

INTEGRATING DIVERSITY

UWSA Program Planning Workshop
June 19, 2009, Madison, Wisconsin
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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 Boushok, Ezzell Mara Beckson, M. Christopher Brown III, and Robson D. Batec
- "...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 problem that is 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 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?

Academic Program Planning Workshop

Integrating Diversity, Lisa Beckstrand & La Vonne Cornell-Swanson (2185 Grainger)

This session will address what is meant by diversity and inclusion within new and existing systemwide initiatives. We will discuss integrating diversity into program goals for student learning & assessment, and address issues such as the recruitment and retention of students and faculty, and curricular transformation. Examples of strong diversity strategies as articulated in recently approved authorizations will be distributed.

1. What do we mean by Diversity and Inclusion? Definitions from AAC&U.

- *Diversity*: Individual differences (e.g. personality, learning styles, and life experiences) and group/social differences (e.g. race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political religious, or other affiliations) that can be engaged in the service of learning.
- *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.

2. Why is it important in the context of Program Planning and Review?

- Recent educational research demonstrates that “learning in an environment that engages rich diversity provides all students with the cognitive skills, intercultural competencies, and civic understanding to help them thrive in work and citizenship.” (Clayton-Pedersen et al. “Making Excellence Inclusive” AAC&U).
- The educational benefits that result from engaging with diversity include: enhanced critical and complex thinking skills, stronger leadership skills, greater racial and 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, “The Educational Benefits of Diversity: Evidence from Multiple Sectors,” *Compelling Interest...*, 2003).

3. How does this fit with new and existing systemwide initiatives?

- *Plan 2008* had goals aimed at diversifying our institutions and establishing a critical mass of faculty, staff and students from historically underrepresented groups. Modest gains were made through the Equity Scorecard project, pre-college programs, & multicultural/disadvantaged initiatives.

- *Inclusive Excellence* is a broadly defined initiative aimed at increasing compositional diversity as well as at creating learning environments in which students of all backgrounds can thrive. It rests on the premise that *Excellence and Diversity* are inextricably interwoven, and thus, are central to the core of the academic enterprise. (See UWS hand-outs on IE; also see AAC&U website).

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

- Articulate program goals for student learning that incorporate engagement with diversity; develop a plan to assess those goals.
- Infuse the curriculum with diversity content.
- Consider integrating curricular and pedagogical practices that have proven to help retain students, such as capstone courses & projects, internships, service learning, diversity/global or experiential learning, collaborative assignments, writing-intensive courses, and learning communities. (see George Kuh, High Impact Practices hand-out).
- Consider ways to recruit & retain students from diverse backgrounds into the programs; especially those underserved populations in your region.
- Consider ways to recruit faculty/staff from diverse backgrounds to teach in the program.
- Devise methods to engage and support faculty/staff in the promotion of equity and inclusion.
- Support the use of engaging pedagogical practices to foster gains in learning, including intercultural learning.
- Develop Advising strategies that will help all students understand learning outcomes.

5. How do we incorporate diversity and inclusion in our new program authorization proposal?

- Contact institutional researcher to request final reports or any findings that might be useful in ways to recruit/retain students, e.g. any data from Equity Scorecard, the Climate Study, NSSE etc.
- Consult faculty chairs or specialists from programs that are focused on diversity, e.g. Women's/Gender Studies, Ethnic Studies, Disability Studies etc. for ideas on potentially cross-listing courses or infusing diversity in the curriculum.
- Consult with int'l study office (directors) to get ideas on incorporating global or experiential learning into the program.
- Write a diversity plan that includes other High Impact Practices (see hand-out).
- Describe how the plan fits within broader diversity initiatives at your institution and in the UW System.

6. Examples of diversity plans in new program authorization proposals. (See hand-out).

UW-Madison: Master of Physician Assistant Studies: Executive Summary Diversity Plan

The PA program has undertaken active measures to increase the racial/ethnic diversity of students and to serve underserved communities. Some of these recruiting efforts have been sponsored through training grants. The community-based (distance education) option was developed in 2001 as a result of federal grant funding to address the needs of medically underserved communities. Over the past five years, the PA program has enrolled up to 20% of its students from Medically Underserved Communities (MUCs). Previously, minority applicants had comprised only a small percent of the applicant pool and only one-to-three new minority students enrolled (representing a low of 3% and a high of 9%). In contrast, for the most recent year, 15% of new students were from minority racial/ethnic groups, which is more consistent with the state demographics than enrollments in previous years.

The PA program received federal funding for the period 2008-2011 to support programmatic initiatives to recruit more targeted minority enrollees over the next three years. The grant supports two part-time staff positions dedicated to recruitment, outreach, and developing community partnerships in rural and medically underserved communities. In addition, the PA program has made curricular enhancements in cultural competency to better prepare graduates for serving minority populations. Through direct instruction, workshops, clinical vignettes, use of standardized patients/interpreters, and on-line curriculum, the program continues to enhance the cultural competence of preceptors, faculty, and students.

In the 2007-2008 academic year, all instructional faculty completed a diversity workshop. PA students actively team up with other healthcare professional students and faculty to serve in Madison's MEDiC outreach clinics for the uninsured and under-insured population. Additionally, PA program students have annually engaged in international healthcare experiences in Belize and Guatemala to serve medically underserved villages in these countries. These service-learning activities contain cultural training and diversity curricular components through direct interaction with persons of differing cultures.

The UW-Madison Physician Assistant program has paid special attention to gender and race/ethnic diversity among its faculty, as well as its students. Of 5.7 FTE instructional faculty, 2.2 FTE are men and 2.5 FTE are women, showing an even gender split. Because there has been low attrition of PA faculty, the opportunity for recruitment and hiring has been limited over the years. Last year, the program lost a diverse faculty member, who enrolled in a doctoral program, and a diverse support staff member, who did not successfully complete the probationary period. Recently, two faculty positions have been filled and despite significant targeted recruitment efforts, the Program was not able to fill these positions with diversity candidates. The PA program is housed in the Department of Family Medicine (DFM) in the School of Medicine and Public Health (SMPH). The Program consults with DFM and SMPH Human Resources regarding the Program's valuing of diversity prior to each search. HR offices have utilized advertising approaches to announce and distribute faculty opportunities across demographic lines, including specific journals and publications to diverse audiences. All recruiting efforts identify UW-Madison as an equal opportunity/affirmative action employer, while promoting excellence through diversity and encouraging all qualified individuals to apply. Personal contacts

were utilized in the recent faculty position recruitments in an effort to assure a diverse pool of candidates. Overall, there is a shortage of PA educators and the shortage is even more pronounced for diverse PA educators, which compounds the challenges of recruiting. Despite intensive recruitment efforts, there were very limited qualified applicants overall for the recent PA faculty positions. The PA program remains committed to recruitment and hiring across demographic lines, while ensuring equitable review and hiring processes.