



Open Pathway Quality Initiative Proposal

Institutional Template

The enclosed Quality Initiative Proposal represents the work that the institution will undertake to fulfill the quality improvement requirements of the Open Pathway.

Signature of Institution's President or Chancellor

Date

Matthew Scogin, President

Printed/Typed Name and Title

Hope College

Name of Institution

Holland, Michigan

City and State

The institution completes the Quality Initiative Proposal by responding to the questions in each category of the template. Proposals should be no more than 4,500 words. The institution may choose to submit a brief implementation plan or supplemental charts or graphs as appendices to the template. The Quality Initiative Proposal will be accepted beginning September 1 of Year 5. Effective September 1, 2019, it is due no later than June 1 of Year 7. Prior to September 1, 2019, the proposal is due by August 31 of Year 7.

Submit the proposal as a PDF file to pathways@hlcommission.org with a file name that follows this format: QIProposal[InstitutionName][State].pdf (e.g., QIProposalNoNameUniversityMN.pdf). The file name must include the institution's name (or an identifiable portion thereof) and state.

Overview of the Quality Initiative

1. Provide a title and brief description of the Quality Initiative. Explain whether the initiative will begin and be completed during the Quality Initiative period or if it is part of work already in progress or will achieve a key milestone in the work of a longer initiative.

Project Title: Culture and Inclusion Champions

Brief Description:

Hope College proposes a Quality Initiative inviting campus-wide engagement and voice in culture, inclusion, diversity, equity, and accessibility (CIDEA).

Beginning in fall 2020, academic and administrative units will identify two or three CIDEA goals they will undertake in that year. Culture and Inclusion Champions (60+ staff and faculty members) are identified as point persons for these teams as they develop and implement annual goals to create a climate of intentionality around intercultural proficiency and understanding. Champions, with training and support from Hope's Chief Officer for Culture and Inclusion, serve as resources for their units, provide information, identify materials, and make connections to support unit success in achieving their goals. Champions share unit goals with the Chief Officer for Culture and Inclusion and submit brief reports outlining unit success and progress. The Chief Officer for Culture and Inclusion will provide feedback and support to units throughout the year and share unit successes with the broader campus community.

For effective preparation, the initiative timeline begins in spring 2020, followed by two years of activities and results within the Quality Initiative period. We will use results from these two years to modify and refine our approach as Culture and Inclusion Champions become a continuing component of Hope's institutional CIDEA efforts.

Sufficiency of the Initiative's Scope and Significance

2. Explain why the proposed initiative is relevant and significant for the institution.

The Culture and Inclusion Champions initiative supports the Hope College Mission, Affirmation of Christian Aspirations, and responds to our belief that we can improve with respect to institutional processes and activities reflecting attention to human diversity (HLC Core Component 1.C.).

The Mission of Hope College is "to educate students for lives of leadership and service in a global society through academic and co-curricular programs of recognized excellence in the liberal arts and in the context of the historic Christian faith" (Hope College, 2008). This centrally positions developing our students for global citizenship within the Mission. As such, it is imperative to strategically and intentionally develop a campus environment that prepares students as global citizens with facility in navigating intercultural spaces. This environment must be one in which sense of belonging is a catalyst for success and not an obstacle; recognizes the strengths and value afforded by diversity; and in which all constituents feel they have a voice. While our Mission centers on students—as it rightly should—staff, faculty, and administrators constitute the permanent college community and students will take their cue from us. We are the ones responsible for the culture our students will experience.

Hope College's context, "the context of the historic Christian faith," also contributes to the relevance and significance of this initiative to the institution. Hope's Christian Aspirations statement says that we aspire to be faithful, welcoming, and transformational. The "welcoming" section of the statement begins with "Hospitality is a hallmark of the Christian faith. Hope seeks to be a community that affirms the dignity of all persons as bearers of God's image. We are a community where all come together to offer their gifts of understanding to one another" (Hope College, 2018). To achieve these aspirations, we must endeavor together to ensure hospitality, affirmation, dignity of all persons, and understanding are the norm and expectation for interaction in our culture.

This Quality Initiative engages every unit across campus to consider how effectively they have established these values in their unit, how evident the values are in the experience of students, staff, and faculty who participate with that unit, how the unit is assessing the efficacy of strategies employed to create and maintain these values, and to develop annual action plans that refine existing strategies and innovate to continue making gains toward consistently achieving our mission.

