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Rickey D. Frierson  
May 2019

UNDERSTANDING THE LEADERSHIP EXPERIENCES AND COMPETENCIES  
NECESSARY TO ADVANCE DIVERSITY AND INCLUSION IN HIGHER  
EDUCATION

A Dissertation Proposal Presented to the  
Faculty of the College of Education  
University of Houston

In Partial Fulfilment  
of the Requirements for the Degree

Doctor of Philosophy in Higher Education  
Leadership and Policy Studies

By  
Rickey D. Frierson  
May 2019

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## Abstract

**Background:** Research on leadership in higher education is extensive, but notably scarce within this scholarship is the role that executive administrators can play in leading diversity and inclusion on campus. The ability of executive leaders to create a diverse and inclusive campus climate is particularly critical at predominately White institutions (PWIs) of higher education, given many of the recent high-profile cases of discrimination, exclusion, and unequal treatment of historically marginalized students.

**Purpose:** The purpose of this study is to identify the experiences, skillsets, and core competencies needed by executive higher education leaders, more specifically chief diversity officers (CDO), in order to meaningfully advance diversity and inclusion efforts at PWI's. Three research questions guided this study: 1) In what ways do the personal and professional lived experiences of these executive leaders influence their efforts to create a more diverse and inclusive campus? 2) What do executive leaders describe as the core competencies and preparation experiences necessary to thrive in the role of lead diversity officer at a university? 3) What institutional factors do executive leaders view as the key facilitators and challenges increasing diversity and inclusion on campus?

**Methods:** This study used a multi-case study analytic approach to provide a more robust and compelling design to exam multiple cases and allow for replication in reaching conclusions. A total of n=13 executive-level administrators (e.g., executive director, vice provost, vice president, or president) from public, four-year PWIs were recruited to participate in semi-structured interviews. The themes that emerged within and across



each case became the basis for the key findings of this study. **Findings:** One's personal identity and lived experiences played a central role in shaping the path to a CDO position. To develop the competencies needed to thrive as a CDO, interviewees underscored the importance of personal growth and reflection, as well continual professional development through association memberships and attending workshops and conferences. The number of years at the institution was an important factor shaping the CDO's effectiveness, as longevity helped establish rapport with faculty and staff, build credibility, and strengthen the relationship with the administration. CDO's placement within the organizational chart, budget allocation (or lack thereof), and ability to have honest conversations with administration about sensitive topics all affected the ability to meaningfully advance diversity and inclusion. **Conclusion:** Although college campuses are becoming more diverse, the demographic profile of college leadership has been slow to change. If college administrators lack the cultural competency necessary to understand the needs of diverse ethnic groups, then student success, faculty instruction, and campus culture are in jeopardy. Findings from this study can help institutions recruit effective CDOs and identify the campus resources and support that CDO's need in order to do their job effectively. Recommendations for institutional practice include well-crafted onboarding practices for new CDO's, diversity and inclusion trainings for all college executives, and routine assessment of diversity and inclusion initiatives across campus.

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## **Chapter I**

### **Introduction**

Higher education institutions across our nation are becoming increasingly diverse (McFarland, et al., 2017; Williams & Wade-Golden, 2013). Many institutions explicitly state the importance of campus diversity and inclusion in their mission statements and tout the benefits of inter-cultural relationships (Antonio, et al., 2004; Chang, Milem, & Antonio, 2011; Clarke & Antonio, 2012; Milem, Chang, & Antonio, 2005). Nonetheless, there continue to be racial incidents and injustices on campuses all across our nation, including at Drake University, Purdue University, Southern Illinois University-Edwardsville, University of Missouri, University of Michigan, Yale, and University of Louisville, and University of Southern California (Bauer-Wolf, 2017; Eliahou, 2015). These persistent, recurring issues have forced postsecondary institutions to focus more intently on what a culturally competent campus should look like and how to better respond to increased diversity on campus.

Although there has been increased “diversity” on campuses nationally, a lack of diverse representation still exists among executive administrators. Examining the highest positions of colleges and institutions, diversity in the presidency is scarce. According to the American Council on Education (ACE), as of 2016 only 17% of higher education institutions are led by a person of color (American Council on Education, 2018b), which included leaders who identified as American Indian/Alaska Native (1%); Asian or Asian American (2%); Black or African American, Afro-Caribbean (8%); Hispanic/Latino (4%); Middle Eastern or Arab American (1%); and Multiple Races (1%). Of the 83% represented by Caucasians, 75% percent are men. How can we make meaningful

progress in terms of increasing and valuing diversity and inclusion on campus while White male administrators lead the majority of our nation's colleges and universities?

