

AAC&U Working Conference

Facing the Divides:

Diversity, Learning, and Pathways to Inclusive Excellence

Houston, TX October 21-23, 2010



*Association
of American
Colleges and
Universities*

Missouri State University's Evolving Imperative

- Higher Learning Commission promulgated requirements for attention to diversity in access and success, student learning and development outcomes, curriculum, and climate.
- Accrediting bodies (NCATE, AACSB, others) reflect these requirements specific to each discipline.
- Missouri State Board of Governors has prioritized diversity as a system-wide mandate.
- President Cofer's leadership has instituted diversity from concept to implementation via the Inclusive Excellence Model.

- **This conference, along with others sponsored by the AAC&U throughout the year, focuses on strategies for Making Excellence Inclusive that are being used at universities across the country.**
- **Team members heard ideas and learned about successful programs from colleagues at other institutions with similar goals and challenges.**



MISSOURI STATE INCLUSIVE EXCELLENCE FIRST CONFERENCE TEAM-2010

- Dr. Terrel Gallaway, CHPA
- Dr. Martha Finch, CHPA
- Dr. Wafaa Kaf, CHHS
- Dr. Etta Madden, COAL
- Dr. Rosa Maria Mejia, COE
- Mr. Wes Pratt, Diversity Outreach & Recruitment
- Mr. Juan Meraz, Diversity Outreach & Recruitment
- Dr. A. Leslie Anderson, Interim VP for Diversity and Inclusion
- Dr. Paula Kemp, CNAS
- Dr. Phil Harsha, COBA
- Dr. Bob Jones, CHHS
- Ms. Cherri Jones, Library





**Our Conference Team for
MAKING EXCELLENCE INCLUSIVE
At MISSOURI STATE UNIVERSITY**



Juan Meraz

Leslie Anderson

Wes Pratt

Certified Diversity Professional Team

CRITICAL ISSUES FACING HIGHER EDUCATION

**WHY WE NEED TO
“MAKE EXCELLENCE INCLUSIVE ”**

CRITICAL ISSUES FACING HIGHER EDUCATION

- Changing Demographics
- Emerging Economic/Workforce Imperatives
- Persistent Social Inequalities
- Increasingly turbulent political and legal challenges
- Diversity, as a component of academic excellence, as *essential* to ensure higher education's continuing relevance in the twenty- first century

DEMOGRAPHIC TRENDS

- Over the last thirty years, the shift in U.S. demographics has been reflected in our nation's student bodies, as the presence of women and historically underrepresented ethnic and racial populations (as well as populations of gay and lesbian students, students with disabilities, and adult students), reach an ***all-time high***.
- Yet serious inequities—including racial and ethnic inequities—persist, and the challenge of transforming our institutions so that we might reap the full educational benefits of diversity continues.

DEMOGRAPHIC TRENDS

- The Latino population in the United States increased 387% between 1970 and 2006, and in Missouri increased 300.5% between 1990-2008. Hispanics will make up 29% of the U.S. population in 2050, compared with 14% in 2005.
- The non-Hispanic white population will increase more slowly than other racial and ethnic groups; whites will become a minority (47%) by 2050.

PERSISTENT SOCIAL INEQUALITIES

- Systemic educational and societal inequities leave many low-income, first generation students, and students of color underprepared to attend and succeed in postsecondary education, and an “achievement gap” remains in place at both secondary and postsecondary levels.
- Compounding academic challenges is the rising cost associated with postsecondary education that often makes a baccalaureate degree unfeasible for students historically underrepresented in higher education.

ECONOMIC IMPERATIVE

- The business and economic cases for diversity suggest that our “flat world” places a premium on international and multicultural skills among college graduates and that graduates with these types of skills, in turn, will make the strongest contribution to national and world economic growth.
- With the increased range of perspectives, approaches, skills, and knowledge bases in our world economy, the quality of educational outcomes and the ability of all graduates to be productive citizens and effective leaders in a global society will need to increase.

(Penn State Framework to Foster Diversity)

ECONOMIC IMPERATIVE

- Prominent economists such as Alan Greenspan and Robert Hormats, contend that **America's economy and global competitiveness depend upon each citizen receiving quality higher education.**
- This approach considers the demographic changes of the nation's workforce and the increasing need to tap into the subsets of the American population that traditionally have been underrepresented and/or underserved in higher education. Otherwise, "the U.S. economy will suffer and social divisions in this country will increase." This imperative is given added significance in light of the global and national economic crisis that we currently face.

