

**Leading for Change Higher Education Diversity Consortium
Measuring Retention and Graduation Rates for Other Student Groups**

Name of Institution: Lasell College

Benchmark	Yes/No	Notes
Does your institution track retention rates of veterans ? If so, please share with the Leading for Change Consortium how you gather this information.	No	Data on veterans is available, but has not been tracked
Does your institution track graduation rates of veterans ? If so, please share with the Leading for Change Consortium how you gather this information.	No	Data on veterans is available, but has not been tracked
Does your institution track retention rates of gay, bisexual and transgender students (LGBT) ? If so, please share with the Leading for Change Consortium how you gather this information.	No	Data is not collected
Does your institution track graduation rates of gay, bisexual and transgender students (LGBT) ? If so, please share with the Leading for Change Consortium how you gather this information.	No	Data is not collected
Does your institution track retention rates of students with disabilities ? If so please share with the Leading for Change Consortium how you gather this information.	Yes/No	Data is tracked based on students that declared a disability and seek the assistance of disability services.
Does your institution track graduation rates of students with disabilities ? If so please share with the Leading for Change Consortium how you gather this information.	Yes/No	Data is tracked based on students that declared a disability and seek the assistance of disability services.

**Leading for Change Higher Education Diversity Consortium
Culturally Inclusive Pedagogical and Curricular Development**

Name of Institution: Lasell College

Aspects of Campus' Culturally Inclusive Pedagogical and Curricular Development	Notes
Are students required to take diversity course(s)? If so, describe the curricular requirement.	In fall 2014, Lasell implemented a new core curriculum that is designed to integrate a set of learning outcomes into courses across departments. Our intention is that students will encounter and understand diversity-related content in a variety of contexts, with a variety of peers and faculty, including a junior-level ethics course and core courses in global & historical perspectives and the interrelationships between individuals and society. Offering greater and repeated engagement will prepare our graduates to interact in a diverse society.
Describe the faculty development that occurs at your institution around culturally inclusive and engaged pedagogies.	Our Teaching and Learning Center offers faculty development workshops throughout the year, and each year several of the workshops center on inclusive excellence. Beginning in 2015, the Donahue Institute for Ethics, Diversity, and Inclusion shared leadership in planning and delivering development on culturally inclusive and engaged pedagogies. Fulltime faculty participate in voluntary and required professional development workshops each September, January, and May, and culturally inclusive practices and pedagogies have been emphasized in recent years (e.g., January 2016 – half-day diversity workshop for all fulltime faculty; September 2015 – teaching LGBTQ-plus identified students, teaching international students, teaching academically stigmatized students; January 2015 – the influence of positionality and social locations on our professional roles). In addition, new adjunct faculty participate in a multi-session orientation, which briefly addresses inclusive teaching practices.
Is attention to diversity part of the academic/departmental program assessment process? If so, please describe.	Some departments have established department goals related to diversity. As the new Core Curriculum is implemented, at least three outcomes are explicitly related to diversity and will be assessed in multiple locations. <ul style="list-style-type: none"> • Individuals and Society comprises a core knowledge perspective with the outcome: evaluate and understand how individual differences and societal contexts impact human behaviors, beliefs, values, interactions, and emotional and intellectual processes. Key components include understanding the impact of inequities and power differentials in groups and individuals, and learning to identify and question one's own assumptions related to those issues. Assessment occurs through multiple course-based written and oral responses. • Global & Historical perspectives is a core knowledge perspective with the outcome: interpret and analyze the complex interrelationships and inequities in human societies in a global and historical context. Assessment occurs each semester through a combination of written responses to reading and in-class activities, small-group discussions, and self-reported changes in understanding. • The three synthesis and application outcomes address diversity. The second is assessed in the junior ethics courses; assessment plans for the other two are not yet developed. <ul style="list-style-type: none"> o Analyze how meanings and knowledge are created by diverse cultures and how they evolve over time o Respond critically and analytically to moral issues and make informed, ethical decisions o Participate actively as a citizen in local and global communities
In addition to the above, please describe any additional efforts your institution is engaged in to enhance culturally inclusive pedagogical and curricular development.	Collaborative efforts are underway to compile and centralize materials to address multiculturalism within courses (e.g., resource webpages for faculty and students). Student leaders are also working with faculty and administration on video projects to raise awareness about student perspectives, experiences, and concerns about classroom cultural climate.

**Leading for Change Higher Education Diversity Consortium
Gathering Information on Employees from Other Diverse Groups**

Name of Institution: Lasell College

<i>Employee Group</i>	<i>Notes</i>
Does your institution track the percentage of employees that define themselves as disabled? If so, please share with the Leading for Change Consortium how you gather this information.	No. Data is not collected.
Does your institution track the percentage of employees that define themselves as members of the LGBT community? If so, please share with the Leading for Change Consortium how you gather this information.	No. Data is not collected.
Please share with the Leading for Change Consortium any other programs or practices you utilize to support the success of employees from traditionally under-represented groups.	The Human Capital Management Department is in the process of collecting feedback about a bias awareness professional development workshop, which will eventually be offered to all staff. In September 2015, Lasell restructured the Donahue Institute to focus on ethics, diversity, and inclusion, and appointed a new Director who is also serving as the College's Diversity Officer. Two Town Hall forums focusing on diversity and inclusion were held in December 2015, and a list of concrete action steps were developed and have begun to be implemented, with much more to come.