MANAGING
DIVERSITY

(Re)Visioning Equity an College Campuses

EDITED BY T. Elan Dancy II

FOREWORD BY Jerlando F. L. Jackson

AFTERWORD BY Lemuel Watson

This book brings together scholars who explore the evolving meanings of diversity and how these meanings present new challenges and considerations for collegiate leadership, management, and practice. The book offers empirical, scholarly, and personal space to interrogate the seemingly elusive but compelling challenges postsecondary institutions face in managing diversity. Book chapters are offered in a variety of voices—some detailing theoretical, conceptual, sociohistorical, and globalized meanings of diversity; some highlighting college personnel narratives around social justice and equity; and some illustrating identity politics and provocative topics among students, faculty, and staff that continue to present formidable challenges to collegiate equity agendas. The intent is to both question existing efforts to diversify and make inclusive collegiate contexts; to present new frameworks of thinking about diversity, equity, and inclusion; and to identify and detail policy and practice implications.

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MANAGING
DIVERSITY

EDUCATION **ΞM:C³**
MANAGEMENT
Contexts,
Constituents,
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M. Christopher Brown II
GENERAL EDITOR

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To the "family"—the village griots,
research leaders, scholars, academic midwives,
frientors, peers, and role molders who have supported me
in my efforts to be whole; And
To the memory of Dr. Len Foster,
a griot in this village and a master manager of diversity
whom I was privileged to know.

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What Music Can Teach Us about Managing Diversity in Higher Education

Jerlando F.L. Jackson

An interesting fact about me that most of my colleagues do not know is that I was a musician prior to my journey in the field of higher education. For approximately 15 years, my role as a musician guided my decision making. Unlike many of my high school classmates, I selected my undergraduate institution purely based on my major. I needed an institution that was a university and not a music conservatory, with both a strong performing arts school and percussion program in the southeastern part of the United States. Among the handful of institutions that met these criteria (interestingly all were non-flagship universities) was the University of Southern Mississippi, which was ultimately my choice.

Being a percussionist demanded the development of organization and time-management skills. Unlike other instrumentalists, percussionists have to master a family of instruments instead of just one. One has to be equally proficient on the marimba and jazz vibes as well as the snare drum or drum set. Without organization and time-management, it would be very difficult to maintain a practice schedule that cultivated such proficiency. Likewise, the time commitments were extremely demanding if one planned to graduate in a reasonable timeframe. In reviewing my undergraduate transcript after all of these years, it was interesting to observe that I completed 176 hours as an undergraduate. With the average undergraduate degree requiring between 124–129 hours, one could easily see why both organization and time-management skills were necessary.

A closer examination of my transcript shows that, in addition to regular coursework, I organized band practice, private lessons, and

individual practice. In addition to the regular course load, I would have multiple organized band rehearsals daily that would require at least 2 hours each (e.g., Wind Ensemble, Marching Band, Orchestra, Drum Line, Steel Band, and Carillon) and at least 4 hours of individual practice time to prepare for my musical responsibilities. Accordingly, each day I generally had to commit approximately 8 hours to music. There were two courses that stood out in my walk down memory lane: Conducting I and II. These courses stood out because conducting requires the difficult task of getting people (as few as 4 and/or as many as a hundred or more) to function as one focused entity.

Conducting is the use of hand gestures to provide direction to a group of performers during a performance (music in this case). The chief function of the conductor is to provide musical expression to the performers; namely, tempo, dynamics, and articulation. How fast or slow the performers are to play is based on the tempo set by the conductor. A conductor is tasked with selecting the proper tempo based on the music's origin and the skill set of the performers. The dynamics of the music is expressed by the conductor with the size of hand movement and gestures. Conductors guide the articulation of musical phrasing with the style by which they fashion their movements or gestures. For example, conductors may elect for a passage to be more expressive by employing smooth movements.

To be truly effective, a conductor must be extremely familiar with the music score. The score is the musical map that arranges how each performer contributes to the performance. While each performer only has a sheet of music with just his or her part, the conductor has a score with everyone's part. Therefore, he or she is the only one with information to put all the pieces together. In turn, prior to any rehearsal of a score, the conductor must have knowledge of the score in its entirety and each performer's part. He or she must be able to know if a performer is playing their part incorrectly or out of key. Likewise, a good conductor will provide cues to help performers know when they should be playing. Naturally, this becomes more difficult as the size of the musical ensemble increases. Generally, the tool of choice that conductors use to get their ensemble on the same page is the ba-

ton. The baton makes it easier to follow the movements and gestures of the conductor.

