

Building and Maintaining an Inclusive Academic Affairs Division

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**SPRING 2018**



Core 2.0

DEAN MIRIAM HORNE



What are the strategies that you, as leaders, employ to build and maintain an inclusive atmosphere within a department or division?

The **Self-Community-West-World** frame has been replaced by a focus on the College Competencies as the goal of the curriculum



What lessons have you learned about working with your colleagues to design pedagogy that is both inclusive and relevant?

Core 2.0 **embraces a more inclusive understanding of significant texts**, both in terms of what counts as “significant” and what counts as “text.”

Core 2.0 **creates space for many more diverse voices**, since there are fewer required texts, and those that remain required are drawn from a more diverse range of times, places, and identities, within and beyond “the West.”

Core 2.0 **foregrounds DEIB work**. It begins in year one and continues with intentional focus throughout the first three years. It will **no longer be a topic that faculty or students can avoid**.



What lessons have you learned about working with your colleagues to design pedagogy that is both inclusive and relevant?

To support this new reality, **Core faculty have been investing time in professional development.** Core faculty regularly attended my **DEI-focused Reflective Debrief sessions** throughout last year. All Core faculty have **committed to completing the DEIB Training Course in Canvas** before the start of the new academic year many will be joining **monthly meetings to debrief their learning and their classroom experiences.**



Communication and Creative Media

Dean Amanda Crispel



What are the strategies that you, as leaders, employ to build and maintain an inclusive atmosphere within a department or division?

Whether it's with faculty or students, **belonging sits at the center**. I've focused my thinking and strategies in this area. My emphasis has been to help where I can to build community, identify issues that jeopardize a sense of belonging, and mitigate or remove them to the best of my ability.

- **Changing our thinking about DEI education** from “a thing we must do, and then be done” to a natural part of a growth mindset
- **Modeling through leadership**
- **Don't avoid hard problems**
- **Address things rapidly and consistently**
- **Listen**
- **Be the champion for the community, what it stands for, and where it is going**



What lessons have you learned about working with your colleagues to design pedagogy that is both inclusive and relevant?

I ... pay more attention to the example work I use in my classes ... I reworked the entire course to provide examples and talk about design from a **variety of perspectives**.

Now as Dean, I've **changed the way we run division meetings** so we can focus **more time on discussion** amongst peers.

At some point, **I wonder about when we should insist on change in the classroom?** I understand **the importance of academic freedom** within our craft. But this is also **about an identity change for the College**. We struggle with simple conformity around using Canvas or taking attendance. **This will take a different approach, and I don't know what that is.**



How can deans continue to encourage diverse points of view and respect for all department or division members?

This seems to have a **simple answer**, and a **hard answer**. My simple answer is “**through persistent ongoing conversation about topics that help us grow.**”

Also, **deans set the ground rules for inclusive community discussion and interactions.**

We have the **responsibility to ensure everyone feels they have a seat at the table and the right to speak and be heard.**

We have a **responsibility to create opportunities for academic dialog and exchanges.**

We should also be **actively facilitating conversations and exchanges across various micro-communities** at the College.

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School of Social Innovation

Dean Patricia Aldredge



What are the strategies that you, as leaders, employ to build and maintain an inclusive atmosphere within a department or division?

Job Description:

Champlain College invites applications for a one-year (nine-month/two semester) non-tenure-track visiting position in social work beginning August 2023. This is a full-time, benefits-eligible visiting position in our CSWE accredited BSW program. We are looking for candidates with expertise in racial justice and anti-racist practice, who can teach and advise our undergraduate students, develop race and racial justice curriculum, curate project-based, experiential learning opportunities, and serve as a consultant to our Center for Community and Social Justice.

Responsibilities:

- Teaching - 2 courses per semester
- Advising - 25 students
- Collaborate with The Center for Learning and Teaching to develop Diversity Equity Inclusion Belonging and Justice focused education and training opportunities for faculty.
- Work in partnership with the Office of Diversity and Inclusion (ODI) to support ODI focused academic efforts.



Information Technology and Science

Dean Scott Stevens



What are the strategies that you, as leaders, employ to build and maintain an inclusive atmosphere within a department or division?

I started the DIGITS (Diversity Inclusion Gender in ITS) Committee back in 2017 when DEIBJ was just D&I and put the G in there mainly to get the clever abbreviation. We focus on the **Canvas DEI Faculty Training during Division Meetings**. There were two general formats:

- Break-out **group work** on specific modules and/or quizzes.
- Committee Members presenting **tips and tricks** for module-specific topics



What lessons have you learned about working with your colleagues to design pedagogy that is both inclusive and relevant?

The **conversations were usually robust and productive**. Sometimes, there was a **lack of participation** and sometimes the conversations were difficult. The **difficult conversations** usually came when faculty described times when they felt like they were the victims of bias and/or stereotyping

Feedback on the training course

- The Definitions were very helpful (to get us all on the same page)
- Many of the examples fell flat
- The first module was Champlain-specific but became more general
- Religion was barely covered
- The scenarios were long and convoluted
- More frequent but shorter quizzes



How can deans continue to encourage diverse points of view and respect for all department or division members?

Next year - move away from the course

- **More training** like the DEI for the Workplace course we all have to complete
- **Live scenarios** where we **discuss best practices** as opposed to selecting the correct answer on a quiz
- A specific **calendar of events/opportunities**. We used to have more **college-wide workshops and speakers**. It would be nice to get back to that



Stiller School of Business

Dean Anne DeMarle



What are the strategies that you, as leaders, employ to build and maintain an inclusive atmosphere within a department or division?

