BUILDING DIVERSITY CAPACITY AND SUPPORTING AN INCLUSIVE CAMPUS AT A PREDOMINATELY WHITE INSTITUTION

by

CAROL A. FLOWERS

(Under the Direction of Libby V. Morris)

ABSTRACT

Building capacity to implement diversity and support inclusive campuses is critical in light of the changing demographics in the United States, globalization, and the benefits of diversity to institutional effectiveness. This qualitative study sought to explore how a predominantly White institution (PWI), recognized nationally for its success in diversity, understood diversity at their institution, how they saw themselves building diversity capacity, and how leadership implemented diversity and supported an inclusive campus. Eliminating silos, engagement across campus, and increased communication among diversity leadership are themes that emerged as key implications for practice.

INDEX WORDS: Diversity, Capacity Building, Inclusion, Diversity Initiatives, Campus Climate, Inclusive Campus

BUILDING DIVERSITY CAPACITY AND SUPPORTING AN INCLUSIVE CAMPUS AT A PREDOMINATELY WHITE INSTITUTION

by

CAROL A. FLOWERS

B.A., Baruch College, 1992

M.P.H., Emory University, 2012

A Dissertation Submitted to the Graduate Faculty of the University of Georgia in Partial Fulfillment of the Requirements for the Degree

DOCTOR OF EDUCATION

ATHENS, GEORGIA

2017

BUILDING DIVERSITY CAPACITY AND SUPPORTING AN INCLUSIVE CAMPUS AT A PREDOMINATELY WHITE INSITUTION (PWI)

by

CAROL A. FLOWERS

Major Professor:	Libby V. Morris, Ph.D.
Committee:	Charles B. Knapp, Ph.D.
	Tim Cain, Ph.D.

Electronic Version Approved:

Suzanne Barbour
Dean of the Graduate School
The University of Georgia
December 2017

DEDICATION

This dissertation is dedicated to my mother, Shirley I. Flowers, for anchoring me, and my father, Roy I. Flowers, Sr., for giving me wings.

Philippians 4:13

ACKNOWLEDGEMENTS

The process of going back to graduate school, particularly in an accelerated program, and particularly during mid-life, is wrought with ups and downs, increased stress, and self-reflection regarding the saneness of your decision. Oscar De Jesus, thank you for nudging me towards the starting line and encouraging me to always keep my eyes on the prize. You have my heart. To my sister (and best friend forever) Janice and my brothers, Albert and Roy, Jr. – your support has meant everything to me. Thank you for being my heroes (and she-roe) and the pillars I can lean on when I'm weary. I love you. To Dr. Paulette Dilworth, because you did, I believed I could. I am grateful for your brilliance and trailblazing spirit. I continue to be in awe of you. My warmest gratitude to my cohort family and the faculty members at the University of Georgia's Institute of Higher Education. I have learned so much from each of you. A very special thank you to Dr. Libby V. Morris, Dr. Tim Cain, Dr. Charles Knapp, and Dr. Leslie Gordon. I have appreciated your guidance and I am humbled by the breadth and depth of your knowledge. Thank you for your graciousness in sharing it. I am grateful that each of you has been part of my journey. Forward.

TABLE OF CONTENTS

Page

CHAPTER

LIST OF TABLES

Page

LIST OF FIGURES

Page

CHAPTER 1

INTRODUCTION

It is a trite, yet true statement – the United States of America is becoming increasingly diverse. According to a report from the Pew Research Center (2016), the US is more racially and ethnically diverse than ever before, and it is projected to be even more diverse in the coming decades. While the non-Hispanic White population is still numerically and proportionally the largest major race and ethnic group in the United States (223.6 million), it is also growing at the slowest rate (U.S. Census, 2011). The African American population totaled 38.9 million and represented 13 percent of the population. More than half of the growth in the total U.S. population between 2000 and 2010 was because of the increase in the Hispanic population, which grew by 43 percent, rising from 35.3 million to 50.5 million. The Asian population also increased by 43 percent, and had the second-largest numeric change (4.4 million), growing from 10.2 million in 2000 to 14.7 million in 2010. Nine million people reported more than one race in the 2010 Census and made up about 3 percent of the total population.

The authors of the Pew report project that by 2055 the U.S. will not have a single racial or ethnic majority. This change is largely being driven by immigration, with nearly 59 million immigrants arriving in the U.S. within the past 50 years, most notably from Latin America and Asia. Simultaneously, there is a worldwide movement toward economic, financial, trade, and communications integration that signals the opening of local and nationalistic perspectives to achieve a broader outlook of an interconnected and interdependent world (Global Policy Forum, 2016).

The shifts in population demographics and increase in globalization are dynamic and impact every aspect of industry and culture in the United States; college campuses are no exception. Colleges and universities are obligated to craft the best educational environment for their students; one that prepares young people to actively participate in a democratic society that is increasingly pluralistic. As a result, over the past 50 years, diversity has become a topic of increasing interest on campuses around the nation, not only in terms of race, ethnicity, and gender but also religion, sexual orientation, socioeconomic status, disability, age, gender identity and gender expression. Diversity is a complex and multilayered construct that represents a range of physical characteristics, social experiences, and ways of knowing for different people. For example, diversity is most commonly measured in terms of characteristics such as socio-economic background, sexual orientation, gender, religion, or disability; frequently it is only considered in the context of race and ethnicity. However, more broadly, diversity can also be seen as "a spectrum of perspectives derived from multiplicity and multidimensional differences" (Ghosh, 2012, p. 351).

The history of higher education in the United States suggests a struggle between a dominant White Protestant Anglo-American culture and other cultures (Wolfe & Dilworth, 2015). Colleges and universities have been grappling with the issues of a changing population, to one degree or another, since the inception of higher education in America. However, that pace was accelerated in the last half of the 20th century as higher education opened its doors to the most diverse student population in America's history (Musil, 1996). During this time, higher education became increasingly accessible to a broad range of U.S. citizens because of the legacies of the Servicemen's Readjustment Act of 1944, the Civil Rights Act of 1964, the Immigration Act of 1965, affirmative action policies, Title IX, continuing education programs

for women, the establishment of community college systems, and the Americans with Disabilities Act of 1990. It has also been stimulated by rapidly shifting demographics in the United States and the effects of globalization (Musil, 1996).

Diversity has been described as a social force that promotes the importance of understanding difference in building a cohesive social fabric in society (Aguirre & Martinez, 2002). Research shows that the public is generally supportive of diversity initiatives in higher education. The Ford Foundation's Campus Diversity Initiative Survey of Voters on Diversity Education (1999) found that the vast majority of American voters supported diversity education in general and the numerous specific programs which fall under that heading. Furthermore, survey respondents believed that colleges and universities have a *responsibility* to promote diversity initiatives in American society, with many believing that a diverse student body on college campuses has a positive effect on a college's campus culture, and college activities and courses that emphasize diversity have a positive effect on the education of college students. More recently, a CBS News/*New York Times* poll showed that the majority of Americans are in favor of promoting diversity on college campuses, including through race-conscious policies (Dutton, 2009). Even Fortune 500 companies agree that diversity is good for the bottom line (ACLU, n.d.). More than 60 leading companies, including Coca-Cola, Proctor & Gamble, and Microsoft, among others, came out in support of affirmative action in an amicus brief to the Supreme Court in *Grutter v. Bollinger* (2003), the landmark case in which the United States upheld the affirmative action admissions policy of the University of Michigan Law School (Kim, 2005). National educational associations have also offered compelling support for diversity in higher education. In its 2012 Statement on "The Importance of Diversity in Higher Education," the American Council on Education (ACE) said that diversity in student bodies, faculties, and

staff is important in fulfilling an institution's primary mission, because it enriches the educational experience, promotes personal growth and a healthy society, strengthens communities and the workplace, and enhances economic competitiveness. Similarly, the board of directors of the Association of American Universities (AAU, 2015), an association of 62 leading private and public research universities, wrote in its 2015 Statement on Diversity:

> A diverse student body adds significantly to the rigor and depth of students' educational experience. Diversity encourages students to question their own assumptions, to test received truths, and to appreciate the complexity of the modern world. As this association stated in 1997, "In the course of their university education, our students encounter and learn from others who have backgrounds and characteristics very different from their own. As we seek to prepare students for life in the twenty-first century, the educational value of such encounters will become more important, not less, than in the past" (para. 3).
>
> We are committed to diversity. It is fundamental to the very concept of education. The question is not whether or not a diverse student body is important – the consensus among higher education, military, and business leaders has long been that it is – but rather how universities can enable all of their students to flourish in their studies, in their careers, and as thoughtful citizens and visionary leaders (para. 6).

The board of directors of the Association of American Colleges and Universities (AAC&U) likewise released an official statement on Diversity, Equity and Inclusive Excellence (2013) and noted:

> As our nation faces unprecedented demographic shifts and a complex and challenging economic, legal, and regulatory environment, it is more important than ever that every

> higher education institution redouble its efforts to ensure that all students learn with and from diverse peers and graduate ready to lead in a diverse and globally connected world (para. 1).

Three leading higher education associations – ACE, AAU and AAC&U have urged colleges and universities to make conscious efforts to build healthy and diverse learning environments appropriate for their mission.

Diversity initiatives in higher education are generally understood to be the body of services and programs offered to students, faculty, and staff that seek to ensure compliance with non-discrimination and related policy and law, and to affirm social membership group differences (broadly considered) in curricular, co-curricular, and workplace contexts (Clark, 2011). Diversity initiatives are developed with the goal of weaving diversity into the academic and social life of a college or university through federally mandated requirements, programs and outreach, student recruitment, retention and completion, and faculty and staff hiring practices. There are institutions in higher education that have been recognized for the success of their diversity initiatives. In 2012, *Insight Into Diversity* (n.d.), the oldest and largest diversity magazine and website in higher education today, presented its inaugural Higher Education Excellence in Diversity (HEED) award to 48 institutions. In 2016, that number increased to 92 (most of which were public institutions). The HEED award is touted as "the only national higher education diversity award" (Insight Into Diversity, para 8). The award is presented annually, and measures an institution's level of achievement and intensity of commitment in regard to broadening diversity and inclusion through campus initiatives. ACE and the National Association of Diversity Officers in Higher Education (NADOHE) also annually recognize exemplary diversity leadership in higher education. ACE's Reginald Wilson Diversity

Leadership Award is presented annually to individuals who have demonstrated leadership and commitment on a national level to the advancement of racial and ethnic minorities, and other underrepresented populations in higher education (American Council on Education, n.d.). Likewise, NADOHE annually presents the Dr. Frank W. Hale, Jr. Distinguished Service Award for consistent service, inclusive excellence and exercising innovation and creative leadership. NADOHE's Institutional Leadership Transformation Award is given to leaders who promote and sustain innovative diversity efforts within their campus community (National Association of Diversity Officers in Higher Education, n.d.).

Despite comprehensive studies and empirical evidence highlighting its benefits and supporting the notion that diversity policies and standards of excellence need not be mutually exclusive, and despite the fact that virtually every institution of higher education includes a commitment to diversity as part of its mission, vision or strategic plan, colleges and universities continue to struggle to implement effective diversity plans on their campuses. This is evidenced by a number of indicators. Nationally, faculty of color remain significantly underrepresented in higher education and often occupy less prestigious positions and have less than optimal conditions for service in terms of workload and pay (Whitfield-Harris, 2016; Jayakumar, Howard, Allen, & Han, 2008; Allen, Epps, Guillory, Suh, & Bonous-Hammarth, 2000; Allen, et al., 2002). Recruiting and retaining faculty of color has been and continues to be a challenge for many institutions (Alfred, 2001; Turner, 2002; Delgado, Manlove, & Hernandez, 2007). According to 2015 IPEDS data (NCES, 2015), of all staff with faculty status at public 4-year degree granting institutions (n=759) 71 percent are White, 11 percent are Asian, 5 percent are Hispanic or Latino, 5 percent are African American or Black, 4 percent are Nonresident Aliens, and 2 percent are of unknown race/ethnicity. Making up less than one percent each were faculty

who were American Indian/Alaska Native, Native Hawaiian and Pacific Islanders, and individuals who self-identified as being of two or more races (NCES, 2015.). Overall, there are 204,585 men and 158,331 women employed in the faculty ranks (NCES, 2015.). Similarly, 71% percent of full-time administrators in higher education are White (NCES, 2015.).

Regarding the student population, between 1976 and 2008, total undergraduate fall enrollment increased for each racial/ethnic group (NCES, 2010). However, completion rates for African American, Hispanic, Native American students, and low income students, as well as for students with disabilities, continue to lag behind that of White and Asian students (Hunn, 2014; Swail, Redd & Perna, 2003; NCES, 2015.). For example, of students who entered college in 2005, 62 percent of Whites received their degree within six years, versus 40 percent of African American students and 51 percent of Hispanic students (NCES, 2015). Further, the cultural climate on campuses and national issues affecting Black and Latino students continue to ignite protests. These student demonstrations center around issues such as: the names on campus buildings and campus landmarks, which serve as reminders of an institution's ties to slavery and an exclusionary past; changing the curriculum to include the experiences, history and legacy of marginalized populations; advocacy for the creation of mandatory anti-racist training on campuses to address the microaggressions that community members of color say they frequently encounter; police brutality against Black and Brown communities; and, more recently, advocacy for Deferred Action for Childhood Arrivals (DACA) legislation (Hope, Durkee, & Keels, 2016).

Finally, hate crimes continue to occur on college and university campuses. The Bureau of Justice Statistics (BJS) and the National Center for Education Statistics (NCES) (2015) jointly released the *Indicators of School Crime and Safety: 2015*. According to the data, there were 781 recorded hate crimes at post-secondary institutions across the nation. A hate crime is a criminal

offense that is motivated, in whole or in part, by the perpetrator's bias against the victim(s) based on their race, ethnicity, religion, sexual orientation, gender, or disability. In 2014 (the latest data provided), the most common type of hate crime reported by institutions was vandalism (364 incidents) followed by racial or ethnic intimidation (295 incidents). In its 2013 report, NCES and BJS reported a total of 791 hate crimes on college campuses, the most common again being vandalism (412 incidents), followed by ethnic intimidation (261), and simple assault (79 incidents). Race-related and sexual orientation-related hate crimes accounted for most of the motivating types of biases (The Bureau of Justice Statistics and the National Center for Education Statistics, 2014). Earlier reports published by NCES and BJS do not delineate hate crimes.

Purpose of the Study

Building capacity for effective, strategic diversity initiatives in higher education, and providing continuing support of these programs is critical – for academic, moral, civic, and economic reasons. Academic leaders are charged with creating learning environments that are culturally aware, are accepting of multiple perspectives and ways of knowing, are engaged, and have a sense of collective identity (Butler, 2000). Diversity is also important in the creation of new knowledge, through the inclusion of multiple perspectives (Harper & Hurtado, 2007). Morally, diversity addresses issues of equity and social justice, and has been recognized as integral to the successful and ethical functioning of colleges and universities (Brayboy, 2003). It challenges institutions to develop educational policies and teaching practices that promote a civic culture – one that is inclusive of diversity (Checkoway, 2001; Butler, 2000). Finally, diversity provides the basis for enhancing the needs of society and contributes to an educated citizenry that will be able to compete in a global economy (Karkouti, 2016).

A major challenge for higher education in general, and institutional leadership specifically, is the dearth of literature regarding best practices in diversity – specifically, how to implement and support robust diversity strategies. Researchers have explored particular aspects of diversity initiatives, including curriculum development and recruitment and retention of faculty, staff, and students. However, there is limited information available that identifies how institutional leadership attempts to build diversity capacity and support an inclusive campus, weaving diversity into the fabric of an institution. The purpose of this study is to explore how a predominately White, model institution builds diversity capacity and supports an inclusive campus. This study will address the following questions:

1. How do leaders at an institution recognized for its diversity efforts understand diversity?
2. How do leaders attempt to build diversity capacity?
3. How does leadership demonstrate institutional commitment to diversity?

Organization

This dissertation is divided into five chapters and includes an appendix section. Chapter two provides a comprehensive review of the literature. In Chapter three, the research methodology is described, including the method of selecting the case study, the types and forms of data collected, the method of data analysis, and validation strategies used to increase the validity and reliability of the study. Chapter four describes the specific case study, analyzes the current state of diversity at the institution and highlights the research findings while providing thick description of the same. The final chapter discusses the overall results and implications for theory, practice, policy, and future research. Appendices follow the last chapter and include: the University of Georgia Study Protocol; the email to the president of the case, inviting the institution to participate in the study; the signed institutional consent form; the introduction and

invitation sent from the institution to potential participants; the researcher's invitation to participate in the research study; the informed consent form; and the interview questions.

Definition of Terms

Capacity building – A process by which an institution develops or improves its competencies and infrastructure, in order to meet identified goals (Smith, 2009). In the context of this study, implementation and support of diversity related initiatives are the lens through which the researcher views campus systems, structures and processes in order to explore how well they meet the needs of campus community members.

Critical mass – The amount of diversity needed in order for institutions to leverage the benefits of diversity. The concept of "critical mass" is necessarily contextual and requires an understanding of the conditions that are needed for meaningful interactions and participation among members of the campus community, given the particular institutional and state/local environment (Garces and Jayakumar, 2014).

Diversity – For the purposes of this study diversity is the understanding that each individual is unique and recognition of individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical or mental abilities, religious beliefs or other ideologies. It is about the exploration of these differences in a safe, positive, nurturing environment. Diversity is a set of intentional practices that move an institution beyond simple tolerance to embracing and celebrating the rich dimensions of diversity within each individual.

Interactional diversity – The extent to which diverse individuals and groups interact across campus.

Predominately White Institution (PWI) – colleges and universities where Whites account for 50% or greater student enrollment. Many of these institutions, however, may also be understood "as historically White institutions" in recognition of the binarism and exclusion supported by the United States prior to 1964 (Brown and Dancy, n.d.).

Structural Diversity – Refers to the different levels of racial/ethnic diversity among students, faculty and staff.

Underrepresented group – racial, ethnic or gendered populations that are insufficiently represented in a given area, relative to their numbers in the general population.

CHAPTER 2

LITERATURE REVIEW

Despite increasing structural diversity and the intentional inclusion of diversity in mission and vision statements, institutional inequities continue to characterize higher education. The conceptualization of diversity is related to how institutions build capacity and this literature review provides important context for future research. Specifically, this review analyzes relevant literature to trace the educational benefits of diversity to higher education, the legal framework from which diversity emerged, the importance of institutional culture in change strategies, the different ways in which diversity is framed at institutions, and the impact of organizational change and diversity leadership.

The Value of Diversity

Diversity remains a powerful agent of social change – one that has not been fully embraced by higher education institutions (Smith, 2009). Scholars have noted that diversity benefits individuals, institutions, and the larger society alike. Individual benefits refer to the ways in which the educational experiences and outcomes of individual students are enhanced by the presence of diversity on campus (American Educational Research Association, 2003). According to scholar Patricia Gurin (2002):

> A racially and ethnically diverse university student body has far-ranging and significant benefits for all students, non-minorities and minorities alike. Students learn better in such an environment and are better prepared to become active participants in our pluralistic, democratic society once they leave school. In fact, patterns of racial

> segregation and separation historically rooted in our national life can be broken by diversity experiences in higher education (para. 1).

In a study affirming this, Gurin, Dey, Hurtado & Gurin (2002) collected data from two longitudinal databases: the University of Michigan's Michigan Student Study (n=1582) and the Cooperative Institutional Research Program (CIRP) (n=11,383). They sought to determine the impact of diversity on learning and democracy outcomes at the University of Michigan, as well as at other types of institutions of higher education. Specifically, the researchers examined learning outcomes focused on active thinking and engagement in learning. Measures for democracy outcomes were included. Results indicated that diversity experiences and learning outcomes were positively related and students in diverse educational environments learn more and think in deeper, more complex ways. Findings also indicated that students who showed the most racial/ethnic interaction were also the most engaged during college in different forms of citizenship.

In a similar study Astin (1993) explored the benefits of diversity to students' educational outcomes. He collected longitudinal data on 24,847 students at 309 different institutions and analyzed the influences of a host of institutional characteristics on the students' college experience. Results indicated that emphasizing diversity, either as a matter of institutional policy or in faculty research and teaching, as well as providing students with in-class and out-of-class opportunities to discuss issues of race and culture, are associated with widespread benefits on students' cognitive and affective development.

Finally, Terenzini, Cabrera, Colbeck, Bjorklund, & Parenta (2001) designed a study that focused on the influence of varying levels of classroom diversity on student learning outcomes. A sample of 1,258 engineering students were administered a survey consisting of three sections

related to student characteristics, course characteristics and activities, and the extent to which students believed they made progress in various learning and skill development areas as a result of the course. Results from the regression analyses indicated that students reported gains in both their problem solving and group skills as a direct outcome of classroom diversity. These studies demonstrate the importance of diversity in the cognitive and social development of young people and suggest that diversity experiences in college have meaningful effects on the academic life of a student.

Sense of belonging, too, is an important facet of student life in higher education, particularly for retention, and studies have shown that diversity has a positive effect on sense of community and sense of belonging for all students. Sense of belonging can be described as a student's psychological sense of how well she or he fits within an institution (academically and socially). This sense of belonging is an important piece of a student's transition into college (Hurtado & Carter, 1997). Hurtado, Han, Saenz, Espinosa, Cabrera, & Cerna (2007) sought to explore key factors that impact transition to college, including how the racial dynamics of college affect a student's sense of belonging. Data were drawn from the 2004 Higher Education Research Institute and the 2004 and 2005 CIRP Freshman and Your First College Year surveys. In total, 26,000 students from 203 institutions participated in the surveys. Results indicated that cross racial interactions positively influenced students' sense of belonging, no matter the student's race or ethnicity, reaffirming the benefits of diversity to students on college campuses.

Gillard (1996) also investigated the effects of campus racial climate on African American and White students at six Midwestern predominately White institutions (PWIs). Key findings suggested that White students' psychosocial well-being was negatively affected by their perceptions of a poor campus racial climate. Additionally, African American students'

perceptions of racial discrimination by faculty and administrators, were negatively related to sense of belonging. Both of these studies suggest that a supportive campus climate, or a *perception* of a supportive campus climate, is important to students and that these effects impact students of both races.

Institutional benefits of diversity refers to the ways in which diversity enhances the effectiveness of a college or university (AERA, 2003). Tuitt (2012) conducted semi-structured interviews, designed to gather data on how African American graduate students described and understood the pedagogical experience in classes taught by African American professors. Findings suggested that African American students tended to view African American professors as role models. Importantly, this suggests that although interactions and relationships with faculty members are strong predictors of learning among all groups of students, they have been found to be strongest among students of color and first generation college students (Lundberg & Schreiner, 2004). Milem (1999) theorized that a diverse faculty impacts the research, teaching and service mission of a university, specifically through more active pedagogy and collaborative learning methods. Diversity in the faculty also helps avoid "group-think" and is associated with higher levels of critical thinking, innovation and creativity (Audretsch, Dohse, & Niebuhr, 2010). Smith (1999) suggested that larger numbers of diverse people, or more specifically the presence of a critical mass of diverse people, create greater opportunities for social support, role models, and mentoring, and creates greater opportunities to break down stereotypes.

Societal benefits of campus diversity refers to the ways in which diversity in colleges and universities impact quality of life issues in the larger society (AERA, 2003). Importantly, a diverse workforce and student body contributes to the achievement of the democratic ideals of equity and access (AERA, 2003). For example, affirmative action programs in employment have

been shown to have a positive impact on individual employees by raising the career aspirations of minorities and women (Reskin, 1998). Campus diversity strengthens communities by preparing students to become good citizens in an increasingly complex, pluralistic society (ACE, 2012). Diversity also enhances America's economic competitiveness – making effective use of the talents and abilities of all its citizens (ACE, 2012). In short, diversity enhances every aspect of the educational experience for students, faculty and staff in higher education, which ultimately translates into benefits for the larger society.

