



Creating a globally competent community

Diversity, Equity and Inclusion in Higher Education



Middle Georgia
State University

*Cynthia Alexander, Board of Regents - USG
Gina Kertulis-Tartar, Dalton State College
Kate Maine, University of North Georgia
Donna Webb, Abraham Baldwin Agricultural College*

Release of inflammatory emails leads to diversity discussions at U. of C.



UW leader to address diversity shortcomings

The publication of a series of racist and inflammatory emails among members of a Jewish fraternity at the University led to discussions about intolerance on campus and minorities and

The New York Times | <http://nyti.ms/1R1cVgS>

EDUCATION LIFE

After Racist Episodes, Blunt Discussions on Campus

When Pursuing Diversity, Victory Is Hard to Define

Can U. of Oklahoma Expel SAE Members for Racist Song?

Submitted by Jake New on March 11, 2015 - 3:00am

The University of Oklahoma has expelled two students for leading a bus full of Sigma Alpha Epsilon members in singing a racist song that was recorded on video. But First Amendment experts on Tuesday said that such a punishment for this kind of threatening speech is not warranted. Oklahoma's president, said in a state of emergency, that the two students were expelled because of their "role in creating a hostile educational environment for our students."

Writing for *The Washington Post* in Los Angeles, said that "there is no First Amendment right to a hostile educational environment, or -- as [in] the cases I mention -- a hostile educational environment, as a public institution."

Diversity Courses Are in High Demand. Can They Make a Difference?

Today's Freshmen: Most Likely to Protest Since the 1960s

Students are more likely to participate in a student-led protest than each of the nearly five decades of classes that preceded them, according to a study released last week. That includes the college freshmen of the late 1960s and early 70s, an era storied for its on-campus political activism. Nearly one in 10 freshmen said there was a very good chance they

STUDENTS

would participate in a protest during college, according to the annual Freshman Survey by the Cooperative Institutional Research Program, part of the Higher Education Research Institute at the University of California, San Diego. The survey includes questions about campus climate, including whether students mark a campus as black, and whether they were more likely to participate in a protest during college. The survey also found that freshmen are more likely to participate in a protest during college than in any other decade since the 1960s.



When Recruiting Minority Faculty Members Isn't Enough

By Audrey Williams June | DECEMBER 04, 2015

Hanging on to the people who agree to come aboard is a major challenge for many colleges.



Diversity

The variety of characteristics that all persons possess, that distinguish them as individuals, and that identify them as belonging to a group or groups.



Equity

The guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff



Inclusion

Intentional policies and practices that promote the full participation and sense of belonging of every individual in a community.

A multi-faceted issue

Middle Georgia State University



- A consolidated university with more than 8,000 students and associate, bachelor's and master's degree programs.
- 5 campuses and 2 instructional centers in the heart of Georgia.
- An institutional vision to transform individuals and their communities through extraordinary higher learning. Middle Georgia's students and alumni will shape the future of the region and its connections to the global society and marketplace.
- As Middle Georgia evolves, it strives to conduct community wide conversations about diversity and inclusion that support the educational experience.

"We cannot walk alone. And as we walk, we must make the pledge that we shall always march ahead. We cannot turn back."

— Martin Luther King, Jr.

