



American Association of State Colleges and Universities
National Association of State Universities and Land-Grant Colleges

NOW IS THE TIME

**MEETING THE CHALLENGE
FOR A DIVERSE ACADEMY**

AASCU/NASULGC Task Force on Diversity

AASCU

Marvalene Hughes (co-chair)
President, Dillard University, Louisiana
and President Emerita, California
State University Stanislaus

Rodolfo Arevalo
Provost and Vice President, Academic Affairs
University of Texas-Pan American

Tyrone Bledsoe
Special Assistant to the President
University of Toledo, Ohio

Carlos Hernandez
President, New Jersey City University

Julio S. León
President, Missouri Southern
State University

Carolyn W. Meyers
Provost and Vice Chancellor, Academic Affairs
North Carolina Agricultural
and Technical State University

Monica F. Rascoe
Vice President for Student Affairs
San Jose State University, California

NASULGC

Gregory H. Williams (co-chair)
President, The City College of New York
City University of New York

Phillip E. Jones
Vice President, Student Services
and Dean of Students
University of Iowa

Cathleen T. Love
Associate Vice Provost
Multicultural and International Affairs
University of Connecticut

Njeri Nuru-Holm
Secretary and Vice President
Student Affairs and Minority Affairs
Cleveland State University, Ohio

Alysa Christmas Rollock
Vice President, Human Relations
Purdue University, Indiana

Larry D. Roper
Vice Provost, Student Affairs
Oregon State University

Task Force Support

Luther Burse, Director, Special Projects and Urban Programs, NASULGC

Arlene Jackson, Director, International Education, AASCU

Carrie Composto, Administrative Assistant, NASULGC

Mary Jane Brukardt, Editor

Copyright 2005 © American Association of State Colleges and Universities
1307 New York Avenue, NW • Fifth Floor • Washington, DC 20005-4701
National Association of State Universities and Land-Grant Colleges
1307 New York Avenue, NW • Fourth Floor • Washington, DC 20005-4722

No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means—electronic, mechanical, recording, or otherwise, without the prior permission of the American Association of State Colleges and Universities or the National Association of State Universities and Land-Grant Colleges.

October 2005

NOW IS THE TIME

MEETING THE CHALLENGE FOR A DIVERSE ACADEMY

A REPORT OF THE AASCU/NASULGC
TASK FORCE ON DIVERSITY

American Association of State Colleges and Universities
National Association of State Universities and Land-Grant Colleges

Contents

Foreword	1
Executive Summary	3
A Compelling Interest: The Rationale for Diversity	7
The Learning Imperative	10
The Economic Imperative	11
The Democracy Imperative	13
Hold Ourselves Accountable.....	15
The Diversity Spectrum	15
The Diversity Spectrum	16
Take Action Now: As Institutions and As Individuals	21
What Does Diversity Mean for Our Mission?	21
What Does Diversity Mean for Me?.....	22
Using the Centers of Responsibility for Diversity	24
Creating the Process	25
Moving Beyond Conversation	26
What Does Success Look Like?	26
The Centers of Responsibility for Diversity	29
Using the Diversity Assessment Scale	29
The Centers of Responsibility for Diversity Tool.....	30
Diversity Assessment Scale.....	31
Reflective Questions	32
Facilitator’s Guide.....	53
Organizing the Campus Conversation	53
Determining the Process.....	54
Design Considerations.....	55
Conducting the Conversation.....	58
Providing Follow-Up.....	61
Recommended Readings	62
References	68

Foreword

Demographics, the economics of a truly global society and an emerging consensus about the wide comprehensive meaning of educational excellence have converged to create a “perfect storm”—now is the time for America to live up to the imperative of its highest democratic ideals. If America is to be herself and to succeed in the 21st century, our institutions of higher learning must rededicate themselves to providing educational opportunity and promoting educational success for all of our children.

The American Association of State Colleges and Universities’ (AASCU) and the National Association of State Universities and Land-Grant Colleges’ (NASULGC) member institutions are committed to attracting diverse faculty and student bodies. But it is not sufficient to simply recruit underrepresented minorities; each campus must create an environment that embraces diversity as one of its core values, infusing every aspect of campus life and purpose, and every measure of success. Building on a November 2000 report by NASULGC’s Commission on Human Resources and Social Change, the Joint AASCU/NASULGC Task Force on Diversity was formed to address the next steps in diversity leadership, and charged with developing strategies, including working definitions, assessment and accountability guides, to help the leadership of member institutions achieve this goal.

This report provides practical tools for identifying and assessing diversity on your campus, including an innovative, self-administered reflective questioning process to identify strengths, weaknesses and potential remedial steps. Also included are suggested processes for engaging a campus-wide conversation that leads to personal and institutional change.

The time for this change is now. The agents for this change are the readers of this report. And the stakes are no less than the success of our universities, our fellow-citizens and our nation.

Gregory H. Williams
President
The City College
of New York, CUNY

Marvalene Hughes
President
Dillard University, Louisiana
and President Emerita
California State University Stanislaus

Executive Summary

Now is the time to make real the promises of Democracy,” challenged Martin Luther King in his famous 1963 “I have a dream” speech. It is a call for equal opportunity echoed more recently by Supreme Court Justice Sandra Day O’Connor, who, in the landmark decision in favor of the University of Michigan Law School’s race-conscious admissions policy, also set a goal for higher education in its pursuit of diversity. “We expect that 25 years from now, the use of racial preferences will no longer be necessary to further the interest approved today” she wrote (*Grutter v Bollinger*, 2003).

“It has been 25 years since Justice Powell first approved the use of race to further an interest in student-body diversity in the context of public higher education. Since that time the number of minority applicants with high grades and test scores has indeed increased. We expect that 25 years from now, the use of racial preferences will no longer be necessary to further the interest approved today.”

—Sandra Day O’Connor, *Grutter v. Bollinger*, 2003

The promise of a just and truly multi-cultural democracy made possible through a more diverse academy cannot wait for another generation. The challenge for change within higher education must be taken up and addressed boldly. And it must be addressed today.

While America’s colleges and universities have made significant gains in opening wider the doors to learning and the promise it offers—first to women and increasingly to individuals of all races, ethnicities and backgrounds—underrepresented students are not yet thriving on our college campuses. The 2005 report on minority enrollment by the American Council on Education reveals that students from underrepresented groups continue to lag behind white students in their graduation rates and in the total percentage of students who attend college after high school. Representation of diverse racial and ethnic groups among university faculty—especially in the sciences and engineering—also lags significantly in proportion to their presence in the general population.

Calls for a more diverse academy and for campuses that reflect the multicultural reality of the United States in the 21st century, are becoming louder and more urgent because the case for diversity is so compelling. Research over the past decade demonstrates that institutional commitment to diversity results in positive educational outcomes for all students. At the same time, higher education's diversity imperative also enhances the ability of colleges and universities to fulfill their roles as economic engines and democratic

Diversity can be broadly defined to include all aspects of human difference, including but not limited to, race, gender, age, sexual orientation, religion, disability, social-economic status and status as a veteran.

Without diminishing the importance of these aspects of diversity, this document focuses in particular on achieving equal access, meaningful academic and intellectual inclusion in curriculum, research and service, and holistic integration into the academic culture of higher education for underrepresented African American, Hispanic, Native American and Asian American students.

leaders. If America is to resolve what Patricia Gurin has called the “central tension of modern life—the tension between unity and diversity” the seeds must be nurtured on our college campuses. It is in our diverse classrooms and commons that the skills for a more authentic civil life will be learned and the leaders we need empowered.

But how do we take action? This report is designed to be a template for action for colleges and universities seeking to renew their commitment to the diversity mission of higher education. It provides institutions and their leaders with practical tools for identifying and assessing campus diversity. These tools are based on the belief that reflective analysis of both individual and institutional assumptions and action in regard to diversity is essential for change. The reflective questions are designed to stimulate a campus-wide conversation from which new ideas and direction will emerge.

Chapter I makes the case for diversity as a “compelling interest” of higher education and as a vital component of our mission to provide for student learning, support our nation's economic engine and contribute to the health of our democracy. The institutions that will be leaders in the coming century will be those that build their excellence on the foundation of diversity.

Chapter II outlines a spectrum of responses to the diversity challenge. Diversity is much more than the degrees to which various races and ethnicities are represented on campus—although such “structural diversity,” as Patricia Gurin calls it, is foundational to transforming our institutions. This section also describes the other dimensions toward which colleges and universities must strive, including integrating diversity across the curriculum; providing opportunities for both structured and informal interaction and relationships among diverse faculty, staff and students; creating a campus culture that values multicultural perspectives; and fostering what Roberto Ibarra calls “contextual diversity,” which transforms the organization and structure of the academy so that all members of the community can thrive.

“Excellence and diversity are not only mutually compatible but also mutually reinforcing objectives for the 21st century university.”

—James Duderstadt, President Emeritus
University of Michigan

Chapter III, describes the reflective process that is at the heart of this report: a call both to integrate diversity into institutional mission and a personal call to address the implications of that mission in the work of individuals and campus units. This process is the product of the collaborative work of the joint Task Force on Diversity formed by the AASCU and NASULGC. The task force was formed in response to a November 2000 report by NASULGC’s Commission on Human Resources and Social Change, which called for each member institution to complete a baseline assessment of its climate for diversity and to recommit to improving the climate for diversity at all levels of the academy.

This report contains the tools to do so in Chapters IV and V, the Centers of Responsibility for Diversity—sets of reflective questions for all divisions of the institution—and a facilitator’s guide for using the questions in a campus-wide conversation around diversity. By responding to a series of reflective questions—on recruitment, retention, partnerships, campus climate, professional development and assessment—university leadership, as well as all members of the campus community, can become more aware of individual

behavior, assumptions and actions as well as ways in which each unit or department can contribute to a more supportive and diverse institution. The readings in Chapter VI provide additional resources for expanding understanding of diversity.

This report is, we hope, a rich resource for the leaders of America's colleges and universities both to inform their own values and practice and also to foster and equip new leaders across schools, departments and individual units. Together, we are engaged in realizing the dream

For additional resources, information on other institutions who are using the Centers of Responsibility for Diversity and for copies of this report visit nasulgc.org or aascu.org.

of becoming, in Renato Rosaldo's words, equal partners in the shared projects of renegotiating belonging, inclusion and enfranchisement.

Chapter I

A Compelling Interest

The Rationale for Diversity

On June 23, 2003, the U.S. Supreme Court, in *Grutter v. Bollinger, et al.*, affirmed that the University of Michigan Law School’s “compelling interest” in a diverse student body was central to its institutional mission, thus upholding “narrowly tailored” race-conscious admissions policies for higher education.

While affirmative-action advocates cheered the decision, faculty, administrators and students at colleges and universities across the country continue to grapple with the real work of creating institutions of learning that not only provide equal opportunity

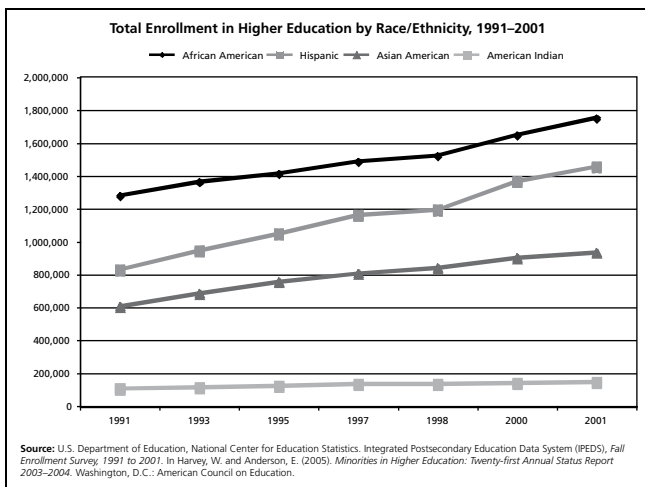
for people of all backgrounds, ethnicities and races, but also provide equality of education in environments that promote individual and institutional success.

“This Court has long recognized that education is the very foundation of good citizenship and for this reason, the diffusion of knowledge and opportunity through public higher education must be accessible to all individuals. . . . It is essential if the dream of one nation is to be realized.”

—Sandra Day O’Connor, *Grutter v. Bollinger*, 2003

Diversity can be broadly defined to include all aspects of human difference, including but not limited to, race, gender, age, sexual orientation, religion, disability, social-economic status and status as a veteran. Without diminishing the importance of these aspects of diversity, this report focuses in particular on achieving equal access, meaningful academic and intellectual inclusion in curriculum, research and service, and holistic integration into the academic culture of higher education for underrepresented African American, American Hispanic, Native American and Asian American students.

