

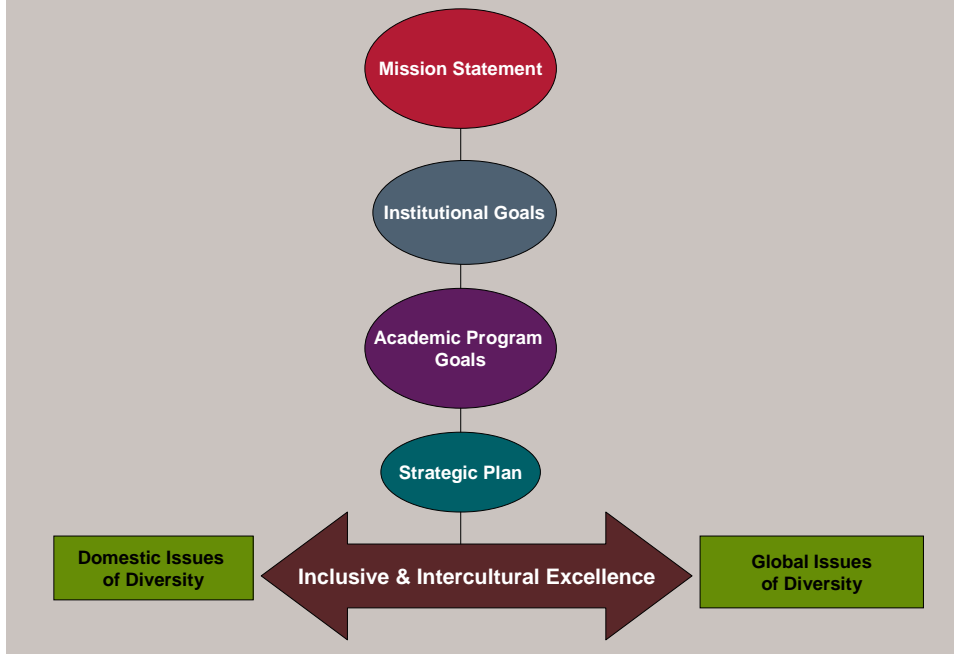
**Integrating Diversity, Inclusion, and Interculturalism Across the Campus  
A Comprehensive Framework for Strategy, Action, and Assessment**

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## Establishing Links



## Wells College Documents Identifying Inclusive and Intercultural Excellence

### Mission Statement

The Wells College Mission is to educate students to **think critically, reason wisely, and act humanely as they cultivate meaningful lives**. Through Wells' academic program, residential atmosphere, and community activities, students learn and practice the ideals of the liberal arts. The Wells experience prepares students to **appreciate complexity and difference, to embrace new ways of knowing, to be creative, and to respond ethically to the interdependent worlds to which they belong**. Committed to **excellence** in all areas of its reach, Wells College equips students for **lifelong learning** and for sharing the privileges of education with others.

### Institutional Goals

- Provide an educational experience that supports students as unique individuals engaged in the study and practice of liberal arts.
- Maintain an excellent faculty that is skilled in teaching, dedicated to rigorous intellectual development, and actively committed to pursuing new knowledge and learning strategies.
- Develop students' intellectual curiosity, analytical and critical capabilities, and aesthetic awareness and creativity.
- Provide a rich community environment that fosters awareness and sensitivity to social diversity and encourages responsible action in an interdependent world.
- Develop self-confident individuals who exercise sound judgment and have the knowledge and skills for thoughtful decision making.

### Academic Program Goals

- Examine enduring and contemporary questions that shape human understanding
- Use the scholarly and creative traditions of the liberal arts and contemporary technologies to locate and evaluate information
- Communicate reasoned points of view to inform and persuade a variety of audiences
- Incorporate an understanding of diversity in their academic work and as members of a learning community
- Develop an appreciation of languages and cultures in a global context
- Acquire knowledge based on scholarship and research about women
- Engage in collaborative practices in the classroom, in campus life, and in the community at large
- Develop thorough knowledge of basic principles, methods of inquiry, and current issues in an academic field of study



## Wells College Community Standards Statement

Wells College strives to become a diverse and inclusive community where individuals live, work, teach and learn with a goal of promoting and maintaining an atmosphere of respect. Membership is a privilege that requires all individuals to treat others humanely, and with mutual understanding and tolerance. Wells College fosters an environment in which free speech, openness, acceptance, and inclusion –even of those ideas or beliefs that may be controversial –are appreciated and considered in their appropriate settings.

Discrimination on the basis of (but not limited to) to race, color, religions, ethnicity or national origin, sex, age, varying physical or mental abilities, sexual orientation, gender identity, or political beliefs will not be tolerated. Verbally or physically abusive or harassing behavior that makes the College atmosphere intimidating, hostile, or threatening is unacceptable. All community members are subject to the laws that govern the rest of society.



