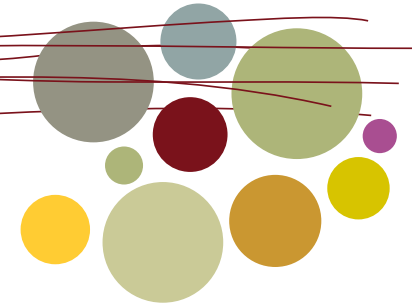


Office for **Equity and Diversity**



Enacting Inclusive Excellence

Michael Goh, PhD
Interim Vice President & Chief Diversity Officer
Professor, Organizational Leadership, Policy and Development

University of Michigan
March 12, 2018



UNIVERSITY
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PURPOSE (Remembering)

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



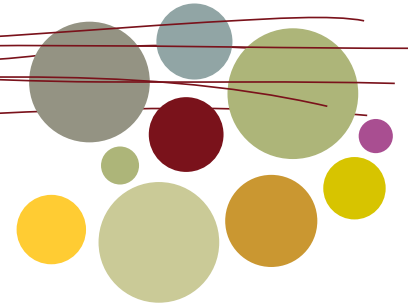
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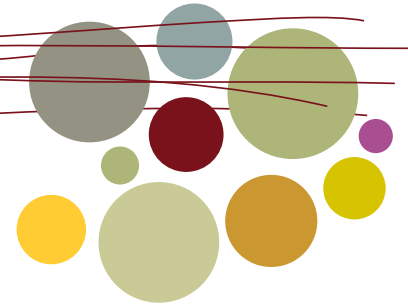
PRINCIPLES (Grounded in Theory)

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



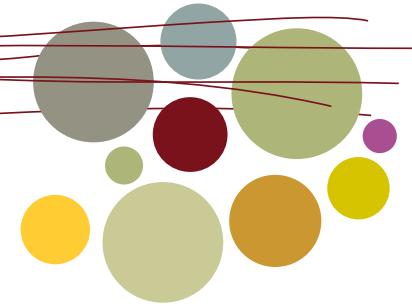
Vision

- 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.



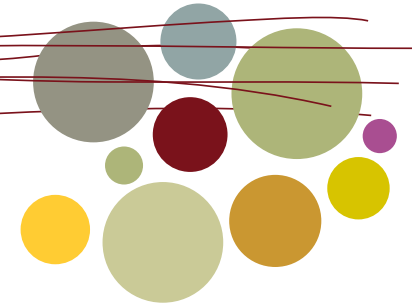
Strategic Priorities

- Increasing Representational Diversity
- Improving Campus Climate
- Leveraging Strategic Internal and External Partnerships.

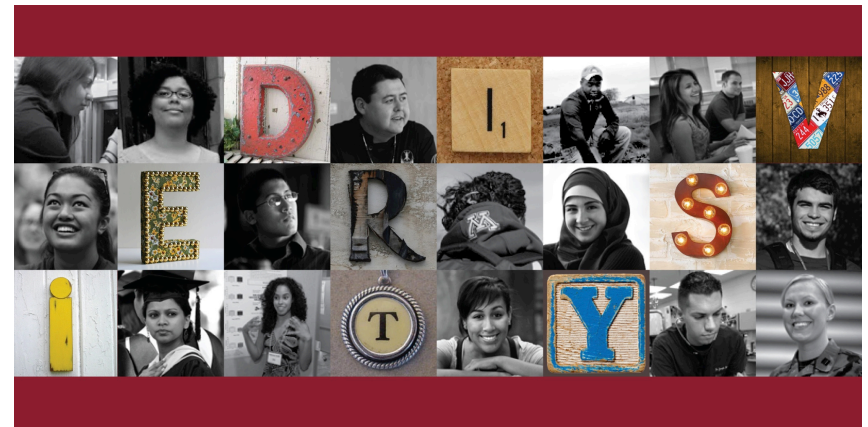


“We embrace diversity, knowing that diversity among our faculty, staff, and students is linked to excellence and is a key source of the creativity and innovation that our vision requires.”

