
DIVERSITY'S PROMISE FOR EXCELLENCE:

The Leadership Imperative in and for a pluralistic society

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NATIONAL AND GLOBAL CONTEXT

50 years of ***UNFINISHED BUSINESS***,

PROGRESS,

and

INCREASING DOMAINS FOR DIVERSITY

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The role of religion

Sexual orientation, gender identity

Disabilities/ abilities

Immigration

Indigenous communities--future,
sovereignty, viability

Internationalization

Gender

Race/ethnicity

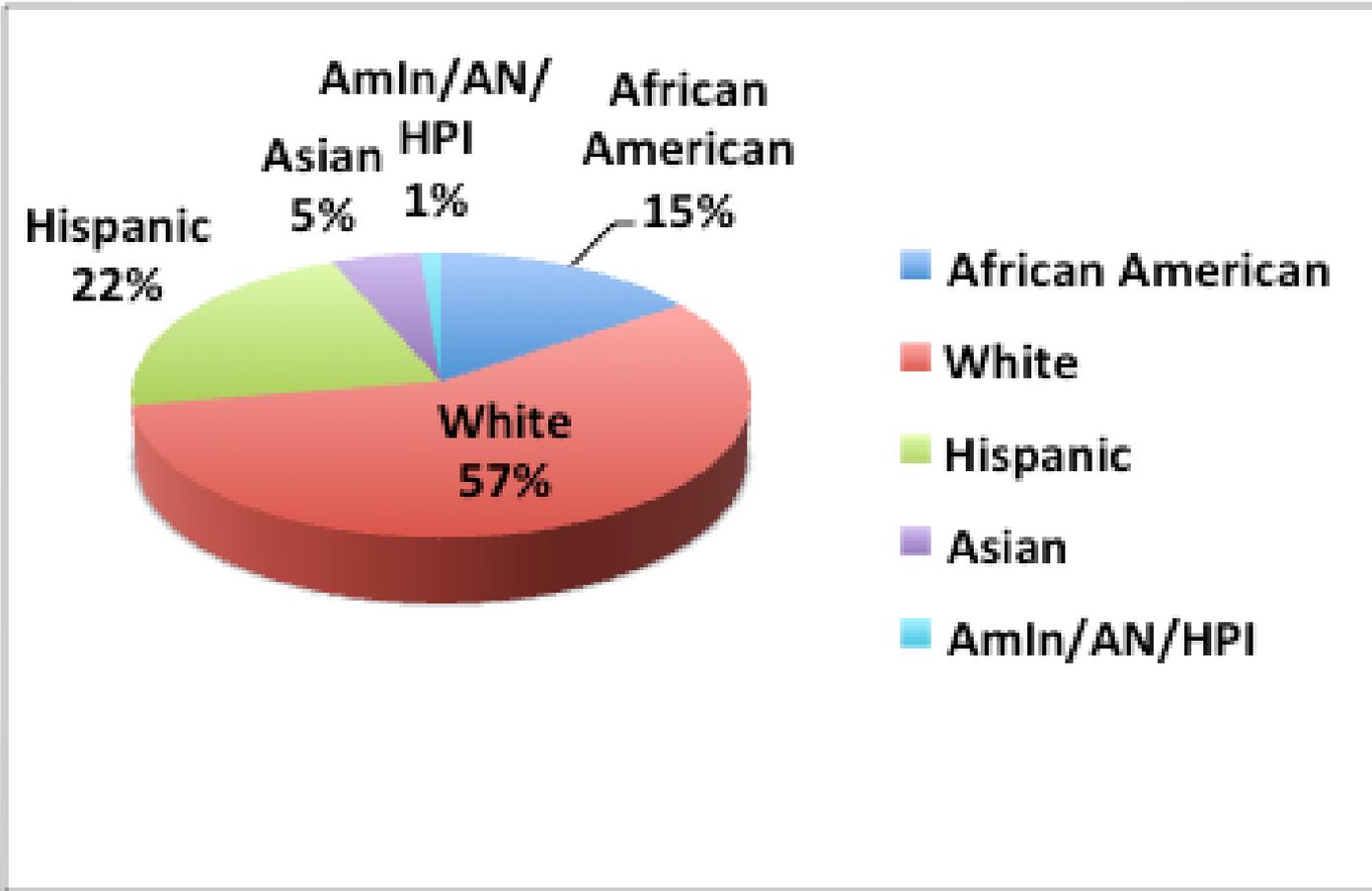
Class

Veteran status, viewpoints

Multiple and intersecting identities

Demographic changes in every state

Young Adult U.S. Population, 2012 by Race/ethnicity



COMPLEXITY OF IDENTITY

- ° **Salience—deeply embedded in history, culture, structural inequities**
- ° **Multiplicity and intersectionality**
- ° **Context**
- ° **Asymmetry**
- ° **Individual and institutional**

Implications for society and democracy

- **Health and Well Being of Society**
 - erasing health and education disparities
 - domestic capacity in Science and technology
- **Dealing with the histories of violence and injustice**
- **Strong connection between political stability and inequity**
- **Complexity of institutional change in a time of real pluralism—attractiveness of all institutions**
- **Creating the conditions under which diversity works**
- **Press for diversity in leadership and competency**
of all leaders to function in diverse
environments

°Intersects with virtually all academic fields---psychology, history, environment, health, education, the arts, politics, science, law, policy

°The kinds of knowledge, skills required

°Credibility and viability of higher education

Meanwhile on many campuses:

1. The rhetoric about diversity is increasing
2. List of “diversity identities” grows
3. Programs and projects growing
4. U.G. student diversity is growing
5. Graduation rate disparities persist
6. Human capacity (fac/staff) not necessarily growing--
