Enacting Inclusive Excellence

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Office for Equity and Diversity

PURPOSE (Remembering)

Ambitious Equity, Diversity, and Inclusion goals at the University of Minnesota
Office for Equity and Diversity

PRINCIPLES  (Grounded in Theory)

Ambitious Equity, Diversity, and Inclusion goals at the University of Minnesota
Vision

• We define diversity as not only a driving force but a necessary condition for excellence.

• We envision an institution where equity and diversity are woven into the work and lives of every student, faculty, and staff member.

• As core institutional values, equity and diversity will infuse and inform thinking, policies, and practices throughout the university – from mission statements to strategic plans to student admissions to hiring, promotion and tenure.
Strategic Priorities

- Increasing Representational Diversity
- Improving Campus Climate
- Leveraging Strategic Internal and External Partnerships.
“We embrace diversity, knowing that diversity among our faculty, staff, and students is linked to excellence and is a key source of the creativity and innovation that our vision requires.”

UNIVERSITY OF MINNESOTA-TWIN CITIES
STRATEGIC PLAN EXECUTIVE SUMMARY
OCTOBER 2014
• We all share responsibility for equity and diversity—it’s everybody’s everyday work.
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UCLA Higher Education Research Institute:
MODEL FOR SOCIAL CHANGE

Group Values

- Collaboration
- Common Purpose
- Controversy with Civility

Individual Values

- Consciousness of Self
  - Congruence
  - Commitment

CHANGE

Societal/Community Values

- Citizenship

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The Social Action, Leadership, and Transformation (SALT) Model
CORE VALUES

- Social justice
- Excellence
- System-wide collaboration/shared responsibility
- Community engagement
- Sustainability
- Continuous improvement, outcomes, and accountability
- Transformation through self-examination
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PROGRAMS

(Interactions in Diversity that Engender Inclusive Excellence)

Ambitious Equity, Diversity, and Inclusion goals at the University of Minnesota
An Exercise

ENACTING INCLUSIVE EXCELLENCE
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What’s Happening?
What to INCLUDE?

The Iceberg Concept of Culture
Like an iceberg, the majority of culture is below the surface.

**Surface Culture**
Above sea level
Emotional load: relatively low
- food
- dress
- music
- visual arts
- drama
- crafts
dance
- literature
- language
- celebrations
- games
- courtesy
- contextual conversational patterns
- concept of time
- personal space
- rules of conduct
- facial expressions
- nonverbal communication
- body language
- touching
- eye contact
- patterns of handling emotions
- notions of modesty
- concept of beauty
courtship practices
- relationships to animals
- notions of leadership
tempo of work
- concepts of food
- ideals of childrearing
theory of disease
- social interaction rate
- nature of friendships
tone of voice
- attitudes toward elders
- concept of cleanliness
- notions of adolescence
- patterns of group decision-making
- definition of insanity
- preference for competition or cooperation
tolerance of physical pain
- concept of “self”
- concept of past and future
definition of obscenity
- attitudes toward dependents
- problem-solving
roles in relation to age, sex, class, occupation, kinship, and so forth
Inclusive Excellence
DEFINING INCLUSION
Inclusion

- The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.
AAC&U calls for higher education to address diversity, inclusion, and equity as critical to the wellbeing of democratic culture. Making excellence inclusive is thus an active process through which colleges and universities achieve excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities.

AAC&U endeavors to develop “equity-minded practitioners,” who are willing to engage in the necessary, and sometimes difficult, conversations and decision-making that can lead to transformational change for student learning and achievement.
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PEOPLE
(Understanding & Developing Capabilities)

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**chutzpah**

- Knowing that I have a voice that needs to be heard and the right to speak it.

**humility**

- Accepting the fact that my truth is always partial and may not be true at all – so I need to listen with openness and respect, especially to “the other,” as much as I need to speak my own voice with clarity and conviction.

**FIVE HABITS OF THE HEART**

① We must understand that we are all in this together.
② We must develop an appreciation of the value of “otherness.”
③ We must cultivate the ability to hold tension in life-giving ways.
④ We must generate a sense of personal voice and agency.
⑤ We must strengthen our capacity to create community.
• **Curriculum, Pedagogy, and Democracy’s Well-Being**

  – A highly competitive academic culture does not instill a sense that we are all in this together.

  – A homogenous (or highly segregated) student population, and pressures toward social or ideological conformity, work against an appreciation of otherness.

  – An obsession with “objective” questions whose answers are “at the back of the book” does not help people learn to hold intellectual or emotional tension


- **Curriculum, Pedagogy, and Democracy’s Well-Being**
  - Pedagogies that make students into passive consumers of knowledge do not cultivate a sense of personal voice and agency.
  - When individual success in the marketplace become education’s primary goal, students do not develop the capacity to create community.
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Intercultural competence
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300 different definitions

30 different models
Intercultural Development Continuum

- **Monocultural Mindset**
  - Judges Difference
  - Misses Difference
- **Intercultural Mindset**
- **Deeply Comprehends Difference**
- **De-emphasizes Difference**
- **Bridges Across Difference**
- **Denial**
- **Polarization**
- **Minimization**
- **Acceptance**
- **Adaptation**

**Figure 1**
A general framework of intercultural effectiveness.
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Figure 3
Proposed model for in situ intercultural competence.
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UCLA Higher Education Research Institute:
MODEL FOR SOCIAL CHANGE –
Making the Case for (inter)Cultural Competence
A New Vision

• Institutional Diversity
• Interactional Diversity or Inclusive Excellence
• Intercultural Competence
• Indigenous Sovereignty
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