

**CAMPUS DIVERSITY TRIUMPHS:
VALLEYS OF HOPE**

DIVERSITY IN HIGHER EDUCATION

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DIVERSITY IN HIGHER EDUCATION VOLUME 20

CAMPUS DIVERSITY TRIUMPHS: VALLEYS OF HOPE

EDITED BY

SHERWOOD THOMPSON

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INVESTOR IN PEOPLE

ACKNOWLEDGMENTS

This book is a timely collection of successful diversity and inclusion programs that are developed and implemented by exceptional diversity leaders across the United States. This book owes its existence to a number of people who have extended their encouragement and insistence, convincing me to pursue this project. They are exceptional individuals – their cooperation, assistance, and support guided the composition of this book. I appreciate the advice, counseling, and suggestions they offered during the editing process.

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CONTENTS

LIST OF CONTRIBUTORS	<i>xi</i>
FOREWORD <i>Dwight C. Watson</i>	<i>xiii</i>
INTRODUCTION <i>Sherwood Thompson</i>	<i>1</i>
PART I	
INNOVATIONS, PERSPECTIVES, AND TRENDS	
A FIVE-POINT MODEL TO ATTRACT, AFFIRM, AND ADVANCE AFRICAN-AMERICAN ACADEMICS <i>Angela Webster</i>	<i>11</i>
ENGAGING FACULTY IN CAMPUS TRANSFORMATION: THE DIVERSITY FELLOWS PROGRAM <i>Ken Coopwood, Sr. and Shirlene Smith Augustine</i>	<i>27</i>
BUILDING A DIVERSITY AND INCLUSION CERTIFICATE FOR TRANSFORMATIVE CAMPUS CHANGE <i>Michelle Cook and Shonte Matthews</i>	<i>45</i>
TO BRIDGE OR NOT TO BRIDGE: THE IMPORTANCE OF ACADEMIC AND SOCIAL CONNECTION EFFORTS IN SUMMER BRIDGE PROGRAMS <i>Kevin G. McDonald</i>	<i>61</i>
AM I THIS OR THAT? SUPPORTING QUEER AND TRANS STUDENTS OF COLOR <i>K. Martinez and Romeo Jackson</i>	<i>87</i>

- DIVERSITY NEED NOT APPLY: THE REALITY OF
CAMPUS CULTURE
Robert L. Canida, II 95

PART II

DIVERSITY IN MEDICAL UNIVERSITIES AND HEALTH CARE

- INTERCULTURAL CONSCIOUSNESS: A PREMEDICAL
TEACHING METHODOLOGY
De'Andrea Matthews 107

- FROM DREAM TO HOPE: THE SUCCESS OF THE
CHICAGO AREA HEALTH AND MEDICAL CAREERS
PROGRAM
*Mildred M. G. Olivier, John Bradley and
Clarisse C. Croteau-Chonka* 121

- BUILDING INSTITUTIONAL CLIMATE SUPPORT FOR
UNDERREPRESENTED STUDENTS IN THE
BIOMEDICAL AND BEHAVIORAL SCIENCES
Craig C. Brookins, Erin R. Banks and Amy Leonard Clay 133

- THE RABB-VENABLE EXCELLENCE IN RESEARCH
PROGRAM: INCREASING THE PARTICIPATION OF
UNDERREPRESENTED MINORITY STUDENTS AND
RESIDENTS IN OPHTHALMOLOGY
*Mildred M. G. Olivier, Eydie Miller-Ellis and
Clarisse C. Croteau-Chonka* 147

PART III

INSTITUTIONAL INCLUSIVE EXCELLENCE

- THE SENIOR DIVERSITY OFFICER IS A BEACON FOR
CAMPUS DIVERSITY AND INCLUSION
Sherwood Thompson 165

- INTEGRATING EQUITY, DIVERSITY, AND INCLUSION
INTO THE DNA OF PUBLIC UNIVERSITIES:
REFLECTIONS OF A CHIEF DIVERSITY OFFICER
Denise O'Neil Green 185

CARPE DIEM IN TWO ACTS: HOW AN EQUITY AND DIVERSITY FRAMEWORK ANCHORS AND ACTIVATES EQUITY AND DIVERSITY WORK IN HIGHER EDUCATION <i>Katrice Albert, Michael Goh and Virajita Singh</i>	201
ADVOCATING FOR A DIVERSITY AND INCLUSION COMMITMENT AT LIBERAL ARTS COLLEGES: ESSENTIAL CONVERSATIONS IN THE ROLE OF THE CHIEF DIVERSITY OFFICER <i>Juan Armando Rojas Joo</i>	221
EPILOGUE <i>Sherwood Thompson</i>	235
INDEX	239

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FOREWORD

Recently, I attended a Higher Education Recruitment Consortium (HERC) workshop entitled *Leveraging Diversity: The Department Chairs' Transformative Role*. The facilitator of the workshop asked participants to introduce themselves and to state their hopes and fears pertaining to the topic. There were many veteran chief diversity officers in the room and their answers were a bit jaded. They were fearful that what will be shared in the workshop would be nothing new and that there would be much lamenting about the lack of diversity in higher education, but little action. Of course, the setting of a four hour sit and get session was not one that would engender immediate actions.

Initially, I felt sorry for the facilitator because she set herself up for this open ridicule, but the facilitator was able to anticipate and pivot around the initial disenchantment as she rephrased some of the negativity. She said, "if we were to return to this workshop in ten years what do hope would be different and what could each of us do to make a difference?" This pivot was very necessary because it engaged the audience in thinking about actions, baselines, and benchmarks. These veterans did not want to see the statistics around recruitment and retention of faculty and students of color. They did not want to see that there are a shift in demographics in which students of color will be on the rise and recruitment and retention of faculty of color would not keep pace; therefore, parity would become a fantastical dream, not a reality. These participants could quote the data more readily than the facilitator could and they had a host of stories from their own context to validate the data points. What these participants wanted were actions. In fact, they wanted to know about culturally responsive strategies that worked and whether these strategies could be replicated on their campuses. My own personal story is one that is a Valley of Hope. I share this story as a tribute to the authors of this volume who are engaged in their own personal triumphs.

As a professor of literacy instruction, department chair, associate dean, dean, and now provost, I often incorporated tenets of culturally responsive pedagogy into my leadership, most specifically those touted by Geneva Gay in her book *Culturally Responsive Teaching: Theory, Research, and Practice* (2000). In her book, she stated that to teach and lead culturally responsively, a teacher leader must be validating, comprehensive, empowering, multidimensional, transformative, and emancipatory. As an African American, provost in a predominantly White institution, I perfected these tenets as access points into the community. My navigation was intentional and discerning; therefore,

I embraced what I knew best and embarked on leadership that was culturally responsive.

In order to engage and connect with faculty and staff, I needed to focus on who they were as people and to validate their cultural knowledge, prior experiences, and performance styles. I began the provostship with the phrase, “In order to launch our future, we must honor our past.” As an outsider to this culture, I needed a contextualized understanding of the people and the programs. I wanted to know how each person was invested, their ownership, and history. I open my doors to all comers and simply asked them to tell their stories.