(Penn State Framework to Foster Diversity)

ECONOMIC IMPERATIVE

- Employing demographic projections combined with current skill distributions, we estimate that by 2030 the average levels of literacy and numeracy in the working-age population will have decreased by about 5 percent while inequality will have increased by about 7 percent.
- Put crudely, over the next 25 years or so, as better-educated individuals leave the workforce they will be replaced by those who, on average, have lower levels of education and skill. Over this same period, nearly half of the projected job growth will be concentrated in occupations associated with higher education and skill levels.
- This means that tens of millions more of our students and adults will be less able to qualify for higher-paying jobs. Instead, they will be competing not only with each other and millions of newly arrived immigrants but also with equally (or better) skilled workers in lower-wage economies around the world.

LEGAL IMPLICATIONS

- The current, “post-Michigan” environment is one where educational leaders are challenged to move beyond mere compliance to reaffirm diversity and inclusion as core elements of the learning enterprise and essential to academic excellence.
- The “educational benefits that diversity is designed to produce. . . Are substantial,. . .important and laudable. . . [S]tudent body diversity promotes learning outcomes, and better prepares students for an increasingly diverse workforce and society, and better prepares them as professionals. . . These benefits are not theoretical but real, as major American businesses have made clear that the skills needed in today’s increasingly global marketplace can only be developed through exposure to widely diverse people, cultures, ideas and viewpoints.”

- Justice Sandra Day O’Connor in *Grutter v. Bollinger* (2003)

LEGAL IMPLICATIONS

- “. . .individuals who have been educated in a diverse setting are more likely to succeed, because they can make valuable contributions to the workforce in several important ways. . . .Institutions of higher learning must be allowed to prepare students to thrive in an increasingly diverse environment. The best way to do this is to ensure that students learn in an environment of diversity, including racial and cultural diversity. Students from diverse backgrounds bring to school ‘experiences, outlooks, and ideas that enrich the training of the student body and better equip its graduates to render with understanding their vital service to humanity.’” *Bakke*, 438 U.S. at 314.
- “Accordingly, institutions of higher learning should be able to use ‘competitive consideration of race and ethnic origin in pursuit of a diverse student body.” *Id.* at 320.
 - Brief of Amicus Curiae (2000) Steelcase, Inc., 3M, Abbott Laboratories, Bank One Corporation, E. I. du Pont de Nemours & Co., Inc., The Dow Chemical Company, Eastman Kodak Company, Eli Lilly & Company, General Mills, Inc., Intel Corporation, Johnson & Johnson, Kellogg Company, KPMG International on behalf of its United States member firm, KPMG LLP, Lucent Technologies, Inc., Microsoft Corporation, PPG Industries, Inc., The Procter & Gamble Company, Sara Lee Corporation, Texaco Inc., and TRW Inc.

Key Definitions:

- **Diversity: Individual differences** (e.g., personality, learning styles, and life experiences) **and group/social differences** (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations) **that can be engaged in the service of learning.**

Key Definitions:

- **Inclusion:** The active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the examples ways individuals interact within and transform systems and institutions.

Key Definitions:

- **Cultural Competence:** An ability to successfully negotiate cross-cultural differences in order to accomplish practical goals. Cultural competence has four components: Awareness, attitude, knowledge and skills. The outcomes of cultural competence are observable and measurable practices that support and promote inclusion.

Key Definitions:

- **Historically Excluded Groups (HEG's):** This term used instead of “minority group” as a more inclusive and precise term regarding the impact of group membership. Any group that has been historically disenfranchised is deserving of the label. In this way, the term is more inclusive than race, gender, ability differences, gender orientation, etc. HEG's have experienced discrimination and oppression socially, legally, politically, educationally and socioeconomically in the United States.



Inclusive Excellence

is the recognition that an educational institution's success is dependent on how well it values, engages and includes the rich diversity of faculty, staff, and students with all the valuable social dimensions that they bring to the enterprise of higher education.

