

10th Annual Greater Expectations Institute
June 16, 2010

Making Excellence Inclusive: *The Role of Institutional Culture in Educational Change Efforts*

Alma R. Clayton-Pedersen, PhD.
L. Dee Fink, Ph.D.

Questions

- What is your definition of diversity?
- What has been the greatest impact that the increasing diversity of your campus has had on your individual role and responsibility as a campus or system leader?
- How would you characterize the effectiveness of your efforts?

http://www.aacu.org/inclusive_excellence/papers.cfm



Making a Real Difference with Diversity
A Guide to Institutional Change

By Albert R. Chertok, Patricia Moore Fisher,
David L. Kirp, and David L. Kirp
Harvard University Press

Available through
<http://www.aacu.org/publications.cfm>


Re-envisioning Diversity

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



Re-envisioning Inclusion

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 complex ways individuals interact within systems and institutions.



Inclusive Excellence Seeks to:

- establish hallmarks of academic excellence and institutional effectiveness
- operationalize inclusion in campus functioning
- ensure academic freedom and responsibilities are understood and practiced
- create an educational process that has diversity and inclusion at the center—instead of the margins—of institutional functioning

Essential Learning Outcomes



- Knowledge of Human Cultures and the Natural and Physical World
- Intellectual and Practical Skills
- Individual and Social Responsibilities
- Integrative Learning

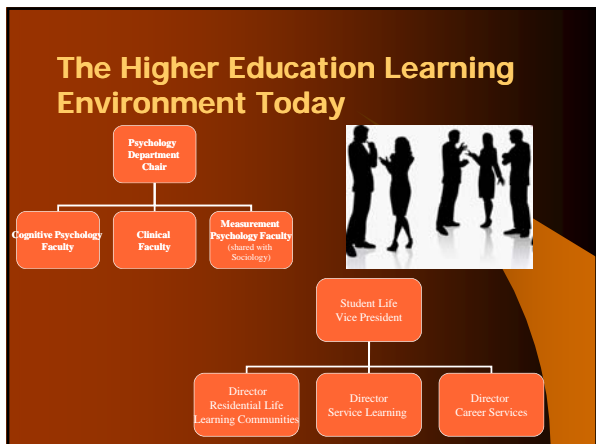
The Higher Education Learning Environment Today: Disparate Elements

Facilities (e.g., classrooms, residence halls, libraries)

Facilitators (e.g., professor, chair, admissions officer, academic advisor, financial aid counselor, committee member, career counselor)

Resources (e.g., student support services, teaching & learning center, curriculum, academic advising, labs, print & non-print media)

Learners (e.g., staff, faculty, students, units, departments, institution as a whole)



- ### The Intentional Institution
- Considers the impact of its decisions on learners
 - Utilizes each element intentionally to enhance learning for everyone
 - Creates synergy at the points where various elements of learning intersect (through communication, coordination, and collaboration)
 - Makes the most of the uniqueness of each learner—as an individual and as a member of multiple identity groups—to enhance key learning outcomes
 - Uses learning facilitators, facilities, and resources in the service of learning and knowledge development to strengthen our nation's diverse democracy and quality of life for all



Question

- Have any change efforts in higher education been implemented quickly and sustained successfully?

CAPACITY BUILDING

- Think technology



Making Excellence Inclusive

Discussion and Questions

Resources

- <http://www.aacu.org/resources/institutionalchange/index.cfm>
- <http://www.aacu.org/resources/diversity/index.cfm>
- <http://www.diversityweb.org/>
- <http://www.aacu.org/resources/faculty/diversifyingfaculty.cfm>

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Developing Institutional & Faculty Capacity in Learning-Centered Institutions

Comments by:
L. Dee Fink, Ph.D.
Educational Consultant in Higher Education

AAC&U
Greater Expectations Institute
June 17, 2010

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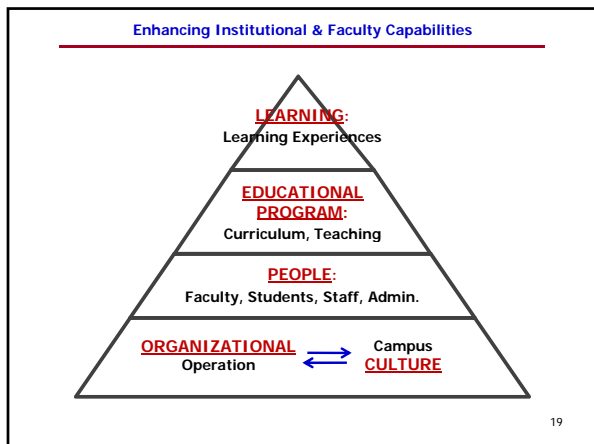
Enhancing Institutional & Faculty Capabilities