In 2014, Hope "met with concerns" Core Component 1.C. and this Quality Initiative is one component of a broader set of activities and initiatives we have undertaken in response. Data from our 2018 Campus Climate Survey suggest we have made progress with respect to understanding the relationship between our mission

and the diversity of society. Faculty and staff report that cultural diversity on Hope College's campus is somewhat or very important to them (81% AHANA; 90% White) and believe that most faculty, staff, and administrators at Hope College are welcoming to people of color (81% AHANA; 92% White).

However, there remains room for growth. Only 23% of AHANA staff and faculty believe that Hope College provides adequate programs and services to promote the success of students of color compared to 43% of White staff and faculty. Similarly, 23% of AHANA and 55% of White respondents agree that Hope College proactively addresses (takes action to prevent) discrimination. When asked whether or not Hope College values their involvement in diversity initiatives on campus, 40% of AHANA and 57% of White faculty and staff agreed. In the most recent alumni surveys, Hope alumni at both six-months and 10-years out identified interactions with diverse others as an area where Hope could have done more to prepare them.

The Culture and Inclusion Champions initiative provides guided opportunity for units to actively address their contributions toward creating a climate that maximizes our capacity to achieve our institutional mission and that faculty, staff, and students identify as needed. We believe this initiative, embedded at the unit level, allows closer proximity for constituents to feel Hope is improving programs and services that support student success and values the involvement of all constituents in diversity initiatives. This proactive process for looking at our institutional processes and activities is an identified gap in the broader set of CIDEA initiatives we have undertaken since 2014.

This initiative also links to broader planning processes. Our current college strategic plan, *Hope for the World 2025*, includes key performance indicators across three of the six goals for diversity, inclusion, and culture. The work and results of this Quality Initiative fold into that Strategic Plan and these goals. Culture, diversity, and inclusion have been identified as annual college priorities for FY2019 and 2020. In addition, the initiative aligns with the Hope College President's vision for "Health before Growth" articulated in his September 2019 inaugural address.

3. Explain the intended impact of the initiative on the institution and its academic quality.

The intended impact of this Quality Initiative is increased intentionality across Hope College units around intercultural proficiency and understanding of the impact of unit-level processes and activities on an institutional culture that support inclusion, diversity, equity, and accessibility for all students and members of the staff and faculty.

Changes we expect to see from this initiative that demonstrate impact on environment and academic quality include:

1. changes in policies, processes, and practices across academic and administrative units
2. decreases in the numbers of complaints received regarding discrimination; we recognize that with additional awareness and intentionality, in the short term we may actually see an increase in the numbers of complaints
3. more faculty being intentional about the classroom environment they establish and the ways in which diversity is represented in their course content
4. changes in patterns of Campus Climate Survey responses from students, staff, and faculty, with increases for items addressing institutional effectiveness and the success of diversity and inclusion awareness and practice and decreases for items addressing negative experiences of persons from underrepresented, minoritized, or marginalized populations on campus
5. improved outcomes for NSSE items addressing the experiences of our students with diversity and multicultural engagement in academic and co-curricular settings

Clarity of the Initiative's Purpose

4. Describe the purposes and goals for the initiative.

The purpose of the Culture and Inclusion Champions initiative is enhancing the quality and breadth of Hope's efforts to create a vibrant intercultural community through unit-level action and campus-wide voice for culture, inclusion, diversity, equity, and accessibility resulting in increased positive impact on students, staff, and faculty.

We will do this by adopting a *decentralized* approach, which has been identified as particularly powerful in diversity planning and implementation for higher education (Williams, 2013). The decentralized approach is one of three complementary approaches to planning for achieving CIDEA goals. The *integrated* approach incorporates CIDEA in institutional strategic plans. The *centralized* approach focuses on developing the overall institutional diversity strategy or plan. The decentralized approach engages individual units to develop their own goals and action plans for culture, inclusion, diversity, equity, and accessibility. This serves to "create strategic consistency" and "allows for freedom, individuality, and creativity in the planning and implementation process" (Williams, 2013, p. 339).