Creating diverse—and thereby thriving—colleges and universities is not only a compelling idea, but a growing necessity, made greater by the social and demographic changes that are rapidly transforming higher education. Simply put, if higher education is to reflect the reality of our nation, it must look very different than it does at present. Today, African American and Hispanic individuals account for a quarter of the total U.S. population, a figure that continues to grow (Jackson, 2004).



Researchers estimate that over the next two decades 65 percent of the population growth in the United States will be within those groups currently labeled “minority,” such as black, Latino, Asian and Native American (Hodgkinson, 1999). The result of this demographic shift is increasing numbers of students of color entering higher education. According to the American Council on

Education’s 2005 annual report on college enrollment, the number of students from underrepresented groups at U.S. colleges and universities increased by 52 percent between 1991 and 2001, to nearly 4.3 million students (Harvey and Anderson). Carnevale and Fry (2000) predict that by 2015 almost 80 percent of students who enter college in the United States will be students of color.

While the potential for significantly more diverse college campuses is within sight, the harsher reality is higher education’s mixed record of success in retaining and graduating diverse students. While overall enrollment numbers of underrepresented students are increasing, African American and Hispanic students continue to enroll at lower rates than their white peers: only 40 percent of African American and 34 percent of Hispanics attend college, compared with 45 percent

of white students. African American and Hispanic students also lag behind their white peers in graduation rates, with almost two-thirds of white undergraduates completing a bachelor's degree in five years compared to only four out of ten black and Hispanic students (Wills, 2005).

It is not enough to bring more diverse students to our campuses. We must also find ways to help them succeed, graduate and join the professoriate.

“Demographic changes will dramatically increase the proportions of people of color, and our academic institutions must continue to strive to reflect the diversity of the American population.”

—American Council on Education

The record of success is equally mixed when it comes to diversifying college and university faculty. While increasing numbers of students of color are awarded doctoral degrees, the percentage is still relatively low, in an overall cohort that is declining. In 2003, 19 percent of all doctorates were awarded to students from U.S. minority groups, the largest percentage ever (NORC, 2004). With decreasing numbers of doctorates awarded annually, however (down 6 percent over the past five years to fewer than 40,000 nationally across all disciplines), there is concern that faculty from underrepresented groups are not being prepared—and, more crucially, retained—in numbers adequate to keep up with changing student demographics or even to reflect the diversity of American society (Malcolm, Chubin and Jesse, 2004). The Leadership Alliance, a coalition of 29 minority-serving and prestigious research universities, recently sounded the alarm about higher education's failure to diversify the faculty. “On purely pragmatic grounds, our universities and colleges will look increasingly anachronistic if we are not more effective in attracting underrepresented minorities into the professoriate,” the Alliance wrote. “As other professions succeed in diversifying their workforce, the professoriate will look even more unattractive as a profession to minority students, and we will fall further behind in quality” (2005, online).

While the struggle for increasing student and faculty diversity continues, the need has never been greater. Higher education's

diversity imperative is central to its mission of learning for all students and, in W.E.B. Dubois' words, to providing an education "for use in earning a living and for use in living a life" (quoted in Bowen, 2004a). The transformative and energizing potential of higher education is most possible where all students learn from a multitude of ideas and perspectives.

The diversity imperative provides not only personal benefit but also common good; it has critical ramifications not only for individual development but also for learning, economic success and the health of our democracy.

The Learning Imperative

As Daryl Smith and associates argue, institutional commitment to diversity directly relates to positive educational outcomes, for all students that is not possible without it (1997). U.S. Supreme Court Justice Lewis Powell agreed, writing in the landmark 1978 Bakke case, the "atmosphere of speculation, experiment and creation" essential to transformative learning is promoted by a diverse student body (quoted in Gurin, et al., 2003, p. 21). A diverse campus provides

"Engaging diversity provides a wonderful opportunity to attend to many issues which have long needed attention—teaching and learning, curricular coherence, assessment, campus-community connections, climate, student success and advising, among others. Diversity on campus impels us to prepare students and our institutions for a future in which the diversity of our communities and institutions is widely recognized as a powerful resource."

—Daryl Smith and Associates

all its students and faculty with access to a greater range of ideas and perspectives, stimulates new directions for scholarship and research, creates situations in which individuals must interact with those who have values different from their own, and encourages more

complex thinking as everyone in the learning community grapples with the realities of racial, ethnic, gender and social histories, stereotypes and achievements (Ibid).

Diversity in higher education includes not only the physical, numerical representation of diverse groups on campus—the critical mass of underrepresented groups, as described in the University of Michigan

case, that makes possible social and classroom interaction and integration—but also curricular and co-curricular exposure to a wide range of ideas, viewpoints and experiences, as well as an environment in which diverse approaches to learning and interacting is nurtured. As an institution committed to fostering environments that facilitate the highest levels of learning and exploration, higher education must reaffirm its dedication to diversity as a critical component of academic excellence.

The Economic Imperative

The demographic shifts that are changing the face of higher education are also transforming the workplace. Growing numbers of individuals from diverse ethnic and racial groups must have access to and succeed in higher education—especially in science and technology—if they are to attain family-supporting jobs and if U.S. corporations are to have the numbers of knowledge workers that will assure continued economic success. The U.S. Department of Labor estimates that 70 percent of the 30 fastest-growing kinds of jobs will require an education beyond high school (Haycock & Huang, 2001). Expanded access to the benefits of higher education is essential or we risk consigning increasing numbers of our young people to service jobs while knowledge positions are filled abroad.

“Diversity in academic institutions is essential to teaching students the human relations and analytic skills they need to thrive and lead in the work environments of the 21st century. These skills include the abilities to work well with colleagues and subordinates from diverse backgrounds; to view issues from multiple perspectives; and to anticipate and respond with sensitivity to the needs and culture differences of highly diverse customers, colleagues, employees and global partners.”

—Amicus Brief of General Motors in support of the University of Michigan, 2003

Standing behind academic

leaders in the University of Michigan Law School case were more than 65 major American corporations, including such companies as 3M and General Motors, who filed amici briefs in support of the importance of diversity to education. Arguing that the global marketplace demands individuals who have cross-cultural standing, the companies wrote that diversity in higher education is “a compelling government interest not only because of its positive effects on the educational environment itself, but also because of the crucial role diversity in

higher education plays in preparing students to be the leaders this country needs in business, law and all other pursuits that affect the public interest” (Brief for 65 Leading American Businesses, 2003, p. 2). American business clearly sees the direct link between students who experience an education on a diverse campus and their ability to add value as employees. “The skills needed in today’s increasingly global marketplace can only be developed through exposure to widely diverse people, cultures, ideas, and viewpoints,” the Court acknowledged in *Grutter v Bollinger*.

The economic benefits of diversity are not limited to employees who understand new markets and can interact productively. Research by David Thomas and Robin Ely (1996) reveals that companies with

“The effectiveness of our universities as engines of innovation and prosperity can be maximized only if we engage talent, mind power and perspective from our diverse citizenry.”
—C.M. Vest

integrated, diverse workforces are also more effective overall, able to be more creative, flexible and adaptable to change. If American business is to remain globally competitive, higher education’s contribution as “engines

of innovation and prosperity”(Vest, 2004) and staging grounds for a well-educated, multi-cultural workforce is more important than ever.

A diverse workforce is especially critical in science and technology, areas in which advancement of underrepresented groups remains slow. Economists have identified scientific and technological progress as the single most important determining factor in U.S economic growth, accounting for as much as half of the nation’s long-term growth over the past 50 years (Malcom, et al.). And yet, due to shortages of skilled labor at home, American hi-tech companies are increasingly looking abroad for their employees. As a 2000 Congressional Commission determined, “if women, underrepresented minorities, and persons with disabilities were represented in the U.S. science, engineering and technology workforce in parity with their percentages in the total workforce population, this shortage [of skilled American workers] could largely be ameliorated” (Ibid, p. 10).

The Democracy Imperative

The reality of changing demographics not only impacts the economic future of our country, but our democratic future as well. As more than 24 former high-ranking officers and civilian leaders of the U.S. Army, Navy, Air Force and Marine Corps (including retired General H. Norman Schwarzkopf) noted in their amicus brief in support of the University of Michigan, an effective national defense is dependent on a diverse leadership corps. As they wrote, “a highly qualified, racially diverse officer corps educated and trained to command our nation’s racially diverse enlisted ranks is essential to the military’s ability to fulfill its principal mission to provide national security” (Brief of Lt. Gen. Becton et. al., 2003, p. 5).

Equally compelling as the need for attention to diversity in the preparation of those who would defend democracy is the necessity for multi-cultural understanding as a primary prerequisite for the successful practice of democracy itself. Thomas Jefferson believed that education was essential to democracy in the United States, admonishing in 1816, “If a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be.”

“In order to cultivate a set of leaders with legitimacy in the eyes of the citizenry, it is necessary that the path to leadership be visibly open to talented and qualified individuals of every race and ethnicity.”

—Sandra Day O’Connor, *Grutter v. Bollinger*, 2003

Central to the education for democracy should be the lived experience of a pluralistic community that a diverse campus can provide.

This is not a warm and fuzzy hope for a better future, but a firm goal based on a growing body of scholarship that is demonstrating the direct connections between diversity, civic engagement and cognitive development (Hurtado, 2003; Gurin, Nagda & Lopez, 2004; Milem and Hakuta, 2000). Students at those institutions that have actively integrated diversity into their mission and practice are more culturally aware, interested in social issues and more likely to vote in federal and state elections. As Sylvia Hurtado notes, “campus efforts to integrate the curriculum or adopt a diversity requirement, have far-reaching

effects on a host of educational outcomes that prepare students as participants in a diverse democracy (p. 18).

Such results require more than attention to the mix of students who enter the gates of higher education. In order for students of all backgrounds, races and ethnicities to contribute to our civic health, they must find at our colleges and universities the embodiment of a diverse United States and a supportive environment in which to hone the skills of civil discourse for effective citizenship. As Patricia Gurin wrote in an amicus brief to the Supreme Court, the onus is on higher education institutions “to make college campuses authentic public places”—places that can be the training ground for resolving what has been called the “central tension of modern life—the tension between unity and diversity” (2004, pp. 33, 19).

Chapter II

Hold Ourselves Accountable

The Diversity Spectrum

While the educational, economic and civic benefits of diversity are undeniable, and while diversity is increasingly claimed as a core mission by our nation’s colleges and universities, we have, by all measures, fallen short of our goal. Justice O’Connor reminded the academy that the decision in favor of race-conscious admissions programs “have a termination point”—they are designed to be the means to an end, indeed, an end that should come quickly. “We expect,” wrote O’Connor, “that 25 years from now, the use of racial preferences will no longer be necessary to further the interest approved today.”

“ . . . [T]here is a collective concern that we are failing to develop to its fullest the human potential of the country and a growing realization that our society, with its ever more diverse population, cannot ultimately succeed as a democracy if we fail to close the gaps in opportunity that continue to be associated with race.”

—William Bowen and Derek Bok

And so, as Caryn McTighe Musil wrote a decade ago, “diversity must be attended to” (1995, p. 2). It is equally clear that continuing as we have will not enable us to attain the goal of equality envisioned by the Supreme Court by 2028. If we are to hold ourselves accountable for achieving the dream of equal opportunity and to creating the effective, diverse institutions needed to contribute to our nation and our world, we must change. We must not only redouble our efforts to assure equal access for all students but look anew at what diversity can contribute to our learning, our discovery and our community engagement within the context of our unique institutional histories, traditions and places.

We must determine for each individual and each institution our commitment, our goals and the pathway to achieve them. And that is where this report—and the tools it contains—begins.

The Diversity Spectrum

The meaning of diversity for higher education unfolds across a spectrum that embraces equality of access and representation; integration of diversity into curriculum, scholarship and research; enhanced multicultural understanding and civil discourse; a supportive campus climate; and institutional transformation that makes possible educational excellence and student success (Ibarra, 2001; Smith). Each aspect of this spectrum enriches and enlarges the central value—and responsibility—of all public higher education institutions, namely to support and contribute to the health of our democracy.

There is a range of useful descriptors for the defining characteristics of diversity across this spectrum. While these are only markers and not discreet categories, colleges and universities may exhibit some or all of these attributes to varying degrees:

Structural diversity

There is representation of diverse groups on campus in numbers sufficient to encourage their active involvement in and contribution to the life of the institution (Gurin et al., 2003). Creating structural diversity involves close attention to the use of a wide range of financial strategies to support students from all backgrounds, races and ethnicities.

Classroom diversity

Students are exposed through the curriculum to knowledge about race, ethnicity, gender and disability, including history, perceptions, values and contributions.