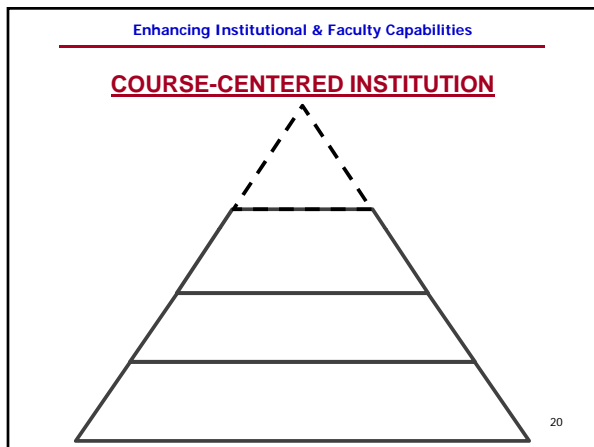
TWO UNDERLYING PERSPECTIVES:

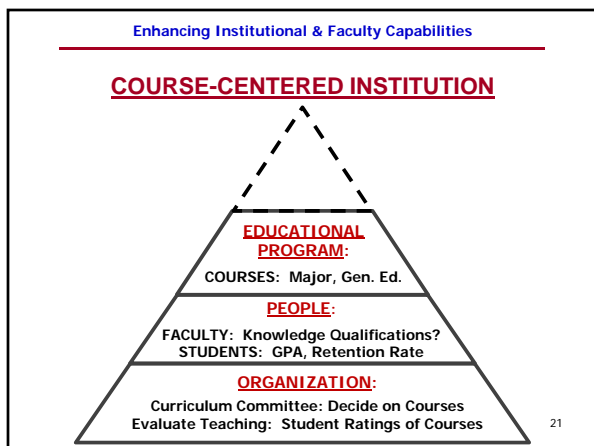
All universities need to...

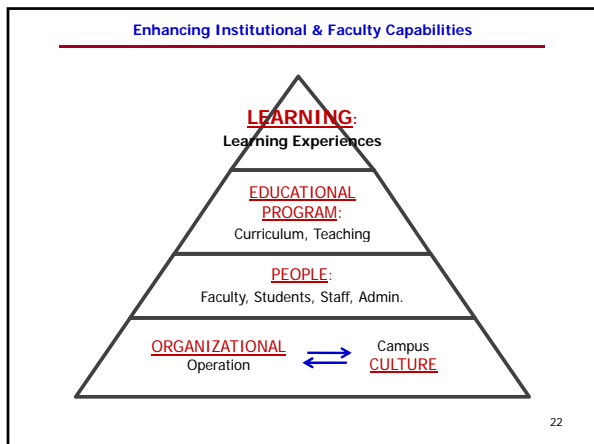
1. Be **Learning-Centered**
2. Work on **Continuous Improvement**

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Enhancing Institutional & Faculty Capabilities

**Assoc. of Amer. Colleges & Univ. [AAC&U]:
Liberal Education**

ESSENTIAL LEARNING OUTCOMES:

- I. **Knowledge of Human Cultures and the Natural and Physical World**
- II. **Intellectual and Practical Skills**
- III. **Individual and Social Responsibilities**
- IV. **Integrative Learning**

Enhancing Institutional & Faculty Capabilities

AAC&U: Liberal Education

ESSENTIAL LEARNING OUTCOMES:

- I. **Knowledge of Human Cultures and the Natural and Physical World**
 - Sciences & math, social sciences, humanities, histories, languages, and the arts
 - Focused through engagement with big questions, both contemporary and enduring
- II. **Intellectual and Practical Skills**
- III. **Individual and Social Responsibilities**
- IV. **Integrative Learning**

