

THE IMPERATIVE OF DIVERSITY FOR INSTITUTIONAL VIABILITY: BUILDING CAPACITY FOR A PLURALISTIC SOCIETY

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NATIONAL AND GLOBAL CONTEXT
40 years of UNFINISHED BUSINESS,
PROGRESS,
and
INCREASING DOMAINS FOR DIVERSITY

INCREASING DOMAINS FOR DIVERSITY

The role of religion

Political structures and access to power

Human rights and equity

Dealing with the histories of violence and
injustice

Health and well-being of societies

Equity issues grow

Immigration

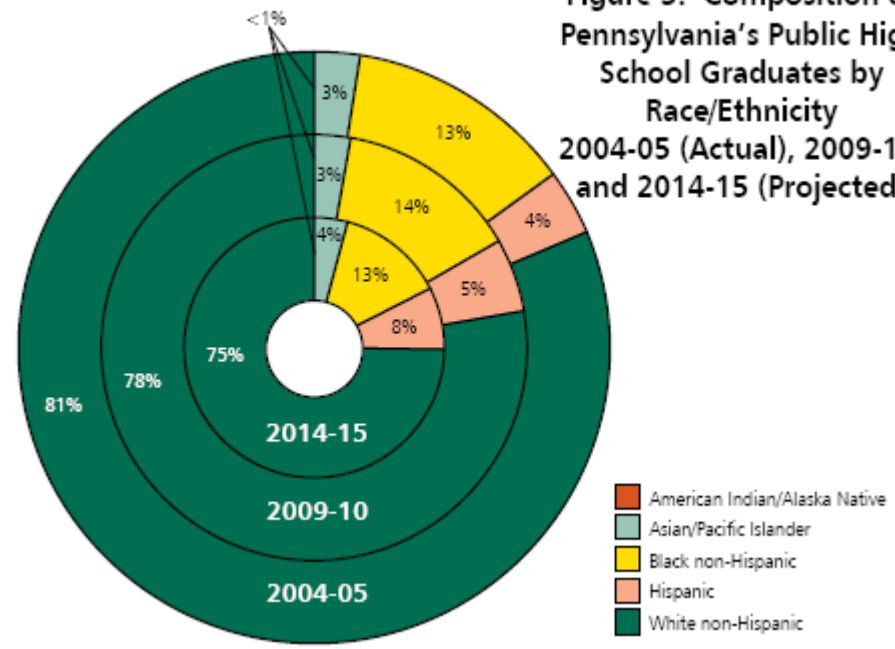
Multiple and intersecting identities

Indigenous communities--future,
sovereignty, visibility

**Science and technology -- domestic
capacity**

Demographic shifts

Figure 3. Composition of Pennsylvania's Public High School Graduates by Race/Ethnicity 2004-05 (Actual), 2009-10, and 2014-15 (Projected)



Meanwhile on many campuses:

1. The rhetoric about diversity is increasing
2. List of “diversity identities” grows
2. Programs and projects growing
3. U.G. student diversity is growing
4. Human capacity not necessarily growing
5. Leadership coming from “diversity” roles
6. Conversations, task forces, committees, reports
could be 40-50 years old.

Competing views of whether progress is being made....

More

Diversity efforts parallel but not part of core functions—e.g.

catalogue mission statement

strategic plans

accreditation

unit plans

Often mobilized after a crisis

Task forces or diversity committees struggling
with overload or lack of direction

