

Making Diversity Count

A Position Paper by the Committee on Diversity and Cultural Competence

University Faculty Senate -- May 2011

The Strategic Plan for the State University of New York (The Power of SUNY) is very clear that diversity counts* -- this theme is woven throughout all strategic ideas. The question that emerges however is how to make it so. There are many initiatives on campuses around our system. This position paper aims to provide goals and suggestions on how to recognize and incorporate achievements in this area into the faculty review and reward processes, in doing so faculty who make meaningful and important contributions towards enhancing their academic community's diversity will be recognized and empowered to continue their efforts and all of SUNY will benefit.

Summary

- Excellence for the 21st century implies an education that prepares all students for a diverse society (global interconnectedness) and the rapidly changing world environment,
- The University Faculty Senate can provide the proactive and determined leadership necessary for systemic change by endorsing this document's recommendations. Faculty and student reward systems are to be organized to support diversity efforts and foster cultural competence,
- To promote interest in educational diversity a college must demonstrate clear, consistent internal policies and practices designed to facilitate such changes. Serious commitment to building diversity and cultural competencies in faculty, staff, and students must be planned, annually evaluated to measure the success of the programs, and updated annually or as often as is needed to be aligned with changing campus needs. Through this commitment, diversity may become a part of the fabric of the college community,
- Specifically, the recommended policy changes for consideration by each campus include establishing an Office of Diversity that reports to the campus President or the Executive Governing Body, developing a campus diversity plan central to the Strategic Plan, and mapping and assessing diversity outcomes (e.g., course and degree programs, student life, etc.),

9e#ore movin " any #urther(it is important to de#ine diversity as used in this document,

- Structural diversity re#ers to the numerical and proportional representation o# students and #aculty #rom di##erent racial#ethnic<"ender "roups at each institution. this type o# de#inition does not mean)- uotas(* but actually strives to create campus representation o# all se"ments o# the population, Diversity %ill assure that(across the board(the students %ill be a##orded an e+expanded ran"e o# contacts and e+periences = the contacts and e+periences that %ill be needed in a mar'etplace that has become increasin"ly "lobal and %hich can only be developed throu" h e+posure to %idely diverse people(cultures(ideas(and vie%points,
- A second type o# diversity concerns the interactions that the %hole campus community has %ith)di##erence,* >esearchers ar"ue the obvious2 that structural diversity is a necessary precursor #or diverse interactions to occur 58urin6, 8urin provides evidence that such diversity enhances learnin" #or students, Students %ho reported hi"her levels o# contact %ith diverse ideas(peda"o"ies(and peoples %ere more li'ely to sho% "ro%th in their)active thin'in" processes* %hich %ere represented by increases in comple+ thin'in" and social#historical thin'in",
- Cross-cultural competence(moreover(%as identi#ied as the most critical human resource need created by "lobalism, 9i'son and ?a% ar"ue that i# colle"es are to meet the challen"es presented by an increasin"ly "lobal economy(they %ill have to ma'e chan"es in areas such as curriculum(e+tracurricular activities(#aculty development(and innovative collaborative ventures %ith colle"es and universities around the %orld as %ell as %ith private industry, Speci#ically(

Colle"es should ma'e better use o# the cultural diversity already available in their student bodies and localities to cultivate "lobal a%areness and cross-cultural competence,@ Colle"es should provide #aculty %ith incentives 5and(i# possible(%ith resources6 to develop ne% courses or adapt e+istin" courses to address "lobalism, Faculty currently receives stron" si"nals that the only relevant per#ormance criteria are publication records and teachin" evaluations, 5-td, in Milem(p, 1A-1B6

!o establish a compellin" interest in educational diversity(then(a colle"e must demonstrate clear(consistent internal policies and practices desi"ned to #acilitate such

should aim to prepare learners who are intentional. that is(learners who understand and participate in the process of learning (who create coherent connections among their courses(and easily negotiate different environments, intellectual study helps intentional learners connect formal education to work and personal interactions(and social responsibility to the world, intentional learners are able to place themselves in the context of a diverse world(draw on difference and commonality(and produce a deeper experience of community,

On institutions that are intentional about achieving their missions and providing high-quality education to all students(the infrastructure(processes(decisions(resource allocation(and culture will collectively and coherently communicate and advance that mission, According to Robert M, Diamond()the closer the match between the mission of an institution and the priorities as described in the tenure and promotion system(the more productive the faculty will be in helping the institution reach its goals,*