MAKING EXCELLENCE INCLUSIVE

Inclusive Excellence (IE) Change Model

Diversity is a key component of a comprehensive strategy for achieving institutional excellence – which includes, but is not limited to, the academic excellence of all students in attendance and concerted efforts to educate all students to succeed in a diverse society and equip them with sophisticated intercultural skills.



Culturally sensitive communities in an otherwise homogenous region such as Springfield and southwest Missouri are created through thoughtful and deliberate planning for a more inclusive community.

This must include faculty, staff, administrators, and students.

In perfect alignment with the three pillars of the Public Affairs Mission of our institution (Cultural Competence, Community Engagement, and Ethical Leadership), our overarching goal in this document is to move Missouri State University from viewing diversity as an *isolated initiative* to embracing and expressing diversity as a *catalyst for educational excellence*. This will include embedding and implementing Inclusive Excellence in every aspect and level of our institution.



Our goal in higher education is to educate all students to succeed in a diverse society and equip them with sophisticated intercultural skills

Students who engage with diverse others and discuss race and ethnicity in their academic courses are better prepared for life in an increasingly complex and diverse society.

Complex thinking is enhanced by a social and intellectual atmosphere different from the students' own, facilitating cognitive and identity development. The educational benefits from engaging differences promotes all students' learning and development.



Commitment to diversity should permeate policy in all areas of institutional life. Attention to the diversity represented among administrators, faculty, and staff is crucial.

Diversity in higher education is therefore a compelling government interest because it prepares students to be the community leaders this country needs in business, law, and all other pursuits that affect the public interest.

Therefore, placing the right leaders in key positions to lead comprehensive efforts toward Inclusive Excellence is primary, and success will depend on supporting those efforts and initiatives with funding commensurate with their prioritization.

INCLUSIVE EXCELLENCE

Addresses these four dilemmas confronting higher education:

1. Islands of Innovation with Too Little Influence on Institutional Structures

this problem has led to the isolation of excellent programs which constantly struggle for consistent funding and support, and lack coordination with other campus activities, reducing their impact. The issue to address is that scant attention has been placed on comprehensive, university-wide strategy

INCLUSIVE EXCELLENCE

Addresses these four dilemmas confronting higher education:

2. The Disconnect between Diversity and Educational Excellence

Although we know meaningful engagement with diversity benefits students educationally, little has been done to create a comprehensive framework for excellence that incorporates diversity at its core.

As a result, education leaders routinely work on diversity initiatives within one committee on campus and work on strengthening the quality of the educational experience within another. This disconnect serves students—and all of education—poorly.

INCLUSIVE EXCELLENCE

Addresses these four dilemmas confronting higher education:

3. Disparities in Academic Success across Groups

There has been significant progress in expanding access to college for underrepresented students. Yet many of these students experience differential retention rates and inequities in academic achievement.

This troubling achievement gap, especially across specific racial and ethnic groups and across different income levels, signals failure, for the individual students affected, for the colleges and universities they attend and for the educational system as a whole.

INCLUSIVE EXCELLENCE

Addresses these four dilemmas confronting higher education:

4. The “Post-Michigan” Environment: Diversity is a compelling interest.

The U.S. Supreme Court affirmed the value of diversity when tied to the educational purpose and mission of an institution.

Instead of focusing energies on “compliance mode,” AAC&U aims to help institutions establish diversity as a core component in achieving desired student learning outcomes by focusing on diversity and inclusion as central values.

In order to reach this academic higher ground, diversity, inclusion, and equity initiatives must be so fundamentally linked to educational mission that to ignore them in everyday practice would jeopardize institutional vitality.

- [An excellent and inclusive] education is one that prepares us to live responsible, productive, and creative lives in a dramatically changing world. It is an education that fosters a well-grounded intellectual resilience, a disposition toward lifelong learning, and an acceptance of responsibility for the ethical consequences of our ideas and actions.

- AAC&U Statement

MAKING EXCELLENCE INCLUSIVE

Driving Change: The Inclusive Excellence Scorecard Provides Critical Benchmarks to Assess how well our institution is preparing students to lead in a global, multicultural world.

- 1. Access, Success and Equity**
- 2. Learning and Development (Diversity in the Formal and Informal Curriculum)**
- 3. Campus/Community Climate**
- 4. Institutional Commitment**

MAKING EXCELLENCE INCLUSIVE

Why use a scorecard?