In listening to the stories, I focused on the next tenet of culturally responsiveness which was comprehensiveness. I wanted to know the faculty and staff as they were connected to the university, but also any personal anecdote that they were willing to disclose. I too was free to tell my story as it paralleled events in their lives. My only caution was to ask them to avoid discussing problems or concerns. I did not want my first personal interface with faculty and staff to be one based on negativity or discussions about other colleagues. I did set up a mechanism for those problems to be vetted, but not at the initial encounter. An element of comprehensiveness is that a culture operates as an extended family – assisting, supporting, and encouraging each other.

As I listened, I was discovering who were the cultural keepers and brokers of solutions and relationships that would support my navigation, understanding, access, and inclusion in the organizational culture.

Multidimensional means that a culture is not finite, but intricately woven across copious aspects of the people involved in the culture. Although I was hitting the ground listening to my colleagues as they shared their persons, I was aware that their stories connected to their programs, the curriculum, content, the climate, student-centered relationships, instructional techniques, and performance assessments. I recognized that faculty and staff members were highly invested in the effectiveness of their positions and the success of the students. What I learned is that they were seeking a leader that was directional, not directive. They wanted a person who understood the complexity and multifaceted aspects of leadership who could lead them where they wanted to go without derailing their progress or intent with initiatives not steeped in their cultural values.

What I discovered about the faculty and staff was that they already had a cohesive sense of mission. They wanted to empower their students to learn, serve, and lead. It was evident that the faculty and staff had their own sense of empowerment that focused on engaged motivation, perseverance, and resilience in times of economic unrest and diminished capacity. They wanted leadership that recognized their tenacity and determination and paved a way for their continuous progress by removing barriers to effectiveness and productivity. In order to embrace empowerment, as a leader, I had to be invested in the support of all faculty and staff members through fiscal as well as affective means. The faculty and staff members had to recognize that what they accomplished was

viewed as valid and valued. My own empowerment statement that I wanted them to embrace was that we needed “internal solidarity in order to generate better external positioning.”

Transformative leadership that is culturally responsive does not rely on traditional practices; therefore, a clear, intentional, consistent message about the path in which we were to follow had to be stated. From my platform presentations when I was seeking the appointment to my welcome address at the first all-university meeting, my transformational goal was highlighted, “In order to serve all learners, we needed to produce students who are culturally, linguistically, developmentally, and technologically confident and competent.” All of our students could indeed become effective multicultural citizens of the world if they were taught culturally responsive techniques that were imbedded across the curriculum and not just taught in an isolated multicultural course. I expressed that in order for us to teach these competencies, we too must transform our practices and participate in professional development opportunities that would enrich our knowledge, skills, and dispositions in these critical pedagogical areas. We cannot teach what we do not know!

I was willing to appropriate funds for professional development, curriculum mapping, and strategic planning at the program level provided they were willing to engage. Collectively, we realized that to transform our programs and instructional practices, we needed collaboration and not coercion. Currently, we are strategically planning for these transformational processes that will enhance our students’ abilities to become social critics who can make effective decisions that lead to personal, social, political, and economic, and educational action.

Emancipatory leadership allows for multiple perspectives. As a leader, I want to listen to all and honor these myriad voices by channeling what is conveyed into action. I think that faculty and staff members feel emancipated when their voices are heard and they can identify demonstrative outcomes based on their input. I want my faculty to speak their truths, but to recognize that there may be no single version of the truth that is total and permanent because multiple lenses germinate multiple realities.

Emancipatory leadership encourages clear and insightful thinking and the acceptance of knowledge as something to be continuously shared, critiqued, revised, and renewed. In order for emancipation to promulgate, opportunities such as forums, symposia, blogs, round tables, and other interactive dialogues are to be established as conduits to connectivity between ideas and actions.

As a culturally responsive leader, I must move beyond my mental board of directors and collaboratively embrace the cultural cadence of the people (faculty, staff, and students) who are the lifeblood of the university. I want to seek understanding constantly and consistently as I launch my administration as provost in order to lead to a sustained direction that embraces an intentional and discerning vision that does not outpace our capacity.

My personal learning and leadership story is indeed one filled with many triumphs as I traversed my own Valley of Hope. I wish I would have had this volume to help me navigate my leadership journey. I had to stumble and falter along my path in order to come to an actualized leadership cadence that was culturally responsive. I had to take action and move forward just like the audience of the workshop I attended.

The audience like many others who are doing the rich work of equity, diversity, and inclusion on our campus need the tools and strategies that are effective. The chapters in this edition, *Campus Diversity Triumphs: Valleys of Hope*, are exactly what the audience needed. Those diversity officers, deans, and chairs were seeking transformational practices that could enable them to become culturally responsive leaders of their campus diversity efforts. They wanted to recruit more students and faculty of color, they wanted to retain said faculty and students, and they wanted to create a campus culture and climate that was open, affirming, and inclusive for not only students of color, but for White students and international students as well.

The authors in this edited volume are what I would call culturally responsive, transformational leaders. They did not want to wait 10 years to return to the same dialog, the same reflection, and the same concerns. They took action and did things differently on their campuses. These authors understand culturally responsive leadership. This leadership is truly telling in each of the chapters edited in this volume and many are aligned with my own experiences as a culturally responsive leader.

Dr. Dwight C. Watson,
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INTRODUCTION

Sherwood Thompson

Over the last two years, university and college campuses have been in turmoil. At the University of Missouri, protests erupted over racial discrimination. At Ithaca College in upstate New York, hundreds of students protested over racial insensitivity on campus. The protesters at Ithaca College demanded the resignation of the college president. At Smith College, in Northampton, Massachusetts, a large group of students demonstrated about racist attitudes among some faculty members concerning students of color (Hartocollis & Bidgood, 2015). Additional unrest occurred at Claremont McKenna College in California, Yale University, University of Maryland flagship campus, Boston College, and nearly 80 other colleges and universities across the country (WeTheProtesters.Com, 2017).

At each institution, student protestors had various demands:

The University of Missouri

Two of the eight students demanded the immediate removal of Tim Wolfe, the UM system president. They insisted that after his dismissal, a new amendment to the UM system policies be established requiring that the selection of all future UM presidents and chancellors be by a collective of students, staff, and faculty of diverse backgrounds. Further, they demanded that UM create and enforce a comprehensive racial awareness and inclusion curriculum throughout all departments, mandatory for all students, faculty, staff, and administration. This curriculum should be vetted, maintained, and overseen by a board comprised of students, staff, and faculty of color.

Amherst College

One of the 11 demands posted by students was a request for the president to issue a statement of apology to victims of several injustices including, but not limited to, an institutional legacy of white supremacy, colonialism, racism, heterosexism, cis-sexism, xenophobia, anti-Semitism, ableism, mental health stigma, and classism. Also, students insisted that he should include that marginalized communities and their allies should feel safe at Amherst College.

