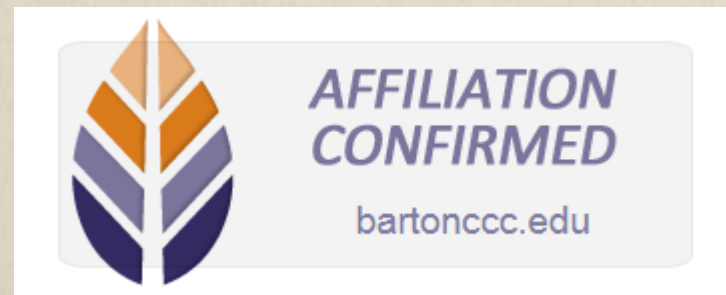


EXPLORING AN ACCREDITATION THEME: DIVERSITY!

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OBJECTIVES OF THIS CONVERSATION!

- To cultivate greater awareness of the topic in relation to HLC accreditation.
 - To connect work being done to meeting accreditation requirements.
 - To strengthen link between accreditation requirements and evidence collection.
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Q. WHAT DOES “DIVERSITY” MEAN?

- Definitions:

From <http://www.businessdictionary.com/definition/diversity.html>

1. HR: Feature of a mixed workforce that provides a wide range of abilities, experience, knowledge, and strengths due to its heterogeneity in age, background, ethnicity, physical abilities, political and religious beliefs, sex, and other attributes.

- From <http://gladstone.uoregon.edu/~asuomca/diversityinit/definition.html>

Definition of Diversity

The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

“Humanity!”

– Pastor Adrion Roberson

Q. WHY IS DIVERSITY IMPORTANT?

From <https://www.scientificamerican.com/article/how-diversity-makes-us-smarter/>

- Decades of research by organizational scientists, psychologists, sociologists, economists and demographers show that socially diverse groups (that is, those with a diversity of race, ethnicity, gender and sexual orientation) are more innovative than homogeneous groups.
 - It seems obvious that a group of people with diverse individual expertise would be better than a homogeneous group at solving complex, nonroutine problems. It is less obvious that social diversity should work in the same way—yet the science shows that it does.
 - This is not only because people with different backgrounds bring new information. Simply interacting with individuals who are different forces group members to prepare better, to anticipate alternative viewpoints and to expect that reaching consensus will take effort.
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“(it’s about) the diversity of thought”

- Mary Vanis, HLC VP for Accreditation Relations

CRITERION 1 & 2: OVERVIEW & EXAMPLES OF EVIDENCE

2017 HLC Conference

UPDATE: CRITERIA REVISION IN PROCESS

HLC is currently in the process of overhauling the Criteria of Accreditation for more clarity. Peer reviewers and institutions have requested clarification on the topic of diversity.

The new version will more directly relate to HLC Guiding Value #3 Education for a diverse, technological, globally connected world:

A contemporary education must recognize contemporary circumstances: the diversity of U.S. society, the diversity of the world in which students live, and the centrality of technology and the global dynamic to life in the 21st century. More than ever, students should be prepared for lifelong learning and for the likelihood that no job or occupation will last a lifetime. Even for the most technical qualification, students need the civic learning and broader intellectual capabilities that underlie success in the workforce. HLC distinguishes higher education in part on the basis of its reach beyond narrow vocational training to a broader intellectual and social context.

Q. WHAT CRITERION SPEAK TO DIVERSITY?

Criterion 1: Mission

- 1.C. The institution understands the relationship between its mission and the diversity of society.
 1. The institution addresses its role in a multicultural society.
 2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.
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Criterion 3: Teaching and Learning: Quality, Resources, and Support

- 3.B The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.
 4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
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Q. WHAT WAS BARTON'S 2017 ASSURANCE ARGUMENT RESPONSE?

- See document entitled, “Barton_2017_AA_Diversity_Responses”.

Q. WHAT WAS THE PEER REVIEWERS' RESPONSE?

- Criterion 1: Barton's various and comprehensive curriculum and numerous student support services supports its mission of “. . .meeting the needs of a diverse population” and are consistent with its enrollment profile.
 - Criterion 3: Barton's statement of Inclusion and Diversity and the Fundamental Outcomes stress human and cultural diversity. Throughout the year, Barton presents cultural and academic activities for both the student population and the community it serves including events such as concerts, musicals, students recitals, etc.
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Q. WHAT SHOULD BARTON CONSIDER WHEN WRITING THE 2022 ASSURANCE ARGUMENT?

- 1.C.1 p.10 Role in Multicultural Society
 - ✓ Review evidence to indicate how Barton addresses this role.
- 1.C.1-2 pp10-11 Diversity
 - ✓ Strengthen evidence in light of Diversity Team's work since the 2017 Assurance Argument was written.
 - ✓ Provide evidence of Barton's understanding of and support for human, cultural, and workforce diversity in other areas besides the Diversity Team.
 - ✓ Broaden the scope of evidence to include examples of diversity embedded within instruction and programs.
 - ✓ Broaden the scope of evidence in addition to cultural/ethnic diversity.
- 1.C.2 pp 10 Diversity
 - ✓ Review to ensure processes and activities provided as evidence reflect attention to human diversity as appropriate within Barton's mission and for the constituencies served.
 - ✓ Strengthen evidence/identify more robust examples if needed
- 3.B.4 p. Education Recognizes the Human and Cultural Diversity of the World in which Students Live and Work
 - ✓ Strengthen evidence for this statement.
 - ✓ Provide evidence from the HALO program.
 - ✓ Provide evidence of LGBTQ efforts.

**HOW DOES THIS TRANSLATE TO THE INCLUSION/DIVERSITY TEAM?
WHAT IS THE ROLE OF THE INCLUSION/DIVERSITY TEAM??
WHAT IS THE ACTION ITEM ASSIGNED TO THIS TEAM???**

- Good news!! -- Keep doing exactly what you are doing! 😊
 - You are “doing accreditation” by promoting “diversity of thought”!
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