THE DIVERSITY IMPERATIVE FOR TRANSFORMATIONAL EXCELLENCE: Institutional Engagement for Inclusion
NATIONAL AND GLOBAL CONTEXT

50 years of UNFINISHED BUSINESS, PROGRESS, and INCREASING DOMAINS FOR DIVERSITY
INCREASING DOMAINS FOR DIVERSITY

The role of religion
Sexual orientation, gender identity
Disabilities/ abilities
Immigration
Indigenous communities--future, sovereignty, viability
Internationalization
Gender
Race/ethnicity
Class, first generation
Veteran status

*Multiple and intersecting identities*

Demographic changes in every state
Implications for society

° Health and Well Being of Society
  erasing health and education disparities
  domestic capacity in Science and technology
° Dealing with the histories of violence and injustice
° Strong connection between political stability
  and inequity
° Complexity of institutional change in a time of
  real pluralism—attractiveness of all
  institutions
° Press for diversity in leadership and competency
  of all leaders to function in
  diverse environments
° Intersects with virtually all issues environment, health, education, the arts, politics, history, science, law, policy
° The kinds of knowledge, skills required
° Credibility and viability of higher education
° preparation of faculty, researchers, professionals, leaders
COMPLEXITY OF IDENTITY

° Salience—deeply embedded in history, culture, structural inequities
° Multiplicity and intersectionality
° Context
° Asymmetry
° Individual and institutional
Meanwhile on many campuses:

1. The rhetoric about diversity is increasing
2. List of “diversity identities” grows—can put in tension
3. Programs and projects growing
4. U.G. student diversity is growing
5. Graduation rate disparities persist
6. Human capacity (fac/staff) not necessarily growing--
7. Leadership coming from “diversity” roles
8. Conversations, task forces, committees, reports could be 40-50 years old.

Competing views of whether progress is being made....
More

Diversity efforts parallel but not part of core functions—e.g. strategic plans, accreditation, unit plans. Just one of a growing number of initiatives. Often mobilized after a crisis. Risk averse, fear of mispeaking. People not clear about what to do—microaggressions, identity, climate. Difficult dialogues difficult. Task forces or diversity committees struggling with overload or lack of direction. And, now internationalization initiatives.
INSTITUTIONAL SUCCESS

AND

INSTITUTIONAL ACCOUNTABILITY

AND

INSTITUTIONAL CAPACITY

FUNCTION AT

INSTITUTIONAL, SCHOOL, DEPARTMENT, UNIT LEVELS

THUS, INSTITUTION WIDE ENGAGEMENT IS CRITICAL
NEXT GENERATION WORK--reframed

Building institutional capacity for a pluralistic society and inclusive campus
REFRAMING THE PARADIGM:
CREDIBILITY
VIABILITY
CAPACITY BUILDING –

For a pluralistic society
THINK TECHNOLOGY!

AN IMPERATIVE
MOVING TO THE NEXT LEVEL--
KEY STRATEGIC PRINCIPLES

- LOCATE DIVERSITY AS PART OF THE MISSION

- DIVERSITY AS PART OF CORE INDICATORS OF SUCCESS --not parallel

- BEYOND PROJECTITIS TOWARD SYNERGY and coordination

- MONITORING PROGRESS--HOW DO WE KNOW?

- DIVERSITY AS 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

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UCI

- “The power of different”
- “Social impact”
- “Able to attract diverse faculty and students in areas of strategic importance and societal need.”
- Ensure access and inclusion…we make meaningful our shared commitment to a true opportunity society.”
- Mobilize knowledge to serve the people
UCI 4 pillars

- Improve lives
- Elevating the student experience to prepare future leaders
- Global and regional partnerships to serve people
- Best practices to power the coming century
WHAT ARE THE STRATEGIC CONNECTIONS BETWEEN EXCELLENCE AND DIVERSITY?
EXCELLENCE AND DIVERSITY

- Are students from different groups succeeding?

- Are **ALL** students being prepared to function in a diverse society?

- How attractive is the institution to diverse groups and communities?
EXCELLENCE AND DIVERSITY:

- Are faculty/staff from different groups succeeding/thriving?

- Do we have the capacity to identify and nurture talent from diverse groups?

- Do we have the capacity to educate for a pluralistic society (knowledge, skills, resources)?

