




**Faculty and Curricular Diversity & Inclusion
Initiatives: Panel and Discussion**

**American Association of Colleges & Universities (AAC&U)
Annual Meeting
Washington, D.C. January 25, 2018**



Panelists:

Liza Cariaga-Lo, *former Vice President for Academic Development, Diversity, and Inclusion and Adjunct Assistant Professor of Education, Brown University*

Dana Hamdan, *Associate Dean of Students, Oberlin College & Conservatory*

Robbin Chapman, *Associate Provost, Academic Director of Diversity and Inclusion, and Lecturer of Education, Wellesley College - @DrRNChapman*

Darryl Yong, *Professor of Mathematics, Director of Claremont Colleges Center for Teaching and Learning, Harvey Mudd College*

Moderator:

Miriam Feldblum, *Presidents' Alliance on Higher Education and Immigration; VP for Student Affairs/Dean of Students & Professor of Politics, Pomona College - @PresImmAlliance*



Agenda for Panel & Discussion Prompts

Building capacity: inclusion & interactional diversity

1. Is your institution developing curricular or co-curricular initiatives to enhance "interactional" diversity?
2. How do you build capacity among academic affairs & student affairs administrators to facilitate and support inclusive living and learning environments for students?
3. What curricular or co-curricular initiatives are you working on to enhance compositional diversity on your campus?

Responding in crisis contexts: supporting students, faculty, staff

1. What are effective ways in which you have been able to create spaces for difficult conversations in the midst of a campus crisis? How about during the day-to-day moments in the academic year?
2. From your perspective, what were the more effective institutional responses or communications that addressed issues of inclusion or diversity during a crisis?
3. Were there any (effective communications)? What would you have done differently?



BROWN TOGETHER

Pathways to Diversity and Inclusion: An Action Plan for Brown University (DIAP)

The DIAP embraces the important principle that "both *diversity* and *inclusion* are central to Brown's mission of creating knowledge and preparing students to serve the community, the nation and the world."

DIAP focal areas:

- Investing in People
- Academic Infrastructure
- Curriculum
- Community
- Knowledge
- Accountability

"To recognize diversity requires that time, energy and labor be given to diversity. Recognition is thus material as well as symbolic: how time, energy and labor are directed within institutions affects how they surface." (Ahmed, 2012)



Cultivating Diversity and Inclusion in Academic Scholarship and Curriculum:

- Expanded efforts in the Center for the Study of Race and Ethnicity & America (CSREA) and the Center for the Study of Slavery and Justice (CSSJ)
- Established the Native American and Indigenous Studies at Brown (NAISAB) Initiative
- Completed Task Force on Diversity in The Curriculum Report
- Increased numbers of Diverse Perspectives in Liberal Learning (DPLL) courses
- Expanded research and internship opportunities for students
- Established New Scientist Collective for STEM concentrators

Capacity Building Activities

Building Diverse Academic Pipeline:

- Presidential Diversity Postdoctoral Fellowship Program
- Provost’s Visiting Scholars Program
- Young Scholars Conferences
- Brown-Tougaloo Partnership Exchange Programs
- Summer Research Programs
- Postbaccalaureate Research Education Program
- Expanded Initiative for Maximizing Student Development (IMSD) Graduate Program




Capacity Building Activities

Fostering Inclusive Community:

Diversity & inclusion professional development and training for faculty, staff and students at the university and departmental levels


Sample Topics:

- Unpacking Language of Diversity and Inclusion
- Implicit/Unconscious Bias
- Inclusive Classrooms
- Stereotype Threat
- Teaching Diverse Learners
- Microaggressions
- Power and Privilege
- Structural Racism
- Intersectionality
- Social Justice Work in the Academy and Beyond
- Effective Faculty Search Practices
- Mentoring and Advising Diverse Students



@DrRNChapman

Institutionalizing Diversity & Inclusion





First-Year Cohort Advising

<p>PAL PROGRAM</p> <p>The PAL Program enhances the educational experience of new students by supporting them in realizing the learning goals for first-year academic advising.</p>	<p>INTERACTIONAL DIVERSITY</p> <p>As a curricular and diversity initiative, the PAL program enhances <i>interactional diversity</i> through the curriculum and co-curriculum.</p> <p>Interactional diversity: “the frequency and the quality of intergroup interaction as keys to meaningful diversity experiences during college.”</p>
---	--

Gurin, Dey, Hurtado, & Gurin, Harvard Educational Review. *Diversity and Higher Education: Theory and Impact on Education*, P.333.2002.