UNIVERSITY OF MINNESOTA-TWIN CITIES
STRATEGIC PLAN EXECUTIVE SUMMARY
OCTOBER 2014



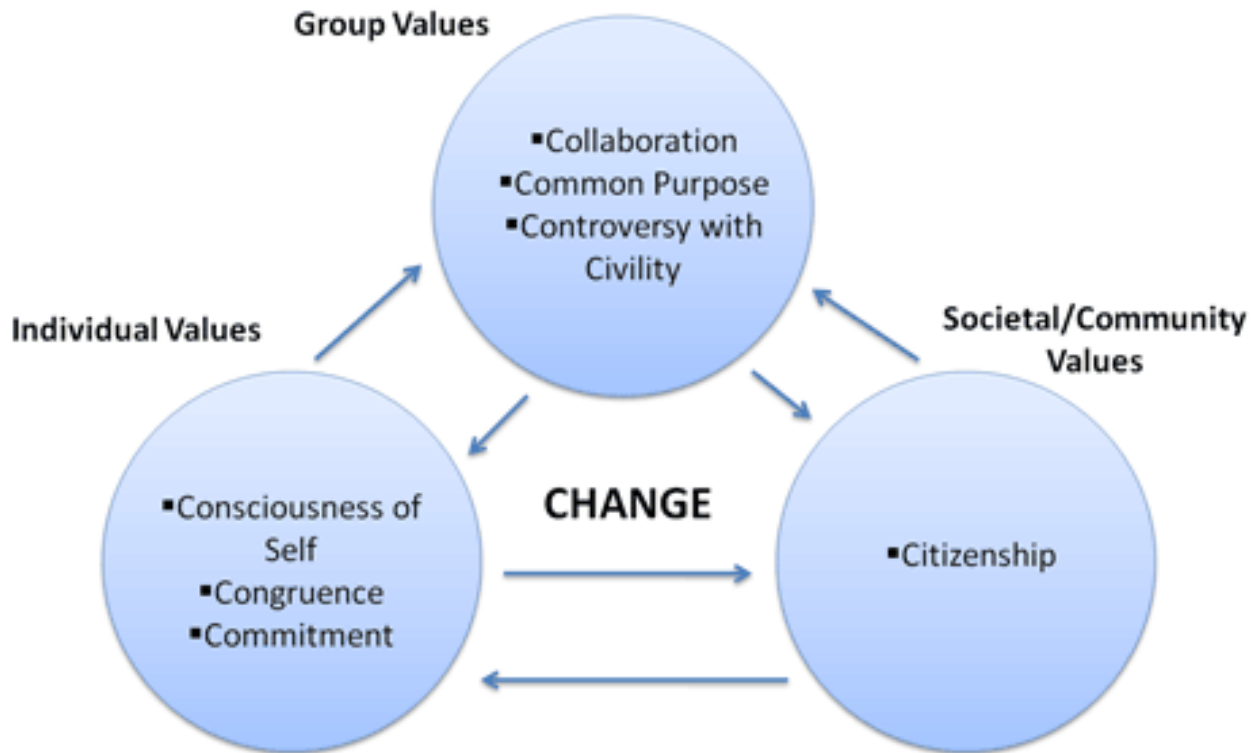
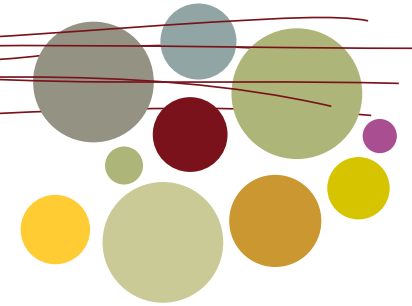
- **We all share responsibility for equity and diversity—it's everybody's everyday work.**



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UCLA Higher Education Research Institute:

MODEL FOR SOCIAL CHANGE

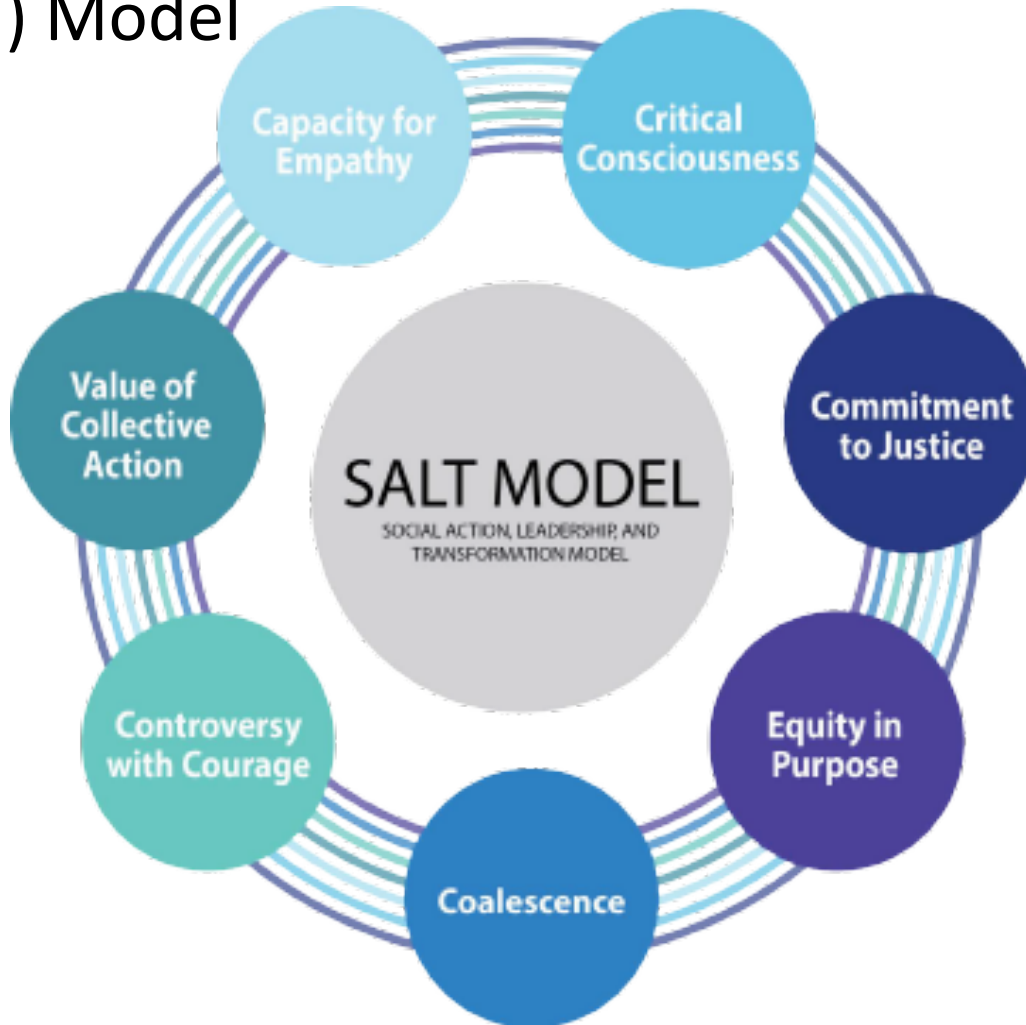




Office for **Equity and Diversity**

The Social Action, Leadership, and Transformation

(SALT) Model

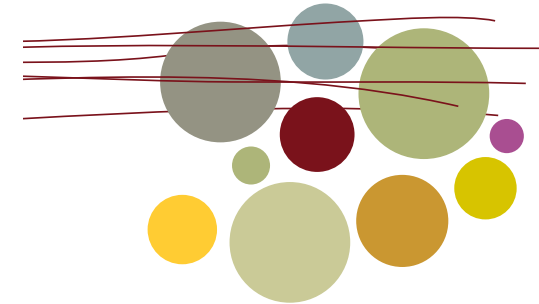
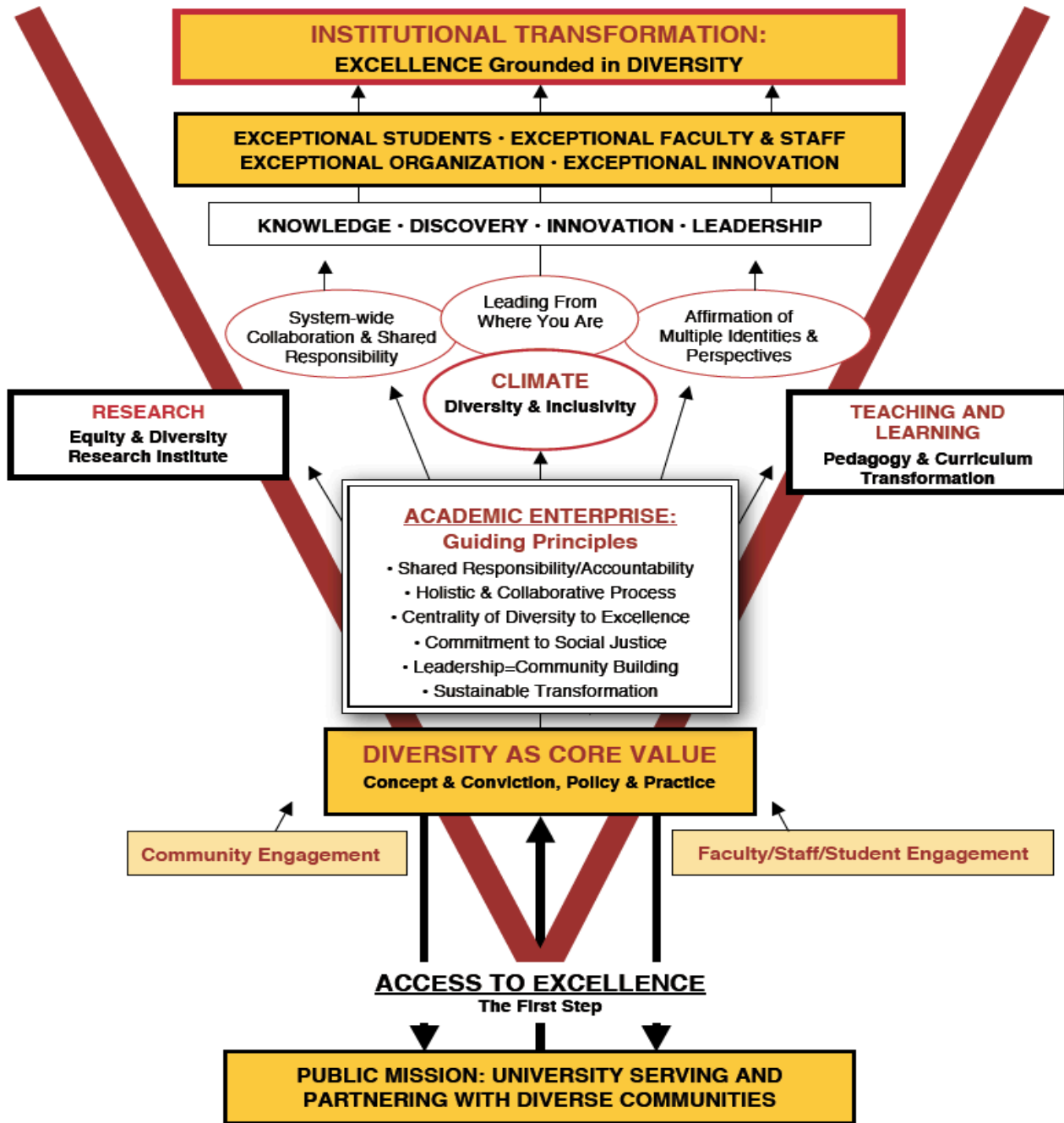


**NATIONAL CENTER FOR
INSTITUTIONAL DIVERSITY**
UNIVERSITY OF MICHIGAN

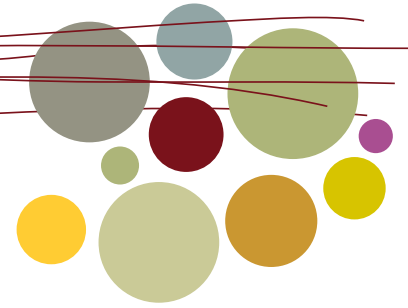


National Institute *for*
Transformation & Equity

UNIVERSITY OF MINNESOTA



University of Minnesota Equity and Diversity Framework



CORE VALUES

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



UNIVERSITY
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Driven to Discover®

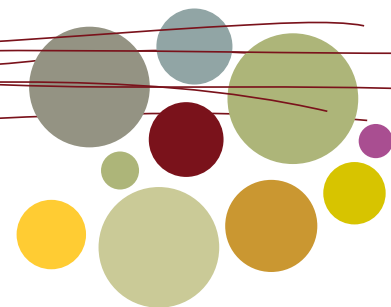
Office for
Equity and Diversity

PROGRAMS

**(Interactions in Diversity that Engender Inclusive
Excellence)**

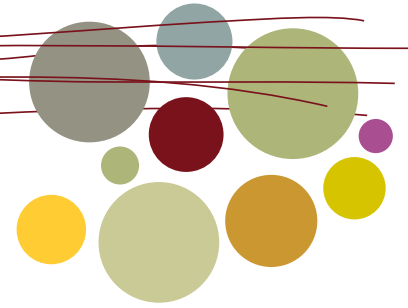
Ambitious Equity, Diversity, and
Inclusion goals at the University of
Minnesota