Overview of Affirmative Action in Higher Education

Diversity initiatives in higher education cover a broad range of programs and services – some of which are required by law, and others that are voluntarily promoted by an institution. Affirmative action programs have been used since the 1960s to diversify college and university campuses, as well as other societal institutions. Affirmative action programs, also known as equal opportunity, are programs developed to increase the representation of women and people of color in areas of employment and education from which they have been historically excluded.

More than 50 years ago, the Civil Rights Act of 1964 declared that "it shall be the policy of the United States to ensure equal employment opportunities for Federal employees without discrimination because of race, color, religion, sex or national origin and the President shall utilize his existing authority to effectuate this policy" (Rosenbloom, 1984 p. 43). As a result of this legislation, along with the major political and cultural social upheavals surrounding the Civil Rights movement that preceded it, many colleges and professional schools began recruiting students of color as part of their educational mission (albeit slowly, and often reluctantly).

Racial diversification in the higher education system in America has been at the forefront of legal arguments over the last seventy-five years. Boykin & Palmer (2016) cite landmark

Supreme Court decisions such as *McLaurin v. Oklahoma State Regents* (1950) (which reversed state law requiring African Americans to be provided graduate education on a segregated basis), and *Sweat v. Painter* (1950) (which successfully challenged racial segregation in education established by the 1896 case *Plessy v. Ferguson*), as being among the catalysts that ultimately led to the dismantling of the "separate but equal" doctrine. Indeed, the case law leading up to the famous *Brown v. Board of Education* (1954) centered on challenges to discrimination in higher education.

A milestone in the history of American education, *Brown v. Board of Education* (1954), brought segregation squarely before the United States Supreme Court (United States, Courts, n.d.). The case that came to be known as *Brown v. Board of Education* was actually the name given to five separate cases that were heard by the U.S. Supreme Court concerning the issue of segregation in public schools. These cases were *Brown v. Board of Education of Topeka, Briggs v. Elliot, Davis v. Board of Education of Prince Edward County (VA), Boiling v. Sharpe,* and *Gebhart v. Ethel*. Each case was different, however, the main issue was the same; constitutionality of state-sponsored segregation in public schools. The Court decided to consolidate them under *Brown v. Board of Education*. Ultimately, the Supreme Court Justices delivered a unanimous decision declaring segregation in public schools unconstitutional, destroying state-sponsored segregation in schools and providing a spark to the U.S. civil rights movement.

After passage of the Civil Rights Act of 1964, the United States began focusing on diversifying its workforce and education systems, including postsecondary education. Additionally, in 1965 and 1967, respectively, affirmative action policies were created by President Lyndon B. Johnson through Executive Orders 11246 (prohibiting federal contractors

from discriminating in employment on the basis of race, creed, color and national origin) and Executive Order 11375 (prohibiting discrimination on the basis of gender) (Mayer & Price, 2002). Affirmative action policies improve opportunities for historically excluded groups in American society (NCSL, n.d.). At its core, affirmative action challenges the notion of meritocracy, which holds that achievement should be recognized and rewarded as the outcome of individual effort and should be the principal basis of rewards in American society (Aguirre & Martinez, 2003). Supporters of the civil rights movement have argued that individual merit would be more representative of the social fabric in American society if societal institutions adopted principles of equity and inclusion for non-White individuals, and only if institutional discrimination were eliminated (Bell, 1997). The inclusion of racial and ethnic minorities, specifically in higher education, has initiated a series of culture wars and has raised legitimate questions about the cultural alignment of higher education and the needs of a more culturally diverse society (Aguirre and Martinez, 2006). Additionally, affirmative action policies in higher education have sparked many heated debates and raised many issues, especially around the admissions process and the use of race as a factor.

Affirmative action merges social and cultural change through the force of legal and institutional transformation in order to bring about a new social paradigm (Gurin, 1999). According to Delgado (1995), affirmative action "seeks to redress the fact that for more than 200 years, white males benefitted from their own program of affirmative action, through unjustified preferences in jobs and education, resulting from old-boy networks and official laws that lessened the competition" (p. 1225). Affirmative action policies in higher education focus on improving opportunities for people of color, women, and people with disabilities – in enrollment, employment, recruitment, hiring, training, and promotion.

There are two major ways in which affirmative action impacts institutions of higher education – in employment and in admissions. In employment, a key feature of an institutions' affirmative action strategy is encapsulated in its affirmative action plan, a management tool designed to ensure equal employment opportunity. All institutions receiving federal funding are legally mandated to produce an affirmative action plan annually. Affirmative action plans include internal auditing and reporting systems as a means of measuring an institution's progress toward achieving the workforce goal that would be expected, absent discrimination. Failure to reach a goal within a given time frame is not, in and of itself, evidence of discrimination as long as the institution can show evidence of "good faith" efforts to increase the pool of qualified minority, female and veteran candidates, and candidates with disabilities, when recruiting for open positions. The Office of Federal Contract Compliance Programs (OFCCP), a division of the Department of Labor, is tasked with enforcing equal employment opportunity/affirmative action (EEO/AA) regulations in higher education. OFCCP enforces these procedures primarily through semi-routine compliance investigations and obtains Conciliation Agreements from contractors and subcontractors who are in violation of regulatory requirements. Another federal agency, the Equal Employment Opportunity Commission (EEOC) has the authority to investigate charges of discrimination against colleges and universities made by faculty and staff.

In college admissions, affirmative action attempts to improve the educational opportunities of historically underrepresented students by considering race as part of the application process. While viewed as controversial by some, the concept of preference in the admissions process is nothing new and is as old as colleges themselves. Institutions have traditionally used subjective criteria in selecting student bodies, including legacy admissions, athletic ability, military services, and geographic residence. Certainly, objective measures, too,

have been used (i.e. GPA and standardized test scores). Still, the use of race conscious programs in higher education has raised fierce debates, for and against affirmative action in admissions, in higher education, business and politics, and among the general public. Part of this tension can be linked to the culture of the institutions themselves. According to Chace (2011):

> Two fundamental ambitions have long characterized the culture of our colleges and universities: they have sought to be meritocracies, and they have sought to be egalitarian communities. The first goal gives primacy to intellectual accomplishment, the second to community rapport…The one is not the other. "Being as smart as you can be" is only hazily connected to "learning from each other in a mutually beneficial way." The tension between the two is never resolvable; that tension is where arguments about affirmative action find their campus home (p. 22).

This tension has resulted in legal battles involving affirmative action and race conscious programs. Several court cases have sought to determine whether diversity is a compelling state interest in higher education admissions and other related programs, or whether race may even be used as a factor in admissions. Among the landmark affirmative action court decisions are *University of California v. Bakke* (1978), *Hopwood v. University of Texas* (1992) (Aguirre, Jr., & Martinez, 2003), *Gratz and Grutter v. Bollinger* (2003) and more recently, *Fisher v. University of Texas* (2016) (Yudof & Moran, 2017, July 17). In *University of California v. Bakke* (1978), Bakke, a White male, twice denied admission to the university despite having a grade point average and MCAT that were among the highest of all applicants, sued the institution. Justice Lewis Powell cast the deciding vote of the U.S. Supreme Court decision, which declared affirmative action constitutional but invalidated the use of racial quotas. Justice Powell viewed

diversity as a public good and noted that the educational benefits to students could justify an affirmative action program.

In *Hopwood v. University of Texas* (1992), Cheryl Hopwood and three other White plaintiffs filed suit against the institution alleging they were denied admission because of preferences in admissions given to Black and Mexican students. The Fifth Circuit Court of Appeals heard the case and barred all use of racial preferences in the states under that court's jurisdiction. Since the Supreme Court declined to hear the case, universities in Texas, Louisiana and Mississippi were prohibited from using racial preference in admissions until *Gratz v. Bollinger* (2003) and *Grutter v. Bollinger* (2003).

In 1995 and 1996, two lawsuits challenged the constitutionality of using race in the admission process at the University of Michigan and the University of Michigan Law School (Grilliot, 2007). In 1995, named plaintiffs Jennifer Gratz and Patrick Hamacher were denied admission to the University of Michigan's College of Literature, Science, and the Arts. The following year, Barbara Grutter was denied admission to the University's Law School. The Center for Individual Rights, a conservative Washington-based group that opposed race conscious admissions, sued the University on the plaintiffs' behalf. At issue was the undergraduate and Law School admissions point scales. The College of Literature, Science and the Arts' scale for applicants provided a maximum of 150 points, with 100 points being needed for guaranteed admissions. In this scale, they provided 20 points for racial minorities. The Law School at the University of Michigan weighted several factors, including LSAT scores, GPA, and personal statements. Additionally, staff also reviewed "soft variables," including recommenders' enthusiasm, the quality of the under-graduate institution, and the applicants' essay. The Law School's policy did not define diversity solely in terms of racial and ethnic

status and did not restrict the types of diversity contributions eligible for "substantial weight" (although it did reaffirm the School's commitment to diversity with specific references to race and ethnicity). The plaintiffs' lawsuits alleged that the University of Michigan's undergraduate and Law School point scales for admissions violated the 14th Amendment and Title VI of the Civil Rights Act because it considered race and gave race too much "weight." The fundamental issue in both cases was whether diversity is a compelling governmental interest that can justify the narrowly tailored use of race in selecting applicants for admissions to public universities.

Both of the cases were heard by different judges in the District Court (CIR, n.d.). In *Gratz*, the judge ruled that the point system under which Ms. Gratz had been rejected was unconstitutional. In *Grutter*, the judge held that diversity was not a compelling government justification for discrimination and struck down the Law School's race-based admissions system. The University of Michigan appealed both cases and the Sixth Circuit Court of Appeals reversed the *Grutter* decision, holding that the use of racial preference to achieve diversity was justified. The Court did not rule on *Gratz*.

The United States Supreme Court agreed to hear both the *Gratz* and *Grutter* cases and handed down its ruling in 2003. The Court struck down the University's undergraduate admissions system, reasoning that the points system valued applicants' race over individual accomplishments. This failure to treat applicants as individuals constituted a violation of the Fourteenth Amendment. The Law School's admissions system, however, was upheld. Justice Sandra Day O'Conner argued that there was a distinction between the undergraduate and Law School processes – one was mechanical and automatic, while the other was more nuanced. The Court did, however, limit the legality of racial preferences to a period of twenty-five years. At

that time, according to the ruling, the government will no longer have a compelling justification to foster diversity.

Most recently, in *Fisher v. University of Texas* (2016) plaintiff Abigail Fisher sued the institution alleging that the university had discriminated against her in the admissions process in violation of the equal protection clause. The U.S. Supreme Court ruled that admissions officials may continue to consider race as one factor among many in ensuring a diverse student body, but warned that not all affirmative action programs will pass constitutional muster (NYT, 2016). The decision in *Fisher* has affirmed and refined the Supreme Court's position on affirmative action almost 40 years after its decision in *Bakke*. There are, however, currently nine states that prohibit the use of race as a factor in admissions today, including Oklahoma, New Hampshire, Arizona, Colorado, Nebraska, Michigan, Florida, Washington and California (Pew Research Center, 2014).

The Department of Education's Office of Postsecondary Education (OPE) is responsible for enforcing affirmative action in the student realm. OPE works to "…promote and expand access to postsecondary education…" to students across the country (OPE, n.d. para. 2). Through its Office of Civil Rights (OCR), the following regulations are enforced at colleges and universities receiving federal funds: Title VI, which prohibits discrimination on the basis of race, color, or national origin in all education programs and activities; Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability in all education programs and activities; and Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in all education programs and activities.

Diversity Initiatives in Higher Education

While affirmative action's focus is on structural diversity, successful diversity initiatives in higher education also work to change the *culture* of an organization – instead of just changing the representation of its workforce and student body, with the goal of recognizing the value inherent in the inclusion of varying cultures, backgrounds and experiences. Diversity initiatives refer to the services and programs offered to students, faculty and staff that seek to ensure compliance and non-discrimination through related polices and laws. It also aims to affirm social membership group differences in curricular, co-curricular, and workplace contexts (Clark, 2011). Because affirmative action programs alone have not proven to be the panacea for diversification and inclusion in higher education, colleges and universities implement diversity initiatives that are not regulated or monitored by federal or state entities, but by the institutions themselves. In curricular activities, for example, inclusive curricula, engaged pedagogy, and diversity course requirements are all academic models used by institutions to infuse diversity into the academic life of a campus. An inclusive curriculum seeks to expand traditional course content primarily rooted in an Anglo-European context to one that is inclusive of a variety of perspectives. Hurtado and Dey (1997) note the benefits of including diversity in the curriculum: "such curricular innovation heightens student awareness and knowledge of particular groups in American society and increases criticism of the status quo, thereby establishing an avenue for critical thinking among students" (p. 413). A model that is often paired with inclusive curriculum is inclusive (or engaged) pedagogy. In inclusive pedagogy, faculty members not only concern themselves with what they teach, but *how* they teach. This involves focusing on students' intellectual and social development, establishing an environment that challenges each student to achieve at high levels academically, paying close attention to the cultural differences

diverse learners bring to the educational experience, and creating a welcoming environment that engages all of its diversity in the pursuit of individual and collaborative learning (Danowitz and Tuitt, 2011). A final way in which institutions infuse diversity into course content is by designing a diversity component of the general education requirements. According to Carol Geary Schneider (2001), former president of the AAC&U, "diversity requirements signal the academy's conviction that citizens now need to acquire significant knowledge of both cultures other than their own, and of disparate cultures' struggles for recognition and equity, in order to be adequately prepared for the world around them" (para. 5).

Diversity in the workplace context often involves faculty diversity initiatives that seek to recruit and retain more diverse faculty, support expansive and inclusive faculty searches, create pipelines of diverse scholars, and broaden support for underrepresented members of the faculty. Recent examples include:

- In November 2015, Brown University announced its expectation to spend more than $100 million over the next ten years to double the proportion of under-represented minority faculty by 2025 (Young, 2015);
- In 2015, Columbia University committed to investing $30 million to enhance the diversity of its faculty (Columbia University, n.d.);
- In January 2016, Dartmouth College set aside $22.5 million to support faculty diversity recruitment and retention efforts and re-establish a faculty exchange program with Morehouse and Spelman Colleges (Qin, 2016).

In co-curricular activities, institutions also attempt to infuse diversity into programs and learning experiences that complement the academic curriculum. Intergroup dialogues are an example of a popular diversity initiative that is implemented on college campuses nation-wide

(Clark, 2001). Pioneered at the University of Michigan, intergroup dialogue brings college students from differing backgrounds and a wide range of perspectives together to foster positive intergroup conversations around issues of diversity, conflict, community, and social justice (Zùñiga, n.d.). The purpose of the dialogue is to enable participants to develop comfort with, and skill for, difficult conversations with the goal of fostering positive, meaningful, and sustained cross-group relationships (Clark, 2001).

Another popular co-curricular program is implicit bias training. Implicit bias (also known as implicit social cognition) refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner (The Ohio State University, n.d). It has been well documented that implicit bias impairs individuals' intergroup interactions (Jacoby-Senhor, Sinclaire, & Smith, 2015) and impacts employment decisions (Ziegert, & Hanges, 2005; Maass, Castelli, & Arcuri, 2000). In order to mitigate these effects, many institutions offer (and sometimes mandate) implicit bias training. Training modules are offered to faculty, staff, and students and are sometimes required for faculty search committee members, promotion and tenure committee members, and campus police officers.

Finally, institutions convene special task forces or councils to serve in an advisory capacity to institutional leadership on issues related to diversity. Typically, councils are comprised of diverse members of senior administrators from a broad cross-section of the university, but may also include faculty, staff and community members. In addition to advising university or college leadership, these groups' help to ensure that campus relationships with non-academic employees and the surrounding communities reflects the university's commitment to diversity as part of its core mission (The University of Chicago, n.d.). Universities such as Johns

Hopkins University, the University of Chicago, and the University of Kansas all utilize this model (Johns Hopkins University, n.d.; University of Chicago, n.d.; University of Kansas, n.d.)

Ultimately, then, the goal of diversity initiatives is to increase access and retention of historically underrepresented populations, improve campus climate and inter-group relations, incorporate diversity into the curriculum, and utilize diversity as a resource for an enriched and engaged academic environment in order to combat inequities in higher education (Hurtado, 1992; Smith & Schonfeld, 2000; Ibarra, 2001). In order to advance these campus-wide efforts, a growing trend in higher education for the past 20 years has been the development of the chief diversity officer position which is sometimes also referred to as the vice president for equity and inclusion. The chief diversity officer's task is inherently integrative. Chief diversity officers typically have the responsibility for guiding efforts to conceptualize, define, assess, nurture, and cultivate diversity as an institutional and educational resource – all within an academic environment that is highly decentralized, extremely politicized, and rarely, if ever, changed through the actions of one woman or man (Tomlin, 2016; Williams & Wade-Golden, 2008).

The Culture of Higher Education

It is clear from the research that diversity is important in higher education. What, then, is it about higher education that makes it so difficult for academic leaders to successfully implement structural, interactional and cultural diversity at colleges and universities? The literature suggests that as an organization, higher education is a unique culture that does not operate in the traditional, corporate management, top-down approach. Moreover, each institution has its own distinct ethos (Tierney, 1988). Institutions of higher education are steeped in tradition and are historically spaces controlled by white males. To date, leadership at colleges and universities, particularly at predominately White institutions (PWIs), remains predominately

white, predominately male, and maintains the culture and values grounded in dominant group interests (Aguirre & Martinez, 2006).

It is difficult to implement initiatives in higher education because of its culture. Colleges and universities are places of ongoing conflicts – faculty battle administrators, students battle with administration, tensions exist between non-tenure track and tenure track faculty, there is discord among disciplines, as well as between undergraduate and the professional programs. There is a high tolerance for autonomous and nonconformist activity in the collegial culture (Ross, 2015). The commitment to academic freedom enables students and faculty to engage in intellectual debate and express their views on myriad topics. According to Kezar (2001), there are also multiple power and authority structures. There is academic authority (i.e. "expert" power) that is maintained by the faculty and is vested in various sub-groups (for example, disciplinary associations). Enterprise-based authority/power includes trustees, the president or other institutional authorities that have the legal right to act on behalf of the institution. Finally, there is system-based authority/power that operates on the government or political level. There is also the notion of "shared governance" – a delicate balance between faculty and administrator participation in planning and decision-making processes, on the one hand, and administrative accountability on the other (Olson, 2009). In higher education, leaders do not typically mandate change, and persuasion and power have emerged in the place of authority (Birnbaum, 1988, 1992; Kezar, 2001). Institutions of higher education are loosely coupled systems that are distinctly interdependent organizations. They are values-driven, and consisting of multiple power and authority structures. Goals are often ambiguous (Birnbaum, 1991). Decision-making in the academy is messy, broad buy-in is necessary, and change is exceedingly slow.

Transforming Institutional Culture

Fully implementing diversity at institutions of higher education requires institutional transformation – the process of bringing fundamental, intensive, and far reaching changes to the core concepts and values on which an institution is founded (Keup, Walker, Astin, & Lindholm, n.d.). In order to facilitate such a change, Keup, et al. (n.d.) note that transformation efforts "require a critical understanding and explication of the values and personal meanings that define an organization's culture" (para. 3).

In its broadest sense, the core values of an organization can be defined as its central beliefs, and the foundation on which its employees perform work and conduct themselves. Core values underlie the work of the organization, how groups interact, and the strategies that are employed to fulfill its mission (Argandoña, 2013). An organization's "culture" is a concept that is challenging to operationalize. It refers to an institution's implicit beliefs, ideology, values, language, ritual and myth (Aguirre & Martinez, 2006). Culture also includes the practices that embody the values of the different groups within the specific organization (Chaffee & Tierney, 1988). Institutional culture is influenced by external factors, such as demographic, economic, and political conditions and is shaped by powerful forces that emanate from within and that are rooted in the history of the organization. An organization's culture is reflected in what is done, how it is done, and who is involved in doing it (Tierney, 1988). Pettigrew (1979) noted that organizational culture provides a conceptual framework by which members of an organization can interpret the dynamics of their workplace – and emphasizes the importance of symbols and rituals to the maintenance of an organizational culture. In short, culture is the glue that holds the organization together (Tierney, 1988).

Each institution has its own distinct culture – even institutions with very similar missions and curricula can perform quite differently across various measures because of the ways in which their identities are communicated to internal and external stakeholders, and because of the varying perceptions these groups may hold (Tierney, 1988). This makes a one-size-fits all approach to diversity in higher education challenging. Cultures are also nuanced and, according to Kezar and Eckel (2002), emerge as a composite of many different levels – the enterprise, the institution, the sub-cultures and the individual levels. "Subcultures" refer to the norms, values, and beliefs of a subsystem within a larger organization. Higher education is comprised of many subcultures, for example, faculty, staff, students, or administrators. There are also a *variety* of academic cultures in higher education. In a comprehensive analysis of higher education cultures, Bergquist (1992), for example, identified four distinct cultures: the collegial culture, which is derived from the disciplines of the faculty and values scholarly engagement, shared governance, rationality, and decision-making; the managerial culture, which focuses on the goals and purposes of the institution and values efficiency, effective supervisory skills, and fiscal responsibility; the developmental culture, which values the personal and professional growth of all members of the collegiate environment; and the negotiating culture, which values the establishment of equitable and egalitarian policies and procedures, valuing confrontation, interest groups, mediation and power.

Leaders promoting institutional diversity frequently lack an understanding about the role of organizational culture in improving management and institutional performance, which inhibits their ability to address the challenges facing higher education in general, and diversity, specifically (Williams & Clowney, 2007). It is important for diversity leaders to have a full, nuanced understanding of the uniqueness of the culture in which they work (Tierney, 1988).

Building diversity capacity and supporting an inclusive campus involves a critical understanding and explication of the values and personal meanings that define an organization's culture (Keup et al., n.d.). Such knowledge can provide insight about directions to take to meet goals and to manage change more effectively. Building diversity and supporting inclusion as core institutional values require leadership that can transition the culture of an institution from one that marginalizes diversity to one that elevates it and recognizes it as the social force as described by Aguirre and Martinez (2002).

Diversity Leadership

Leadership is a dynamic aspect of organizational culture that can transform higher education into a responsive and adaptive organization (Aguirre & Martinez, 2006). Owens (1988) notes that there are two key features of leadership: 1) the engagement of persons in a process that identifies with goals, and 2) the potential to change the institutional environment (e.g. values, beliefs, etc.) by implementing goals into the organizational culture. Leaders in higher education face more challenges (and opportunities) than ever before. Greater accountability pressures, constricting financial environments, new technologies, and changing demographics are just a few of the challenges that face today's institutional leaders. Accordingly:

> New models of leadership recognize that effectiveness in knowledge based environments depends less on the heroic actions of a few individuals at the top and more on collaborative leadership practices distributed throughout an organization suggesting that a more dynamic relational concept of leadership has emerged (Pearce and Conger, 2003, cited by Kezar & Holcombe, 2017, p. 1).