Babson College

Two of the 12 demands were the introduction of diverse cases (i.e., addressing issues of domestic diversity, inclusion, and racism), teaching notes, and lectures to Babson's undergraduate and graduate curricula. These teaching tools should be made available to faculty, staff, and administration so that they can be leveraged across the campus, and perhaps most importantly, in the classroom. Here, there was a focus on faculty recruitment, training, and evaluation – with requests for a funded commitment to recruit, retain, and promote a diverse domestic faculty (Opportunity Hires), specifically those of Black/African-American, and Hispanic-American backgrounds.

California State University, Los Angeles

One of the 14 demands presented was that the university should allocate \$20,000 per quarter to the Black Student Union, an organization necessary for Black student development. The Black Student Union was one of the largest student organizations, yet there was no operating budget.

California Polytechnic State University

The protesters at California Polytechnic State University organized their demands into eight sub-sections. Among the sub-sections were Campus Culture and Leadership; Education and Curriculum; Admissions; Faculty, Staff; Retention; Support; and Data. Specific demands addressed each sub-section (WeTheProtesters.Com, 2017).

These demands, while each slightly different, have common threads, evinced by the common need for the marginalized and underrepresented to unite and compel change. I have vivid memories of my undergraduate days in Amherst, Massachusetts, while attending the University of Massachusetts (UMass Amherst). During the first three years, I was among the student, faculty, and staff protestors who participated in developing such demands. With the help of the faculty, our demands were well documented, and they addressed the needs of our campus. Similar, in many ways, to the more recent protestors' demands, we sought to propose remedies that the broader community thought were appropriate to combat the inequality. It has been several decades since I was an

undergraduate student, and still, it perplexes me that so many years later, today's protesters are still addressing many of the same issues that my peers and I were confronting. The fundamental question is why?

I have experienced the lockjaw reaction that college and university leaders have about issues of diversity and inclusion. Today, much like in years past, there seems to be a pervasive resistance to opportunities for advancement for all students, faculty, and staff.

Several phenomena that point to the grave need to reform the college and university campus culture include: austerity measures limiting the access to public higher education for low-income populations and students of color, attacks on multicultural programs on college campuses; the condemnation of political correctness; and the increasing physical assault on LGBTQ members on campus. Moreover, there is a glaring contradiction among many colleges' and universities' mission and vision statements – statements used for branding, not bonding. Many schools in the United States promote the value of diversity; however, in reality, they disappointingly react diametrically different from their written core values, mission, and vision. This contradiction is made apparent by the colleges and universities that experienced campus protests over the last few years.

The heavy weight on faculty, staff, and students to advocate for diversity and inclusion is an unfair burden. When will institutions of higher education realize that diversity is a cognitive revolution? It's not going away; in fact, each decade we experience a more significant demographic shift from the status quo. The growing population with its ever-changing composition is a reliable indicator that colleges and universities should focus seriously on making diversity and inclusion their most important agenda item. Sadly we witness the opposite reality on many campuses. Some institutional leaders postulate that all is fine, when in many cases, the senior leadership act as if they are wearing blinders, ignoring the reality on their campuses.

Access, diversity, civility, fairness, and inclusion, mixed with a considerable amount of influence and buy-in from the senior leadership, are all necessary to transform colleges and universities. With each of these components, these knowledge-centers will become sustainable environments that foster learning and address the needs of a growing twenty-first century. It is fashionable to boast that a campus has a chief diversity officer (CDO), or that the multicultural center has an international student component, but the real point of pride is to boast that the composition and character of the campus respect and value diversity in all its dimensions.

When one examines the long list of the most recent protesters' demands, they are calling for reform in student, staff, and faculty involvement on campus. They want programs that are transformation agents on campus and want the resources to sustain them. Many of the demands speak to the gaps that prevent successes among support programs and multicultural initiatives, and naturally so. One solution to improving the diversity and inclusion

landscape on campuses is to highlight the exemplary programs that *are* making a difference. Successful initiatives are taking place, and deserving individuals are benefiting from innovative approaches to solving real problems. While the impact of these programs is tremendous, unfortunately, very little information about them is being promoted.

Quietly, as if flying under the radar, many colleges and universities are experiencing inclusive excellence successes on campus. The term inclusive excellence, coined by the Association of American Colleges and Universities (2016), indicates that diversity is fundamental to the mission of higher education institutions in all its dimensions. I take this a step further by proposing an expanded definition of inclusive excellence: once a student, faculty, or staff has been accepted or hired, it is the responsibility of the institution to do all in its ability, using all its resources, to ensure the success of that new member of the campus community. Inclusive excellence paves the road to broadening the scope of institutional participation for all members of a college or university campus.

In *Valleys of Hope: Campus Diversity Triumphs* are stories of diversity and inclusive excellence accomplishments. Take, for instance, Dr Webster, who has developed a five-point model that offers systematic strategies for campus leaders to operationalize critical multiculturalism. This model involves engaging diverse human capital to support mission-focused values, to optimize scholastic contributions, and to foster a sense of shared ownership that occurs when individuals feel visible, valued, and validated. The African axiom “it takes a village to raise a child” is embodied in Dr Webster’s five-point model.

Dr Ken Coopwood and Dr Shirlene Smith Augustine, share the success of the Diversity Fellows Program (DFP), which recruits diverse faculty fellows to work with senior faculty with expertise and interest in areas of diversity pedagogy, research, and program development. The fellows are backed by the Faculty Center for Teaching and Learning, and produce faculty development initiatives in cultural competence/diversity. Such initiatives are critical to improving the overall campus climate. DFP accentuates the impact of diversity education on faculty and campus leaders, and inspires senior administrators to provide levels of support worthy of national attention.

Dr Cook and Wallace explain their model for building a valuable diversity and inclusion training certificate program to meet institutional change goals. First, the model provides a theoretical structure for developing a diversity training program. Then, through a case study of the Diversity & Inclusion Certificate program at the University of Georgia, the model translates that theory into an actionable, programmatic framework.

Dr Kevin G. McDonald, CDO for the University of Missouri System, explains how summer bridge programs have the potential to impact the academic performance, persistence, and graduation of students of color. His model explores previous contributions and critiques in the field of student intervention programs, and he discusses explicitly a hybrid approach that has been used on

predominantly students of color, first-generation students, and students from disadvantaged socioeconomic backgrounds.

K. Martinez and Romeo Jackson offer insightful suggestions for dealing with the issues of how queer and transgender students of color adjust to campus life. The authors explore what it means for queer and trans students of color to navigate campus resources that only accommodate fractions of their identities, how institutions can fulfill the needs of queer and trans students of color, and the potential for the future of intersectional student services.

Dr Robert Canida explores how to create a campus climate where diversity is welcomed, celebrated, and embraced. Dr Canida gives the reader a vivid picture of the struggle involved in sustaining a comprehensive and meaningful campus diversity program focused on real change. He provides examples of how institutions of higher education can provide all aspects of programs to address the culture of the campus and the needs of the diverse population. He maintains that campuses must adjust and advocate for shared governance and equal representation. Leaders should be held accountable for requiring the entire campus to be receptive to cultural differences.

