Introductions...Who?

- **Who am I?**
- **Educator**
  - Education: NHS, UW, Poli-sci
  - Profession: 20 plus years in higher ed, adjunct faculty, departmental director, administrator in Washington and Idaho at community college and university level
  - Personal: First generation college student, non-traditional (family), daddy
Our goals

- Introduce the concept of inclusive excellence
- Explore questions/reactions related to this approach
- Introduce the concept of Implicit Bias and undertake a self-examination exercise
- Facilitate a discussion about how WE (all of us) can reconcile these concepts into our practice
- YOUR goals/needs
A quick shorthand

- *DIVERSITY* is a FACT
- *INCLUSION* is a PRACTICE
- *EQUITY* is our GOAL
- INCLUSIVE EXCELLENCE is an aspirational value
WHAT is INCLUSIVE EXCELLENCE?

- It’s source is within the AACU from a set of commissioned papers in 2005…a conceptual shift
- The papers concluded
  - Diversity work on campus had evolved to include more than just student numbers (through both internal and external forces)
  - Diversity work on campus showed a need to be comprehensively embedded
  - Diversity commitment needs to be dispersed by a commitment to unilaterally gathering evidence about outcomes related to diverse populations
REAL EXCELLENCE IS naturally INCLUSIVE
What.....

- Inclusive Excellence (IE) is the **recognition** that a community or institution’s success is **dependent** on how well it values, engages and includes the rich diversity of students, staff, faculty, administrators, and alumni constituents. More than a short-term project or single office initiative, this **comprehensive** approach requires a **fundamental transformation** of the institution by **embedding and practicing IE in every effort, aspect, and level of a college or university**. The goal is to make IE a habit that is implemented and practiced consistently throughout an institution. (The University of Denver)
Boise State University is actively committed to diversity and inclusivity, a stance in alignment with our Statement of Shared Values. We recognize that our success is dependent upon how well we value, engage, include, and utilize the rich diversity of our faculty, staff, students and alumni. We believe that prejudice, oppression, and discrimination are detrimental to human dignity, and that a vibrant and diverse campus community enhances the learning environment of the populations that we serve. We are fully committed to treating all stakeholders with dignity and respect, and to working collectively on an ongoing basis to build and maintain a community that understands, celebrates and values diversity and expects and fosters inclusivity at all levels.
Definition of INCLUSIVE EXCELLENCE from the report of the Commission and Advisory Council on Diversity and Inclusion (7/17)

**Inclusive Excellence** is an aspirational standard of excellence for Boise State University. It is achieved through a self-reflective and uncompromised commitment to the practice of inclusivity, which seeks to **break free from implicit and limiting biases** that reify exclusionary practices. It intentionally works to replace dominant cultural norms with a welcoming community that engages all of its diversity in the service of student and organizational learning.
The big WHY – Boise State University and environs

<table>
<thead>
<tr>
<th></th>
<th>Institution personnel</th>
<th>Student Body</th>
<th>Community*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of Staff</td>
<td>3815</td>
<td>24154</td>
<td>689013</td>
</tr>
<tr>
<td>Women</td>
<td>2030 – 53%</td>
<td>13526 – 56%</td>
<td>343803 – 49%</td>
</tr>
<tr>
<td>Men</td>
<td>1785 – 47%</td>
<td>10628 – 44%</td>
<td>345210 – 50.1%</td>
</tr>
<tr>
<td>White, Non-Hisp/Latino</td>
<td>3274 – 86%</td>
<td>17802 – 74%</td>
<td>598565 – 87%</td>
</tr>
<tr>
<td>African-American</td>
<td>43 – 1.1%</td>
<td>399 – 1.6%</td>
<td>7826 – 1.1%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>232 – 6.1%</td>
<td>2997 – 12.4%</td>
<td>92876 – 13.5%</td>
</tr>
<tr>
<td>Asian</td>
<td>141 – 3.7%</td>
<td>535 – 2.2%</td>
<td>14844 – 2.2%</td>
</tr>
<tr>
<td>Native Hawaiian/PI</td>
<td>9 - .2%</td>
<td>97 - .4%</td>
<td>1340 - .2%</td>
</tr>
<tr>
<td>American Indian/AN</td>
<td>19 - .5%</td>
<td>109 - .5%</td>
<td>5364 - .8%</td>
</tr>
<tr>
<td>Multiracial/Other</td>
<td>94 – 2.4%</td>
<td>967 – 4%</td>
<td>61075 – 8.9%</td>
</tr>
</tbody>
</table>

* Boise MSA provided by BVEP
Why…demographic reality
(the business case)

- The **Hispanic** population will more than double, from 53.3 million in 2012 to 128.8 million in 2060. Consequently, by 2060, nearly one in three U.S. residents would be Hispanic, up from about one in six today.

- The **Black** population is expected to increase from 41.2 million to 61.8 million over the same period. Its share of the total population would rise slightly, from 13.1 percent in 2012 to 14.7 percent in 2060.

- The **Asian** population is projected to more than double, from 15.9 million in 2012 to 34.4 million in 2060, with its share of nation's total population climbing from 5.1 percent to 8.2 percent in the same period.

