

Mapping the Future of Inclusion and Excellence

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Making Excellence Inclusive: The Learning Imperative for the 21st Century

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*Vice President, Office of Education and Institutional
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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 Higher Education Learning Environment Today

Characterized by:

- Isolated functioning of each part, with specific leadership for each ("silos")
- A focus on the uniqueness of learners mainly as a way to have different perspectives represented in the classroom
- Elements that serve as ends in themselves to sustain the institution and its enterprises
- Institution in "reaction mode" toward an array of moral, political, economic, legal, and practical imperatives, with different imperatives at play on different campuses

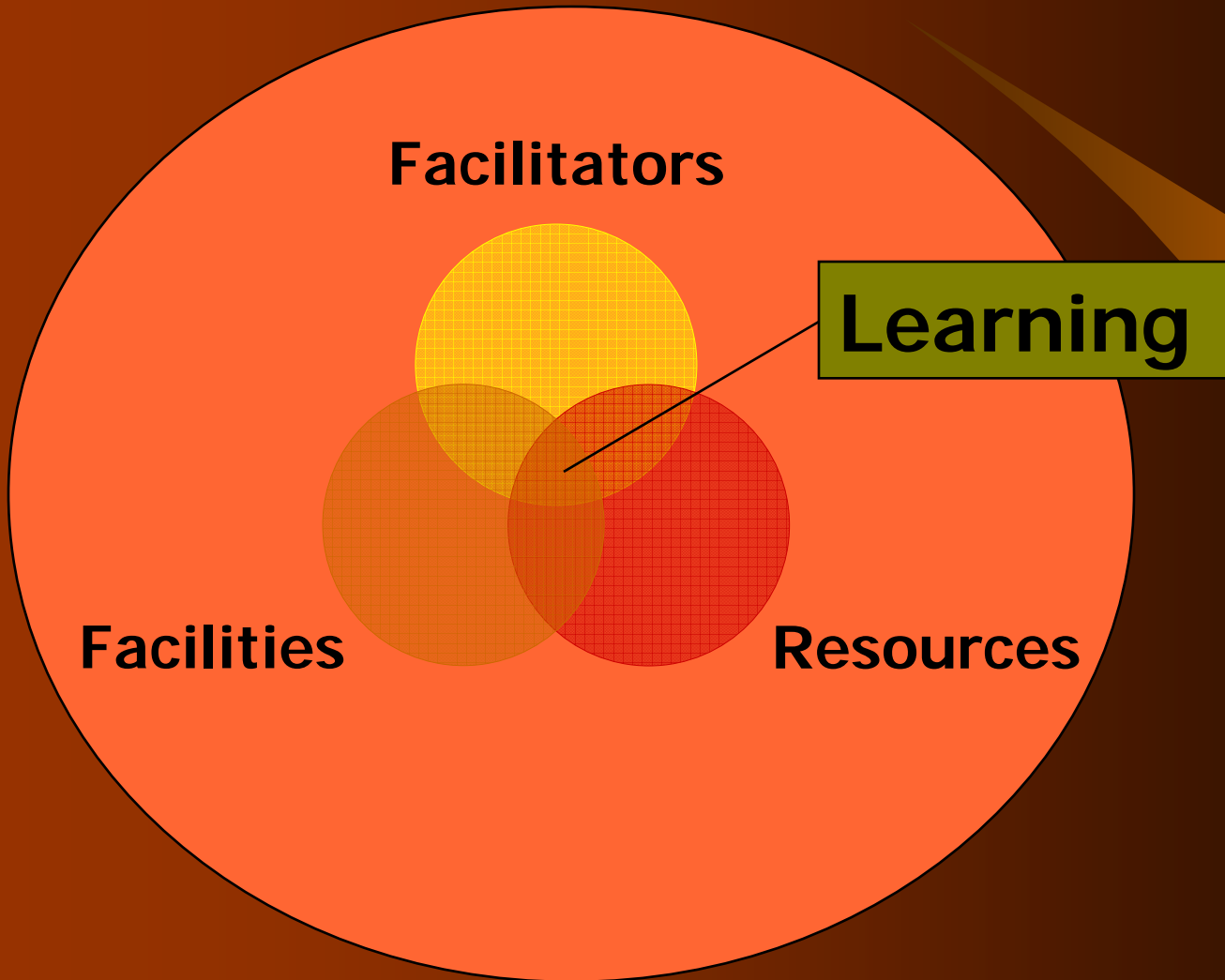
The Intentional Institution

- Considers the impact that decisions made about the environment has on learners
- Utilizes each element intentionally to enhance learning for everyone in the environment
- Creates synergy at the points where various elements of learning intersect (through communication, coordination, collaboration)

The Intentional Institution (cont.)