Dr De'Andrea Matthews discusses the need for clarity in preparation for the healthcare profession. He outlines how health science-related cultural competence seminars are needed to provide meaningful and in-depth discourse around cultural attitudes, expressions, and experiences that shape and direct interactions between patient and health providers, allied health professionals, medical and allied health students, and faculty.

Dr Mildred Olivier, John Bradley, and Clarisse C. Croteau-Chonka give an overview of the Chicago Area Health and Medical Careers Program (CAHMCP). This unique healthcare-focused STEM program is a pipeline program providing students with consistent educational training and support until they are medical professionals. Nearly 40 years old, CAHMCP offers a combination of personalized mentoring, classroom teaching, and community healthcare engagement. The program has succeeded in identifying the needs of the community and its young people, boosting a 98% participation rate among individuals who enter the program before or during high school and persist in obtaining a bachelor's degree within five years. The Rabb-Venable program offers mentoring for African American and other minority students over extended periods of time to help ensure that these students succeed in their specialty training.

Dr Brookins, Banks, and Clay describe the Initiative for Maximizing Student Diversity (IMSD), a National Institutes of Health-funded research training program at North Carolina State University (NCSU). IMSD is designed to increase the number and success of student scholars from groups underrepresented in the biomedical and behavioral sciences. The NCSU-IMSD program provides financial support for both undergraduate and graduate students, and uses a holistic approach that engages students in both academic and non-academic professional

development activities. They describe how the program places students in research labs with faculty and graduate mentors during the entire academic year as well as the summer and creates a sense of community across cohorts. This program provides opportunities for interdisciplinary interaction between student scholars and is a model that enhances institutional commitments to diversity in the research sciences.

Dr Olivier, Miller-Ellis, and Croteau-Chonka describe how The Rabb-Venable Excellence in Research Program increases the participation of under-represented in medicine students (URM) and residents in ophthalmology. The Rabb-Venable program, with funding from the National Institutes of Health and the sponsorship of the National Medical Association (NMA), has combined a research competition at the annual meeting of the NMA. Presenters for the annual meeting are chosen from an online submission of abstracts. If a URM has not yet developed his or her own research, or has not been chosen as one of the top abstracts, she or he is invited to attend as an observer. The Rabb-Venable program is geared toward increasing the number of URM in the field of ophthalmology and increasing the number of URM participants in academic medicine.

The Senior Diversity Officer is A Beacon for Campus Diversity and Inclusion chapter that I composed, outlines information on best practices in sustainable diversity leadership among senior academic officers. It discusses how CDOs can sustain diversity and inclusion initiatives on college and university campuses. I point out how college and university campuses are diverse societies just like cities around the United States, composed of individuals of many ethnicities, religions, ages, sexual identities, and physical abilities. I discuss how the CDO serves as the administrative head who is responsible for systematically providing educational activities and programs to advance diversity and inclusion. I summarize by discussing the role that the University Diversity and Inclusion Office plays in educating the campus about global diversity awareness and inclusive excellence, and I outline a systematic and flexible approach to addressing campus bias incidents.

Dr Denise O'Neil Green shares her account as a successful CDO at a predominantly white institution and outlines her use of a practical framework with eight dimensions for helping academic leaders understand the fundamentals of how diversity and inclusion work. This model frames her experiences and successes in approaching diversity work by underscoring best practices, contemporary challenges, and pitfalls in the United States and Canada.

Dr Katrice A. Albert, Michael Goh, and Virajita Singh explain how the University of Minnesota Pyramid Reverse/Inverted for Diversity and Excellence (PRIDE) model works as a community-derived comprehensive equity and diversity prototype that has sparked numerous initiatives across the university system campuses. They also discuss how PRIDE uses the transformational model proposed by the National Center for Institutional Diversity to invigorate the campus climate. They tell their authentic story of how the PRIDE

framework prompted new initiatives to confront campus protests, to address the frustrations of the faculty of color, to apply data from multiple campus climate surveys, and to form collaborations with critical constituencies on campus and make progress toward the ambitious goal of campus equity and diversity.

Dr Juan Armando Rojas Joo gives insights into how liberal arts colleges have a historic opportunity to lead the way by creating stronger inclusivity programs and becoming exemplary role models for advancing diversity and inclusion. He talks about and provides evidence for how smaller institutions can benefit from the creation of entirely inclusive academic environments by networking with similar institutions to encourage the development of joint consortiums. Collaborations connecting varied curriculums and pedagogies can ensure richer and more substantially diversified student and faculty bodies.

There is hope in the pages of this book. The book celebrates best practices and innovative approaches to sustaining diversity and inclusion on college and university campuses. These authentic stories hold value and wisdom; they are blueprints for implementing initiatives that provide opportunities for every member of the campus community. Diversity matters! The importance of diversity is well documented in these accounts of successful diversity and inclusive excellence programs. Experts reveal their most powerful recommendations for eradicating biased behavior, building successful academic intervention programs, working with controversial issues, and promoting diversity in all its dimensions.

Diversity is today's buzzword – understandably popular in a society that is becoming increasingly diverse, composed of people of many ethnicities, religions, sexual choices, languages, physical abilities, and exceptionalities. Its importance is underscored in the realm of higher education because this setting provides the opportunity for individuals to accept the presence of diverse racial, cultural, economic, and social groups. Diversity is an agenda for equity and inclusion. It broadens the scope of institutional principles and core values.

This book will challenge individuals to see diversity and inclusion through the lens of experts who have found ways to make the ideal work. They have challenged the status quo and taught the hard lessons of acceptance and appreciation of similarities as well as differences. These are moving stories that promote the creation of culturally rich environments built on affirmation, contribution, interaction, participation, and inclusion.

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PART I
INNOVATIONS, PERSPECTIVES,
AND TRENDS

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A FIVE-POINT MODEL TO ATTRACT, AFFIRM, AND ADVANCE AFRICAN-AMERICAN ACADEMICS

Angela Webster

ABSTRACT

The clarion calls that African-American students are voicing throughout the nation's predominantly white institutions (PWIs) make it instructive for PWIs to become intentional and exigent about the recruitment, retention, and development of African-American faculty. Too often, PWIs continue the refrain that African-American faculty in their respective disciplines do not exist. This chapter addresses how this happens based on a five-point model that offers strategies for campus leaders to advance diversity and inclusion.

The 2014 Condition of Education Report (National Center for Education Statistics, 2014) revealed that black undergraduate students made up 29% of private for-profit institutions, 13% at private nonprofit institutions, and 12% at public institutions. Comparatively, the number of black full-time instructional faculty at postsecondary institutions was only 6%. As a matter of equity, representation, and the collegiate experience of black students, PWIs are compelled to recruit and yield more Blacks in the professoriate.

Therefore, the author put forth a five-point model that offers systematic strategies for campus leaders to operationalize critical multiculturalism. The five points of the model are perspective, presence, position, promotion, and prosper, as displayed in Table 1.