Interactional diversity

There are a wide variety of opportunities for both structured learning and informal co-curricular relationships among diverse faculty, staff and students.

“Diversity ought to be woven into the academic life and purpose of the institution: valued by faculty, expressed through curriculum, sustained and nourished through cultural expression and extracurricular life. . . . Our world is pluralistic and education cannot responsibly turn its back upon that reality.”

—Ford Foundation

Environmental diversity

The campus climate values multicultural perspectives and fosters a learning, living and working environment that supports diversity.

Contextual diversity

In addition to a supportive campus climate, the academic and institutional systems and structures—as well as modes of pedagogy—enable all members of the community to thrive (Ibarra; Gurin et al., 2003; Saltmarsh, Ibarra, Young, 2005).

Individual colleges and universities will vary in the range of diversity characteristics they exhibit, both across the institution and in comparison with peers—and also across time. How each of these characteristics are manifested will also differ as institutions define, for example, what research must look like to meet the needs for their unique faculty, student and community mix. The goal is not to create cookie-cutter departments, colleges or campuses according to an arbitrary definition of what the diverse institution should look like, but rather to engage institutions in a process of expanding the range of diversity characteristics across the spectrum in order to fulfill better their unique mission.

For example, a rural land-grant university may need first to renew efforts to provide greater access to students of color, in addition to integrating multicultural perspectives into its curriculum, while an urban institution with a diverse student body might focus its efforts on developing more diverse pedagogy in support of a range of student learning styles or seek to change

“Excellence and diversity are not only mutually compatible but also mutually reinforcing objectives for the 21st century university.”

—James Duderstadt, President Emeritus
University of Michigan

its tenure and reward structures to attract and retain more diverse faculty.

It should be obvious from this spectrum of characteristics that diversity is not and can not be the purview of a single institutional division—such as admissions—but cuts across the institution to involve all faculty and staff from student services and residential life to academic affairs and the office of the president. Attention to diversity requires everyone's participation, is an ongoing process and demands scholarly attention and rigorous assessment.

At the heart of the diversity spectrum is the understanding that while diversity must begin with a commitment to access, growing the pipeline is not sufficient. It is true that students and faculty cannot experience the benefits of diversity on a homogenous campus; increasing access must continue to be a priority, especially for elite

“Diversity initiatives are not simply innocuous extensions of preexisting institutional interests but are instead efforts that challenge and seek to transform traditional institutional practices and arrangements toward making education more equitable, diverse and inclusive, as well as more open to alternative perspectives.”

—Mitchell Chang

institutions and science, mathematics and technology programs. Simply increasing the percentages of underrepresented students and faculty will not, however, automatically produce more engaged learning, civil harmony or institutional transformation. To borrow a phrase from the corporate arena, “the staff gets diversified but the work does not” (Thomas and Ely, p. 81). As Patricia Gurin and colleagues write, “Structural diversity is not an air-borne virus that you simply catch by being on a racially diverse campus. It is a resource, like an excellent library. . . . Students must be engaged with diverse peers if we expect learning and development to occur” (2003, p. 23). That engagement is at the heart of the work that faces our institutions.

Taking the next steps across the diversity spectrum—to integrating cross-racial interaction into the classroom and co-curricular activities, changing how faculty teach to address learning preferences of diverse students, or tackling the barriers to retaining underrepresented

faculty that existing academic practice imposes will require a coordinated institutional effort that crosses all units of the campus. Research suggests that a comprehensive commitment to the values and significance of campus diversity must pervade the institution; diversity affects what we teach, how we teach it and what we value (Smith). It will require leadership that can articulate, model and effect the implementation of diversity within the unique framework of the individual campus mission. It will require a personal commitment by everyone in the academy to contribute to realizing the dream. It will, in short, require systemic change.

Fulfilling higher education's diversity imperative is challenging precisely because it requires change—to move individuals and institutions out of what Daniel Seymour calls the “paradigm paralysis” that keeps us focused solely on increasing the critical mass of underrepresented students and faculty instead of exploring the potential that attention to diversity can have for transforming our learning, teaching, research and academic structures (Ibarra, p. 9). It requires a change in how we view our commitment to diversity—not as another add-on initiative, but as a vital means for renewal. Minorities, writes Ibarra, do not only bring “insider information” about different cultures, ways of interacting or values to the university. They also bring “different, important and competitively relevant knowledge and perspectives about how to actually do work.” They are critical to challenging assumptions about the status quo and to providing fresh approaches that can help to invigorate—and democratize—the academy (Ibid, p. 226). Seen in this light, diversity becomes not a numbers goal but a “transformative enterprise” that empowers colleges and universities in their mission to serve (Chang, p. 132).

“U.S. institutions today remain committed to diversity because it is the right thing to do. What they have failed to see is that reform that accommodates and embraces diversity will bring very practical benefits to the academy.”

—Roberto Ibarra

The implications of a renewed campus-wide commitment to diversity are not insignificant. Diversity issues often require fundamental

changes in premises and practices at many levels that can threaten the structure of power inside and outside the university (Ibid). It can call into question “the way it’s always been done”—and by whom it’s always been done. It challenges the notion that existing practices or systems deserve support irrespective of their contributions to institutional mission or public need. And, in times of decreasing state support, a campus-wide focus on diversity can test institutional will and finances.

Nevertheless, if we are to hold ourselves accountable for realizing the dream of a truly diverse academy, it will require all of us to look at our institutions with new eyes, shifting the lens through which we examine current practice and attitudes to glimpse new opportunities for change. To this end, we have developed a reflective questioning process to assist individuals and institutions in identifying strengths, weaknesses and potential remedial steps. This process involves campus-wide reflection, discussion, assessment, goal-setting . . . and change.

Chapter III

Take Action Now

As Institutions and As Individuals

Integrating diversity—and through it the transformation of our institutions—will require, as earlier noted, a broadly-based, ongoing and comprehensive approach to change. It must also involve a sense of urgency. As the Supreme Court admonished in its decision in *Grutter v Bollinger*, if we are to reach our goal of equal access, we cannot take another generation to do so. There are too many lives, too many futures at stake. Our students, our nation and our institutions are demanding action.

As challenging as this urgent mandate may be, it is not an impossible goal. If we are to be successful in achieving diversity and transforming our institutions within the decade, our efforts must be anchored around two fundamental questions that are simultaneously directed to institutional leadership and to individuals: What does diversity mean for our mission? and What does diversity mean for me?

What Does Diversity Mean for Our Mission?

Integral to Justice O'Connor's support of the University of Michigan's admissions policy was the university's First Amendment right to include in its mission statement a commitment to diversity. The National Association for College Admission Counseling found, in a recent survey, that of 451 responding colleges and universities, three-quarters included a commitment to diversity in their mission statements (Malcom et al.). While this is laudable it does not necessarily reflect a burgeoning growth in diversity efforts. Research

has demonstrated that too often university mission statements are “full honorable verbiage signifying nothing” (Bogue & Hall, 2003, p. 46), crafted by committee and frequently ignored in practice.

It need not be so. University mission can be a central and driving force for change, a touchstone for institutional planning and the bedrock on which campus constituencies can unite in advancing a shared vision. The Kellogg Foundation, in a 2000 report, reiterated the importance of value-based leadership in support of change (Astin and Astin, et al.).

“Those in higher education who have been (properly) extolling the virtues of ‘cross-racial understanding’ and ‘learning through diversity’ should align practices with educational philosophies in all facets of college and university life.”

—William Bowen

Diversity efforts will have added power if they can be rooted in the unique history, culture and place of each institution. If a campus-wide effort around diversity is to be effective, it must be articulated in the mission and championed by leadership

to all members of the university community. In this the president or chancellor and academic leadership have a critical role. As keepers of the vision and spokespersons for the institution—on campus and in the community—they are charged with giving meaning and urgency to the diversity mission. They must bear the message and lead the charge.

What Does Diversity Mean for Me?

At the same time, change requires individual commitment to diversity. The institutional vision must be communicated, understood, accepted and translated into individual action across the spectrum of diversity efforts. It is here that reflective practice is essential, for whether we acknowledge it or not, each of us comes to the task with different perceptual filters, personal ideologies and conceptual maps. Jack Mezirow writes about the cultural stereotypes “uncritically acquired in childhood through the process of socialization, often in the context of an emotionally charged relationship with parents, teachers or other mentors” (1990, p. 3). The images, assumptions and stories we carry in our minds—often untested and unexamined—will influence

the decisions we make, the priorities we set and how we fulfill our responsibilities (Senge et al., 2000).

Hidden dimensions of our past learning have to be examined with reflective practice. When examining diversity issues on campus, reflective practice requires that individuals examine both their cognitive and affective learning.

Andrews, Mitstifer, Rehm and Vaughn (1995) define reflective practice as an active, mind-engaging process of meaning-making in a community of practice, like a university. Martin Luther King Jr., (2001) wrote that learning included a tough mind (cognitive) and a tender heart (affective).

“America’s dilemma has been our resistance to ourselves—our denial of our immensely varied selves. But we have nothing to fear but our fear of our own diversity. To get along with each other, however, requires self-recognition as well as self-acceptance.”

—Ronald Takaki

This reflective analysis is a critical component of change leadership and is a first step for presidents, chancellors and institutions administrators. By centering their efforts to lead institutional change in a personal examination of their diversity commitment, they will more readily be able to articulate the meaning of diversity for the mission and for how it plays out in their leadership activities.

Transformational Leadership

- Leadership is concerned with fostering change.
- Leadership is inherently value-based.
- All people are potential leaders.
- Leadership is a group process.

—Alexander and Helen Astin, et al.

Transforming an institution truly happens from the inside out, as leaders anchor change in their own behavior and mirror the diversity commitment to the campus through their words and deeds.

As campus leadership begins to model the diversity mission, the process of reflective practice can be expanded across colleges, departments and divisions. The Kellogg Foundation report on leadership notes that transformative leadership acknowledges that all people are potential leaders and that leadership is a group process. The

reflective questions are useful tools to help executive leaders inform and equip new leaders to broaden impact.

Through the reflective questions and discussion process, each member of the campus community can have the opportunity to examine her or his mental models and determine how they impact actions. By providing a framework of reflective questions for individuals in divisions across our campuses, we begin the internal process of changing the lens by which all members of the campus community can enhance diversity efforts and take on transformational leadership for change—wherever and whatever their roles.

Using the Centers of Responsibility for Diversity

The Centers of Responsibility for Diversity are unique tools created by the task force to facilitate the reflective practice necessary to advance change on our campuses. The questions and the accompanying guide for facilitating a campus-wide conversation are based on four important assumptions:

Intentional and thoughtful planning is required if higher education in the United States is to integrate diversity into all facets of our institutional mission and practice. Such planning must be institution-wide and mobilize leaders at all levels and across all divisions and units. As Peter Senge reminds us, everyone shares responsibility for problems generated by a system (1990).

Leadership competence needs to be constructed. We cannot assume that administrators, faculty and staff are equipped with the understanding of what diversity means or what changes need to be made in order to integrate it more fully into mission. We all have much to learn, both individually and collaboratively. Participation in the process is as significant a goal as developing measurable outcomes for change.

Leaders need a safe place to explore issues and create change.

Addressing issues of diversity and change is not easy, especially among diverse peers with different goals and agendas. A campus-wide initiative around diversity requires a process that enables potential conflict to be explored and innovative solutions proposed. This involves institutional support for trained facilitators, professional development opportunities that can strengthen individual performance, and providing diverse formats for reflection and discussion that serve a variety of interactive preferences.

Leaders must model desired practice to align support across

campus. This process is not just for the few, but an opportunity for individuals at all levels to participate together in creating change. Commitment to diversity does not end when the reflective sessions stop, however. Campus leadership must demonstrate their ongoing commitment to diversity in all their actions.

As these assumptions make clear, the president or chancellor and key academic leadership provide critical support in implementing the Centers of Responsibility. As conveners and communicators they will set the climate and the priorities for the campus. They bear the responsibility for creating an environment in which honest reflection is possible, the exchange of ideas welcomed and the acceptance of innovation possible. They also are charged with holding the campus community accountable for results as specific institutional goals and strategies result from the reflective exercise.

Creating the Process

The Centers of Responsibility for Diversity tool is designed to be used by both individuals and by units or departments. Ideally the questions will be reviewed first by individuals, as a means to honestly assess their current practice and attitudes—and perhaps re-arrange some mental or behavioral assumptions. The individual reflective analysis that results from completing the questions should form the basis for

identifying personal change opportunities and for beginning to outline ways in which the individual can contribute to group goals.