The scorecard is a data-driven, information-tracking “framework for organizational self-assessment”.

It can be used to:

- align a change vision with bureaucratic structures, day-to-day operations and overarching organizational processes, and**
- to communicate progress to all stakeholders of the institution.**

Bottom line: the scorecard is not an end, it is a vital tool in the process of Making Excellence Inclusive.

Long-Range Strategic Planning Workgroups

Access to Success

MSU will expand access to educational opportunities and graduate students prepared for successful citizenship and careers in a global competitive world.

Engaged Inquiry

MSU will pursue research and scholarly activities that enrich the learning experience of students and are responsive to the critical needs of the region and state.

Public Policy Engagement

MSU will equip and inspire graduates to engage in global policy issues and creatively apply their education to identify solutions to pressing worldwide issues.

Valuing People and Honoring the Public Trust

MSU will value and support faculty and staff in the context of a dynamic University environment that engages their full potential and fosters wise stewardship of public resources.

Partners for Progress

MSU will be actively involved and serve as a catalyst for positive change, as an essential partner in improving the quality life of Missourians and enhancing the economic vitality of the region and state.

Inclusive Excellence Scorecard (Draft –November 11, 2010)

IE Area	Definitions	Sample Indicators
Access, Success and Equity	Demographics: which students, faculty, and staff participate in the institution, as well as how they participate; their success (completion and the patterns of participation-major, campus role, etc.).	* Number of students, faculty, and staff members of color at Missouri State University * Number of tenured women faculty in each college by rank * Number of historically underrepresented faculty of color at each college by rank * Number of male students in the College of Education in Elementary Education * Number of historically underrepresented students in science, technology, engineering, and mathematics (STEM) * Number of male students in nursing
Learning and Development (Diversity in the Formal and Informal Curriculum)	Curriculum and co-curricular activities, including the development and assessment of related outcomes.	* Number of courses related to intercultural, international, and multicultural topics * Campus centers, programs and departments dedicated to exploring but not limited to: diversity, bias, stereotype threat, micro-aggression, curriculum, multicultural perspectives, and barriers to full participation * Number of training programs for faculty and staff that increase competence in working with diverse individual and groups * Number of intensive seminars for faculty to transform their courses to incorporate multicultural perspectives * Articles, monographs, lectures, and new knowledge that is produced around the area of diversity * University-wide research agenda related to diversity and multicultural issues and identify incentive, reward, and/or recognition programs and related resources that support the implementation of Inclusive Excellence * Acquisition of knowledge about diverse groups and cultures * Learning Communities with an emphasis on cultural competence * Summer bridge program for all students with special focus on specially admitted students * Public Affairs Distinction for students that complete all three components of our Public Affairs Mission which focus on: Ethical Leadership, Community Engagement, and Cultural Competence
Campus/Community Climate	How students, faculty, and staff are able to bring "all of self" to the academy and to feel that there is a safe and respectful environment for learning. Also the broader environment that impacts our campus community.	* Identify incidents of harassment based on race, ethnicity, gender, disability, religion, age, sexual orientation and gender identity * Assess the extent to which members of the Missouri State University campus community experience attitudes and behavior (both positive and negative) based on race, ethnicity, gender, disability, religion, age, sexual orientation and gender identity * Develop strategies for effectively gathering, analyzing and reporting campus climate data (e.g. Gonzaga, MSU, NSSE) * Connect Campus Climate Initiatives with the Greater Springfield Community * Identify barriers diverse students face at MSU
Institutional Commitment (Inclusion as a Value)	The degree of integration of policies, practices, finances and institutional support for inclusive Excellence. Recognition that inclusion is necessary for true excellence in higher education.	* Statements in mission, vision, and goals that indicate the value of Inclusive Excellence. * Presence of measurable outcomes for inclusive Excellence. * Prominence of mission, vision, and goals displayed across campus. * Presence of support mechanisms for achieving Inclusive Excellence as well as consequences for failure to do so.