The first two features of this model pertain to micro individual attitudes, while the latter four apply to macro organizational procedures that support mission-focused values. This model also offers a multitude of counsel that equip campus leaders to listen to students and alleviate institutional practices that stagnate, stymie, stifle, and stop a harvest of African-American faculty.

Keywords: Retention; faculty of color; diversity leaders; inclusive excellence; recruitment of faculty of color; faculty development

INTRODUCTION

The clarion call that African-American students are voicing at predominantly white institutions (PWIs) make it instructive to become more intentional and exigent about the nation's need for African-American faculty. To date, many PWIs across the nation continue to struggle to maintain minority faculty, according to (Mohamed, 2010). Too often, PWIs focus on the refrain that African-American faculty, in a variety of disciplines, simply do not exist. Such a focus will certainly uphold the status quo. Colleges and universities stand a greater chance of decreasing their dearth in African-American faculty if they focus on the notion that African-American academics may not abound at the rate of Caucasian academics; however, they are available and interested in serving institutions that treat them well. To quell the chorus, more black academics are being developed each year. Fittingly, this book chapter offers a goodly number of strategies for campuses to attract, affirm, and advance African-American academics.

THE CASE FOR ATTRACTING, AFFIRMING, AND ADVANCING AFRICAN-AMERICAN ACADEMICS

The State of the Union

One of the most persistent and redeeming pronouncements of America is its Preamble to the United States Constitution. While it introduces the actual Constitution, it also offers a standard for the intended principles, purposes, and practices of life in the US. In any given era of US history, its citizenry can gauge the letter and the spirit of their actions by this assertion. It anchors the soul of a nation, even today.

We the people of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States.

The case for attracting, affirming, and advancing African-American faculty is securely couched in the Preamble. The process of situating African Americans and individuals of every background, to attain a meaningful education, to gain access to rich opportunities, and to maintain life-sustaining footing will indeed help to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote general welfare, and secure the blessings of liberty for self and following generations. To be certain, this chapter does not promote or attempt to provoke guilt for the transgressions of the nation's forebears; all the same, it does call for the understanding that the human and civil rights and freedoms of people of color and most notably, African Americans, were infringed upon legally, systematically, and systemically for generations. To that end, this chapter serves an American challenge to construct a more perfect union, within the hallowed halls of academia.

THE CONDITION OF EDUCATION

The following data offer a window into how the US is faring relative to education, during the interval of this writing. The *2014 Condition of Education Report* of the National Center for Education Statistics (NCES, 2014) revealed that Black undergraduate students were 29% of the population at private for-profit institutions, 13% at private nonprofit institutions, and 12% at public institutions. Comparatively, the number of Black full-time instructional faculty at postsecondary institutions was only 6%.

In his seminal piece, *Scholarship Reconsidered*, Boyer (1990, p. 66) spoke to the "special urgency" and the "shocking weakness" of American higher education for its lack of addressing the small numbers of minority representation among faculty. Unfortunately, that urgency and that weakness remain. To the same degree that colleges and universities are imposing edifices among beautiful landscaping, they are equally the people within who make decisions and determine their direction. To wit, individuals within institutions grapple with the ways in which the nation should address the current outcomes of the American past. For example, individuals are concerned that the request to hire a person of color restricts the individual freedom of the academics on the search committee and the department heads. In the minds of some, there is a perceived dichotomy between the notion of a diversity hire and a quality hire.

Others believe that diversity solely benefits the minority but not the majority. Still others see targeted recruitment and hiring as diverse discrimination (Gardenswartz & Rowe, 2010). Over time, such uneasiness wins out, and colleges and universities simply do not move the needle toward attracting, affirming, and advancing a teeming African-American professoriate. Therefore, it is expedient to invest some of this chapter in the lingering concerns that negatively impact the academic, social, and economic power of the academy.

THE BUSINESS OF EDUCATION

As higher education is an enterprising pillar of society and diversity has an economic impact on higher education, it is instructive to speak to the business of education. In any business, hiring quality employees is critical. Hiring creates a true meritocracy when universities select excellent candidates, independent of their academic pedigree, socioeconomic status, who they know (or do not know), or other unrelated work criteria (Lee, 2014). Actually, diversity and quality are mutually exclusive conceptions. Departments can hire high-quality candidates while they also contribute to the diversity of the campus (Gardenswartz & Rowe, 2010). Additional compelling business justifications for diversity include greater organizational decision-making, better employee retention, enhanced public relations, and thoughtful social responsibility (Sullivan, 2000).

The case for diversity also includes returns that consist of a positive impact on educational outcomes for majority and minority students (Lee, 2010), positive effects on student development, enhanced college satisfaction, and increased student retention and persistence (Lee, 2014). Ultimately, diversity has multiple business and educational advantages.

THE BLACK FACULTY CONNECTION TO BLACK STUDENT SUCCESS

A review of national college retention data indicates that institutions of higher education continue to struggle with student retention overall and with the retention of African-American students, expressly. An NCES (2012) report on access and persistence gaps brought to light a persistence and attainment rate of 48% for black males and 53% for black females as compared to 69% for white males and 77% for white females.

Walter Allen's (1992) seminal, longitudinal study of African-American college student outcomes at PWIs confirmed that diversity contributes to campus climate and is a factor in persistence. This revelation remains consistent with the results of contemporary studies as well (Harper & Hurtado, 2007; Harper & Patton, 2007; Paredes-Collins, 2012; Pendakur, 2016).

Some of the reasons for black students' negative experiences at PWIs stem from the majority of faculty who (1) do not accept, validate, and/or learn about students of color and their experiences; (2) use micro-aggressions in the classroom (i.e., group-based off-putting remarks and behaviors); (3) only celebrate African-American students for stereotypical reasons rather than for their intellectual prowess (i.e., athletic achievement, called upon in class to speak on behalf of their race, or requested to participate in diversity celebrations); and (4) deliver traditional curriculum and instruction with a lack of diverse perspectives and vantage points (Bourke, 2010; Paredes-Collins, 2012).

Park (2009) found that a greater sense of community is positively associated with compositional diversity. According to Harper and Hurtado (2007), the level of campus racial diversity and inclusiveness contributes to the academic success and retention of students of color at PWIs. Campuses that lack a representative number of African-American faculty put African-American students at a distinct disadvantage (Park, 2009). Essentially students of color, as do Caucasian students, have greater potential to thrive when they see a faculty body that serves as visible reminders and models of the success that can become their own. To those points, increasing the number of African-American faculty has the potential to improve the retention and graduation rate of African-American students and, simultaneously, increase the overall completion rate for bachelor's degree attainment. Improvement in the degree completion rate is particularly important for institutions that receive funding based on such outcomes.