Those charged with managing diversity in higher education struggle to find expressive gestures to get their campuses to follow tempo, dynamics, and articulations. These individuals would benefit greatly from skills employed by music conductors. There is a parallel between getting performers to play together and getting a campus to work together toward diversity goals. The kind of preparation that conductors must do is equally beneficial. Developing and studying the equivalent of a score is an analogous sort of work for higher education in crafting campus other diversity plans. Using these plans, one could develop a strategy on how to obtain the institution's diversity goals.

In *Managing Diversity*, T. Elon Dancy II has assembled a group of scholars who have done an excellent job of problematizing the challenges of addressing equity on college campuses. The scholars examine critical topics that advance new perspectives on diversity, challenge identity politics, and highlight inequities in higher education. Dancy should be applauded for including often-ignored areas related to the diversity challenge on campus—namely, language, intersectionality of the academy, and displaced students. These areas represent an evolution in understanding that diversity and difference touches every aspect of higher education.

No doubt, there is a need to adopt comprehensive and systematic thinking about managing diversity in higher education. Dancy and his associates do an excellent job of exploring in-depth topics that support this notion. Without appropriate plans of action, institutions cannot fully benefit from diverse talents on their campuses. Higher education is at a crossroads where questions are abounding about who, how, and in what ways should individuals, groups, and peoples be fully integrated in a culture and ethos. *Managing Diversity* ushers in a new era of thoughtful planning that pushes higher education institutions to evolve into "America's Institutions."

ACKNOWLEDGMENTS

An Introduction to Managing Diversity: A Mandate or an Oxymoron?

T. Elon Dancy II

My teaching experience in higher education and student affairs leadership is situated within two large doctoral-granting universities in the southeast and southwest regions of the United States of America. Many students enrolled in my graduate courses make clear that they are hungry to learn from conversations that are willing to "go there." My students perceive these kinds of conversations to be honest and courageous in disrupting silences around student differences, campus diversity, social provocation and controversy. Some of these students confess an ignorance about perspectives other than their own and suggest that this ignorance is easily maintained in areas like the "bible belt"—an informal term referring to a concentration of socially conservative Evangelical Protestants across the southern United States. Many of my students are natives of the southeast and southwest regions of America. Notwithstanding, they insist that class participation may be their first and perhaps only time to engage in conversations about the realities of diversity on campus. These students must become more conscious about the world in which they inhabit given that all of their professional goals involve serving college students. By the time they reach the end of the course, students argue that colleges and universities have more work to do in aligning missions they espouse and missions they practice as these missions involve diversity and evolving student realities.

The mission of an institution of higher education conveys that institution's assumptions, values, and purposes to its personnel, students, and the broader society. Educational policies, programs, and day-to-day practices emerge from the mission of the institution (Kuh, Schuh, Whitt, and Associates, 1991). Yet, institutional mission statements reflect social trends and social transformations. As the country

becomes increasingly diverse, colleges and universities must continue to reconsider what it means to graduate individuals who are competent, active, and productive in society. Increasingly, across America colleges and universities affirm the role that diversity plays in enhancing teaching and learning in higher education (Bauman, Bustillos, Bensimon, Brown, & Bartee, 2005). Many students enrolled in my graduate courses assert they are ambitious for expanded conversations about diversity. In addition, they attempt to make meaning of what collegiate personnel can do and should do given the challenges and considerations campus diversity presents to collegiate leadership, management and practice. This book brings together scholars whose chapters inform these conversations.

Managing Diversity: (Re)Visioning Equity on College Campuses is a much-needed contribution to the literature. The book offers empirical, scholarly, and personal space to interrogate the seemingly elusive but undeniable challenges postsecondary institutions face in managing diversity. Book chapters are offered in a variety of voices—those which detail theoretical, conceptual, sociohistorical, and globalized meanings of diversity, those which highlight college personnel narratives around social justice and equity, and those which illustrate identity politics and provocative topics among students, faculty, and staff that continue to present formidable challenges to collegiate equity agendas. The book is multidisciplinary in its analysis of literature, drawing from education, feminist studies, health policy, critical race studies and theory, psychology, sociology, anthropology, organizational behavior, and law. The intent is to add to what we know in diversifying and making more inclusive collegiate contexts; to present new frameworks for thinking about diversity, equity, and inclusion; and to identify and detail policy and practice implications. Tangentially, the book title reflects commitment to accountability-based action as higher education is compelled by courts and legal opinion to maintain a diverse and inclusive campus.