Office for **Equity and Diversity**



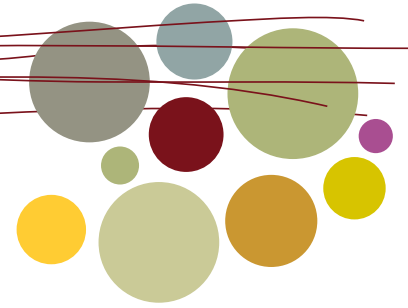
An Exercise

ENACTING INCLUSIVE EXCELLENCE



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

Unspoken Rules

Partially below sea level
Emotional load: very high

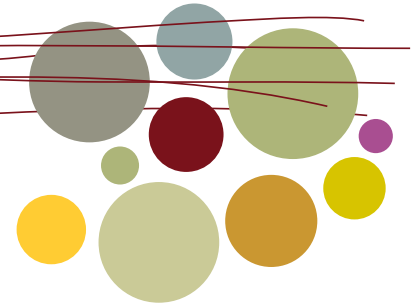
- courtesy ▪ contextual conversational patterns ▪ concept of time
- personal space ▪ rules of conduct ▪ facial expressions
- nonverbal communication ▪ body language ▪ touching ▪ eye contact
- patterns of handling emotions ▪ notions of modesty ▪ concept of beauty
- courtship practices ▪ relationships 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

Unconscious Rules

Completely below sea level
Emotional load: intense



Office for **Equity and Diversity**



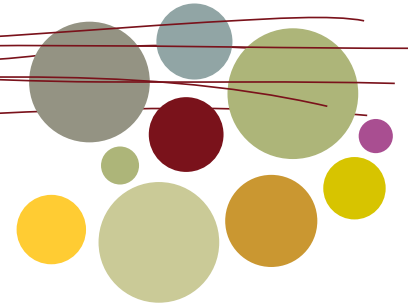
Inclusive Excellence

DEFINING INCLUSION

Office for **Equity and Diversity**



*Association
of American
Colleges and
Universities*



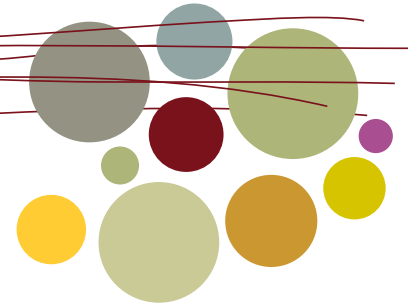
– ***Inclusion***

- 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.

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*Association
of American
Colleges and
Universities*



- 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.**



UNIVERSITY
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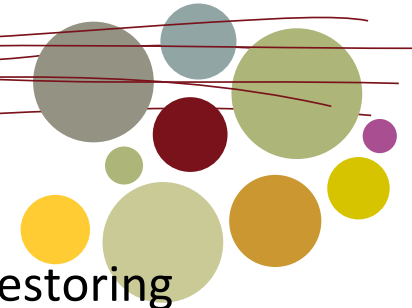
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PEOPLE

(Understanding & Developing Capabilities)

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



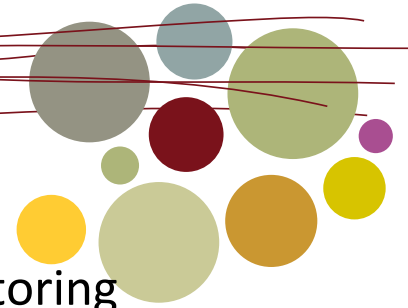
Palmer, P. (2011). Higher education and habits of the heart: restoring democracy's infrastructure. *Journal of College and Character*, 12(3), 1-6.

chutzpah

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

humility

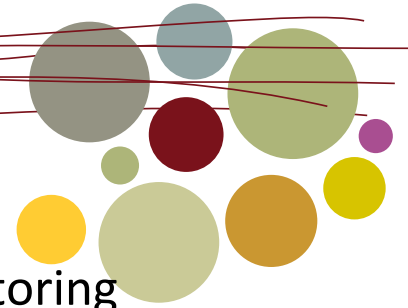
- Accepting the fact that my truth is always partial and may not be true at all – so I need to listen with openness and respect, especially to “the other,” as much as I need to speak my own voice with clarity and conviction.



Palmer, P. (2011). Higher education and habits of the heart: restoring democracy's infrastructure. *Journal of College and Character*, 12(3), 1-6.

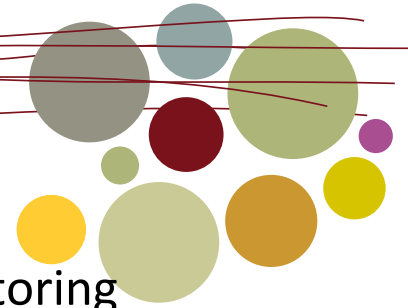
- **FIVE HABITS OF THE HEART**

- 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.