A lack of racial diversity is also evident among faculty ranks. According to the Fall 2015 report, 77% of the nation's full-time faculty was White, compared to 6% Black and 4% Hispanic faculty (National Center for Education Statistics, 2015). Some argue that many institutions fail to reach their goals of diversifying their faculty ranks because presidents and other administrators identify themselves as having little influence on hiring a more diverse faculty (Bilimoria & Buch, 2010; Knowles & Harleston, 1997). Research has shown that a lack of minority faculty/administrations adversely affects student success for underrepresented students (Fenelon, 2003; Lavant, Anderson, & Tiggs, 1997; Turner, Gonzalez, & Wood, 2008). Thus, examining student success within higher education, achievement gaps in degree completion for underrepresented students still exist. Recent findings indicate that Black students have the lowest graduation rate of all racial or ethnic groups. Black students have a six-year graduation rate of 46%, which is 23 points below that of Whites (69%), 31 points below Asians (77%), and 14 points behind Hispanics (60%), (Journal of Blacks, 2018; Shapiro, et al., 2017).

Based on the statistics mentioned above, there is still significant work necessary towards the improvement of institutional diversity among faculty and administrators ranks. Limited representation at such levels calls to question whether higher education institutions are fully aware of how a lack of diversity can influence the overall campus culture. "Institutions certainly are influenced by powerful, external factors such as demographic, economic, and political conditions, yet they are also shaped by strong forces that emanate from within" (Tierney, 1988, p. 3). Literature on establishing a

diverse and inclusive culture within higher education institutions has focused on issues related to campus climate, advising and orientation programs, student organizations and residential life, mentoring, and faculty-student relationships. This literature illustrates the benefits of having a diverse and cross-cultural student body on campus, indicating enriched classroom learning and enhanced personal development through increases in cultural intelligence (Alger, 2013; Antonio, et al., 2004; Beckham, 2000; Bowman & Park, 2015; Hurtado, Arellano, Griffin, & Cuellar, 2008; Milem, Chang, & Antonio, 2005; Stahl, Makela, Zander, & Maznevski, 2010; Thomas, 2004). Literature highlights and emphasizes the importance of a diverse campus climate, commonly referring to practical experiences in preparation for a globalized society and workforce (Fischer, 2010; Hart & Fellabaum, 2008; Hurtado, Arellano, Griffin, & Cuellar, 2008; Worthington, 2008). Studies over the past two decades underline the importance of having a campus that is not only diverse but also inclusive throughout all levels of an institution. As Milem, Chang, and Antonio (2005) state, “[V]itality, stimulation, and educational potential of an institution are directly related to the composition of its students, faculty, and staff” (p. 6).

The structural diversity of a particular campus, or lack thereof, can have a strong influence on the experience of individuals (students, staff, and faculty) from minority groups. Museus and Park (2015) explain that underrepresented students often experience institutional, cultural, and individual racism by persons in the majority. Minority faculty members at predominately White institutions express experiences of unwelcome, isolation, and non-value to the campus community (Johnsrud & Sadao, 1998). Furthermore, both minority faculty and students alike account incidents on campuses in



which they have been subjected to racist stereotypes and micro-aggressions and labeled unworthy to be at the institution (Harper, 2015; Louis, et al., 2016). Previous literature has primarily placed emphasis on the importance of increasing accessibility of underrepresented students on predominately White campuses (Chang, Denson, Saenz, & Misa, 2006). However, now is the time to shift attention to placing increased effort into improving representation and recognizing marginalized groups in leadership positions on PWI campuses (Balter, Chow, & Jin, 2014; Mitchell, Mitchell, Whitmore Jr., & Varner, 2018).

A large body of empirical scholarship suggests that the knowledge and skillsets of executive administrators' play an important role in an institution's success and advancement. Decisions at the executive level affect the entire campus community (Liden, Wayne, Liao, & Meuser, 2013). Administrators in executive leadership positions should possess high competencies in a plethora of areas regarding the governance of an institution. Individuals in such a role must understand policies and procedures for a multitude of divisions, colleges, and departments (Hendrickson, Lane, Harris, & Dorman, 2013; Legon, Lombardi, & Rhoades, 2013). As universities expand and grow, so does the range of responsibilities of administrators (Legon, Lombardi, & Rhoades, 2013). Administrators' level of competence in any given area can directly influence their own or others' approach in maneuvering power dynamics, organizational structure, and emphasis on institutional objectives (McCall Jr. & McCauley, 2014).

