

California State University Fresno

Leadership Breakfast

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ALMA R. CLAYTON-PEDERSEN, PH.D.
EXECUTIVE VICE PRESIDENT
EMERITUS CONSULTING GROUP
and SENIOR SCHOLAR
ASSOCIATION OF AMERICAN
COLLEGES & UNIVERSITIES (AAC&U)

Diversity Defined



- **Diversity:** Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (such as race/ethnicity, class, gender, sexual orientation, country of origin and ability, as well as cultural, political, religious, or other affiliations) that can be engaged in the service of [everyone's] learning.

Source: Making Excellence InclusiveSM (AAC&U, 2007)

Inclusion Defined



- **Inclusion:** The active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one’s awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within [and change] systems and institutions.

Source: Making Excellence Inclusive SM (AAC&U, 2007)

Equity(mindedness) Defined



- **Equity**-mindedness: Refers to the outlook, perspective or mode of thinking exhibited by practitioners and others who call attention to patterns of inequity in student outcomes, and are willing to assume personal and institutional responsibility for the elimination of inequity. This includes being “color conscious,” noticing differences in experience among racial-ethnic groups, and being willing to talk about race and ethnicity as an aspect of equity. Equity perspectives are evident in actions, language, problem-framing, problem-solving, and cultural practices.

Source: Center for Urban Education, University of Southern California
Equity Scorecard™ (Bensimon, 2008)

Equity (Students Focus)



- The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion.

Source: Adapted from the Association of American Colleges & Universities, 2011

Equity (Employee Focus)



The creation of opportunities for historically underrepresented populations of employees (faculty, staff and administrators) to have equal access to professional growth opportunities and resource networks that are capable of closing the demographic disparities in leadership in all spheres of institutional functioning.

(Source: Adapted from Association of American Colleges & Universities, 2011)

The National Dialogue on “Student Success” – U.S. Success



- Economic need for higher levels of skill and knowledge
- Most of our enrollment growth comes from underserved communities
- Success in raising underserved student achievement is a National imperative

Essential Aims and Outcomes



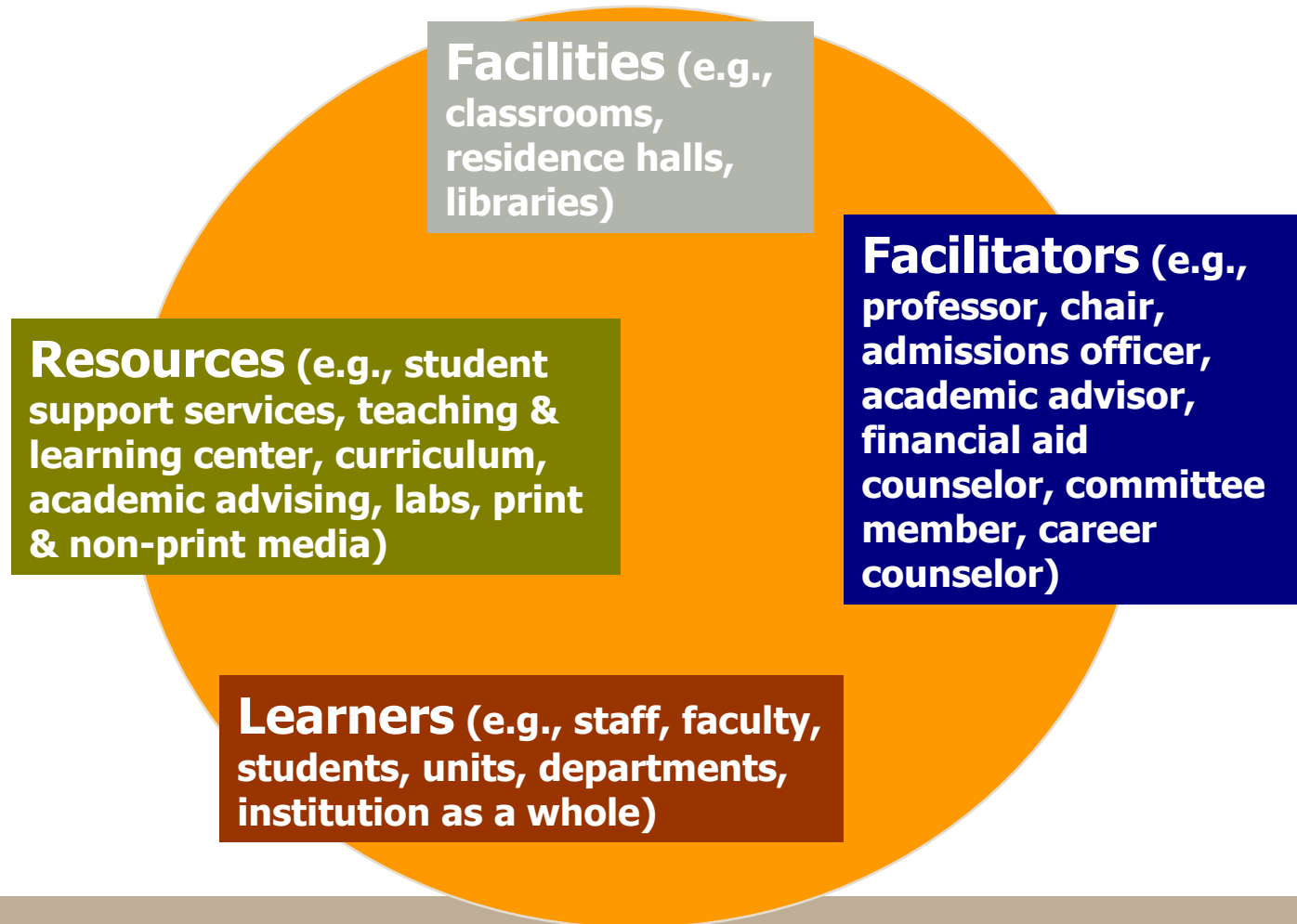
Knowledge of Human Cultures and the Physical
and Natural World

