Developing a Strategic Plan to Create a More Inclusive and Welcoming Department

TPSE Chairs+1 Conference #2 Workshop #7
March 11, 2017
Darryl Yong, Harvey Mudd College
@dyong dyong@hmc.edu
Ground Rules for Conversation
“The reason we don’t have more faculty of color among college faculty is that we don’t want them. We simply don’t want them.”

Marybeth Gasman
(University of Pennsylvania)
op ed in Hechinger Report, Sep 2016
Guiding Principles

• Look for low-hanging fruit that can be implemented quickly, but plan for long-term success.

• Embrace the ideas of inclusive excellence—avoid false dichotomy between excellence and diversity.

• Integrate diversity and inclusion discussion in all areas, make it a natural part of the conversation rather than an add-on.
Banks Dimensions of Multicultural Ed.
(adapted by Reddick, Jacobson, Linse, Yong in 2005)

- Knowledge Construction ↔ Vision Definition
- Equity Pedagogy ↔ Inclusive Pedagogy
- Prejudice Reduction ↔ Bias Reduction
- Content Integration ↔ Curricular Innovation
- Empowering School Culture ↔ Supportive Department Culture
“A growing body of research confirms the importance of alignment based on mission across programs, functions, and offices to create the greatest potential for achieving diversity goals. Research confirms that a more holistic approach to diversity strategies – developing a mission that includes the benefits of diversity, implementing strategies to foster interactions between students, and assessing strategies for impact and effectiveness – can help institutions achieve the benefits they seek.”

Teresa E. Taylor, Jeffrey F. Milem, Arthur F. Coleman

“Bridging the research to practice gap: Achieving mission-driven diversity and inclusion goals.” published by the College Board in 2016
1. Vision Definition

What is your department’s vision for equity and inclusion, and who in your department buys into that vision?

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2. Inclusive Pedagogy

3. Bias Reduction

4. Curricular Innovation

5. Supportive Departmental Culture

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“Research and experience suggest several reasons why many diversity plans fail:
• Insufficient integration into core goals for educational excellence--both at the individual student level and at the institutional level;
• A lack of a comprehensive and widely accepted assessment framework to articulate and then measure diversity outcomes;
• An inability to translate the vision for change into language and action that can be embraced at multiple levels of the institution;
• Failure to establish accountability processes to ensure that non-compliance is met with real consequences;
• Low levels of meaningful and consistent support from senior institutional leaders throughout the change process;
• Resistance to allocating sufficient resources to ensure that the vision for change is driven deep into the institutional culture.”

Damon Williams, Joseph Berger, Shederick McClendon
“Toward a model of inclusive excellence and change in postsecondary institutions” page 26, published by the AAC&U in 2005.
Selected References


Gasman, Marybeth. “The five things no one will tell you about why colleges don’t hire more faculty of color.” The Hechinger Report (2016).


Departmental/Institutional Self-Assessment

