

## Recruitment and Retention for A Diverse and Dynamic Institution

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## “Interrupt the Usual” (Jonathan Alger, President, James Madison University)

- “What I want to focus on today is talking about diversity as a strategic advantage for our country and for our business community. Diversity and excellence go hand in hand. If you forget everything else I say today, I want you to remember this idea that diversity and excellence are not two competing concepts, but that they fit together. There is more and more research emerging that supports this statement.
- Many of you may know that I have a background as a lawyer. I have worked quite a bit throughout my career on diversity issues in higher education. One phrase about diversity that you will hear me use from time to time is that we have to interrupt the usual. “Interrupt the usual.” This phrase encompasses the idea that if we are to change how we do things or change how we operate, we cannot keep doing things in exactly the same way. Thinking about the concept of interrupting the usual is something that I hope we can reflect on today.”

## Types of Diversity

- **Structural Diversity**

Numerical and proportional representation of diversity from different racial and/or ethnic groups in the faculty and student body

- **Historical Legacies**

Inclusion vs. Exclusion

- **Climate**

Psychological and Behavioral

**These types of diversity are not mutually exclusive—what institutions of higher education continually strive for**

## North Dakota State University—Core Values

- Land-grant
- People
- Scholarship
- Teaching and Learning
- Ethics
- Culture
- Accountability



## Some Dimensions of Differences in the Classroom

- Age
- Cultural Identity
- Gender Identity or Expression
- Nationality
- Physical and Mental Ability
- Political and Ideological Perspectives
- Racial and Ethnic Identity
- Religious and Spiritual Identity
- Sexual Orientation
- Social and Economic Status



## Intersectional Approach to Diversity and Social Identities

Individual social identities are best understood as multiple, embedded in systemic dynamics, and by nature, interlocking



## Why Does Diversity Matter in the College Classroom? (AACU, 2005)

- Indispensable component of academic excellence
- Enhances social development
- Expands worldliness
- Enriches multiple perspectives
- Promotes creative thinking
- Increases our knowledge base
- Enhances self-awareness
- Prepares students for future career success



## Research on Diversity in Teaching and Learning (Milem, Chang, & Antonio, 2005)

- Individuals who are educated in diverse settings are far more likely to work and live in racially and ethnically diverse environments after they graduate
- Individuals who study and discuss issues related to race and ethnicity in their academic courses and interact with a diverse set of peers in college are better prepared for life in an increasingly diverse and complex society

## Not All Faculty Experiences Are The Same: Faculty of Color in Predominantly White Colleges and Universities (Stanley, 2006)

- *“It is not difference which immobilizes us, but silence. And there are so many silences to be broken.”—Audre Lorde, 1984*
- *“Until lions have their own ‘story tellers’ tales of a lion hunt will always glorify the hunter.”—African Proverb*

## Full-Time Faculty Women by Racial/Ethnic Group & Rank, Fall 2009-2013

	Assistant	Associate	Full
<b>Total Faculty</b>	<b>167,022</b>	<b>146,594</b>	<b>175,658</b>
<b>Total Women</b>	<b>80,834</b>	<b>60,126</b>	<b>49,132</b>
<b>White</b>	72.1%	80.7%	86.0%
<b>Native American</b>	0.5%	0.5%	0.4%
<b>Asian</b>	10.0%	7.1%	5.3%
<b>Black</b>	7.9%	6.6%	4.7%
<b>Hispanic</b>	4.2%	3.8%	3.0%

*Chronicle of Higher Education Annual Almanac, August 2011*

<b>Total Women</b>	<b>Assistant 80,834</b>	<b>Associate 60,126</b>	<b>Full 49,132</b>
<b>White</b>	58,281 (72.1%)	48,522 (80.7%)	42,254 (86.0%)
<b>Native American</b>	404 (0.5%)	301 (0.5%)	197 (0.4%)
<b>Asian</b>	8,083 (10.0%)	4,269 (7.1%)	2,604 (5.3%)
<b>Black</b>	6,386 (7.9%)	3,968 (6.6%)	2,309 (4.7%)
<b>Hispanic</b>	3,395 (4.2%)	2,285 (3.8%)	1,474 (3.0%)

## Full-Time Faculty Men by Racial/Ethnic Group & Rank, Fall 2009-2013

	Assistant	Associate	Full
<b>Total Faculty</b>	<b>167,022</b>	<b>145,594</b>	<b>176,658</b>
<b>Total Men</b>	<b>86,188</b>	<b>86,468</b>	<b>126,526</b>
<b>White</b>	69.2%	79.5%	84.8%
<b>Native American</b>	0.4%	0.4%	0.3%
<b>Asian</b>	12.4%	9.6%	8.4%
<b>Black</b>	5.3%	4.8%	3.0%
<b>Hispanic</b>	4.0%	3.6%	2.5%

