

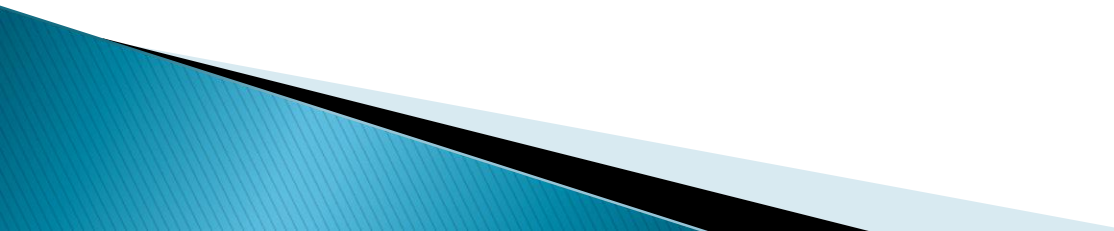
# Diversity Leadership

Practice in an era of complexity

Grossmount–Cuyamaca Community College District  
Diversity Equity and Inclusion Leadership Team Retreat

March 23, 2012  
Dr. Edwina Welch, UC San Diego

# Road map of the morning

- ▶ Welcome and logistics
  - ▶ Diversity Leadership Practice
  - ▶ Collaboration for Diversity Equity and Inclusion
  - BREAK
  - ▶ Building Common Language – *Starting the Walk....*
  - ▶ Communication and Diversity Leadership Practice
  - ▶ Next Steps and Still Needs
- 

# Diversity Leadership Practice

- »» What does this mean to me, the group, and the institution?

# Collaboration

- ▶ Collaboration for diversity, equity, and inclusion
  - Individual and Small group discussion
- ▶ Barriers to collaboration
  - Table topic discussions
    1. Sphere of influence (personal and team)
    2. Resistance
    3. Building trust
    4. Self reflection

Break!

Governmental/Political Forces

Socio-historical Forces

## Institutional Context Surrounding Diversity

### Historical Legacy of Inclusion/Exclusion

- Resistance
- Mission

### Compositional Diversity

- Diverse Student Enrollments
- Diverse Faculty & Staff Hires

### Organizational/Structural Dimension

- Diversity of Curriculum
- Tenure Policies
- Organizational Decision-Making Policies
- Budget Allocations
- Policies

### Psychological Dimension

- Perceptions of Racial/Ethnic Tension
- Perceptions of Discrimination
- Attitudes & Prejudice Reduction

### Behavioral Dimension

- Social Interaction across Race/Ethnicity
- Degree of Intra-Racial & Cross-Racial Campus Involvements
- Classroom Diversity
- Pedagogical Approaches

*Milem, Chang, and Antonio, (2005)*

Paradigms- building blocks to common understanding

# Diversity

Encompassing breath and depth construct including social, biological, and psychological paradigms. Often used as catch all term when discussing issues of access, inclusion, and equity within an educational context (i.e. we need to increase the diversity of our students).

Paradigms- building blocks to common understanding

## Inclusion

Defined as, “The active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one’s awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.”

(AAC&U, 2009, ¶ 3)



While a diverse student population is necessary for student development, the benefits of diversity are not automatic and do not simply occur from a diverse campus.

Researchers stress that institutions must become inclusive places by working in intentional ways to increase educational benefits for students and for the institution.

(Milem, Chang, & Antonio, 2005)

- ▶ How do diversity and inclusion differ?

Paradigms- building blocks to common understanding

# Equity

1. Representational equity, which refers to the proportional participation of historically underrepresented student populations at all levels of an institution
2. Resource equity, which takes account of the educational resources, when unequally distributed, that are directed at closing equity gaps; and
3. Equity mindedness, which involves institutional leaders and staff demonstrating an awareness and a willingness to address equity issues.

