

LEADERSHIP AND INSTITUTIONAL TRANSFORMATION :THE 21ST CENTURY APPLICATION OF DIVERSITY, INCLUSION AND EQUITY

- UNIVERSITY OF TENNESSEE SUMMIT ON INCLUSIVE EXCELLENCE: “WE ARE ONE”
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What Does it Mean to Discuss Diversity and Inclusion as Scholarly Activities? Should we?

- Must be intellectually compelling and conceptually sound
- Incorporate best research, models, and practices as frames of reference
- Develop measurable outcomes and an assessment plan
- Generate a culture of evidence (Direct and Indirect)
- Present results for public discourse/scrutiny
- Promote organizational change and innovation

The Impact of Diversity on Students

(A review of the early research)

Diversity initiatives have an impact on both majority and minority students and it is positive

Student satisfaction with college (majority and minority students)

Cognitive development and general academic success

Preparation to function in a pluralistic society/work force

Reduction in tension associated with volatile and controversial issues (classroom climate)

The Impact of Diversity on Students (A review of the early research) *Cont.*

The quality of faculty and peer involvement

Enhancement of teaching effectiveness

Self segregation significantly more characteristic of majority students

Commitments to diversity and to educational excellence are mutually reinforcing

Inadequate/superficial programming are not effective (institutions must alter culture and organize for a more diverse future)

National Campus Diversity Project at Harvard University

- **Research conducted by Dr. Dean Whitla on:**
 - Undergraduate students
 - Law school students (Harvard and seven other select law schools)
 - Medical school students
- **Central finding:** the majority of students in each group found the presence of a diverse student body central to their educational experience.

Harvard Medical School Student Population

- The overwhelming majority detailed the personal and public benefits of a diverse student body:
 - Improved medical education
 - Heightened concern for underserved populations
 - Improved cultural competency in clinical practice
- Heightened concern about priorities in medical research

CONTENTION: LIBERAL IDEOLOGIES UNFAIRLY INDOCTRINATE COLLEGE STUDENTS IN THE COLLEGE CLASSROOM

- Based upon David Horowitz's Academic Bill of Rights (1950's Columbia U.)
- Seeks to establish balance among liberal and conservative ideologies, beliefs, and coverage of academic content. Posits that students are denied the right to explore other more conservative positions. Some state legislatures have introduced bills to support the Academic Bill of Rights.

REALITY

- Academic Bill of Rights has either died in committee or been rejected in almost every state where it was introduced.
- Surveys taken on many campuses report that only a small number of students reported liberal indoctrination or an imbalance, and these students belong to conservative organizations.
- Even faculty who support Horowitz's position cannot generate evidence to support the conservative agenda on diversity

SENIOR LEADERSHIP: NAVIGATING DIFFICULT TIMES

The Perilous Course of Competing Demands of Diverse Constituencies

- Freedom of expression, free exchange of ideas
- Political Correctness (i.e. validating “safe spaces” for certain groups) – Rejected by President, U. of Chicago
- Perpetuation of racist, classist, sexist, LGBTQ structures of oppression (Liberty University and the CIAA)
- Rescinding controversial speakers
- Safeguarding the campus environment against hostility (does this include the virtual environment?)
- Removing campus monuments and renaming buildings
- Accepting funding from controversial donors (FSU vs Koch)
- Unannounced appearance of extremist voices/groups

SENIOR LEADERSHIP (cont.)

- Micro-aggressions, trigger warnings, cultural appropriation, moral equivalencies, safe spaces, etc.
- Accommodations for transgender students
- Responsibility of campus newspapers
- Underrepresentation of certain diverse groups among students, faculty, staff, and administrative positions (especially primary decision-making positions)
- Calls for institutional involvement to address Social Injustices and Social Inequities
- Accountability of university administrators & managers

RECASTING DIVERSITY, INCLUSION, AND EQUITY

- THE TERMS ARE NOT INTERCHANGABLE, RATHER THEY HAVE DISTINCT AREAS OF EMPHASIS
- HOWEVER, THEIR POWER COMES FROM THE WAYS THAT INSTITUTIONS “STRATEGICALLY” THREAD THE THREE TOGETHER
- ON MANY CAMPUSES;
- A) DIVERSITY = DEMOGRAPHIC DIFFERENCES
- B) INCLUSION = VISIBLE REPRESENTATION OF DIVERSE GROUPS IN SYMBOLS, CURRICULUM, STRATEGIC PRIORITIES/PLAN, INSTITUTIONAL DECISION-MAKING
- C) EQUITY – FAIR AND EQUAL TREATMENT OF AND OPPORTUNITIES FOR DIVERSE GROUPS ACROSS ACADEMIC, CO-CURRICULAR, EMPLOYMENT, SALARY.

Example: Which Differences Matter?