Enhancing Institutional & Faculty Capabilities

AAC&U: Liberal Education

ESSENTIAL LEARNING OUTCOMES:

I. Knowledge of Human Cultures and the Natural and Physical World

II. **Intellectual and Practical Skills**

- Inquiry, critical & creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

III. Individual and Social Responsibilities

IV. Integrative Learning

Enhancing Institutional & Faculty Capabilities

AAC&U: Liberal Education

ESSENTIAL LEARNING OUTCOMES:

I. Knowledge of Human Cultures and the Natural and Physical World

II. Intellectual and Practical Skills

III. **Individual and Social Responsibilities**

- Civic knowledge and engagement
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

IV. Integrative Learning

Enhancing Institutional & Faculty Capabilities

AAC&U: Liberal Education

ESSENTIAL LEARNING OUTCOMES:

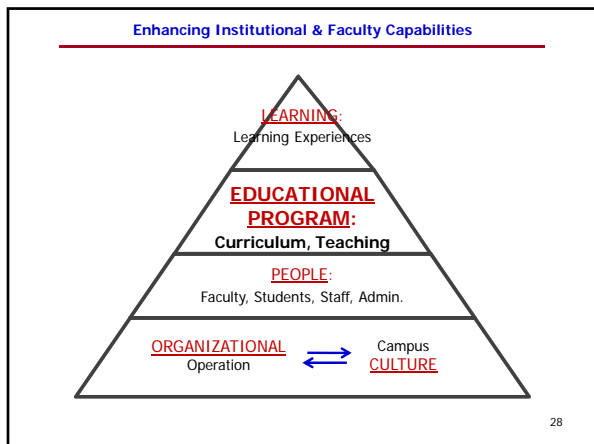
I. Knowledge of Human Cultures and the Natural and Physical World

II. Intellectual and Practical Skills

III. Individual and Social Responsibilities

IV. **Integrative Learning**

- Synthesis and advanced accomplishment across general and specialized studies
- Capacity to adapt knowledge, skills, and responsibilities to new settings & questions



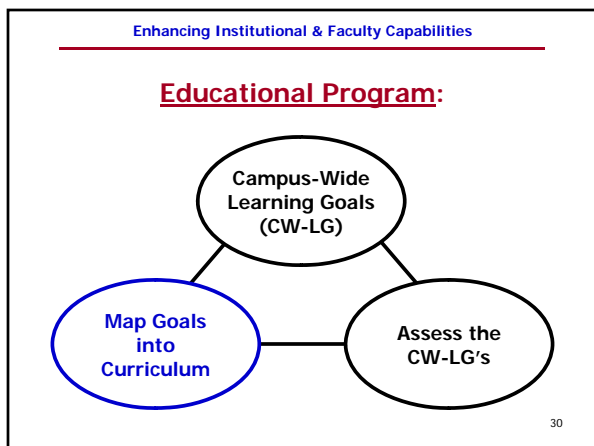
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EDUCATIONAL PROGRAM

The Educational Program consists of:

- The **CURRICULUM**
 - Required learning activities
 - Optional learning opportunities
 - Elective courses
 - Special learning opportunities: service learning, study abroad, undergraduate research, etc.
- The **TEACHING** that is used in all courses across campus.

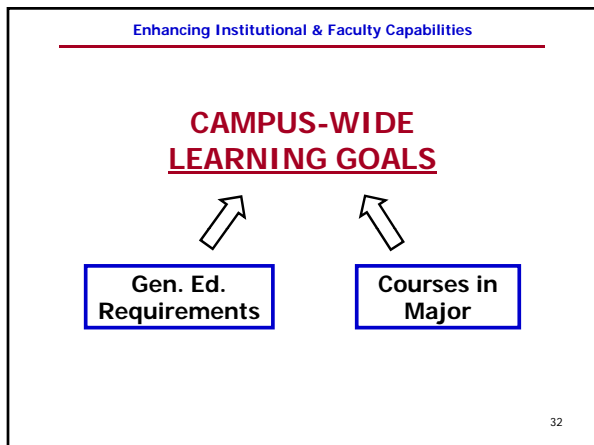
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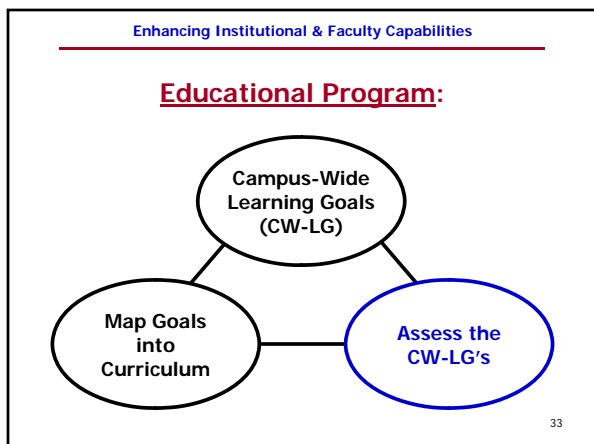