ADVANCEMENT OF THE FRONTIERS OF SOCIETY

Colleges and universities also gain academic and scholarly benefits from having African Americans as faculty. Such faculty, in some instances, bring attention to minority issues or take a multicultural focus to their scholarship. They might also discuss the plight of underrepresented and/or oppressed populations (Fields, 2007) that get overlooked in the courses of other professors. Such unconventional perspectives bring to light how their discipline influences and/or impacts people of color. Even when African-American professors study traditional aspects of their disciplines, they may bring to bear experiential viewpoints that vary from conventional standpoints. To that same end, their research might ask distinguishable questions, offer dissident interpretations, use different participants, and reveal heretofore undiscovered insights. These divergent narratives might make meaningful contributions to the scholarship of research.

Benefit to All Students

Universities benefit from having a band of African-American professors, as a measure of fashioning a more perfect union. Warikoo and Deckman (2014) spoke to the power of diversity programming and increased compositional diversity to shape positive perspectives on race among all students. Historically, African Americans have not been portrayed in traditional media as constructors of knowledge, intellectuals, scholars, or academics. Even a cursory view of mainstream media will point to a collective consciousness that maintains images and labels of African Americans as lackadaisical, lazy, and low-browed. An institutional response to interrupting such messaging is for universities to teem with African-American professors. This sends the message that African-American

intellectuals are not anomalies. Caucasian and other students gain the opportunity to interact with people of African descent in positions of authority who are also among the erudite. Such interactions have the potential to break the stereotype that African Americans belong in the lowest strata of society and make it possible for future generations of Americans to shape a more perfect union.

When African-American professors integrate diversity into the curriculum with their own scholarly work and the scholarship of other diverse scholars, such practices generate counter narratives, which allow for greater depth and breadth in students' understanding of the respective discipline. Expanding concepts in the curriculum contributes to the scholarship of teaching and learning, and benefits all students. As a matter of equity, representation, and a quality collegiate experience for black students, it is essential to have more Blacks in the professoriate. Having African-American faculty is a win-win for African-American students, for colleges and universities, and for all students.

WHY THE DEARTH OF AFRICAN-AMERICAN FACULTY?

Without a doubt, some might wonder why African Americans remain at the bottom of many positive features of life. The present chapter does not address individual and community responsibility. For those who do not know the author personally, her professional and service record demonstrate that she typically does not overlook such responsibilities as she has invested many seasons of her life to the cause of personal and collective responsibility. This chapter will focus on the responsibilities of colleges and universities as present-day strategies will result in future phenomenology. While there are myriad complexities that include the intersectionality of systemic and individual factors, in order to understand the dearth of African-American faculty in the academy, the author points the reader to historical legislation that negatively impacted experiences of Blacks in this nation as well as the contemporary body of law that seeks to minimize the deleterious vestiges.

Front and center is the juxtaposition of the superiority of one group and the inferiority of another group that unfortunately continues to persist, overtly and covertly, empirically and experimentally. The *Dred Scott vs. Sanford* (1856) ruling held that Blacks, free or slave, were not US citizens. Slavery and involuntary servitude endured from 1619 to 1865, ending with the Thirteenth Amendment to the US Constitution. *Dred Scott* was ratified in 1868 with the Fourteenth Amendment to the US Constitution and the *Civil Rights Act of 1875* guaranteed African Americans equal rights in transportation, restaurants/inns, and theaters. However, *The Civil Rights Act of 1875* was later declared unconstitutional. *Plessy vs. Ferguson* (1896) upheld the notion of *separate but equal* that legitimized state laws for racial segregation and emboldened the Jim

Crow racial caste system with one-sided education, lop-sided economics, and single-sided empowerment in American society in general, and in the South, especially.

No doubt, the passing of legislation would cause some to question the continued state of Black America. Indeed, a battery of laws was passed to stem the ill-treatment of Blacks. For instance, the United Nations adopted the *Universal Declaration of Human Rights* in 1948 (un.org). President Harry Truman's *Executive Order 9981* (1948) allowed for equal treatment and opportunity to all military personnel. *Brown vs. Board of Education of Topeka* (1954) declared unconstitutional the laws that established separate, typically more advantaged schools for white students and typically lesser-quality schools for black students.

Up to the present time, local, state, and federal funding formulas and enrollment maps continue to, essentially, re-segregate K-12 schools (Clotfelter, 2004; Loeb & Socias, 2002; NCES, 2015). As a result, many African-American children continue to receive a drastically substandard education that perpetuates the well-documented underachievement in K-12 schools as well as decreased matriculation, retention, and graduation from college (NCES, 2014). Further, the underrepresentation of minority students in higher education has not gone uncontested. After appeals at each judicial level, the Supreme Court (*Fisher vs. University of Texas at Austin*, 2016) confirmed that race-conscious admission policies are appropriate as a strategy to intentionally diversify the college student population. Nevertheless, a surety remains. Intellectual underachievement leads to underemployment, unemployment, and disempowerment.

Although *Title VII of the Civil Rights Act of 1964* prohibits unlawful discrimination and employment practices based on race, color, religion, sex, and national origin, people of color continue to report race-based discrimination with up to \$88,000,000 in settlements through the [US Equal Employment Opportunity Commission \(2015\)](#) alone, not counting payments through litigation. While the *Voting Rights Act* (1964) addressed the uneven standards, practices, and procedures (i.e., literacy exams, impromptu mandates, and poll taxes) that prohibited blacks from voting, recent voter identification legislation is being proposed and passed that, again, disproportionately disenfranchises Blacks ([National Conference of State Legislatures, 2016](#)).

President Lyndon Johnson's *War on Poverty* (1964) expanded academic, social, and economic benefits and opportunities for Americans who were impoverished. All the same, the poverty rate in 2015 was 13.5% overall yet 24.1% for Blacks – the highest among all groups and linked to lower educational rates ([U.S. Census Bureau, 2015](#)). Taking everything into account, the sweeping, national civil rights legislation was enacted 100 years after officially authorized human chattelhood ended. This is just over 50 years before this writing. Hence, it is unlikely that a community would “overcome” the prolonged stranglehold of such structures in such a short period.

This sample, legislative journey speaks to the idea that America can be introspective and can, therefore, dismantle the marginalized societal expectations for some of its citizens. Knowing this history is important and allows for an understanding of the multidimensional complexities of the protracted lack of African-American faculty in higher education.

As with all other issues, the US is on a journey. At one point in this nation's history, candles were the ultimate form of light. However, its intelligentsia sought better and moved along to invent lanterns and eventually, electric lights. In the same way, America can move ahead with creative, innovative, and affirmative ways to address the scarcity of African-American academics in colleges and universities. This is of great magnitude as higher education is an impressionable and critical pillar of American society.

For the benefit of campus leaders, the author put forth a five-point model to take on the challenge. Believing that there is always a creative and graceful way to move forward, institutions can commit to the twin principles of inclusive community and inclusive excellence to become campuses that attract, affirm, and advance a representative professoriate.

THE FIVE-POINT MODEL

The goal of this model and its ancillary strategies is to engage a diverse body of human capital to support mission-focused values, to optimize scholastic contributions, and to foster a sense of shared ownership that occurs when individuals feel visible, valued, and validated. This model offers a multitude of counsel for campus leaders to alleviate institutional practices that stagnate, stymie, stifle, and/or stop the development of an inclusive community and inclusive excellence.