7. Leadership coming from “diversity” roles
8. Conversations, task forces, committees, reports could be 40-50 years old.

Competing views of whether progress is being made....

More

Diversity efforts parallel but not part of core functions—e.g.

strategic plans

accreditation

unit plans

Often mobilized after a crisis

Just one of a growing number of initiatives

Difficult dialogues difficult

Task forces or diversity committees

struggling with overload or lack of direction

And, now internationalization initiatives

NEXT GENERATION WORK--reframed

**Building institutional capacity
for a pluralistic society**

**Building leadership capacity
for a pluralistic society**

REFRAMING THE PARADIGM:

CREDIBILITY

VIABILITY

CAPACITY BUILDING –

For a pluralistic society

THINK TECHNOLOGY!

AN IMPERATIVE

MOVING TO THE NEXT LEVEL-- KEY STRATEGIC PRINCIPLES

- ❖ LOCATE DIVERSITY AS PART OF THE MISSION
- ❖ DIVERSITY AS PART OF CORE INDICATORS OF SUCCESS --not parallel
- ❖ BEYOND PROJECTITIS TOWARD SYNERGY and coordination
- ❖ MONITORING PROGRESS--HOW DO WE KNOW?
- ❖ DIVERSITY AS INCLUSIVE AND DIFFERENTIATED

Framework for Diversity



**WHAT ARE THE STRATEGIC
CONNECTIONS BETWEEN
EXCELLENCE AND DIVERSITY?**

EXCELLENCE AND DIVERSITY

- Are students from different groups succeeding?
- Are **ALL** students being prepared to function and lead in a diverse society?
- How attractive is the institution to diverse groups and communities?

EXCELLENCE AND DIVERSITY:

- Are faculty/staff from different groups succeeding/thriving?
- Do we have the capacity to identify and nurture talent from diverse groups
- Do we have the capacity to educate for a pluralistic society (knowledge, skills, resources)
- Does the curriculum and research address the academic issues related to diversity?

EXCELLENCE AND DIVERSITY:

- Are we building the cultural competence at all levels to engage diversity and inclusion?

- Are we building capacity among faculty, staff and students to engage in difficult dialogues (do we model this)?