After individuals have had the opportunity to review the questions, they should be used as a collaborative exercise by units and departments to reflect together on group attitudes, practice and contributions to the diversity mission. It is in this process that the campus can be encouraged to begin to think more systemically about issues of diversity and to examine the structural and contextual ways in which diversity goals can be advanced.

Moving Beyond Conversation

While the Centers of Responsibility questions are designed to facilitate discussion, they also are structured to encourage assessment of current practice and identification of goals for change. The assessment scale on page 31 is one way in which responses can be rated so that individuals and units can identify those areas that demand greatest attention or continued support. (There are certainly other ways of assessing progress and institutions may choose to create their own evaluation tools that reflect existing institutional assessment practices).

Regardless of how the Centers of Responsibility responses are assessed, units should be encouraged to develop specific goals along with the strategies and timelines needed to reach them. The resulting reports can be integrated into ongoing institutional planning efforts, connected to academic and institutional assessment, and communicated broadly to celebrate success and build momentum for diversity change.

What Does Success Look Like?

For those individuals and institutions who commit to using the Centers of Responsibility, there are five desired outcomes:

Increased awareness of and commitment to diversity issues, campus-wide. Broad participation in the conversation not only will help the institution identify concerns but also raise critical awareness that diversity is the task of the entire institution. This will be most successful if a comprehensive communication effort supports the use of the Centers of Responsibility and results are regularly shared.

Identification of key goals and action steps. The conversation, while important, is not an end in itself, it is designed to lead to collaborative goal setting and determination of specific measurable action for change. Again, communication of these goals and commitments will be critical to successful implementation.

Focused scholarship on diversity. As individuals and units set the goals for improving efforts across the spectrum of diversity, there will be much learning required. Existing scholarship on integrating diversity into learning, improving the campus climate, and changing the academic systems that restrict underrepresented groups is growing and can be brought to bear as units determine how best to address specific challenges. There are many promising practices being implemented at institutions across the country that provide useful benchmarks; the recommended readings in Chapter VI provide a useful starting point.

Discomfort. The goal of this reflective exercise is not discomfort, but it is surely a symptom of its success. Learning and change result when we are outside our comfort zones. Discomfort and tension, within a safe, supportive environment, is necessary to the creation of new ideas, relationships and progress. In this regard, strong leadership is vital both to continually remind all participants of the ultimate mission-based goals and to support those changes that will advance the diversity imperative.

Continued change. It is hoped that these reflective questions will provide an evolving process for individuals and units as they identify opportunities, assess progress and reach toward new goals. NASULGC's president Peter Magrath (2003), talks about the “endless challenge” of diversity and the continuing opportunities it presents for integration into all aspects of higher education—an ongoing effort.

Enlarging and enriching diversity on college and university campuses is not only the right thing to do for students, it is also a vital contribution to national economic and civic health. More important, diversity can be the means by which we renew and transform our institutions—increasing academic excellence, strengthening communities of scholarship, discovery and energizing the academy to respond to the multicultural challenges of the new century.

The Centers of Responsibility brings colleges and universities together to create a shared vision for change.

Chapter IV

The Centers of Responsibility for Diversity

There are eleven Centers of Responsibility for Diversity to be used by campus groups and units ranging from governing boards to students and faculty. Each Center includes a series of questions organized around six themes: recruitment, retention, partnerships, campus climate, professional development and assessment. They may be addressed in any order, but all academic and support units are encouraged to see all six themes as relevant to their institutional work.

The responses to questions should be prepared by individuals—led by the examples of president or chancellor and senior leadership—reflecting in detail on their individual practice, and then again as a group, assessing the progress of the unit in relation to the questions. So, for example, the provost will answer: “What have I done to support the academic success of all students?”, responding as an individual leader, and again, in conversation with her or his staff to: “What have we done to support the academic success of all students?” The answers will not necessarily overlap. It is through the resulting discussion that the group can determine what the parameters for success for each question should be and how well both individuals and the unit attain them.

Using the Diversity Assessment Scale

The Diversity Assessment Scale provides one approach to evaluating performance with regard to the reflective questions. Institutions are

encouraged to refine this scale and to create other measures that will complement existing assessment and strategic planning efforts.

The five-point Likert scale identifies practices that range from resistant to those that support individual learning, institutional learning and active change.

As individuals and groups review the Centers of Responsibility for Diversity questions, they should assign a rating number to each response, this enables participants in the process to identify at a glance those areas that require improvement or areas that should continue to be supported.

This tool is only a first filter to help units assess where they stand in regard to their own understanding of university mission and their goals for greater diversity integration. Individuals and leaders will want to develop more detailed definitions of best practice, create descriptions of what success looks like for their institution, compare their activities with their peers nationwide and explore the expanding scholarship around diversity that offers new directions for institutions committed to creating more dynamic and nurturing institutions for all.

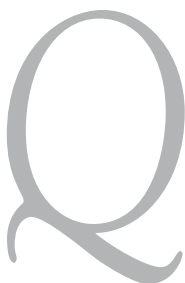
The Centers of Responsibility for Diversity Tool

The tool can be used by both individuals and by units or departments. Questions are grouped by issues that cross academic and unit responsibilities and can be addressed in any order—some may be more applicable than others, but all members of the campus should endeavor to relate their personal and professional actions to all questions.

Ideally the questions should be reviewed by individuals first, as a means to honestly assess their current practice and attitudes, identify personal change opportunities, and outline ways to contribute to department or division goals.

After individuals have had the opportunity to review the questions, they should be used as a collaborative exercise by units and departments to reflect together on group attitudes, practice and contributions to the diversity mission, and to begin to address more systemically the ways in which diversity goals can be advanced.

Diversity Assessment Scale				
Resisting Rating = 1	Separating Rating = 2	Assimilating Rating = 3	Integrating Rating = 4	Transforming Rating = 5
Resisting practices allow or encourage homogeneity, erect barriers to encounters with under-represented groups or permit conflicted values on diversity to permeate the environment. These practices may include active resistance to diversity or passive acceptance of existing negative practices or policies.	Separating encompasses practices or policies that permit or encourage groups to function as separate entities, based on recognizable characteristics. There are no efforts to integrate diversity beyond access to the university and its services; diversity efforts are concentrated on compliance and in the admissions function.	Assimilating practices encourage diverse individuals or groups to fit within the existing or dominant institutional culture and definitions of success. Support efforts focus on remedial programs and diversity efforts are concentrated in administrative units.	Integrating diversity celebrates differences, encourages multicultural awareness and seeks to create a campus climate that is supportive for all members of the community. Individuals and the institution recognize that diversity adds to the richness of the learning environment and seek to integrate diversity efforts across academic as well as co-curricular activities.	Transforming actions seek to change not only the climate and academic experience of the university but also how it operates and is structured. Transforming activities seek to create learning communities that enable diverse people to thrive. Diversity leadership permeates the campus and innovation is rewarded.



Reflective Questions

► Presidents/Chancellors ►

Recruitment

- What expectations have I communicated to the Provost, Vice Presidents and others officers regarding advancing institutional diversity?
- Have I made resources available to advance institutional diversity goals?
- Does my hiring record demonstrate my commitment to diversity?

Retention

- Do I receive reports on students, faculty and staff of color who choose to leave our institution?
- Have I been a mentor to the people of color who report to me?
- Have I led meaningful conversations with campus leaders about the experiences of our students, faculty and staff of color?

Partnerships

- Do I initiate discussions with the governing board about institutional strengths and progress in advancing diversity?
- How do I support K–12 systems attended by students of color?
- How do my development efforts support the advancement of our institutional diversity goals?
- How do I encourage business and industry collaboration to strengthen the pipeline of students, faculty and staff of color?

Campus Climate

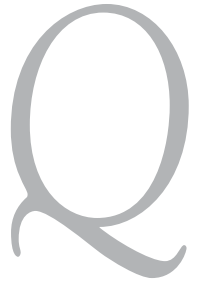
- Is my office warm and welcoming to all?
- Does our institution regularly assess our campus climate for diversity?
- How do I contribute to a positive campus climate for diversity?
- How have I communicated my expectation that discrimination will not be tolerated?
- What steps have I taken to ensure that the publications, presentations, and every day communications from my office are inclusive?

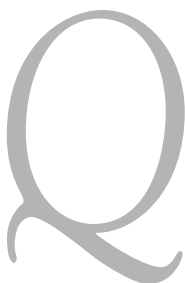
Professional Development

- Do I recognize my biases and/or stereotypes and work to challenge them?
- In my state and national activities, do I encourage discussions to enhance our understanding of diversity?
- Do I recommend and encourage the participation of people of color on campus committees and on state and national boards and committees for which I participate?

Assessment

- Does our assessment/evaluation of senior administrators include criteria related to diversification of their program areas?
- Has our Governing Board provided guidelines or goals for enhancing the diversity of our campus?
- Does our budget process incorporate incentives for those who institute diversity initiatives?
- Are we keeping data that will give us a longitudinal synopsis of our progress on enhancing diversity through recruitment, retention, partnerships, campus climate, professional development and assessment?





➤ **Academic Affairs** ➤

Recruitment

- Do I hold those reporting to me responsible for diversity outcomes in student enrollment, retention and graduation and in faculty hiring and promotion?
- What do I do to support outreach programs that encourage students of color to pursue higher education?
- Does my hiring record demonstrate progress in achieving a more diverse faculty and staff?
- How does the institution maximize scholarships and financial aid to enhance the diversity of the student body?

Retention

- How do I support the academic success of all students?
- Do I monitor the retention, achievement and graduation rates of students of color?
- How do I support the retention and success of faculty of color?
- Do I monitor the retention and promotion rate of faculty of color?

Partnerships

- How do I work with the K-12 systems in districts with large populations of students of color?
- Do I promote collaboration with Historically Black Colleges and Universities, Hispanic Serving Institutions and Native American Institutions?
- Is our institution working with industry and government to prepare our students for work in a global economy?
- Have I established institutional structures to facilitate the success of faculty and students of color?

Campus Climate

- Is the environment that I control warm and welcoming to all?
- How do I contribute to a positive campus climate for diversity?
- Does our institution regularly assess our campus climate for diversity?
- Have I clearly communicated my expectations that discrimination will not be tolerated?
- Am I confident that all graduates have been exposed to global and diversity issues and experiences across the curriculum?
- Are those who report to me reflective of a diverse institution?
- How does the university reflect and support multiculturalism?

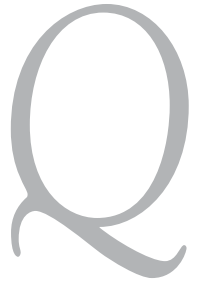
Professional Development

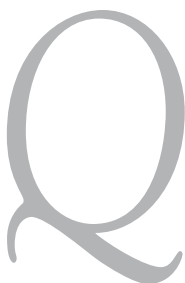
- Do I recognize my biases and/or stereotypes and work to challenge them?
- Do I provide professional development opportunities for faculty and staff in the area of diversity?

- Do I expect all administrators who report to me to participate in and require new faculty and staff to participate in diversity education and training?
- Do I lead conversations at professional meetings which raise issues about diversity in higher education and in my discipline?

Assessment

- How often and to what extent do I evaluate our measurements of diversity-related achievements?
- How do I utilize data regarding diversity-related achievements in strategic planning?
- How do I reward faculty and staff for achieving goals related to diversity?





➤ Athletics ➤

Recruitment

- What outreach efforts does our unit undertake to encourage K-12 students to consider the possibility of pursuing a college education? How do I participate in these initiatives?
- Does our unit reflect the diversity of our locality, state, region or the nation?
- What outreach efforts does our unit undertake to encourage persons who are members of racial/ethnic groups that are underrepresented in our unit to seek employment in our unit? How have I contributed to the recruitment of such individuals?
- Do the organizations, committees, groups and entities supported by our unit reflect the diversity of our institution? What steps are we taking to address any disparity that may exist?

Retention

- What efforts does our unit undertake to support students in the completion of their educational objectives? What have I done to support such efforts?
- Does our unit provide opportunities for mentoring or professional development? Do I assist my colleagues in identifying and meeting their professional objectives?
- Are there disparities in the retention/graduation rates of students who are members of racial/ethnic groups that are underrepresented in our institution? What efforts are being undertaken by our unit to address such disparity?
- Are there disparities in the retention/promotion rates of employees in our unit who are members of racial/ethnic groups that are underrepresented in our institution? What efforts are being undertaken by our unit to address such disparity?

