

INTEGRATING DIVERSITY

UWSA Program Planning Workshop
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Overview

- What do we mean by Diversity and Inclusion?
- Why is it important for Program Planning and Review?
- How does it fit with new & existing systemwide initiatives?
- How do we practice Inclusive Excellence in the planning of new academic programs?
- How do we incorporate IE into the authorization proposal?
- An example of a recent proposal.

What do we mean by diversity & inclusion?

- *Diversity*
- *Inclusion*

Why is it important for Program, Planning & Review?

- Engaging with diversity has educational benefits:
 - Enhanced critical thinking skills
 - Stronger leadership skills
 - Greater racial & cultural awareness
 - A keener ability to understand diverse perspectives
 - A heightened openness to diversity
 - Higher rates of educational persistence
 - Greater satisfaction with overall college experience (Milem, 2003).

How does diversity fit with new & existing systemwide initiatives?

- What is Inclusive Excellence?
 - Diversity
 - Equity
 - Inclusion
 - Excellence

- How does Inclusive Excellence differ from Design for diversity or Plan 2008?

How do we practice Inclusive Excellence in the planning of new academic programs?

- Consider four broad areas:
 - ▣ Program Goals
 - ▣ Curriculum
 - ▣ Pedagogy
 - ▣ Recruitment & Retention

Program Goals for Student Learning

- Articulate program goals for student learning that incorporate engagement with diversity.

Curriculum

- Does your curriculum integrate diversity?

- Does your curriculum include High Impact Practices?

High Impact Practices:

- Writing –Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Student-Faculty Research
- Diversity/Global Learning (study abroad or experiential learning)
- Service Learning
- Capstone Courses & Projects
- Learning Communities

Pedagogical practices

- How is your pedagogy designed to integrate diversity?

- What does student success look like for your diverse students?

Recruitment & Retention of Students

- Provide a description of the diverse student population unique to your program and your campus.
- Provide a description of the diverse population in the geographic area where you will engage in outreach efforts (I.e. Hmong, Somali, 1st Nations).
- What plans do you have to independently recruit and retain diverse students?

Recruitment & Retention of Faculty/Instructional Staff

- Provide a description of the diverse faculty population unique to your program and your campus.

- What plans do you have to independently recruit and retain diverse faculty and instructional staff?

A Recent UW System Example...

- Master of Physician Assistant Studies, UW-Madison

Resources

- Available at AAC&U's Website
- http://www.aacu.org/higher_education/papers.cfm
- *Achieving Equitable Educational Outcomes with All Students: The Institution's Role and Responsibilities* (pdf)
By Cecilia L. Brannan, Letitia Tomas Boushko, Freda Mara Beckson, M. Christopher Brown III, and Roseann D. Batten
- "...we regard the challenge of narrowing the college education gap and achieving equitable educational outcomes for minority groups as a problem of institutional responsibility and performance rather than a exclusively related to student academic preparation, motivation, and accountability."
- The authors discuss the responsibility institutions have to examine the impact that traditional higher education practices have on those students historically underserved by higher education, including African American, Latino/a, and American Indian students. Given the persistent achievement gap facing many students, institutions must systematically gather evidence of what does and does not work for historically underserved students and build institutional reforms around such evidence. Included is one campus's process for systematically monitoring students' achievement and for addressing the inequities it discovered.
- *Toward a Model of Inclusive Excellence and Change in Postsecondary Institution* (pdf)
By Dennis A. Williams, Joseph B. Berger, and Sheldrick A. McClendon
- "The discussion of diversity in higher education has often read as though change occurs in a rational and ordered manner, in a static environment, and detached from any context [of] national and top-level mandates are only a few of the forces that enable—or disable—inclusive excellence on college campuses."
- The authors offer a framework for comprehensive organizational change to help campuses achieve inclusive excellence. Campuses must consider multiple dimensions of organizational culture in mapping out a change strategy and monitor the results that come from introducing new systems and new practices. Included is a model that helps campus leaders focus simultaneously on the "big picture"—an academy that systematically leverages diversity for student learning and institutional excellence—and the myriad individual pieces that contribute to that picture.
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Resources cont.

- UW system Websites:
 - Office of Equity, Diversity and Inclusion (EDI): <http://www.uwsa.edu/edi/index.htm>
 - Office of Academic & Faculty Programs: <http://www.uwsa.edu/acss/planning/index.htm>
- Timpson, W.M., Canetto, S. S., Borrayo, E. & Yang, R. (2003) *Teaching Diversity: Challenges and complexities, identities and integrity*. Madison, WI: Atwood Publishing.

QUESTIONS?