

California State University, Fresno Diversity Strategic Plan for Excellence

THEME THREE: PROMOTING AND SUPPORTING EXCELLENCE IN TEACHING, LEARNING AND SCHOLARSHIP

The University community will aim to increase awareness regarding the value of diversity. We will achieve this by: (1) encouraging ongoing efforts and fostering new endeavors that seek to advocate for diversity; (2) promoting both new and existing curriculum that examines diversity, equity, and inclusion; (3) developing within our campus community cultural competence in order to better meet the needs of an increasingly diverse society; (4) supporting faculty whose research and creative activities enhance our understanding of diversity-related issues; and (5) familiarizing ourselves with teaching practices and scholarship—in both general and discipline-specific courses—that increase the learning success for historically underrepresented students. Through these efforts, we aim to better prepare our faculty to teach our broadly diverse student body. Taken together, these endeavors intend to increase and challenge our understanding of an ever evolving, diverse society. By working across disciplines to study, share, and promote innovative teaching practices that encourage success for the historically underrepresented groups at Fresno State, we seek to achieve a robust and multi-disciplinary understanding of relevant issues facing the *New California* and beyond.

STRATEGIES

- Offer faculty various mechanisms to explore how diversity, equity and inclusion topics can deepen students' understanding of their disciplines.
- Encourage students to enroll in courses that address diversity, equity inclusion and cultural competence. (Awareness)
- Provide faculty multiple venues to: learn about effective educational practices (especially [High Impact Educational Practices](http://www.aacu.org/leap/hip.cfm) – www.aacu.org/leap/hip.cfm), on-line delivery systems and other technological tools and the influence these tools have on student learning outcomes; gain practical experience in using these tools; and encourage practices to engage a broad array of student learning styles. (Includes Theme Four) [Knowledge]
- Encourage and support faculty to engage in interdisciplinary interactions that to expand their contribution to scholarship and creative activities related to advancing and/or infusing diversity, equity, and inclusion topics into the curriculum, as well as the enrichment of teaching skills, while offering meaningful incentives to lead these efforts. (Capacity)

<u>AWARENESS</u> <u>ACTIONS</u>	<ol style="list-style-type: none"> 1. Identify and make easily accessible information about how broad areas of knowledge (humanities, social sciences, natural and physical sciences) are being informed by diversity-related topics and advanced by equity-minded and inclusive practices. 2. Provide faculty with tools, examples and support to engage students in the probe of enhancing knowledge through diversity and helping them to raise awareness among their peers about the power of equitable and inclusive study practices. 3. Use existing or create new venues for faculty (and students) to share with colleagues and peers the positive results of these explorations both within and across disciplines. 4. Identify all courses that address diversity, equity, and inclusion in meaningful ways and
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	<p>establish a process of better understanding their impact on student learning outcomes</p> <ol style="list-style-type: none"> 5. Engage in interdisciplinary dialogues centered on a set of nationally espoused Principles of Excellence (www.aacu.org/leap/principles_of_excellence.cfm) and explore how they may guide efforts to Make Excellence Inclusive (www.aacu.org/compass/inclusive_excellence.cfm). 6. Establish among the campus community the awareness that in a globally interdependent world, domestic and international cultural competence among every member is an important skill to develop within the context of the ways of knowing from different disciplinary perspectives. 7. Enhance the course descriptions and/or syllabi to make explicit the link between course content that is related to diversity, equity, inclusion and cultural competence topics and real world applications. 8. Foster faculty-student research opportunities that advance awareness of diversity, equity and inclusion in disciplinary contexts. 9. Create general and discipline specific communication media (e.g., pamphlets, brochures, website postings) that raises the consciousness of students that cultural competence is a required skill in a world without boundaries and that it has personal, social, intellectual and professional value that will benefit them in achieving their life goals.
<p><u>KNOWLEDGE</u> <u>ACTIONS</u></p>	<ol style="list-style-type: none"> 1. Assist faculty in recognizing the practices that best suit their discipline and facilitate opportunities for them to share and observe the practice in action (e.g., NSF has many videos of effective, active pedagogies that are being used in the sciences; arrange for video conferences/SKYPE of experts using the practice in action). 2. Offer individual and group professional development that translates the research on effective practice into practical strategies that improve teaching. 3. Identify Fresno State faculty who are already using High Impact Practices and solicit their assistance in spreading knowledge of the practices and their effect on student learning outcomes in their courses giving consideration to ways faculty can incorporate these efforts in the review process in meaningful ways. 4. Promote scholarship related to effective pedagogy and the infusion of diversity, equity, inclusion and cultural competence topics across the curriculum, attend to the equitable attention to domestic topics, and value these efforts in the faculty reward structure equitability.
<p><u>CAPACITY</u> <u>ACTIONS</u></p>	<ol style="list-style-type: none"> 1. Support an identified team of faculty pioneers to undertake the strategy and to guide the effort in ways consistent with other campus-wide efforts that require an intensive time commitment (e.g., release time, support of a graduate assistant) and that are consistent with faculty governance structures. 2. Develop ways to stimulate faculty to pursue, acquire and use effective pedagogical knowledge and strategies to infuse diversity, equity, inclusion and cultural competence topics into the curriculum in ways that align with faculty governance and reward structures. 3. Work with the various schools and colleges to identify early adopters who are willing to