# Internationalization

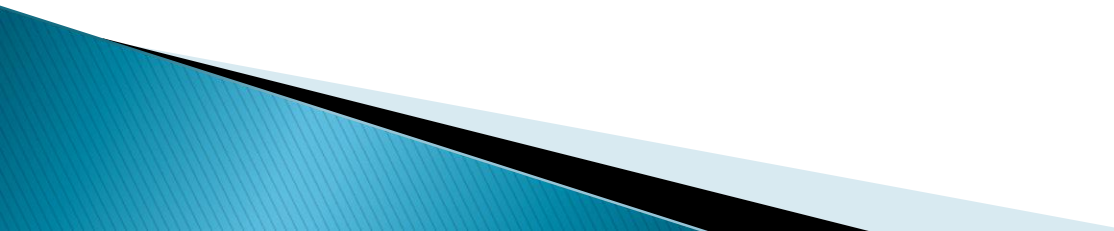
Internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education

J. Knight (2003) International Higher Education  
Volume: 33, Issue: 6, pp. 2-3

Paradigms- building blocks to common understanding

# Intercultural Communications

The development of intercultural competence is mostly based on experiences one comes across while communicating with different cultures. While interacting with people from other cultures they face certain obstacles which are caused due to differences in the cultural understanding between the two people in question (language, gestures, cultural context). Based on Anthropological methodology and work done by the Foreign Services Program (Edward Hall)



Paradigms- building blocks to common understanding

# Identity Development Models

Theoretical Models which look at individual social and psychological development. Uses in an educational context include developing the right amount of challenge and support for student growth. Assumes a linear progression of development. Newer models are investigating how multiple identity constructs impact progressions – i.e. Black queer women identity development (Jones, 2009).

## Paradigms- building blocks to common understanding

### Cultural Competence

- Cultural competence refers to an ability to interact effectively with people of different cultures. Cultural competence comprises four components:
  - Awareness of one's own cultural worldview
  - Attitude towards cultural differences
  - Knowledge of different cultural practices and worldviews
  - Is a skill that can be developed
- Cultural competence is a journey not a destination, a work in progress. Leaders need to constantly assess and educate themselves to most effectively navigate, embrace, and make the most of talents and opportunities present within individuals and an organization
  - Adapted from Lindsey, Robins, & Terrell (2003)

# At Home in the World (constituent macro mapping)

	Inclusion	Equity	Internationalization	Cultural Competence
Student				
Staff				
Faculty				
Community				

## Driving questions

1. Which students & interactions across groups
2. Staff levels and access to information about the grant
3. Faculty curriculum development and innovation processes
4. Community relations as well as educational opportunities

# Communications Approach Brainstorm

## 1<sup>st</sup> year

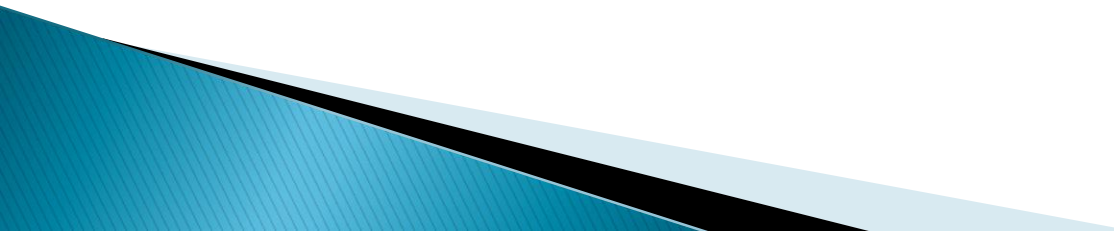
**Team Vision**  
**Message management**  
**Asset mapping**  
**Across campus engagement**

## 2<sup>nd</sup> Year

**Marketing Strategy**  
**Data driven decisions**  
**Curriculum infusion**


## Grant End

**Institutionalized**  
**Built into strategic plan**  
**Staffing**  
**Dedicated resources**





# Team– Working Assumptions

- ▶ Content
  - ▶ Context
  - ▶ Readiness
  - ▶ Team Self Reflexivity
    - Awareness of own social location and identities
    - Confronting previous unrecognized biases
    - Responding to tension/emotions
    - Doubts/ ambivalence about one's own competence
    - Personal disclosure
    - Negotiating power and authority
    - Institutional risk
- 

# Thank you

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