Partnerships

- Does our unit collaborate or partner with other units or organizations to support and enhance our institution's diversity efforts?
- Do the organizations or entities of which I am a part have programs to enhance diversity?
- Am I a participant in these programs?
- Does our unit collaborate or partner with organizations whose members are from racial/ethnic groups that are underrepresented in our unit or institution?
- Are there role models in my partnerships who could assist students in navigating career opportunities/internships while they are completing their degree?

Campus Climate

- Is the environment that I control warm and welcoming to all?
- How do I contribute to a positive campus climate for diversity?
- What efforts has our unit undertaken to create an inclusive environment both within our unit and in our institution? Have I participated in such efforts?
- Do our websites and publications reflect our institution's commitment to diversity?

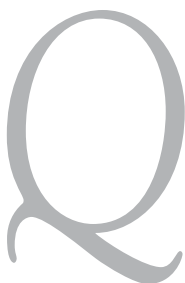
Professional Development

- Do I participate in conversations that challenge my bias and/or stereotypes?
- Do I encourage and participate in discussions at professional meetings that raise issues about diversity and intercollegiate athletics?
- Do the professional development programs offered in my unit address issues of diversity?

Assessment

- Does our unit regularly assess the demographics of our staff, volunteers and participants in programs and services offered by our unit? How does our unit respond to the results of such assessment?
- Does our unit regularly assess the climate for diversity within our unit and in the programs and services offered by our unit? Have I participated in such assessments?
- How has our unit responded to the results of such assessments?
- How does our unit assess the effectiveness of its efforts to enhance diversity?
- Has our unit made a positive contribution to our institution's diversity efforts?





► **Business and Finance** ►

Recruitment

- What outreach efforts does our unit undertake to encourage K-12 students to consider the possibility of pursuing a college education? How do I participate in these initiatives?
- Does our unit reflect the diversity of our locality, state, region or the nation?
- What outreach efforts does our unit undertake to encourage persons who are members of racial/ethnic groups that are underrepresented in our unit to seek employment in our unit? How have I contributed to the recruitment of such individuals?
- Do the organizations, committees, groups and entities supported by our unit reflect the diversity of our institution? What steps are we taking to address any disparity that may exist?
- Do our vendors and suppliers reflect the diversity of our locality, state, region or the nation?

Retention

- How do I support the retention and success of staff of color?
- Are there financial barriers to participation in programs or services provided by our unit? Are there ways that such barriers can be lessened or eliminated?
- Does our unit provide opportunities for mentoring or professional development? Do I assist my colleagues in identifying and meeting their professional objectives?
- Are there disparities in the retention/promotion rates of employees in our unit who are members of racial/ethnic groups that are underrepresented in our institution? What efforts are being undertaken by our unit to address such disparity?

Partnerships

- Does our unit collaborate or partner with other units or organizations to support and enhance our institution's diversity efforts?
- Do the organizations or entities of which I am a part have programs to enhance diversity?
- Am I a participant in these programs?
- Does our unit collaborate or partner with organizations whose members are from racial/ethnic groups that are underrepresented in our unit or institution?

Campus Climate

- Is the environment that I control warm and welcoming to all?
- Have I communicated my expectation that discrimination will not be tolerated?

- What efforts has our unit undertaken to create an inclusive environment both within our unit and in our institution? Have I participated in such efforts?
- Do our websites and publications reflect our institution's commitment to diversity?

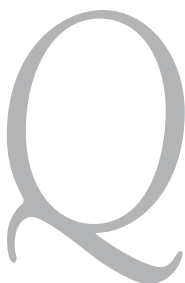
Professional Development

- Do I participate in conversations that challenge my bias and/or stereotypes?
- Do I lead and participate in conversations at professional meetings that address issues of diversity in higher education and in my profession?
- Does my unit provide professional development opportunities in the area of diversity? Do I participate in such activities and expect those who report to me to do likewise?

Assessment

- Does our unit regularly assess the demographics of our staff, volunteers and participants in programs and services offered by our unit? How does our unit respond to the results of such assessment?
- Does our unit regularly assess the climate for diversity within our unit and in the programs and services offered by our unit? Have I participated in such assessments? How has our unit responded to the results of such assessments?
- How does our unit assess the effectiveness of its efforts to enhance diversity?
- Has our unit made a positive contribution to our institution's diversity efforts?





► **Development and University Relations** ►

Recruitment

- What outreach efforts does our unit undertake to encourage K-12 students to consider the possibility of pursuing a college education? How do I participate in these initiatives?
- Does our unit reflect the diversity of our locality, state, region or the nation?
- What outreach efforts does our unit undertake to encourage persons who are members of racial/ethnic groups that are underrepresented in our unit to seek employment in our unit? How have I contributed to the recruitment of such individuals?
- Do the organizations, committees, groups and entities supported by our unit reflect the diversity of our institution? What steps have I taken to address any disparity that may exist?
- Do the vendors and suppliers that I contract with reflect the diversity of our locality, state, region or the nation?

Retention

- What efforts does our unit undertake to support the retention and success of staff of color? What have I done to support such efforts?
- Does our unit provide opportunities for mentoring or professional development and how do I assist my colleagues in identifying and meeting their professional objectives?
- Are there financial barriers to participation in programs or services provided by our unit? Are there ways that such barriers can be lessened or eliminated?
- Are there disparities in the retention/promotion rates of employees in our unit who are members of racial/ethnic groups that are underrepresented in our institution? What efforts are being undertaken by our unit to address such disparity?

Partnerships

- Does our unit collaborate or partner with other units or organizations to support and enhance our institution's diversity efforts?
- Do the organizations or entities of which I am a part have programs to enhance diversity?
- Am I a participant in these programs?
- Does our unit collaborate or partner with organizations whose members are from racial/ethnic groups that are underrepresented in our unit or institution?
- Is our unit working with industry and government to enhance the climate for diversity at our institution?

Campus Climate

- Is my office climate warm and welcoming to all?
- How do I contribute to a positive campus climate for diversity?
- Have I communicated my expectation that discrimination will not be tolerated?
- What efforts have I undertaken to create an inclusive environment both within our unit and in our institution?
- Do our websites and publications reflect our institution's commitment to diversity?

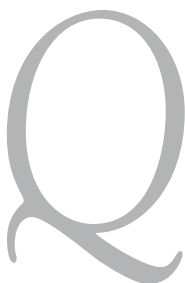


Professional Development

- Do I participate in conversations that challenge my bias and/or stereotypes?
- Do I lead and participate in conversations at professional meetings that address issues of diversity in higher education and in my profession?
- Does my unit provide professional development opportunities in the area of diversity? Do I participate in such activities and expect those who report to me to do likewise?

Assessment

- Does our unit regularly assess the demographics of our staff, volunteers and participants in programs and services offered by our unit? How does our unit respond to the results of such assessment?
- Does our unit regularly assess the climate for diversity within our unit and in the programs and services offered by our unit? Have I participated in such assessments? How has our unit responded to the results of such assessments?
- Does our unit regularly assess the climate for diversity in the local community? How does our unit communicate and respond to the results of such assessment?
- How does our unit assess the effectiveness of its efforts to enhance diversity?
- Has our unit made a positive contribution to our institution's diversity efforts?



➤ Faculty ➤

Recruitment

- What outreach programs do I participate in to engage students in the possibility of going to college? How can I be engaged in these programs?
- What partnerships exist with K–12 public and private schools? What might I contribute to these partnerships?
- How can I develop ways to meet diverse students and share with them the benefits of attending college? What stereotypes keep me from knowing more about diverse students and keep diverse students from knowing more about me?
- Do I communicate with my admissions office about ways to connect my interests/research/expertise/travels with their goals of increasing diversity on campus?
- What are the financial barriers for diverse students? What ways can I work to remove these barriers?

Retention

- How do I create an environment that encourages students to remain committed to completing their college education?
- What have I done to create a warm and welcoming environment for all students? Have I volunteered to mentor a student, participate in diversity committees or programming?
- Do I reach out to students who seem isolated or struggling with our campus? What keeps me from engaging in meaningful conversations about the college experience of our students?
- Do I know the depth of services offered by our campus to assist students who need assistance that I am not qualified to provide?

Partnerships

- How could my activities with partners off campus embrace our commitment to diversity on campus?
- Do the businesses and community organizations with whom I work have diversity programs that could attract diverse students to our campus? Could I serve as a mentor/friend in one of these programs?
- Are there scholarships available from my partners that could assist in removing financial barriers to college? Are there funds for work study/assistantships?
- Are there role models in my partnerships who could assist student in navigating career opportunities/internships while they are completing their degree?

Campus Climate

- Is the environment that I control warm and welcoming to all students?
- Do I speak up when hurtful or racist words are spoken by those with whom I interact?
- Do I notice when students of color are not included in decisions that directly impact them?

- Have I reached out to include diverse colleagues and students in all my personal and professional activities?
- Does our campus promote diverse programming in which students/faculty/staff interact and learn about each other?
- Are there institutional structures that limit or discourage student of color from being successful on campus?

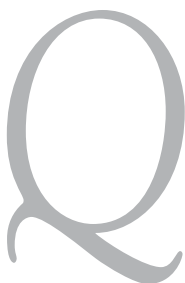
Professional Development

- Do I participate in conversations that challenge my bias and/or stereotypes?
- Have I reflected on my practice and policies to examine where I may be exclusive of all?
- What discussions have I participated in at my professional meetings which raise issues about diversity in our profession?
- Have I examined the content of the curriculum to assure that it is inclusive of all?
- Are the educational practices of my institution sensitive to the learning needs of all individuals?
- Do I know the efforts on campus to enhance the teaching and learning environments and do I participate in or promote those efforts?
- Have I voiced my concerns about increasing the numbers of diverse higher education leaders/faculty/staff through support and encouragement by all areas of the campus?

Assessment

- Do I know what the access and enrollment issues are for students on my campus?
- Am I aware of how financial aid (including college scholarships) is awarded?
- Have I conducted any research to examine university data on diversity?
- Does our university government affairs office monitor legislative support for diversity?
- Have I examined the diversity data/reports about my campus? Do they provide me with an accurate and thorough assessment?
- Have I read the reports of the educational contributions that all students receive when they learn in a diverse environment?
- Do I understand the economic impact of diversity?





➤ **Governing Boards** ➤

Recruitment

- What diversity expectations has the Board conveyed to the President/Chancellor relating to students, administrators, faculty and staff of color?
- Does our budget provide sufficient resources to meet those expectations regarding diversity in hiring and enrollment?
- How do university policies maximize scholarships and financial aid to enhance the diversity of our student body?

Retention

- How does the Board monitor the retention, achievement and graduation rates of students of color?
- How does the Board monitor the retention, promotion and tenure of administrators, faculty and staff of color?

Partnerships

- Have I used my professional network to advance institutional diversity goals?
- Do I make myself available and support our development efforts that are focused on diversity?
- Have I encouraged our business and industry partners to consider partnerships to enhance diversity and career development of students?
- Campus Climate
- Have I had meaningful conversations with Board members about institutional diversity?
- How do I contribute to a positive campus climate for diversity?
- Do I know if there are parts of our institutional systems that limit or discourage people of color?

Professional Development

- In my participation on the board, do I encourage discussions to enhance our understanding of institutional achievements and issues relating to diversity?

Assessment

- Does the Board consider the possible impact of its proposed policies on institutional diversity?
- Does the Board regularly review institutional efforts and progress in meeting its goals relating to diversity?
- How does the Board hold the President/Chancellor accountable for advancing diversity?

► **Staff** ►



Recruitment

- Do I participate in community activities where I could engage students of color in the possibility of going to college?
- What partnerships exist with K–12 public and private schools? What might I contribute to these partnerships?
- How can I develop ways to meet diverse students and share with them the benefits of attending college? What stereotypes keep me from knowing more about diverse students and keep diverse students from knowing more about me?
- What ways can I work to improve the process in my office?

Retention

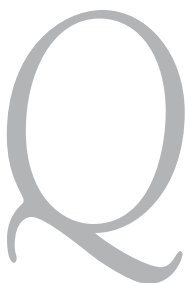
- How do I encourage students to remain committed to completing their college education?
- What have I done to create a warm and welcoming environment for all students in my work space? Have I volunteered to mentor a student, participate in diversity committees or programming?
- Do I reach out to students who seem isolated or struggling with our campus? What keeps me from engaging in meaningful conversations about the college experience of our students?
- Do I know the depth of services offered by our campus to assist students who need assistance?

Partnerships

- How could my activities with partners off campus embrace our commitment to diversity on campus?
- Do the businesses and community organizations with whom I work have diversity programs that could attract diverse students to our campus? Could I serve as a mentor/friend in one of these programs?
- Are there scholarships available from my partners that could assist in removing financial barriers to college? Are there funds for work study/ assistantships?
- Are there role models in my partnerships who could assist students in navigating career opportunities/internships while they are completing their degree?