Palmer, P. (2011). Higher education and habits of the heart: restoring democracy's infrastructure. *Journal of College and Character*, 12(3), 1-6.

- **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



Palmer, P. (2011). Higher education and habits of the heart: restoring democracy's infrastructure. *Journal of College and Character*, 12(3), 1-6.

- **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.



Office for
Equity and Diversity

Intercultural competence



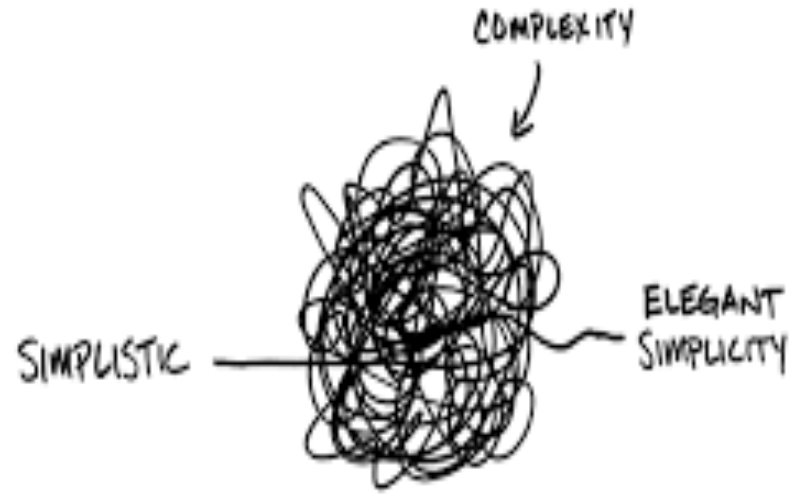
Office for **Equity and Diversity**

From: Leung, K., Ang, S., & Tan, M. L. (2014). Intercultural Competence. *Annual Review of Organizational Psychology and Organizational Behavior*, 1, 489-519.