Writer and management consultant Peter Drucker offered the familiar adage—"Leadership is doing the right thing, and management is doing things right." "Doing things right" evokes skill development. This book is titled *Managing Diversity* to intentionally encourage college and student affairs leaders to think about engaging the work of

diversity as a skill that must be performed well to benefit all students academically and socially. The book acknowledges that while we may lead for diversity, we must also develop skills for competent management of diversity. Competent management is a necessity to meet accountability demands. In this vein, the book argues that managing diversity rests squarely on existing norms for management including organizational conflict, program planning, campus crisis, media management, budgeting and fiscal management and other forms of management. As the adage suggests, leadership and management are connected and one should not be forsaken for the other. While leadership may be more or less innate, this book also recognizes that good leaders may also be good managers. I believe that effectively managing diversity brings colleges and universities closer to shaping better outcomes among students in a world full of global and social unrest.

The legal notion of diversity as a compelling interest of an institution of higher education was defined by Justice Lewis Powell's decision in the 1978 Supreme Court case, *Regents of the University of California v. Bakke*. We are also called to act in the wake of substantial research highlighting the benefits of diversity to students' education outcomes (antonio, 2001; Bowen & Bok, 1998; Chang, 1996, 2001; Gurin, Dey, Gurin, & Hurtado, 2003; Hurtado, Milem, Clayton-Pedersen, & Allen, 1999). I am convinced that a variety of court decisions, widespread perplexity regarding affirmative action, and a rapidly changing American societal mosaic mandate colleges and universities to pay close attention to issues of diversity on their campuses. We must all become more proactive in assessing campus climate as the changing social landscape only promises to make issues of diversity and equity more nuanced and complex. In various ways, both student affairs professionals and faculty have responsibilities to shape campus environments that work to insure equity of access as well as social and academic success. To that end, chapters in this volume consider, highlight, and describe those responsibilities.

This collection of chapters is organized into three parts. Part One presents new perspectives on the diversity concept, expanding ways of thinking about campus diversity. The second part of the book considers identity politics on college campuses. Chapters include voices, testimonials, and narratives describing the ways in which various

participants in higher education navigate identity politics in the field. Part Three considers contexts within higher education that demand attention to issues of identity and equity as well as the interplay between the two.

Two chapters in Part One explore the relationship between diversity and equity in academe. One chapter, by Rebecca Ropers-Huilman and Kathryn A. E. Enke, describes the inherent ways in which the concepts of diversity and interdisciplinarity (i.e., work across academic disciplines) are related and shape how interdisciplinary academic programs focused on oppressed groups (i.e., ethnic studies, women and gender studies, sexuality studies) are valued on college campuses. After describing complexities associated with interdisciplinary scholarship, Ropers-Huilman and Enke offer important questions and ideas about interdisciplinarity aimed toward enhancing collegiate diversity agendas. Subsequently, they provide policy and practice recommendations for academic institutions and programs seeking to foster equity through diversity and inclusion.

In another chapter, Roland Mitchell and Kirsten Edwards engage the intersections of white privilege and teacher privilege to construct a compelling argument about how scholars of color in majority-white institutions are granted "honorary whiteness", a term that describes the cognitive dissonance faculty of color experience in predominantly white collegiate contexts. More specifically, the authors draw upon the narratives of Black and White professors to illustrate the ways in which faculty race impacts the teaching and learning process in collegiate classrooms. Samuel D. Museus and Frank Harris describe elements of institutional culture as these shape minority college students' experiences. The authors engage the concept of institutional culture vis-à-vis the concept of institutional climate—important distinctions as they delineate campus responsibilities for ensuring success among students of color.

Part One ends with T. Elon Dancy's chapter which argues the case for effective management of diversity on college campuses. He situates this argument in a review of historical literature around collegiate diversity movements and legal opinion that creates compelling interest in successful diversity management on campus. In addition, he reviews extant empirical research that considers the benefits of di-

versity for organization and college student outcomes. The chapter ends with practical strategies for colleges interested in effectively managing diversity.