- Do we have an inclusive and supportive climate?
 - Satisfaction
 - Choose to come again
 - Recommend to a friend
 - Perceptions of commitment to diversity

SOME LESSONS FROM RESEARCH:

- Myths and assumptions provide reasons for lack of progress.
- Leadership at all levels matters—senior leaders need to be visible.
- Creating conditions under which benefits emerge---trust, commitment, progress
- The multiplicities and intersectionalities of identities are important for building community
- Mattering matters for all constituencies

SOME LESSONS FROM RESEARCH (cont):

- Not about projects and programs, sustained not episodic.
- Curriculum, intellectual work is critical
- Difficult dialogue skills important for faculty and staff not just students
- Good education trumps background
 - High expectations, belief and support.
 - Experiences with diversity increases cognitive complexity
 - Talent is lost with traditional metrics
- Domestic and international increasingly interrelated but not interchangeable.

SOME LESSONS FROM RESEARCH (cont):

- Faculty diversity slow to change
- International faculty growing fastest
- Faculty diversity in particular depts.
- Faculty hiring and retention is critical
- Next generation of faculty has been or is being hired.
- Proactive and targeted searches work
- Job descriptions matter
- Accountability helps interrupt the usual
- Implicit bias impacts decisions

Rationale for diverse leadership

Decision making

Perceptions of commitment and equity

Providing Legitimacy

New approaches and scholarship

Relationships with diverse communities

on and off campus

Institutional attractiveness

Leadership development

Significance of the absence of--not 1:1

Role models

Burden on tokens---cultural taxation

Interrupts implicit bias

IMPLICATIONS FOR LEADERSHIP

- Modeling diversity and inclusion at every level
 - Composition, building teams, leadership, commitment, climate
- Understanding diversity's centrality to mission and excellence
- Framework for monitoring progress—how do you know
 - Audit and intelligent metrics metaphor
- Communication and commitment
- **Intentional, aligned, accountable, sustained**
- Inclusive and Differentiated Approach
- GLOBAL≠DOMESTIC

Building Capacity for Leadership

- Navigating identities (Individual-Institutional)
- Multiple perspectives, difficult dialogues
- Trust—relationships built over time not in crisis
- Understanding significance of one's own identity
- Linking to institutional mission, culture, language,
- History, context

It requires collective responsibility and engagement

“INJUSTICE ANYWHERE IS A THREAT TO JUSTICE EVERYWHERE”

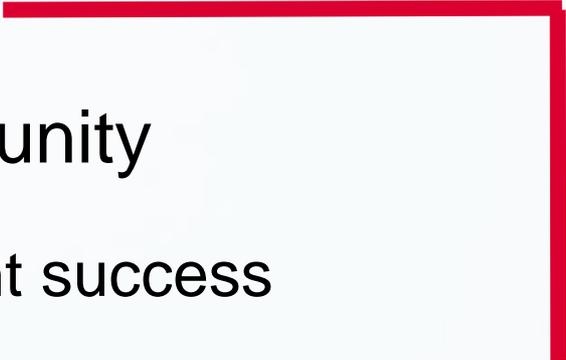
MARTIN LUTHER KING JR. Letter
from Birmingham Jail, April 16, 1963

“NEVER, NEVER AGAIN SHALL IT BE THAT THIS BEAUTIFUL LAND WILL AGAIN EXPERIENCE THE OPPRESSION OF ONE BY ANOTHER”

(MANDELA, 1994)

What makes an institution attractive?