And, now internationalization initiatives

CAPACITY BUILDING --

think technology

NOT IF--NOW

MOVING TO THE NEXT LEVEL-- KEY PRINCIPLES

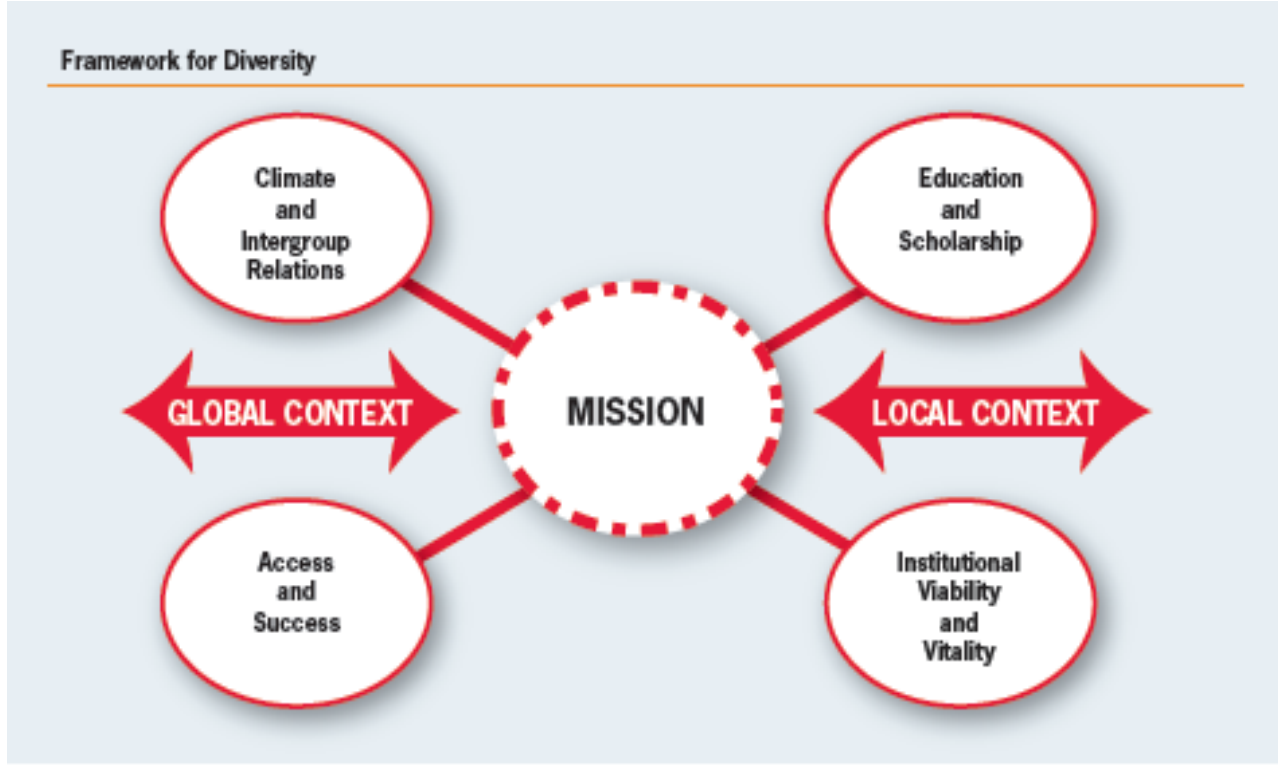
LOCATE DIVERSITY AS PART OF THE
MISSION

DIVERSITY AS PART OF CORE INDICATORS
OF SUCCESS --not parallel

BEYOND PROJECTITIS TOWARD SYNERGY and
coordination

MONITORING PROGRESS--HOW DO WE KNOW?

DIVERSITY AS INCLUSIVE AND
DIFFERENTIATED



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RECURRING STATEMENTS OF INSTITUTIONAL MISSION

- Student Success including in STEM fields
- Preparing *all* students for participation and leadership in a diverse society
- Making a difference in society/community



