Thank you for your interest in the NERCHE Self-Assessment Rubric for the Institutionalization of Diversity, Inclusion, and Equity in Higher Education. We are asking all who use the Rubric to consider themselves NERCHE Rubric Pilot Sites. Because NERCHE is just launching the pilot of the rubric, we want to track how the instrument works and share best practices with the other institutions that choose to use it. To facilitate the sharing of experiences, we are encouraging campuses to engage in a similar three-step process: (1) preparation; (2) administration; (3) follow-up.

We have included a set of questions organized according to each of these phases. If possible, we would appreciate written responses to each of these questions. We will compile the responses from other institutions that are using the rubric and share this information with all of the pilot campuses.

**Preparation:**

Prior to the administration of the rubric, we recommend that campuses:

1. Articulate a shared set of goals which guide the diversity work to which the group is committed;
2. Review the draft rubric in its entirety and articulate the ways in which the rubric:
   a. would complement and augment the group’s larger goals;
   b. may impede, contradict, or otherwise fail to complement these goals; and
   c. could be administered to best complement the identified goals.
3. Create a scheduled plan for administration of the rubric which would include:
   a. what audiences would complete the selected dimensions of the rubric;
   b. who will administer the rubric;
   c. when and how the rubric and the process of administering it will be introduced to the intended audiences; and,
   d. how much time is allocated for administration, including time for feedback from the individuals who participated

**Administration:**

During the administration of the rubric to the identified groups on your campus:
1. Identify an individual—preferably one from the planning group or committee that decided to administer the rubric—whose responsibility it is to record impressions of:
   a. the extent to which the rubric facilitated authentic group conversation about the selected dimension;
   b. ways in which the rubric challenged the group’s ability to discuss critical issues related to the selected dimension;
   c. needed revisions and additions to the organization, content, and overall design that would facilitate group discussion.
   d. facilitation strategies which were especially useful in establishing a group climate which encouraged authentic discussion and dialogue.
   e. stumbling blocks which may impede progress toward reaching diversity goals and suggested strategies to respond to these potential obstacles.

**Follow-Up:**

After the rubric has been administered to one or all of the groups selected by the steering group or committee:

1. Hold a discussion with the key administrators of the rubric focused on the six areas below. Please record the key points.
   a. As you reflect on your observations of the administration of the rubric, what word or phrase comes to mind?
   b. What was most powerful outcome from administering the rubric? Troubling or worrisome?
   c. How did the use of the rubric support the identified goals for the steering group? What impact, if any, did the use of the rubric have on these goals?
   d. What were three key observations which you learned about the institution and its commitment to diversity?
   e. What will you do with the data now that you have collected it?
   f. How can the rubric be improved to better support the mission and vision of your institution?

Please send your written evaluation to alane.shanks@nerche.org

If you have questions, please call

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APPENDIX A

New England Resource Center for Higher Education

NERCHE is committed to collaborative change processes in higher education to address social justice in a diverse democracy.

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