Leading for Change Higher Education Diversity Consortium:

Institutional Profiles, Logic Models and Emerging/Promising Practices

Name of Campus: Worcester Polytechnic Institute

Brief Overview of Campus (250 words or less):

Founded in 1865 in Worcester, Mass., 45 miles west of Boston, WPI was one of the nation's earliest technological universities. From our founding days, we've taken a unique approach to science and technology education. Our curriculum is both innovative and practical. Small classes, a flexible, hands-on curriculum, and one-on-one interaction with top-notch professors make learning at WPI an experience unlike any other. Students complete projects on campus and around the globe. They connect what they have learned in the classroom with pressing real-life challenges from human health and the environment to business and engineering. WPI is strategically focused on supporting opportunities that create and support a more inclusive campus community, for targeted underrepresented populations, and for all community members. Addressing systemic barriers, implicit biases, and giving critical attention to the needs of our students and how they are learning and interacting in the classroom is pertinent. WPI prides itself on being innovative and supporting diverse problem solvers. We can be better about teaching our students how to work together in order to get to the most successful outcomes. The three major goals of the WPI Strategic Plan are to:

- Extend the success of our distinctive undergraduate education
- Expand transformative research and graduate education
- Enhance WPI's reputation and visibility

President/Chancellor's Name: Laurie A. Leshin

Campus' Carnegie Classification: Full classification here

***For the record, WPI does not report any postdoctoral students to IPEDS. And we don't have any postdoctoral students in our census data. The numbers below are consistent with what we've reported to IPEDS.

The numbers below include degree-seeking and non-degree-seeking.

Masters Students data below includes the 62 part-time students seeking Graduate Certificates at WPI (we include these students when reporting to IPEDS). I included them with Masters students to be consistent with IPEDS official headcounts.

Full-time equivalent is calculated using IPEDS definition of Full-time (FT) and Part-time (PT) headcounts:

For Undergraduates: FT + (0.392857)*PT

For Graduates: FT + (0.382059)*PT

Number of Students Served Fall 2015

	Undergraduate Students	Masters Students	Doctoral Students	Post-Doctoral Students
Attendance Status				
Part-time Students	92 degree-seeking 49 non-degree-seeking 141	1,064 degree-seeking 312 non-degree-seeking 1,376	89 degree-seeking 0 non-degree-seeking 89	
Full-time Students	4,085 degree-seeking 73 non-degree-seeking	558 degree-seeking	251 degree-seeking	

	4,158	0 non-degree-seeking 558	0 non-degree-seeking 251	
Full-Time Equivalent	4,121 degree-seeking 92 non-degree-seeking 4,213	965 degree-seeking 119 non-degree-seeking 1,084	285 degree-seeking 0 non-degree-seeking 285	
Race/Ethnicity of Students				
Hispanic/Latino	352 degree-seeking 0 non-degree-seeking 352	67 degree-seeking 17 non-degree-seeking 84	6 degree-seeking 0 non-degree-seeking 6	
American Indian/Alaska Native	10 degree-seeking 0 non-degree-seeking	2 degree-seeking	0 degree-seeking	

	10	1 non-degree-seeking 3	0 non-degree-seeking 0	
Asian	191 degree-seeking 3 non-degree-seeking 194	83 degree-seeking 31 non-degree-seeking 114	10 degree-seeking 0 non-degree-seeking 10	
Black or African American	97 degree-seeking 0 non-degree-seeking 97	36 degree-seeking 8 non-degree-seeking 44	4 degree-seeking 0 non-degree-seeking 4	
Cape Verdean	We haven't used this category	We haven't used this category	We haven't used this category	
Native Hawaiian or	0 degree-seeking	1 degree-seeking	0 degree-seeking	

Other Pacific Islander	0 non-degree-seeking 0	0 non-degree-seeking 1	0 non-degree-seeking 0	
Two or More Races	125 degree-seeking 1 non-degree-seeking 126	27 degree-seeking 5 non-degree-seeking 32	2 degree-seeking 0 non-degree-seeking 2	
Race or Ethnicity Unknown	261 degree-seeking 80 non-degree-seeking 341	53 degree-seeking 28 non-degree-seeking 81	4 degree-seeking 0 non-degree-seeking 4	
International*	512 degree-seeking 26 non-degree-seeking 538	622 degree-seeking 10 non-degree-seeking 632	197 degree-seeking 0 non-degree-seeking 197	

