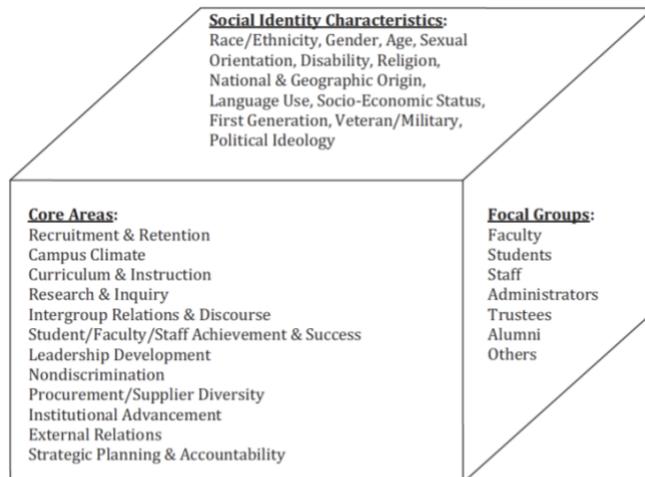


Figure 1. Three-dimensional model of higher education diversity. Adapted from "Advancing Scholarship for the Diversity Imperative in Higher Education: An Editorial," by R. L. Worthington, 2012, *Journal of Diversity in Higher Education*, 5, p. 2. Copyright 2012 by the National Association of Diversity Officers in Higher Education.