What is a global mindset and how can it promote more inclusive classrooms? Kenneth Bouyer, Americas director of Inclusiveness Recruiting for Ernst & Young, posed this question to faculty and staff as part of the Spring series launch of UACCESS’s “Dialogue in Action.”

Global mindset is defined as a set of attributes and characteristics that help global leaders better influence individuals, groups and organizations unlike themselves, said Bouyer, who has responsibility for developing and implementing Ernst & Young’s global recruiting strategy.

So how do I know if I have a global mindset? The Global Mindset Institute has developed an assessment tool known as the Global Mindset Inventory, to measure a leader’s preparedness to lead a global organization. The tool is also used in academic settings to help determine a student’s ability to be better prepared for the opportunities, risks and challenges that come from building a business career in the globalized market. Success in these arenas depend on a number of attributes, he said.

“These attributes are intellectual capital, psychological capital and social capital,” he said. “For us at Ernst & Young, fostering an inclusive work culture where all individuals are valued for their differences and can achieve their full potential is a global priority and business imperative.”

Bouyer then asked the audience a series of questions, designed to challenge them to think about diversity and inclusion from a global perspective.

- Do I set the tone for my classroom, department, or university so that I promote a global perspective?
- Do I actively engage international students to learn more about their stories and experiences on campus?
- Do I explore global issues in my classroom using new and innovative ways?

The answers, he said, aren’t simple, but with continued effort and training and rethinking, will result in building classrooms and workspaces where a global mindset is supported and encouraged.

In fact, Bouyer noted that moving toward a global mindset requires that we are comfortable with being uncomfortable in uncomfortable environments. And that leaders and professors should actively put people together who would not normally talk or cooperate with one another. As practice and to better ourselves for creating global mindset spaces, Bouyer suggested lunches with colleagues from diverse backgrounds even if at first it is “uncomfortable.”

“Leading inclusively,” said Bouyer, requires building personal awareness around diversity and inclusion. Recognizing factors that may influence our frame of reference such as how we teach in a classroom, who we hire and work on teams with, may be shaped by unconscious biases. Bouyer suggests we take a step back, referring to this as a “bias pause.”

“Depending on the situation and circumstances, each of us can be either an insider or an outsider,” he said. “Evaluate your actions everyday. Review decisions you make and see where unintended or unconscious bias can play a role.”

To learn more about Global Mindset Institute, go to www.globalmindset.thunderbird.edu
Provost Points

By James R. Stellar

In February, James R. Stellar assumed the position as the UAlbany senior vice president for academic affairs and provost. Prior to joining the UAlbany, Stellar served at Queens College of the City University of New York (CUNY) as provost and vice president for academic affairs and then as vice president for academic innovation and experiential education. In that post, he used experiential education to complement the classical classroom-based education integrating internships, service-learning, undergraduate research, study abroad, and other programs to enhance student success in college and upon graduation.

Before joining CUNY, Stellar spent 22 years at Northeastern University in Boston, where he served for a decade as dean of the College of Arts and Sciences as well as professor and chair of psychology and associate dean for undergraduate affairs.

Recently Stellar was asked about the value of Inclusive Excellence and its place at the UAlbany, he wrote:

“I believe that it is the obligation of any university that wants to be great and serve the people well to include in its excellence mission all types of different experiences, perspectives, attitudes, etc. Inclusivity becomes for us a part of the fundamental part of teaching critical thinking and drives insight-building operations that we have championed as a higher education industry for a thousand years. The academy knows that different ideas make us stronger, deeper thinkers and that directly feeds excellence.

Recent research in the fields of social psychology and even social neuroscience suggest that we may have built in mechanisms for people to use in making in-group/out-group distinctions and we must take care to not let the negative consequences of those mechanisms result in implicit racial bias, microinsults, stereotype threat, or other social processes that could divide us and therefore reduce the critical flow of information, contact, and work that is our Inclusive Excellence.