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Campus-Wide Learning Goals:

	Communi- cation Skills	Inquiry Skills	Dealing with Difference	Global Literacy	Ethics & Civic Engagem't	(And So Forth)
Fresh.	• XXX • XXX		• XXX • XXX	• XXX • XXX		
Soph.			• XXX • XXX	• XXX • XXX		
Junior			• XXX • XXX	• XXX • XXX		
Senior		• XXX • XXX	• XXX • XXX	• XXX • XXX		





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ASSESSING YOUR EDUCATIONAL PROGRAM:

- I. During the Program (Process)
 - A. Internal Procedures
 - B. External Procedures
- II. After the Program (Product)

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**Educational Program:
Make It Learning-Centered**

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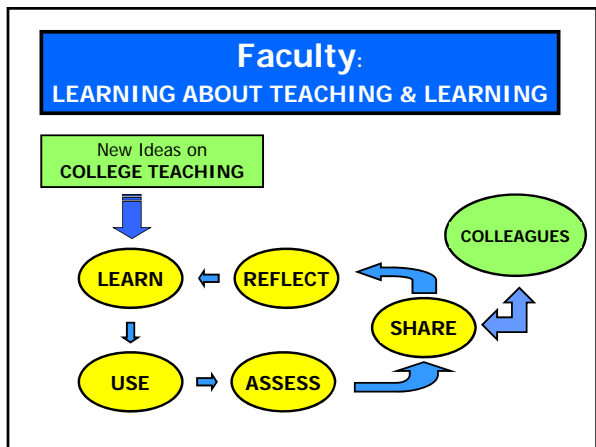
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Developing FACULTY Capabilities

- Faculty members need to develop **multiple educational capabilities**.
- This requires **continuous learning**.

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Enhancing Institutional & Faculty Capabilities

Developing FACULTY Capabilities

- Faculty members need to develop **multiple educational capabilities**.
- This requires **continuous learning**.

Key Tool:
Campus-Based Fac. Dev. Program

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Typical Faculty Development Activities

- 1:1 Consulting with faculty members
- Workshops/Orientation Programs
- Intensive, year-long programs
- Grants
- Identification of resources
- Publications
- Services for departments

Sorcinelli and Austin (2005)

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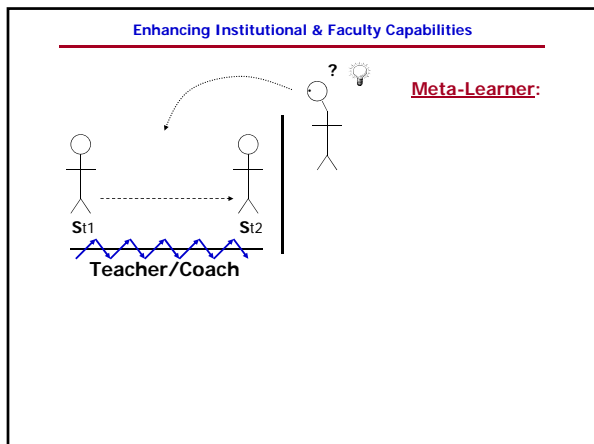
Developing STUDENT Capabilities

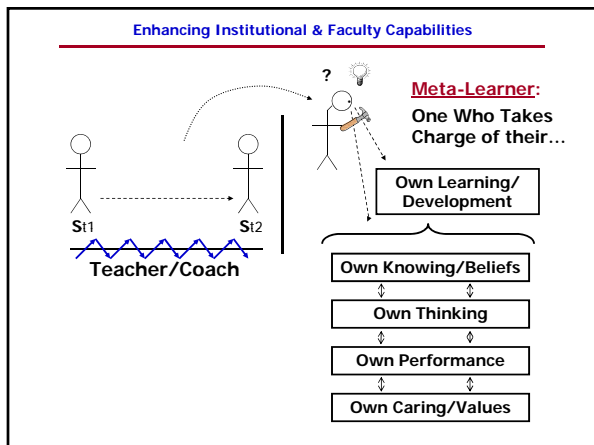
What do we want students to be able to do, as students?