The Committee has identified interesting precedents for innovative processes for the evaluation of faculty at Colgate University and the University of Nebraska, Colgate University's firm commitment to the integration of diversity finds its way into all faculty personnel processes, For example(new faculty hires meet written expectations for interdisciplinary work, third-year review(tenure(and promotion decisions depend(in part(on interdisciplinary contributions, All dossiers must document participation in the interdisciplinary core curriculum(whose director votes on promotion and tenure greater expectations(p. A6, interdisciplinary work can be a criterion for renewal and ultimately tenure and promotion(so should diversity,

For diversity count(SU's firm commitment to diversity should be evident in the reward system for college personnel, the ways to accomplish this goal might include adjustment of the criteria for sponsored professorships(reformulation of the processes for discretionary salary increases(or establishing a President's/Provost's Award for Diversity(to name just a few, that is to say(mechanisms for the assessment of diversity

initiative must be created and(once these "goals are articulated(achievements need to meanin "fully reco"ni/ed,

A liberal education #or the ne% century loo 's beyond the campus to societal and %or' place issues %ith the "goal o# producin " "lobal thin 'ers, A -uality liberal education prepares students #or active participation in the private and public sectors(in a diverse democracy(and in an even more diverse "lobal community 58reater 3+pectations(p, 2B6, 0n its very essence(liberal education #or the t%enty-#irst century is diverse and inclusive in every %ay, 0t see 's out varied perspectives(crosses disciplinary lines(pursues %isdom #rom multiple cultures(and employs a ran "e o# teachin " strate "ies, 5p, 2E6

!ollege "earning for the New #lobal !entury(published throu" h the ?3AP 5?iberal 3ducation and America's Promise6 initiative(spells out the essential aims(learnin " outcomes(and "uidin " principles #or a t%enty-#irst-century colle "e education, 0t reports on the promises American society needs to ma 'e F and 'eep F to all %ho see ' a colle "e education and to the society that %ill depend on our "raduates! #uture leadership capabilities, !he ?3AP initiative %ill continue at least to 201B(and it is very li 'ely that many more colle "es %ill endorse its outcomes, !o -ote #rom the report2

!he essential learnin " outcomes recommended in !ollege "earning for the New #lobal !entury re#lect an important emer "in " consensus F amon " educators and employers F about the 'inds o# learnin " needed #or a comple+ and volatile %orld, !his ne% consensus re#lects a da%nin " a%areness that America's #uture %ill depend on an unprecedented determination to develop human talent as broadly and #ully as possible2

0n an era %hen 'no%led "e is the 'ey to the #uture(all students need the scope and depth o# learnin " that %ill enable them to understand and navi "ate the dramatic #orces F physical(cultural(economic(technolo "ical F that directly a##ect the -uality(character(and perils o# the %orld in %hich they live,

0n an economy %here every industry F #rom the trades to advanced technolo "y enterprises F is challen "ed to innovate or be displaced(all students need the 'ind o# intellectual s 'ills and capacities that enable them to "et thin "s done in the %orld(at a hi "h level o# e##ectiveness,

On a democracy that is diverse (globally engaged) and dependent on citizen responsibility (all students need an informed concern for the larger world because

Diamond(Robert M, Ali"nin" Faculty >e%ards %ith 0nstitutional Mission2 Statements(Policies and 8uidelines, 9olton(MA2 An' er Publishin" Co,(1KKK,

8urin(Patricia,)3+pert >eport* in !he Compellin" \$eed #or Diversity in Ji"her 3ducation, 8ets(9ollin"er et al,(3ds, Ann Arbor2 U o# Michi"an(1KKK,

Milem(Ie##rey,)!he 3ducational 9ene#its o# Diversity2 3vidence #rom Multiple Sectors,* Chapter B o# Compellin" 0nterests 5Prepublication Dra#t6,

\$ational Panel >eport, 8reater 3+pectations2 A \$e% Mision #or ?earnin" as a \$ation 8oes to Colle"e, AACLU(2002,

Sto%e(Donald 3, and 3lder(Dou"las I,)0nterdisciplinary Pro"ram Assessment* in \$ssues in \$ntegrative Studies 20 5200262 EE-101,