Our strategic plan represents an *integrated* approach as it includes key performance indicators for diversity, inclusion, and culture. The creation of the Chief Officer for Culture and Inclusion role in 2018 and the identification of culture, diversity, and inclusion as institutional priorities for FY2019 and 2020 represent the beginning of efforts toward a *centralized* approach. Williams (2013) states that while each approach can operate independently there is benefit to be gained from simultaneous enactment and implementation across the three approaches. This initiative adds a *decentralized* component that we believe will position Hope to reap the benefits of combined, complementary approaches.

The initiative goal is establishing a decentralized College process for campus-wide engagement and campus-wide voice for culture, inclusion, diversity, equity, and accessibility by

1. providing a structure for each campus academic and administrative unit to consider how they improve CIDEA values in their processes and activities,
2. providing and supporting trained Culture and Inclusion Champions in each unit,
3. assessing the efficacy of strategies employed through a continuous improvement approach, and
4. establishing a process for annual unit action plans that refine existing strategies and innovate to promote flourishing for all students, staff and faculty members.

5. Select up to three main topics that will be addressed by the initiative.

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|---|---|--|
| <input type="checkbox"/> Advising | <input type="checkbox"/> Leadership | <input type="checkbox"/> Retention |
| <input type="checkbox"/> Assessment | <input type="checkbox"/> Learning Environment | <input type="checkbox"/> Strategic Planning |
| <input type="checkbox"/> Civic Engagement | <input type="checkbox"/> Online Learning | <input type="checkbox"/> Student Learning |
| <input type="checkbox"/> Curriculum | <input type="checkbox"/> Persistence and Completion | <input type="checkbox"/> Student Success |
| <input checked="" type="checkbox"/> Diversity | <input type="checkbox"/> Professional Development | <input type="checkbox"/> Teaching/Pedagogy |
| <input type="checkbox"/> Engagement | <input type="checkbox"/> Program Development | <input type="checkbox"/> Underserved Populations |
| <input type="checkbox"/> Faculty Development | <input type="checkbox"/> Program Evaluation | <input type="checkbox"/> Workforce |
| <input type="checkbox"/> First-Year Programs | <input checked="" type="checkbox"/> Quality Improvement | <input checked="" type="checkbox"/> Other: Inclusion |
| <input type="checkbox"/> General Education | | |

6. Describe how the institution will evaluate progress, make adjustments and determine what has been accomplished.

We will evaluate our progress by reaching identified milestones and employing a process for continuous assessment and improvement.

Milestones:

1. Identifying and training Culture and Inclusion Champions for each unit (Spring-Summer 2020)
2. Developing unit CIDEA goals (Fall 2020 and 2021)
3. Assessing the impact of unit goals and identifying obstacles to success (Spring 2021 and 2022)
4. Sharing and celebrating unit successes with the larger campus community (Fall 2021 and 2022)
5. Embedding the Culture and Inclusion Champions initiative as a continuing component of Hope's institutional efforts for culture, inclusion, diversity, equity, and accessibility (beginning Fall 2022)

Continuous assessment and improvement:

1. Assessing participation & unit goals
 - Unit assessments (mid-year and end of year) of planning process, progress, and impact, including
 - Number and percent of staff, faculty, and students engaged in unit action planning and implementation process
 - Number of students impacted by unit outcomes (disaggregated to assess consistency of experience across underrepresented, minoritized, and marginalized groups)
 - Progress toward annual goals
2. Measuring impact on college-level metrics
 - Students, Staff, & Faculty - *Campus Climate Survey* results addressing CIDEA items (scheduled for Spring 2021, 2023, 2025)
 - Staff & Faculty - *Great Places to Work* results addressing CIDEA items (scheduled for Fall 2023)
 - Students - *NSSE* results addressing CIDEA items (scheduled for Spring 2021, 2023, 2025)
 - Alumni - *Six-month out Alumni Survey* results addressing CIDEA items (scheduled for Fall 2021, 2022, 2023)
3. Reviewing results and making adjustments to refine our approach
 - The Chief Officer for Culture and Inclusion will use unit-level reports, qualitative feedback from unit Champions, and results from college-level metrics to prepare annual reports
 - Annual reports will be reviewed by the Administrative Council, Deans' Council, governance boards, and the 1.C. Working Group
 - Annual reports will be provided to the campus community via Institutional Research and Culture websites
 - 1.C. Working Group will convene two times each semester to review results and activities in an ongoing manner
 - Chief Officer for Culture and Inclusion and unit Champions will implement adjustments to refine our approach and support unit success that are identified at each level of review

