

The Greater Expectations Gazette

Founded 2006

Today is Friday, June 23, 2006. Today's temperature: Hi: 71 Lo: 49° 

Mapping Inclusive Excellence

Snowbird, UT – Thursday's plenary session focused on *inclusive excellence*, under which campuses would embed diversity and inclusion into their core missions of academic excellence. Alma Clayton-Pedersen, director of the Institute, monitored the panel, which featured Institute faculty members Lee Knepfelkamp, Jeffrey Milem, and Damon Williams.

Clayton-Pedersen began the session by sharing AAC&U's working definitions of diversity and inclusion. **Diversity**, she said, includes individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, gender, country of origin, and ability as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning. **Inclusion** consists of an 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 would increase an individual's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions. Clayton-Pedersen stressed the focus on learning that is found in the two definitions. Diversity and inclusion cannot be ends unto themselves, she said, but should be catalysts for deeper thinking and reflection on the part of students as well as the institution as a whole.

Lee Knepfelkamp talked about the state of institutions today when it comes to this integrated approach to diversity and educational excellence. She argued that most campuses are "aspirational" with regard to inclusive excellence, where they are beginning to realize that a new approach to diversity is necessary, but where they may not yet have the compositional diversity in place to truly enact it. She also focused on a set of issues that inclusive excellence raises in the context of American higher education, including definitions of "excellence for all" versus excellence as exclusion; the need to attend to the "multiple selves" that each person on campus possesses; and the "incongruence between rhetoric and behaviors" regarding inclusive excellence.

Jeff Milem discussed his research on campus racial climate as well as a framework designed to help campuses broadly "enact" diversity in ways that derive educational benefits for students and others. "Context matters," he stressed, "and a cookie-cutter approach to diversity will not work." He reviewed four important components related to successfully enacting diversity on campus: (a) taking a multidimensional approach, (b) a focus on process, (c) the need to target all students as beneficiaries of learning through diversity, and (d) recognizing that engaging diversity is difficult work.

See *Inclusive Excellence*, over



From the Director...

Hello! We are at the mid-point of the Institute, and I have observed campus teams that are *very tired*, and at the same time *very energized* by all the learning that has taken place.

I want to remind you all to **take breaks!** There is a lot of information coming your way, and it's easy to feel overloaded. Think about encouraging your team members to head outside or even down the mountain for some art, music, and good food!

Today, we welcome George Kuh to the Institute. He will be delivering this morning's first plenary related to student engagement and consulting during team sessions. Think about going to his interest group session if you use the NSSE, or are thinking of using it, on your campus.

I am very excited to hear from students in our second plenary, and to hear more about aligning academic affairs and student affairs in our third. I wish you all a stimulating and productive day...and don't forget to relax!

Alma Clayton-Pedersen
Director, Greater Expectations Institute

The Student View

Today the eighteen students at the Institute will take the stage in the second plenary of the morning. The goal of the session is to discuss their roles in their institution's change efforts, their experience in Utah, and their views on the educational experiences that have made a real difference in their learning and development.

The students got to know each other at a breakfast meeting yesterday morning, and they reconvened last night to talk specifically about the plenary. AAAC&U staff member Amy Addams, who is working with the students, said that they reflect "the multiple entry points to being change agents on campus, from SGA leaders to HIV/AIDS educators to curriculum committee members."

Rejuvenate with Art, Music, and More

Today, tomorrow, and Sunday, Salt Lake City is hosting the Utah Arts Festival, featuring performing and visual artists plus the Fear No Film Festival, which consists of more than 50 short films. The festival runs from noon to 11pm and is located at Library Square, 200 E 400 South. Admission is \$8 for adults and free for kids 12 and under. Visit www.uaf.org.

Question(s) of the Day

“In campus conversations about diversity, how often do you address excellence?” and “In conversations about excellence, how often do you address diversity?”