*Chronicle of Higher Education Annual Almanac*

<b>Total Men</b>	<b>Assistant 86,188</b>	<b>Associate 86,468</b>	<b>Full 126,526</b>
<b>White</b>	59,642 (69.2%)	68,742 (79.5%)	107,294 (84.8%)
<b>Native American</b>	345 (0.4%)	346 (0.4%)	380 (0.3%)
<b>Asian</b>	10,687 (12.4%)	8,301 (9.6%)	7,263 (8.4%)
<b>Black</b>	4,568 (5.3%)	4,150 (4.8%)	3,796 (3.0%)
<b>Hispanic</b>	3,448 (4.0%)	3,113 (3.6%)	3,163 (2.5%)

### **Faculty of Color: Teaching in Predominantly White Colleges and Universities (Stanley, 2006)**

- Teaching
- Mentoring
- Collegiality
- Identity
- Service
- Racism

### **Teaching (Stanley, 2006)**

- Student Attitudes and Behaviors
- Student Evaluations of Teaching
- Teaching Style and Development
- Teaching from a Multicultural Perspective

### **An Overview of Critical Themes from the Research Literature**

(Stanley, 2006)

- Campus Life and Climate
- Tenure and Promotion
- Sexism and Racism
- Teaching



## Faculty Fears about Diversity in the Classroom

(Weinstein & Obear, 1992)

- Confronting my own social and cultural identity conflicts
- Having to confront or being confronted with my own bias
- Responding to biased comments
- Doubts and ambivalence about my own competency
- Need for learner approval
- Handling intense emotions; losing control



## Campus Life and Climate

(Stanley, 2006)

- Marginalization
- The “Two Worlds” Phenomenon
- Occupational Stress
- Sexism and Racism



## Campus Climate and Culture

- **Governmental factors** (financial aid policies, state and federal policy regarding affirmative action, etc.)
- **Socio-historical** (events or issues in society such as 9/11, Hurricane Katrina, University of Oklahoma, South Carolina, Trayvon Martin, Prairie View, TX, etc.)
- **Internal forces** (compositional diversity, historical legacy of inclusion or exclusion, psychological climate, and behavioral climate)



## Tenure and Promotion

(Stanley, 2006)

- Risky Priorities
- Mentoring
- Reward System

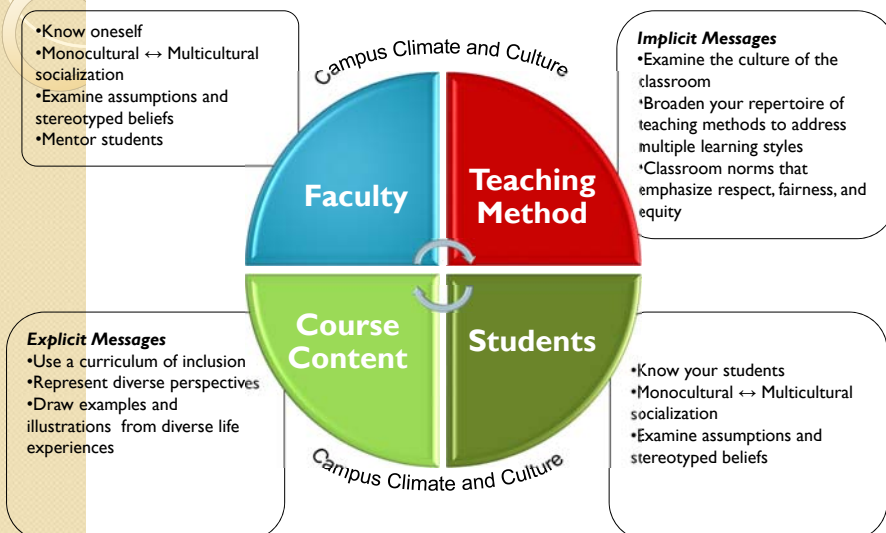
## Sexism and Racism: The Double-Bind Syndrome (Stanley, 2006)

- Women Administrators of Color
  - Job Satisfaction
  - Mentoring
  - Isolation

## Teaching (Stanley, 2006; 2003)

- Student Attitudes and Behaviors
- Student Evaluations of Teaching
- Teaching Style and Development
- Teaching from a Multicultural Perspective

## Faculty Development Framework: Dimensions of Teaching in a Diverse Classroom



Adapted from: Jackson, Adams & Marchesani, 1988 University of Massachusetts, Amherst

## Knowing Our Students

- What is the range of our students' social, global, and cultural experiences?
- Are they conscious of their identities, their biases, their positions of privilege or oppression?
- What talents, desires, strengths, and limitations do they bring with them?