White	2,629 degree-seeking 12 non-degree-seeking 2,641	731 degree-seeking 212 non-degree-seeking 943	117 degree-seeking 0 non-degree-seeking 117	
Gender of Students				
Female	1,392 degree-seeking 44 non-degree-seeking 1,436	477 degree-seeking 74 non-degree-seeking 551	94 degree-seeking 0 non-degree-seeking 94	
Male	2,785 degree-seeking 78 non-degree-seeking 2,863	1,145 degree-seeking 238 non-degree-seeking 1,383	246 degree-seeking 0 non-degree-seeking 246	
Other (Please Specify):	0	0	0	

Overall Headcount	4,177 degree-seeking 122 non-degree-seeking 4,299	1,622 degree-seeking 312 non-degree-seeking 1,934	340 degree-seeking 0 non-degree-seeking 340	

Name, Role and Contact Information for Campus Consortium Team Leader:

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Name and Contact Information for Institutional Research Director:

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Institutional Logic Model Focused on Data-Driven Practices for Equity and Excellence

For Whom/Target Groups for the Initiative	***Assumptions Guiding the Work***	***Strategies/Activities Needed to Achieve Desired Outcomes***	***Outcomes/Reasonably measurable year-by-year changes in policies, practices or target group – Reference Consortium Benchmarks When Appropriate***	***Measures of Success/Information needed to show whether outcomes have been achieved and initiative is successful -- Reference Consortium Benchmarks When Appropriate***	***Long-term Impacts/ Ultimate or Long-term Outcomes for the Initiative – Reference Consortium Benchmarks When Appropriate***
Faculty	Implicit biases create gaps	Surveying campus climate	From assessment new policies, plans, programs, events, and initiatives will be implemented in next 3 years: 2018-2021	**Change is the greatest measure of success:** new policies, plans, programs, initiatives	Student, faculty and staff morale will increase
Staff	There are cultural climate issues across community	Focus groups			Retention will increase
Students	Institutional change needs to be strategic and intentional and set as a priority	Other research and data collection – quantitative and qualitative			Policies and procedures will change to become more inclusive to all community members
		Once there is enough to analyze, a work plan focused on assessment will unfold			The institution will attract more diverse community members to work and be educated here

WPI Project inclusion, based on NERCHE Rubric model	Change comes from prioritized, strategic assessment and intentional planning, and community-wide engagement	-By steps:	We will benchmark efforts and report out throughout the academic year for the next 3 academic cycles.	Concrete institutional change in action:, and mission. New	Change across the campus community, in:
		-Assessment		new or updated policies	Attitudes will change for better –more inclusionary thinking and focused thought around celebrating diversity and equitable practices
		-Work plans towards		Created value statement that addresses diversity and inclusion	Demographic numbers will change to include more diverse populations
		- change –programs, policies, initiatives, proposals		New programs	Campus climate will improve
		-review		New initiatives	Inclusive policies will be implemented
		-implementation		Cultural climate assessment showing changed attitudes	Diverse and Inclusive programs and events will take place
		-change			Inclusive initiatives will be pervasive
		-Continued change			

Institutional Emerging/Promising Practices

The Leading for Change Higher Education Diversity Consortium defines an emerging/promising practice as one which campus data either suggests or demonstrates being supportive of the success of campus students or employees from under-represented groups.

Please share details on three emerging promising practices at your institution (one per sheet).

1) ***Name of Initiative:*** ***WPI Project inclusion (using the NERCHE Rubric model) – this one initiative is very robust and a long-term commitment (3 years) to meet multiple goals tied institutional commitment to positive change pertaining to diversity, inclusion and equity. The overriding goal is to create change within the community, whereby all community members feel safe, comfortable, supported and able to successfully meet their responsibilities and professional/student potential, and feel a sense of belonging within the community. Because this initiative encompasses multiple institutional dimensions: faculty support, staff support, student support, Administrative Leadership, curriculum, philosophy and mission, only this initiative is outlined for the institutional emerging/promising practice profile.***

2) ***Who the Initiative Is Designed to Support:*** ***All WPI community members***

3) ***Description of Strategies/Activities Employed:*** ***The initiative will adhere to a Rubric model work plan for change, created by NERCHE and overseen by the WPI Rubric Steering Committee, championed by the President, Chief Diversity Officer and Management Council. There will be focused work around focused campus dimensions, directed by sub-committees, with co-chairs that engage the WPI community.***

4) ***Data on Effectiveness of Initiative: Go to:*** ***http://www.nerche.org/index.php?searchword=Project%20inclusion%20su&ordering=newest&searchphrase=all&Itemid=42&option=com_search for the data about the Project inclusion initiative and successes. WPI has not yet completed the project in order to report out any successes, to-date.***

5) ***Contact Person Who Can Share More About This Promising Practice:***

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