Global/Multicultural Development Workshops

Specific Recommendations:

As part of a larger program of multicultural training and development for faculty, staff, and students, we propose to establish ongoing faculty/staff workshops on domestic and international diversity, to include topics such as intercultural communication, cultural literacy, equity pedagogy, leadership in the context of diversity—and associated teaching/learning strategies (e.g., universal design). This initiative will build on existing strengths in our Center for Cultural Pluralism (CCP) and the Center for Teaching and Learning (CTL), and will also expand the role of CCP to serve as a resource for educators across the university. Further opportunities for synergy exist with the programs of Writing in the Disciplines (WID), Community and University Partnerships in Service Learning (CUPS), Dean of Students Office, Human Resources, and the Provost’s Office.

Global/multicultural workshops will also enhance and complement established workshops, seminars, and other professional and curricular development programs across campus such as new faculty and staff orientations, department chairs’ training, EDU@UVM (formerly Mastering the Maze), Blackboard Jungle Symposium, the work of the Diversity Curriculum Review Committee (DCRC), the Presidential Commissions, and individual school/college and departmental initiatives. The workshops link directly to General Education and Student Success and Satisfaction (S-cubed) faculty/staff development programming as part of overall SIP planning. In particular, they will provide support to faculty for course development oriented toward the “Cultures, Diversity and Global Perspectives” learning outcome specified in the General Education requirement.

In addition to new and refocused workshops, this initiative will also generate a central multicultural resources website and professional development calendar for faculty and staff in order to identify more easily the various professional and personal development opportunities across organizational units.

Rationale:

UVM wishes to create a campus climate of respect, integrity, innovation, openness, justice, and responsibility (“Our Common Ground”). As we bring greater diversity to campus, including students from a wide range of cultural and linguistic backgrounds, we are at a key juncture to work together to promote a campus culture that is supportive and welcoming, to produce graduates with the skills to succeed in a diverse global workplace, and to develop cross-cultural sensitivities and effective communication strategies. UVM already has a strong constellation of central faculty/staff development—albeit organizationally dispersed. The workshop program will provide a resource for coordinated professional development opportunities for faculty and staff, and will provide a structure for disseminating information on these initiatives.
Risks:

A perennial challenge with discretionary workshops—regardless of topic or unit responsible—is attendance. Faculty and staff have existing responsibilities and commitments that make attending workshops that are not contractually or otherwise required difficult. Unless strong incentives are built into the workshop program, there is a risk that much effort will be expended in developing workshops without good attendance and long-term transformation at the unit level. In addition, without strong coordination across faculty/staff development units, there is a risk that redundant or conflicting workshops will be offered, thus confusing faculty and staff and causing duplicative work. Strong leadership that speaks to these activities as a key part of overall mission and multicultural competency is a critical condition for success.

Associated Professional Development Needs:

While this proposal is itself for professional development, the workshops are simply one vehicle for multicultural training. In order for professional development programs to be successful, we need to create an integrated and tiered umbrella program that includes the full range of professional development opportunities. In addition, the specific diversity and multicultural workshop proposal relates directly to faculty/staff development that will be part of the implementation of General Education, Student Satisfaction and Success (S-cubed) initiatives, online degrees, and other initiatives with faculty development needs that will together impact resource allocation and programmatic prioritization.

Assessment – How will we:

*Promote continuous improvement through formative assessment?* Workshops will have clear goals and learning outcomes defined at the outset. The workshops will be evaluated through both written and verbal assessment tools.

*Use summative assessment to measure success, and determine whether the activity should continue?* Workshops will be evaluated over time, with annual summative assessments (appropriate to the particular topic) to determine whether learning goals have been achieved.

Financial Estimates:

One-time (FY13):

- Pilot for first series of workshops and “train the trainers” program: $20,000

Base funding (new):

- 1.0 FTE in Center for Cultural Pluralism: $70,000 (incl. fringe)
- 1.0 FTE in Center for Teaching and Learning: $70,000
- Graduate Teaching Associate in CCP: $25,500
- Faculty stipends for summer programs: $6,000