Pipeline for Deans: Developing University Culture

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A bit about my experience

- Since 2001 have worked with colleges and universities across the US
  - Faculty development
  - Organizational change
  - Assessment regarding equity and diversity
  - Leadership and leading diversity

A bit about my practice and scholarship on diversity

- Largely focused on equity and diversity practice in educational institutions
  - Gaps between philosophy and practice
  - Gaps between "best practice" and actual practice
  - Common "pitfalls" (or how colleges/universities operationalize "diversity" in ways that create *more inequity*)

So, today I would like to.....

- Illustrate "diversity" and "inclusion" are not one and the same

- Share my thoughts about some of the common pitfalls I have observed (have documented) which are issues which inhibit progress

- Recommend some of the principles of practice I've used to move institutions forward effectively towards increasing "diversity"

Diversity and Inclusion

- Diversity is the extent to which an organization has people from diverse backgrounds students, staff, administrators and faculty.

- Inclusive institutions not only engage diverse groups but are learning centered, value different perspectives, incorporate the views and needs of diverse communities into the way they do business, and are diverse at all levels.

DIVERSITY

- The full range of human and/or institutional **differences and similarities.**

INCLUSION

- The *process of leveraging the power* of the **differences** and **similarities** *to achieve a common goal or objective.*

Diversity everyone is unique.

Inclusion everyone is valued
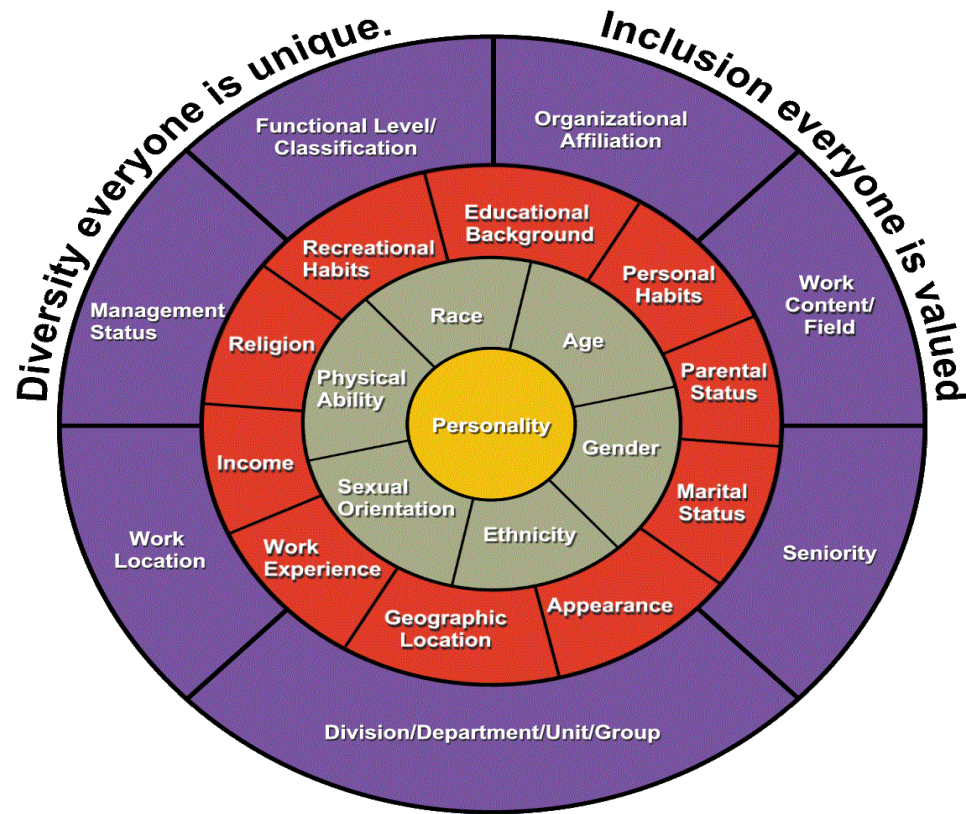
Internal Dimensions

External Dimensions

Organizational Dimensions

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Common Pitfalls

- **Focus Exclusively on "Support Programs"**
  - Effort is placed mostly on "fixing" disenfranchised people rather than on fixing that which disenfranchises people
- **Marginalization of Diversity Experts**
  - Failure to take advantage of institutional expertise around
    - Sends implicit message that "diversity" isn't important, because if it was, the most knowledgeable people would be shaping the policy and practice
- **Missing Critical Issues**
  - "Diversity" framed entirely around race (which, of course, is critical), to the exclusion of other identities (sexual orientation, religion, and so on)
  - Tough to get buy-in if you're asking me to work on an issue that privileges me, but you're ignoring the issue that oppresses me

Common Pitfalls

- **Peace before justice**
  - Temptation to avoid controversy or to lean on "conflict resolution" or "peer mediation" rather than responding in a more justice-oriented way to inequity
- **Talk, Talk, Talk......and more Talk!**
  - Responding to incidents with opportunities for dialogue, but ending the response with the dialogue
    - Lack of attention to policy change, cultural change, leadership change, and so on

Principles of Practice

- **Acknowledgement**
  - Acknowledge the work diversity advocates are doing and, in some cases, have been doing for years with little recognition and often in the face of strong resistance
  - Worst possible scenario is that these folks burn out and walk away