Intellectual and Practical Skills

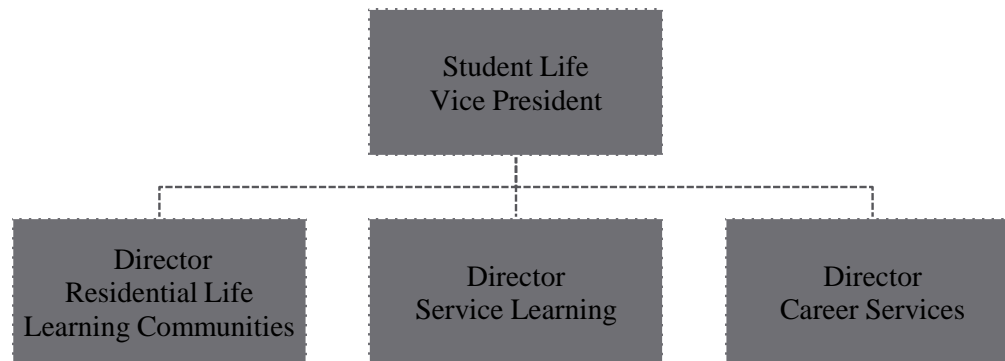
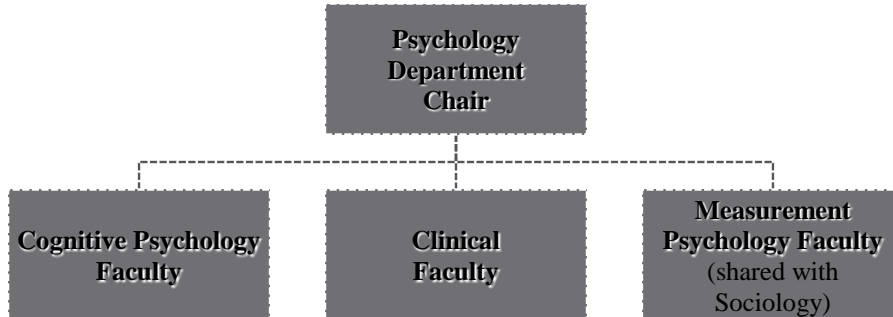
Personal and Social Responsibility

Integrative Learning

Today's Higher Education Learning Environment: *Disparate Elements*



Today's Higher Education Learning Environment



The Intentional Institution

- Creates synergy at the points where various elements of learning intersect (through communication, coordination, and collaboration)
- Makes the most of the uniqueness of each learner—as an individual and as a member of multiple identity groups—to enhance key learning outcomes
- Uses learning facilitators, facilities, and resources in the service of learning and knowledge development to strengthen our nation’s diverse democracy and quality of life for all

The Intentional Institution: *Making Excellence Inclusive*