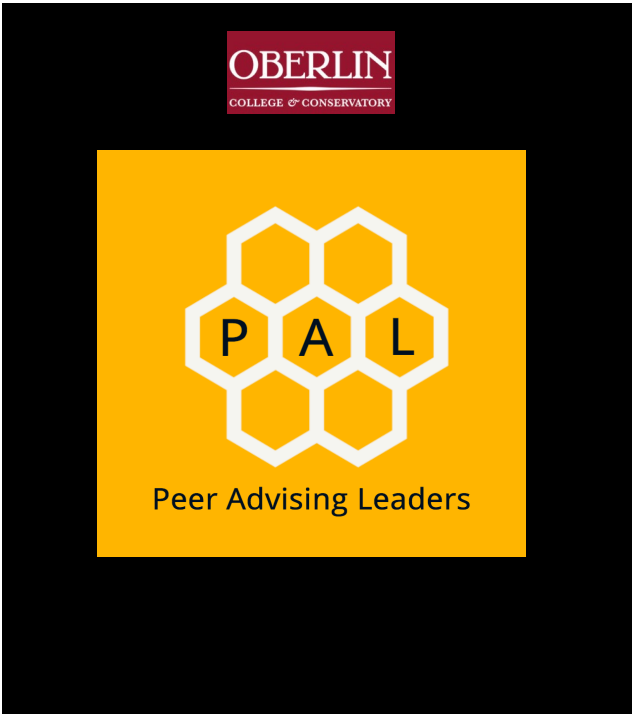


ENHANCE THE FIRST-YEAR EDUCATIONAL EXPERIENCE

Learning Goals for First-Year Academic Advising:

- create an educational pathway that connects past and present curricular and co-curricular experiences to goals for their future;
- acclimate to college learning;
- use institutional resources for holistic support;
- navigate college life.

EVERY FIRST-YEAR STUDENT HAS A PAL



WHY WE DID IT

ACADEMIC ADVISING

Cohort advising programs are associated with outcomes such as improved graduation rates and narrowed achievement gaps between racial-ethnic groups.

SENSE OF COMMUNITY

Improve the quality of students experience, learning, retention, and success, particularly for students from historically underrepresented backgrounds.



The multiplier effect of several years of advising- and diversity-trained PALs will influence the curricular and co-curricular culture of Oberlin students.





**WHY WE DID IT
WHAT THE DATA SAYS**

- 72% of Academic Advisors reported the need for clearer expectations for pre-major academic advising.
- 73% of Advisees reported the need for clearer expectations for pre-major academic advising.
- 51% of Academic Advisors reported that they did not know their first-year advisees well enough to advise them effectively by the end of the first semester.
- 94% of Advisees reported that they desired additional advising opportunities throughout the semester.

2016 Pre-Major Academic Advisors Survey

2015 Student Enrollment Survey






Peer Advising Leaders


PAL PROGRAM: A SUCCESS STORY

2017 New Student Orientation
Student Feedback

92% of new students found the PAL orientation program *helpful* in making them feel welcomed and supported during their transition to Oberlin.

70% of New Students enrolled in the LEAD 050 — “Introduction to Oberlin Life & Learning”

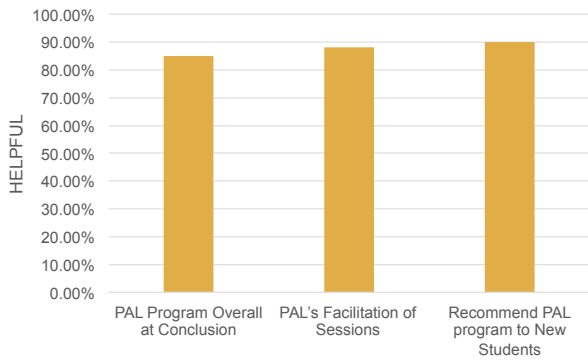




Peer Advising Leaders

PAL PROGRAM: A SUCCESS STORY

LEAD 050— “Introduction to Oberlin Life & Learning”
STUDENT FEEDBACK #1



Category	Helpful (%)
PAL Program Overall at Conclusion	85.00%
PAL's Facilitation of Sessions	88.00%
Recommend PAL program to New Students	90.00%

OBERLIN
COLLEGE & CONSERVATORY




Peer Advising Leaders

PAL PROGRAM: A SUCCESS STORY

LEAD 050— *"Introduction to Oberlin Life & Learning"*
STUDENT FEEDBACK #2



Session	Percentage
Session on Study Strategies	50.00%
Session on Semester Management	65.00%
Session on Academic Integrity	75.00%
Session on Winter Term	90.00%
Session on Spring Semester Reg.	78.00%



Obies Helping Obies



Group Exercise: Prompts & Discussion

Discussion Prompts

Building capacity

1. Is your institution developing curricular or co-curricular initiatives to enhance "interactional" diversity?
2. How do you build capacity to facilitate and support inclusive living and learning environments for students?
3. Are you working to enhance "compositional diversity" on your campus?



Responding in crisis contexts

1. What are effective ways to create spaces for difficult conversations in the midst of a campus crisis? How about day-to-day?
2. What are effective institutional responses or communications that addressed issues of inclusion or diversity during a crisis?
3. What would you have done differently?