EXCELLENCE AND INCLUSION ARE CORE VALUES AT MISSOURI STATE

Key Definitions:

Making Excellence Inclusive:

1. A focus on student intellectual and social development.
2. A purposeful development and utilization of organizational resources to enhance student learning.
3. Attention to cultural differences learners bring to the educational experience and that enhance the enterprise.
4. A welcoming community that engages all of its diversity in the service of student and organizational learning.

FRAMEWORK FOR DIVERSITY AT MISSOURI STATE UNIVERSITY

1. Developing a shared and inclusive understanding of diversity
2. Creating a welcoming campus climate
3. Recruiting and retaining a diverse student body
4. Recruiting and retaining a diverse work force
5. Developing a curriculum that supports the goals of our new general education plan
6. Diversifying university leadership and management
7. Coordinating organizational change to support our diversity goals.

- **This conference, along with others sponsored by the AAC&U throughout the year, focuses on strategies for Making Excellence Inclusive that are being used at universities across the country.**
- **Team members heard ideas and learned about successful programs from colleagues at other institutions with similar goals and challenges.**





Dr. Terrel Gallaway
Chair-Elect, Faculty
Senate

- Inclusive Excellence can't be semi-inclusive
 - Critical to signal that this is not just another marginal, *ad hoc* campus initiative
 - We need a campus that is welcoming for everyone and is aggressive about providing students with the opportunity to learn from those different from themselves.
 - In many measures of discrimination and harassment, sexual orientation is at the top of the list
 - It is not enough for MSU to catch up to the 1980s

- These problems cannot be solved at the university level—early intervention is critical.
 - The university has to get involved in primary and secondary schools
 - Those schools lay the foundations for success and have to be more inclusive
 - Course redesign/transformation just won't cut it
 - Students who need remedial help in both English and math have little chance for success
 - Students also need “College Knowledge”
 - Improve study techniques and work ethic
 - Raise expectations students have for themselves
 - Specific habits, by discipline, that lead to success

- Despite MSU's lack of diversity, many of our students face similar challenges. Helping our existing students would move us in direction of Inclusive Excellence.
 - Poverty is often a bigger factor than race
 - First generation students have additional challenges across income levels and levels of ability
 - Many students come from families that don't value education and/or are suspicious of how it might change their sons and daughters

- It's counterproductive to act as if an inclusive excellence program costs nothing
 - Better to promote 'buy in' by letting department's colleges, etc identify current demands that are a waste of time and money.
 - Allow them to explicitly stop doing something and steer those resources into inclusive excellence.

- We have a double standard in the way we think about “Global” and “Inclusive”
 - Why should students learn about international differences in culture, etc. and remain ignorant about intra-national differences?
 - Why do we send our top students to exotic locations but not to Houston, LA, or Gallup?

- Scholarships for tuition and books aren't enough. If study-away experiences are “high impact” and promote retention, then there needs to be help with these courses too.
 - What experiences are integral to being a (successful) student on your campus? Do those experiences attract diverse students?

Dr. Phillip Harsha
Interim Dean, COBA





Dr. Bob Jones
Psychology

Inclusion is community

- Finding ways to engage ourselves outside the University to develop an inclusive community
- Social identity and stereotypes:
 - Preaching to the choir
 - But we all have stereotypes, just need not act on them
- Conformative, normative, and subversive influences to increase width of social identities

Faculty Development Towards Building Inclusive Excellence in Teaching



Dr. Wafaa Kaf

CSD Dept



Dr. Paula Kemp

Math Dept

OBJECTIVES

- 1) Learn Specific Strategies for Addressing Diversity in the Classroom**
- 2) Develop Knowledge about Theoretical Frameworks Related to Diversity in the Classroom**

Objective 1.

**Learn Specific Strategies for Addressing
Diversity in the Classroom**

Understanding a Person or Group's Worldview:

- Start with a clean Slate
- Suspend all of your own perspectives
- Avoid stereotyping prior to meeting them

- Avoid ethnocentrism
- There are NO wrong perspectives,
just Different Ones
- Keep an open mind
- *Anyone who feels offended has a
right to say “OUCH”*
- Listen

- Engage in conversation and self-reflection
- Develop a culturally diverse knowledge base
- Build relationships with community
- Understand other person's perspective and point of view

- Keep balanced discussions
- Be prepared to take the other person's criticism
- Build relationships: “Doing” not “Talking”
- Design culturally relevant, inclusive curricula
 - syllabus, exercises, assignments, and examples