I look forward to working with you all to strengthen the good work already done to build Inclusive Excellence and continue to strengthen it as a mark of our own progress.”

UAlbany Provides Avenues to Support Student Expressions

The adage that history repeats itself has recently been shown to be accurate. Numerous incidents involving the unjust treatment of men and women of color have been in the spotlight the past couple of months. Across the country, people from all walks of life and all races, creeds, colors and religions have joined hands to stand proudly and denounce these ugly incidents. The faculty, staff and students at the UAlbany have also been moved by the incidents and are seeking ways to express their concern.

At times, students may feel as if they are on their own dealing with these kinds of issues. But I assure you that the UAlbany administrators are working to support the students and to provide them a safe place to express their emotions and to work toward positive outcomes.

As a female of color at the UAlbany, I feel strong about these issues, and I’m working with a number of diverse student leaders. I know this is a topic that is of high interest, especially by members of those communities that are directly affected.

Recently, I sat down with Dr. Tamra Minor, chief diversity officer and assistant vice president for Diversity & Inclusion, officials in her office, and Marc Cohen, vice president of the student association. Our desire was to hear the opinions of the student body and to unite the UAlbany faculty, staff, and students. We want to work collectively and give people a platform to discuss their issues and concerns and a place where all can be heard and respected.

It’s critical that students know that we are working proactively to ensure that the UAlbany is a safe place where they can and are expected to achieve excellence. While our concerns might be amplified because of the recent onslaught of incidents, we have and we remain committed to making the UAlbany a global community where diversity is respected, supported and encouraged.

By Chrisel Martinez, director of Multicultural Affairs, Student Association, Inc., the University of Albany
This past January, I shared with my colleagues my hope that we would collectively increase the number of “touch points” with our students throughout the course of the spring semester. By “touch points,” I meant the occasions we have to engage a student in-person, through social media, over the phone, or on email. I emphasized, however, how important face-to-face interactions—even if only fleeting—are in the increasingly digital age in which our students live and learn.

To that end, the Division of Student Success, together with our colleagues in Academic Affairs, have begun the process of reimagining our student’s orientation experience with a greater emphasis on enhanced “touch points” and more engaged learning opportunities.

The Division’s four learning domains—health and wellness, community service, experiential learning, and diversity and inclusion—provide the framework through which our staff has recast our new student’s orientation experience. This reimagined orientation experience is grounded in our belief that a student’s orientation to the University at Albany doesn’t begin and end with summer orientation. Rather, it begins during the summer, resumes once they return to campus in late August before classes begin and continues throughout the first six weeks of the fall semester.

We know that effectively orienting our new students includes several “touch points” during their first several months on campus.

A cornerstone of orientation’s diversity and inclusion programming will expose all new students to UACCESS, which seeks to enable faculty, staff and students to discover ways to enhance student success and academic excellence through the lenses of different groups.

Of note, is that students will experience an in-depth, engaged session during the summer on cultural competence, will participate in a diversity dialogue upon their return to campus in late August, and will continue to experience diversity programming throughout the first half of the fall semester.

By presenting our new students with several “touch points” on topics important to their success at the University, we ensure both an enriching orientation experience as well as a demonstrated institutional commitment to topics—like diversity and inclusion—that positively impact our students’ academic, professional and personal success.

By Michael N. Christakis, Ph.D., interim vice president for Student Success
Does overt prejudice still exist? “Yes,” said Michael Brownstein, assistant professor, Department of Philosophy at John Jay College of Criminal Justice, during the recent UACCESS “Dialogue in Action” Spring Series.

But recognizing implicit biases and their impact may not be so obvious, he added.

“Implicit biases are relatively unconscious and relatively difficult to control features of prejudiced social judgment and behavior,” he said. “Implicit biases are like bad habits, and what is required for changing bad habits is awareness of the problem, motivation to change, and effective tools for doing so.”

Some of those tools can be simple to implement, and others are much more difficult. He suggested the following strategies that faculty, administrators, and staff could use to counterbalance the effects of implicit bias in the classroom and the workplace.

