DIVERSITY'S PROMISE FOR EXCELLENCE:

The Leadership Imperative in and for a pluralistic society
NATIONAL AND GLOBAL CONTEXT
50 years of *UNFINISHED BUSINESS*,
PROGRESS,
and
INCREASING DOMAINS FOR DIVERSITY
INCREASING DOMAINS FOR DIVERSITY

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

- Hispanic: 22%
- AmIn/AN/HPI: 1%
- African American: 15%
- Asian: 5%

- White: 57%
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
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
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