- Some differences can enhance effectiveness (strengthen historic-value proposition; alternative perspectives, pedagogies and solutions).
- Some differences can adversely impact effectiveness if not understood (behavioral/communication styles of different groups, program quality and institutional type).
- Some differences may adversely impact effectiveness (racial biases, “isms”, unfounded phobias)
- Some differences may have little or no impact on effectiveness (UT vs. Alabama).
- Some differences create the “illusion” of progress (gains in diversity enrollment but lack of inclusive excellence and equity)

Leading Diversity is about understanding differences, knowing which differences matter, and knowing when those differences matter.

When/How Does the Formal Application of Diversity and Inclusion Serve as Attractive Recruiting/Retention Tools

- When it is connected to strengthening the curriculum (General Education, First Year Seminars, Diversity Requirements, Undergraduate Research, etc.)
- When it assumes a core identity among new/existing majors/minors/concentrations/graduate programs (ex: Forensics –accounting, psychology, biology, chemistry)
- When it strengthens the tradition of international education, globalism and study abroad
- When it contributes to quality and uniformity across interdisciplinary areas
- When it promotes an integrative and comparative analysis of the discipline and of scholarship
- When it intellectually transforms how faculty think about themselves, their research and their teaching (a diverse faculty community)

LEADING INNOVATION, DIVERSITY, AND INCLUSION

Reference: Ted Talk –Linda Hall (College of Business, Harvard University)

Innovation – a journey involving a collaboration among people who have different points of view, ideas, and perspectives.

Three (3) types of creativity needed:

- a) Creative abrasion – people who can sell their point of view even in times of conflict or among a lot of diversity.
- b) Creative resolution – people who can combine ideas to reach a solution.
- c) Creative agility – people who can refine ideas by combining some aspect of the scientific method + an artistic process.

EXERCISE: CEO's & VP's: Divide your cabinet/leadership team across these three categories.

SENIOR LEADERSHIP MUST ADDRESS THE EVOLUTION OF THE 21ST CENTURY MODEL FOR THEIR CAMPUS

FOR EXAMPLE, ON MOST CAMPUSES THERE EXISTS SEPARATE OFFICES/STAFF FOR: DIVERSITY, WOMEN'S STUDIES, AFRICAN AMERICAN/LATINO/ASIAN STUDIES, AFFIRMATIVE ACTION/EEO, INTERNATIONAL PROGRAMS, CURRICULAR TRANSFORMATION, VARIED STUDENT ORGANIZATIONS THAT ADDRESS DIVERSITY AND INCLUSION.

-THE EARLY CONCEPTUALIZATION OF OUR CONCEPTS, STRUCTURES, AND STRATEGIES MAY NEED TO BE REVISITED AND DISCUSSED RELATIVE TO BROADER INSTITUTIONAL DISCUSSIONS ABOUT "INNOVATION", "CREATIVITY", "STRATEGIC PLANNING", AND "LEADERSHIP".

- ACKNOWLEDGE THE PRIMACY OF ACADEMIC AFFAIRS AND THE CRITICAL ROLE OF THE PROVOST-VPAA (IMPLEMENTING ALTERNATE PEDAGOGIES)

POSSIBLE COMPONENTS OF PRESIDENTIAL/BOT STATEMENT ON THE VALUE PROPOSITION OF AN INSTITUTIONAL COMMITMENT TO DIVERSITY, INCLUSION AND EQUITY

- ALL COLLEGES/UNIVERSITIES HAVE SOME HISTORICAL RECORD OF SOCIETAL TRANSFORMATION
- DESIRE TO PROMOTE A WELCOMING EDUCATIONAL ATMOSPHERE THAT INVITES A DIVERSITY OF PERSPECTIVES
- PROVIDES STUDENTS WITH THE INTELLECTUAL AND EMOTIONAL SKILLS TO 1) EXAMINE THEIR OWN ASSUMPTIONS AND THOSE OF OTHERS WITH CLARITY AND PRECISION AND 2)
- FACILITATE THEIR ACADEMIC AND CAREER SUCCESS
- FACILITATES STUDENT'S ABILITY TO DEFEND THEIR OWN VIEWS TO THOSE WHO MAY NEED CONVINCING (LINGUISTIC COGENCY)

POSSIBLE COMPONENTS (cont.)