## Course Content-the “What”

- Topics chosen
- Texts and resource materials
- Examples used
- Perspectives taken
- Assumptions underlying approach

## Stages of Multicultural Course Transformation

- Several theorists describe stages (e.g., Banks, 1993; Green, 1989; Ognibene, 1989; Jackson & Holvino, 1988)
- These range from adding a little material to rethinking the assumptions and ways of knowing of the field
- What examples can you provide?

## Teaching Method-the “How”

- **The culture of the classroom**
  - What are some “rules”?
  - What do we prize most?
  - Descriptions by scholars
  - What culture clashes are likely to occur?

## Learning Styles

- Types of classifications
- Relationship with cultural styles
- Main points
  - Know that people learn differently
  - Use a variety of approaches in teaching; allow options when possible
  - Extend people’s styles as well as support them

## Knowing Ourselves

- What is the range of our social, global, and cultural experiences?
- Are we conscious of our identities, our biases, our positions of privilege or oppression?
- How competent do we feel to teach, advise, or mentor inclusively?

## Campus Climate and Culture

- **Governmental factors** (financial aid policies, state and federal policy regarding affirmative action, etc.)
- **Socio-historical** (events or issues in society such as 9/11, Hurricane Katrina, Trayvon Martin, Michael Brown, South Carolina, etc.)
- **Internal forces** (compositional diversity, historical legacy of inclusion or exclusion, psychological climate, and behavioral climate)

## Teaching Inclusively

- Personalize instruction
- Strive for appropriate expectations
- Create clarity about policies and procedures
- Be redundant in your approaches
- Cultivate full participation in the classroom
- Be sensitive to communication differences

## Teaching Inclusively

- Take steps to explore the scholarship by or about previously underrepresented groups in your area
- Think about the assumptions in your field (objectivity, scientific method, technological solutions, what constitutes good, etc.)
- Look for opportunities to dialogue about issues you uncover
- Focus some sustained research in the areas that you need to know about
- Work incrementally, perhaps using an additive approach (working new material into an existing course)



## The Multicultural Organizational Development (MCOD) Stage Model

- **Stage 1:** The Exclusionary Organization
- **Stage 2:** “The Club”
- **Stage 3:** The Compliance Organization
- **Stage 4:** The Affirming Organization
- **Stage 5:** The Redefining Organization
- **Stage 6:** The Multicultural Organization

## Where are you? **MCOD Self-Assessment Exercise**

- Where is North Dakota State?
- Where are your departments?
- Where is your office?
- Where is your college leadership team?
- Where is your office leadership team?

## NDSU Peer Institutions (Partial List)

- Clemson University
- Iowa State University
- The University of Tennessee , Knoxville
- University of Alaska
- University of Arkansas, Fayetteville
- University of Connecticut, Storrs
- University of Delaware
- University of Idaho
- University of Kentucky
- University of Nebraska, Lincoln

## **MCOD Guiding Questions for Change**

- What are examples of the organizational policies, practices, norms, unwritten rules, and overall culture?
- What are the demographics of your student population? And faculty? And administrators? And staff, and by hierarchical level?
- What are common patterns of behaviors, attitudes, and feelings of members of dominant and subordinated groups in your college?



## Implications for Academic

### Departments (Turner, et. al., 2008; Stanley, 2006)

- More inclusive standard for judging faculty performance
- Opportunities for authentic expression of social and cultural identities
- Recruitment/hiring/retention plans
- Diverse student, faculty, and staff
- Search committee training
- Collegial networks and collaboration



## Implications for Academic

### Departments (Turner et.al., 2008; Stanley, 2006)

- Provide research support
- Promote constructive mentoring programs
- Expect and work through conflicts



## Some Ideas for Action Planning and Next Steps

- Gather data from peers and identify the “Best Practices” used by other colleges and universities
- Honor personal stories
- Conduct a cultural audit to assess the current campus dynamics and organizational readiness for systems change
- Have faculty, students, administrators, and staff analyze data from cultural audit and develop a Strategic Plan
- Have opportunities for self-reflection



## Implications for the Institution

(Turner et.al., 2008; Stanley, 2006)

- Institutionalize diversity goals and hold units accountable
- Strong leadership for diversity
- University leadership reflective of diversity
- Promote policies supportive of a diverse faculty
- More inclusive standards for tenure and promotion



## Some Ideas for Action Planning and Next Steps

- Start at the stage that best reflects your college/unit—**“Institutional Context”**
- Multiple points of entry
- Gain leadership commitment and support
- Form an inclusive change/mentoring team
- Clarify and communicate the vision and institutional and college benefits of an inclusive, socially just organization: create an expectation for shared responsibility



## Some Ideas for Action Planning and Next Steps

- Implement strategic activities, including accountability structures
- Assess your progress and revise Strategic Plan and activities as needed