While literature on leadership and administration in higher education is extensive, notably scarce within this body of scholarship is the role that executive leaders can play in meaningfully advancing diversity and inclusion on campus. A primary objective of the

current study was to address this gap in the literature. Although many institutions outwardly express supportive sentiments about diversity and inclusion, interpersonal experiences and cultural acceptance among leaders within institutions can be quite different. One contributing factor may be due to differences in the way leadership communicates and emphasizes the importance of these issues to internal and external constituents, as well as to underrepresented groups on campus (Tierney, 1988).

The ability of executive leaders to successfully advance diversity and inclusion efforts on campus is a particularly critical issue at our nation's PWIs of higher education. Within the last decade, the majority of high-profile cases of discrimination, exclusion, and unequal treatment of historically marginalized students have occurred at PWIs (Bauer-Wolf, 2017). While many students of color might prefer to attend a minority-serving institution (MSI) to pursue their bachelor's degree if possible, the reality is that geographic location plays a major role in shaping college choice and MSIs are heavily concentrated in specific regions of the country. Consequently, the majority of America's bachelor's degree-seeking students of color enroll at public, four-year PWIs (Anderson, 2017). These factors underscore the need for PWIs to become more effective at engaging with, listening to, and addressing concerns from underrepresented individuals as their campuses continue to diversify. At present, most PWIs are led by an executive cabinet that is overly represented by majority groups with limited representation of individuals with minority identities (ACE, 2018b). Many of the criticisms PWIs have faced regarding a lack of real diversity and inclusion on campus could be due, in part, to executive leaders' lack of personal experience with diversity and a limited understanding of how the current climate on campus affects minority groups.

The present study posits that the perspectives and actions of executive administrators have a direct and indirect influence on how the institution embraces diversity and inclusion as practice (Liden, Wayne, Liao, & Meuser, 2013). Institutions need administrators who possess culturally diverse professional and personal experiences. This study builds upon related literature that suggests higher education administrators can indeed play a central role in shaping the climate on campus related to diversity and inclusion (Ayoko & Konrad, 2012; Gotsis & Griman, 2016; Hendrickson, Lane, Harris, & Dorman, 2013; Liden, Wayne, Liao, & Meuser, 2013; Legon, Lombardi, & Rhoades, 2013). By providing a detailed analysis of the depth of diverse experiences, exposure, and skillsets from higher education administrators, findings from this study may uncover strategies that institutions can use to identify more proactive, inclusive, and equity-minded individuals to govern our increasingly diverse college campuses. It is important to consider how prepared our current education leadership is to manage a growing diverse student body, taking into consideration the persistent and prevalent issues on campuses regarding diversity and inclusion.

### **Purpose of the Study and Research Questions**

The purpose of this study is to identify the experiences, skillsets, and core competencies needed by executive higher education leaders in order to meaningfully advance diversity and inclusion efforts at PWI's. Three research questions guide this study:

- 1) In what ways do the personal and professional lived experiences of these executive leaders influence their efforts to create a more diverse and inclusive campus?

- 2) What do executive leaders describe as the core competencies and preparation experiences necessary to thrive in the role of lead diversity officer at a university?
- 3) What institutional factors do executive leaders view as the key facilitators and challenges increasing diversity and inclusion on campus?

### **Defining Diversity and Inclusion**

The terms *diversity* and *inclusion* are often intertwined and mistaken for one another. Therefore, for the purposes of this study, it is important to define and explain each of these terms. *Diversity* refers to difference (Harrison & Sin, 2006; Tienda, 2013). Difference can be expressed through race, religion, language, gender, ethnicity, and nationality. Smith (2015) likened diversity to technology as “an imperative that must be engaged if institutions are to be successful in a society that is ever more pluralistic and in a world that is both interconnected and challenged by diversity” (p. 55). Milem, Chang, and Antonio, (2005) defined diversity as “engagement across racial and ethnic lines comprised of a broad and varied set of activities and initiatives (p. 4).” In addition, Mor Barak (2015) expressed diversity as an association with a group that is different from whatever is mainstream in society. Some literature addresses power imbalances and disadvantages regarding race and gender when defining diversity (Grossman, 2000). Others have addressed diversity as a societal system that encompasses individuals with varying affiliations based upon cultural significance (Cox, 1994). Within higher education, diversity is viewed as appreciating the differences all affiliates bring to an institution and how these differences can improve learning and work environments by viewing, addressing, and solving obstacles through multiple and different perspectives.

