“Graduates who have cultural competencies which allow them to live and work with effectively in an increasingly diverse and global society. “
DEI OPERATIONAL GOALS

- Recruit, retain and graduate more diverse students
- Recruit, retain and promote more diverse faculty and staff
- Build a more inclusive and welcoming campus environment
- Develop a more culturally competent campus community
UA COMMUNITY MEMBERS’ DIMENSIONS OF DIVERSITY

- Physical Abilities/Qualities
- Gender
- Race
- Ethnicity
- Age
- Sexual Orientation/Identity
- Political Ideology
- Marital Status
- Functional Specialty
- Military Experience
- Job Classification
- Native Born/Non-Native
- Religious Beliefs
- Socioeconomic Status
- Thinking Styles
- Geographic Location
- Parental Status
- Education
- Creed
- Work Background
- Communication Style/Skills
- Appearance
EQUITY

EQUALITY

EQUITY
INCLUSION

• INTENTIONAL
• ACTIVE
• ON-GOING ENGAGEMENT WITH DIVERSITY
  – Increases awareness
  – Increases content knowledge
  – Increases critical thinking around complex issues
  – Develops empathic understanding of the complex ways people interact within systems
Inclusive Communities don’t just happen – they must be built!
Call to Higher Education

Through the vision and practice of inclusive excellence, AAC&U calls for higher education to address diversity, inclusion, and equity as critical to the wellbeing of democratic culture.

AACU
AACU’S INCLUSIVE EXCELLENCE / METRIC

• American Association of Colleges and Universities argues an institutional excellence in interwoven / inextricably linked to institutional inclusiveness. Low inclusiveness / low excellence

• Guiding principle for access, student success, and high-quality learning (All aspects of the institution) .
Inclusive Excellence Goal - achieve excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities

- All Students VS Diverse Students
- Awareness of UA
- Recruitment
- Matriculation
- Persistence/Graduation
- Engaged Alumni
Inclusive Excellence – Data Driven

• Requires that we **uncover inequities in student success**, identify effective educational practices, and build such practices organically for sustained institutional change.

![SEC Public Institutions % Underrepresented Minorities Undergraduates Fall 2017](chart_image)

*Source: IPEDS Data Collection Center*
Inclusive Excellence: Who is at the table / room / making decisions?

- **Success** is dependent on how well an institution values, engages and includes the rich diversity of students, staff, faculty, administrators, and alumni constituents.
Inclusive Excellence Impacts

• How we make decisions
• How we listen to one another
• How we relate to differences
• How we apply standards of fairness and equity
• How we structure our systems and practices
• How we develop our human resources
• How we appreciate one another
• How we communicate with one another
Levels of Diversity/Inclusion Implementation

Organizational Level
- Vision
- Culture
- Policy
- Procedure
- Accountability

Departmental Level
- Composition
- Interaction
- Norms
- Accountability

Personal Level
- Awareness
- Attitude
- Action
- Accountability
• Strategic disruption of normalcy as a method to achieve institutional inclusive excellence
Diversity, Equity and Inclusion is complex and dynamic – more than dinner, dance outfits
HIGHER EDUCATION

Social System

Values
Rules
Norms
System Tools

- Laws
- History
- Education
- Media
- Rituals
- Legal System
- Economic System

Systems Seek Stability

- Maintenance
- Stability
- Status Quo
Dominant Culture

Values

Male
White
Young
Wealthy
Protestant
Able-bodied
Heterosexual

Norms

Rules
Difference and Social Systems

Values

- Male
- White
- Young
- Wealthy
- Protestant
- Able-bodied
- Heterosexual

Rules

Norms

Visible Difference

Non-visible Difference
Male
White
Young
Wealthy
Protestant
Able-bodied
Heterosexual

Visible
Difference

Non-visible
Difference

Values?

Inclusive Community

Norms???

Rules????
THEMES FROM CAMPUS CONVERSATIONS

- Accountability
- Structural diversity
- Connect our efforts
- Required diversity education
- Skill development for front line staff
- Skill development for faculty
- Diversity work should be celebrated and count
- Assessment
- Shared responsibility
- Messaging in times of bias / hate crisis events
- Face our past – Reclaim and Reframe
RECLAIMING AND REFRAMING OUR NARRATIVE ABOUT DIVERSITY AT UA
Culture Transformation
RECLAIMING OUR PUBLIC NARRATIVE

• Yes our difficult history with race has been documented
• Yes we acknowledge the history
• The good news is we have learned and grown from this past
• We are looking toward a new future which has inclusion as a key pillar
THEORETICAL MODEL FOR UNDERSTANDING DIVERSITY IN HIGHER EDUCATION

Historical Legacy: Inclusion/Exclusion of Diverse Groups (Policies and Actions)

Structural Diversity: Number and Proportion of Diverse Groups

Psychological Climate: Prevailing Perceptions, Norms, Attitudes, and Beliefs at Institution

Behavioral Climate: Quantity and Quality of Interaction Among Diverse Groups

Institutional Climate for Diversity

(Adapted from Matthew, et al., 2005; 2006)
The Face of America is Changing
Current US Population

By 2050 Major Population Shifts
Inclusive Excellence Goal - achieve excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities.

- Awareness of UA
- Recruitment
- Matriculation
- Persistence/Graduation
- Engaged Alumni
- All Students vs Diverse Students

Where Legends Are Made
Kotter’s Change Management Model

1. Establish a Sense of Urgency
2. Form a Powerful Guiding Coalition
3. Create a Vision
4. Communicate the Vision
5. Empower Others to Act on the Vision
6. Plan for and Create Short Term Wins
7. Consolidate Improvements & Produce More Change
8. Institutionalize New Approaches

Committed Leadership

Need for Change

Change Direction

Change Behavior

Change Sustainability

Source: John Kotter
LEADING CHANGE

1. Create urgency
2. Form a powerful coalition
3. Create a vision for change
4. Communicate the vision
5. Empower action
6. Create quick wins
7. Build on the change
8. Make it stick

Creating the climate for change
Engaging & enabling the organisation
Implementing & sustaining for change

Adapted from Dr John Kotter's 8 Step Process for leading change
http://www.kotterinternational.com/our-principles/changesteps/changesteps
Diversity, Equity and Inclusion and the Wizard of Oz!
Cultural competency reminds us there was also THE WIZ!
In order for this process to be successful...

• My constituent's need

• I need

• I need my colleagues to
Institutional Planning

I skate to where the puck is going to be, not where it has been.

- Wayne Gretzky
THE UNIVERSITY OF ALABAMA®
WHERE LEGENDS ARE MADE