## **Inclusive and Intercultural Excellence**

### **Individual Learning Outcomes**

#### Knowledge

- Understand the interconnectedness and interdependence of the local, national, and global systems
- Self-awareness of one's own cultural and personal biases, assumptions, and preferences
- Deep and complex understanding of culture, language, and its influence on systems and worldviews
- Understand cultures and groups different than one's own
- Understand the historical, cultural, economic, and political forces that shape society and its effect on our own experience
- Understand conflict and power relationships
- Democratic principles and practices

#### Skills

- Collaborative leadership
- Cross-cultural relationship building
- Self-reflection
- Intercultural communication
- Conflict resolution
- Negotiation
- Dialogue and deliberation
- Apply intercultural understanding in a variety of settings.
- Analyze the macro and micro social, economic, and political systems in which diversity operates
- Develop systems and structures that are inclusive and collaborative

#### Mindset

- Curiosity
- Cognitive flexibility
- Openness to self reflection, conflict, different perspectives, and reducing own prejudices
- Empathy
- Social responsibility
- Lifelong learning about others and self

\*Adapted from the work of the American Council on Education (2007), and Milton Bennet's Intercultural Development Model (2004)



## **Inclusive and Intercultural Excellence**

### **Campus-Wide Goals**

#### **Goal 1: Campus Climate**

*To foster an inclusive and intercultural campus climate that supports diverse social identity groups, and promotes constructive interpersonal and intergroup relationships for staff, students, faculty, administration, and trustees.*

#### **Goal 2: Recruitment and Retention**

*To recruit and retain a diverse group of administrators, staff, students, faculty, and trustees.*

#### **Goal 3: Administration and Governance**

*To ensure that administrative and governance systems are clear, inclusive, equitable, foster a culture of organizational learning, and facilitate and support inclusive and intercultural excellence.*

#### **Goal 4: Curriculum and Pedagogy**

*To support teaching and learning practices that incorporate diverse perspectives and practices, enhance cultural competency, and facilitate intercultural learning.*

#### **Goal 5: Scholarship and Professional Development**

*To provide opportunities for faculty, staff, administration, and students to engage in intercultural and diversity related scholarship and professional development.*

\*Adapted from the work of AAC&U (2007) and Susan Rankin's Transformational Tapestry Model (2005)



## 2008-09 Action Plan on Inclusive and Intercultural Excellence Wells College

### Goal 1: Campus Climate

*To foster an inclusive and intercultural campus climate that supports social identity groups, and promotes constructive interpersonal and intergroup relationships for staff, students, faculty, administration, and trustees.*

- Provide clear direction in determining what the ORL would like students to learn after their first and second years living in the residence halls in regards to diversity education. (Student Life)
- Host dialogue groups with student-athletes and campus clubs and organizations. (Student Life)
- Develop and implement a plan for progressive dinners for the Resident Advisor Staff (Student Life)
- Develop programs focused on spiritual awareness. (Student Life)
- Recruit and hire a diverse RA Staff. Review RA selection interview process to provide all RA candidates with a consistent interview experience. (Student Life)
- Create an organization for unrepresented RAs, including RAs of color and RAs who identify as LGBT. (Student Life)
- Develop and implement a staff and faculty campus climate survey. (OID)
- Improve last year's student campus climate survey. (OID)
- Develop a bias response team. (PIIE)
- Attend to inclusive language in College brochures and other written documents, including gender inclusive language. (Communications)
- Attend to photographic inclusiveness in College documents. (Communications)
- Using the Express to highlight the College's commitment to inclusive and intercultural excellence and its various programs and projects.

### Goal 2: Recruitment and Retention

*To recruit and retain a diverse group of administrators, staff, students, faculty, and trustees.*



- Further develop Faculty Search Handbook for recruiting tenure-track, full-time faculty, including ways to increase the diversity of the application pool. (Academic Affairs & OID)
- Place Faculty Search Handbook on the Globe and obtain feedback from faculty. (Academic Affairs)
- Launch Students of Color-Alumnae/i of Color Mentorship Program. (Communications, Alumni Affairs, Student Life)
- Research diversity/international student services initiatives at other institutions. (Student Life)
- Further developing and enhance our international student orientation program. (Student Life)
- Develop intentional residential opportunities for international students. (Student Life)
- Assess search process for staff and faculty. (PIIE)
- Create a diversity brochure for student recruitment. (Admissions, Communications)
- Spring college-planning workshop for underrepresented groups in our local region. (Admissions)

### Goal 3: Administration and Governance

*To ensure that administrative and governance systems are clear, inclusive, equitable, and foster a culture of organizational learning.*