“Diversity plans are institution-wide strategies that aim to take into account the social chances and the needs of minorities to improve equality of chances and access as well as an inclusive climate without open or hidden discrimination” (Otten, 2003, p. 17).

Arguments are made that diversity should be interwoven into the institutional DNA and ideology of all strategic manners, spanning from budgeting, curriculum, sustainability, and succession planning (Barcelo, 2010).

Numerous studies have examined the impact diversity has on campus climate and culture and why diverse student populations and faculty representation are important for institutional success (Alger, 2013; Antonio, et al., 2004; Beckham, 2000; Bowman & Park, 2015; Hurtado, Arellano, Griffin, & Cuellar, 2008; Milem, Chang, & Antonio, 2005; Stahl, Makela, Zander, & Maznevski, 2010). Some stated benefits of diversity in higher education include improved self-awareness, better understanding of one’s biases and preconceived notions, improved classroom discussions, increased and improved cross-cultural relationships, increased cultural intelligence, and more commitment from students to the institution. Literature exists about the direct effects of personal and social development tied to diversity (Antonio, et al., 2004; Bowman & Park, 2015; Stahl, Makela, Zander, & Maznevski, 2010). Milem, Chang, and Antonio (2005) found that a diverse student body “increases the probability of exposing a student” to a broader array of opinions and viewpoints. An institution that displays a welcoming campus culture and promotes and encourages diversity tends to have students from all backgrounds reporting higher grade-point averages (Becker & Luthar, 2002; Kerby, 2012; Milem, Chang, & Antonio, 2005; Singham, 2003).

Gurin, Dey, Hurtado, and Gurin (2002) explain that diverse environments create complex social structures and through these structures, individuals develop a stronger sense of identity and understanding. Diversity integration provides self-confidence and a more defined sense of identity for underrepresented individuals. Discussions and instruction that involves diverse perspectives generate more inquiry and desire to learn about different races, cultures, and ethnicities (Antonio, et al., 2004; Bowman & Park, 2015; Chang, 2002; Thomas, 2004). Diverse classroom discussion and social integration helps disadvantaged underrepresented students to become more aware of the minoritized voice, opposition, and challenges their counterparts encounter (Pascarella, Edison, Nora, Hagedorn, & Terenzini, 1996). In essence, diversity should be the recognition of an individual's uniqueness and the embrace by the institutional not to make the person change to fit a norm but rather be accepted due to his/her unique attributes (Mor Barak, 2015). Yet with the many stated benefits of diversity, such differences can create challenges as well. Concerns exist that diversity alone does not fully examine the components and processing that ultimately leads to exclusion (Prasad, 2001). These concerns and challenges lead to a question for institutions: "...how we might create just institutions and societies that benefit from diversity and that embody a multiplicity of culture and identities"? (Smith, 2015, p .40). An open-minded and inviting approach termed *inclusion* may be part of the solution.

*Inclusion*, broadly speaking, refers to a collegial and collaborative approach. Inclusion involves intentionally inviting multiple representatives to the table to discuss and provide input into decisions about organizational issues (Turnbull, 2016). Shore et al. (2011) define inclusion as fulfilling two complementary needs: belongingness and

uniqueness. Mor Barak (2015) references inclusion as the perceptions that one's contribution and identity is warmly welcomed and genuinely appreciated. Roberson (2006) defines inclusion as the removal of obstacles to allow for full involvement and engagement. Avery, McKay, Wilson, and Volpone (2008) define inclusion as organizations purposefully engaging employees in the mission and operation of the organization with respect to their individual talents. Holvino, Ferdman, and Merrill-Sands (2004) define the term as the diversity of knowledge and perspective of members being integral in shaping the organization's strategy, operations, and core values for success. Inclusion is viewed as a proactive and inviting approach which seeks to capitalize and become more efficient in addressing organizational issues from multiple perspectives to find the most inclusive outcome (Tienda, 2013). "Inclusion is not merely a program to be implemented" (Turnbull, 2016, p. 1). Inclusion should create an environment in which diverse individuals can be open-minded to various perspectives and solutions to obstacles that may differ from their own without shutting out or demeaning another due to such differences. Furthermore, inclusion when practiced correctly, can improve all three aspects of an institution's climate: the individual-level, the departmental/college unit level, and the organizational level (Mor Barak, 2015).