Evidence of Commitment to and Capacity for Accomplishing the Initiative

7. Describe the level of support for the initiative by internal or external stakeholders.

The Culture and Inclusion Champions initiative has been endorsed by the Hope College President, who has identified diversity, inclusion, and culture as institutional priorities. As a new president, he brings a fresh agenda for strengthening our culture and the excitement and good will of the campus community to forge a path toward achieving these priorities. The initiative was also affirmed by the Executive Committee of the Board of Trustees at their meeting on March 27, 2020.

The Administrative Council, comprised of the College executive leadership, affirmed support for the initiative at their meeting on February 11, 2020. Members of the Administrative Council include the President, Provost, Vice President and Chief Financial Officer, Vice President for Public Affairs and Marketing, Vice President for Student Development and Dean of Students, Dean of the Chapel, Director of Human Resources, Vice President for Development and Alumni Engagement, Associate Vice President and Chief of Staff, Chief Officer for Culture and Inclusion, and Vice President for Admissions. Support from senior leadership is critical for success and members of the Administrative Council have committed to actively engaging unit participation in their respective divisions.

The Deans' Council affirmed their support for the initiative at their meeting on February 26, 2020. The Council represents academic program leadership and includes the Provost, Associate Provost, Dean for Arts & Humanities, Dean for Natural and Applied Sciences, Dean for Social Sciences, Executive Director of the Boerigter Center for Calling and Career, Dean for Academic Services and Registrar, Dean of Libraries, and Associate Dean for Global Education. The engagement of the academic program is essential for faculty support of the initiative.

The initiative also has support from the three College governing boards: the Academic Affairs Board (March 31, 2020), Administrative Affairs Board (April 14, 2020), and Campus Life Board (March 27, 2020). Each board had the opportunity to review and provide feedback for the initiative. Chairs and liaisons for standing committees of the boards received the proposal on March 10, 2020 to share the initiative with their respective committees. Committee work was subsequently suspended on March 16, 2020 due to COVID-19 and the transition to remote operations.

Gaining support through this governance structure serves a dual purpose of disseminating information about the initiative to faculty and staff members and providing an opportunity for contributing their voices to the initiative development process. An overview of broad institutional support is provided in Table 1.

Table 1. Hope College Leadership and Governance Endorsement of Quality Initiative Proposal

Leadership & Governance Teams	Affirmation Date	Notes
Administrative Council	February 11, 2020	Unanimous affirmation
Deans' Council	February 26, 2020	Unanimous affirmation
Executive Committee, Board of Trustees	March 27, 2020	Verbal affirmation
Administrative Affairs Board	April 14, 2020	Unanimous affirmation and endorsement
Academic Affairs Board	March 31, 2020	Affirmed by majority
Campus Life Board	March 27, 2020	Unanimous affirmation
Curriculum Committee (A5.a1)	March 10, 2020	*Distributed to committee chair
Cultural Affairs Committee (A5.a2)	March 30, 2020	Affirmed by majority
International Education Committee (A5.a3)	March 31, 2020	Unanimous affirmation
Library Committee (A5.a4)	March 10, 2020	*Distributed to committee chair

Teacher Education Council (A5.a5)	March 10, 2020	*Distributed to committee chair
Assessment Committee (A5.a6)	March 10, 2020	*Distributed to committee chair
Academic Computing Committee (A5.a7)	March 10, 2020	*Distributed to committee chair
Co-Curricular Activities Committee (A5.b1)	March 10, 2020	*Distributed to committee chair
Religious Life Committee (A5.b2)	March 10, 2020	*Distributed to committee chair
Student Communications Media Committee (A5.b3)	March 10, 2020	*Distributed to committee chair
Residential Life Committee (A5.b4)	March 10, 2020	*Distributed to committee chair
Committee on Admissions & Financial Aid (A5.c1)	March 10, 2020	*Distributed to committee chair
Athletic Committee (A5.c2)	March 10, 2020	*Distributed to committee chair
Student Standing & Appeals Committee (A5.c3)	March 10, 2020	*Distributed to committee chair
Committee on Diversity and Inclusion (MAC)(A5.c4)	March 10, 2020	*Distributed to committee chair
Professional Interests Committee (A6.d)	March 5, 2020	Affirmation
Student Congress	March 12, 2020	*Distributed to Congress president
Student Congress Culture & Inclusion Committee	March 12, 2020	*Distributed to committee chair

*NOTE: Committee work was suspended on 3/16/20 in response to COVID-19 transition.