- ◆ Success--with students, faculty staff
- ◆ Inclusive
- ◆ Interesting work that matters
- ◆ Good reputation for faculty, staff and students
- ◆ Evidence of progress



Urgency increasing---the opportunity

Growing urgency about student success
and STEM

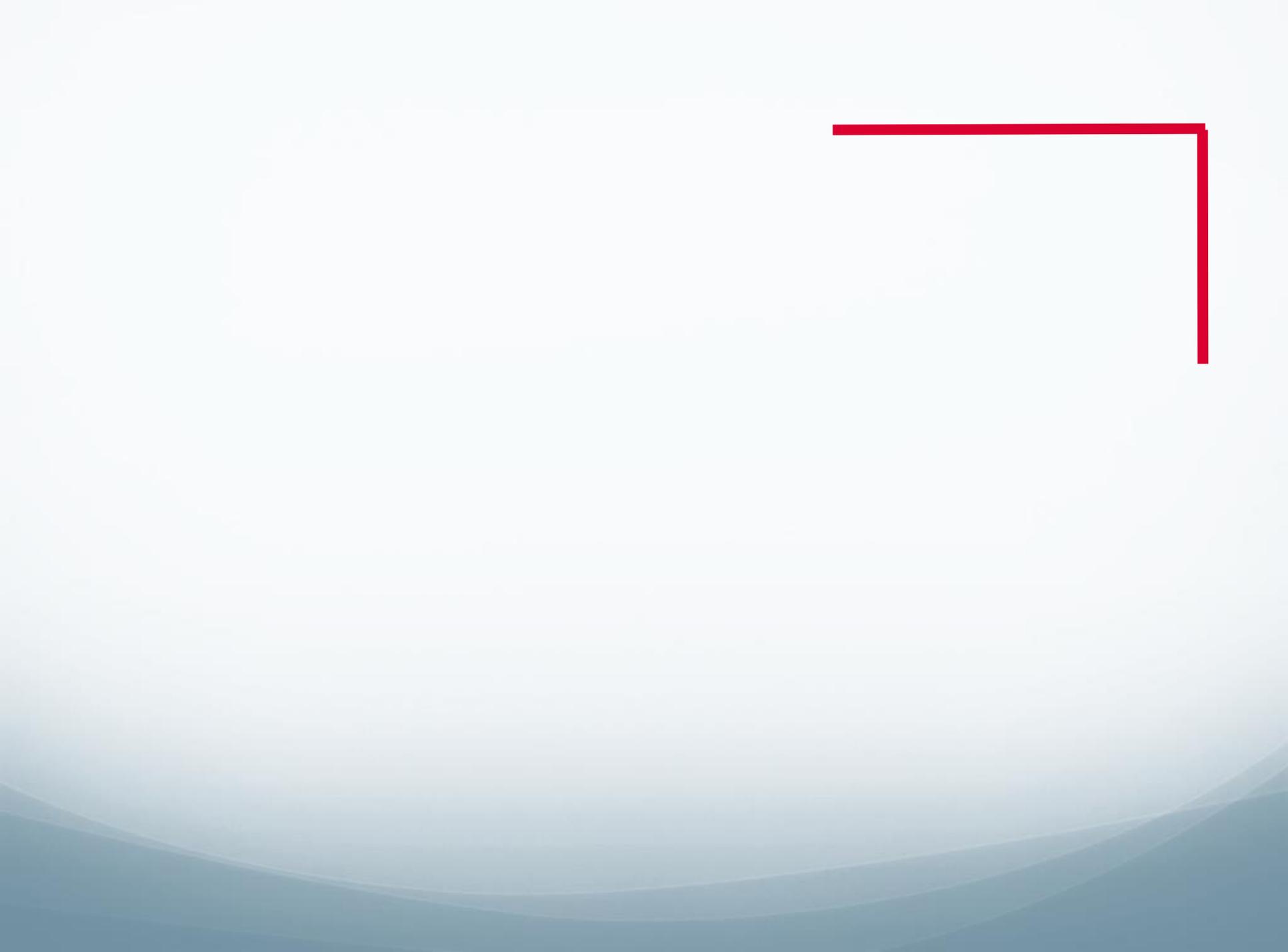
**Health of a pluralistic society—nation
rebuilding**