Stand for Greatness

Excerpt from President Blake's 2015
State of the University address



Approach and Information Gathering

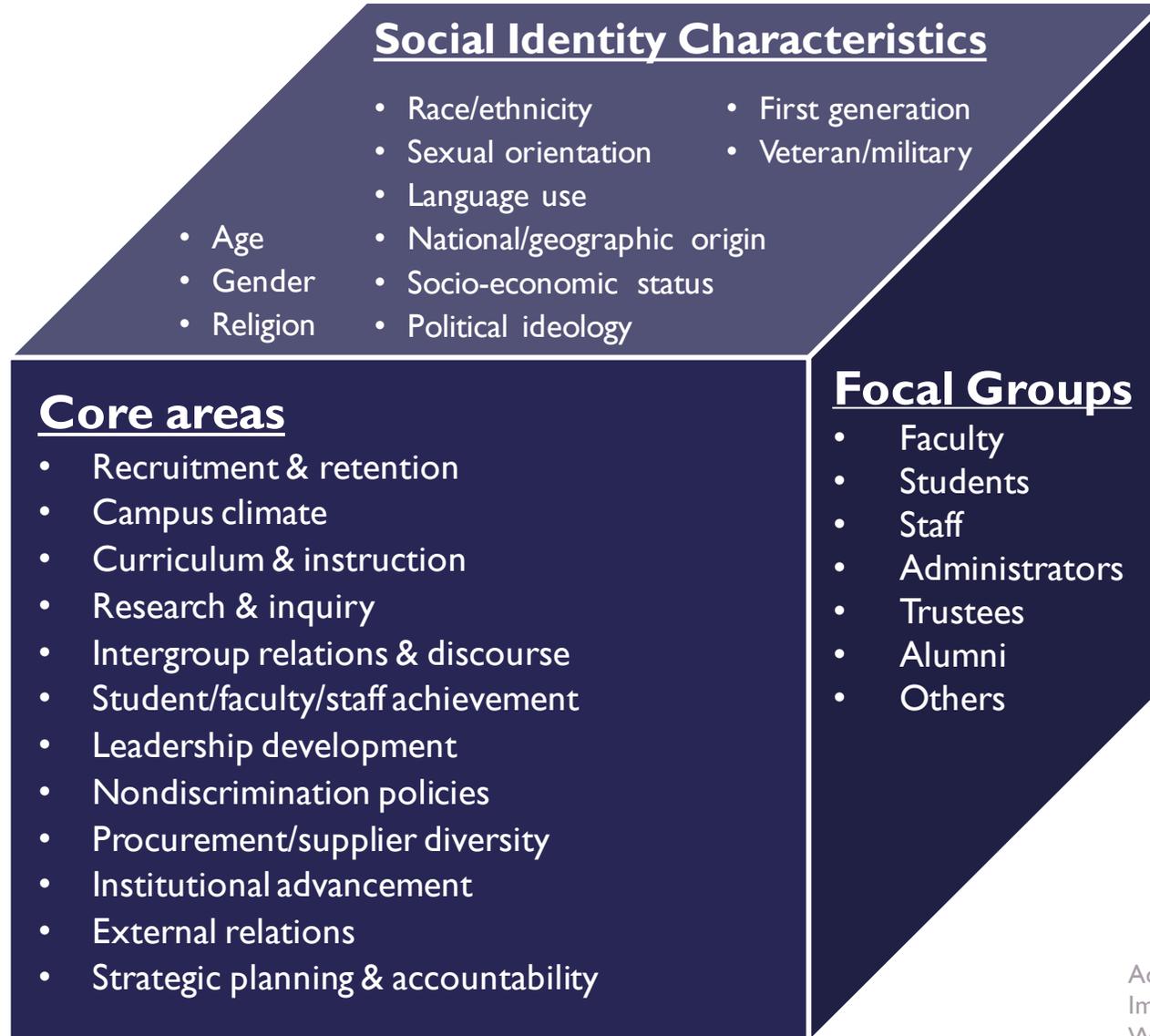
Interviews and conversations

- Middle Georgia State University executives:
 - Dr. Christopher Blake, President
 - President's cabinet
 - Academic Affairs
 - Student Affairs
 - Various MGA campuses
- Leaders within University System of Georgia
 - Dr. Felita T. Williams, USG Associate Vice Chancellor for Partnerships & Accreditation
 - Dr. Erik Malewski, Chief Diversity Officer at Kennesaw State University
- Dr. Nanette Lee Reynolds, former Director of the Michigan Department of Civil Rights & Member Governor's Cabinet

Research

- Existing data from Middle Georgia State University
- Best practices from higher education and corporate settings
 - Re:Work (rework.withgoogle.com): case studies and guides to understand how unconscious biases affect decision making and how inclusive organizational cultures are built and sustained
 - What other universities are doing: diversity plans from Brown University, Kennesaw State University and others.
- News articles and commentaries

3-D Model of Higher Education Diversity



Adapted from "Advancing Scholarship for the Diversity Imperative in Higher Education: An Editorial," by R. L. Worthington, 2012, *Journal of Diversity in Higher Education*.

