

Leading for Diversity: History, examination, intervention, planning

PRESIDING:

Trudy Cobb Dennard, *Towson University*

PANELISTS:

J. Blaine Hudson, *University of Louisville*

Lorna Shaw, *College of Saint Rose*

Michael R. Stevenson, *Northern Arizona University*

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Abstract

What is this thing called Diversity? What did it mean? What does it mean? Where did it come from? How did we get here? Where are we going?

In this session panelists will explore the intersections of the dimensions of diversity, such as race/ethnicity and sexual orientation, as they emerge in the experiences of students and faculty and in the development of university-wide planning efforts ranging from strengthening faculty hiring processes to implementing diversity-focused academic requirements. History will provide a contextual thread throughout the presentations and the open discussions.

Lorna Shaw

Ph.D., Dean, School of Arts & Humanities, College of Saint Rose

Dr. Lorna Shaw

On my campus we will be hosting a conference on Cyberbullying next spring. The issue of hate and intolerance have long been with us in history certainly, but also, in our communities and on our campuses. I know your campuses must be involved in some interventions to constrain behaviors of terror. Following, the expectation of some tangible action for bullyism, especially on our campuses, (vigils and the like), I would like to connect the vexing and deep-seated issue of cultural, racial, and ethnic bullyism/hostility disguised in its 21st century form as social alienation, persistent stereotyping through languages and narratives of expectation (little credit for more work) and action directed at both students and faculty. My observations and discussions have led me to believe that some action is necessary to intervene in this situation.



Dr. Lorna Shaw

Faculty of color on predominantly white institutions have shared with me their narratives of apprehension, anxiety, and embarrassment from feeling alienated and excluded particularly at social events. Students of color report similar experiences. I think a panel naming that thing and exploring ways to address it could be of great help to colleagues particularly in mentoring new faculty into a particular campus environment.

Michael R. Stevenson

PhD, Dean, College of Social and Behavioral Sciences, Northern
Arizona University



Dr. Michael R. Stevenson

LGBTQ students, faculty, and staff add significantly to the diversity on college campuses regardless of the extent to which they feel comfortable being open about their status as sexual minorities. Recent events underscore the importance of considering sexual orientation and its intersection with other dimensions of diversity in the planning and development of successful interventions in higher education.

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Strategic Diversity Planning

Dr. J. Blaine Hudson
Dean, College of Arts and Sciences
University of Louisville

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Guiding Principles

Central Administration

- Leadership and capacity-building..
- Must demonstrate institutional commitment to diversity by emphasizing long-term structural and programmatic change.

Students

- Must increase student diversity.
- Must improve the satisfaction, retention and graduation rates of students from under-represented groups.

Guiding Principles

Employees

- Must increase diversity among faculty, staff and administrators.
- Must institutionalize on-going diversity education.

Curriculum and Programs

- Must develop and institutionalize curricular and programmatic diversity.

Preparation

Step 1: Commitment of President/Board

Step 2: Define Goals and Criteria

Step 3: Organize Planning Process

Step 4: Initiate Planning Process

Unit Plan Development

- Step 1: Unit Diversity Assessments
- Step 2: Develop Unit Diversity Plans
- Step 3: Review and Recommendations
- Step 4: Revisions and Final Approval

Institutional Plan Development

Step 1: Develop President's and Provost's Plans

Step 2: Review and Recommendations

Step 3: Plan Consolidation

Implementation

- Step 1: Define Monitoring Guidelines
- Step 2: Organize Monitoring Structure
- Step 3: Annual Assessment and Revision

Devils and Details: Results

- Faculty
- Staff
- Students
 - Enrollment
 - Outcomes
- Curriculum
- New Programs
- Enrichment