- 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

The Intentional Institution: Making Excellence Inclusive



Aspirations and Paradoxes

L. Lee Knepelkamp

*Professor of Psychology and Education
Teachers College, Columbia University*

Inclusive Excellence Mindset

Yes

No

Yes
Diverse
Population

Yes

Transformative

Marginalizing

No

Aspirational

Segregating

Yes	Transformative	Marginalizing
No	Aspirational	Segregating

Paradoxes of Inclusive Excellence

- Creative tension between democracy and diversity
- Excellence for all (equity) and excellence as exclusion
- Access as success—but access is not sufficient
- Tensions between American race/ethnicity and global diversity
- Expanding understanding of “diversity” within and across individuals
- Expanding understanding of campus structures needed to make excellence inclusive
- Campus culture and mindset often parallels phases of student intellectual, identity, and/or intercultural development
- Incongruence between rhetoric and behaviors toward inclusive excellence

Making Diversity Work On Campus: Focusing on Context

Jeffrey F. Milem

*Professor, Center for the Study of
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Enhancing the Campus Racial Climate: Key Considerations/Assumptions

- Students are educated in distinct racial contexts
- These contexts are shaped by external and internal (institutional) forces
- Most institutions focus on only one element of the climate--increasing the numbers of racial/ethnic students on campus
- There are other elements of the climate that require attention and constitute key areas for focusing diversity efforts

The Campus Racial Climate

Governmental/Political Forces

Sociohistorical Forces

Institutional Context

Historical Legacy of Inclusion/Exclusion

- Resistance to Desegregation
- Mission

Compositional Diversity

- Diverse Student Enrollments
- Diverse Faculty and Staff Hires

Organizational/Structural Dimension

- Definition(s) of Merit
- Admissions Practices
- Hiring Practices
- Tenure Policies
- Content of the Curriculum
- Budget Allocations
- Institutional Policies and Procedures

Psychological Dimension

- Perceptions of Racial/Ethnic Tension
- Perceptions of Discrimination
- Attitudes and Prejudice Reduction

Behavioral Dimension

- Social Interaction Across Race/Ethnicity
- Classroom Diversity
- Pedagogical Practices

Keys to Successfully Engaging Diversity on Campus

- Multidimensionality
 - Conceptualize diversity as engagement
- Focus on process
- Target all students
- Recognize that engaging diversity is hard work

What happens, to borrow the words of Adrienne Rich, “when someone with the authority of a teacher” describes our society, and “you are not in it”? Such an experience can be disorienting—“a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing” (Takaki, 1993, p. 16).