Why Focus on Global Competence?

International Exposure

- Diversity of experience
- Work and study abroad
- Travel



Emotional Intelligence

- Culturally aware
- Curious
- Empathetic
- Open-minded
- Non-judgmental

Awareness

- Respect for others
- Global connectedness
- Mastery of subject area
- Understanding of others' histories, religions, politics

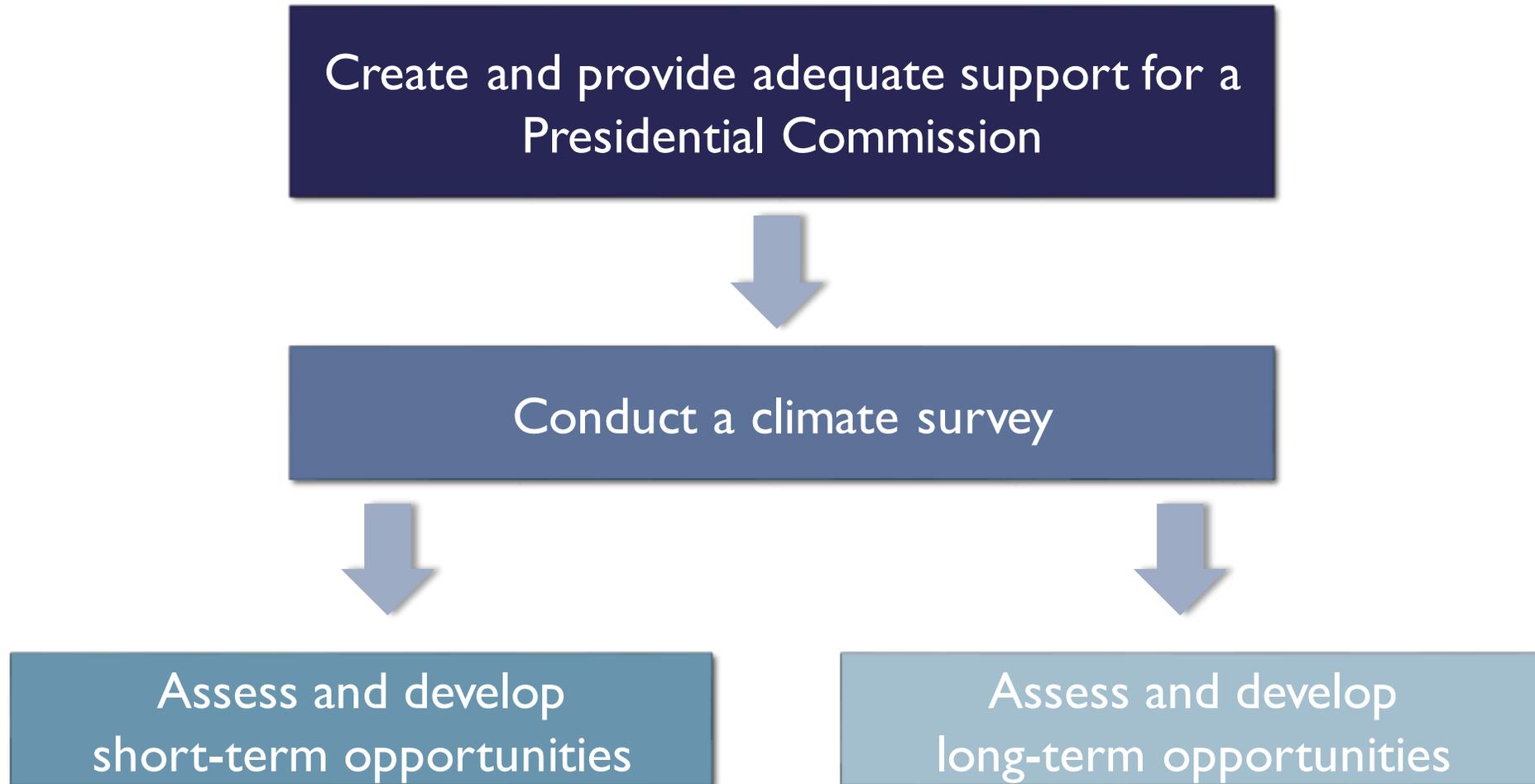
Communication Skills

- Verbal and non-verbal
- Inter-cultural
- Foreign language

Lessons for Success

- **Must have commitment from “the top”**
- **Dedicate appropriate resources**
- **Ensure broad involvement across the university and spread the responsibility**
 - Provide means and opportunities for buy-in by stakeholders in all groups
 - Conduct climate studies and include appropriate questions
 - Manage competition among various groups
 - The right people need to be at the table at all times
 - Ensure consistency across all campuses
- **Convey relevancy and significance to the university**
 - Should not be perceived as a mandatory training/checklist item
 - It is important for everyone and not limited to those who have social identifying characteristics
 - Program isolation could be a challenge
- **Don’t attempt to do too much at once**
- **This is an on-going process**

Recommendations



Short-term Opportunities

- Identify 2-3 action steps from climate survey that can be addressed and achieved | 2-18 months
- Ensure there are safe zones for students
- Review existing policies and procedures
 - Revise, eliminate, and/or develop new documentation to ensure appropriateness in new framework
 - Publicize resources available to students, faculty and staff
- Identify best practices and training for leadership, HR, other areas as needed
- Adopt an annual theme that leverages initiative and reflects institutional values of Learning, Engagement, Stewardship, and Adaptability
 - Kick-off during convocation
 - Provide information on how the community will be involved in and informed of efforts
