



BUILDING *Diversity*

Inclusive Excellence across the Curriculum

Through a community-wide decision-making process, Warren Wilson College has aligned campus needs and goals to focus our priorities on BUILDING *Diversity*, an initiative that focuses on our current community, improving student learning through curriculum and campus climate, while expanding our abilities as educators.

BUILDING *Diversity* leads Warren Wilson College to a more diverse curriculum and a more welcoming campus from the ground up. Each year over the course of a five-year project, a mixed cohort of campus educators work and learn together as Diversity Fellows. Each Fellow designates and implements a Change Project to focus his or her teaching on diversity, as we build our capacity with deliberate attention toward inclusive excellence. Our efforts to infuse diversity use the existing structure of the Warren Wilson College educational model—our liberal arts curriculum with integrated work and service programs—by including three primary categories of campus educators, who will create Change Projects wherever their work occurs at the College:

- Faculty in the Academic Program
- Work crew supervisors in the Work Program (including those in Student Life)
- Service-Learning practitioners in the Service Program

At the heart of BUILDING *Diversity* is the Change Project. Each year of the QEP, Diversity Fellows design and/or revise their teaching environments to increase the diversity content, to critically engage students with diversity, and to infuse pedagogical strategies that are inclusive of all communities and identities. This broadened lens will consider knowledge and the student experience from the perspectives of various—and often intersecting—social identities, especially the impact of race and ethnicity, and including the influence of ability, sexual orientation, gender expression, religious identity/spiritual path, socioeconomic background, and first-generation-college status.

Each Fellow designs a Change Project with goals and scope he or she feels most able to accomplish, and the cohort supports personal growth and development and aims to create a safe space for experimentation, including both failures and successes—all toward improved student learning.

For more information, contact:

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