Kezar and Holcombe (2017) suggest that collaborative leadership allows institutions to be more responsive to change. Collaborative leadership acknowledges the importance of leaders in positions of authority. However, it also recognizes how authority can be delegated and capitalizes on the expertise that may exist within an organization. Collaborative leadership creates a robust infrastructure that allows organizations to profit from the leadership of multiple people and is a useful framework for developing diversity practices at colleges and universities. According to Aguirre and Martinez (2006), diversity leadership at institutions typically resides in parts of the organizational culture that are undervalued or seen as having limited social capital. There are also institutions where presidents, provosts, and chief diversity officers promote diversity, while faculty members are either neutral or actively resist making diversity a core value at their institution (Metzler, 2003). Faculty engagement is critical, since faculty remain at institutions long after leadership has changed, and after student cohort, after student cohort, has graduated. The depiction of diversity in popular thinking as a threat to majority (white) values requires that higher education work harder to integrate diversity into its faculty ranks (Turner, 2000). Leadership in higher education is multi-layered and multi-dimensional so diversity leadership must happen across the many formal leaders in the academy – including members of the board, academic deans, members of the faculty, staff and students (McMurtrie, 2016a). All campus leaders (across the differing sub-groups and/or subcultures) must be involved if diversity implementation is to be successful.

The aim of leadership roles and practices focused on diversity is to transform higher education's organizational culture to incorporate diversity with the values and practices of higher education (Aguirre & Martinez, 2006). Diversity leaders in higher education must have the capacity to: 1) engage their campus community in a process that identifies them with diversity

goals; and 2) change the institutional environment by implementing diversity initiatives into the organizational culture (Aguirre & Martinez, 2002). There has to be a shared mindset of what needs to be changed. Diversity leadership has to be" transformational" and strong enough to promote change within an institution and in the institution's relationship with its environment (Cameron & Quinn, 2011). Yukl (1994) described transformational leadership as a "micro level influence process between individuals and as a macro level process of mobilizing power to change social systems and reform institutions" (p. 351). This type of management motivates leaders to be visionaries who can mold institutional members into self-empowered leaders or, more specifically, change agents (Kouzes & Posner, 1989; Tichy & Devanna, 1986). According to Aguirre and Martinez (2006), transformational diversity leadership "transitions institutions to address diversity issues, develops an institution's ability to adapt and search for adaptive strategies, and enables the organization to be seen as responding to the collective need for identity and commitment between persons and the organizational culture" (p. 36).

Organizational Capacity for Change

Organizational capacity is vital to the effective implementation of initiatives and policy in higher education and plays a key role in their success or failure. It can be thought of as an institution's ability to effectuate its mission, through its human, physical, financial, information and intellectual resources (Sobeck & Agius, 2007). It is influenced by both internal and external factors. Scholars have estimated that up to 70 percent of planned organizational change initiatives fail (Armenakis & Harris, 2009; Ijaz & Vitalis, 2011; Judge & Douglas, 2009), making it necessary for colleges and universities to ensure that they are creating and bolstering the infrastructure needed to facilitate transformation. Within the field of higher education, Toma (2010) underscored that a key strategy in creating lasting change is building institutional

capacity. Inherent in the capacity-building process is a need for institutions to center their efforts on underlying functions like mission, key decision making, organizational culture, and institutional infrastructures. Smith (2012) also explored capacity building as a fundamental component of her research on institutional diversity and inclusion. She critiqued the fact that institutional diversity efforts often lack strategic vision, suggesting that "most diversity efforts run parallel to core institutional processes…and result in growing numbers of program and projects" rather than sustained positive change (p. 1). To avoid the tendency to view institutional diversity as merely a series of campus programs or initiatives unmoored to an institution's core values and mission, higher education leaders must reframe diversity as central to institutional effectiveness D.G. Smith, 2009, 2012). Milem, Chang and Antonio (2005) described this divide:

> Although we know meaningful engagement with diversity benefits students educationally, little has been done to create a comprehensive framework for excellence that incorporates diversity at its core….education leaders routinely work on diversity initiatives within one committee on campus and work on strengthening the quality of the educational experience within another. This disconnect serves students – and all of education poorly (p. vii).

Diversity programs and initiatives are important pieces in building diversity capacity in higher education. However, they are best utilized as a vehicle that drives diversity awareness and education. At the core of capacity building for diversity is the creation of infrastructure that supports permanent transformation.

Change Strategies

Associations between culture and change have been made in the higher education literature. Curry (1992) suggested that in order for change to occur an institution needs to have a culture that encourages change. Guskin (1996) proposed that culture, or key institutional elements that shape culture (for instance, an institution's vision or mission), are modified as a result of the change process. The outcome of change, then, is a modified culture (Kezar & Eckel, 2002).

Moving an institution's culture towards acceptance of diversity programming begins with copious planning and evidence-based strategies for change. Since an institution's distinctive culture can inhibit or facilitate diversity plans, strategies must be aligned with the individual institution's unique culture and be "culturally coherent." Kezar and Eckel (2002) identified five potential approaches for change. First, senior administrative support is key and institutional leadership must provide support in the form of value statements, resources, and new administrative structures. Second, leadership must be collaborative and include a process through which the optional and non-positional individuals throughout campus are engaged in diversity planning from conception to implementation. Third, diversity plans must provide a desirable, but flexible blueprint of the future – one that is clear, understandable, and includes goals and objectives related to diversity implementation. Fourth, institutions must offer training opportunities so that individuals can learn specific skills and knowledge related to diversity issues and associated with change efforts. Finally, diversity related activities must be noticeable and well publicized so that community members can see that change is important and ongoing. This is an important strategy for building momentum within the institution.

In addition to identifying change strategies, Keup et al, (n.d.) theorized that three primary aspects of the change process must be considered: 1) readiness for, and responsiveness to, institutional transformation (or change); 2) resistance to planned change; and 3) results of the transformation process. Assessing readiness and responsiveness requires that leaders understand the ways in which an organization's culture will interact with various contemplated change strategies. Keup et al. suggested the use of organizational assessments to survey the characteristics of institutional leadership, resource allocation, institutional structure and the flow of decision making. The authors noted the inevitability of resistance and its significance as a cultural component of institutional transformation that is buoyed by the conflicting priorities and values among subculture. To move beyond resistance, leadership must build trust with the community, encourage open communication, and emphasize the big-picture vision. Results are realized as diversity is integrated deeper, and deeper, into the culture of the organization.

A final, key feature to consider in the change process as identified by Kezar (2008) is the politics of diversity. Diversity leaders must, necessarily, develop a set of approaches for negotiating the difficult politics that emerge while trying to create a more inclusive environment. Politics is defined as how people use power within a social setting, gain status, or maintain distinctive interests (Bolman & Deal, 1997; Clark, 1983). Higher education is a particularly political environment (Kezar, 2008, Gumport, 2000; Kezar, Chambers & Burkhardt, 2005) – governance is practiced widely in academe and there are many different interest groups with different value systems (and, very often, different institutional goals) (Birnbaum, 1988; Kezar 2001). Political theories hypothesize that these different interest groups fight over scarce resources and priorities, and that people do not operate in rational ways and will resist issues about which they have fears (Bolman & Deal, 1997; Clark, 1983, Hearn, 1996; Sporn, 1999).

Creating an inclusive campus has also been identified as a political issue – one that involves the management of competing interests and preferences (Gioia & Thomas, 1996). Faculty, staff, and students from dominant groups often perceive diversity initiatives as taking away resources and support from their own interests (Kezar, 2008). This conflict in interest, views, and values creates discord between groups and resistance by the dominant group (Birnbaum, 1988).

Bolman and Deal (1997) described four main activities for political leaders: mapping the political terrain; coalition building and developing advocates/allies; persuasion; and bargaining and negotiation. As part of mapping the political terrain, leaders appraise the political landscape of their organization through: 1) a review of communication channels; 2) identification of key individuals who hold political influence; 3) analysis trends in mobilization; and 4) forecast strategies that others are likely to utilize. Coalition building and developing advocates/allies requires leaders to strategically create a power base from various interest groups, in addition to garnering support from influential individuals such as long-time faculty members. According to Kezar (2008), successful leaders negotiate the political climate by aligning with as many powerful individuals and interest groups as possible. Persuasion requires that leaders possess the ability to guide individuals toward the adoption of an idea, attitude or action by rational and, sometimes, symbolic means. It is the ability to help people appreciate different perspectives and values outside their own interests (Bolman & Deal, 1997). Finally, bargaining and negotiating is the ability to engage in skillful dialogue between two or more people or parties in order to reach a beneficial outcome over an issue where conflict exists. Kezar (2008) and Bolman and Deal (1997) also note the importance of the capacity for behind-the-scene deal making in this process.

Change strategies, then, require leaders to consider what their institutions are and what they want them to be. They must look across the institutional terrain and identify influential allies who can help to facilitate the change process; develop strategic plans that align with the change process; and utilize persuasion skills to overcome resistance. As noted earlier, higher education institutions are loosely coupled structures. They are uncoordinated, have greater differentiation among components, high degrees of specialization among faculty, and low-predictability of future action, including change (Kezar, 2001). The challenge of diversity leadership in higher education is transforming an organizational culture that is historically rooted in dominant group interest and conservative views about change, into one that recognizes the implicit value and legitimacy of diversity related programs (Aguirre & Martinez, 2002).

Barriers to Diversity Implementation in Higher Education

Implementing diversity initiatives in higher education is a complex matter and there are numerous challenges to weaving it into the fabric of an institution. According to scholars, diversity plans are met with limited success (or fail) at institutions of higher education for a number of reasons. A fundamental mistake many universities make is failing to establish the link between diversity and the institution's educational mission (Aguirre & Martinez, 2002). Equally as important, strong diversity leadership is generally lacking or missing altogether. Too often, there is an absence of effective leadership practices in the institution's organizational culture that legitimate diversity, changing the organization at its core (Aguirre & Martinez, 2002; Metzler, 2003). McMurtrie (2016a) wrote that "Presidents don't view being chief diversity officer as their job" (para. 13) and added that diversity planning is often assigned to ad hoc committees or designed by small groups of people. Results are expected of those who often lack the authority and resources to produce them. In two separate articles written in the *Chronicle for*

Higher Education, McMurtrie (2016b) noted a number of factors that contribute to lackluster diversity plans in higher education. First, infusing diversity and inclusion into an institution requires hard work and difficult conversations, and people tasked with implementing programs often lack the expertise to facilitate these conversations. Second, many people on campus are left out of diversity discussions, so diversity plans and programs are frequently disjointed and fail to interface with different segments of campus. Third, financial resources directed toward implementing and supporting diversity initiatives are typically limited or constrained, and are generally among the first institutional funds that are redirected during times of economic instability. Finally, a lack of faculty participation negatively impacts diversity programming – when faculty are not involved in an institutional process, it is difficult to make progress. Other scholars have weighed in as well on the challenges to diversity implementation in higher education. According to Chang (2000), campus diversity programs are too often reactive and developed in response to incidents of racial unrest and student protest, instead of being designed because of an institutional commitment to diversity or a core institutional value or mission. Institutions may also neglect to analyze the organizational culture prior to implementing plans, gauge the level of organizational commitment, or assess the campus climate before implementing initiatives (Arnold & Kowalski-Braun, 2012; Haluani, Haier & Lancaster, 2010; Metzler, 2003). Brown (2016) notes that once diversity plans are implemented, institutions often fail to monitor and measure change in order to identify progress and areas that can be accelerated. Institutional leaders also neglect to hold faculty, staff, administrators, and members of its Board accountable for the success (or failure) of its programs. Finally, some institutions have been hesitant to "promote diversity as a necessary dimension toward building themselves into inclusive communities" (Aguirre & Martinez, 2002, p. 54).

By way of reflecting on the ineffective diversity practices highlighted above, one can inductively determine best practices for diversity implementation and support. An effective diversity model would: be led by strong leadership that is shared across the institution; develop and promote a shared understanding of diversity; position diversity as central to institutional effectiveness; integrate accountability and assessment into strategic frameworks; and develop diversity plans that are adequately funded and enjoy wide community ownership.

Measuring Diversity

Diversity ranges from a narrow focus on the representation of ethnic and racial minorities, to the fostering of a supportive campus climate for members of the LGBTQI communities, to the infusion of diverse content into the academic curricula and co-curricular activities, and better preparation for all students for the realities of a diverse democracy (Williams & Clowney, 2007). Because of this complexity, diversity is a difficult concept to quantify and the literature does not identify a single effective metric to do so. Instead, institutions typically employ a variety of methods to determine how well they are doing on the diversity scorecard. One way in which institutions measure its structural diversity is by monitoring underrepresented groups being enrolled, recruited, retained, and advanced relative to predetermined benchmarks (Balter, Chow & Jin, 2014). Structural diversity refers primarily to the racial, ethnic and gendered composition of faculty, staff and students (Hurtado, Milem, Clayton-Pederson, & Allen, 1998), and is often characterized as compliance-oriented, and recruitment and enrollment driven (Ibarro, n.d.). While there is utility in this measurement – it gauges progress and fulfills reporting requirements – it only measures diversity in terms of race and gender binarism. Unfortunately, it can be challenging and is often difficult for institutions to capture measurements for the myriad dimensions of diversity, including sexual orientation,

religion, and disability, because campus community members tend to fear punitive action from confidential reporting. In other words, individuals fear that this type of information will impact their continued employment or opportunities for advancement.

There are diversity measures beyond institutional demographics that are more qualitative in nature and outcome based. A key tool institutions use to measure diversity in its broadest sense is the campus climate assessment. "Climate" can be described as the common patterns of important dimensions of organizational life or its members' perceptions of, and attitudes towards, those dimensions (Peterson & Spenser, 1990, p. 173). Hurtado, et al. (1998) provide a four-part framework that forms an institution's diversity climate. These include a campus' historical legacy of inclusion or exclusion of various marginalized groups, its structural diversity (i.e. the numerical and proportional representation of diverse groups on campus), its psychological climate (i.e., perceptions, attitudes, and beliefs about diversity) and its behavioral climate (i.e. how different groups interact on campus). The extent to which these dimensions make diverse university constituents feel as though they "belong" is a useful way to evaluate diversity at an institution. Other diversity measures can include a review of resources available for faculty, staff, and students; a review of policies and practices; evaluation of the number and kinds of internal complaints of discrimination; and training opportunities and outcomes.

Conceptual Framework

Darryl G. Smith's (2009) diversity framework for higher education was used as the theoretical foundation of this study. Smith, a professor of Education and Psychology at the Claremont Graduate School, pulled from 40 years of diversity studies to develop a conceptual framework that maps four separate but interconnected dimensions of diversity: access and success; campus climate and intergroup relations; education and scholarship; and institutional

viability and vitality (figure 1).

The framework is useful in capturing diversity work at colleges and universities and provides a structure by which a campus can describe and evaluate its diversity efforts. The University of North Carolina (UNC, n.d.), Indiana University-Purdue University (IUPUI, n.d.) and Pennsylvania State University (PSU, n.d.), among others have used the framework for their diversity strategic planning processes.

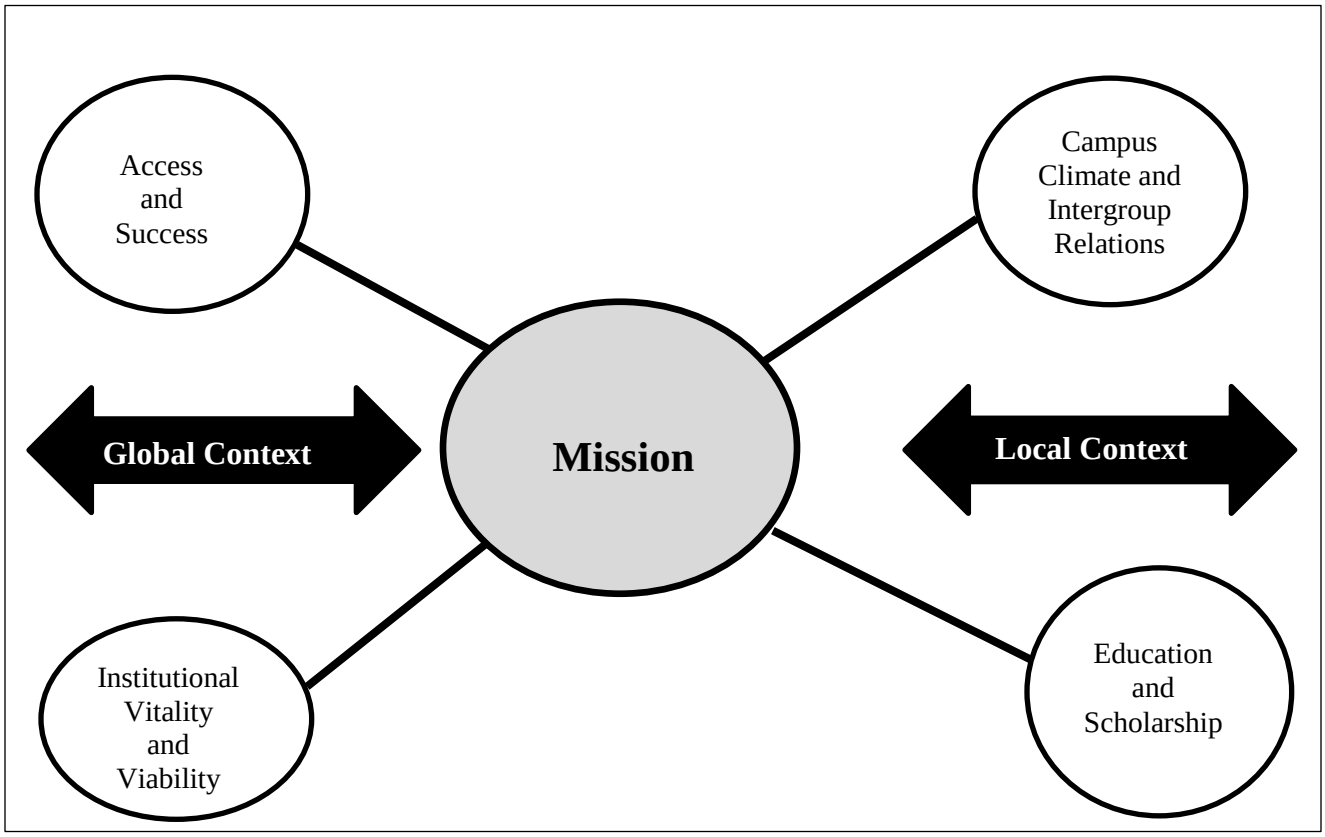

Figure 1: Dimensions of Diversity Framework. From Smith (2009) *Diversity's Promise for Higher Education*: Making it Work (p. 77).

The first dimension, access and success, focuses on the inclusion and success of historically underrepresented groups in higher education, both in undergraduate and graduate education. It looks not only at the "changing faces" on campus but also concerns itself with

student success in the broadest sense (i.e. academic success, campus climate, graduation and retention rates, engaged campus life, etc.). While most conversations around diversity focus on this dimension, its focus on students is but one key marker of institutional progress as it relates to diversity.

The dimension of campus climate and intergroup relationships is principally concerned with the campus environment for historically underrepresented and marginalized groups and the degree to which members of the campus community interact with one another. This construct seeks to determine whether a campus is inclusive, welcoming, and fair in its treatment of diverse individuals. It also looks for evidence of relationships across subgroups at an institution (i.e. students, faculty, staff, and administrators), the quality of those relationships, and how well these groups engage in difficult dialogue.

Education and scholarship focuses on diversity as part of the academic core of the institution. Teaching and learning strategies, scholarship and the curriculum, and recruitment of a diverse faculty are all drivers of this dimension. This construct seeks to determine how diverse the faculty is, whether the curriculum and scholarship is satisfactory for educating diverse students and preparing them for a pluralistic world, and discovering the teaching and learning practices that serve this purpose.

Finally, institutional viability and vitality focuses on whether an institution has the capacity, in terms of human and institutional resources and expertise, to ensure diversity success. This construct concerns itself with an institution's mission, culture, human capital, and the campus community's perceptions of institutional commitment. Importantly, this dimension targets not only students, but also staff, faculty, alumni, trustees, and relationships to external

communities. The local and global contexts are part of the environmental influences of these four dimensions.

The diversity framework for higher education aided in the selection of the case study. It was also used to develop the interview protocol for this study. Finally, it provided a means to interpret the overall scope of diversity work at the institution.

Conclusion

The need to educate students in environments that reflect the diversity of the country and the global society in which tomorrow's college graduates will be living and working is paramount. Colleges and universities must find ways to implement diversity and support inclusive campuses for academic, moral, civic and economic reasons. There is value in diversity and research highlights its positive effects – on educational outcomes, sense of belonging and community, faculty research and creativity, and on enhanced institutional effectiveness (Astin, 1993; Hurtado & Carter, 1997; Milem, 1999; Tuft 2012). In order to eliminate the barriers to diversity and establish institutionally grounded diversity best practices it is important for institutions to: develop a shared language and understanding of diversity (Keup, et al, n.d.); recruit leaders who can engage individuals from across campus, including faculty (Kezar & Hocolmbe, 2017); build diversity capacity through human, physical, financial, information and intellectual resources (Sobeck & Agius, 2007); develop strategies, that embed diversity into the organization (Aguirre & Martinez, 2002; Smith, 2009); identify challenges and ways to negotiate them (Aguirre & Martinez, 2006); and measure and monitor diversity progress (Brown, 2016).

CHAPTER 3

METHODOLOGY

Qualitative Method

The literature suggests that it is very difficult for institutions to implement and support inclusive campuses. This is particularly true at predominately White institutions (Whitfield-Harris, 2016; Hunn, 2014; Harley, 2008). This study was qualitative in nature and grounded in the context of a single PWI. The National Research Council report on Scientific Research in Education (Shavelson & Town, 2002) affirms that careful descriptive study done primarily by sustained firsthand observation and interviewing – sometimes called qualitative or case study– can make valuable contributions to educational research, and that careful descriptive research falls within the range of methods in education that can be called scientific (Erickson & Gutiérrez, 2002). Brantlinger, Jiminez, Klingner, Pugach, and Richardson (2005) further note that qualitative research is empirical, stemming from experience and/or observation. It produces knowledge about perspectives, settings, and techniques. Creswell (2007) supports the use of qualitative research as a vehicle to better understand the relationship between the experience of an individual or group, and the impact of environmental influences. As Kozleski (2017) describes it, "the argument for the utility and contributions for qualitative research rests in part on the recognition that interactions between individuals…are cultural. It is the relationships that people have to themselves; to one another; to the objects, systems and artifacts they create; to the particular culture in which they are embed; to other cultures; and to the national environment that encompass culture" (p. 22).

Case Study

The methodology for this study involved a case study approach to highlight a predominately White institution in higher education that is considered an exemplar in diversity. The qualitative case study is an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources. This ensures that the issue is not explored through one lens, but rather through a variety of lenses, which allows for multiple facets of the phenomenon to be revealed and understood (Baxter & Jack, 2008). According to Yin (2003), a case study design should be considered when (a) the focus of the study is to answer "how" and "why" questions; (b) you cannot manipulate the behavior of those involved in the study; (c) you want to cover contextual conditions because you believe they are relevant to the phenomenon under study; or (d) the boundaries are not clear between the phenomenon and context. Yin also notes that one of the foremost strengths of case study research is the opportunity to use many different sources of data.

This study explored a model institution that is engaging in diversity capacity building in order to implement successful diversity initiatives and support an inclusive campus. It sought to answer three questions:

1. How do leaders at an institution recognized for its diversity efforts understand diversity?
2. How do leaders attempt to build diversity capacity?
3. How does leadership demonstrate institutional commitment to diversity?

The findings add to the diversity literature in higher education and provide diversity practitioners with insights on how an institution attempts to advance diversity. The analysis revealed the challenges and opportunities surrounding diversity delivery and support.

Case Selection

The case selection is Southern Oakridge University (a pseudonym). The case was selected because: 1) the institution has been nationally recognized as a diversity leader in higher education; 2) I previously worked with the institution's new Vice President for Equity and Inclusion which made access to key leadership easier; and 3) the proximity of the institution made it possible for me to conduct on campus face-to-face interviews with study participants.