In Part Two, *Identity Politics on College Campuses*, Penny Pasque analyzes the diaries of eleven diverse women who held elected positions in national higher education associations and worked in various capacities within higher education. The diaries, written over a nine-year period, offer valuable insight to the field about how the work of colleges and universities might develop in ways that are inclusive of women. Fred A. Bonner II, Dave Louis, and Chance W. Lewis engage identity intersections in their chapter, exploring the experiences of African American men in college who are both poor and high-achieving. The authors describe both challenges and supports for this group of students, highlighting the ways in which intersectionality is linked to student perceptions as oppressed in collegiate contexts. They offer transferable ideas to colleges, focusing largely on the importance of mentoring in ensuring successful futures among this group.

In the following chapter, Terrell L. Strayhorn argues for racial and sexual identity considerations in diversity work in colleges. His arguments rest on data analysis of African American and LGBT student narratives. The chapter describes the ways in which student groups coalesce among each other to attain equitable treatment on campus. Part Two ends with T. Elon Dancy's chapter which considers the identity politics of gender among men in colleges. He offers men's gender constructions, manhood, and masculinities as additional dimensions that push the diversity concept in colleges and universities. He highlights men's issues in higher education among college students, faculty, and administrators as sites to explore disparate trends in higher education. Dancy calls for more empirical study in this area, conceptualizing this research as partner to feminist work. He also offers the term, effemophobia, as a novel way to envision men's intolerance of vulnerability in men.

In Part Three, *(In)Equities in Collegiate Contexts*, a chapter written by Sharon Fries-Britt, Toyia Younger, and Wendell Hall explores the experiences of minority students who are majoring in physics in college. The authors investigate students' academic experiences, paying

attention to student/faculty interactions. Fries-Britt, Younger, and Hall report analytical findings from a larger, five-year study of academic, social, and racial experiences of minority students who were succeeding in physics. Recommendations for campuses include establishing meaningful connections beyond the classroom for minorities in physics. This study also encourages faculty to become expansive in their pedagogy by creatively structuring activities that account for the various ways that all college students learn.

In Chapter 11, Robert T. Palmer considers the sociocultural contexts of Asian, African American, and Latino students. He highlights critical issues, considerations, and caveats for collegiate personnel who provide counseling services or otherwise advise these student groups. In Chapter 12, Lorenzo DuBois Baber investigates the issues involved for predominantly White collegiate contexts in developing diverse "spaces" into culturally inclusive "places." He argues that creating opportunities for inclusion in these contexts involves challenging traditional notions of exclusion. Baber's study investigated the experiences of fifteen African American students in their efforts to identify a supportive place within the predominantly white institution they attended. His findings add clarity for the field in understanding the factors African American students may consider in identifying places of belonging.

Part Three closes with Marybeth Gasman's chapter in which she describes how faculty members' roles enable them to fight for equity in higher education. She draws upon a personal account, paying attention to how she made meaning of her identities and how her background shapes her research agenda in higher education. She illustrates compelling examples of the ways in which faculty may manage issues of difference across their teaching, research, and service.

This volume offers practical nourishment to student and academic affairs administrators and faculty who are called to engage everevolving work connected to growing pluralism on college campuses. Faculty might use this volume in developing curricula related to topics of diversity and social justice in higher education. Perhaps most importantly, this volume might serve as a resource for college or graduate students hungry for conversations about campus diversity,

inclusion, and equity. While experiences of many groups in colleges and universities are discussed, some student groups (e.g., American Indians) and collegiate contexts (e.g., community colleges) are hardly discussed. Largely, this reflects the submissions from authors when a call was issued. There is ample space and place in the literature for many to engage in dialogue about the critical topic of diversity in higher education. While recognizing the limitations of this project, I yet consider it productive to highlight extensions of the diversity concept and to join the impassioned debate around diversity and equity in higher education.