Student voice is extremely important for this initiative and Student Congress is the primary governing body for Hope College students. Congress includes their President, Vice President, Controller, Chief of Staff, Chief of Culture and Inclusion, Senior Class Representatives, Junior Class Representatives, Sophomore Class Representatives, Secretary, Chief of Public Affairs, Chief of Culture and Inclusion Elect, and Controller Elect. Student Congress will be kept apprised of initiative progress and have the opportunity to speak into the process through participation in the 1.C. Working Group.

The 1.C. Working Group was established in 2019 to review the 2013-14 and 2018 HLC documents and responses for Core Component 1.C., identify a strategic plan forward, identify gaps in processes and activities that provide inclusive and equitable treatment of diverse populations, and serve as the Advisory Group for this Quality Initiative. The Working Group includes faculty, staff, and students, including the Chief Officer for Culture and Inclusion/faculty member from the Social Sciences, Senior Director of Assessment and Accreditation/Accreditation Liaison Officer (ALO), Dean for Social Sciences and former ALO, Student Congress Chief and Chief-Elect of Culture and Inclusion, Associate Dean of Students and Director for the Center for Diversity & Inclusion, faculty member from Natural Sciences, and the Equal Opportunity and Compliance Coordinator. The initiative was first shared with the group in fall of 2019 as an initiative that fills a gap in our processes and activities. The 1.C. Working Group endorsed the developed initiative on March 9, 2020.

8. Identify the groups and individuals that will lead or be directly involved in implementing the initiative.

Chief Officer for Culture and Inclusion. The Hope College Chief Officer for Culture and Inclusion role was created in 2018 to provide leadership for developing an institutional vision and effective implementation strategies for inclusive excellence that champion the value and importance of a diverse and inclusive college environment. The Chief Officer for Culture and Inclusion has primary leadership for the Quality Initiative and will coordinate and oversee the process of identifying unit champions, provide guidance, support, and resources for champions, review and provide feedback for unit action plans, conduct the mid-year check-in with unit champions, review and provide feedback for end-of-year unit progress reports, provide opportunities for celebration and recognition of unit endeavors, and provide Year in Review reports to leadership, governance, and the campus community.

Unit Champions. At least one point person will be identified in each of 60 units across campus to serve as Culture and Inclusion Champion. Units may identify multiple champions to work in partnership for their unit. Champions will be college employees in their unit, including the Board of Trustees, Administrative Council, and Deans' Council. Champions' efforts will be recognized as service to the unit and the institution and will be valued as part of annual evaluation processes. Champions will serve as a resource for their unit, helping to establish the unit's annual culture and inclusion goals, submitting the unit's goals proposal and request for support, assessing the impact of their goals, and preparing and submitting mid-year and year-end reports. In addition to working with their respective units, Champions will meet once per semester as a group for professional development, guidance, and support.

Unit Team Members. Unit workgroup members will participate in generating suggestions for CIDEA goals and will work to achieve consensus for annual unit goals. Teams are asked to use part of their staff meeting time to make progress on their goals. Team members will also be responsible for implementing strategies to help achieve their unit's goals. For example, if a unit established a goal for 25% of their members to complete the Diversity Institute, members identified will be expected to commit to attending the Institute and sharing what they learn with the other members of the unit. If a faculty unit sets a goal to develop a departmental diversity statement to add to their syllabi, each member of the unit will be expected to participate in the development of the statement and to include the statement in their course syllabi. While our ultimate goal would be for 100% employee participation, our target goal is participation from 75% (673 of 897) of our employees.

1.C. Working Group. 1.C. Working Group, discussed previously, consists of 8 staff, faculty, and student members and will serve as the advisory group for the initiative.

Administrative Council. Administrative Council includes the President and 10 senior leaders and will be charged with supporting the initiative and ensuring participation from units in their divisions.