Southern Oakridge University (SOU) was ranked as among the most structurally diverse universities (for undergraduate students) by the *Princeton Review* for four years in a row (2009-2012) (Princeton Review, 2009, 2010, 2011, 2012.). The institution is also a previous Higher Education Excellence in Diversity (HEED) award recipient (*Insight Into Diversity*, n.d.). The HEED Award recognizes colleges and universities that demonstrate an outstanding commitment to inclusion, and measures an institution's level of achievement and intensity of commitment to broadening diversity and inclusion on campus through initiatives, programs, and outreach; student recruitment, retention and completion; and hiring practices for faculty and staff. In addition, a review of the university's website and discussion with the institution's Vice President of Equity and Inclusion revealed that SOU's diversity initiatives can be observed by using the indicators from each of the four dimensions of Smith's diversity framework that grounds this study. Table 1 below includes a list of the indicators within each dimension that were present in the potential case.

Table 1. Diversity Framework Dimensions and Indicators

Dimension	Institutional Indicators
Access and Success	• Diverse student population • Academic success of underrepresented students • Graduation and retention rates of underrepresented students
Education and Scholarship	• Recruitment of diverse faculty • Student exposure to a diverse faculty
Campus Climate and Intergroup Relations	• Supportive environment for a diverse student population • Presence of affinity groups on campus
Institutional viability and vitality	• Leadership commitment to diversity • Perceptions of access, equity and inclusion from constituencies

Note: Key indicators taken from Smith's (2009) diversity framework.

Data Collection Protocol

This case study utilized several sources to examine and analyze the data, including interviews and documents analysis. According to Yin (2009), "…the case study's unique strength is its ability to deal with a full variety of evidence-documents, artifacts, interviews, and observations—beyond what is available in a conventional historical setting" (p. 11). The primary analytic tool was description narrating. This study utilizes the thematic approach as an analytical tool, which centers on the content of the narrative. This approach afforded me the opportunity to consider content (and context) during analysis.

While my analytic strategy was to primarily focus on the content of the case, interviews with leaders at SOU, i.e. narratives, were only a single element of the research design. This study also attempted to utilize specific archival documents such as affirmative action plans and strategic plans, along with information from the institution's website in order to further augment the narratives in the study and to reveal how the institution operationalizes diversity. Interviews

represented SOU leadership narratives and accounts regarding their lived experiences related to diversity experiences at the institution.

Open-ended interview questions were developed by the researcher and informed by Smith's (2009) diversity framework and the literature on diversity best practices. Table 2 presents the interview questions.

Table 2. Southern Oakridge University Interview Questions

Interview Questions
1. How does Southern Oakridge University define diversity?
2. How does leadership demonstrate commitment to success of diversity initiatives?
3. How do you build diversity capacity at SOU?
4. What challenges have you encountered related to diversity implementation on campus?
5. How have you navigated those challenges?
6. What steps are taken to assess and measure diversity progress?
7. How diversity is embedded in curriculum and co-curricular student experiences?
8. What strategies does SOU employ to recruit and retain a diverse student body and faculty?
9. Please describe the cultural climate and state of intergroup relationships at SOU.
10. What funding is allocated to diversity efforts at SOU?

A final draft of questions was reviewed by the major professor of this study and vetted by two professionals, one a recognized diversity expert and one an IR department head and a psychologist. Both individuals are in higher education and knowledgeable about diversity practice. After receiving feedback on the instrument, interview questions were piloted with one male and two female colleagues.

Procedures

After receiving approval for the study from the University of Georgia's Institutional Review Board (Appendix A), I contacted the president of Southern Oakridge University via email (Appendix B) to solicit participation in the study and was granted institutional consent

(Appendix C). The Chief of Staff reached out to me soon thereafter and asked permission for he and the Vice President for Equity and Inclusion to send a preliminary introductory email ahead of my first communication to potential participants. The purpose of the email was to "legitimize" the study, confirm the President's support of the study, and explain that participation by campus constituents was completely voluntary, and would have no effect on participants' employment at SOU (Appendix D). I agreed to the terms he outlined.

In the interim, I met with the Vice President for Equity and Inclusion, who served as the study's key informant (and whom I later interviewed for the study) to identify potential study participants. Given the study's focus on leadership, key stakeholders in leadership positions across the administrative, faculty, staff and student ranks were identified. Table 3 shows participants who were emailed an invitation to participate in the study.

Table 3. Individuals who were invited to participate in the study

Roles at SOU	
President	Chief of Staff
Provost	Senior Vice Provost for Academic Affairs
Director, Student Multicultural & Diversity Programs	Staff Council Representative
Chair, Faculty Senate	Past Chair, Faculty Senate
Chair, Commission on the Status of Women	Vice Provost for Enrollment Management
African American Faculty Association Chair	Chief Financial Officer
President, Undergraduate Student Association	President, Graduate Student Association
Vice President for Equity and Inclusion	

One week after the Chief of Staff's initial communication with potential participants, I sent an email inviting the same individuals to participate in the study (Appendix E). Fifteen leaders were invited to participate in the interviews, and 11 ultimately agreed to participate. Those who agreed to participate were emailed the Informed Consent Form (Appendix F) and

were asked to review the document, but refrain from signing it until we could review it together. I then scheduled campus visits over the course of two days.

The presidents of the Undergraduate and Graduate Student Associations both initially expressed enthusiasm in participating in the study. However, later attempts to connect with the two individuals went unanswered. Similarly, the Vice Provost for Enrollment, African American Faculty Association Chair and Chief Financial Officer did not respond to my requests to meet. The Director, Student Multicultural & Diversity Programs identified a student leader as an individual I would want to talk with. This individual is included in Table 4, which identifies the participants that ultimately agreed to take part in the study. After my interview with the Student Leader, he provided me with names of four other students he thought might be willing to meet with me. I reached out to all four students, but none responded to my emails.

Table 4. Individuals who agreed to take part in the study

Roles at SOU	
President	Chief of Staff
Provost	Senior Vice Provost for Academic Affairs
Director, Student Multicultural & Diversity Programs	Staff Council Representative
	Past Chair, Faculty Senate
Chair, Faculty Senate	Student Leader
Chair, Commission on the Status of Women	
Vice President for Equity and Inclusion	

External Document Review

Prior to visiting the SOU campus, I requested a copy of SOUs most recent *Affirmative Action Plan,* but was unable to obtain a copy despite several requests and assurances that I would be able to get a copy. I also requested the current strategic plan for the institution. I was informed that SOU does not currently have a strategic plan. SOU is in the planning phase of its next strategic plan so that document was also unavailable. In the absence of these important

institutional artifacts, I performed an extensive analysis of the institution's website, particularly its diversity-related content and the *SOU News*. In conjunction with information obtained from the Integrated Postsecondary Education Data System, I was able to identify the following important data points:

- Demographic profile of student, faculty, staff and administrators
- Standard Occupation Classification for staff
- Number of full-time students, faculty, staff and administrators disaggregated by race and gender
- Enrollment
- Student retention and graduation rates

Additionally, I sought descriptions, explanations and comparisons, where possible, of past and current diversity-related efforts at Southern Oak University. In particular, the following documents were either requested from the institution or retrieved from the institution's website:

- Mission statements (for the university and schools within the institution)
- Diversity statements and statements of belief
- Strategic plans (unavailable)
- Organizational charts
- Faculty and student handbooks
- University catalogues
- Affirmative Action Plan (unavailable)

I spent a considerable amount of time reviewing the institution's website along with these documents. Data were coded and included as part of the results. The data also provided a foundation for the interviews.

Interviews

Interviews ranged from 23 to 66 minutes and were scheduled over the course of two-days with a minimum of 30 minutes between each interview, to allow for the creation of field notes between meetings. Field notes were handwritten on a notepad during and after the meetings. Notes included my impressions of the interviews, reminders to look at the website for additional information based on participants' responses, and references to handouts that were provided to me by participants. Eleven interviews were conducted. Eight of the eleven interviews were face-to-face and conducted in either a private office or private conference room. Three interviews were held over the phone. Interviews consisted of 10 open-ended questions (Appendix F). Participants were asked follow-up questions, as necessary, in order to probe responses that had the potential to elicit deeper information and clarify specific points. Each face-to-face interview was recorded (with the participants' permission) using two digital devices: a digital recorder and an iPhone recorder. Interviews conducted over the phone were done so by speakerphone (in a private conference room) and were recorded via iPhone (with the participants' permission). Following the interviews, I listened carefully to each recording to ensure they were audible before uploading them to NoNotes for transcription. Once the transcriptions were returned, I reviewed the transcripts while simultaneously listening to the original recording on the digital device to ensure accuracy of the data and cleaned the data as necessary.

Data Analysis

A constant comparative approach was used to analyze the data. Constant comparative analysis is an iterative process and an inductive approach that assures that all data are systematically compared to all other data in the data set (Fram, 3013). *A priori* categories were used within the coding process, and were grounded in the best practices literature and Smith's (2009) dimensions of diversity framework, the theoretical underpinning of this study. A list of the a priori codes utilized in the data analysis process can be found in the coding scheme below (Figure 2).

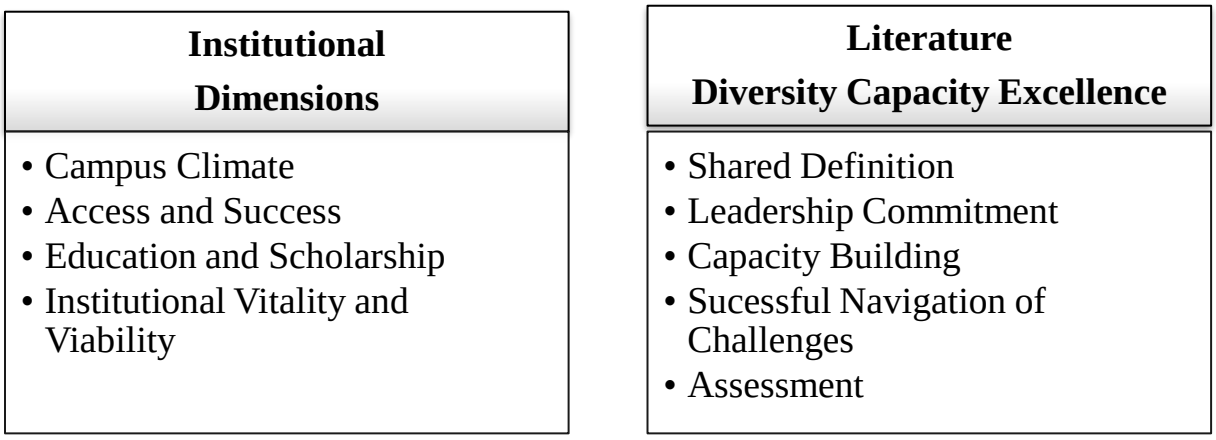

Figure 2. A priori codes used for data analysis

I utilized Bryman's (2012) four stages of qualitative analysis in order to code the data. In the first stage of the analysis, participant transcripts were initially reviewed, line by line, to get a sense of the ideas presented. I made notes of relevant words, phrases or sections (phrases that were repeated by several respondents, or that the respondent deemed important) to assist in beginning to identify major themes and placing similar responses into general categories. Next, I reread the transcripts and using an Excel spreadsheet began to organize my data into categories. Categories were established by extracting significant statements and phrases from each respondent's transcript.

In the third stage, I reviewed the codes and began to index them into themes. Similar codes were combined and repetitive categories were condensed into thematic groups. In the final stage, I sought to identify interconnections between general theoretical ideas and the coded study data, which allowed me to extract key characteristics of Southern Oakridge University. These findings will be discussed in Chapters 4 and 5.

Qualitative validity was determined through the use of triangulation from different data sources including the interviews, observational field notes, and university documents. In addition, I met with a colleague who reviewed the transcripts and codes, providing cross verification. This step increases confidence in the research data, and strengthens the dependability and credibility of the study. I also conducted member checks through follow-up calls with the Vice President for Equity and Inclusion. Finally, I established an audit trail through the maintenance and preservation of all transcripts, notes, and digital recordings.

Limitations of the Study

A key limitation of this research is its case study design. The case study offers a means of investigating and better understanding a phenomenon; offers insights and illuminates meanings that expand a reader's experience; and helps structure and direct future research. Despite these advantages, its focus on a single unit is extremely limited, and the lack of "representativeness" in this study means its findings are not generalizable. Secondly, despite attempts to speak with key stakeholders, such as the Vice President for Enrollment Management and the Chief Financial Officer, the absence of their voices results in a limited perspective of the diversity framework that undergirds the study.

Similarly, this study focused on building capacity in order to implement diversity and support an inclusive campus at a PWI, largely from the perspective of "leadership" at the

institution. One can assume that findings in the study are limited to the perspectives of those who were interviewed, and that those participants may have shared perspectives based on where they sit within the institutional hierarchy. Greater input from the student leader population, leadership at the discipline-based and professional schools, the vice provost of enrollment management, and the institution's Chief Financial Officer would have provided a fuller, and potentially more accurate narrative, of the state of capacity-building at Southern Oakridge University.

A final limitation of the study is the researcher's prior knowledge of, and professional relationship with the Vice President for Equity and Inclusion at the institution that was selected for study. Prior knowledge of the key informant introduces the potential for bias in the research findings. To account for this, I took care to strictly follow the interview protocol and, as noted earlier, submitted the transcript and coding spreadsheet to a colleague at another institution for review and verification of interpretations.

Ethical Considerations

Study participants were treated in accordance with the University of Georgia's Institutional Review Board procedures. Confidentiality and informed consent were the main ethical concerns associated with this study. Participants were asked to sign an informed consent document and copies of this form will be retained in the researcher's locked files in a secured office for a minimum of three years. Data will only be accessible to the researcher and members of her dissertation committee. In addition, data from the interviews were coded for categorical themes and will be paraphrased in any presentation of findings to protect privacy and confidentiality. Electronic data and hard copies will be destroyed three years after completion of the dissertation.

A potential risk of the study included the possibility that interview participants would feel uncomfortable discussing their personal experiences related to diversity at SOU. Therefore, caution was taken to ensure that participants felt safe, comfortable, and were made aware that they were free to withdraw from the interview or the study at any time.

To mitigate risks associated with potential nervousness of individual participants, the researcher is committed to maintaining individual and institutional privacy in all publications or presentations resulting from this study. Names of individual participants and the institution will be referred to by title or pseudonym when mentioned in this dissertation and any associated presentation. However, specific institutional characteristics such as size, general geographic location and type of institution are presented in the study.

CHAPTER 4

RESULTS

This chapter presents the results of case study research conducted during the summer and fall of 2017 at Southern Oakridge University. In order to protect the anonymity of participants and the University both are referred to by titles and pseudonym. The experiences of the study participants provided rich detail about diversity at the institution. The data gathered is written in narrative form and was collected to address the following research questions:

1. How do leaders at an institution recognized for its diversity efforts understand "diversity?"
2. How do leaders see the institution as building diversity capacity?
3. How does leadership demonstrate institutional commitment to diversity?

The chapter begins with an overview of the institution drawn from its website and other institutional documents. The final section highlights, through narratives, how the leaders at Southern Oakridge university understand and interpret key capabilities and activities related to diversity at the institution.

Institution Overview

Southern Oakridge University (SOU) is a predominately White, large, public institution. The university's undergraduate program is ranked in the top 100 nationally, and several of its graduate programs are ranked highly in the 2016 edition of *U.S. News and World Report*. The institution sits in a predominately African American urban area in the South and was once a major industrial hub. The university is a major employer in its city, with a large economic

footprint. Southern Oakridge University offers over 50 bachelors and master's degrees and more than 30 doctoral degrees. Total enrollment is between 15,000 and 20,000. Of the student population, approximately 75% are undergraduates, 25% are graduate students. The institution has experienced record enrollment growth for six consecutive years, including the largest freshman class ever in fall 2016. Seventy eight percent of SOU's undergraduate population are in-state residents, 18% percent come from other states, and 4% of its students are international. More than half of the institution's students are female, and 18% are first generation college students. Figure 3 below depicts the racial and ethnic demographics of Southern Oakridge University's undergraduate population.

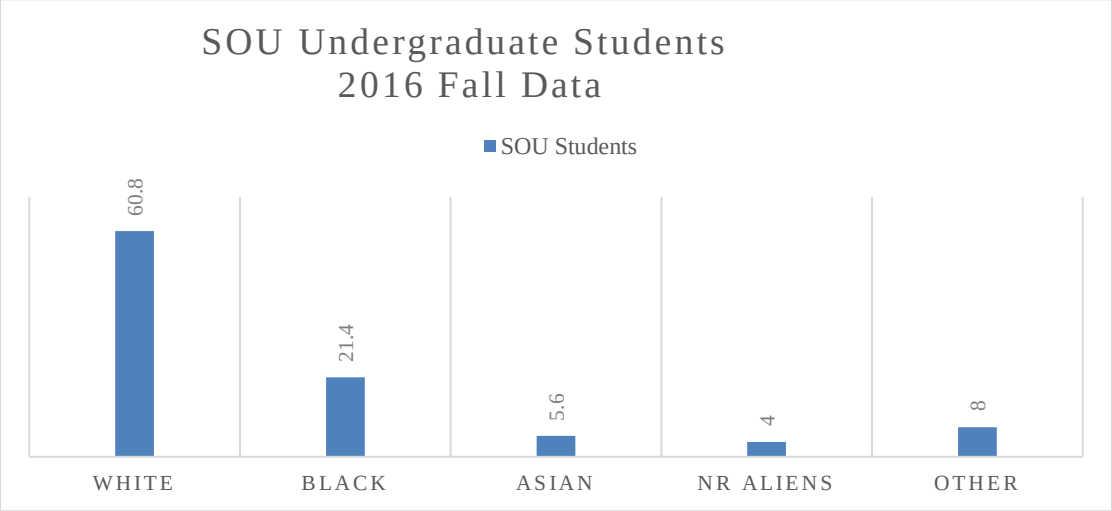

Figure 3. SOU Full-Time Undergraduate Students by Race and Ethnicity (SOU, 2016).

Figure 4 below depicts SOU's retention rates for first-time students pursuing bachelor's degrees.

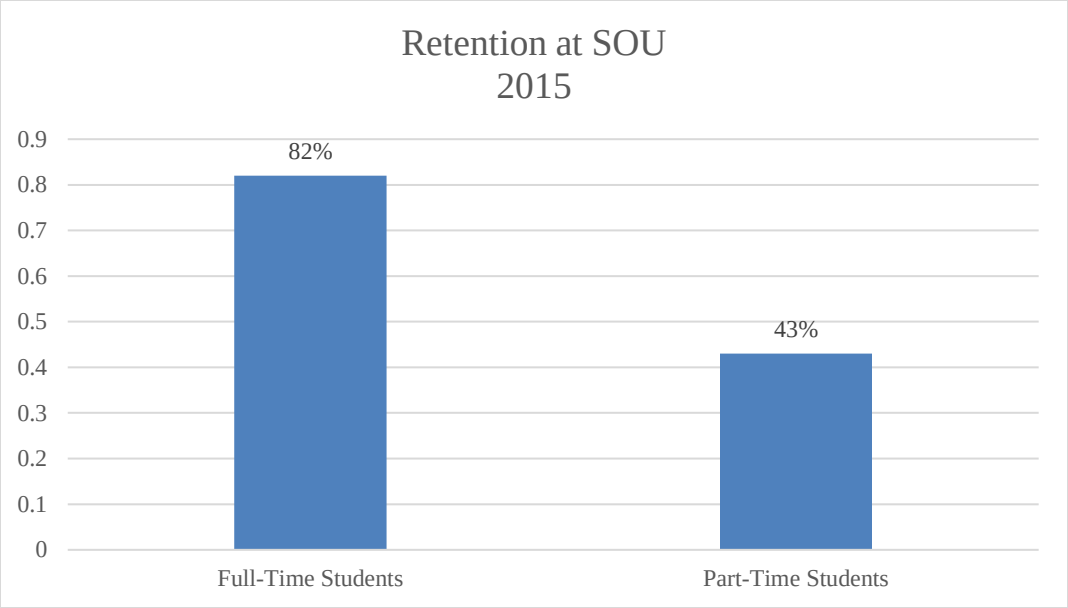

Figure 4. SOU Year One to Year Two Retention Rates for First-Time Students Pursuing a Bachelor's Degree at SOU (IPEDS, 2015)

Figure 5 presents SOU's six-year graduation rates:

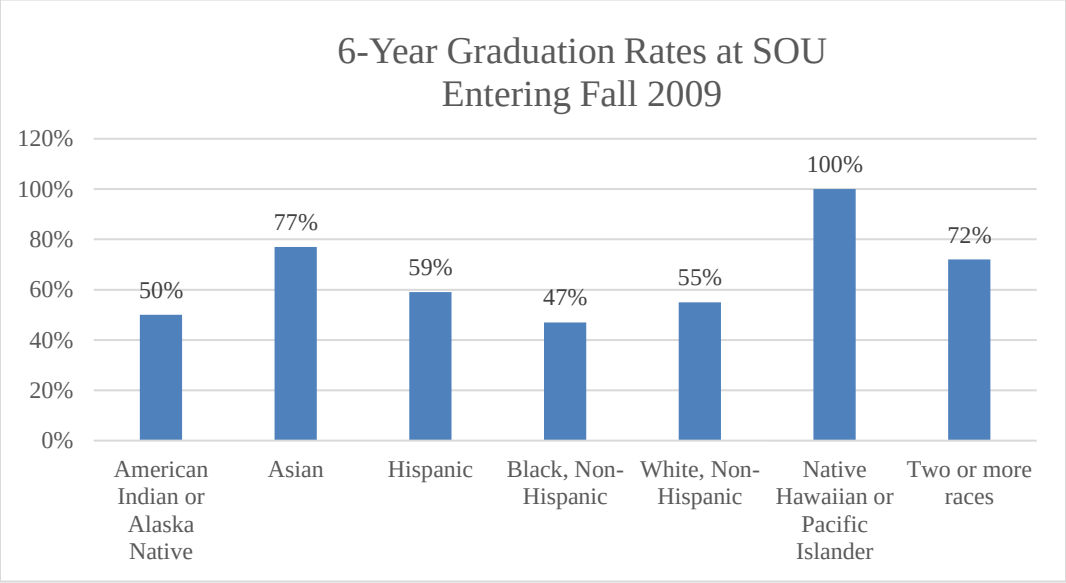

Figure 5. SOU Six-Year Graduation Rates for First Time, Full-Time Students

There are over 13,000 full-time faculty and staff at SOU. Figures 6 and 7 depict the institution's professional staff and faculty by race and ethnicity, respectively.

