

2007

# Michael Tilford Conference on Diversity and Multiculturalism

October 4-5, 2007

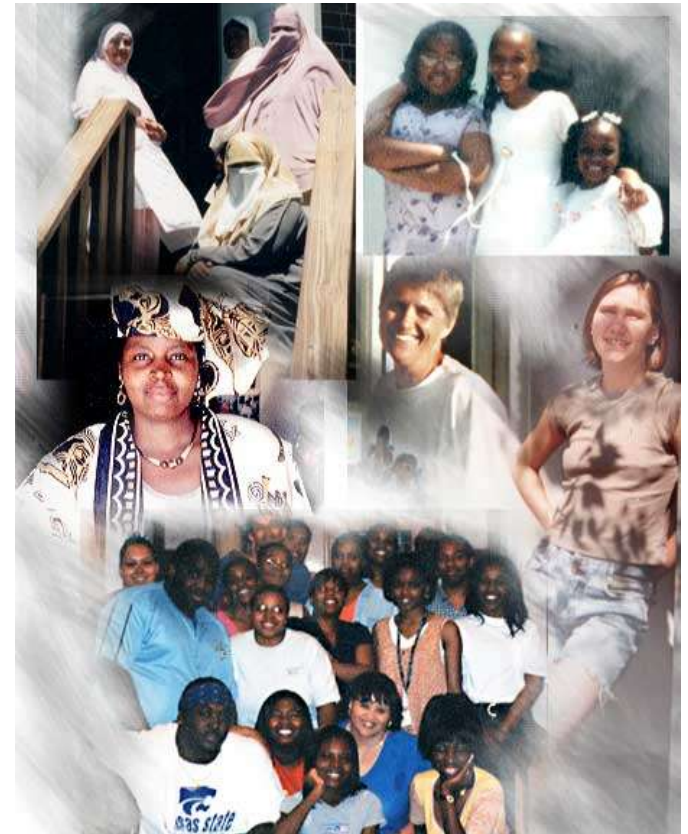
Establishing/Energizing  
A

Tilford Group

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# Kansas State University



**K-STATE  
Tilford Group  
(since 1997)**

**Academic/  
Student Life**

Collaborative Group  
(Monthly Meetings  
and Retreats)

**Research and  
Development**

- Multicultural Competencies
- Multicultural Competency Assessment

**Faculty Incentive  
Grants  
(Tilford Fellows)**

**Tilford Dow Scholars**  
Multicultural Student  
Leadership

# What Factors Characterize Successful Multicultural Curriculum Initiatives

- Commitment and support from chief Academic Officer
- Should be a part of the university's strategic plan
- Diversity is one of your student learning outcomes
- Clear definition of multicultural curriculum
- Tailored to the needs of your institution
- A well articulated process model
- Understand your university's readiness for change
- An engaged university community
- Marketing strategies about the goals, objectives, methods and outcomes
- Faculty Development:
  - Multicultural Curriculum Transformation
  - Pedagogy of multicultural teaching
- Management strategies that are aligned with the multicultural curriculum initiative
- An Assessment Plan

# Multicultural Curriculum Infusion: Operating Values

- Is about the inclusion of diversity within all courses
- Seeks to prepare students to live and work in a diverse world
- Facilitates the creation of a positive climate in which students can learn about diversity
- Results in the synergism of human energy and resources within the organization





# Institutional Assessment

## Part 1: Institutional Assessment Of Multicultural Curriculum

1. Do you have commitment and support from your chief academic officer?
2. Is a multicultural curriculum included in your university's strategic plan?
3. Is diversity one of your student learning outcomes?



4. Does your institution have a clear definition of multicultural curriculum?
5. Are you aware of your institution's readiness for change in relation to multicultural curriculum transformation?
6. Has your institution assessed its practices related to multicultural curriculum?

7. Is your university community actively engaged in a multicultural curriculum initiative?
8. Do you have faculty development opportunities focusing on multicultural curriculum and/or the pedagogy of multicultural teaching?
9. Does your institution have an ongoing collaborative group to facilitate your multicultural curriculum initiative?



10. Do you have a management system that supports your university's multicultural curriculum initiative (i.e., chairperson, collaborative group, graduates students, etc)?
11. Does your university have an assessment plan to evaluate your multicultural curriculum initiative?



# PART 2: PRIORITY SETTING

Based on your assessment results from Part 1, identify your priority areas.



# PART 3: Priority Follow-Up



**Who** will be responsible for your follow-up activities?

# PART 4

## ADDITIONAL COMMENTS, QUESTIONS, DISCUSSION