Why Diversity Plans Fail

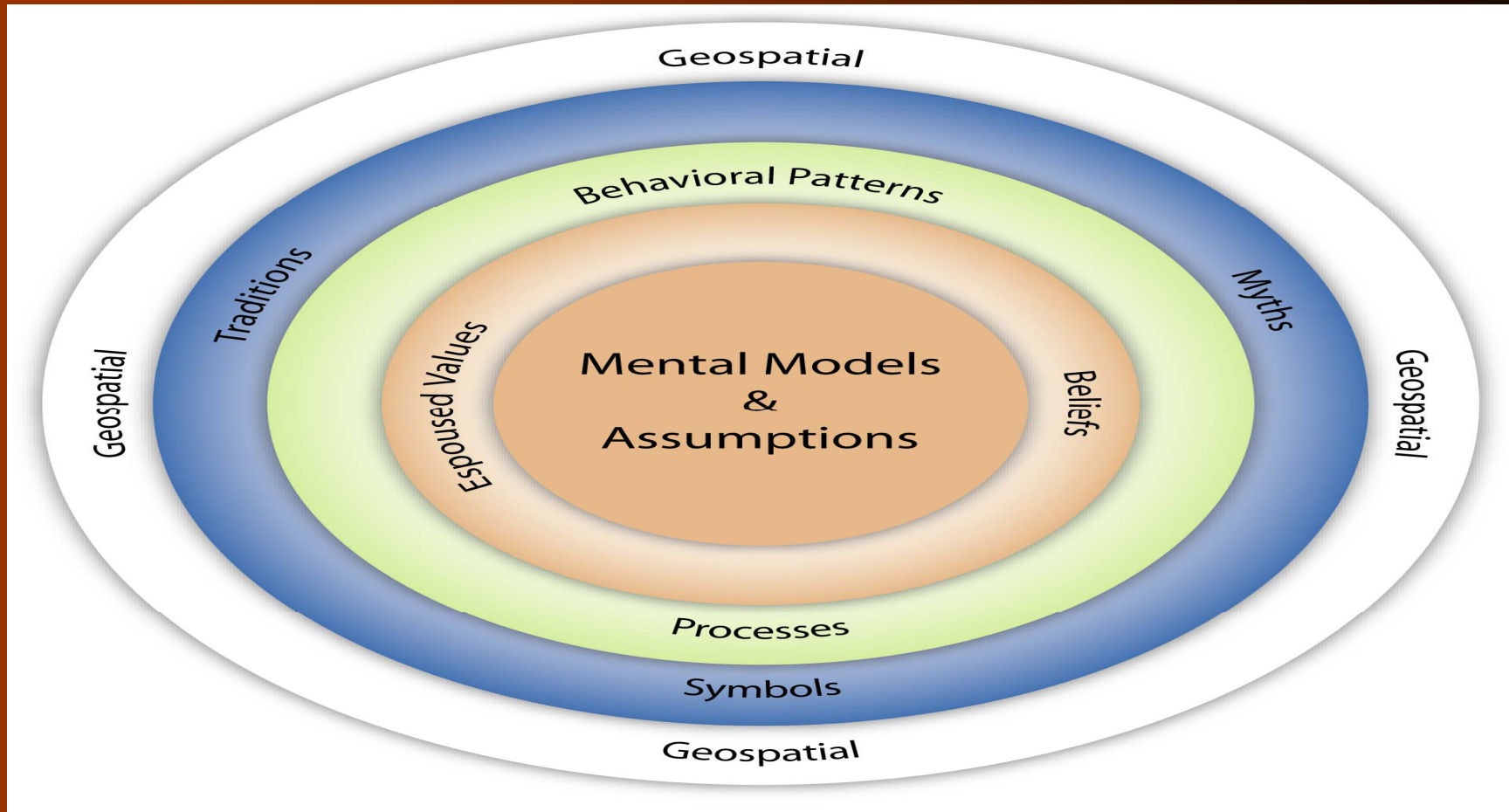
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Why Diversity Plans Fail