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Enhancing Institutional & Faculty Capabilities

The diagram illustrates a coaching model. At the bottom, a blue zigzag line represents the 'Teacher/Coach'. Above it, two stick figures labeled 'S1' and 'S2' are positioned. A horizontal dashed arrow points from S1 to S2. A curved dashed arrow starts from S2 and points to a third stick figure on the right, representing a student's growth or transition. A vertical line separates the S1/S2 pair from the final student figure.





Enhancing Institutional & Faculty Capabilities

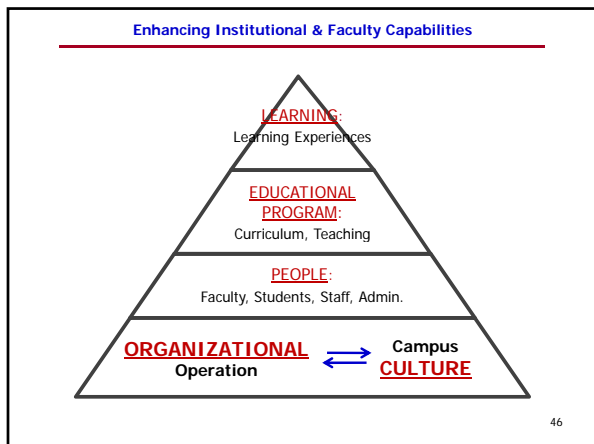
Developing STUDENT Capabilities:

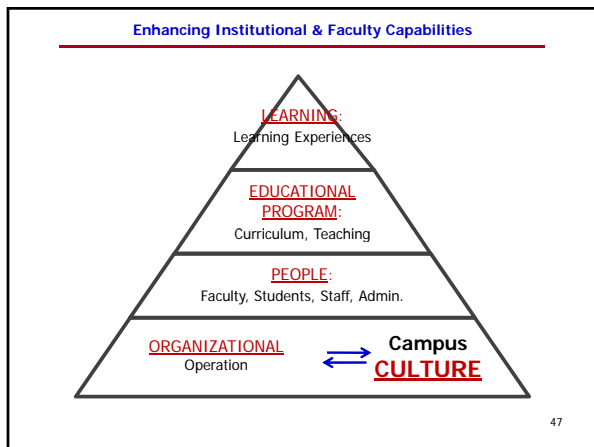
What do we want students to be able to do, as students?

Answer:
Become **META-LEARNERS**

Key Tool:
Learning Portfolios

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CAMPUS CULTURE:

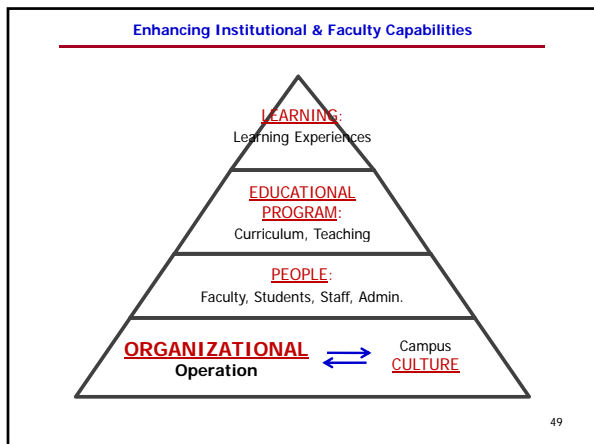
Campus culture is comprised of...

