

Leading for Change Together

Leading for Change Conference 2014

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Effective Diversity Practices in Higher Education

- Enhances students' skills in:
 - Communication
 - Critical thinking
 - Problem solving
 - Leadership skills
 - Civic engagement
 - Ability to work effectively and cooperatively with others in our diverse and global world.
- Increases retention and graduation rates for all students.
- Helps ensure the hiring and retention of a diverse workforce.
- Contributes to a positive campus climate for all (Bauman, Bustillos, Bensimon, Brown & Bartee, 2005; Gurin, Dey, Hurtado & Gurin, 2002; Hurtado, 2001; Milem, Chang, Antonio, 2005; Williams, 2013).



Background Information

- From 2007-2011, Bridgewater State University increased our six-year graduation rates by 4% for all BSU first-time, full time students, 4% for low-income students, and 12% for students of color.
- BSU hosted *Leading for Change 2013 Conference* to share our diversity best practices.
- Institutions in the region attended in cross-divisional teams and used the opportunity to set additional diversity goals.
- *The Leading for Change Consortium* was created to build on this momentum.

Usefulness of Consortia in Higher Education

- Allows institutions from different mission classes to work together toward a common purpose.
- Fosters sharing of resources and expertise, the building of trust and increasing transparency regarding organizational processes.
- Consortium members are committed to ensuring all partners benefit from the process (Burley, 2013; Burley, Gnam, Newman, Straker & Babies, 2012; Pasque, Smerek, Dwyer, Bowman & Mallory, 2005, p. 15).
- “The core work is to promote ongoing knowledge exchange, shared learning and capacity building” (Pasque, Smerek, Dwyer, Bowman & Mallory, 2005, p. 15)



Mission of Leading for Change Consortium

- Voluntary collaboration of institutions of higher education in Massachusetts and the greater New England region committed to identifying student and employee diversity best practices through:
 - institutional benchmarks
 - uniform and transparent use of data
 - reflective practice/program evaluation.



Immediate Outcomes of Leading for Change Consortium

- Common diversity definitions and benchmarks;
- An ethos and process of transparency and information-sharing regarding the results of our campus diversity efforts;
- A public website that will allow region to examine our work and compare institutions' diversity results.



Long-term Benefits of Consortium

- A web-based compendium of data-driven diversity practices from a range of different types of campuses;
- The creation of diversity best practice information;
- A team of diversity consultants;
- A model for state-wide diversity consortium in higher education.



Diversity Benchmarks

□ Leading for Change Consortium web site:

<http://www.bridgew.edu/the-university/diversity-consortium/diversity-benchmarks>

Responsibilities of Institutional Consortium Members

- ❑ Create Leading for Change institutional team.
- ❑ Participate in the benchmarking and reflective practice processes.
- ❑ Attend the annual conference.
- ❑ Provide training and consultation free of charge to consortium members regarding institutional best practices.
- ❑ Participate in 2 diversity leadership summits per year.



Leadership Panel

- The Leading for Change diversity benchmarks will support my institution – and others in the same Carnegie classification – in the following ways:

- I will provide leadership on my campus in support of the Consortium’s work in the following ways:

Discussion Regarding Consortium and Benchmarks

- Please spend the next few minutes answering the questions focused on the Leading for Change Consortium and Benchmarks (cream-colored paper).
- Every table has a designated facilitator to help guide the discussion.
- Please take notes so that we can learn from your feedback.