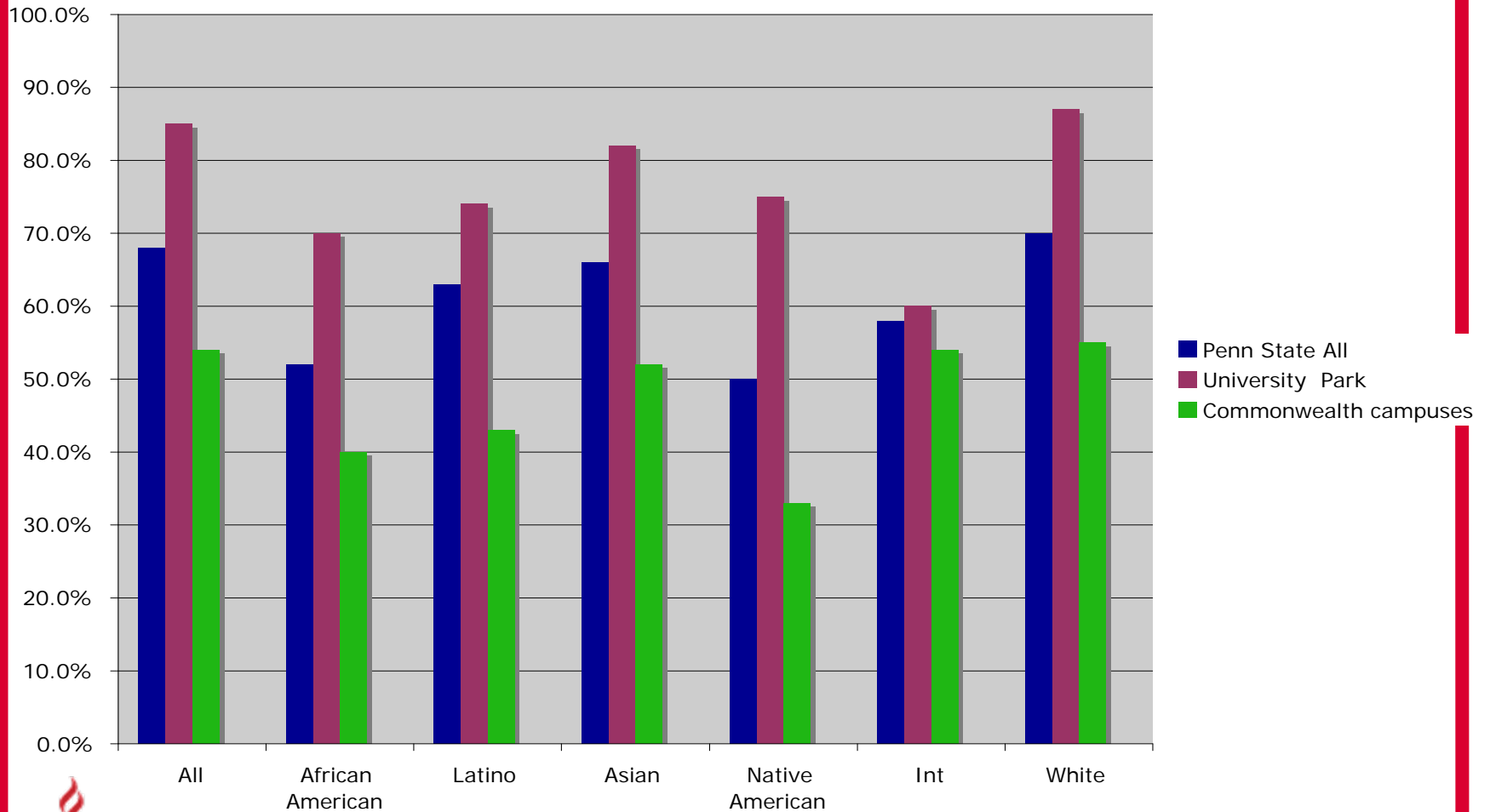
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EFFECTIVENESS AND DIVERSITY

- Are students from different groups succeeding?
- Are students being prepared to function in a diverse society?
- How attractive is the institution to diverse groups?
- What is the institution's capacity to educate successfully?