- Does the curriculum and research address the academic issues related to diversity? Critical for inclusive engagement!
EXCELLENCE AND DIVERSITY:

- Are we building the cultural competence (humility) at all levels to engage diversity and inclusion?
- Are we building the capacity among faculty, staff and students to engage in difficult dialogues? In class and out
- Are we an inclusive and supportive climate
  - Satisfaction
  - Choose to come again
  - Recommend to a friend
  - Perceptions of commitment to diversity
IN MEDICINE/HEALTH

Do we have:

- Capacity to engage how diversity impacts health?

- Capacity to involve and engage diverse communities for the benefit of research and public health (trust, people, knowledge)?
Tracking progress in graduation rates, retention for pell, first gen, URM.
Unit differences in success, enrollment, hiring (e.g. STEM)
Graduate and professional diversity wrt URM and gender—critical to track with enrollment growth. Currently 26% international, 30% minority, 13% URM
Faculty URM demographic static (9%), minority 30%, international 4%
Faculty retention?
Do you know?

Awareness of the various task force reports

“minority”, URM, International – important to disaggregate (including URM).

Retention for grad students
SOME LESSONS FROM RESEARCH:

- Myths and assumptions provide reasons for lack of progress.
- Leadership at all levels matters—senior leaders need to be visible.
- Creating conditions under which benefits emerge---trust, commitment, progress.
- The multiplicities and intersectionalities of identities are important for building community and inclusive engagement.
SOME LESSONS FROM RESEARCH: STUDENT SUCCESS

- Building a culture of success
- Good education trumps background
  - High expectations, belief and support.
  - Experiences with diversity increases cognitive complexity
- Clear pathways
- Intrusive advising, mentoring, mattering
- Engagement in learning, with faculty
- Student, academic affairs partnership
- Stereotype threat can be interrupted by models, mentors, peer experiences
SOME LESSONS FROM RESEARCH (cont):

- Not about projects and programs, sustained not episodic.
- Curriculum, intellectual work is critical
- Difficult dialogue skills important for faculty and staff not just students—Creating conditions in class and outside for inclusion
- Domestic and international increasingly interrelated but not interchangeable.
- Growth of minority communities can mask lack of progress in some.
- Role of Equity offices
SOME LESSONS FROM RESEARCH: Hiring/retention

- Faculty diversity slow to change
- International faculty growing fastest
- Faculty diversity in particular depts.
- Faculty/staff hiring and retention is critical
- Mattering matters
- Next generation of faculty has been or is being hired.
- Proactive and targeted searches work
- Job descriptions matter
- Accountability helps interrupt the usual
- Implicit bias impacts decisions
A KEY FACTOR IN SUCCESS IS DIVERSITY AT ALL LEVELS. WHY IS THIS IMPORTANT?
Rationale for diverse leadership/faculty

- Decision making
- Perceptions of commitment and equity
- Providing Legitimacy
- New approaches and scholarship
- Relationships with diverse communities on and off campus
- Institutional attractiveness
- Leadership development
- Significance of the absence of—not 1:1
- Role models for all
- Burden on tokens---cultural taxation
- Interrupts implicit bias and stereotype threat
IMPLICATIONS FOR DEANS, FACULTY, STAFF, DEPARTMENT CHAIRS, PLANNING

Student SUCCESS AND LEARNING
pedagogy,
climate of the department—student engagement
Advising--intrusive advising
Curriculum overall and in departments
Difficult Dialogues
Support
Gateway courses?

Research
Hiring !!!
Program design--Program review
Attractiveness
DATA—do you know?
IMPLICATIONS FOR LEADERSHIP at ALL LEVELS

- Framework and Monitoring Progress
  - Intelligent metrics—how will we know
  - Unit plans tied to mission and excellence UNC plan
  - Disaggregation of data especially race/ethnicity, gender, first gen, class
- Centrality to Mission—in each unit, embedded in each area
- Leadership & Communication
  - PROACTIVE COMMUNICATION with all, identity groups—students, faculty, staff ahead of crisis
  - Framing so that identities are not in competition.
- Collaboration
- Intentional, aligned, accountable, sustained, EMBEDDED
- Inclusive and Differentiated Approach
- GLOBAL≠DOMESTIC
What makes you attractive as an institution? As a department or as a program?

- Success—with students, faculty staff
- Inclusive
- Interesting work that matters
- Good reputation for faculty, staff and students
- Evidence of progress
Urgency increasing---our opportunity

Growing urgency about student success and STEM

Health of a pluralistic society—nation building

Need for graduates with capacity to lead

Credibility in the world

Impatience and frustration on campus—INCIDENTS

Next generation of faculty is now or has been hired.