President. The President will communicate his support for the initiative, establish its importance for the campus community, identify how it aligns with his overall institutional priorities, and set the tone for engagement with the initiative.

Sr. Director for Assessment and Accreditation/ALO. The ALO will provide assessment support to the initiative and serve as the liaison between the initiative and the HLC, including timely submission of reports and communication.

9. List the human, financial, technological and other resources that the institution has committed to this initiative.

Hope College commits the following resources to this initiative.

Human Resources:

- Chief Officer for Culture and Inclusion (.20 FTE of full time administrator)
- Administrative Assistant (.20 FTE of full time support staff)
- Sr. Director of Assessment and Accreditation/ALO (.08 FTE of full time administrator)
- 1.C. Working Group/Initiative Advisory Group (8 members meeting two times per semester)
- Unit Champions (60 staff and faculty members contributing an average of 10 hours each month)
- Unit faculty and staff (897 staff and faculty members incorporating QI goals in their daily operations)

Financial Resources:

- Professional Development for Unit Champions= \$ 5,000.00
- Purchasing resources and materials for Champions = \$ 6,000.00
- Overhead costs as 10% of the Culture and Inclusion annual budget

Technological Resources:

- Instructional technology and support for training and activities
- Institutional websites and website support

Appropriateness of the Timeline for the Initiative

(The institution may include a brief implementation or action plan.)

10. Describe the primary activities of the initiative and timeline for implementing them.

As previously discussed, primary activities of the initiative that will create intentionality include

1. providing a structure for campus academic and administrative units to incorporate CIDEA values in their processes and activities and set annual unit goals,
2. supporting trained Culture and Inclusion Champions in each unit,
3. assessing the impact of unit goals
4. refining/modifying strategies,
5. sharing and celebrating unit successes with the campus community, and
6. embedding the Culture and Inclusion Champions initiative as a continuing component of Hope’s institutional efforts for culture, inclusion, diversity, equity, and accessibility.

The timeline for the initiative begins spring 2020 and a report will be submitted to the HLC Peer Review Team in fall 2023. Please see attached action plan (Table 2) which provides the timeline for specific steps in the implementation of these activities.

Table 2. Proposed Initiative Timeline

Date(s)	Planning Phase	Activities
Fall 2019	Formation of 1.C. Working Group	<ul style="list-style-type: none"> • Review 2013-14 and 2018 1.C. documents • Identify a strategic plan forward • Identify gaps in processes and activities that provide inclusive and equitable treatment of diverse populations
January 2020	Finalize Quality Initiative Proposal	<ul style="list-style-type: none"> • Complete draft proposal and distribute for feedback and editing • Disseminate final initiative proposal to campus stakeholders for review
February-March 2020	Proposal Review	<ul style="list-style-type: none"> • Campus stakeholder groups review initiative proposal electronically or at meetings • Stakeholders communicate approval to 1.C. Working Group
April 2020	Quality Initiative Proposal Submission to HLC	<ul style="list-style-type: none"> • Submit proposal to HLC and await feedback and approval
Date(s)	Implementation Phase	Activities
April-May 2020	Culture and Inclusion Champions Selection Process	<ul style="list-style-type: none"> • Conduct Champion selection process • Disseminate preparatory information and Fall 2020 timeline
April-June 2020	Culture and Inclusion Champions Professional	<ul style="list-style-type: none"> • Meetings with and professional development provided for unit Champions by Chief Officer for Culture and Inclusion and other campus professionals