- Schedule presidential discussions with focus groups and various campus communities
- Communicate efforts, including progress toward goals and objectives and barriers to progress
- Develop website outlining resources, programming and future plans

Long-term Opportunities

- Allocate funding and cabinet-level personnel to lead effort; reprioritize, if needed
- Assess all efforts through quantitative and qualitative measures to engage in continuous improvement
- Recognize individual and group efforts along the continuum of developing a global competent university
- Enhance cultural competency through Center for Teaching Innovation, conference and professional development opportunities, cross-cultural faculty-staff exchanges, and a faculty fellows program
- Schedule seminars and speakers from off-campus to address diversity, inclusion and equity (plan far enough in advance so that faculty can integrate events into curriculum, syllabi)
- Through the First Year Experience program, implement a common reader program and pledge of respect to raise awareness
- Identify, train and financially support Student Diversity Ambassadors
- Explore external resources, such *INSIGHT into Diversity*, for program models and best practices
- Explore grant opportunities to support initiatives

What Does Success Feel and Look Like?

- Cultural competencies that promote a bias-free environment and an appreciation of world views
- Culturally aware students, faculty, staff, and communities
- Globally competent graduates who are work-force ready
- Transparent and open dialogue; ability to have “tough” conversations across group lines
- A sustainable plan that includes all members of Middle Georgia State University and all campuses

“Becoming culturally competent is a journey which NEVER ends, regardless of where you start on the continuum.”

– Dr. Nanette Lee Reynolds

What Does Success Feel and Look Like?



GLOBAL COMPETENCY
Middle Georgia State University
Macon-Dublin-Cochran-Eastman-Warner Robins



