Advancing diversity through strategic micro-, meso-, and macro-level leadership

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2018 AAC&U Conference, Washington D.C.
Focusing Reflection and Interactive Introductions

Take a minute or so and write individually:

- An issue you are grappling with
- A success you’ve had recently
- One thing you’d like to learn during this workshop

Share your response to one of these with the group

2:05-2:25
Four Case Studies

- University of Michigan
- Bryn Mawr and Haverford Colleges
- Columbia University
- Northeastern University

Listen for:

- What insights you might gain
- What questions these raise for you
Catalyst:

- Student twitter campaign: #BBUM
- Presidential leadership
- Campus-wide diversity, equity, and inclusion (DEI) strategic planning process
University of Michigan

Approach:

- **Macro**: Work with Provost committee
- **Meso**: Collaboration with school/colleges, including faculty liaisons for inclusive teaching
- **Micro**: Expansion of offerings for individual instructors
University of Michigan

Outcomes:

- Macro:
  - Matrix for inclusive teaching skills and opportunities for professional development
  - Ongoing collaboration with Chief Diversity Officer
Outcomes: Meso

- Collaboration with and PD for school/college faculty liaisons for inclusive teaching
- Faculty Communities for Inclusive Teaching grant
- Customized workshops/retreats for schools/colleges
- Expanded CRLT Players performances of *Cuts*
Outcomes: Micro

- Inclusive Teaching @ Michigan May workshop series
- Expanded workshops at orientations, fall/winter seminar series
- Expanded web-based resources and inclusive teaching “hotline”
University of Michigan

Sustainability:

- Increased staffing
- Creating models and templates
- Incorporating inclusive teaching into core programs
- Ongoing issues: Handling emotional toll, lack of faculty time, ongoing crises, demand exceeding capacity
Bryn Mawr and Haverford Colleges

Catalyst:

- Responding to faculty interest/request
- Convening focus groups of underrepresented students
- Making faculty members’ classrooms more inclusive and responsive as the focus of grant-supported pilot project
Bryn Mawr and Haverford Colleges

Approach:

- One-on-one, semester-long, student-faculty pedagogical partnerships
- Weekly meetings of student partners
- Gathering of insights and recommendations to share
Bryn Mawr and Haverford Colleges

Outcomes:

- Gaining perspective and deepening awareness
- Developing greater comfort and confidence
- Clarifying commitment to inclusivity
Bryn Mawr and Haverford Colleges

**Sustainability:**

- Moving to the meso level: select seminars + one-on-one, semester-long, pedagogical partnerships
- Moving to the macro level: seminars and partnerships offered as an option to all incoming faculty
Columbia University

Catalyst:

- Institutional mandate: increase diversity across faculty ranks, retain and promote underrepresented faculty, and create a more inclusive climate
- Appointment of new vice provost for faculty diversity and inclusion
- Establishment of a new Center for Teaching and Learning
Approach:

- Macro: Establish partnerships with senior administration; university-wide inclusive teaching forum led by the CTL
- Meso: Faculty retreats for schools/colleges; NSF grant workshops
- Micro: Create multiple pathways of engagement with faculty, departments, graduate students
Outcomes:

- Program for pre-tenure faculty diversity grant awardees; and Provost Leadership fellows program
- University-wide mentoring program
- Guide for Inclusive Teaching at Columbia
- Inclusivity and diversity embedded in NSF grant preparation workshops and assessment/evaluation
- Diversity and inclusivity embedded throughout CTL’s programs and practices
Columbia University

Sustainability:

● Creating and disseminating models and templates
● CTL assessment and evaluation expertise
● Continued cultivation of partnerships and ongoing needs assessment
Catalyst:

- Diversity and inclusivity key integral component of the new Academic Plan
- Colleges and schools invested in addressing diversity and inclusivity
Approach:

- Micro + Meso: outreach to faculty, graduate students, administrators; development of workshops and dialogues; partnerships with other units (e.g. Libraries)
- Macro: Partnership with university-wide initiatives and programs, including ADVANCE, Office of Institutional Diversity and Inclusion, university-wide graduate student orientation
Northeastern University

Outcomes:

- Diversity and inclusivity programs established in CATLR
- Expanding institutional partnerships, including a Boston-wide annual Women of Color in the Academy Conference
- Partnerships with, and professional development for co-curricular units on campus
- Howard Hughes Medical Institute Inclusive Excellence STEM Education train-the-trainer program for faculty
Northeastern University

Sustainability:

- Need for more CATLR staff
- Faculty fatigue, scale of needed curricular and professional development
- Growing pains of a fast-moving institution
Interactive Activity

In trios: Discuss strategies and lessons from cases that help you understand your own contexts, challenges, and opportunities

Whole-group discussion

3:05-3:30
Break

Refresh and mingle

3:30-3:45
What are key opportunities, important values, and possible strategies at the macro, meso, or micro levels at your institution?
Trio Discussion

Talk about your own and hear peer opportunities, values, and strategies at the macro, meso, or micro levels at your institution

3:55-4:15
Whole-group Discussion

Surface most important questions and insights

4:15-4:35
Next Steps

- Write out for yourself next steps
- Compose a one-sentence statement to share about your next steps
- Read aloud statements

4:35-4:55
Closing

Continue conversation and collaboration throughout and beyond conference

4:55-5:00