	Development	
May-July 2020	Technology Support Development and Testing	<ul style="list-style-type: none"> • Work with Computing and Information Technology department to establish technological support for initiative
June-August 2020	Incorporate HLC Peer Review	<ul style="list-style-type: none"> • 1.C. Working Group and Administrative Council review and incorporate QIP Peer Review comments and recommendations
August 2020	Connect with Champions	<ul style="list-style-type: none"> • Confirm Champion(s) from each unit are moving forward; identify and communicate with new champions where there have been changes • Professional development provided for unit Champions by Chief Officer for Culture and Inclusion and other campus professionals
September 2020	Year 1 Unit Goals Proposal Preparation	<ul style="list-style-type: none"> • Champions work with unit team to identify 2020-2021 CIDEA goals
October 2020	Year 1 Unit Goals Proposal Submission and Review	<ul style="list-style-type: none"> • Annual unit goals submitted by October 1, 2020 • Units receive feedback on Goals Proposal Submission
October 2020-January 2021	Goals Process Period	<ul style="list-style-type: none"> • Units begin working on initiative goals • Champions prepare for Mid-Year Check-In
January 2021	Mid-Year Check-In	<ul style="list-style-type: none"> • Champions have opportunity for consultation for support • Champions submit brief mid-year progress assessment
January-April 2021	Goals Process Period	<ul style="list-style-type: none"> • Units continue working on initiative goals • Champions prepare for Year-End Progress Report
April-May 2021	Year-End Progress Report Submission	<ul style="list-style-type: none"> • Annual unit goals progress reports submitted by May 15, 2021
May-July 2021	Year-End Progress Report Period	<ul style="list-style-type: none"> • Chief Officer for Culture and Inclusion and 1.C. Working Group review unit Year-End Progress Reports • Units receive feedback on reports • Year In Review Report produced by Chief Officer for Culture and Inclusion
August-September 2021	Year-End Review Period	<ul style="list-style-type: none"> • Year in Review Report reviewed by and discussed at meetings of College leadership, governance boards, and 1.C. Working Group • Recommendations and action steps taken for Year 2 improvements • Year 1 unit successes are celebrated
August 2021	Connect with Champions	<ul style="list-style-type: none"> • Confirm Champion(s) from each unit are moving forward; identify and communicate with new champions where there have been changes
September 2021	Year 2 Unit Goals Proposal Preparation	<ul style="list-style-type: none"> • Champions work with unit team to identify 2021-2022 CIDEA goals or continue progress on goals from Year 1
October 2021	Year 2 Unit Goals Proposal Submission and Review	<ul style="list-style-type: none"> • Annual unit goals submitted by October 1, 2021 • Units receive feedback on Goals Proposal Submission
October 2021-January 2022	Goals Process Period	<ul style="list-style-type: none"> • Units begin working on initiative goals • Champions prepare for Mid-Year Check-In
January 2022	Mid-Year Check-In	<ul style="list-style-type: none"> • Champions have opportunity for consultation for support • Champions submit brief mid-year progress assessment
January-April 2022	Goals Process Period	<ul style="list-style-type: none"> • Units continue working on initiative goals • Champions prepare for Year-End Progress Report
April-May 2022	Year-End Progress Report Submission	<ul style="list-style-type: none"> • Annual unit goals progress reports submitted by May 15, 2021
May-July 2022	Year-End Progress Report Period	<ul style="list-style-type: none"> • Chief Officer for Culture and Inclusion and 1.C. Working Group review unit Year-End Progress Reports

		<ul style="list-style-type: none"> • Units receive feedback on reports • Year In Review Report produced by Chief Officer for Culture and Inclusion
August-September 2022	Year-End Review Period	<ul style="list-style-type: none"> • Year In Review Report reviewed by and discussed at meetings of College leadership, governance boards, and 1.C. Working Group • Recommendations and action steps taken for improvements • Year 2 unit successes are celebrated
Date(s)	Embedding the Initiative in College Culture	Activities
August-December 2022	Final Review of Quality Initiative	<ul style="list-style-type: none"> • Administrative Council, Deans' Council, governance boards, and 1.C. Working Group complete final review of Quality Initiative and develop recommendations for moving forward
December 2022-May 2023	Process for Embedding the Initiative Developed	<ul style="list-style-type: none"> • Recommendations shared with the campus community
January-May 2023	Prepare and Submit Final Report to HLC	<ul style="list-style-type: none"> • Final HLC Report is prepared by initiative leadership • Report is shared with campus stakeholders for review and endorsement • Final Report submitted by May 2023
September 2023	Incorporate HLC Peer Review Feedback	<ul style="list-style-type: none"> • 1.C. Working Group and Administrative Council review and incorporate Peer Review comments and recommendations on final report

*NOTE: Timeline will adjust in response to COVID-19 protocols in effect.

Institutional Contact for Quality Initiative Proposal

Include the name(s) of the primary contact(s) for the Quality Initiative.

Name and Title: Dr. Kathy Kremer, Senior Director of Assessment & Accreditation

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