300 different definitions

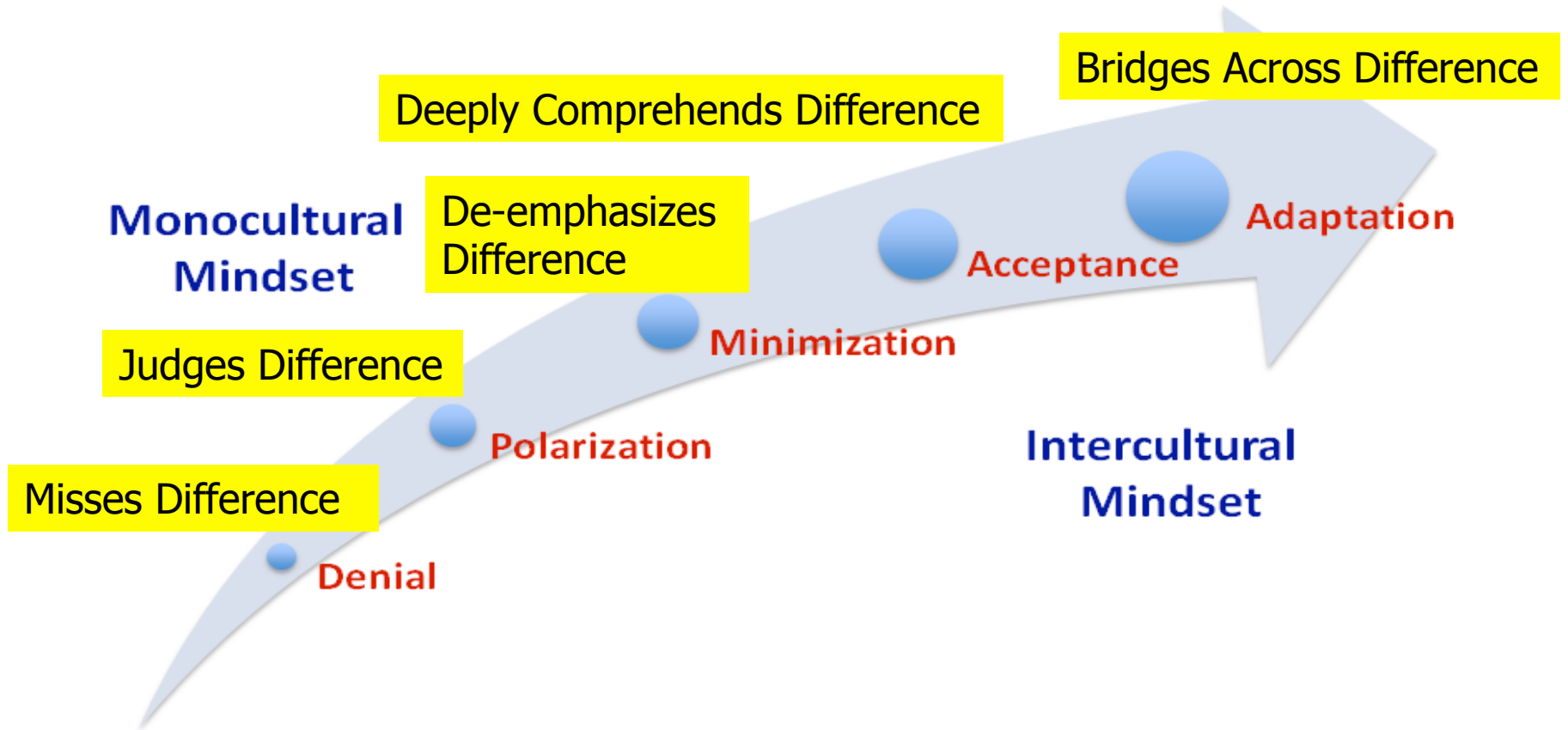


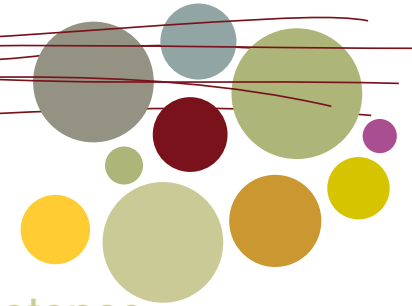
30 different models



BENHUBER.COM

Intercultural Development Continuum





From: Leung, K., Ang, S., & Tan, M. L. (2014). [Intercultural Competence](#). *Annual Review of Organizational Psychology and Organizational Behavior*, 1, 489-519.

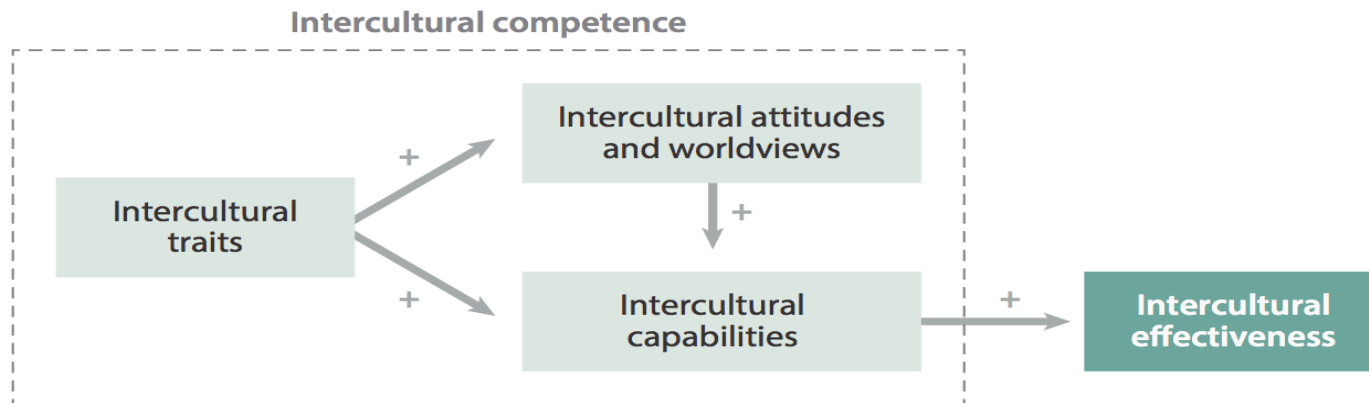
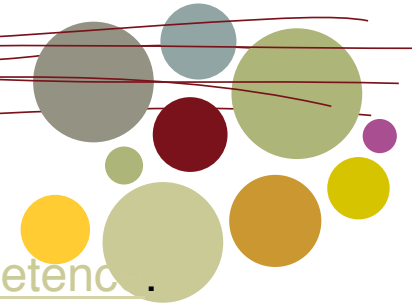


Figure 1

A general framework of intercultural effectiveness.