Six-Year graduation rates 2002 cohort



Rationale for diverse leadership

Decision making

Perceptions of commitment and equity

Providing Legitimacy

Knowledge for decisions

New approaches and scholarship

Relationships with diverse communities on
and off campus

Institutional attractiveness

Leadership development

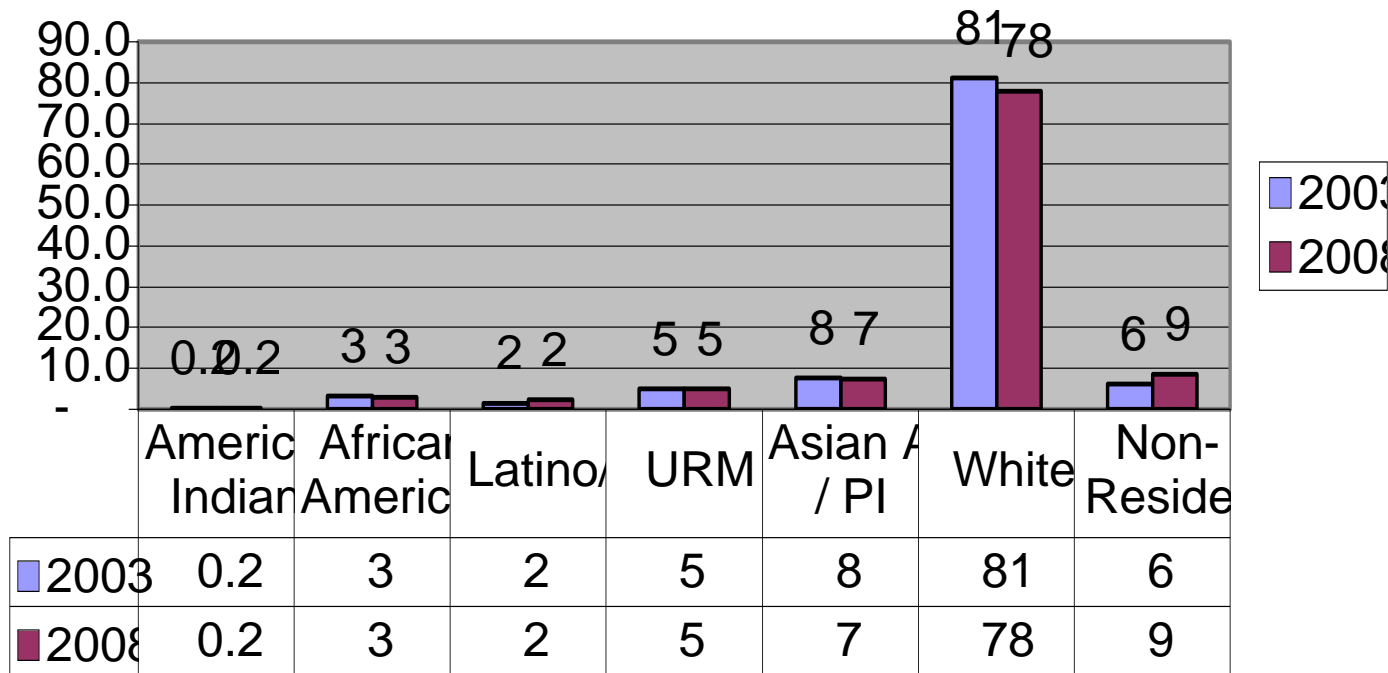
Significance of the absence of--not 1:1

Role models

Research on faculty diversity

- ◆ Faculty and leadership diversity slow to change--
- ◆ the next generation now being hired--international faculty growing fastest
- ◆ Turnover and retention
- ◆ Graduate student diversity
- ◆ Myths and reasons
- ◆ The story of “one good year”
- ◆ Process--identifying talent and interrupting the usual

University Park Faculty Demographics by 2003 & 2008



Faculty Turnover Quotient

$$TQ = [1 - (\frac{\text{End Period URM} - \text{Start Period URM}}{\text{New URM Hires}})] \times 100$$

- TQ = 0%: No Turnover
- TQ = 100%: 100% of URM new hires replaced URM faculty who left the institution

Some Lessons from research

- ◆ When done well, diversity has educational benefits
- ◆ Perceptions of institutional commitment important
- ◆ Directly tied to excellence and accountability
- ◆ Identity groupings linked to success AND
intergroup dialogue, community
- ◆ Mission, Mattering and Multiplicity create healthy
communities
- ◆ Diversity in Leadership -- important for capacity
Identifying talent

Implications

- ◎ Not about affirmative action (though it will take affirmative action) it is about mission and excellence
- ◎ Good education matters--
- ◎ Build capacity for difficult dialogues and relationships
- ◎ Taking advantage of disequilibrium
- ◎ Changing culture congruent with culture
- ◎ Distributed leadership---recognize and make central what is already going on--key groups.

IMPLICATIONS FOR LEADERSHIP

- Framework and Monitoring Progress
 - Audit and intelligent metrics metaphor
 - Institutional level ownership
- Centrality to Mission
- Leadership & Communication
- Intentionality
- Inclusive and Differentiated Approach

Implications for faculty, staff, Deans

Student SUCCESS AND LEARNING including STEM

pedagogy

climate of the department--student engagement

Advising--intrusive advising

Curriculum overall and in departments

expectations of student success

Belief in students

Support

Gateway courses

Hiring !!!

Program design--Program review

Attractiveness

Urgency increasing---

NCLB

Accountability

Health of a pluralistic society

Credibility in the world

Impatience and frustration on campus

Budget and resource challenges