“We frequently affirm...that diversity is a necessary condition for excellence, whether personal or institutional. Much less frequently do we incorporate our assumptions or values about excellence into our dialogue about diversity.” - David H. Krause, Columbia College Chicago

“[I]n discussions about diversity, excellence is ostensibly the focus. However, most of the discussions seem to come up with solutions and goals that are only ‘satisfactory’ and mistakenly deem them ‘excellent’.” - Travis Campbell, San Jose State University

“We must do more to integrate excellence and diversity seamlessly in our discussion—they are interdependent.” - Mike Van Valkenburg, USAF Academy

“We link diversity and excellence when we talk about faculty recruitment and retention [and] when we discuss the need to nurture diversity in the science faculty. But I have not yet participated in a single conversation in which diversity in other aspects of campus life—students, curriculum—have been aired alongside the concept of excellence!” - Patricia Iannuzzi, UNLV

Tips to Get Others “On Board”

As Damon Williams noted in Thursday’s plenary, the change bus may be departing, but your campus may not be on board. Here are some tips to get others “on the bus,” courtesy of Buffalo State College, Delta State University and Penn State University. Thanks to Dee Fink and Danny Teraguchi for passing these on!

- Recruit people who can recruit others
- Identify people who are already doing “it”
- Map change onto people’s self-interest
- Recognize that you may never have 100% involvement
- Time well the introduction of your ideas
- Recognize that some resistance may be emotional; hear people out to get beneath the resistance
- Repeat your message—and repeat your message
- Ask others to be involved in specific ways, especially people not usually asked
- Realize there are often some benefits to the status quo and try to understand why people “are where they are”
- Beware of blaming people for resisting. Even positive change can be frightening, stressful, or signal the loss of familiar patterns and ways of being

Inclusive Excellence, con’t.

Damon Williams described the organizational change needed for inclusive excellence as a “journey” and discussed the need for campus constituents to have “good strategy” as well as coordinated action. He noted that change is best served by having both “top-down” and “bottom-up” approaches and sufficient financial, human, technical, and symbolic resources. There are a number of things that prevent serious advancement of this work, including diversity plans that are largely symbolic rather than material; a lack of accountability for the change; mental models and assumptions about a variety of things, including the curriculum and pedagogy; and organizational culture that is often “intractable.” Williams made several recommendations for achieving inclusive excellence:

- Brief senior leaders on a regular basis, perhaps over lunch to work into their schedules;
- Consider hiring a Chief Diversity Officer (CDO) whose function is to coordinate activity across campus, monitor the process and progress, and work within senior leadership to engender support;
- Enact a multi-level plan that reaches broadly across campus and also includes “localized” plans for departments and units that connect back;
- Use “push and pull” strategies and think about both driving change and orchestrating change; and
- Tie this work to financial incentives to increase influence on campus.

The panelists fielded questions from the audience on several topics, including how to engage white people in diversity work and the influence of campus climate on learning. Knefelkamp spoke about diversity’s internal, deeply psychological dimension, where a variety of individuals must struggle with the implications of particular group memberships, and she urged everyone to focus on how to “spend one’s privilege rather than feel guilty about having it.” All of the panelists noted how much climate can influence perceptions, which in turn influence learning. Milem noted how students from different racial/ethnic backgrounds can have very different perceptions about the campus based on experiences in their home communities. Building on that, Williams talked about ensuring a supportive climate for all students as a key issue in faculty development.

Photo of the Day

UMass Boston Working the Terrace



The Greater Expectations Gazette, Vol. 1, No. 3 **Contributors**

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Worldly Speaking

As a reminder that the Institute is not the only gathering of teams striving to achieve greater expectations, the world’s best national football teams continued competition for the FIFA World Cup yesterday in Germany. As campus leadership teams worked to map the future of inclusion and excellence in the morning plenary, the Ghanaian National team—the Black Stars—soundly defeated the U.S. and advanced to the next stage of competition.

With the football frenzy gripping the globe, U.S. indifference for what is arguably the most popular of world events is startling. Social critics have blamed this athletic isolationism on everything from football’s lack of commercial-friendly breaks to the U.S. public’s disinterest in anything that the country does not dominate. This is unfortunate.

In some ways, the World Cup offers an exciting opportunity for the U.S. to reconnect with the larger world, and to think critically about its role in global diversity. We hope that the Institute will likewise provide a larger context for your work, and that you will leave Snowbird with new ways of thinking about the link between inclusion and excellence, on campus and in our global community.

- Misha Charles