Campus Climate

- Is the environment that I control warm and welcoming to all students?
- Do I speak up when hurtful or racist words are spoken by those with whom I interact?
- Do I notice when students of color are not included in decisions that directly impact them?



- Have I reached out to include diverse colleagues and students in all my personal and professional activities?
- Does our campus promote diverse programming in which students/faculty/staff interact and learn about each other?
- Are there institutional structures that limit or discourage students of color from being successful on campus?

Professional Development

- Do I participate in conversations that challenge my bias and/or stereotypes?
- Have I reflected on my practice and policies to examine where I may be exclusive of all?
- What discussions have I participated in at my professional meetings which raise issues about diversity in our profession/position?
- Have I examined the content of the programs offered in my unit to assure that it is inclusive of all?
- Are my practices sensitive to differences in cultural understanding?
- Have I voiced my concerns about increasing the numbers of diverse higher education leaders/faculty/staff through support and encouragement by all areas of the campus?

Assessment

- Do I know what the access and enrollment issues are for students on my campus?
- Am I aware of how financial aid (including college scholarships) is awarded?
- Have I conducted any evaluations of our programming to examine the impact on students of color?
- Do I know what legislation would support our diversity efforts?
- Have I examined the diversity data/reports about my campus? Do they provide me with an accurate and thorough assessment?
- Have I read the reports of the educational contributions that all students receive when they learn in a diverse environment?
- Do I understand the economic impact of diversity on our community, state and nation?

► Students ►

Recruitment

- What activities have I participated in that will help encourage students like me to attend college? Students culturally different from me?
- Do the student organizations that I am active in do any activities with K-12 schools that help to provide information about going to college to schools with large populations of diverse students?
- Do I know students like me who might consider coming to college if I were to mentor them about the possibility and assist them with the application process?
- Are there pre-college programs on our campus that help students of color to attend college? Have I considered volunteering with these programs?

Retention

- What retention strategies might I suggest to enhance the diversity of our student body?
- Am I aware of the support systems that are in place to meet the unique needs that diverse students bring to our campus? What gaps still exist? Where are we performing best as an institution?
- Is there a student-mentoring program on our campus and if so, how can I get involved?
- What does my student organization do to enhance the retention rates of students of color? How can I and other students get more involved?

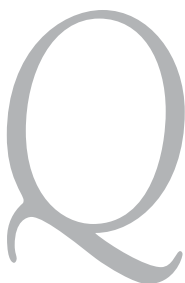
Partnerships

- What partnerships and networks can I and my student organization become active in which would embrace my commitment to diversity?
- Does my student organization invite professionals to campus who can be role models for students of color?
- Do I network with students like me or student organizations at Historically Black Colleges, Hispanic Serving Institutions, or American Indian Colleges in my state or elsewhere.
- Do I belong to groups whose membership and programs are or historically have been racially exclusive? If so, how have I fostered the value of diversity within those groups?

Campus Climate

- Who are the students who feel most culturally safe in our campus community? Who are the students who feel most culturally wary or unsafe?
- Have I reached out to welcome diverse new students and students not like me? Do I include such students in my activities and student organization membership?
- What specific initiatives have I pursued to enhance the climate for diversity on our campus? Am I warm and welcoming of all students?





- What approaches do I use to facilitate positive interaction and communication among diverse groups of students on our campus?
- Are students of color represented in leadership roles on our campus?
- In the student organization(s) to which I belong?
- Do I speak up when students of color are not represented in decisions that directly impact them?

Professional Development

- Have my studies here prepared me to work collaboratively with diverse individuals?
- How do I consistently demonstrate sensitivity to differences in cultural understanding?
- Do I attend programs that highlight other cultures?
- Do I participate in conversations and activities that help me recognize and challenge my bias and/or stereotypes? Do these impact or limit my communication and engagement with and expectations of students, faculty, and staff of color?
- Have I engaged Anglo students and students of color in conversations about diversity? Have I visited places where I would be considered the “minority”?
- Can I honestly say that my understanding of diversity has grown during my time in college? If not, what will I do about it?

Assessment

- Do I understand the issues and various perspectives of access and engagement issues of students of color on our campus? Have I made recommendations or fostered more intercultural interaction across students?
- Have I experienced, read about, examined data or talked about diversity issues on campus or how well our university is serving students of color?
- Does our university have a diversity plan and what contribution can I make to achieve the goals of the plan?

➤ Student Affairs ➤



Recruitment

- Is racial diversity evident across staff at all levels in my division? How do I achieve and maintain that diversity?
- Do our programs and services reach out to all students?
- Do I volunteer or participate in programming for K–12 schools where diverse students attend?
- How do I reach out to minority students? To all minority students?

Retention

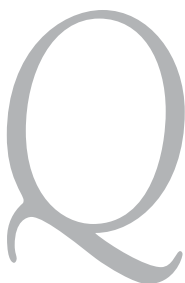
- Do I know the retention patterns and trends across all racial groups of students? How do I utilize that information for goal-setting and program development and enhancement?
- Does our unit have programs specifically targeted to identification of and academic support services for students who are struggling and who have a different learning styles and social systems?
- How do I motivate high achievement across all students?
- Do I know and incorporate best practices for minority student retention, achievement and graduation in our programs and services?

Partnerships

- Do I belong to groups whose membership and programs are or historically have been racially exclusive? If so, how have I fostered the value of diversity within those groups?
- Do I ignore the issue of race and treat and serve everyone on the same basis?
- Do I know the resources available for students and staff of color in our community?
- Do I encourage the creation of diversity activities when I participate with partners off campus?
- Are there role models in our community that could assist our students and staff of color?

Campus Climate

- Do I engage in conversation or difficult dialogues about race?
- How is diversity reflected as a value across all members of the division?
- How do I respond when I hear a racially disparaging comment or stereotype, from colleagues? Do I respond differently if the individual or group is of a different race? How?
- How do I respond when I observe the lack of diversity in major institutional programs, services and systems of recognition? Do I foster change?
- Do I know where to go for help if I feel I have been treated differently on the basis of race? Would that place vary depending upon whether the experience was inside or outside the classroom?



- How do we foster intercultural engagement across social affinity student groups?
- How do we recognize and celebrate diversity?

Professional Development

- How do I develop co-curricular programs that appeal across a broad spectrum of diverse students?
- How do I foster intercultural student engagement? How often do I do this?
- How do I foster cultural competence across staff and students in my division? Is diversity training required or infused in orientation of all new faculty, staff and students? What is the nature and availability of such training?
- How do we build or assure diversity competence across all staff in my division?
- How do I engage professional staff in dialogues about race?

Assessment

- Do I know what the access and enrollment issues are for students on my campus?
- Am I aware of financial aid concerns for our students of color?
- Am I tracking the students that I serve to make sure I am serving students of color?
- Do I examine what programs seem to benefit students of color? Do I examine which ones students of color are not accessing?

➤ Student Leadership ➤



Recruitment

- What activities have I participated in that will help encourage students of color to attend college?
- Do the student organizations that I am active in do any programs in the K–12 systems that provide information about going to college to schools with large populations of diverse students?
- Do I know students who might consider coming to college if I were to mentor them about the possibility and assist them with the application process?
- Are there pre-college programs on our campus which help students of color to attend college? Have I considered volunteering to help these groups?

Retention

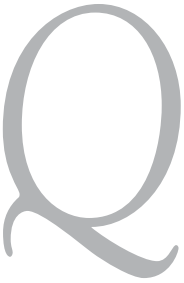
- What retention strategies have I used (can I use) to enhance the diversity of our student body?
- Am I aware of the support systems that are in place to meet the unique needs that diverse students bring to our campus? What gaps still exist? Where are we performing best?
- Is there a student mentoring program on our campus and if so, how can I get involved?
- What does my student organization do to enhance the retention rates of students of color? How can we get more involved?

Partnerships

- What partnerships can our student organization become active in which would embrace our commitment to diversity?
- Does my student organization invite professionals to campus who can be role models for our students of color?
- Does my student organization partner with Historically Black Colleges, Hispanic Serving Institutions, or Native American Colleges to learn more about these higher education institutions?

Campus Climate

- Who are the students who feel most culturally safe in our campus community? Who are the students who feel most unsafe?
- What specific initiatives have I pursued to enhance the climate for diversity on our campus?
- What approaches do I use to facilitate positive interaction and communication among diverse groups of students on our campus?
- Is our student organization office warm and welcoming for all students?
- Are students of color represented in leadership roles in our organization?



- Do I speak up when students of color are not represented in decisions that directly impact them?

Professional Development

- Have my studies here prepared me to work collaboratively with diverse individuals?
- Do I attend programs that highlight other cultures?
- Have I visited places where I would be considered the minority?
- Can I honestly say that my understanding of diversity has grown during my time in college? If not, what will I do about it?

Assessment

- Do I keep my student organization apprised of the access and enrollment issues of students of color on our campus?
- Have we collected data on how well our organization is serving students of color?
- Does our university have a diversity plan and what contribution can our student organization make to achieve the goals of the plan?

Chapter V

Facilitator's Guide

The Centers of Responsibility for Diversity questions will be most effective when they are used as part of a campus-wide conversation designed to mobilize the entire institution to commitment and action. To that end, this guide outlines implementation options, provides checklists for planning and provides suggestions on how to structure a process that will enable colleges and universities to use the tool effectively.

Organizing the Campus Conversation

A campus-wide conversation around issues of diversity must reflect the culture, leadership/governance structures and needs of each individual campus. These general guidelines for implementing a comprehensive process will, of necessity, need to be adapted by each college or university. There are, however, six elements that are integral to the process:

Presidential leadership

Success of the campus conversation requires the support and visible participation by the president or chancellor. There is no substitute for the active presence and commitment of the institutional leader. The president or chancellor is the convener of the conversation, communicator of the results and the individual who can best link diversity to the ongoing mission and vision for the institution. It is also the president or chancellor's responsibility to select—and fund—an effective administrative coordinator to oversee the implementation of the process.

Personal reflection

All campus leadership and participants should begin by using the Centers of Responsibility for Diversity questions to assess personal attitudes and actions. Change will require individual action and so each individual must be challenged to take the diversity imperative personally and to seek ways to connect to it through her or his daily activities.

Leadership mobilization

Key leaders from all major campus units should convene to discuss the priorities, practices and opportunities of their respective units and to explore opportunities for collaboration across units. Their involvement will be critical in expanding the involvement outward from the executive offices to across the campus.

Broad-based participation

Leaders should take the Centers of Responsibility questions to faculty and staff within their units to ensure conversation at all levels of the institution.

Supportive environments

Conversations about diversity issues will be difficult and care should be given to assuring a supportive and safe environment. This may require the use of facilitators to manage conversation dynamics.

Accountability for action

Expectations for outcomes from the conversations should be explicit and results recorded and communicated broadly.

Determining the Process

The president or chancellor, working with the administrative coordinator, will determine the campus-wide process: its scope and timeframe. The process should evolve from the institution's diversity goals and from desired outcomes, which may include:

- review of the task force report and response to the Centers of Responsibility questions;
- meaningful conversations about the implications of the questions for the campus;
- assessment of the state of existing diversity efforts;
- idea exchange on approaches to increasing individual and shared capacity to lead diversity efforts;
- capacity building to enable more meaningful partnerships, relationships, and work; and
- creation of specific diversity goals, commitments and accountability for individuals and units.

Depending on the needs of the institution and desired outcomes, the president may decide to hold a day-long, campus-wide retreat at which unit leaders first review the questions together and then lead conversations with members of their units, culminating in presentations of goals and strategies for change or the chancellor may lay out a process that expands over weeks or even months, involving increasing numbers of participants, includes assessment, information sharing and training sessions, and provides numerous ways for faculty and staff to participate, including town hall meetings, small-group sessions and leadership seminars.

Regardless of the ultimate scope of the process, leadership from each of the units represented in the Centers of Responsibility questions should participate, along with the president or chancellor. Questions for the governing board may be discussed separately during a special session or retreat with the president or chancellor.

Design Considerations

Once the goals of the conversation have been determined and the scope of the process, the coordinator will create the overall design. This may involve working with facilitators and meeting planners from campus or other consultants who can provide similar services. Following are the elements that should be considered as the process design is mapped:

Ensure a comfortable, appropriate physical environment by paying attention to:

- group size;
- location and room size;
- aesthetics (how formal or informal);
- comfortable seating arrangements conducive to the format;
- opportunity for eye contact/sight lines;
- moveable furniture;
- writing surfaces as needed; and
- necessary equipment/supplies (e.g., markers, flip charts and overheads).