- Among the remaining race groups, **American Indians** and **Alaska Natives** would increase by more than half from now to 2060, from 3.9 million to 6.3 million, with their share of the total population edging up from 1.2 percent to 1.5 percent. **The Native Hawaiian and Other Pacific Islander** population is expected to nearly double, from 706,000 to 1.4 million. The number of people who identify themselves as being of **two or more races** is projected to more than triple, from 7.5 million to 26.7 million over the same period.

- All in all, minorities, now 37 percent of the U.S. population, are projected to comprise **57 percent of the population in 2060**. (Minorities consist of all but the single-race, non-Hispanic white population.) The total minority population would more than double, from 116.2 million to 241.3 million over the period.
An example...outside the academy

- While people of color make up about 30% of the United States population, they account for 60% of those imprisoned.
- According to the Bureau of Justice Statistics, one in three black men can expect to go to prison in their lifetime.
- African American youth have higher rates of juvenile incarceration and are more likely to be sentenced to adult prison.
- As the number of women incarcerated has increased by 800% over the last three decades, women of color have been disproportionately represented. The war on drugs has been waged primarily in communities of color where people of color are more likely to receive higher offenses.
- Once convicted, black offenders receive longer sentences compared to white offenders.
- Voter laws that prohibit people with felony convictions to vote disproportionately impact men of color.
- Studies have shown that people of color face disparities in wage trajectory following release from prison.
Why…Educational mission and health of our community

According to Editorial Projects in Education Research Center’s annual *Diplomas Count* report for the class of 2014

On-time graduation rates for:
- White students – 87%
- American Indian – 70%
- Black – 73%
- Latino 76%

According to the Digest of Education Statistics in 2014, the % of persons 25 years or older that did not complete high school were:
- White Females – 6.3 (down from 18.8 in 1990)
- White Males – 7.5 (down from 18.4 in 1990)
- Black Females – 13.0 (down from 33.5 in 1990)
- Black Males – 13.7 (down from 34.2 in 1990)
- Hispanic Females – 32.1 (down from 48.7 in 1990)
- Hispanic Males – 34.9 (down from 49.7 in 1990)
Who

- All of us
  - Each department
  - Each function
  - All levels

- All of them
  - Students at all levels
  - Campus partners
  - All constituencies
Defining Implicit Bias

Also known as implicit social cognition, implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual’s awareness or intentional control. Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness. Rather, implicit biases are not accessible through introspection.

The implicit associations we harbor in our subconscious cause us to have feelings and attitudes about other people based on characteristics such as race, ethnicity, age, and appearance. These associations develop over the course of a lifetime beginning at a very early age through exposure to direct and indirect messages. In addition to early life experiences, the media and news programming are often-cited origins of implicit associations.

A Few Key Characteristics of Implicit Biases

- Implicit biases are pervasive. Everyone possesses them, even people with avowed commitments to impartiality such as judges.
- Implicit and explicit biases are related but distinct mental constructs. They are not mutually exclusive and may even reinforce each other.
- The implicit associations we hold do not necessarily align with our declared beliefs or even reflect stances we would explicitly endorse.
- We generally tend to hold implicit biases that favor our own ingroup, though research has shown that we can still hold implicit biases against our ingroup.
- Implicit biases are malleable. Our brains are incredibly complex, and the implicit associations that we have formed can be gradually unlearned through a variety of debiasing techniques.

Source: http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/
How does bias manifest?

Treating someone negatively because of their actual or perceived:
- Age
- Creed
- (Dis)ability
- Ethnic or national origin
- Gender, gender identity, or gender expression
- Marital status
- Political or social affiliation
- Race
- Religion
- Sexual orientation

Some examples of bias incidents include:
- Telling jokes
- Name-calling
- Stereotyping
- Offensive graffiti
- Avoiding or excluding others

Bias can stem from:
- Fear
- Misunderstanding
- Hatred
- Stereotypes
- Lack of personal experience
Our own Biases
Empirical research done in the social sciences:
Tests given to participants in various settings.
Pervasive Implicit Bias: “Socially dominant groups have implicit bias against subordinate groups (White over non-White, for example). . . Almost a hundred studies have documented people’s tendency to automatically associate positive characteristics with their ingroups more easily than with outgroups. . . as well as their tendency to associate negative characteristics with outgroups more easily than ingroups.” (article by Jerry Kang)
This implicit/unconscious preferencing occurred even when people consciously tried to limit group preferencing
Identity Spectrum Activity
What does it mean?

- Did anything surprise you?
- Did you learn anything about YOU?
- Did you learn anything that you can APPLY?
- Other reactions....
Harvard Implicit Bias Test

- Project IMPLICIT
  - [https://implicit.harvard.edu/implicit/takeatest.html](https://implicit.harvard.edu/implicit/takeatest.html)
  - Completely anonymous
  - A range of identity axes
- **Commitment**
  - Even through difficulty, challenge, awkwardness and mistakes
- **Honest self-examination**
  - Harvard implicit bias tests
  - Heavy listening
- **Processes**
  - Deliberate exposure
  - Inclusive Excellence Inventory (based on scorecard model)
- **Tools**
  - SDI
  - Colleagues
  - Others...ask and build community
Where are we?
I have discussed....

- Inclusive Excellence
- Implicit Bias
- Why
- Who
- How

Regarding INCLUSIVE EXCELLENCE and IMPLICIT BIAS
The PLATINUM rule
The “Last Girl” concept
WHEN?
What can and will you do?