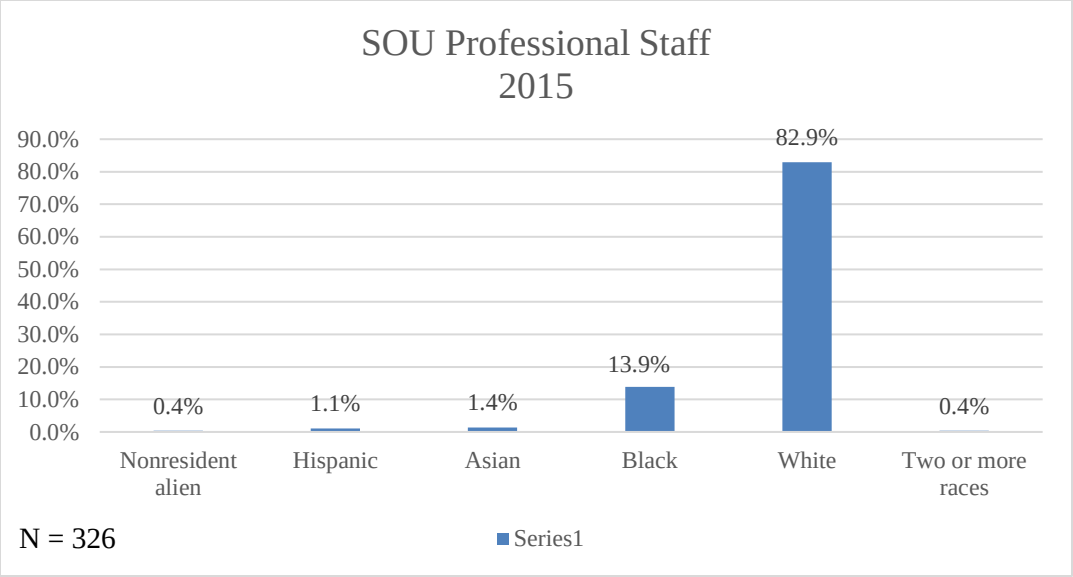

Figure 6. SOU Full-Time Professional Staff (IPEDS, 2015)

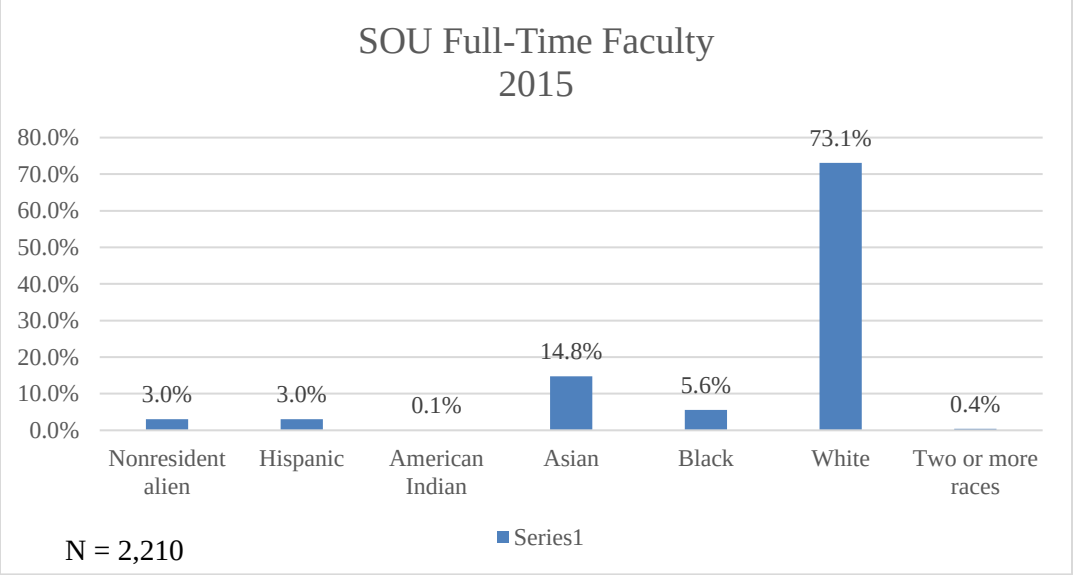

Figure 7. SOU Full-Time Faculty (IPEDS, 2015)

Southern Oakridge University is led by the President. The President reports directly to the Chancellor, who reports to the Board of Trustees. The Board of Trustees is comprised of 16 members, six of whom are either women, African Americans, or both. Southern Oakridge University's President's leadership team (the Cabinet) is comprised of 10 individuals (excluding the President), half of whom are women, African American, or both.

Mission, Vision, and Strategic Plan

According to the literature (Aguirre & Martinez, 2002; Smith, 2009), institutions that effectively implement and support diversity typically include a strong commitment to diversity in their mission and/or vision statement. This legitimizes institutional activities associated with diversity, equity, and inclusion. While many of Southern Oakridge University's individual schools, units, and departments have mission statements that highlight the importance of diversity, the institution does not have an over-arching mission or vision that explicitly refers to "diversity" and links it to institutional excellence or effectiveness. The Office of Equity and Inclusion (OEI), the primary unit tasked to lead institution-wide diversity efforts, does include specific diversity driven mission and vision statements on its website, and the office aligns diversity with institutional values and inclusive excellence in learning, research, and teaching. The Office of Equity and Inclusion's website also strongly affirms diversity as a defining feature of the institution and of the city in which the institution is located. OEI's draft strategic plan includes the following goals: foster a campus culture that recognizes and respects difference; enhance capacity for equity; develop comprehensive systems of diversity education; develop comprehensive communication plans for diversity; and foster external partnerships.

Southern Oakridge University does not have an institution-wide strategic plan in place. In fact, the institution has not had a plan since the President arrived in 2013. The Office of Equity and Inclusion also does not have a current strategic plan. Both entities are working to develop comprehensive plans, and are seeking broad input from the university community. Specifically, the SOU Strategic Planning Council was formed in fall 2016 to steer the institution-wide process, in order to gather input on SOU's future direction from all sectors of campus. Further, the President has charged the Council with developing a strategic plan that, among other things,

infuses diversity and inclusion as part of the institution's core values. From January through March, 2017, the Council has held over 100 strategic planning dialogue and listening sessions around campus in order to provide the community with opportunities to share ideas, suggestions and thoughts to help shape the future direction of the institution. Between March and July, 2017 members of the Strategic Planning Council were tasked with forming subcommittees around each of the four identified mission pillars and worked to develop goals, objectives, activities and strategies for each. A first draft of the plan has been developed and future activities including another round of listening meetings with stakeholders across campus is planned for winter, 2017. The establishment of metrics and implementation of the plan is expected during spring 2018..

Drawing from Southern Oakridge University's website, I was able to locate a vast array of diversity-related programs, some of which are common, and others that are fairly innovative within the higher education landscape. Utilizing Smith's (2009) diversity framework, I captured (and coded) the dimensions of a subset of diversity programming efforts at SOU which are highlighted below:

Campus Climate and Intergroup Relations

- **Food for Thought.** A student-facilitated lecture series dedicated to offering a safe space to foster open discussion and dialogue about current events and controversial topics. Students meet to discuss a theme (e.g. Race and Crime: An investigation of the Legal System).
- **Intergroup Dialogue.** Students are trained by Student Multicultural & Diversity Programs staff to facilitate semester-long discussion on one specific topic related to diversity. Students lead the forums, and are required to attend a 10 week facilitator

training session to develop the skills necessary to moderate discourse. The spring 2017 series focused on religion.

- **Talk Matters.** Each month, the Office of Equity and Inclusion facilitates discussions around challenging topics like bias, microaggressions, predispositions and blind spots. The goal is for participants to gain a deeper understanding of difference, and a greater respect for diversity as a strength and value added.
- **SafeZone.** The SafeZone Program offers LGBTQ competency for all SOU faculty and staff. The training provides interactive sessions that include activities and discussions around terminology, concepts of gender and sexuality, and ways to create a welcoming and inclusive campus.
- **Passport to Inclusion.** Encourages students to attend cultural and identity-based events on campus. In order to complete the "passport," students must attend at least one event in the following categories: sexuality, gender, race/ethnicity, global citizenship, arts, and social justice. More than 30 professors at the university are providing class credit to students who complete their passport.

Access and Success

- **Brothers in Arms Network -** Designed to provide academic and social support to Black male students entering SOU. Incoming students are partnered with returning students who serve as mentors. The goal of the program is to increase retention rates for Black males by enhancing the relationship between the university and its students.
- **The Fast Start Program**. Originating out of the Office of Admissions, this retention program is aimed at providing first year students with the resources and support necessary to be successful. The goal of the program is to help students admitted to the

Fast Start Program build a foundation of academic excellence, encourage community and campus involvement and develop accountability for their educational attainment. Decisions on who is admitted to the program is based on a student's academic record.

- **GET READY.** A program developed by SOU from a grant awarded by the Department of Education. GET READY is sponsored by the School of Education and works to increase the number of low-income students in the surrounding communities who are prepared to enter and succeed in postsecondary education through community-education partnerships.
- **Innovate Workforce Partnership.** A partnership between the city, a broad coalition of businesses and community-based organizations, and SOU. The program is designed to establish a pipeline of information technology talent for the city.
- **TeachWorks**. Sponsored by Southern Oakridge University's College of Arts and Sciences, the School of Education, and the School of Engineering, TeachWorks lets undergraduate students majoring in math, science, or computer science receive both their subject matter degree and full teaching certification in four years at no extra time or cost. The program is the first of its kind in the state, and is designed to address the need for more talented middle and high school math and science teachers. While not specifically a diversity initiative, the program is developing strategic goals geared towards increasing minority representation.

Education and Scholarship

- **Keystone Fellows**. Originates out of the Office of Campus Community and Engagement. The goal of the fellowship is to identify and cultivate the next generation of engaged scholars whose interest align specifically with issues of diversity, equity and inclusion,

and that have implications for higher education or the surrounding local and national communities. Forty students (20 doctoral, 20 undergraduates) are provided with a $4,500 scholarship over three years.

A review of the diversity programs gleaned from the institution's website and placed in the context of Smith's (2009) diversity framework emphasizes SOU's focus on the campus climate and intergroup relationships at the institution. They have a number of programs aimed at creating an inclusive campus and safe space for underrepresented and marginalized groups. There are also programs that seek to foster intergroup relationship through dialogue. Access and success for undergraduate students is also an important part of the institution's diversity work and there are a number of programs, both internal (for entering freshman) and external, that are designed to increase access for underrepresented students and support their academic success.

Within the dimension of Education and Scholarship, it was difficult to identify specific recruitment initiatives aimed at diversifying the faculty or pedagogical or learning programs that would help to infuse diversity into the academic core of the institution. Interview participants were also not aware of such programming. Further, there is no diversity course requirement for undergraduate students at the institution. There is, however, a fellowship program for graduate students geared toward cultivating scholars with a research interest in diversity. This could, in the broadest sense, be considered a pipeline program from which future faculty will emerge. Importantly, I was unable to secure hard data, either from the website or through interviews, to determine the effectiveness of these programs. The fourth dimensions of Smith's framework, Institutional Viability and Vitality, focuses on institutional capacity. Findings on institutional perception of this dimension were explored in the qualitative findings section.

Qualitative Interview Findings

I interviewed ten key leadership constituents at Southern Oakridge University during the summer and fall semester of 2017. Questions were developed from the key institutional aspects of diversity excellence identified in the literature and Smith's (2009) dimensions of diversity framework. Participants answered the following questions:

1. How does Southern Oakridge University define diversity?
2. How does leadership demonstrate commitment to success of diversity initiatives?
3. How do you build diversity capacity at SOU?
4. What challenges have you encountered related to diversity implementation on campus?
5. How have you navigated those challenges?
6. What steps are taken to assess and measure diversity progress?
7. How is diversity embedded in curriculum and co-curricular student experiences?
8. What strategies does SOU employ to recruit and retain a diverse student body and Faculty? Staff?
9. Please describe the cultural climate and state of intergroup relationships at SOU.
10. What funding is allocated to diversity efforts at SOU?

Defining Diversity

Leaders at Southern Oakridge University defined diversity in a variety of ways. Descriptions ranged from very narrow and traditional classifications to comprehensive and inclusive characterizations. The Student Leader, a fourth-year male undergraduate, said of diversity: "I feel like at SOU, diversity is defined as not only having a different number of people from different ethnic groups or races, but also different sexual orientations or religions." The Staff Council Representative, a female staff member in the School of Dentistry, defined diversity

as the "inclusion of all groups regardless of race, ethnicity, abilities, and disabilities." The Director of Student Multicultural & Diversity Programs described diversity as "the social identities that embody our campus culture. Whether it's race, gender, sexuality, or religion."

Other interviewees acknowledged an expansion of inclusivity language at the institution. The Chair of the Faculty Senate (a tenured math professor) noted the following:

> Diversity, with respect to national origin, and race, and ethnicity have been fairly standard. That definition is broadening to include diversity in terms of perspective, which has been a recent awareness driven by the new Vice President for Equity and Inclusion.

The Chair of the Commission on the Status of Women, an HR professional at the institution, spoke about diversity as "...the variety of experiences, values and moral views that arise from differences of culture and circumstance." The past chair of the Faculty Senate (and tenured Associate Professor in the Department of Vision Sciences) talked about diversity at SOU as "heterogeneity. Just people being different." The Chief of Staff described diversity as "differences in opinion." He said it was "certainly around race, ethnic origin, sexual orientation, gender, of course, gender identity, and the definition of diversity seems to be expanding as we get more specificity." The Vice President for Equity and Inclusion considered diversity in terms of demographics, but said that it was also about "ways of knowing and understanding." Finally, the President conceptualized diversity as encompassing "all aspects of being a human being."

I was struck by the varying ways in which leadership perceived diversity. All of the leaders provided useful definitions. However, some were more constricted than others, and limited to structural diversity, while others were broad and more inclusive of difference. There

was not a shared or uniform way of defining or understanding diversity among the leaders I interviewed at SOU.

Leadership Commitment to Diversity

Leadership commitment to diversity is an important feature of an inclusive campus. Participants were asked how leadership demonstrated commitment to success of diversity initiatives. The President said that his leadership philosophy was that "everybody gets treated fairly." For the President this was how leadership demonstrated commitment. He said that leadership at the institution stood for unity and purpose and they did not tolerate divisiveness. His Chief of Staff believed that commitment was reflected in the structural diversity of the President's cabinet. The Staff Council Representative said that leadership engagement with the university community around diversity-related issues was crucial. She said that the School of Dentistry where she is employed, has a Dentistry Cultural Advancement Team and counts the dean of the school among its members. This initiative was developed and funded by the dean, and one of its activities is a "book club." Staff members come together and read a book pertaining to some aspect of diversity, and then discuss it while having dinner. Wine is available and it is paid for by the dean, as SOU is a state institution. According to the Staff Council Representative:

> We typically start it at 5:30 in the evening. The dean will get up and give a presentation on the book. Afterwards, we fellowship together and eat great food. We will talk about the book, I mean, it's just generated so much discussion. And, it's really been well attended. And we wouldn't be able to do this if it were not for the support of the leadership.

Institutional leadership reflected on the ways in which they nurtured relationships, both with their internal and external communities. The Senior Vice Provost for Academic Affairs said that leadership commitment was reflected in the way leadership engaged the internal and external communities. She revealed that during the various immigration rulings emanating from the White House in spring 2016, the President of the institution hosted two open forums for the university's international community and the city's local community. It was an opportunity for attendants to ask questions about the potential legislation and SOU's stance. She said this was a very good example of SOU's responsiveness and commitment to its diverse constituencies. The Chair of the Commission on the Status of Women agreed that a demonstrated commitment to diversity by leadership must include the willingness to "sponsor and support initiatives."

The Director of Student Multicultural & Diversity Programs attributed the Brothers in Arms Network Mentoring program's success to leadership's commitment to diversity. He noted that the institution buys faculty time in order to allow faculty to participate in the Network program. He said the institution also encourages faculty to conduct research around Black male retention and success on campus. The institution also supports the program in other ways, he said. During Enrichment Week, students are allowed to move on campus early and free of charge. According to the Director of Student Multicultural & Diversity Programs:

> There's a faculty member who works with the program and its reception, and the university buys time from the faculty so they can help…. We pay for their meals, we do a lot of academic enrichment with them, we also help them recognize and connect with people who can help them be successful here….And, again, none of that would be possible if the University wasn't making those strategic investments on these specific populations.

The student leader did not see SOU leadership as demonstrating a commitment to diversity success. He agreed that leadership did provide some level of diversity commitment through its fiscal support of the Office of Student Multicultural & Diversity Programs (SMDP), but said that from where he sat, it wasn't enough. From the student's perspective, SMDP served as the main conduit for diversity at SOU. In his estimation the size of the office in terms of the physical space, staffing, and funding was representative of a less than full commitment to diversity by leadership.

For those seeing leadership as being committed to diversity, the commitment was visible in leaderships' values (fairness and equity), and levels of community engagement, funding support, and structural representativeness. The student leader believed that the small scale of the Office of Student Multicultural & Diversity Programs in terms of physical space and resources was indicative of the value leadership placed on diversity at the institution.

Building Diversity Capacity

Diversity capacity building can be thought of as the ways in which an institution builds the capacity to support their mission for diversity, through its human, physical, financial, information, and intellectual resources. Opinions varied on the ways in which Southern Oakridge University built diversity capacity. The chair and past chair of the Faculty Senate both agreed that capacity building began with attracting a more diverse group of students to the area. They acknowledged an additional challenge in diversity capacity building (as it relates to attracting a diverse student body) within specific disciplines, such as math, science, and engineering, and in the professional schools.

Similarly, the Provost and Senior Vice Provost for Academic Affairs pointed to the recruitment of a diverse student body as key to capacity building. Of international student recruitment, the Senior Vice Provost said:

> Because historically over 80% of the students at this institution come from within the state and are first generation, which is terrific, many don't even dream about traveling abroad. It's really important for us to bring the world to them.

She also noted that the commitment to building diversity capacity is also expressed through funding of diversity initiatives and specific programs.

This Provost, too, acknowledged that student diversity was key to capacity building:

> …part of it is recruiting diverse students, and so a big piece of my portfolio has to do with enrollment management and trying to increase diversity in some areas and maintain diversity in other areas of the student population. And particularly in areas or certain fields where, you know, there are fewer women, or there are fewer minority students, or fewer opportunities for certain groups to participate in certain kinds of disciplines, like in the STEM fields, for example…That is really very much part of what we're trying to do.

For the President, diversity capacity must be built "at every level of the organization." The President said that creating a campus climate that was open to differing points of views and experiences was an important element of capacity building. When asked for an example of how he created that environment at SOU, the President responded:

> We have a faculty senate. And as we went through specific issues, decisions and discussions, including around shared governance, we realized that we didn't have a formal voice for our staff. So, we created a staff council and gave them the same kind of

right and privileges (as the faculty council), and gave them access to me and to our senior leadership team. And we listen to them and some of the great suggestions they have.

The Director of Student Multicultural & Diversity Programs said that SOU builds capacity by the investments they make. He said this was evident, for example, in the investment in the Office of Equity and Inclusion:

> We've had a chief diversity role at our institution for quite some time. That is something that other institutions in the state have not had for the amount of time that we have. So you see the investment in having the position, as well as staffing that office, as well as giving that office some autonomy to be able to influence policy and build specific programs to support underrepresented students, faculty and staff here on campus.

The Chair on the Commission on the Status of Women described diversity capacity building as "walking the walk, and talking the talk, trying to model what we want." She said that needed to start at the top, but happened in pockets at SOU, and was better modeled by some schools and departments than others. When asked why, she responded that in her opinion, "some schools do a better job based on leadership." That leadership, she said, had to be transparent, and brave enough to have the difficult conversations with the campus community, something that hasn't always happened, but something that she said she is seeing more and more of.

The Chief of Staff said building capacity is about showing commitment to the ideals of diversity every day. "We strive to make everybody count." He said that it was also important for the institution to consider where it sits regionally (in a Southern city) when engaging in capacity building, and how that geography influences diversity work. An additional key feature in building diversity capacity, the Chief of Staff said, is institutional leadership. He said over the past five years that he has been employed by the university, the composition of the President's

Cabinet has changed tremendously and is now comprised of 10 members – half of whom are either women, or African American, or both. The Chief of Staff said that SOU was "walking the talk at the top level." The Chief of Staff also linked capacity building to the institution's external partnerships, and pointed to two examples. The Innovative Depot is a partnership with the city that establishes a sustainable pipeline of talent (through education) to fuel innovation or local employers. The institution also has a partnership with the Magic City Acceptance Center, which provides a safe, supportive and affirming space for lesbian, gay, bisexual, transgender and queer or questioning people, and their allies, in the city.

Both the Past Chair of the Faculty Senate and the Vice President for Equity, and Inclusion said that increasing diversity awareness is a critical first step in building diversity capacity. According to the Vice President for Equity and Inclusion, "you also have to create a culture and climate where people know diversity is a core value." She continued:

> Well, if it's a core value, are you practicing it, then? What are you doing to let people know that you really do value and appreciate diversity? …and then the second piece of that has to do with the notion of inclusion and equity, and that's where I think most institutions come up short. That's where the real work has to start. I mean, when I think about inclusion and equity, it's about the extent to which diverse groups of people are represented. So, when I go to a department or a unit, and I see that that place is overwhelmingly white and male, that's problematic to me."

"Intentionality," said the Vice President for Equity and Inclusion was crucial to building diversity capacity:

> I mean, we have some areas that are struggling to diversify. The student body and the student enrollment in some areas, as well as faculty representation. But that's something,

too, in terms of talking about sustainability, you have to be intentional. I mean, it's not like, "Well, let's just throw something out there, and see what sticks.''

The Vice President for Equity and Inclusion also said that helping leadership to be comfortable having difficult conversations was a personal obligations and necessary step toward capacity building:

> It's very interesting how the support is here, but it's almost as if "Well, we really don't know about that, so what should we do?" I mean, they're looking to me – not just me, most, I think, chief diversity officers…for leadership on these issues. And so to me…it's like, I'm going to empower you, first of all to learn how to talk about this stuff so that you're comfortable having these conversations.

Overall, student recruitment was viewed as a key approach to building diversity capacity at SOU. Other respondents focused on building diversity capacity through the institution's human resources e.g. the chief diversity role, and by transforming the institution's infrastructure vis á vis through core values, acceptance of diverse viewpoints, and leadership.

Identifying and Navigating Challenges at SOU

Study participants highlighted the institution's communication infrastructure; geographical location; local, regional, and internal politics; and personal ideologies as the root of most of the challenges to diversity implementation at SOU.

The President of SOU identified communications as one of the major barriers, saying:

> We got the high-level results back from the Engagement Survey. A major challenge is communication. We are so big. We communicate in every format we can, all the time. But if you don't read your email…. We have good communication from the executive teams, but once it gets to the deans' level, it doesn't always get out to everybody.

Similarly, the Chief of Staff, and the Student Leader both pointed to institutional communication as a major barrier to effective diversity implementation and support of diversity initiatives. Said the Chief of Staff: "The biggest challenge we face, it's going to sound like a cliché but it's true, is around communication. This is one of the major things we are trying to overcome. Navigating it requires patience." The Student Leader said communication was a problem at the university, particularly when issues arise on campus that he said "hurt or damage people that belong to different social identities." He didn't believe that the institution spoke strongly enough against those types of issues. Speaking clearly and forcefully about issues that had the potential to divide the campus was a way to navigate the challenge, according to the Student Leader.

The Vice President for Equity and Inclusion said that "communication could be better." She elaborated:

> There is a "siloed-ness" in the way communication functions. It cuts across efforts to create climate. Again, those are the thing, too, that you have to be intentional about. How do we start to open up spaces where people can see themselves as more than just workers? We don't have that language yet, where we talk about ourselves in a collective way.

The Provost and Senior Vice Provost for Academic Affairs identified geographical location as a major challenge to diversity implementation, particularly as it relates to faculty recruitment. Said the Vice Provost:

> I think one of the macro challenges to diversity implementation is we are in a city in the south. I grew up in Connecticut, and when I told my mother that I was coming here, she thought I lost my mind. We face challenges like recruiting a diverse faculty because there are people who simply won't look at a job here because of where it's located. We

> lose good candidates…people who pull out of searches or people who turn down offers because their families refuse to come. I think it's a huge hurdle.

And the Provost:

> I think one of the challenges is that we are in a city that has a reputation for events that happened in the past that are perceived very negatively by people, and I think trying to recruit diverse candidates to this city requires us to get past that perception of this city. It's a challenge to get people to look at us seriously and to say, "Here is a place that can be an inclusive and positive environment for you." It can be a place where you can do incredibly good work." And that, I think, is really an incredible challenge in terms of recruiting faculty.