Encourage relationships

The conversation design should allow for senior leaders to build on their pre-existing relationships. While the major goal of the conversation is diversity planning, an added outcome should be stronger relationships among leaders. It may be helpful to begin the experience with a team-building exercise to lead participants toward a level of sharing that encourages modest risk taking.

Facilitate multidirectional communication

Design an experience that builds upon the full involvement of all participants. The design should allow participants to solicit input from others, as well as share perspectives with each other. Care should be taken to recognize and facilitate different kinds of communication as individuals may have very different communication preferences based on race, ethnicity, gender, personality type and position. In this regard, the communication process should model the kinds of communication that will be required across a diverse campus.

Build trust and acceptance

Diversity-related conversation can often generate anxiety for participants. For this reason it will be important to design a process that builds trust and promotes acceptance of the unique

gifts and challenges each participant brings. An important feature of building trust is the establishment of ground rules. The facilitator should offer specific ground rules for the conversation, while also soliciting additional ground rules from participants. They may include:

- share only what you feel comfortable;
- avoid side conversations;
- treat the conversation as you would something that matters;
- involve yourself as if your participation is the key to the group's success;
- be on each other's side;
- engage in "straight speaking;" and
- take care of each other.

Facilitate the conversation

The facilitator or group leader should consider the following questions in order to design the agenda for a productive session:

- How will the gathering begin and end?
- What types of activities will be included?
- How will activities be sequenced?
- What can the facilitator do to encourage participants to be reflective?
- What can the facilitator do to promote the learning of new information?
- What can the facilitator do to maximize interaction among participants?
- What can the facilitator do to create opportunities to practice new behaviors and acquire new knowledge?
- What can the facilitator do to encourage participants to apply new knowledge to their leadership after the planning activity?
- How will the results be captured and communicated?
- Who will be responsible for follow up?

Build in assessment

Because the scope and context of each institution's conversation will differ, so too will the requirements for effective evaluation. As the goals for the conversation are set, also create the assessment tools that will enable measurement of success. Following are some assessment questions that may be useful:

- What concrete outcomes have been produced as a result of our planning efforts?
- What aspects of the diversity planning process went well?
- Where did we appear to struggle most during the diversity planning process?
- If we were to repeat the diversity planning process what should we do differently? Keep the same?
- How can we assess personal learning experiences during the diversity conversations?
- How will the goals and outcomes of the conversations be communicated—within units, across the campus and to external groups?
- How will we track and measure successful implementation of the goals and strategies that are created as a result of the conversations?
- How can we connect our diversity planning to other campus planning efforts?
- What aspects/outcomes of our diversity planning process are worthy of being shared with others institutions?

Conducting the Conversation

Assign advance preparation

In order to ensure full engagement by all participants—especially in those gatherings with unit leaders—advance preparation should be required so that everyone begins with a shared background of understanding. It is recommended that all participants read this report and review the relevant Center of Responsibility questions.

In addition, depending on the nature of the planned conversation, participants may also be asked to prepare comments on:

- the understanding of the institution's diversity mission.
- their perceptions about the success of their unit in contributing to the diversity mission of the institution;
- challenges the unit faces in achieving greater success in the future;
- strengths the unit can bring to bear as it approaches future work; and
- specific help (information, training, resources) needed to move forward.

In some cases institutions may have existing diversity reports or have other materials they wish to use to provide common orientation for participants. Shared knowledge and orientation is important to fostering shared leadership.

Frame the conversation

Whether the conversation involves the president and her staff, institutional leaders or groups of faculty or staff, the process convener—ideally the president or chancellor—should attend to begin the conversation with a warm and enthusiastic welcome. It is important for the convener to communicate enthusiasm for the process and the expected outcomes. The convener should also acknowledge concerns, issues and thoughts about diversity that may influence participants. As appropriate, the convener can then introduce the facilitator.

Establish ground rules

The facilitator should emphasize the importance of creating an environment in which all participants can communicate openly. The facilitator may begin by offering examples of ground rules or by soliciting recommended ground rules from participants.

Create group interaction

A simple team-building exercise may be used to help participants prepare for interacting with each other and engaging with the topic of diversity.

Engage in reflective discussion

The facilitator should include a discussion on the importance of reflective leadership in addition to the review of the Centers of Responsibility questions. Depending on the group and desired outcomes, participants may focus on their individual responses to questions or on unit assessment. Participants may also share their responses to the advance questions.

Define goals, commitments and accountability

In addition to open discussion the process should also allow for the creation of a broad vision for the institution's diversity commitment, as well as a focus on specific goals, commitments and accountability, either for individuals or their units. The goals, commitments, and accountabilities should be positive, realistic, relevant, specific and measurable.

The facilitator will need to determine the best format for advancing this work. In some cases large-group conversations will work best, in other situations small groups will be most appropriate. Regardless of the process, the work of the group should be recorded or captured so it can be communicated with others and with the group participants. The end result of the effort should be greater clarity and alignment about goals, commitments and accountability for the institution's diversity efforts.

Review achievements

At various points during the conversation the facilitator should do a "check-in" with the group to determine how it is doing and how participants are feeling about the experience.

Prior to the end of the experience the facilitator should review and summarize the specific commitments, timelines and completion dates for the group's work. The group should be informed of "what's next" to see specific outcomes from its work.

Conduct a closing activity

Before adjourning, the group should have the opportunity to reflect on its work. A simple activity is to give participants the opportunity to offer "acknowledgments" and "appreciations" to others. This allows participants to share observations about the positive contributions of others and reinforce those behaviors that are important to ongoing diversity success. It is also important that the president or chancellor offer comments on the process and reiterate his or her commitments regarding the institution's diversity efforts.

Providing Follow-Up

Follow-up activities will depend on the goals set for the campus conversation. Ideally, the resulting goals and plans for diversity change will be shared with the campus and within units. Regular updates on progress or new initiatives should also be provided so that the campus can be energized in its efforts to better integrate diversity.

It is likely that the campus conversation process will also raise new questions or requests for more information or professional development opportunities. It is our hope that the dynamic of reflective questioning, collaborative goal sharing and assessment will become a continuing process that can be used to enhance capacity across the institution.

Chapter VI

Recommended Readings

The citations listed below are provided as a resource and reference to begin consideration of diversity issues and concerns. They represent a contemporary view of diversity issues and approaches expressed by a variety of authors. The information should be used simply as a reference for those in higher education institutions concerned with maintaining a diverse workforce and student body.

Title: **Preservation or Transformation: Where's the Real Educational Discourse on Diversity?**

Author: Mitchell J. Chang

Source: *The Review of Higher Education*, Winter 2002, Vol. 25, No. 2, pp 125–140.

Abstract: The focus of the article is on the boarding of the educational conversation on diversity and moving beyond the issue of admissions. It reviews a number of court decisions related to affirmative action and race relations. He looks at the issues of student learning and how the diversity discussion is transforming higher education. The diversity agenda is linked to a set of broad and varied campus activities and initiatives to affect many aspects of a university.

Title: **Diversity and Higher Education: Theory and Impact on Educational Outcomes**

Source: *Educational Administration Abstracts*, October 2003, Vol. 38, Issue 4, p 477.

Abstract: In the current context of legal challenges to affirmative action and race-based considerations in college

admissions, educators have been challenged to articulate clearly the educational purposes and benefits of diversity. In this article, the authors explore the relationship between students' experiences with diverse peers in the college or university setting and their educational outcomes. Rooted in theories of cognitive development and social psychology, the authors present a framework for understanding how diversity introduces the relational discontinuities critical to identity construction and its subsequent role in fostering cognitive growth. Using both single- and multi-institutional data from the University of Michigan and the Cooperative Institutional Research Program, the authors go on to examine the effects of classroom diversity and informal interaction among African American, Asian American, Latino American and white students on learning and democracy outcomes. The results of their analyses underscore the educational and civic importance of informal interaction among different racial and ethnic groups during the college years. The authors offer their findings as evidence of the continuing importance of affirmative action and diversity efforts by colleges and universities not only as a means of increasing access to higher education for greater numbers of students but also as a means of fostering students' academic and social growth [abstract from author].

Title: **The Benefits of Diversity in Education for Democratic Citizenship**

Author(s): Gurin, Patricia; Nagda, Biren A.; and Lopez, Gretchen E.

Source: *Journal of Social Issues*, March 2004, Vol. 60, Issue 1, p 17.

Abstract: The social science statement in *Brown v. Board of Education* (1954) stressed that desegregation would benefit both African American and white children. Eventually, it was recognized that integration, rather than mere desegregation, was important for benefits to be realized. A parallel argument is made in the legal cases concerning affirmative action in higher education: educational benefits of diversity depend on curricular and co-curricular experience with diverse peers, not merely on their co-existence in the same institution. Positive benefits of diversity were demonstrated in a study comparing students in a curricular diversity program with students in

a matched control group, and in a longitudinal survey of University of Michigan students. [Abstract from author]

Title: **Beyond Affirmative Action: Reframing the Context of Higher Education**

Author: Roberto Ibarra

Source: *University of Wisconsin Press*, 323 pages.

Abstract: Institutional racism is not the source of higher education's failure to diversify faculty and campuses as successfully as our changing demographics demand. The problem, writes Ibarra, is more systemic: it is in the current dominant analytical research model which is not supportive of alternative learning modes and styles that many women and minorities find more effective. Ibarra examines the "low-context" environment of the German research model on which the current academy is based versus the "high-context" learning preferred by many underrepresented groups. If higher education is serious about integrating diversity into our institutions it will require, writes Ibarra, institutional and pedagogical change as well as improved access.

Title: **Diversity's Missing Minority: Asian Pacific American Undergraduates' Attitudes Toward Affirmative Action**

Author: Inkelas, Karen Kurotsuchi

Source: *Journal of Higher Education*, November/December 2003, Vol. 74, Issue 6, p 601.

Abstract: This study examines the affirmative action attitudes of Asian Pacific American (APA) college students of the U.S. and personal characteristics along with facets of the college experience that influence their beliefs. Background and significance of this study: review of literature related to this context; account of conceptual framework for influences on APA students' attitudes toward affirmative action; overview of variables that are utilized in the conceptual framework of this study; overview of analytical methods used in this study; influences on APA students' support for affirmative action principles; and differences in affirmative action attitudes among different APA students' subgroups.

- Title:** **From numerical to comprehensive inclusion: utilizing experiences in the USA and South Africa to conceptualize a multicultural environment**
- Author:** King, Kimberly Lenease
- Source:** *International Journal of Inclusive Education*, January 2001, Vol. 5, Issue 1, p 67.
- Abstract:** This paper offers a critique of approaches to racial inclusion in the USA, and recommends that institutions of higher education adopt a more comprehensive approach. In particular, it argues that most approaches to racial inclusion in the USA focus on increasing the numbers of racially diverse students, or numerical inclusion. Despite the relative success of this approach, inequalities experienced by African American and other minority-group students attending predominantly white universities suggest that a more comprehensive approach to inclusion should be pursued. A comprehensive approach to inclusion would involve an examination of institutional characteristics to determine how policies, practices and programs challenge African American and other minority-group students' success. For example, such an approach would involve a reconceptualization of the measures used to determine access, the nature and structure of curricula and teaching pedagogy. [Abstract from author]

- Title:** **Assessing Multicultural Initiatives in Higher Education Institutions**
- Author:** Krishnamurthi, Murali
- Source:** *Assessment and Evaluation in Higher Education*, June 2003, Vol. 28, Issue 3, p 263.
- Abstract:** As educational institutions engage in promoting multiculturalism on campuses, it becomes essential to assess the quality and success of those initiatives. In this paper, the plan being implemented at Northern Illinois University to assess multicultural initiatives is described. The plan is to ensure that faculty, staff and students participate and benefit from multicultural curricular and related programs, courses, curricula and continue to be multiculturally transformed, multicultural curricular transformation and support program needs are being met, students obtain and demonstrate the necessary multicultural competencies, and the campus is supportive of multicultural initiatives at all levels of the

university. The paper describes the range of multicultural initiatives pursued in higher education institutions and the considerations necessary in assessing such initiatives. The plan described in this paper makes use of existing assessment mechanisms and as well as new ones designed and implemented in several phases. The results and findings from the assessment along with recommendations for improving the initiatives are discussed in this paper. The paper concludes with a discussion on the real challenges of the plan and issues to consider when assessing multicultural initiatives in a higher education institution [abstract from author].

Title: **Identity and learning: Student affairs' role in transforming higher education**

Author(s): Magolda and Marcia B. Baxter

Source: *Journal of College Student Development*, Vol 44(2), March/April 2003, pp. 231–247.