- Encourage and provide resources to residential student organizations to recruit diverse student leaders. (Student Life)
- Develop an open feedback mechanism for inclusive and intercultural excellence initiatives. (OID)
- Develop a 5 year, inclusive and intercultural excellence strategic plan. (PIIE)
- Develop a core identity at Wells around inclusive and intercultural excellence. (PIIE)
- Assess inclusive and intercultural excellence at Wells (OID)
- With faculty input, draft proposal for a standing Faculty Committee on Inclusive and Intercultural Excellence. (Faculty, OID, OCS, Academic Affairs)
- Create a shared understanding of diversity, inclusion, and interculturalism. (PIIE, OID)

### Goal 4: Curriculum and Pedagogy



*To support teaching and learning practices that incorporate diverse perspectives and practices, enhance cultural competency, and facilitate intercultural learning.*

- Revise general education program at Wells, with the intention of including diversity and global issues, particularly on regions of the world beyond the West. (Faculty, Academic Affairs)
- Create and implement a year-long Inclusive and Intercultural Excellence Series. (OID, OCS)

### **Goal 5: Scholarship and Professional Development**

*To provide opportunities for faculty, staff, administration, and students to engage in intercultural and diversity related scholarship and professional development.*

- Provide and encourage staff to attend diversity workshops and educational events. (Finance)
- Provide two faculty development workshops related to inclusive excellence. (OID, Academic Affairs)
- Work with the NCAA to continue providing diversity workshops for athletes, coaches, and others. (Student Life)
- Draft and implement a plan that places diversity education as a focus for the Office of Residence Life. (Student Life)
- Create a Diversity Resource Library. (Student Life)



## Wells College Diversity Assessment Plan 3.0

The draft of the assessment plan is based on the five campus diversity goals and is organized into three main sections: staff, faculty, and students. The following abbreviations are used in the draft to represent Wells offices: Human Resources (HR), Dean of the College (DOC), Associate Dean of the College (ADOC), Faculty Diversity Committee (FDC), Off-Campus Study (OCS), Office of Institutional Diversity (OID).

### Staff

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#### (1) Campus Climate

- Campus climate survey (HR, OID, Staff Diversity)
- Exit questionnaire (HR)
- Bias incidents annual report (HR, DOS, OID)

#### (2) Recruitment and Retention

- Percentage of staff (exempt/non-exempt) related to federal categories (HR)
- Job advertisement locations, including local organizations (HR)
- Applicant pool –web based (HR)
- Turnover rate –overall and within federal categories (HR)

#### (3) Administration and Governance

- Campus climate survey (HR, OID)
- Committee structure and staff representation (Office of the President)

#### (4) Scholarship, Research, and Professional Development

1. Campus climate survey –survey of activities (HR, OID)

### Faculty

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#### (1) Campus Climate

- Campus climate inventory for faculty (DOC, ADOC, FDC,OID)\*
- Bias incidents reporting (DOC,FDC,OID)
- Number of campus talks and workshops related to campus climate (DOC,FDC,OID)
- Exit questionnaire/interview of full-time faculty who have left voluntarily (DOC)



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(2) Recruitment and Retention

- Overall percentage of faculty from federally protected categories (DOC,FDC,OID)
- Percentage of faculty from federally protected categories by rank (DOC,FDC,OID)
- Comparison of overall percentage to peer and aspirant institutions (DOC,FDC,OCS\*,OID)
- Web-based applicant pool survey (DOC, Human Resources)
- Position advertisement/recruitment sources (DOC, Human Resources)
- Retention rates (DOC)

(3) Administration and Governance

- Campus climate survey for faculty (DOC,FDC,OID)
- Inventory of key faculty committee members (DOC,FDC,OID)

(4) Curriculum and Pedagogy

- Inventory of diversity courses in course schedules (ADOC)
- Assessment of general education requirements as related to diversity
- Percentage of students in academic programs (DOC)
- Number of workshops at Wells College (ADOC,FDC,OID)
- Percentage of faculty who have attended these workshops (ADOC, FDC, OID)
- Campus climate survey

(5) Scholarship

- Inventory of faculty research in PAR (DOC, FDC)

## **Students**

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(1) Campus Climate

- Campus climate survey for students (DOS,OID)
- Bias protocol incidents (DOS)
- Inventory of intercultural student groups (DOS)
- Inventory of intercultural events (DOS)
- NSSE and CIRP data (DOS,ADOC)
- Middle States (DOS,ADOC)



- Focus groups (DOS,OID)

(2) Recruitment and Retention

- Overall percentage of student body by federally protected categories (DOS, DOC)
- Overall retention rates (DOS, DOC)
- Graduation rates (DOS, DOC)
- Comparison to peer and aspirant institutions (DOS, DOC)
- Applicant pool of students (Admissions, DOS)
- Dean's List (DOS, DOC)

(3) Administration and Governance

- Campus climate survey (DOS, OID)
- Middle States (DOS, ADOC)

\*Many of the items listed above under Students, will be incorporated into the *Enrollment Management Plan* by the Admissions and Financial Aid Committee and the Enrollment Management Team.