On reflection, the **work actually began at the Academic Affairs retreat**, and specifically the **discussion and readings** shared regarding DEIJB and the **experience from a student/education perspective** ("[My Time Among the Whites](#)").

A goal of that first retreat was to **engage faculty in creating and committing to Working Groups** that would meet independently and report out once a month. Throughout the fall semester, we **mix the groups to see where the intersections were and how to move forward.**



What lessons have you learned about working with your colleagues to design pedagogy that is both inclusive and relevant?

A huge lift regarding DEIJB this Spring semester for Stiller was in personnel ... in two ways: **hiring and searches.**

In December we **recruited two visiting professors** and **hired** our Operations manager - all not-white. I would also add to this the fall promotion of a BIPOC Professor as the director of CIE. It is in the searches that I see the most being accomplished. The **search processes may have been different if it had not been for the groundwork we covered** in Fall. For the searches we worked with [HR], had **hard discussions** on what DEIJB means in recruiting and its importance for Stiller. We **rewrote our job descriptions** and **made DEIJB part of the hiring criteria.** **At least one candidate failed due to their biases.** In two searches the **top candidate pool was diverse.**



What lessons have you learned about working with your colleagues to design pedagogy that is both inclusive and relevant?

What has worked is the **adoption** by the division **of growth mindset and global citizenship as hallmarks of a Stiller education**. The faculty has determined that it needs to **update its Common Body of Knowledge** (“CBK). My biggest lesson is that **actual curriculum work is a slower road** than I originally anticipated. The groundwork on DEIJB is there ... however what has been missing is actual curriculum development.



How can deans continue to encourage diverse points of view and respect for all department or division members?

I believe that the path to this is to **CONTINUE to keep DEIJB front and center**, to **center it on the college's Strategic Goals**, and to **connect it to our faculty love of our students**. Within the division itself, it will take **continued expert facilitation** by the next Dean, addressing problems as they occur, **holding faculty accountable**, and **holding yearly goal setting meetings with each faculty member**. And in this next stage, it includes increasing and supporting diverse staffing.



How can deans continue to encourage diverse points of view and respect for all department or division members?

I might consider this phase of Stiller as the "turn over". It included **a lot of discussion, some heated, and reflection**. To me it was rather **like tilling a field and uprooting the rocks**. And it **formed a baseline of reaching towards our goals and designing new processes**. One of the processes this included was a makeover of our Student Open Houses. We **became more inclusive** in many ways but perhaps most importantly of bringing in more students and faculty involvement. You could also **see it in our practices** this Spring at our Advisory Council Meeting, Honors, and Capstone. We created **activities for these events in which diverse voices could be heard and diverse work was recognized**. And in this case diverse cover the range of ethnicities, ages, wealth, and life goals.

Finally, the Stiller faculty has been **encouraged/required to complete the Canvas DEI training** with the understanding that **it is a strategic concern** of Champlain and that their **evaluations and goals will include their work and reflections on how they will continue moving that forward** in their future work with students, colleagues, and in curriculum.



Library & Academic Support



What are the strategies that you, as leaders, employ to build and maintain an inclusive atmosphere within a department or division?

Faculty-facing initiatives:

- Developed targeted DEI Training Course for faculty (2019-2020; in use 2020-2022)
- In collaboration with the Provost's Office and Deans, **we reorganized faculty professional development related to DEIBJ to provide short, digestible, practical tools in venues where all faculty are present.** One example is a two-part series of micro-workshops on the Transparent Assignment Design model, consisting of a ten-minute micro-workshop (introduction and brainstorming session) in Provost Forum, followed a couple of weeks later with a collaborative 20-minute follow-up workshop in Division Meetings where faculty could work on applying the principles to their own course materials. By using this approach, we get strategies in front of everyone at once, focus on straightforward things faculty can do (aiming for low/moderate effort and significant payoffs), and try to avoid resistance to *talking about* DEIBJ. This has been a response to “DEI fatigue,” and is also an effort to improve attendance without the framing of “mandatory training.”



What lessons have you learned about working with your colleagues to design pedagogy that is both inclusive and relevant?

- We *can* reach people who are “DEI-resistant,” but we need to do so by identifying their priorities and using them to incorporate more inclusive and equitable practices
- It’s important not to be limited by the reputations that a few faculty get for having problems with DEI in their teaching
- Diversity is not just personal identity; it’s a combination of identity, knowledge, ways of seeing the world. Our focus on bringing together perspectives from across disciplines and departments through faculty panelists, speakers, reading groups, facilitates both inclusivity in the faculty community and learning about inclusive practices in teaching



What are the strategies that you, as leaders, employ to build and maintain an inclusive atmosphere within a department or division?

Individual and department goals are rooted in the library strategic plan and Champlain 2030. These frameworks help library leadership keep DEIB as a focus point of library work. The library department and individual employees have DEIB-focused annual goals.

50% of Library book displays and events will have DEIB themes:

An example of a Library book display that generated interest, appreciation, and conversation in the Champlain College Community: 2023 Ramadan book display (please see photo below)

- Two Muslim faculty members contributed stuffed dates to the display
- Several students and employees reached out to express how personally meaningful the display was to them.





Why is this important?



Questions and Open Discussion

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