In order to navigate the challenges related to faculty recruitment, both the Provost and Senior Vice Provost for Academic Affairs said they had to find ways to get candidates to take a second look at the city and the institution – to "do their homework and find out that there's something wonderful about this city." The Senior Vice Provost for Academic Affairs said that her office works with the schools to implement specific targeted recruitment activities, such as communicating directly with select applicants.

The Director of Student Multicultural & Diversity Programs said local and internal politics are a challenge to diversity implementation. He said that certain issues, such as race, ethnicity, religion and sexuality are still "touch button issues in the South," and among the institution's alumni, faculty staff and students. When asked how he navigated these challenges he replied: "For me, it's really about meeting with each stakeholder individually, and kind of trying to understand where they're coming from, and try to find some consensus that way." For

the Director of Student Multicultural & Diversity Programs, communication was key to navigating challenges around issues of diversity on campus.

The Chair of the Commission on the Status of Women said getting members of the campus community to think differently about diversity and to understand its importance holistically was difficult, saying "people just strive for the minimum legal requirements." She was skeptical about the ability of the institution to address this barrier. She said she had been at SOU a long time and hadn't seen a shift yet.

Finally, the Staff Council Representative said that personal beliefs about diversity can also be a challenge:

> And I'll be very specific in regard to that. We had two employees working in the same area, one male and one female. One was an LGBT, okay? One of the employees comes to me and said "I will not deal with that. You've got to do something about it. This is unacceptable." I looked her square in the face and I said, "Well, it looks like you're going to have to find another job."

Participants viewed challenges related to diversity as being both internal and external. Overall, internal challenges were linked to communication, silos, and personal attitudes and beliefs of community members. Further, because the institution is situated in a Southern city that has a history of racism, there are challenges in recruiting a diverse faculty, and, in some disciplines, a diverse student body. In terms of navigating these challenges, the Provost Office implements targeted recruitment strategies to try to overcome faculty reluctance to move to the city and state where the institution is located. Open communication (on an individual basis) is another way that respondents try to navigate challenges, although at least one participant

acknowledged the difficulty doing so because of the absence of a shared language of diversity. The absence of strategic plans to address these challenges was notable.

Measuring Diversity Progress

Most of the leadership I talked to described SOU as an institution that is outcome based and data driven. All of the participants in the staff ranks from the President to the Staff Council Representative pointed to the recent Campus Engagement Survey that was administered to the university community in April. While not specifically focused on diversity, the assessment tool did include questions on campus climate, and the degree to which faculty, staff, and students feel welcomed at SOU. Administration will use the survey results to inform the strategic planning process and as a baseline for measuring diversity progress going forward. Additionally, the University has committed itself, said the President, to administering additional surveys every 2-3 years.

The Director of Student Multicultural & Diversity programs said that they measure outcomes for all of their diversity related programs, typically through online student surveys sent to students annually and focused on diversity, multiculturalism and inclusivity. Additionally, they also distribute evaluation forms for many of the programs they offer. According to the Director of Student Multicultural & Diversity Programs, "We have strategic goals and there are specific outcomes for each of those goals. Assessment has been integrated into the culture of our office, particularly in the past couple of years. And outcome measures impact program funding"

The Office of Equity and Inclusion, too, measures and assesses its programs through evaluation feedback. According to the Vice President for Equity and Inclusion funding for the office is not formally linked to diversity performance measures, but those measures are important to advancing diversity at the institution.

A less stringent approach to measuring and assessing diversity progress came from the Senior Vice President of Academic Affairs. She said that faculty diversity assessments come through the Office of Faculty Affairs and were periodic. These reports provided information about searches, applicant pool composition, finalist composition, and hires. She said that the Office of Faculty Affairs, which reported to her, was responsible for acting on this data, but she could not provide specificity around how the data is used.

Recruiting and Retaining Diverse Students and Faculty

Participants were asked about the strategies SOU employed to recruit and retain a diverse student body, faculty, and staff. In general, those interviewed at Southern Oakridge University expressed pride in the compositional diversity of undergraduate students. As noted earlier, SOU has been nationally recognized as being among the most diverse universities. Some leaders, though, expressed frustration at the lack of progress in student diversity at the graduate and professional schools, particularly in the STEM areas.

The Chair of the Faculty Senate and the Past Chair of the Faculty Senate noted the difficulty in recruiting underrepresented minorities, both undergraduate and graduate, to their disciplines. The Chair of the Faculty Senate said that recruitment of underrepresented minorities was made even more challenging by the geographic location of the institution. Minority scholars in the STEM fields, he said, could choose to go anywhere they wanted and were more apt to favor schools in other parts of the country that didn't have the history of the South. His department and other STEM disciplines have had to be "very aggressive" and intentional in attempting to recruit a diverse student body. To this end, the Chair of the Faculty Senate said he was involved in TeachWorks, a program designed to nurture and train undergraduates majoring in science, and math to become teachers in K-12 education in the state. As part of the program's

strategic planning committee, the Chair of the Faculty Senate said that the committee was currently focusing on a developing their strategic plan, along with strategic goals to increase the TeachWorks diversity profile. The Past Chair of the Faculty Senate noted that in her department (science in the graduate school), it was also difficult to recruit underrepresented minorities. She said that while the department recognized the importance of training these scientists, they had not yet developed an effective recruitment strategy. A review of the department's website indicates that there is not a person of color in the current class.

Regarding retention rates for Black male students at SOU, the Director of Student Multicultural & Diversity Programs noted that he was "pleased" with progress in that area. He said that when he came to SOU in 2012, the retention rate for African American males was "in the 20s" and "is now hovering in the 40s." When asked what he attributed the increase to, the Director of Student Multicultural & Diversity Programs replied that in part, it could be attributed to SOU's Brothers in Arms Network mentoring program. The program originates out of the Student Multicultural & Diversity Programs office and provides mentorship and social support to incoming Black male students. He added:

> But I also think in our recruitment of students, being intentional about recruiting high achieving people of color because of the type of institution we are, SOU is really invested in making sure that we maintain our rankings in things, just like any other university. Being able to target those students, and also creating a brand where those students feel comfortable coming here and being students is really important. So in terms of those retention rates going up, I would say that it is a combination of programs like the Brothers in Arms Network program, as well as recruitment efforts that have supported recruiting high achieving students here on campus.

Similarly, in an attempt to recruit African American students, the School of Dentistry's Admissions Office pairs African American applicants who visit the institution with an African American peer who they can talk to about the program. The Staff Council Representative said that it is not uncommon for the student to throw a party for the applicant. She said, "It's amazing how little things like that can have an impact."

SOU has been successful in providing access to a diverse group of students. They have also experienced a level of success with African American male retention rates as a direct result of the Brothers in Arms Network Program. The School of Dentistry also uses a type of mentoring strategy to attract potential students to SOU. It is not clear how successful the program has proven to be.

When asked about specific diversity related initiatives around faculty or staff recruitment, the Chair of the Commission on the Status of Women, who has been at the SOU for over 30 years, and has served in an HR capacity, was not aware of any specific strategies used by the different schools to recruit or retain a diverse faculty or staff workforce. (It is important to note that at many schools, HR is not involved in faculty hires, and this is also the case at SOU).

> I think for a very long time, and this is just my opinion, we have operated on the assumption that we're here, so they'll come, basically. I don't know that we have really spent a lot of time, energy or focus on directing our energy toward specific groups.

She did note, however, that the provost office does direct schools to publish open faculty positions to specific journals, and online sources, as a means to show its "good faith" efforts to help the campus achieve its affirmative action goals.

The Chief of Staff also admitted to difficulties in recruiting a diverse faculty to SOU and lack of knowledge of specific initiatives to increase representation. He said there was a real

commitment at the institution "to find the most diverse and qualified applicants," but noted that schools often come back and said that "we tried," but were unable to recruit diverse candidates. He said it has been SOU's practice to tell schools to "try again." The Chief of Staff believed that there were also constraints based on where the institution was located, although he thought that once people arrived at SOU, they understood what an amazing place it is. Poaching by other universities is also a problem and said, "We do what we can to retain our faculty, but sometimes you simply can't."

The Past Chair of the Faculty Senate said that in her department there was no intentional activity, as far as she knew, to recruit diverse faculty (and she noted that she sat on several search committees). The Vice President of Equity and Inclusion conceded that the faculty ranks, particularly in disciplines like science, math, and medicine have not reached parity with the demographics of where the institution is located:

> And to me, that is the gatekeeping piece of it, too, where that whole privileged, sort of only a few people get to sit at the table, still. And that's where the work needs to be in terms of the pathways that we create…because one of the arguments that you'll hear is "Well, we can't find many qualified applicants of color and we've looked." Well, you need to think about developing the same kinds of initiatives that you put forward to recruit White people.

She noted that the Office of Equity and Inclusion did not play a role in faculty recruitment at SOU. She indicated that there have been discussions between her and the President to change that. It is not an uncommon model, she said, for an institution's Equity and Inclusion office to monitor faculty recruitment activities.

Southern Oakridge University has challenges recruiting students of color in STEM disciplines and, overall, in graduate programs. Recruiting a more diverse faculty also poses obstacles. Leadership attributes much of the difficulties to the geographical location of the institution. However, there do not seem to be strategic plans in place to address these issues.

Embedding Diversity in Curricular and Co-Curricular Activities.

The Chair of the Faculty Senate, the Director of Student Multicultural & Diversity Programs and the Student leader all report that undergraduate students are not required to take a diversity course as part of the General Education Requirements. The Provost, who had only been at the institution for five weeks when I interviewed her, said:

> I know some course work that involves diversity issues, but I don't have a sense of exactly where they are or the different courses offered. I know many courses, and not just in Arts & Sciences, but in a number of the schools that they – like in education obviously that's one place where it would be particularly important.

The Director of Student Multicultural & Diversity Programs said that embedding diversity into the curriculum was not being discussed to his knowledge. He did note that there were approximately 30 undergraduate faculty members who were providing class credit to students who completed the Passport to Inclusion program. The Passport to Inclusion program encourages students to attend cultural and identity-based events on campus. In order to complete the "passport," students must attend at least one event in sexuality, gender, race/ethnicity, global citizenship, arts and social justice. According to the Director of Student Multicultural & Diversity Programs, there are a plethora of co-curricular activities related to diversity on campus for students, faculty and staff, such as the Commission on the Status of Women, African

American Faculty Association, Hispanic Faculty Association, Alliance for LGBTQ Equality, and more than 120 clubs and interest groups, many of them focusing on diversity.

Campus Climate and Intergroup Relationships

Smith's dimension of campus climate and intergroup relations focuses on the creation of an open and inclusive community. Study participants were asked to describe the cultural climate and state of intergroup relationships at SOU. With the exception of the President, the consensus appeared to be that there was still work to be done.

The President said that SOU tries to ensure that everyone on the campus is treated respectfully, equally, and that everyone has an equal opportunity to thrive and excel in whatever they do:

> And that's intentional….We know that being around people from different backgrounds, whether around the world, around an urban area, enriches the fabric of our enterprise, and of what we're trying to do. So, we want our students to be exposed, very early, to others who might seem different in superficial ways. Well, what they will learn is that we're all more alike than different…. And so we teach social responsibility, character, values, integrity, always doing the right thing, and treating everyone with respect, and giving everyone the opportunity to be successful. Diversity, equity and inclusion are not just words. They are core values. And I think our actions actually speak louder than our words. And so, we approach diversity, equity and inclusion every day as part of the fabric of this institution, and who we are both as individuals, and as a community. And we celebrate that, and we want our students to be able to be around a lot of people from different backgrounds…and that includes internationalizing our campus….And it really

> makes us a great place to be….And if you look at our senior leadership team, you see a diverse group of leaders…who are all a lot alike because we stand for similar values.

In the School of Dentistry, according to the Staff Council Representative, the Dean selects two "equity advisers" who are charged with advancing diversity within their school and improving the campus climate for its community by ensuring fair treatment for all. There is one faculty representative and one staff representative. As part of their responsibilities, the equity advisors sit on staff and faculty searches to ensure that diverse pools of applicants are recruited. She said the Dean of the School tries to ensure a positive campus climate by interviewing the School's faculty and staff applicants:

> My dean interviews every single faculty and staff member who is a finalist for a position here at the School of Dentistry. And it's not to gauge their skills. It's actually to gauge whether or not they'll be a great cultural fit for our school…. He wants someone who will embrace that diversity of thought and people, rather than the person who's just showing up for a job every day. And because he is passionate about it, he feels like this is something he really wants to do. Now some people go, "Oh, my goodness. How can he possibly interview every single person?" Well, I will share this with you, it works very well with us because our turnover rates are very low.

The Senior Vice Provost for Academic Affairs described the campus climate as "improving," as a result of the hire of the relatively new Vice President for Equity and Inclusion. She conceded that "as is the case in most places, we still have a long way to go." Similarly, the Director of Student Multicultural & Diversity Programs said that the cultural climate and state of intergroup relations at SOU was a "challenge," noting:

> SOU, because it is such a diverse kind of place, feels a little insulated from what's happening around us. I mean, we're in…city, with a lot of poverty and a lot of social issues…. I think our students are invested in this idea of a multicultural society where everyone gets along and everyone is respectful to one another.... I think about our Black students, in particular, who are from these communities and have a hard time seeing themselves as part of the multicultural community because their experience is so much different…. It is something that I've heard from our Asian students…they don't want to lose their cultural identity…. I would probably say that as our Latino population grows, that same thing is happening to them.

The Director of Student Multicultural & Diversity Programs also noted that there were tensions among different identity groups at the institution because of the perception of inequitable support. He said that Asian students, in particular, believed that there was more support for Black students than for Asian students. To help create a stronger campus climate, there were a number of student-focused, student-led dialogue programs that provided a safe space for students to have difficult dialogues. One of these programs, Food for Thought, facilitated discourse around issues such as immigration, sex and power, the American dream and the myth of meritocracy, and race and crime, and these have been well-attended. A similar program, Intergroup Dialogue is a semester long program that takes a "deeper dive" into a specific topic. Last semester's topic was religion, and the program will focus on race during the upcoming semester.

The Student Leader said that while diversity programming such as Food for Thought provided a space for students to engage in difficult dialogue:

> …on campus, usually lots of Black people tend to congregate with the Black people, and the White people tend to stay with the White people. I don't really see, like, much interaction between the racial groups, in my opinion.

He also stated that specific activities catered to the majority student population. Specifically, of Homecoming events and activities, he said, "I was just talking to someone about our homecoming week…and a lot of us feel like we're not part of the campus, because the stuff planned isn't stuff we want to do."

The Chief of Staff conceded there were "pockets" within the institution where the cultural climate needed to improve, but also talked about the areas that were succeeding. He said the SafeZone program was as an area where a continuously emerging LGBTQ community could find a space where they are "unjudged and unbiased." The Chief of Staff said there were many programs that support the LGBTQ campus community, including the Faculty and Staff LGBTQ Alliance and the Gay/Straight Student Alliance. Both the Chief of Staff and the Senior Vice Provost for Academic Affairs noted that the institution had a higher LGBTQ population than any of the other institutions in the state because of its geographical location. The Senior Vice Provost for Academic Affairs said the institution had committed to funding positions that could "develop and implement the kind of programming that that particular community was asking for on campus."

From the Chair of the Faculty Senate's perspective, students more and more felt as though they were a part of a campus community and found opportunities around the institution's sports teams and fraternities and sororities to co-mingle.

Overall, most respondents believed there was room for improving the cultural climate at SOU. There was the sense that the President understood the climate as being strong, based on

what he saw as the core values of the institution. This aligns with the literature that suggests that, often, presidents do not recognize that their institution lacks a strong campus culture until a crisis occurs. Importantly, the Student Leader reported a divided campus culture. While only one voice, his is an important one.

Funding Diversity Efforts

Most of SOUs leadership indicated satisfaction with the funding for diversity efforts at the institution. The Vice President for Equity and Inclusion indicated that SOU was "pretty generous" with their funding level, particularly as compared to her colleagues at other universities. So much so, she said, that her unit was able to offer scholarship funding for annually to 20 doctoral students and 20 undergraduates.

The Senior Vice Provost for Academic Affairs said she was unaware of the level of diversity funding at the institution, saying:

> I know that since the Vice President for Diversity, Equity and Inclusion has been her, I think she has worked closely with the President to get increased resources for her unit. I'm sure that there is more that she needs and wants to do, and is dependent on revenue in order to do it. This is a very decentralized institution, so we've always had a decentralized budget model.

The Provost was also uncertain of the level of funding for diversity initiatives, although she said she was aware (from talking to the deans of the schools) that diversity funding was available for initiatives. A faculty leader at the institution who is at the graduate level and in the sciences noted that funding for diversity initiatives is not provided by central administration. Any desire to produce such programming, she said, would need to come directly from her research grant funds.

Respondents tasked with overseeing aspects of diversity and diversity implementation at the institution seemed to be satisfied with their level of funding (specifically, as compared to the support they believed leaders at peer institutions were receiving). The Student Leader, in an earlier question, indicated dissatisfaction with institutional funding for the Office of Student Multicultural & Diversity Programs. While it is not certain whether the Student Leader actually knew what the budget was, for him, the assessment is supported by optics – If the institution values diversity, why is the unit responsible for implementing it so small, and seemingly underfunded and understaffed? The Senior Vice Provost and, more surprisingly, the Provost were both unaware of the level of funding for diversity at the institution.

CHAPTER 5

DISCUSSION AND RECOMMENDATIONS

This study utilized a qualitative, case study approach to explore how a predominately White, model institution builds diversity capacity and supports an inclusive campus. This final chapter discusses the results of the study, recommendations and implications for practice, and future research. To begin, the problem is restated and the methodology is explained again to provide context for the results.

The United States is increasingly becoming more diverse. The shifts in population demographics and increase in globalization are dynamic, and impact every aspect of industry and culture in the United States, and college campuses are no exception. A major challenge for higher education, in general, and institutional leadership, specifically, is the dearth of literature regarding best practices in diversity – specifically how leadership attempts to build capacity to support inclusive campuses. In an effort to contribute to this discussion, this dissertation study explored the following questions:

1. How do leaders at an institution recognized for its diversity efforts understand diversity?
2. How do leaders attempt to build diversity capacity?
3. How does leadership demonstrate institutional commitment to diversity?

A thorough analysis of institutional artifacts provided rich description for operationalization of diversity at Southern Oakridge University. In an effort to better understand how the lived experience of leadership at the institution intersected with the institutional

artifacts, I visited the campus and spent time interviewing 11 individuals in key leadership positions.

Summary of Findings

The findings offered a description and exploration of diversity capacity building and support of an inclusive campus at Southern Oakridge University. The following discussion explores the research questions and makes sense of the findings in the previous chapter, given what is currently known about diversity in higher education. The ensuing section concludes with implications for practice, implications for future research and the conclusion.

Understanding Diversity

Participants' understanding of diversity at Southern Oakridge University is fragmented. One leader described it as "…people from different ethnic groups or races," while the President described it as encompassing "all aspects of being human." The absence of a shared definition has implications for diversity capacity building and practice. According to Keup et al (n.d.), diversity requires that institutions have a critical understanding of the core values and personal meanings that define the organization's culture. In order to transform an institution's culture to one that values diversity, the campus community must have a clear and uniform definition of diversity. Without a shared definition of diversity it becomes difficult to get buy in from the campus community or to hold them accountable for diversity progress (Aguirre & Martinez, 2002). Lack of a common definition also makes it challenging to measure diversity and monitor its advancement or decline (Brown, 2016). Finally, a common definition of diversity allows campus members to talk about and across difference, which is essential for breaking down divisions, and working towards achieving understanding and partnership (McMurtrie 2016b). With communication serving as a stumbling block at many institutions of higher education,

developing a common definition of diversity, one that is shared widely through education and training, is essential to advancing a diversity agenda.

Diversity Capacity Building

Capacity building is a process by which an institution increases its capabilities in order to effectuate its mission through its human, physical, financial, information and intellectual resources (Sobeck & Agius, 2007). At the core of capacity building for diversity is the creation of an infrastructure that supports permanent transformation. A grounding in the best practices literature and Smith's (2009) dimensions of diversity framework provided a lens through which to view SOU's diversity capacity building infrastructure.

Leadership at Southern Oakridge University see themselves as building diversity capacity through: human resources (for example, development of the vice president of equity and inclusion role and the diverse composition of the President's cabinet); transforming the institution's core values; acceptance of diverse viewpoints and leadership; and building external partnerships as a way to bridge common interests around issues of diversity. While leadership identified key aspects of the diversity capacity building process, it was not inclusive, nor were the indicators interconnected in the minds of the leaders in ways that support "permanent transformation" of SOU's infrastructure. In terms of human resources, for example, while key leaders are committed to diversity at SOU it does not appear as though leadership is engaging the campus community in a collaborative diversity capacity building process, something that the literature points to as essential for diversity implementation practice (Kezar and Eckel, 2002). Moreover, according to Smith (2009) "human capital in leadership is not simply a function of diversity in composition. It is also a function of competence and commitment among all groups" (p. 83). SOU leadership does not appear to have engaged students or faculty in meaningful ways

thus far. Faculty are important to the capacity building process (Kezar, 2001), and the two faculty members I spoke to had limited knowledge about department-specific and institution-wide diversity practice. Additionally, there is not a critical mass of diverse faculty nor a strategic plan in place at the administrative level to address this deficiency which hinders diversity "embeddedness" according to Smith's diversity framework (2009). Further, Southern Oakridge University's institutional mission and vision statements do not explicitly (or implicitly) mention diversity. According to Toma (2012), institutions attempting to build diversity capacity must center their efforts on underlying functions in a number of important areas, including its mission.

Communication was overwhelmingly identified as a challenge to diversity at SOU, along with local, regional, and internal politics. In addition, leadership did not appear to have formal strategies for navigating these obstacles. Kezar and Eckel (2002) noted the importance of communication as part of an institution's change strategy. Diversity related activities at SOU must be noticeable and well publicized so that community members can see that change is important and ongoing. Kezar (2008) also identified diversity as a political issue in the literature, so it is incumbent for SOU to develop leadership strategies to address the communication silos and develop leaders who hold political influence and can garner support from allies (especially from within the faculty ranks). Finally, it is vital that SOU develop concrete negotiation strategies that are tailored to the institutional culture in order to further advance diversity capacity at the institution (Tierney, 1988; Williams & Clowney, 2007).

Participants described Southern Oakridge University as outcome based and data driven. While this may be true across specific departments and units at the university, many of the leaders I spoke to struggled to provide information about the diversity data that was collected, either in their unit, or at the university, and how that data was used. In addition, this was the first

year that the entire university community has been surveyed about aspects of institutional engagement (including diversity) since the President arrived in 2013. This indicates a level of "siloed-ness" at SOU, an impression that was articulated in several interviews. Assessment is a necessary process in diversity capacity building (Balter, Chow & Jin, 2014; Brown 2016). Periodic (but planned) assessment of campus culture and diversity programs would provide SOU with opportunities to gauge levels of diversity progress (or stagnation) and to adjust strategies accordingly.

Creating an infrastructure that supports diversity also requires that diversity be integrated into the academic life of an institution (Smith, 2009). The education and scholarship dimension of Smith's diversity framework focuses on the academic core of an institution. According to Smith (2009), "Framing the diversity imperative in academic and educational terms is critically important for the engagement of faculty and for moving diversity conversations to the center of institutional concerns" (p. 86). Moreover, an inclusive curriculum heightens students' awareness, knowledge and critical thinking skills (Hurtado & Dey, 1997). SOU provides a host of diversity-related co-curricular activities, including academic mentorship programs that have, by SOU's account, proven to be successful for underrepresented students, particularly in the area of retention. Some faculty members have also provided class credit for students participating in the Passport for Inclusion program. However, SOU does not require undergraduates to take courses focused on diversity. Further, I heard no evidence of pedagogical practices or collaborative learning methods for educating diverse students, a key feature of diversity embeddedness (Smith 2009).