- ✓ Create a SAFE environment for all identities in the classroom by establishing ground rules regarding discussions about and presentations on issues of diversity

AVOID

- Mispronouncing students names
- Having tests on religious holidays
- Assigning projects that ignore differences in student's SES
- Setting low expectations for particular students
- Calling on men and ignoring women students

- Placing minority students in a difficult position
- Singling student out
- Asking students with disabilities to identify themselves
- Assuming the groups that you are talking about are not represented in the classroom
- Locking eyes with a student while discussing particular issues

Be aware of

- Group dynamics when dividing students into groups
- Monochronic vs. Polychronic
- High- vs. Low-Power Distance

Tips For Faculty...International Students

- Provide visuals— outlines, key words during lectures, discussions, and assignments
- Be aware of the cultural references/idioms/assumptions (e.x. a home run, strike out) in reading and class discussions
- Speak clearly and slowly

- Avoid asking students if they understand something
 - ask them to summarize, synthesize,
- Avoid asking negative questions—confusing!
- Give a student time to process the question by calling a native speaker first

- Don't Assume that a student from a particular background can speak for all people of similar background
- Be aware of group dynamics when dividing students into groups
- Monochronic vs. Polychronic
- High Power distance vs. Low Power Distance

Objective 2.

**Develop Knowledge about Theoretical
Frameworks Related to Diversity in the
Classroom**

Social Identity Theory

(Tajfel & Turner, 1984)

Ingroups/Self

- A social group towards which an individual feels loyalty and respect

Outgroups/Others

- A social group towards which an individual feels contempt, opposition, or a desire to compete

Fundamental Attribution Error

Ingroup/Self

Success & Good → Trait

Bad → Situation

Ultimate Attribution Error

Outgroup/Others

Success & Good → Situation

Bad → Trait



Dr. Etta Madden

English

**Chair, Core Curriculum
Revision Committee**

- Website for Task Force on Gen Ed Revision
- <http://www.missouristate.edu/provost/>

From AACU website:

**Thirty-Two Colleges and Universities Chosen To Participate in
Project on *General Education for a
Global Century***

***Participating Institutions Will Revise General Education Curricula
To Better Prepare Today's Students With Skills and Knowledge
Essential for Socially Responsible Citizenship***

http://www.aacu.org/press_room/press_releases/2010/lucegenedgrant2.cfm

California State University – San Marcos (CA)	Rider University (NJ)
Carnegie Mellon University (PA)	San Jose State University (CA)
Central College (IA)	Southern Connecticut State University (CT)
College of William and Mary (VA)	Spring Hill College (AL)
Delaware State University (DE)	St. Edward's University (TX)
Haverford College (PA)	St. Lawrence University (NY)
John Carroll University (OH)	The College of Wooster (OH)
Keene State College (NH)	University at Albany, SUNY (NY)
Kennesaw State University (GA)	University of Maryland College Park (MD)
Lynn University (FL)	University of Massachusetts Amherst (MA)
Miami University (OH)	University of North Carolina at Charlotte (NC)
Michigan State University (MI)	University of South Florida (FL)
Minneapolis Community and Technical College (MN)	University of Wisconsin Colleges (WI)
Monroe Community College (NY)	Utah Valley University (UT)
Nebraska Wesleyan University (NE)	Virginia Polytechnic Institute and State University (VA)
Oregon State University (OR)	Worcester Polytechnic Institute (MA)

Worcester Polytechnic Institute (Massachusetts)

- Global Perspective Program
 - Three-course module (3 semesters)
 - Includes social service(activism)/applied learning
 - One semester project is “off campus”
- Domestic (in U.S.)
 - Example: community garden project at Worcester housing facility
- Abroad (many sites possible, all w/faculty leaders)
 - Example: water project in South Africa



Dr. Martha Finch
Religious Studies

How can **you** help
Make Excellence Inclusive
at Missouri State University?





- Start where you are.
 - Develop your own cultural competence.
 - Become familiar with the resources on AAC&U website.
 - Increase diversity activities in your area, or programming with (and for) students in your area.
 - Support comprehensive strategic planning that helps our campus become more inclusive.
 - Engage in conversations about Inclusive Excellence with co-workers.

