Building Capacity for Inclusive Excellence:
Establishing Diversity Learning as an Educational and Institutional Imperative

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NATIONAL AND GLOBAL CONTEXT

- Progress and Unfinished Business
- Increasing Domains for Diversity
Domains for Diversity

- Mission
- Definition
- Rationale
- Difficult Dialogues
Mission
Rationale for Diverse Leadership

- Perceptions of commitment and equity
- New approaches and scholarship
- Relationships with diverse communities on and off campus
- Providing Legitimacy
- Informed and nuanced decision making
- Institutional attractiveness
- Leadership development
- Significance of the absence of
- Role models
CAPACITY BUILDING

- Think technology
Vision
Inclusive and Differentiated

Framework for Diversity

- Climate and Intergroup Relations
- Education and Scholarship
- Access and Success
- Institutional Viability and Vitality

GLOBAL CONTEXT

LOCAL CONTEXT

MISSION
Effects of Increased Diversity

- Diversity infused into all aspects of campus life requires examination of mission and purpose and a new approach.

- Learning that engages rich diversity provides *all* students with skills, competencies, and civic understanding needed for a 21st world.
Re-envisioning Diversity

Diversity: 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.
Re-envisioning Inclusion

*Inclusion*: The 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 increase one’s awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.
Inclusive Excellence Seeks to:

- establish hallmarks of academic excellence and institutional effectiveness
- operationalize inclusion in campus functioning
- ensure academic freedom responsibilities are understood and practiced
- create an educational process that has diversity and inclusion at the center
Essential Learning Outcomes

- Knowledge of Human Cultures and the Natural and Physical World
- Intellectual and Practical Skills
- Individual and Social Responsibilities
- Integrative Learning
Inclusive and Differentiated

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GLOBAL CONTEXT

LOCAL CONTEXT
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)
Characterized by:

- Isolated functioning
- Diversity viewed mainly as “different perspectives” represented in the classroom
- Elements that serve as ends in themselves
- Institution in “reaction mode”
The Intentional Institution

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

Facilitators

Learning

Facilities

Resources
Assessment—Institutional

- Student Success Disaggregated
- Faculty Diversity
- Graduate Student Diversity
Available through
http://www.aacu.org/irvinediverseval/publications.cfm
Urgency increasing …

- NCLB
- Accountability
- Health of a pluralistic society
- Credibility in the world
Building Capacity for Inclusive Excellence

- Discussion and Questions

- **Resources** at www.aacu.org
  - http://www.aacu.org/resources/institutionalchange/index.cfm
  - http://www.aacu.org/resources/diversity/index.cfm
  - http://www.diversityweb.org/
  - http://www.aacu.org/resources/faculty/diversifyingfaculty.cfm