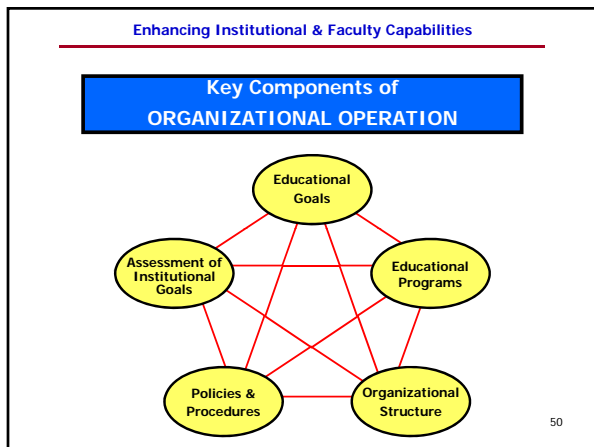
- Values: "This" is what we care about
- Beliefs: "This" is how things happen
- Symbols: "This" represents us

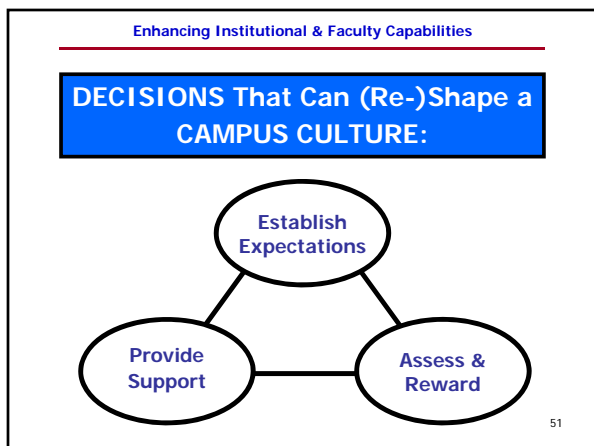
One Key Tool (of several possibilities):

- Stories you tell

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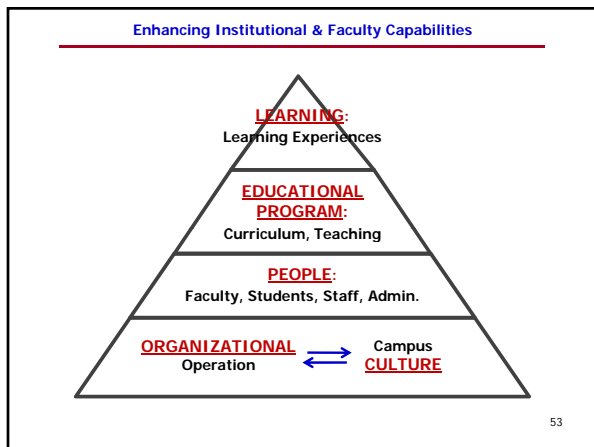






Enhancing Institutional & Faculty Capabilities

SUMMARY



Enhancing Institutional & Faculty Capabilities

POTENTIAL ACTIONS BY CAMPUS LEADERS:

LEARNING:

1. Establish **Campus-Wide Learning Goals (CW-LG's)**

EDUCATIONAL PROGRAM:

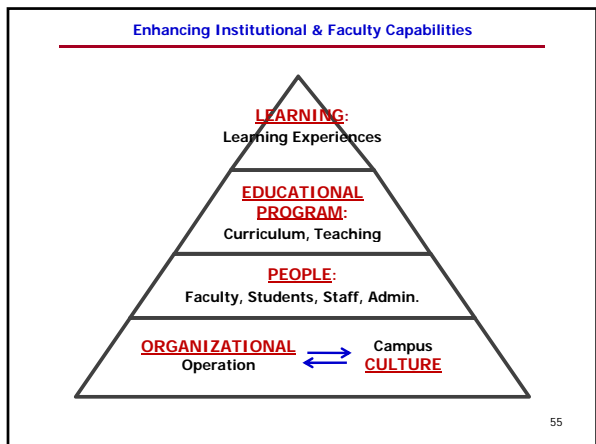
2. Map the CW-LG's into the **Curriculum** – and Assess Them
3. Encourage More Powerful Forms of **Teaching**

PEOPLE CAPABILITIES:

4. Develop **Faculty and Student Capabilities** for Better Teaching and Better Learning

ORGANIZATIONAL CAPABILITY:

5. Promote a Supportive **Campus Culture**
6. Continuously Re-Examine All Components of **Organizational Effectiveness**



Enhancing Institutional & Faculty Capabilities

THE END!

Higher Education:
Let's make it all that it can be and needs to be!