	<p>work with the team to infuse diversity, equity, inclusion and cultural competence topics into their courses and willing to enrich their teaching skills.</p> <ol style="list-style-type: none"> 4. Identify faculty who have already undertaken scholarship and creative activities in these areas and can serve as resources to inform the team's effort to broaden the number of faculty doing infusion and teaching enhancement activities; identify Academic Senate members who have an interest in and knowledge of the effort to serve as a resource to the team and ensure that faculty governance policy is not violated. 5. Draw on the broadly diverse student body of the university to serve as resources for and reactors to transformed curricula and enhanced or new pedagogical strategies. 6. Develop a reward structure that recognizes faculty members' efforts at including diversity, equity and inclusion topics in their scholarship or at improving their teaching effectiveness for developing students' cultural competence.
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INDICATORS (UNDER DEVELOPMENT)

1. Increase in the number of faculty who will integrate diversity, equity and inclusion topics into the curriculum as demonstrated by course descriptions and syllabi. (Awareness)
2. Increase in the number of students who will embrace and promote diversity, equity, inclusion and cultural competence into the campus culture as demonstrated by their participation in university-wide events and programming. (Awareness)
3. Increased recognition of the need for varying cultural identities to be represented in the learning process in order to achieve academic excellence. This shall be demonstrated by an increase in the number of diverse students and the inclusion of global issues across our university. (Includes Theme Four) (Knowledge)
4. Increased recognition of the need for varying cultural identities to be represented in the learning process in order to achieve academic excellence. This shall be demonstrated by an increase in the number of diverse faculty across our university. (Includes Theme Four) (Knowledge)
5. Student evaluations accurately capture the effort faculty put into teaching to achieve cultural competency. (Capacity)
6. The reward structure shall be weighed seriously and equitably with other valued criteria to reflect the current efforts of faculty members and those who make to improve their teaching effectiveness in both general and discipline-specific courses with regard to diversity and cultural competence. (Capacity)
7. Increase in the number of courses that address diversity, equity and inclusion in each of the eight schools and colleges. (Includes Theme Four) [Capacity]
8. Increase in the number of faculty who transform their course content and who actively augment their teaching practices to address the needs and realities of our increasingly diverse university community. (Capacity)
9. Increase in the number of faculty whose creative activities reflect the needs and realities of our increasingly diverse university community. (Capacity)

10. An annual report is issued to give a comprehensive analysis of the efforts above and how effective they are at reaching our goals of increasing diversity, equity and inclusion in teaching, learning and scholarship. (Capacity)

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