Recruitment and retention of a diverse student and faculty bodies also builds diversity capacity. Studies have noted the benefits of classroom diversity on student learning outcomes

for all students. (Gurin, et al, 2002; Terenzini, et al, 2001; Astin 1993). Faculty benefit from diversity as well (Audretsch, Dohse, & Niebuhr, 2010). Overall, SOU is successful in recruiting diverse students, although student diversity in the STEM disciplines and the graduate and professional schools continue to pose challenges. SOU is unsuccessful in recruiting diverse faculty which impacts the educational effectiveness of the institution in terms of research, teaching, and service (Milem, 1999). Leadership attributes much of the difficulty to the institution's geographical location. The Provost and Senior Vice Provost, who are typically tasked with creating and implementing the academic priorities of a university and the allocation of resources, did not offer strategic plans for addressing this issue. This does not mean that such plans do not exist at the school-level. Typically, an institution's affirmative action plan includes strategies for recruiting underutilized faculty. As noted earlier, I was unable to secure access to SOUs plan.

Campus Climate and intergroup relationships is principally concerned with the campus environment for historically underrepresented and marginalized groups and the degree to which members of the campus community interact with one another. The majority of SOUs leadership (nine out of 11) acknowledged that there were tensions across campus. Tellingly, the only Student Leader interviewed, a black male, noted that while there were spaces for intergroup dialogue, "Black people tend to congregate with Black people, and White people tend to stay with White people." He also indicated that some activities catered to the majority student population. While this is only one voice, it is an important one. A sense of belonging and sense of community are important facets of a student's transition to college (Hurtado & Carter, 1997) and African American students' perception of racial discrimination impact how well he or she fits within an institution and how they view the campus climate (Gillard, 1996). Similarly, Black

males who perceive high levels of institutional support, faculty contact, and peer cohesion, and congruence with the mainstream of campus life are more likely to graduate (Palmer & Gasman, 2008; Strayhorn, 2008, 2010). SOU needs greater student participation in their capacity building process, particularly underrepresented students. It is important for SOU to get feedback on students' perspectives on whether they see the campus climate as being inclusive, welcoming, and fair in its treatment of all people. In order to build diversity capacity, SOU must engage leadership from across the institution, including underrepresented student leaders.

Finally, SOU leadership tasked with advancing diversity at the institution (i.e. the Director of Student Multicultural & Diversity Programs and the Vice President for Equity and Inclusion) indicated satisfaction with funding levels for their units. Other leaders said they were unaware of funding levels for diversity efforts at SOU. Without feedback from the institution's Chief Financial Officer (who did not respond to my request to participate in the study), it is difficult to summarize the impact of SOU's diversity budget on capacity building efforts at the institution.

Leadership Commitment to Diversity

For participants who saw leadership as being committed to diversity, the commitment was reflected in leadership's values, such as fairness and equity, community engagement, funding levels, and structural representativeness across key leadership positions at the institution. For the Student Leader who did not see leadership as committed to diversity the lack of commitment was demonstrated by the size and insufficient staff and funding provided to units charged with diversity-related work. Overall, leadership was pleased with the level of diversity commitment, but it needs to be more robust. Leadership commitment to diversity should be evident in its mission which should link diversity to institutional effectiveness (Aguirre &

Martinez, 2002). It should also be evident in collaborative leadership practices across the institution (Kezar and Holcombe, 2017) and the institution's assessment and monitoring of diversity progress (Metzler, 2003).

I selected Southern Oakridge University as the case study because I believed the institution had at least one indicator in each dimension of Smith's diversity framework. As noted earlier, the framework provides a means to attend to an inclusive approach to diversity while differentiating where specific aspects of diversity might need to be addressed. SOU has much to be proud of. Overall, they have a diverse undergraduate student population. According to IPEDs (2015) data, SOU's six-year graduation rates for first time students are higher than the national average for Hispanics (59% vs. 43%) and for African Americans (47% vs. 38.2%). SOU also reports that their retention rates for African American males have increased by 20 percentage points over the past several years. The institution has over 120 special interest groups, including affinity groups on campus, and numerous co-curricular activities that are designed to advance diversity on campus. SOU is also led, centrally, by a structurally diverse group of individuals including a Vice Provost for Equity and Inclusion who, generally, see themselves as being committed to diversity. These are all key indicators of diversity capacity building.

The evidence here seems to indicate that Southern Oakridge University struggles in two dimensions of the diversity framework: education and scholarship and institutional viability and vitality. As noted earlier, education and scholarship concerns itself with the academic core of the institution specifically, teaching and learning. SOU finds it challenging to recruit diverse faculty and diversity is not embedded in the curriculum. The dimension of institutional viability and vitality focuses on specific elemental domains that build the institution's capacity and structures for diversity. SOU's mission does not explicitly address diversity; the campus community has

not been engaged, broadly, in diversity capacity building; and leadership has no way of knowing community members perceptions of access, equity and inclusion because there has been little routine measurement of diversity outcomes (although these might become clearer once results of the engagement survey are available). The absence of these key aspects of effective diversity practice can lead to questions being raided about the level of commitment to diversity at SOU. Certainly, SOU is working toward advancing diversity at the institution but there is still much more work to do.

Implications for Practice

This study explored how a predominately white, model institution builds diversity capacity and supports an inclusive campus. Based on the findings, the following emerged as key implications for practice.

Develop a uniform definition of diversity linked to the institutional mission

Develop a shared definition of diversity at the institution and include it in a clearly articulated mission statement. Aligning diversity strongly with the institution's mission is a foundation on which to begin to build diversity capacity (Aguirre & Martinez, 2002). The mission statement should link diversity to institutional effectiveness and excellence (Smith, 2009).

Engagement across campus

The higher education culture is often decentralized and siloed, leading to a tendency for schools and units to isolate and pursue initiatives individually. Institutions must work intentionally to engage constituents from across campus and link diversity capacity building efforts to the specific roles, work, and tasks of the individuals. Further, there must be a high impact communication strategy in place, to keep the university community regularly abreast of

initiatives that are being implemented, and the progress that is being made (Kezar, 2008; Kezar and Eckel, 2002).

Diversity Leadership

The current trend in higher education is to look to an institution's Chief Diversity Officer or Vice President for Equity and Inclusion to lead diversity efforts. Instead, colleges and universities should view the position as an equal partner in diversity work. Leaders across the institution, at all ranks and levels, should collaborate with institutional leaders, including the CDO/VP, to develop and communicate a core strategic vision. Division leaders, and their teams should then work to operationalize the vision (Tomlin, 2016; Williams & Wade-Golden, 2008).

Students and Diversity

There is the possibility, as was the case in this study, that students, particularly students from marginalized groups, feel distanced from an institution's efforts to build diversity capacity. Therefore, institutional leadership must work harder to ensure that a broad and varied cross section of students are integrated into the capacity building and change process. This will do much to assist in creating community and assuring student buy-in (Smith, 2009).

Implications for Future Research

During the course of this study, a number of ideas emerged that were well beyond the scope of this study. These ideas are briefly outlined below in an effort to identify opportunities for future research.

Student Engagement

Research focused on the degree to which students engage in building institutional diversity capacity, and the factors that facilitate or restrict student participation is needed. Do students involve themselves in capacity building because of compassion for others, personal

interest, intellectual curiosity, or other reasons? Understanding the elements that foster student engagement has the potential of making a significant impact on diversity work at institutions of higher education.

Faculty Engagement

Faculty members are in a unique position on college campuses. Their presence in the classroom and interactions with students provide them with a perspective that college administrators may not have. Research focusing on the faculty role in promoting diversity may be helpful in increasing their participation in diversity initiatives which is critical to diversity success.

Excellence and Diversity

Diversity and excellence are often pitted against one another in American higher education. Research focusing on the ways in which institutions link excellence and diversity as the foundation for building institutional capacity is needed. Such research has the potential to break down opposition to diversity initiatives on campus.

Conclusions

Strategic pressure, including legal and political dynamics, changing demographics, the emergence of a postindustrial knowledge economy, and persistent social inequities are driving institutions to consider the challenge and opportunities of diversity (Williams & Clowney, 2007). Institutions of higher education are loosely couples structures. They are uncoordinated, have greater differentiation among components, high degrees of specialization, and low-predictability of future action, including change (Kezar, 2001). Building diversity capacity at colleges and universities requires experienced leadership that acknowledges and addresses these features of institutional life.

Leaders must be intentional when building diversity – if they are to achieve its benefits in all of its many manifestations. They must acknowledge and address contrasting belief systems, the complex relationships that occur across groups and sub-groups, and the context of structural inequalities at their institutions. Accepting the multiplicity and complexities of the campus populations' identities is critical to facilitate "community" in ways that bring dynamism to campus.

Dialogue and engagement is critical – and building diversity capacity as a core value must include lots of discourse with students, staff, and perhaps, most importantly, faculty. To faculty, the notion of diversity has to be promoted as a legitimate and contributing factor in the research activity that is valued in the organizational culture, instead of being narrowly viewed as concept associated with marginalized groups. It also has to be linked to the educational mission of the institution. Diversity *cannot* be sustained without faculty-buy in, since faculty remain at an institution long after its leaders steps down. Faculty must recognize the changing landscape and see diversity as having meaning.

Engagement, assessments, shared leadership, communication and collaboration across schools and units are crucial. Diversity leadership should begin with the president, provost and deans, but there should also be leadership in the faculty ranks, and among students and staff. Everyone in the campus community must be held accountable for diversity, policies and practices that reflect the changing culture must be shaped, and financial resources must be made available. This is how you begin to build diversity capacity, even if only slowly.

References

Aguirre, Jr. & Martinez, R. (2002). Leadership practices and diversity in higher education: Transitional and transformational frameworks. *The Journal of Leadership Studies, 8(3), 53-62.*

Aguirre, A. & Martinez, R. (2003). The diversity rationale in higher education: An overview of the contemporary legal context. *Social Justice, 30 (1),* 138-152.

Aguirre, A. & Martinez, R., (2006). Diversity leadership in higher education. *ASHE Higher Education Report, 32 (3),* 23-45.

Aguirre, A. & Martinez, R. (2006). Diversity, leadership and organizational culture in higher education, *Higher Education Report, 32(3),* 71-107.

Allen, W.R., Epps, E.G., Guillory, E.A., Suh, S.A., & Bonous-Hammarth, M. (2000). The Black academic: Faculty status among African Americans in U.S. higher education. *Journal of Negro Education, 69,* 112-127.

Allen, W.R., Epps, E.G., Guillory, E.A., Suh, S.A., Bonous-Hammarth, M., & Stassen, M. (2002). Outsiders within: Race, gender, and faculty status in U.S. higher education. In W.A. Smith, P.G. Altback, & K. Lomotey (Eds.). *The racial crisis in American higher education* (pp. 189-220). Albany: State University of New York Press.

American Association of Colleges and Universities (2015). AAC&U board releases statement on diversity, equity, and inclusive excellence. Retrieved from AAC&U online http://www.aacu.org/whats-new/aacu-board-releases-statement-diversity-equity-and-inclusive-excellence.

American Civil Liberties Union (n.d.). Who supports affirmative action? Retrieved from: https://www.aclu.org/files/images/asset_upload_file670_37287.pdf.

American Council on Education (1999). Reports from the Road: Insights on Institutional Change. Retrieved from: https://archive.org/details/ERIC_ED435294.

American Council on Education (2012). On the importance of diversity in higher education Retrieved from: http://www.acenet.edu/newsroom/Documents/BoardDiversityStatement-June2012.pdf.

American Council on Education (n.d.). Reginald Wilson Diversity Leadership Award. Retrieved from: http://www.acenet.edu/about-ace/special-initiatives/Pages/Diversity-Leadership-Award.aspx.

American Educational Research Association. (2003). Compelling interest: Examining the evidence of Racial Dynamics in Higher Education. Retrieved from https://stanford.edu/~hakuta/www/policy/racial_dynamics/Compelling1.pdf

Argandoña, A. (2003). Fostering values in organizations. *Journal of Business Ethics, 45 (1/2)* 15-28.

Armenakis, A.A., & Harris, S.G. (2009). Reflections: our Journey in Organizational Change Research and Practice. *Journal of Change Management, 9*(2), 127-142. doi: 10.1080/14697010902879079

Arnold, J. & Kowalski-Braun, M. (2012). The journey to an inaugural chief diversity officer: Preparation, implementation and beyond. *Innovative Higher Education, 37,* 27-36.

Association of American Universities (2015). Statement on Diversity by the Board of Directors of the Association of American Universities. Retrieved from https://www.aau.edu/search?search=statement+on+diversity

Astin, A.W. (1993). *What matters in college: Four critical years revisited*. San Francisco: Jossey-Bass.

Audretsch, D., Dohse, D., & Niebuhr, H. (2012). Cultural diversity and entrepreneurship: A regional analysis for Germany. *Annals of Regional Science, 46,* 1-31.

Balter, R, Chow, J. & Jin, Y. (2014). What diversity metrics are best used to track and improve employee diversity? Retrieved from: http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1063&context=student.

Baxter, P. & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report, 13(4),* 544-559.

Bell, D. (1997). California's proposition 209: A temporary diversion on the road to racial disaster. *Loyola of Los Angeles Law Review, 30,* 1447-1464.

Bergquist, W. (1992). *The four cultures of the academy.* San Francisco: Jossey-Bass.

Birnbaum, R. (1988). *How colleges work: The cybernetics of academic organization and leadership.* San Francisco: Jossey-Bass.

Birnbaum R. (1992). *How leadership works.* San Francisco: Jossey-Bass.

Bolman, L.G., & Deal, T.E., (1997). *Reframing organizations: Artistry, choice, and leadership*. San Francisco: Jossey-Bass.

Boykin, T.F. & Palmer, R.T. (2016). Examining the paradox between dismantling de jure segregation and affirmative action: Implications from contemporary higher education case law. *The Journal of Negro Education 85(2),* 114-128.

Brantlinger, E., Jimenez, R., Klingner, J., Pugach, M., & Richardson, V. (2005). Qualitative studies in special education. *Exceptional Children, 71,* 195-207. doi:10.1177/001440290507100205

Brayboy, B. (2003). The implementation of diversity in predominately White colleges and universities. *Journal of Black Studies, 34(1),* 72-86.

Brown, II, M.C. & Dancy, II, T.E., (n.d.). *Predominately White institutions.* Encyclopedia of African American Education, doi: http://dx.doi.org/10.4135/9781412971966.n193

Brown, S. (2015, November 3). After criticism, Yale sets aside $50 million over 5 years for faculty diversity. *The Chronicle of Higher Education*. Retrieved from: http://www.chronicle.com.proxy.library.emory.edu/blogs/ticker/after-criticism-yale-sets-aside-50-million-over-5-years-for-faculty-diversity/106339.

Brown, S. (2016, May 15). Auditing diversity. *The Chronicle of Higher Education* Retrieved from: http://www.chronicle.com.proxy.library.emory.edu/article/Auditing-Diversity/236428.

Butler, J. (2000). Democracy, diversity, and civic engagement. *Academe, 86,* 52-56.

Cameron, K.S., & Quinn, R.E. (1999, 2006, 2011). *Diagnosing and changing organizational culture (3rd Ed.).* New York: Jossey-Bass.

Chace, Willliam (2011). Affirmative inaction: Opposition to affirmative action has drastically reduced minority enrollment at public universities: Private institutions have the power and responsibility to reverse the trend. *The American Scholar, 80(1),* 20-31.

Chaffee, E., & Tierney, W. (1988). *Collegiate culture and leadership strategies.* New York. ACE/ORYX.

Chang, M. (2000). The Big Picture of Campus Diversity. *About Campus, 5(5),* 1-4.

Checkoway, B. (2001). Renewing the civic mission of the American research university. *Journal of Higher Education, 72,* 125-158.

Clark, B.R. (1983). *The higher education system: Academic organization in cross national perspective.* Berkeley: University of California Press. (ERIC Document Reproduction Service No. ED262687).

Clark, C. (2001). Multicultural education introduces a new section in higher education. *Multicultural Education, 9 (2),* 30-32.

Clark, C. (2011). Diversity initiatives in higher education: Just how important is diversity in higher education. *Multicultural Education, 18 (3),* 57-59.

Columbia University (2015). *Expanding our commitment to enhancing faculty diversity*. Retrieved from: http://www.columbia.edu/content/expanding-our-commitment-enhancing-faculty-diversity.html

Creswell, J.W. (2007*). Qualitative inquiry & research design: Choosing among five approaches*. Thousand Oaks, CA: Sage Publications.

Curry, B. (1992). Instituting enduring innovations: Achieving continuity of change in higher education. Washington, D.C. *ASHE-ERIC Higher Education Report,* No. 7.

Danowitz, M.A., & Tuitt, F. (2011). *Enacting* inclusivity through engaged pedagogy: A higher education perspective. *Equity and Excellence in Education, 44(1),* 50-56.

Decuir, J., & Dixson, A. (2004). "So when it comes out, they aren't that surprised that it is there": Using critical race theory as a tool of analysis of race and racism in education, *Educational Researcher, 33(5)* 26-31.

Delgado, R. (1995). Affirmative action as a majoritarian device: Or, do you really want to be a role model. *Michigan Law Review, 89(5),* 1222-1231.

Delgado-Romero, E. A., Manlove, A. N., Manlove, J. D., & Hernandez, C. A. (2007). Controversial issues in the recruitment and retention of Latino/a faculty. *Journal of Hispanic Higher Education*, 6, 34.

Dutton, S. (2009). Polling shows support for affirmative action. CBS News. Retrieved from http://www.cbsnews.com/news/polling-shows-support-for-affirmative-action/.

Erickson, F. & Gutiérrez, K. (2002). Culture, rigor, and science in educational research. *Educational Researcher, 31(8),* 21-24. doi:10.3102/0013189X031008021

Fram, S. (2013). The constant comparative analysis method outside of grounded theory. *The Qualitative Report, 18(1),* 1-25.

Garces, L.M. & Jayakumar, U.M. (2014). Dynamic diversity: Toward a contextual understanding of critical mass. *Educational Researcher, 43(3),* 115-124. DOI: 10.3102/0013289X1459814

Gillard, M.D. (1996). Racial climate and institutional support factors affecting success in predominately White institutions: An examination of African American and White student experiences (Doctoral dissertation), University of Michigan.

Ghosh, R. (2012). Diversity and excellence in higher education: Is there a conflict? *Comparative Education Review, 56(3),* 349-365.

Gioia, D.A. & Thomas, J.B. (1996). Identify, image and issue interpretation: Sensemaking academic administration. *Administrative Science Quarterly, 41,* 370-402.

Global Policy Forum (2016). Globalization. Retrieved from: https://www.globalpolicy.org/globalization.html.

Grilliot, Jeffrey M. (2007). Gratz v. Bollinger and Grutter v. Bollinger: A case study. (Doctoral dissertation). Bowling Green State University.

\Gurin, P. (1999). Selections from the compelling need for diversity in higher education, expert reports in defense of the University of Michigan. *Equity & Excellence in Education, 32 (2),* 36-62.

Gurin, P. (2002). *New Research on the Benefits of Diversity in College and Beyond: An Empirical Analysis. Diversity in Higher Education: Why Corporate America Cares*. Retrieved March 13, 2017, from http://www.diversityweb.org/digest/sp99/benefits.html

Gurin, P., Dey Eric, L., Hurtado, S, & Gurin, G. (2002). Diversity and higher education: Theory and impact educational outcomes. *Harvard Educational Review, 72,* 1-26.

Guskin, A.E. (1996). Facing the future: The change process in restructuring universities, *Change, 28 (4),* 27-37.

Halualani, R.T, Haiker, H. & Lancaster, C. (2010). Mapping diversity efforts as inquiry. *Journal of Higher Education Policy and Management, 32(2),* 127-136.

Harley, D. (2008). Maids of academe: African American women faculty at predominately white institutions. *Journal of African American Studies*, 12 (1), 19-36.Harper, S.R. & Hurtado, S. (2007). Nine themes in campus racial climates and implications for institutional transformation. *New Directions for Student Services*, 120, 7-24.

Harper, S.R. & Hurtado, S. (2007). Nine themes in campus racial climates and implications for institutional transformation. *New Directions for Student Services,* 120, 7-24.

Hearn, J.C. (1996). Transforming higher education: An organizational perspective. *Innovative Higher Education, 21(2),* 141-154.

Hope, E.C., Durkee, M.I, & Keels, M (2016). Participation in black lives matter and deferred action for childhood arrivals: Modern activism among Black and Latino college students. *Journal of Diversity in Higher Education, 9(3),* 203-215.

Hunn, V. (2014). African American students, retention, and team-based learning: A review of the literature and recommendations for retention at predominately White institutions, *Journal of Black Studies, 45(4),* 301-314.

Hurtado, S., & Carter, D. F. (1997). Effects of college transition and perceptions of the campus racial climate on Latino college students' sense of belonging. *Sociology of Education 70 (4),* 324-345.

Hurtado, S. (1992). The campus racial climate: Contexts of conflict. *Journal of Higher Education, 63 (5),* 539-569.

Hurtado, S. (1999). Reaffirming educators' judgment: educational value of diversity. *Liberal Education 85 (2),* 24-32.

Hurtado, S., & Dey, E.L. (1997). Achieving the goals of multiculturalism and diversity. In M. Peterson, D. Dill, L. Mets & Associates (Eds.), Planning and management for a changing environment. (pp. 405-431). San Francisco: Jossey-Bass.

Hurtado, S., Han, J.C., Saenz, V.B., Espinosa, L.L., Cabrera, N.L., & Cerna, O.S. (2007). Predicting transition and adjustment to college: Biomedical and behavioral aspirants and minority students' first year of college. *Research in Higher Education, 48(7),* 841-887.

Hurtado, S., Milem, J.F., Clayton-Pederson, A.R., & Allen, W.R. (1998). Enhancing campus climates for racial/ethnic diversity: Educational policy and practice. *Review of Higher Education, 21(3),* 279-302.

Indiana University-Purdue University (n.d.). IUPUI diversity plan (2016-2021). Retrieved from: https://diversity.iupui.edu/diversity/diversity-plan.html.

Insight into Diversity. 2015 Recipients. http://www.insightintodiversity.com/insight-into-diversity-magazine-announces-recipients-of-its-2016-higher-education-excellence-in-diversity-award/

Ibarra, R.A. (2001). *Beyond affirmative action: Reframing the context of higher education.* Madison, WI: The University of Wisconsin Press.

Ibarra, R.A. (n.d.). Context diversity. Reframing higher education in the 21st century. *Campus Compact*. Retrieved from http://compact.org/resource-posts/context-diversity-reframing-higher-education-in-the-21st-century/#

Ijaz, S., & Vitalis, A. (2011). Resistance to organizational change: Putting the jigsaw together. *International Review of Business Research Papers, 7(3),* 112-121.

Jacoby-Senghor, D.S., Sinclair, S. & Smith, C.T., (2015). When bias binds: Effect of implicit outgroup bias on ingroup affiliation. *Journal of Personality and Social Psychology, 109(3),* 415-433.

Jayakumar, U.M., Howard, T.C., Allen, W.R., & Han, J.C. (2009). Racial privilege in the professoriate: An exploration of campus climate, retention, and satisfaction. *The Journal of Higher Education, 80 (5),* 583-563.