- Emphasize the malleability of intelligence to students, rather than talking about “innate brilliance.”
- Use “covering strategies,” such as anonymous grading and review of job materials.
- Provide appropriate critical feedback to students, in order to avoid giving undue positive feedback as compensation for self-doubt about one’s egalitarianism.
- Promote intergroup contact:
  - for students, random assignment to roommates from different social groups;
  - hiring a diverse faculty, in order to provide students with exemplars of members of underrepresented groups in positions of leadership;
  - and changing posters and artwork in public places that might be stigmatizing (such as Sci-Fi posters in computer science classrooms).
- Take the perspective of others, by actively imagining their psychological experiences.

Brownstein also recommends the use of “implementation intentions,” or if-then plans. For example, if you are trying to eat healthier, you can adopt the plan, “If I’m on the bus, then I will eat something healthy.” In the classroom, you might say “if she is talking, then I won’t.” Or “if someone who hasn’t yet spoken raises her hand, then I will call on her.” These if-then plans are an effective way to increase the chance of meeting individual goals.

In closing, Brownstein suggested that all of us come with a degree of bias, but that humility is needed to temper those tendencies.

“We are all likely to be biased in many ways,” he said, “and being smart doesn't inoculate us against being biased.”

To learn more about implicit bias, Brownstein recommends the following resources:

- Project Implicit, the home of the IAT
- Virginia Valian’s homepage, “Tutorials for Change,” targeting gender biases
- Inclusivity in the Philosophy Classroom, which lists many relevant empirical results.
It’s no doubt that a number of high profile issues around the country have brought the topic of race relations to the forefront and renewed calls for a national conversation on race relations. Regardless of your opinions on the various issues, such conversations, if not conducted with care, can cause additional harm and result in further polarization.

Our classrooms and work and living spaces at the UAlbany aren’t immune to what’s happening around the country. And in fact, a recent poll taken by the New York Times showed that New Yorkers are deeply divided by race and that relations are deeply strained. As such, we have to find ways to conduct these conversations on campus so that we can get positive results and create atmospheres where all are expected to and can achieve excellence.

So, what should you do in your classrooms and offices?

As part of the launch of UACCESS in 2013, The President’s Council on Diversity and Inclusion created Dialogue in Action, a monthly series of conversations that focused on topics related to achieving classroom inclusion. Experts from across the nation lead these discussions. You can read about the latest session, keynoted by Kenneth Bouyer and Michael Brownstein, on page 1 and 4 of this edition of IE Trends. We also trained staff and faculty facilitators who can assist you with complex and sometimes contentious classroom and workplace discussions. You can contact the Office of Diversity & Inclusion and we can assist you in finding a facilitator to help lead your small group discussions.

I’m listing some additional resources and references below that you might also find helpful.

- **Talking about Race in the Classroom**, by Jane Bolgatz, associate professor of social studies education in the Division of Curriculum and Teaching at Fordham University Graduate School of Education, [http://www.teachingthelevees.org/talking_about_race.pdf](http://www.teachingthelevees.org/talking_about_race.pdf)
- **Evaluating Intergroup Dialogue: Engaging Diversity for Personal and Social Responsibility**, by Biren (Ratnesh) A. Nagda, associate professor of social work at the University of Washington; Patricia Gurin, professor emerita of psychology and women’s studies at the University of Michigan; Nicholas Sorensen, doctoral candidate in social psychology at the University of Michigan; and Ximena Zúñiga, associate professor of education (social justice education) at the University of Massachusetts-Amherst, [http://www.diversityweb.org/DiversityDemocracy/vol12no1/nagda.cfm](http://www.diversityweb.org/DiversityDemocracy/vol12no1/nagda.cfm)

We will continue to use this newsletter as a place to offer additional tips and ideas for making your classrooms, living and workspaces inclusive and for effectively conducting hot-topic conversations.