- **Engage in Policy Review**
  - Inequities often are buried in policy in very implicit ways

- **Perform Full Assessment**
  - Full diversity assessment should include various data collection methods (surveys, focus groups, and so on), all constituencies (students, staff, faculty, admin, community, and so on), complete demographics (for cross-comparisons), and detailed disaggregation
  - And really ought to be performed by an outside group that can do observations, as well

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Patricia D. Witherspoon

The University of Texas at El Paso

Identification of Possible Chairs and Directors

- Continuous review of new and newly-hired full professors

- Review of new associate professors

Use of Relationships with Professional/Scholarly Associations

- Contacts made with officers in divisions/sections which focus on diversity

    --Latino Studies

    --African-American Studies

Follow Career Trajectory of Our Own PhD Grads at Other Institutions
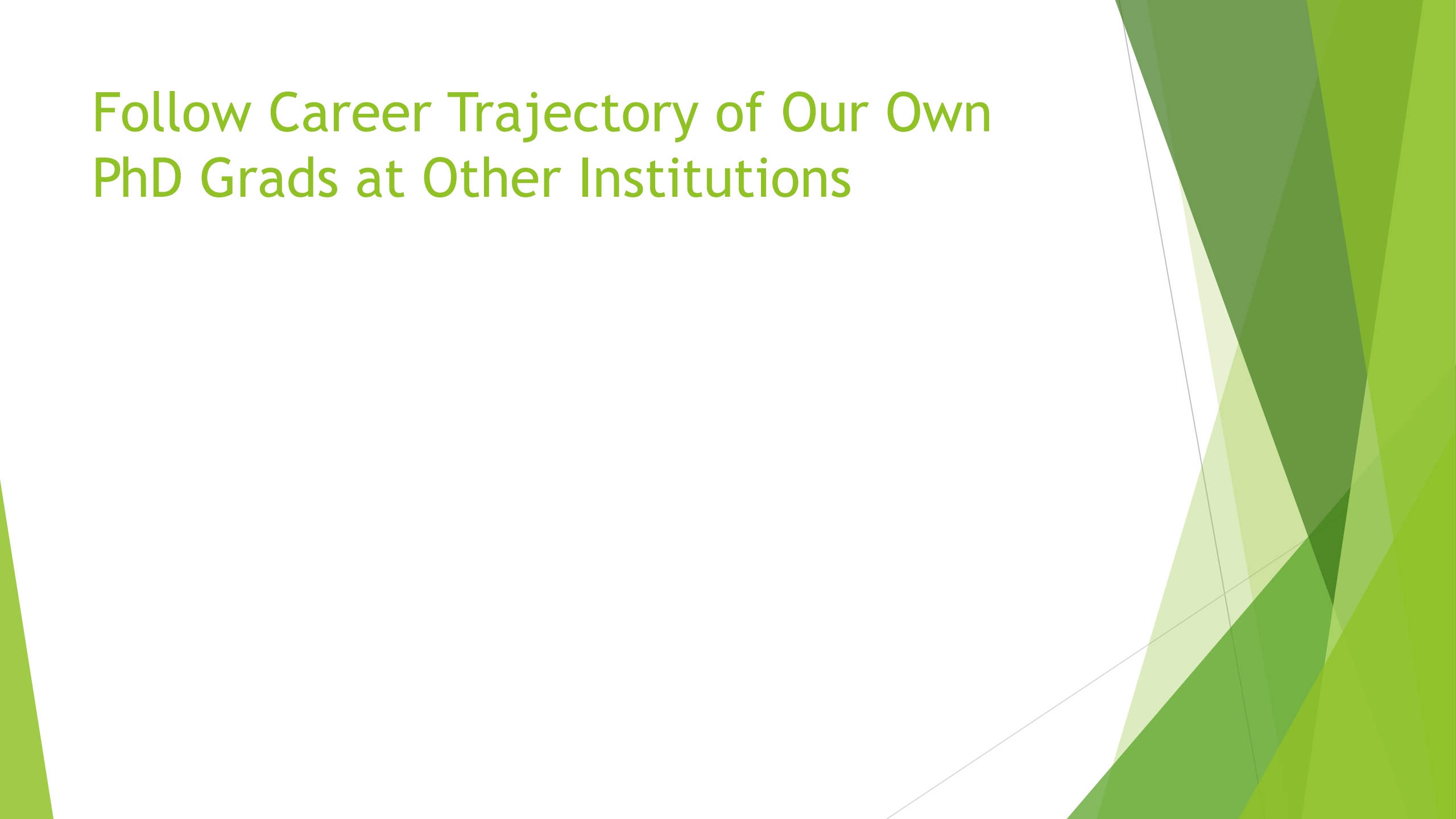
Use of Our Own Leadership Institute for Faculty

- Emphasizes collaborative and connective leadership
- Emphasizes "leadership from the many"

Dean Meets with Every Faculty Search Committee re: Diversity Agenda

- Illustrates institutional commitment to diversifying professoriate
- Illustrates college commitment to diversifying professoriate

Follow-Up of MA Grads who Have Gone On to Graduate from Doctoral Programs

- Seek out such graduates to hire into our professoriate

- Such individuals have, in relatively large numbers, articulated an interest in coming back to be role models for our students