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PART ONE

New Perspectives on the Diversity Concept

Diversity and Interdisciplinarity: Exploring Complexities at the Intersections of Academy

Rebecca Ropers-Huilman
Kathryn A. E. Enke

Interdisciplinarity, or work across disciplines, is well established in academic settings. For example, area studies, ethnic studies and gender/women's studies are programs that have been active on many campuses for several decades. Yet, interdisciplinary efforts are taking shape in new ways to respond to emerging problems and opportunities in society. Recently, interdisciplinary research has been buoyed by a new sense of energy and legitimacy, largely because scholars, administrators and students see a broader need for those with multiple perspectives to work together to address the complex problems facing society today (as in bioethics or ethnic studies, for example; National Academy of Sciences, 2005). Interdisciplinary programs are now established at the intersections of many academic disciplines, including those in science, mathematics, humanities, arts, and the social sciences. The resulting interdisciplinary fields can readily argue that their efforts are related to the core engagement missions of their institutions, ever present in institutions of all types in the United States today. Such missions articulate institutions' commitment to serve as dynamic and comprehensive community partners in efforts to better our world (Bringle, Gamers, & Malloy, 1999). These partnerships require having multiple methods, paradigms, perspectives, and questions represented at the problem-solving table.

Diversity and interdisciplinarity are inherently related in several ways. The complex problems of our world require a diverse set of solutions, both locally and globally. Interdisciplinary solutions, there-

fore, must be informed by a variety of diverse perspectives, not only from across academic departments, but also from and across cultural groups inside and outside of the academy. This diversity of perspectives is what truly drives discovery. Additionally, a number of interdisciplinary programs (such as disability studies, gender studies, ethnic studies) explicitly focus on furthering research, teaching, and service with and about diverse groups. These interdisciplinary programs have great potential to transform the ways in which equity and diversity are constructed and experienced within the academy and, moreover, in the broader society.

Different disciplines vary in their informal and formal agreements about what constitutes "good" research and teaching within their fields of study. Some units are in high agreement (such as chemistry and mathematics), while others support a more diffuse set of expectations and definitions of valuable scholarly interactions (such as education and political science) (Braxton & Hargens, 1996; Del Favero, 2005). These disciplinary expectations (and their rigidity or flexibility) shape multiple dimensions of academic work, to include faculty work, administrative decision-making, and student interactions.

Interdisciplinary efforts, then, often must bridge gaps not only between subject areas, but also in expectations around how students, faculty members, and administrators interact with each other and contribute to the program and university. As they attempt to bridge these gaps, though, interdisciplinary initiatives risk perpetuating academic structures that have themselves not always valued diverse perspectives and those from diverse backgrounds. Certain disciplines (and the paradigms and practices that inform them) attract more diverse participation than others. For example, in 2005, 21.3% of all doctoral degree recipients in education were scholars of color, while in the physical sciences, only 13.0% were scholars of color. In that same year, 66.7% of all doctoral recipients in education were women, whereas in the physical sciences, only 26.4% were women (*The Chronicle of Higher Education Almanac*, 2008). Academic cultures are shaped both by disciplinary expectations as well as by the cultures and expectations of their participants. In most institutions, they are also embedded in institutional climates that developed around the idea of relatively structured (and separate) disciplines. These realities serve

to create environments that may subtly (with behavioral norms related to collaboration and data-sharing) or not so subtly (with differential funding availability for departments and programs) support the status quo in academic practices. And, as is exemplified in many of the chapters in this volume, maintaining the status quo will not lead to diversity outcomes that are just and fair for all members of our society.

To provide a resource for those interested in supporting interdisciplinary efforts that firmly embrace an institutional mission that incorporates diversity and equity, we focus in this chapter on complexities associated within and between academic programs on college and university campuses. While we believe that these complexities are likely true for many interdisciplinary programs, we focus in this chapter on those programs explicitly concerned with furthering research, teaching, and service associated with diverse groups whose perspectives have not been fully incorporated into traditional academic settings (ethnic studies, gender/women's studies, disability studies, sexuality studies, etc.). Further, we provide recommendations for academic institutions and programs to consider as they seek to envision interdisciplinarity as an opportunity to foster equity through diversity on their campuses.

Current Complexities of Interdisciplinary Scholarship

The current complexities facing those interested in interdisciplinary scholarship are many. We acknowledge at the outset that different types of institutions will likely have different experiences with interdisciplinary research, teaching, and service. Those differences will often be associated with institutions' missions. It is thus reasonable to expect that some of the complexities we note will take on varying shapes and will be more or less urgent in different contexts. Additionally, although we argue that interdisciplinary programs have both an explicit and implicit potential to enhance equity and diversity across institutions and fields, we expect that the complexities we note below may vary depending on the direction and field of one's interdisciplinary efforts.

1. Colleges and universities often centrally invest in new interdisciplinary programs, or fund the potential for new ideas, rather than