- AT SOME POINT THE MEMBERS OF OUR COMMUNITY COME TOGETHER TO EXHIBIT MORAL IMAGINATION AND CREATIVITY
- WE HAVE THE RESPONSIBILITY TO STEP UP AND LEAD FOR EQUITY BY PROMOTING VALUE INITIATIVES THAT.....
- IN OUR JOURNEY WE WILL NEVER SACRIFICE OUR COMMITMENT TO QUALITY, EXCELLENCE, AND CORE VALUES
- IN THE UPCOMING DECADES THE ECONOMIC GROWTH IN TENNESSEE WILL BE TIED TO THE “BROWNING” OF THE STATE. WE MUST PRODUCE AN EDUCATED AND HIGHLY-SKILLED MINORITY WORKFORCE
- THIS GENERATION OF STUDENTS WANTS TO CONNECT THEIR EDUCATION TO BROADER SOCIETAL JUSTICE-SEEKING ACTIVITIES
- OUR FACULTY MUST BE AT THE CENTER OF OUR EFFORTS TO INTEGRATE CURRICULAR AND CO-CURRICULAR INITIATIVES

ALTERNATE PEDAGOGIES: WORK BEST WHEN THEY ARE
STUDENT-CENTERED, INTRODUCE RELEVANCY OF THE
CONTENT, AND PROMOTE THE USE OF ALTERNATE
LEARNING STRATEGIES:

A CHEMISTRY EXAMPLE (Dr. J.A. funded her)

- Dr. Rabi Musa, Professor of Chemistry, SUNY-Albany (University at Albany)
- - Led the development of the Undergraduate Research Collaborative Project whose goals are:
 - a) enhance student academic performance in chemistry courses
 - b) increase student involvement in undergraduate research (graduate mentors)
 - c) increase the number of diverse students who major/minor in chemistry and who are involved in undergraduate research.
 - d) present chemistry to students in a hands-on, real-world context.

A CHEMISTRY EXAMPLE (CONT.)

One project capitalized on student interest in forensic analysis (TV shows: CSI, Criminal Minds, Forensic Files and 24). Students perform a mineral analysis of soil samples drawn from the shoes and clothes of persons engaged in criminal activity.

Students then generate a data base that is mapped relative to geo-quadrants around the city of Albany, which, in turn, will be linked to a global positioning satellite. This data is then shared with law enforcement.

A second example speaks to Dr. Musa's commitment to a pipeline model. Working with high school females, students analyze the impact that certain chemical dyes have on food and drink, especially as they might contribute to health disparities among women, minorities, and the poor. Rather than teach the abstractions of chemical concepts in a traditional pedagogical context, she immerses these students into exciting research that involves social and political considerations and solidifies learning in both the cognitive and affective domains.

ALCOA Project (NC STATE U.)

Course: Introductory Physical Chemistry (CH 331)

Dr. Laura Sremaniak & Ms. Sheila Maness

■ Objectives

- Cultivating the cognitive and affective domains
- Creating an awareness of student responsibility to learning
- Incorporating a historical context to course material
- Bringing abstract ideas into an understanding format
- Utilizing case studies to establish relevance to students' disciplinary interests

Implementation Strategies

- Provide alterations in current teaching practices
- Use pre- and post-course surveys to gauge progress in the affective domain
- Design individual course contracts with student input that emphasize student responsibility & ownership
- Prepare a self-written course pack that includes writing assignments (historical context supplement)
- Determine student progress toward understanding abstract content (exams, quizzes, group problems)
- Introduce case studies during relevant points during the presentation

Diversity as an Intellectual or Educational Experience: What Student Outcomes Do You Expect?

- Deeper understanding of:
 - Different cultures, people
 - Perspectives
 - Disciplines
- Enhance analytical and decision-making skills
- Comfortable with ambiguity and conflict
- Openness to growth through dialogue in pluralistic communities (offshoot: become global communicators)
- Ability to analyze and understand persuasive arguments
- Inclusion of voice of underrepresented students

Raise the Level of Sophistication on Campus of the Discourse About Moral/Religious Issues

- Cloning
- Physician-assisted suicide
- Spousal rights and life support
- Rights of non-resident immigrant groups
- Substance abuse and individual responsibility
- Free speech vs. incivility/tolerance
- War vs. citizens as collateral damage

Value the Richness of Diversity: Utilizing a Strategic Outcome

- **Demonstrate willingness to learn from and enter into divergent viewpoints including culture, gender, lifestyle, religion, ethnicity**
 - **Restate issues from divergent points of view**
 - **Acknowledge the validity of others' perspectives**
 - **Analyze events, issues or conflicts from different cultural perspectives**
 - **Interpret media from the perspective of its cultural context**
 - **Communicate from a perspective that acknowledges others' contexts and experiences**

What Do We Want Managers To Know About Leadership & Diversity?

- Need to begin to develop a common vocabulary (may need new meanings for terms like authority, governance, and leadership)
- Know how to draw from their own cultural contexts and those of others (NC State and Housekeepers)
- Become well versed about the different kinds of “isms”, “centrism's”, and phobias
- Develop a sense of social ethics and social responsibility. Be clear on what you as a Leader will/will not tolerate
- Provide incentives to employees to encourage creativity/innovation in addressing diversity/inclusion/equity

What We Want Managers To Know About Leadership & Diversity Cont.

- Be willing to tolerate different types of stress and ambiguity
- Be willing to accept the demands of diverse role models
- Understand how their personal values/ideas and cultural background affect how they think about leadership and diversity