How can you help Make Excellence Inclusive at Missouri State?

- All VP-level units will be creating Inclusive Excellence Plans for their areas
 - offer to assist with this planning.
- Each area of the university will have specific scorecard performance measures and targets
 - suggest items for inclusion.
- Get involved in your area to help write these strategic plans or to help develop programs and strategies to reach targets.
- Provide input to the VP Diversity & Inclusion Office (CARR 302), 836-3736

AAC&U Working Conference

Facing the Divides:

Diversity, Learning, and Pathways to
Inclusive Excellence

Houston, TX October 21-23, 2010

Questions?



*Association
of American
Colleges and
Universities*



Thank you for your attention and dedication to

MAKING EXCELLENCE INCLUSIVE

at Missouri State University



All hands working together can make a difference!

Feedback

- Please take a few minutes to fill out a follow-up questionnaire regarding the 25th Showcase for Teaching and Learning (see link below).

<https://www.surveymonkey.com/s/R7HWBG8>

- Your feedback will help improve future Showcase offerings so that we may better serve MSU's instructional community.

THANK YOU!

Additional Information

- The following slides were prepared as part of the response to the conference, but weren't part of Showcase because the presenters weren't able to be there. However, their information contains some wonderful suggestions, so we wanted to include them here.



Cherri Jones,
Library

To ensure that all students have clear pathways to college and to completing their degrees, we educators may need to change some of our assumptions about students and their capacity for learning; we may need to change our modes of operating. We may need to rethink our priorities and develop new problem-solving strategies if higher education wants to fulfill its longstanding obligation of meeting the country's social and economic needs.

-- Diversity & Democracy, Volume 13, Number 3 (2010)

Library Introduction at Miami University

- Miami University (in Oxford, Ohio) has a large population of international students; the largest group speaks Mandarin
- Librarians attend the International Student mandatory introductory session, meet the students, and give a walking tour of the library before joining them for a picnic
- Many international students are not allowed to pull books off the shelves in their home libraries, nor, in some cases, ask questions of the librarians. This program has helped acclimate students to a more open system and makes them feel more at ease using library resources.
- The Libraries have produced a video tour in Mandarin using volunteers:
http://www.lib.muohio.edu/selected_video?videoid=8910810
- An interest group plans to discuss cultural and other barriers that may exist at Meyer Library.

Listening to Low-Income Students: Strategies to Improve Campus Support Systems

- University of North Texas has the “Emerald Eagle Scholars” program to support academically able but low-income students
- Students are automatically enrolled when they apply if their family income is \$40,000 or lower
- Helps combat “imposter syndrome” that many students feel (“Will anyone find out I am not really smart?”)
- Worries that the “Eagle” denotation would be stigmatized did not materialize – students were proud to be part of this

Listening to Low-Income Students: Strategies to Improve Campus Support Systems

- Year begins with President's Reception for Scholars
- Financial Aid is hub for \$ and tracking
- Students have to take part in tutoring, mentoring programs as well as a "Campus Connection" program that gets them involved in student groups, activities – these are tracked to ensure they continue receiving aid ("Isolation can spell disaster.")
- Now have Emerald Ball to help fund their endowment; also have institutional grant
- Repackaged many programs already on campus – tutoring, mentoring, EES professors

Listening to Low-Income Students: Strategies to Improve Campus Support Systems

- Estimated need: 400 students; this year up to 600 in program
- Paired students with faculty and staff mentors - now they have paid peer mentors
- Try to provide campus employment through work-study
- 82% retention
- Students further along in program hold office hours **at high schools** to help with financial aid forms
- Participants in this workshop discussed various ways their campuses might duplicate a program such as this.