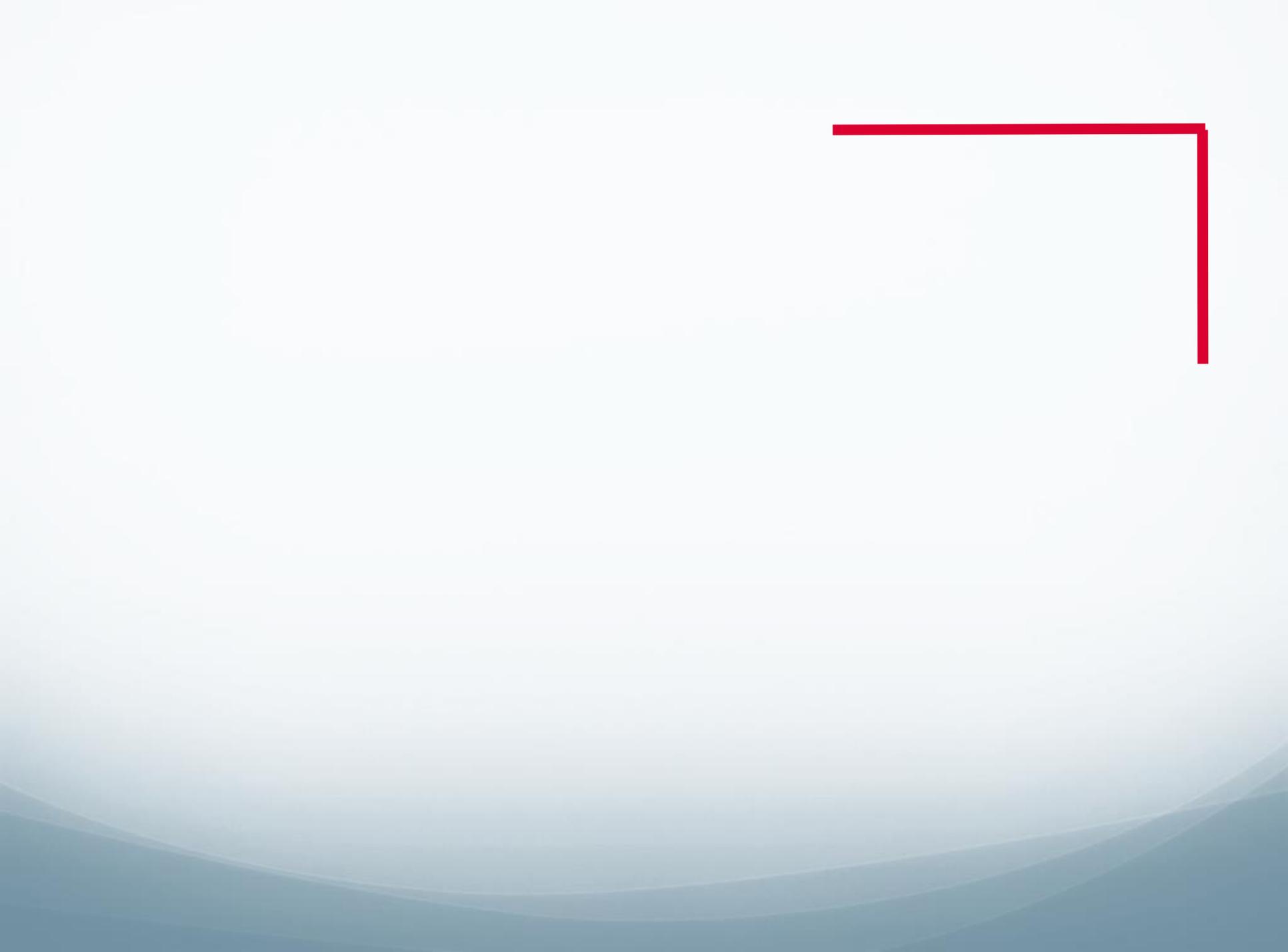
Need for graduates with capacity to lead

Credibility in the world, modeling pluralistic
democracies that work

Impatience and frustration on campus

Next generation of faculty is now or has





IMPLICIT BIAS

RED

GREEN

BLUE

BLACK

YELLOW

IMPLICIT BIAS

RED

GREEN

BLUE

BLACK

YELLOW