The model calls for colleges and universities to cultivate an inclusive community that extends the ideological and cultural nets far and wide, engages diverse scholars in advancing the frontiers of knowledge, and ensures that a comprehensive caucus is on hand to grapple with the multiplicity of social challenges that campuses face. Moreover, this author puts forth the notion of the academy appreciating and seizing the wisdom of its diverse assemblage. Finally, the model calls for institutional leadership with a future orientation, forward thinking, and focused actions.

Each point of the model begins with the letter "p" to facilitate association and memory. The five points of the model are (1) *perspective*, (2) *presence*, (3) *position*, (4) *promotion*, and (5) *prosper*, as displayed in Table 1. The features of this model pertain to micro individual postures as well as macro-organizational processes. Each point of the model provides practical strategies for campuses to increase their diverse academic human resources in general and to attract, affirm, and advance African-American faculty in particular. This model is based on the lived experiences of the author as a minority, tenured

Table 1. Five-point Model to Attract, Affirm, and Advance African-American Faculty.

Perspective	Analyze and assess the vision for diversity
Presence	Show visible support
Position	Create conditions that allow diverse faculty to succeed
Promotion	Advocate for and advance diverse faculty
Prosper	Ensure diverse faculty thrive, financially, as well as other faculty

faculty member who has worked at PWIs, an art university, a women’s university (in the Middle East), and a historically black college/university. The model also stems from her work as a diversity officer of a public university with the Carnegie classification of Master’s College and Universities – Larger Programs (carnegieclassifications.iu.edu).

PERSPECTIVE: ANALYZE AND ASSESS THE UNIVERSITY’S PLAN FOR DIVERSITY

This is an individual—organizational characteristic that is especially important for institutions that have only a few diverse faculty members. The first and easiest place to look is in the diversity ledger that documents the history of minority faculty, staff, and students at the university. The next place to view is the institution’s overall strategic plan, then, its diversity strategic plan. Old adages shed light here: *If I expect it, I inspect it. When I fail to plan, I plan to fail.*

Universities, first and foremost, ensure that their policies affirm a commitment to pursue and preserve a diverse faculty, staff, and student body. Leaders work closely with the institutional research and the diversity assessment offices to study the patterns of entrance, engagement, and exit points of diverse faculty, staff, and students. As well, revisiting the data on student body demographics can help gauge an appropriate representation.

Hiring one faculty of color is not a sufficient reason to abandon diversity recruitment, especially when the faculty demographics do not match the university’s minority student population. The chief academic officer works with academic deans to ensure that diversity is distributed throughout the colleges, departments, and programs. By the same token, if an institution has not been successful in attracting diverse students, hiring more diverse faculty is one way to attract more diverse students.

Preparing the campus for diversity also includes making diversity/inclusion awareness sessions a part of the culture of understanding and acceptance. Hosting professional development sessions for faculty, staff, student leaders, and student workers each year cultivates a culture of inclusive community and

inclusive excellence even as personnel and students come and go. Annual sessions allow for the presentation of different diversity topics and send the message that a culturally competent climate is part of the employment and educational experience of the institution. With such campus development, the institution will be ready to embrace diverse populations as they arrive and as the numbers increase.

Institutions establish a diversity website that serves as a clearing house for diversity initiatives and support. They also establish diversity awards and a means of promoting diversity honors of the faculty, staff, and students. If an institution has no authentic images or success stories about current minorities, new minorities are more cautious about accepting employment at such institutions. Organically, individuals desire community and prefer not to be the “only one” in any category even if that category is a community breakthrough. Being the only one means uncharted waters and could equate to campus insensitivity and personal stress. Leaders and faculty on such campuses, then, will want to play catchup by tapping into their university-wide professional associations, personal circles, and network of faculty colleagues and administrators.

In this first point of the model, institutions determine which avenues lead them to readily hire minority faculty. Positions such as adjunct professor, clinical instructor, and visiting professor are low-hanging fruit in the goal of hiring diverse faculty. For new faculty without terminal degrees, the institution could fund their doctoral tuition or participate in a consortium that allows faculty to gain such benefits.

In addition, universities understand that search committee members are gatekeepers that shape the future of the institution; so search committees are charged with the responsibility of seeking diverse faculty (Lee, 2014). Even though advertising in the *Chronicle of Higher Education* is a staple, advertising with *Diverse Issues in Higher Education*, minority professional associations and journals, as well as with organizations such as The Academic Network that specialize in reaching minority candidates, helps universities extend their hiring net. The Compact for Faculty Diversity and its doctoral scholars’ database are other sources for minority candidates to know of available positions.

Advertisements highlight the story, the beauty, and the uniqueness of the institution above the position. Candidates want to know whether they can become a part of something that is larger than them as individuals. They are interested in knowing the proximity of the institution to capital cities, cultural centers, and tourist attractions. Applicants also want to know the relative cost of living in order to maximize their quality of life.

Furthermore, institutions might avail faculty candidates to their respective affinity-resource group during campus visits. After all, new prospective faculty members want to have heart-to-heart conversations about campus life, and the surrounding area, from the perspective of current minority faculty. They need more personal appraisals than advertisements and websites afford. Institutions could also customize the on-boarding program for minority faculty.

When institutions treat the hiring of a minority faculty member as an act of compliance, minority faculty sense this and are less likely to report for duty. For better results, institutions create a seamless transition for their cultural life and for their teaching, research, and service responsibilities. It is important to understand that new minority faculty members may be concerned about social connections, ethnic food, haircare, the continuation of their religious practices, and if they are parents, where their children will attend school. The better the institution demonstrates its understanding of the aforementioned and its ability to help, the more minority faculty are willing to take a chance on the institution.

PRESENCE: SHOW VISIBLE SUPPORT

This is another individual—organizational charge. It includes being physically present as well as a state of being. With regard to being present, in the flesh, institutions that are interested in attracting diverse faculty are visible in local, regional, and national conferences to recruit diverse faculty. Institutions co-sponsor events and purchase advertisements in diversity publications and in conference programs. Institutions also show support for community events to demonstrate respect and value for their local community and the people that are connected to their institutions. This could be validated by attendance at community events, serving as speakers and panelists, as well as purchasing a table and/or advertisement for community events.

With relation to a state of being, faculty, staff, and administrators make diverse populations feel comfortable with a palpable and noticeable regard for multiculturalism. Faculty, staff, and administrators also attend diversity-related campus events and support diverse faculty and staff in their service work, on and off campus. The aforementioned help diverse populations experience a sense of belonging.

POSITION: CREATE CONDITIONS THAT ALLOW DIVERSE FACULTY TO SUCCEED

Institutions can position diverse faculty for success by learning about their needs and the diverse needs of the campus. A comprehensive approach is to periodically administer a campus climate survey to all students, faculty, and staff, and to respond to its results in a timely fashion. Institutions that want to create a welcoming environment for diverse populations also convene a diversity action counsel with representation from students, faculty, staff, administration, each college, each division, diverse alumni, and the diversity of

the community. This group keeps its fingers on the pulse of institution-specific diversity and inclusion matters, and moves them forward.