Johns Hopkins University (n.d.). Johns Hopkins Diversity Leadership Council. Retrieved from http://web.jhu.edu/dlc

Judge, W., & Douglas, T. (2009). Organizational change capacity: The systematic development of a scale. *Journal of Organizational Change Management, 22(6),* 635-649. doi: http://dx.doi.org/10.1108/09534810910997041

Karkouti, I. M. (2016). Professional leadership practices and diversity issues in the U.S. higher education system: A research synthesis. *Education, 136,* 405-412. http://www.kent.edu/trio.

Keup, J., Walker, A., Astin, H. & Lindholm, J. (2003). Organizational culture and institutional transformation. ERIC Digest. Retrieved from http://www.ericdigests.org/2003-1/culture.htm.

Kezar, A.J., & Holcolmb, E.M. (2017). Shared leadership in higher education: Important lessons from research and practice. *Viewpoints: Voices from the Field*. Retrieved from http://www.acenet.edu/news-room/Documents/Shared-Leadership-in-Higher-Education.pdf

Kezar, A.J., (2001). *Understanding and facilitating organizational change in the 21st century: Recent research and conceptualizations*. San Francisco, Jossey-Bass.

Kezar, A. (2008). Understanding leadership strategies for addressing the politics of diversity. *The Journal of Higher Education, 79(4),* 406-441.

Kezar, A., Chambers, T., & Burkhardt, J. (Eds.). (2005*). Higher education for the public good: Emerging voices from a national movement.* San Francisco: Jossey-Bass.

Kezar, A.J., & Eckel, P.D. (2002). The effect of institutional culture on change strategies in higher education. *The Journal of Higher Education, 73 (4),* 435-460.

Kim, J.K. (2005). From Bakke to Grutter: Rearticulating diversity and affirmative action in higher education. *Multicultural Perspectives 7(2),* 12-19.

Kouzes, J., & Posner, B. (1989). *The leadership challenge: How to get extraordinary things done in organizations.* San Francisco: Jossey-Bass.

Kozleski, E.B. (2017). The uses of qualitative research: Powerful methods to inform evidence-based practice in Education. *Research and Practice for Persons with Severe Disabilities, 4 (1),* 19-32. DOI. 10.11777/1540796976683710.

Lincoln, Y., & Guba, E. (1985). *Naturalist Inquiry*. Beverly Hills, CA: Sage Publications.

Lundberg, C.A. & Schreiner, L.A. (2004). Quality and frequency of faculty student interaction as predictors of learning: An analysis by student race/ethnicity. *Journal of College Student Development, 45(5),* 549-565.

Maass, A., Castelli, L., & Arcuri, L. (2000). Measuring prejudice: Implicit versus explicit techniques. In D. Capozza & R. Brown (Eds.), *Social identity processes: Trends in theory and research* (pp. 96-116). London: Sage.

Mayer, K. R., & Price, K. (2002). Unilateral presidential powers: Significant executive orders. *Presidential Studies Quarterly, 32*, 367-386.

McMurtrie, B. (2016a, May 15). How do you create a diversity agenda? *The Chronicle of Higher Education.* Retrieved from: http://www.chronicle.com.proxy.library.emory.edu/article/How-Do-You-Create-a-Diversity/236427.

McMurtrie, B. (2016b, May 25). *A 'Devastating Account' of Diversity at Yale. The Chronicle of Higher Education*. Retrieved from: http://www.chronicle.com.proxy.library.emory.edu/article/A-Devastating-Account-of/236598.

Metzler, C. (2003). Ten reasons why diversity initiatives fail. *The Diversity Factor, 11(2),* 18-21.

Milem, J.F., Chang, M.J., & Antonio, A.L. (2005). *Making diversity work on campus: A research based perspective.* Washington, DC: Association of American Colleges and Universities. https://www.aacu.org/sites/default/files/files/mei/milem_et_al.pdf.

Musil, C.M. (1996). The maturing of diversity initiatives on American campuses. *American Behavioral Scientist, 40 (2),* 222-232.

National Association of Diversity Officers in Higher Education (n.d.). Nominations sought for national association of diversity officers in higher education 2017 inclusive excellence award. Retrieved from: http://www.nadohe.org/index.php?option=com_content&view=article&id=266:2017-nadohe-excellence-awards&catid=19:site-content.

National Conference of State Legislatures (n.d.) Affirmative Action: Overview. Retrieved from: http://www.ncsl.org/research/education/affirmative-action-overview.aspx.

Newcomb, A. (2008). John Kotter on leading system transformation. *School Administrator, 65 (4),* 10-15.

Newman, J. (2014, May 5). How do you measure diversity? *The Chronicle of Higher Educatio*n. Retrieved from: http://www.chronicle.com/blogs/data/2014/05/05/how-do-you-measure-diversity/.

Office of Federal Contract Compliance Programs (n.d.). Office of Federal Contract Compliance Programs. Retrieved from: https://www.dol.gov/ofccp/aboutof.html.

Palmer, R., & Gasman, M. (2008). "It takes a village to raise a child": The role of social capital in promoting academic success for African American men at a Black college. *Journal of College Student Development, 49,* 52-70.

Pennsylvania State University (n.d.). A framework to foster diversity at Penn State (2010-15). Retrieved from: http://equity.psu.edu/framework.

Peterson, M. W., & Spencer, M. G. (1990). Understanding academic culture and climate. In: Peterson, M. W., Chaffee, E. E., and White, T. H. (eds.), ASHE Reader on Organization and Governance in Higher Education, 4th edition, Simon and Schuster Custom Publishing, Needham Heights, MA, pp. 140--152 (Reprinted from New Directions for Institutional Research, no. 68, 1990).

Pettigrew, A.M. (1979). On studying organizational cultures. *Administrative Science Quarterly, 24*, 570-581.

Pew Research Center (2016) demographic trends that are shaping the U.S. and the World, Retrieved from http://www.pewresearch.org/fact-tank/2016/03/31/10-demographic-trends-that-are-shaping-the-u-s-and-the-world/.

Pew Research Center (2014). Supreme Court says states can ban affirmative action; 8 already have. Retrieved from: http://www.pewresearch.org/fact-tank/2014/04/22/supreme-court-says-states-can-ban-affirmative-action-8-already-have/.

Princeton Review (n.d.). The Best 382 Colleges. https://www.princetonreview.com/college-rankings/best-colleges

Qin, S. (2016). College releases report on faculty diversity. *The Dartmouth*, January 10, 2016. Retrieved from: http://www.thedartmouth.com/article/2016/01/college-releases-report-on-faculty-diversity/.

Reskin, B.F. (1998). *The realities of affirmative action in employment.* Washington, D.C. American Sociological Association.

Rosenbloom, D.H., (1984). What have policy studies told us about affirmative action and where can we go from here? *Policy Studies Review, 4(1),* 43-48.

Ross, P.H. (2015). *Leadership under fire* (2nd ed.). McGill-Queen's University Press.

Schneider, C.G. (2001). Diversity requirements: Part of a renewed civic education. Diversity Digest. Retrieved from: http://www.diversityweb.org/Digest/w01/civic.html.

Shavelson, R. J., & Towne, L. (2002). *Scientific research in education*. Committee on Scientific Principles for Education Research. Washington, DC: National Academies Press. doi:10.17226/10236

Smith, D.G. (1999). Strategic evaluation: An imperative for the future of campus diversity. In M. Cross, N. Cloete, E.F. Beckham, A. Harper, J. Indiresan, and C. Musil (eds.). Diversity and Unity: *The Role of Higher Education in Building Democracy.* Cape Town, South Africa: Maskew Miller Longmann.

Smith, D.G. (2009). Reframing diversity as an institutional capacity. *Diversity & Democracy, 12 (2).* Retrieved from https://www.aacu.org/publications-research/periodicals/reframing-diversity-institutional-capacity.

Smith, D.G. (2009). *Diversity's promise for higher education: Making it work.* Baltimore, MD: Johns Hopkins Press.

Smith, D.G., & Schonfeld, N.B. (2000). The benefits of diversity: What the research tells us. *About Campus, 5(5),* 16-23.

Sobeck, J., & Agius, E. (2007). Organizational capacity building: Addressing a research and practice gap. *Evaluation and Program Planning, 30(3),* 237-246. doi: http://dx.doi.org/10.1016/j.evalprogplan.2007.04.003

Swail, W.S., Redd, K.E., & Perna, L.W. (2003). Retaining minority students in higher education. ASHE-ERIC Higher Education Report, *30(2).*

Terenzini, P., Cabrera, A., Colbeck, C., Bjorklund, S., & Parante, J. (2001). Racial and ethnic diversity in the classroom: Does it promote student learning? *Journal of Higher Education, 72(5),* 509-531.

The Court of Public Opinion: The Ford Foundation campus diversity initiative survey of voters on diversity in education and an interview with Edgar Beckham, *Equity & Excellence in Education, 32 (2),* 17-23.

The New York Times (2016, June 23). Supreme Court Upholds Affirmative Action Program at University of Texas. Retrieved from: https://www.nytimes.com/2016/06/24/us/politics/supreme-court-affirmative-action-university-of-texas.html.

The Ohio State University (n.d.). Understanding Implicit Bias. Retrieved from http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/

Tichy, N., & Devanna, M. (1986). *The transformational leader.* New York, Wiley.

Tierney, W. (1988). Organizational culture in higher education: Defining the essentials. *The Journal of Higher Education, 59(1),* 2-21.

Toma, J.D. (2010). *Building organizational capacity: Strategic management in higher education*. Baltimore, MD: Johns Hopkins University Press.

Tomlin III, O.B. (2016). The chief diversity officers full plate. *Issues in Higher Education, 33(19),* 24-24.

Turner, C.S.V. (2000). New faces, new knowledge. *Academe, 86,* 34-37.

University of [redacted]. 2014 Financial Report. Retrieved from: http://[redacted].

University of [redacted]. Dean's Excellence Award in Diversity. http:// [redacted].

University of [redacted] (n.d). Diversity Dashboard. Retrieved from: http://[redacted].

University of [redacted] (n.d.). Diversity Initiatives at [School of Medicine. Retrieved from: http:// [redacted].

University of [redacted] (n.d.). Our Mission. Our Vision. http:// [redacted].

University of [redacted] (n.d.). Statement on DEI. Retrieved from: http:// [redacted].

University of [redacted] (n.d.). Welcome to the University of [redacted]. Retrieved from: http:// [redacted].

University of Chicago (n.d.). Workplace diversity. Retrieved from: http://diversity.berkeley.edu/programs-services.

University of North Carolina (n.d.). 2014 diversity plan 2015 report. Retrieved from: http://diversity.unc.edu/files/2017/06/UNC-Diversity_Report_2014-15.pdf

University of Virginia (n.d.). YWLP: Fostering competence, connection and autonomy. Retrieved from: http://ywlp.virginia.edu/.

United States Courts, (n.d.). History – Brown v. board of education re-enactment. Retrieved from: http://www.uscourts.gov/educational-resources/educational-activities/history-brown-v-board-education-re-enactment

U.S. Census Bureau (n.d.). Race. Retrieved from: https://census.gov/topics/population/race/about.html

U.S. Census Bureau (2011). 2010 Census shows America's Diversity. Retrieved from https://www.census.gov/newsroom/releases/archives/2010_census/cb11-cn125.html.

U. S. Department of Education, National Center for Education Statistics (2015.). Fast Facts. Educational Institutions. Retrieved from: https://nces.ed.gov/fastfacts/display.asp?id=84

U.S. Department of Education, National Center for Education Statistics (2015). Percentage distribution of full-time faculty in degree-granting postsecondary institutions, by academic rank, race/ethnicity, and sex. Fall 2015. Fast Facts. Race/Ethnicity of College Faculty Retrieved from: https://nces.ed.gov/fastfacts/display.asp?id=61.

U.S. Department of Education, National Center for Education Statistics and Bureau of Justice Statistics (2015). Indicators of School Crime and Safety: 2015. Retrieved from: http://nces.ed.gov/programs/crimeindicators/ind_23.asp.

U.S. Department of Education, National Center for Educational Statistics (2010). Status and trends in the education of racial and ethnic groups. Retrieved from: https://nces.ed.gov/pubs2010/2010015.pdf.

U.S. Department of Education, National Center for Education Statistics and Bureau of Justice Statistics (2014). Indicators of School Crime and Safety: 2013 Retrieved from: http://nces.ed.gov/pubs2014/2014042.pdf.

Whitfield-Harris, L. (2016). The workplace environment for African-American faculty employed in predominately white institutions. *ABNF Journal, 27(2),* 28-38.

Williams, D. A., & Clowney, C. (2007). Strategic planning for diversity and organizational change: A primer for higher education leadership. *Effective Practices for Academic Leaders, 2,* 1-16.

Williams, D.A., & Wade-Golden, K.C. (2008, September 26). The complex mandate of a chief diversity officer. *The Chronicle for Higher Education,* 44-45.

Wolfe, B.L., & Dilworth, P.P. (2015). Transitioning normalcy: Organizational culture, African American administrators, and diversity leadership in higher education. *Review of Educational Research, 85(4),* 667-697.

Yin, R. K. (2003). *Case study research: Design and methods* (3rd Ed.). Thousand Oaks, CA: Sage

Young, J.R. (2015). Brown U. plans to spend $100 million to promote diversity and inclusion. The Chronicle of Higher Education, November 21, 2015. Retrieved from: http://chronicle.com/blogs/ticker/brown-u-plans-to-spend-100-million-to-promote-diversity/106867

Yudof, M.G., & Moran, R.F. (2016, July 17). Race –conscious admissions policies face more tests after 'fisher.' *The Chronicle of Higher Education.* Retrieved from http://www.chronicle.com/article/Race-Conscious-Admissions/237151

Yukl, G. (1994). *Leadership in organizations* (3rd Ed.). Englewood Cliffs, NJ: Prentice Hall.

Yukl, G. (2002). *Leadership in organizations* (5th Ed.). New York: Prentice Hall.

Ziegert, J.C., & Hanges, P.J. (2005). Employment discrimination: The role of implicit attitudes, motivation, and a climate for racial bias. *Journal of Applied Psychology, 90 (3),* 553-562.

Zùñiga, X. (n.d.) Fostering intergroup dialogue on campus: Essential ingredients. Diversity Digest. Retrieved from: http://www.diversityweb.org/digest/w98/fostering.html

APPENDIX A: UGA Approval of Protocol

Phone 706-542-3199

The University of Georgia

Office of the Vice President for Research
Institutional Review Board

APPROVAL OF PROTOCOL

June 8, 2017

Dear Libby Morris:

On 6/8/2017, the IRB reviewed the following submission:

Type of Review:	Initial Study
Review Category:	Exempt 2
Title of Study:	Building Capacity: Implementing Diversity and Supporting an Inclusive Campus at a PWI.
Investigator:	Libby Morris
Student Co-Investigator:	Carol Flowers
IRB ID:	STUDY00004904
Funding:	None
Documents Reviewed:	Recruitment Material, Consent Document, Interview Guide

The IRB approved the protocol from 6/8/2017 to 6/7/2022.

In conducting this study, you are required to follow the requirements listed in the Investigator Manual (HRP-103).

Sincerely,

Brooke M. Harwell
University of Georgia
Institutional Review Board Analyst II

310 East Campus Rd, Tucker Hall Room 212 • Athens, Georgia 30602
An Equal Opportunity/Affirmative Action Institution

APPENDIX B: Email Invitation to Study Participants

From: Carol Ann Flowers
Sent: Tuesday, June 27, 2017 2:11 PM
[redacted]
Subject: Fw: Permission to Conduct a Dissertation Study at [redacted]
Dear President [redacted],

My name is Carol Flowers and I am a doctoral candidate at the University of Georgia's Institute of Higher Education. I am following up on an email I sent to you on May 17, 2017, inviting the [redacted] to participate in my dissertation study examining how diversity initiatives are implemented and supported at a model institution.

It is my hope that you will accept my invitation to participate and provide me permission to meet with you, as well as key administrative faculty and staff members of [redacted], and students, to garner qualitative data for the study. In addition, I am seeking access to current institutional data and some additional information, such as mission and strategic planning documents that will provide important context for the study. In the event that you agree to partner with me, all responses will be confidential and the participants will not be identified by name. In addition, a pseudonym will be used to reference your institution to ensure anonymity. In return for your school's participation, I will provide you with a copy of the dissertation study, which will include an extensive literature review, excerpts from qualitative interviews, and a summary of findings. I believe that this study will help illuminate what your institution has done to build and maintain diversity capacity, the challenges and opportunities the institution has encountered, and the strategies and systems used to implement and sustain diversity programs. Should you agree that I may conduct my study [redacted], please sign the attached *Institutional Consent Form*. I am also happy to make myself available to discuss any questions about the study that you may have.

I have attached the following documents for your review:

1. The University of Georgia's IRB Approval of Protocol for the study
2. Email Invitation to Study Participants
3. Informed Consent Form (Study Participants)
4. Institutional Consent Form
5. Interview Questions

Thank you for your consideration. I look forward to the possibility of including the [redacted] in this important study.

Carol A. Flowers
Executive EdD Student
University of Georgia

APPENDIX C: Institutional Consent Form

Institutional Consent Form

TO: [redacted]
President, [redacted]

[redacted]
Vice President, Office of Diversity, Equity [redacted]

FROM: Carol A. Flowers
EdD Student, University of Georgia

DATE: May 17, 2017

PURPOSE: The purpose of this dissertation is to examine highly actualized diversity implementation practices and institutional support of these programs at a model institution. The study will analyze how an institution builds and maintains diversity capacity, how the campus community is engaged in diversity programming, the challenges to diversity implementation, and the strategies diversity leaders utilize to navigate those challenges.

METHODOLOGY: Qualitative data will be gathered through interviews to understand how the [redacted] as built organizational capacity for diversity implementation and support over time. Specifically, the researcher will conduct interviews with senior leadership, including the President, Provost, Vice President for Diversity, Equity [redacted] nd other academic leaders and staff who have insight into or oversight of campus diversity plans. Additionally, the researcher will use IPEDS data, and data from the institution's *Affirmative Action Plan* in order to assist in assessing the University's current diversity status.

CONFIDENTIALITY: Your individual privacy will be maintained in all publications or presentations resulting from this study. Your name and the name of your institution will be coded and all information will remain confidential. Individuals will be referred to by pseudonyms if they are mentioned in the final research documents or any publications that follow from the study.

✓ [redacted] University/College will participate in the research study entitled "Building Capacity: Implementing Diversity and Supporting an Inclusive Campus at a PWI." We understand that all responses will be confidential and neither schools nor participants will be identified by name at any time.

I have some questions to discuss with the researcher before providing approval. The best way to contact me is:

Email: _____ Phone: _____

Comments: Please work w/ Dr. [redacted] should you need assistance.

Signature: [redacted] Date: May 31, 2017

APPENDIX D: Introduction and Invitation sent by SOU

Dear [redacted]

[redacted] and I would like to introduce you to Ms. Carol Flowers. She is a doctoral candidate at the University of Georgia's Institute of Higher Education, and she has indicated interest in having you participate in her dissertation study examining how diversity initiatives are implemented and supported at an exemplar institution. Her interest in examining the status of diversity in higher education stems from her professional experiences working in [redacted] for many years. In fact, she has worked with [redacted] while she was at [redacted]. She is interested in speaking with you as the Director [redacted].

The questions she will be asking participants are attached along with the institutional consent form signed by President [redacted] Her study has been fully vetted through the UGA IRB office.

Of course, you are under no obligation to participate in Ms. Flowers' study, but we wanted to take this opportunity to let you know of her interest in speaking with you. If you are interested in participating, please contact Ms. Flowers at CAFLOWE@emory.edu.

Thank you,

[redacted]

[redacted]

APPENDIX E: Invitation to Participate in Research Study

Dear [Name],

My name is Carol Flowers and I am a doctoral candidate at the University of Georgia. I am writing today to invite you to participate in my doctoral dissertation study. President [redacted] has given institutional consent for [redacted] to participate in this research, and I am currently working with [redacted] in the Office [redacted] to coordinate the details of my upcoming campus visit. I will be visiting from [day/date] to [day/date] and would very much like to connect with you during my time on campus. You name was recommended as someone who would be an excellent participant in my research.

I have attached a Consent Form for your review that will explain my study further. If you are interested in participating, there is no need to sign and send the Consent Form now; we can go over it when we meet. The interview will involve about one hour of your time and will be recorded (with your permission) for transcription. Your name and the name of the institution will be coded and all information will remain confidential. The transcription and recording will be held in a secured location and will be destroyed within three years to ensure confidentiality. I have received IRB approval from the University of Georgia. I am happy to provide a copy of the IRB approval at your request. Below is a list of times that I have available to meet with you. I would be most grateful for the opportunity to interview you.

Thank you for considering this request.

Sincerely,

Carol A. Flowers
Doctoral Candidate, Institute of Higher Education, University of Georgia

APPENDIX F: Informed Consent for Interview Participants

As a _____member of [redacted], you are being asked to participate in a research project conducted by Carol Flowers from the Institute of Higher Education at University of Georgia (UGA).

PURPOSE: The purpose of this dissertation is to examine highly actualized diversity implementation practices and institutional support of these programs. The study will analyze how a model institution builds and maintains diversity capacity, the challenges and opportunities implementing and maintaining diversity initiatives, and the strategies and systems used to implement and sustain diversity programs.

PARTICIPATION: I am asking you to participate in a face-to-face interview. I expect the interview will be approximately one hour in length. With you permission, the interview will be recorded for transcription purposes and the transcription will be destroyed within three years after the interview takes place in order to ensure confidentiality.

RISKS & BENEFITS: The potential risks associated with this study are minimal and could include the following

- This interview will involve approximately one hour of your time to respond to questions posed by the researcher. It is possible that this topic may raise feelings of uncomfortableness or nervousness.
- Participation in this study will benefit higher education by identifying the challenges and opportunities of diversity implementation practice and support. Your participation may help other institutions strengthen their diversity mission.

VOLUNTARY PARTICIPATION: Please understand that your participation is completely voluntary. Your decision to participate or not will in no way affect your current or future relationship with [redacted] or UGA, or its faculty, staff, or students. You have the right to withdraw from the research at any time without penalty. You also have the right to refuse to answer any question(s) for any reason, without penalty.

CONFIDENTIALITY: Your individual privacy will be maintained in all publications or presentations resulting from this study. Your name and the name of the institution will be coded and all information will remain confidential. Individuals will be referred to by pseudonyms if they are mentioned in the final research documents or any publications that follow from the study.

If you have any questions or would like additional information about this research, please contact me at [redacted] or by email at [redacted]. You can also contact my research advisor, Dr. Libby V. Morris at [redacted] or by email at [redacted]. The UGA Institutional Review Board, which is administered through the Office of Research, has approved this project. You may contact the Office at 706.542.3821.

I understand the above information and have had all my questions about participation in this research project answered. I voluntarily consent to participate in this research.

☐ Agree ☐ Disagree

Signature of Participant: _____Date: _____

Printed Name of Participant: _____

Signature of researcher: _____ Date: _____

APPENDIX G: Interview Questions

1. How does the [redacted] define diversity?
2. How does leadership demonstrate commitment to success of diversity initiatives?
3. How do you build diversity capacity at [redacted]?
4. What challenges have you encountered related to diversity implementation on campus?
5. How have you navigated those challenges
6. What steps are taken to assess and measure diversity progress
7. How diversity is embedded in curriculum and co-curricular student experiences?
8. What strategies does [redacted] employ to recruit and retain a diverse student body and faculty?
9. Please describe the cultural climate and state of intergroup relationships at [redacted].
10. What funding is allocated to diversity efforts at [redacted]?