Rosa Maria Mejia
Childhood Education and
Family Studies
Endowed Professor of
Hispanic Assimilation

Diversity and Global Learning

- Main Topic: Re-frame the either/or limitations that too often pit U.S. diversity learning efforts against global learning efforts.
- Diversity Education and Global Learning have to be in tandem
 - examination of the sources of tensions,
 - look at the differing historical contexts that spawned the two movements (US and global diversity) and the institutional habits that can transcend or reinforce mutual suspicions.
- group to discuss values among U.S. diversity and global learning outcomes and ways to approach designing programs, curricula, and collaborative structures that advance these values.
- recognition of the connections and distinctions of these efforts in order to advance a more inclusive approach to diversity and prepare students for life and work in an interdependent world

Examples of Diversity Education

- Gateway courses
- Capstone course
- Build a study abroad into major
- Co-convene classes partnering with overseas institutions
- Targeting groups of courses in Gen Ed
- Credit for Co-curricula activities
- Role of academic advisors in the major

Strategies to foster connections between global learning and diversity education

- Global Institute – Day off for campus wide event where students present
- Study away (actually in the US)
- I-TV Conferences with students located around the world
- Courses
- Certain percentage of sabbaticals should be devoted to global learning
- Service Learning – projects and research
- Global (international, old) and Cultural (multicultural, old) requirements
- Work study – attending global and diversity events and reflecting
- Engaging students
- Ride whatever wave of change is causing ripples
- Abilities as dimension of diversity
- Do international students receive a global education or a US education

US Diversity Learning Goals

Knowledge:

- Cultural histories
- Diversity within ethnic groups, class structures, and gender systems
- Intersections of groups and people
- Privilege as it is reinforced in institutions, structures, and systems
- The way language constructs culture and identity and vice versa
- History

Skills:

- Ability to articulate why racism or other forms of oppression are problems
- Ability to contextualize one's experiences with class, sexuality, gender, race, etc within broader scope
- Ability to interrogate authority
- Ability to engage in dialogues/situations that are tense/uncomfortable
- Honest disagreement
- Bravery
- Controversy with civility
- Civil discourse
- Analytics, and
- Problem solving
- Listening

Dispositions and Values:

- Understanding one's own position in regard to power and privilege
- Recognizing differences before thinking of ourselves collectively as human
- Mindfulness of one's own experiences of oppression and as oppressor
- Desire for embracing the extreme discomfort where learning takes place
- Openness to interaction
- Understanding
- Respect
- Celebration
- Empathy
- Engagement, interconnectedness

Engaged Diversity: Institutional Transformation through Student Leadership

The facilitators are members of the Engaged Diversity Project, a five-institution collaboration exploring diversity as an organizing principle for enriching the education of all students.

- Collaborative program among 6 institutions
- Student leaders (juniors and seniors) from one university spends a semester at another university
- Students explore forms of diversity at the other college
- They talk to administrators at host university about what they have seen and experienced in their campus
- They have pre/during/ and post activities for students to do.

The Academic GPS: Navigating Chasms in Student Engagement

- **Main Topic:** What the University of Houston is doing to retain students.
- Help students understand the way through university (Where they are now, where they want to go to, how they are going to get there) – Universal Design
- Service learning course
- Work with students with disabilities and their on-line instructors to make all course requirements accessible to students.
- This fits better under: **Access, Success, and Equity**

A Collaborative Model to Assess Student Engagement with Diversity

Main Topic: Assessing Campus Diversity Issues through Different Lenses

- Five campuses got together to work on this 3-year program
- Defined the topics for each year
- Each campus receives two visits / each campus visits two other campuses
- 2 teachers, 2 staff members, 2 students visit host institution for 48 hours
- They give an oral, preliminary report before they leave
- In a month, they send a written report
- They meet every summer to discuss all reports
- This fits better under: **Campus / Community Climate**

Teaching LGBT Content in the Spirit of Inclusive Excellence

Main Topic: How to incorporate the topic of LGBT in a (literature) course

- Work under certain principles
 - 1. Diversity is a precondition (not an obstacle) to excellence.
 - 2. No category of diversity can be well understood in isolation from other diversity categories
- Teach about heterosexual privilege
- This fits better under: **Learning and Development**

An Integrated Approach to Diversity Education: Intergroup Dialogues & Common Ground

Main Topic: A course on intergroup dialogues

- Course in which equal number of students belonging to groups that have traditionally had tension between them sit together and talk.
- Dialogue is structured, sustained and facilitated by persons trained to do them.
- Participants explore commonalities and differences between them, issues of privilege/discrimination, and possibilities for alliances and coalitions between groups.
- This fits better under: **Learning and Development.**

AAC&U Working Conference

Facing the Divides:

Diversity, Learning, and Pathways to Inclusive Excellence

Houston, TX October 21-23, 2010



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