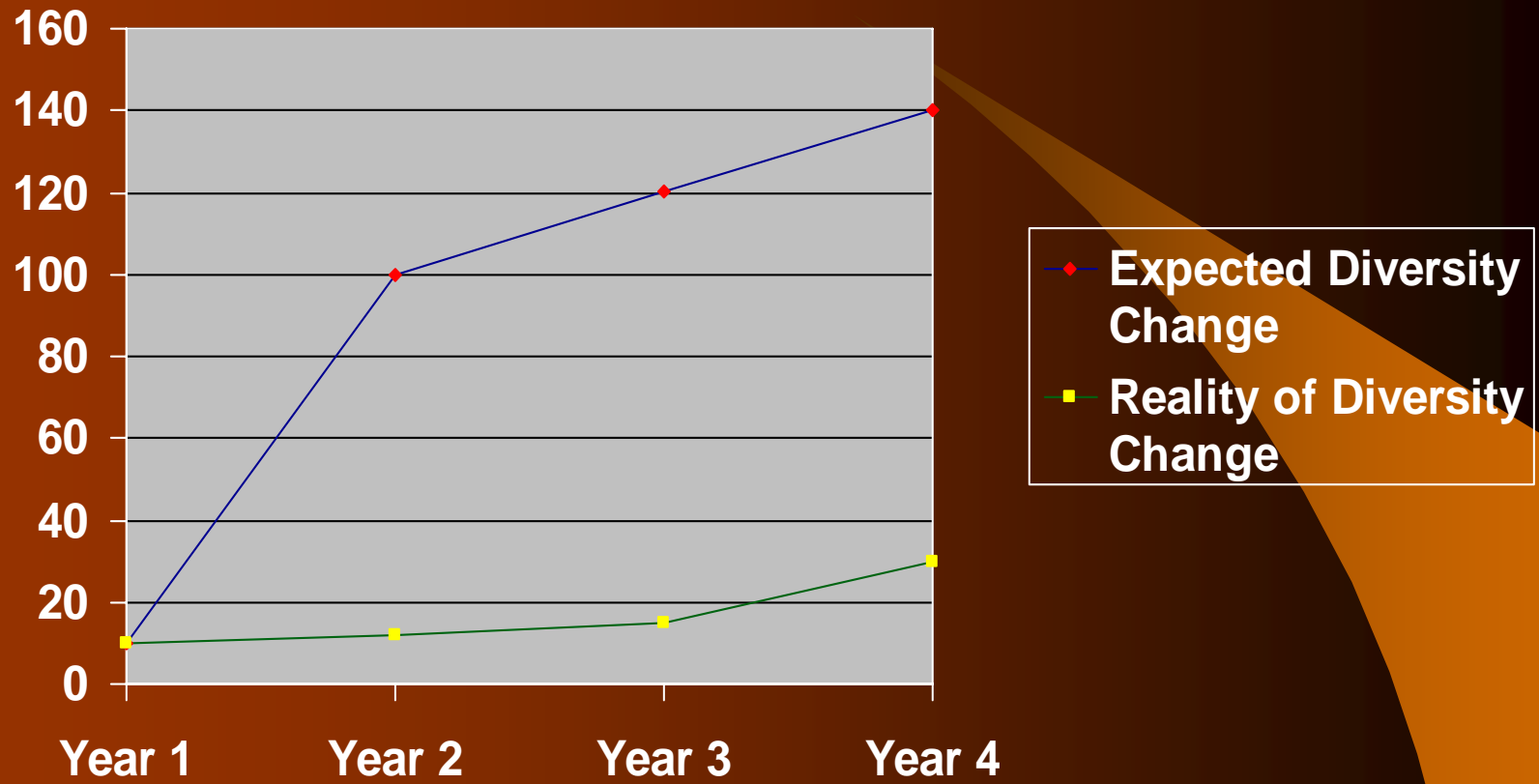
- Focus More on **Planning** then Change
- **Inability to Translate the Vision of Change** throughout the Organization
- The culture of **higher education is strong and resistant** to change
 - Decentralized environments, multiple goal structures, off-campus allegiances, long tenures on campus, resource dependent environments
 - Bottom-Up and Top-Down Strategies
- **Low Levels of Institutional Support** from Senior Leadership
- Resistance to Allocating Sufficient **Financial, Human, Technical, and Symbolic Resources**
- Lack of **System Alignment**
- **Symbolic** and Not **Material** Plans
- Lack of A **Comprehensive Framework** to **Measure Outcomes** of Change Efforts
- **Failure to Establish Accountability** at Multiple Levels
- **Fear of Change**

Diversity Work is Culture Change



Schien 1985.

Change Takes Time & Commitment



Adapted from Williams, 2005.

Strategies for Activating Inclusive Excellence

- Intentional leadership development
 - Senior administrators, faculty, staff, and student levels
- Robust Diversity Infrastructure
 - Vertical and Lateral Infrastructure
 - Chief Diversity Officers, Diversity Counsels, Diversity Offices, IGR Offices, etc.
- Pervasive Diversity Planning Initiatives
 - Campus-Wide, Decentralized, Systematic
- Engage Senior Leadership Early and Often
 - Putting key champions on the bus of change
- Rigorous Data Analyses to Enact Change
 - Creative disaggregating of data, scorecards, tapping into the wealth of HR, EEO, and other data stores
- Push & Pull Strategies

Push & Pull Strategies

Drive Change

- Hold People Accountable
- **Financial Systems** of the Institution
 - Merit Review
 - Budget Allocations
 - Tenure & Promotion Consideration
 - Release Time

Orchestrate Change

- Create a Spirit of Entrepreneurism
- Incentivize Diversity Work
 - Student Diversity Challenge Grants
 - Faculty Diversity Challenge Grants
 - Department Challenge Grants
- Reward Efforts with High Profile Diversity Awards
- Presidents Diversity Fellows Programs--symbolism
- Grant Writing