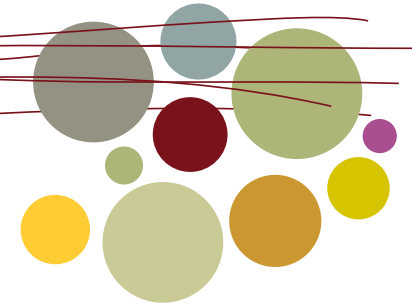


From: Leung, K., Ang, S., & Tan, M. L. (2014). *Intercultural Competence*. *Annual Review of Organizational Psychology and Organizational Behavior*, 1, 489-519.



Figure 3

Proposed model for in situ intercultural competence.

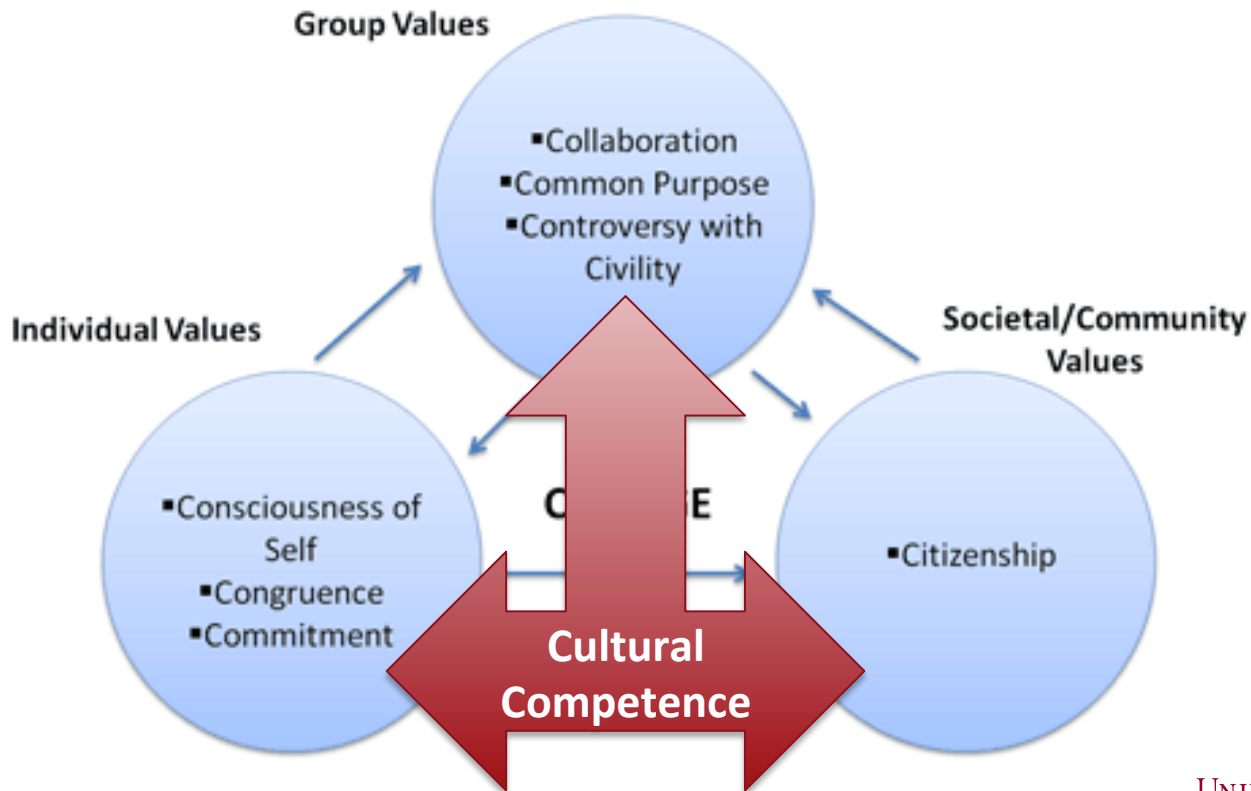


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UCLA Higher Education Research Institute:

MODEL FOR SOCIAL CHANGE –

Making the Case for (inter)Cultural Competence

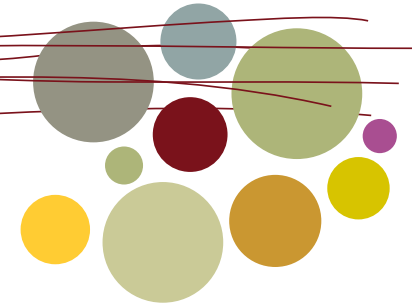


A New Vision

- **I**nstitutional Diversity
- **I**nteractional Diversity or Inclusive Excellence
- **I**ntercultural Competence
- **I**ndigenous Sovereignty



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Enacting Inclusive Excellence

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