Abstract: Self-definition plays a crucial role in complex learning. This article offers a framework for making identity central to promoting learning and self-authorship. Four examples of this framework in multicultural education, community development, academic advising, and teaching offer student affairs educators a foundation for leading educational transformation.

Title: **Blend It, Don't End It: Affirmative Action and the Texas Ten Percent Plan After Grutter and Gratz**

Source: *Mexican American Legal Defense and Educational Fund (MALDEF)*, June 24, 2004, Legal Brief.

Abstract: This report primarily focuses on opportunities for African Americans, Latino Americans and Native Americans. In "Blend It, Don't End It," Americans for Fair Chance, the Equal Justice Society, and the Society of American Law Teachers, assess racial and ethnic diversity in Texas higher education at the flagship undergraduate campuses, law schools, and medical schools. The report makes recommendations related to the benefits and lessons of the Texas Ten Percent Plan currently in place and how it can be woven together with the constitutionally permissible consideration of race in admissions.

Title: **Affirmative Action Survives, and So Does the Debate**

Author: Schmidt, Peter

Source: *The Chronicle of Higher Education*, July 7, 2004/2003, Vol. 49, Issue 43, p S1.

Abstract: The article focuses on the ruling of the U.S. Supreme Court on the general practice of affirmative action on race-related admission policies in colleges and universities in Michigan. Rejection of the undergraduate admissions policy and the significance of a lawsuit filed by Barbara Grutter who was rejected by a school in 1997.

Title: **Interrupting the Usual: Successful Strategies for Hiring Diverse Faculty**

Author(s): Smith, Daryl G.; Turner, Caroline S.; Osei-Kofi, Nana and Richards, Sandra

Source: *Journal of Higher Education*, March/April 2004, Vol. 75, Issue 2, p 133.

Abstract: The article focuses on the efforts of hundreds of campuses across the U.S. to diversify their faculty and the low representation of faculty of color in the academy despite years of affirmative action policies. The article offers an examination of the departmental search committee process and the conditions that lead to hiring diverse faculty in terms of race and gender and investigates whether specific intervention account for the hiring of diverse faculty.

Title: **Is Campus Racial Diversity Correlated with Educational Benefits?**

Author(s): Wood, Thomas E. and Sherman, Malcolm J.

Source: *Academic Questions*, Summer 2001, Vol. 14, Issue 3, p 72.

Abstract: The article explores the link between campus racial diversity and educational benefits. Findings from the American Council on Education's Higher Education Research Institute Cooperative Institutional Research Program database. The article includes a discussion on Justice Louis F. Powell's diversity rationale for preferential admission and an overview of an expert witness report on the educational benefits of racial diversity on campuses.

References

- American Council on Education (ACE) (2005). Annual ACE report shows minority college enrollment continuing to climb, but gaps persist, retrieved May 5, 2005 from <http://ace.activematter.com/AM/Template.cfm?Section=Search&Template=/CM/ContentDisplay.cfm&ContentID=7642>.
- Andrews, F. Mitstifer; D. Rehm, M. and Vaughn, G. (1995). *Leadership: Reflective Human Action*, East Lansing, Michigan, Kappa Omicron Nu.
- Astin, A. and Astin, H. with Allen, K., Burkhardt, J., Cress, C., Flores, R., Jones, P., Lucas, N., Pribush, B., Reckmeyer, W., Smith, B., and Zimmerman-Oster, K. (2000). *Leadership Reconsidered: Engaging Higher Education in Social Change*, Battle Creek, Michigan: W.K. Kellogg Foundation.
- Bogue, E. G. and Hall, K. (2003). *Quality and Accountability in Higher Education: Improving Policy, Enhancing Performance*, Westport, Connecticut: Praeger.
- Bowen, W. (2004a). *In Pursuit of Excellence*. Lecture I, The Thomas Jefferson Foundation Distinguished Lecture Series, University of Virginia, April 6, 2004, retrieved May 5, 2005 from mellon.org/MellonAnnouncements.htm.
- Bowen, W. (2004b). *Stand and Prosper! Race and American Higher Education*. Lecture III, The Thomas Jefferson Foundation Distinguished Lecture Series, University of Virginia, April 13, 2004, Retrieved May 5, 2005 from mellon.org/MellonAnnouncements.htm.
- Bowen, W. and Bok, D. (1998). *The Shape of the River: Long-Term Consequences of Considering Race in College and University Admissions*. Princeton, New Jersey, Princeton University Press.
- Brief of 65 Leading American Businesses (2003) as amici curiae in support of respondents, *Grutter v. Bollinger, et al.*, retrieved August 1, 2005 from http://supreme.lp.findlaw.com/supreme_court/docket/2002/april.html.
- Brief of General Motors Corporation (2003) as amicus curiae in support of respondents, *Grutter v. Bollinger, et al.*, retrieved August 1, 2005 from http://supreme.lp.findlaw.com/supreme_court/docket/2002/april.html.
- Brief of Lt. Gen. Julius W. Becton, et al. (2003) as amici curiae in support of respondents, *Grutter v. Bollinger, et al.*, retrieved August 1, 2005 from http://supreme.lp.findlaw.com/supreme_court/docket/2002/april.html.
- Carnevale, A. and Frye, R. (2000). *Crossing the Great Divide: Can we Achieve Equity When Generation Y Goes to College?* Princeton, New Jersey, Educational Testing Services.
- Chang, M. (2002). Preservation or Transformation: Where's the Real Educational Discourse on Diversity? *The Review of Higher Education*, 25 (2), pp 125–140.
- Duderstadt, J. (2000). *A University for the 21st Century*, Ann Arbor, Michigan, The University of Michigan Press.

- Ford Foundation (1990). Letter to presidents of 200 colleges and universities announcing the foundation's Campus Diversity Initiative. Quoted in C. McTighe Musil (1995), *Diversity in Higher Education: A Work in Progress*, Washington, D.C., Association of American Colleges and Universities.
- Grutter v. Bollinger et al. 539 U.S. 982. (2003).
- Gurin, P., Dey, E., Gurin, G. and Hurtado, S. (2003). How Does Racial/Ethnic Diversity Promote Education? *Western Journal of Black Studies*, 27 (1), pp 20–29.
- Gurin, P., Nagda, B. and Lopez, G. (2004). The Benefits of Diversity in Education for Democratic Citizenship, *Journal of Social Issues*, 60 (1), pp 17–34.
- Harvey, W. and Anderson, E. (2005). *Minorities in Higher Education: Twenty-First Annual Status Report 2003–2004*, Washington, D.C., American Council on Education.
- Haycock, K. and Huang, S. (2001). *Are Today's High School Graduates Ready? Thinking K–16*, 5 (1), pp 3–17, Washington, D.C., The Education Trust.
- Hodgkinson, H. (1999). A Conversation About Demography, *Connection*, Summer, pp 15–19.
- Humphreys, D. (1999). Diversity Plans: What Impact Can They Have? *Diversity Digest*, Fall 1999, retrieved August 1, 2005 from diversityweb.org/Digest/F99/divplan.html.
- Hurtado, S. (2003). *Preparing College Students for a Diverse Democracy*, the final report to the U.S. Department of Education, OERI, Field Initiated Studies Program, Ann Arbor, Michigan, Center for the Study of Higher and Postsecondary Education.
- Ibarra, R. (2001). *Beyond Affirmative Action: Reframing the Context of Higher Education*, Madison, Wisconsin, The University of Wisconsin Press.
- Jackson, S.A. (2004). The Beauty of Diverse Talent, in S. Malcom, D. Chubin, and J. Jesse (Eds.), pp. 69–72, *Standing Our Ground: A Guidebook for STEM Educators in the Post-Michigan Era*, New York, New York, American Association for the Advancement of Science with the National Action Council for Minorities in Engineering.
- King, Jr., M.L. (2001). *A Call to Conscience: The Landmark Speeches of Dr. Martin Luther King, Jr.*, New York, New York, Intellectual Properties Management, Inc. in association with Warner Books.
- The Leadership Alliance (2005). Summary Statement: The Impact of Diversity on the Academy, retrieved May 25, 2005 from theleadershipalliance.org.
- Magrath, C.P. (2003). The Challenge of Access and Equal Opportunity in Higher Education, speech delivered at a meeting of the Commission of Human Resources and Social Change and the Council on Student Affairs, June 23, 2003, Washington, D.C.
- Malcom, S., Chubin, D. and Jesse, J. (2004). *Standing Our Ground: A Guidebook for STEM Educators in the Post-Michigan Era*, New York, New York, American Association for the Advancement of Science with the National Action Council for Minorities in Engineering.

- McTighe Musil, C. (1995). *Diversity in Higher Education: A Work in Progress*, Washington, D.C., Association of American Colleges and Universities.
- Mezirow, J. (1990). How Critical Reflection Triggers Transformative Learning, in J. Mezirow and Associates (Eds.), pp 1–20, *Fostering Critical Reflection in Adulthood*, San Francisco, California, Jossey-Bass.
- Milem, J. and Hakuta, K. (2000). The Benefits of Racial and Ethnic Diversity in Higher Education in D.J. Wilds (Ed.), *Minorities in Higher Education: Seventeenth Annual Status Report*, pp 39–67, Washington, D.C., American Council on Education.
- National Opinion Research Center, NORC (2003). *Doctorate Recipients from United States Universities*, Summary Report 2003, retrieved May 5, 2005 from norc.uchicago.edu/issues/docdata.htm.
- Rosaldo, R. (1993). *Culture and Truth: The Remaking of Social Analysis*, Boston, Massachusetts, Beacon Press.
- Saltmarsh, J., Ibarra, R., Young, D. (2005). Context Diversity: Reframing Higher Education for Civic Learning in a Diverse Democracy, presentation to the Association of American Colleges and Universities Annual Meeting, January 27, 2005, San Francisco, California.
- Senge, P. (1990). *The Fifth Discipline: The Art and Practice of the Learning Organization*, New York, New York, Doubleday/Currency.
- Senge, P., Cambron-McCabe, N., Lucas, Kleiner, A., Dutton, J., and Smith, B. (2000). *Schools that Learn: A Fifth Discipline Fieldbook for Educators, Parents and Everyone Who Cares About Education*, New York, New York, Doubleday.
- Smith, D. and Associates (1997). *Diversity Works: The Emerging Picture of How Students Benefit*, Washington, D.C., Association of American Colleges and Universities.
- Takaki, R. (1993). *A Different Mirror: A History of Multicultural America*, New York, New York, Little Brown and Company.
- Thomas, D. and Ely, R. (1996). Making Differences Matter: A New Paradigm for Managing Diversity, *Harvard Business Review*, September/October, pp 79–90.
- Vest, C. M. (2004). Science Technology and America's Future, in *Standing Our Ground: A Guidebook for STEM Educators in the Post-Michigan Era*. S. Malcom, D. Chubin, J. Jesse (Eds.), pp 73–79, Washington, D.C., American Association for the Advancement of Science and the National Action Council for Minorities in Engineering.
- Wills, E. (2005). Minority Students are Making Gains in Higher Education, But Gaps Remain, *The Chronicle of Higher Education*, February 15.

American Association of State Colleges and Universities (AASCU)

AASCU's members work to extend higher education to all citizens. Access is a hallmark of AASCU member institutions, colleges and universities that embrace students who traditionally have been underrepresented in higher education as well as those who are first generation college students. By Delivering America's Promise, these institutions fulfill the expectations of a public university by working for the public good through education and engagement, thereby improving the lives of people in their community, their region and their state.

AASCU represents more than 400 public colleges, universities and systems of higher education throughout the United States and its territories. AASCU schools enroll more than three million students or 55 percent of the enrollment at all public four-year institutions.

National Association of State Universities and Land-Grant Colleges (NASULGC)

NASULGC members are dedicated to supporting excellence in teaching, research and public service. Founded in 1887, it is the nation's oldest higher education association of public universities, land-grant institutions and public university systems, NASULGC members are located throughout the United States and its territories.

NASULGC represents 215 institutions, including 76 land-grant institutions of which 18 are the historically black public institutions created by the Second Morrill Act of 1890 and 27 public higher education systems. In addition, through the membership of the American Indian Higher Education Consortium NASULGC represents the 33 tribal colleges that became land-grant institutions in 1994.

aascu

**American Association of State
Colleges and Universities**

1307 New York Avenue, NW • Fifth Floor
Washington, DC 20005-4701
202.293.7070 • fax 202.296.5819 • aascu.org

NASULGC

**National Association of State
Universities and Land-Grant Colleges**

1307 New York Avenue, NW • Fourth Floor
Washington, DC 20005-4722
202.478.6040 • fax 202.478.6046 • nasulgc.org