Moreover, institutions could create affinity-resource groups for minority faculty to convene as learning communities and to navigate the classroom dynamics that they uniquely face. For instance, student evaluations typically show a bias against African Americans (Reid, 2010; Wines & Lau, 2006). Another example is that females who teach in male-dominated disciplines are punished if they do not exhibit female characteristics of being warm and nurturing (Reid, 2010; Wines & Lau, 2006). Instructors that are perceived to be better looking receive higher instructional ratings from students (Hamermesh & Parker, 2005). This is problematic in that American media has not, historically, portrayed blacks as beautiful, and universities are microcosms of society.

Another course evaluation issue is that students weigh professors' ability to be expressive (witty, enthusiastic, theatrical, or engaging) more heavily than they regard the amount of content covered in the course. Also, concepts of good teaching have been largely based upon students' relationships with professors. This is troublesome for minority faculty with whom students refuse to be relational. Additionally, black faculty are rated as having less quality than their white counterparts in terms of helpfulness and clarity, and are rated among the worst faculty. Black males are typically rated more negatively than all other faculty (Reid, 2010).

Even more, the intellectual competence of diverse faculty members is also publically challenged by students more than their white counterparts (Williams, 2007). One final factor to ponder is that professors who offer students counter narratives are punished anonymously in their evaluations, after their grades have been securely posted (Wines & Lau, 2006). All these dynamics, and some are subjective, could be treacherous for minority faculty. All things considered, faculty require a positive and supportive outlet to process and circumnavigate such treatment.

Bearing in mind the aforementioned, universities are prudent to determine ways to effectively evaluate all faculty. Norming student evaluations to determine classroom performance, pay, and tenure and promotion decisions continues to place black faculty at a disadvantage (Reid, 2010; Wines & Lau, 2006). All and all, universities establish structures to listen to minority faculty and provide systems and resources for them to succeed.

One other item to have on the list is to ensure that the center that promotes excellence in teaching hosts sessions to cultivate pedagogical proficiency so that assistant professors can learn their craft. These sessions validate diverse curriculum perspectives and demonstrate culturally responsive instructional methods.

Absent this focus of positioning, the campus might have a revolving door of diverse faculty but never experience stability among a diverse senior cadre that can work with administrators to recruit other minority faculty, mentor junior minority faculty, mentor minority students, serve as faculty advisor of minority student organizations, and/or serve on diversity-related committees and

councils. While faculty and students can be mentored by anyone and diversity councils can be filled by all groups, having available same-race voices is laudable.

PROMOTION: ADVOCATE FOR AND ADVANCE DIVERSE FACULTY

Universities want to employ the strategy of looking for the promise in diverse populations. With this strategy, leaders and faculty look for the good in minorities, considering what they might accomplish on their campus – with a support system – because all who succeed have one, formally or informally. Leaders and faculty imagine minorities making meaningful contributions to the university, academically and administratively. Leaders and faculty imagine minorities making meaningful contributions to the university, academically and administratively (Bridges, Eckel, Córdova, & White, 2008; Gonzalez, 2011; Ragins, 1995; Rothwell, 2005).

In addition, specific strategies for faculty success in the tenure and promotion process is crucial. Institutions can put structures in place that encourage the conduct and dissemination of scholarly research and creative activities that include the study and impact of diversity. As an example, create a grant program that supports faculty in making conference presentations to share diversity-related teaching strategies, research developments, and creative projects. Promotion and tenure processes also honor diversity-related service work such as mentoring diverse students, advising student organizations, serving on diversity committees, and other initiatives that help the university fulfill its core values.

In order to advance diverse faculty, leaders and colleagues also get to know the unique talents, interests, passions, and scholarly agendas of minority faculty. Knowing faculty keeps them in the pipeline to be included in opportunities that allow them to do well and to stand out, early and often. Leaders and colleagues get to know minority faculty by hosting events to introduce them to key decision-makers, afford them face-time with campus leaders, and provide opportunities for them to get to know campus standouts. They also design events for minority faculty and staff to fellowship with one another. Even when such events are not well attended due to class schedules and other commitments, minorities appreciate the institution's understanding of their need for community.

With the knowledge of their colleagues, administrative and faculty leaders recommend and appoint diverse faculty to high-profile projects and committees that help them gain a better understanding of the university, experience greater campus visibility, and attain prominence. What is more, the university supports minority leaders in executive leadership programs such as those offered by the American Council on Education, Harvard University, Hampton University, and the Millennium Leadership Initiative.

PROSPER: ENSURE DIVERSE FACULTY THRIVE, FINANCIALLY, AS WELL AS OTHER FACULTY

After all is said and done, institutions that want to maintain a substantial diverse faculty allocate their treasury on behalf of diverse faculty. This is done by investigating equity on the campus. Determine if minority faculty are paid less than majority faculty with comparable education and experiences. Use the College and University Professional Association for Human Resources (CUPA-HR) data to determine comparative salaries and allocate institutional funds accordingly. Advocate for salaries and benefits that are commensurate with accompanying talent and time investments. Address inequities and adopt equity policies to ensure long-term success of this principle.

CONCLUSION

If America will address its age-old problems with contemporary measures, it is most likely to be done within the revered corridors of academia. What better institution to take on such challenges? Higher education has a broad array of scholars, explorers, disseminators of knowledge, and others who educate, enlighten, and engage humankind. Universities have the capacity to usher in the requisite cultural change to develop solutions for this generation and beyond.

At any rate, the notion of substantially increasing African-American faculty to represent America's population does not have to be a zero-sum proposition. Besides, the opening for economies of scale exists. What is more, having a representative faculty affords opportunities for universities to attract strong and high-achieving students. Increased enrollment means additional funding and a greater need for more faculty. Inviting and preparing for more minority faculty affords universities the capacity to connect, respect, and reflect. They connect around the shared human experiences and key tenets of the academy to seek and expand knowledge. They unite around their common hopes and dreams for themselves, for their families, and for this nation. Universities respect the diversity of the campus and that which is further than their borders. They offer respectful dialogue and engagement as a gift. After all, everyone wants to be appreciated as an individual. Institutions also reflect, without which, their mission is unlikely fulfilled. Keepers of the academy must ask:

In what ways do our perspectives demonstrate that human flourishing is a tenet of higher education?

What if we are not only our brothers' and sisters' keeper but we are actually our brothers and sisters? What does that say about me; where does it place you; and what happens to this nation?

How can we position our institution to do the hard things?

How might we situate our academy to do the right things?

How will we provide our students with a first-class, relevant, and representative education?

What will we do with, for, and about those that have been relegated among the least, the lost, the last, the looked over, and the left out?

This author believes that if the academy changes its posture, it will change its predicament. In large measure, it will decidedly attract, affirm, and advance African-American faculty. Indeed, the five-point model of perspective, presence, position, promotion, and prospering is a means to the end of forming a more perfect union.

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