Turnbull (2016) expressed the notion that "most people do not feel comfortable with the idea they may be to blame for any form of discrimination toward others; often separating in their minds how they show up at work with their professional faces from how they show up in the privacy of their own homes and communities" (p. 2). Yet, our cultural identity and experiences can sometimes serve as obstacles because experiences or events tied to our emotions that make a permanent impression on our cognitive

understanding and interpretation of our world and environment (Giorgi, 1997). Simply stated, one's experience often trumps another's truth.

Inclusion is not invalidating one's experiences, but rather establishing opportunities to create new experiences that contradict previous experiences that have shaped one's views about other cultures, individuals, or beliefs in a negative light. An inclusive-minded leader aids in lowering turnover in diverse groups and improving relations with subordinates in diverse groups (Nishii & Mayer, 2009). Pelled and colleagues (1999) identified three indicators of inclusion: decision-making influence, access to sensitive work information, and job security. These indicators may closely tie to the perceptions that underrepresented administrators may feel they lack at some PWI and emphasize their feelings of exclusion. Therefore, new experiences are critical in creating opportunities for individuals to begin thinking and acting in a more inclusive mindset. Introducing opportunities to create these experiences may be difficult depending on the institutional culture; however, campus administrators can begin to champion this effort first by involving themselves in diverse settings/environments to create new experiences. One way is to intentionally interact with underrepresented faculty, staff, and students to understand their perceptions and feelings of inclusiveness. Another strategy is to be consciously aware of how an institution or administrator intentionally welcomes individual needs of belongingness and uniqueness (Shore, et al., 2011).

### **Barriers to Diversity and Inclusion**

Turnbull (2016) identifies three forces that consistently play against inclusion: dominant culture, unconscious bias, and degrees of difference. *Dominance* refers to the



power and privilege that exist within the majority group and the natural concerns of what may happen when too much change may occur (Tienda, 2013) such as becoming the minority, conversations regarding racism and systemic issues in the workplace, disrupting comfortable setting as being part of the majority, fear that some of the issues that members of the minority group complain about may soon happen to them. *Unconscious bias* describes our actions and/or reactions to situations or scenarios when operating from our blind spots (Tienda, 2013). For this study, unconscious bias references one's lack of cultural intelligence and, thus, reliance on stereotypes and negative perceptions or implementing misguided policies with unintended consequences.

*Degrees of difference* reflect that there are differences within difference (Tienda, 2013). Within minority groups are sub-groups. For example, within Hispanic groups, there are individuals who identify as Mexican, Cuban, and Puerto Rican. Even within majority groups such as the English language, there are American, British, and Canadian English (Peterson, 2004). Within the homosexual community, there are individuals who identify as gay, lesbian, transsexual, and pansexual. Peterson (2004) addresses how “scales of difference” at times complicate the willingness to be inclusive because they have not considered the micro-diversity that exists between individuals that may seem similar externally, but are vastly different. Thus, typically diversity and inclusion are viewed from the macro-level of differences without sufficient consideration of the micro-differences among individuals. Inclusion is not just macro-level difference; rather it is inclusion of the entire individual. But, how can one who has minimal experience determine if he or she is victim to these three forces? More specifically, can higher education institutions and executive administrators recognize if they are victim to these

forces? If an institution were to find itself adrift, a possible solution would be to hire an individual responsible for ensuring and guiding the institution past the oppositional minefields of inclusion.

### **Emergence of the Chief Diversity Officer**

Many institutions desire to have a campus climate where students, faculty, and staff engage with other cultures within an academic or professional setting that will enhance personal development, cultural intelligence, and research (Patton, et al., 2016). However, institutions may struggle to determine if they have indeed achieved diversity and inclusion on their campus (Hendrickson, Lane, Harris, & Dorman, 2013; Hurtado, Arellano, Griffin, & Cuellar, 2008). College leaders may wrestle with critical questions such as: What do “diversity” and “inclusion” mean for our campus? How do these factors shape our institutional mission and goals? How do we effectively assess diversity and inclusion on our campus? Do we have a strategic priority to improve diversity and inclusion within our institution?

To address these types of questions, a growing number of postsecondary institutions have created a new job position, often referred to as the chief diversity officer (CDO). Data regarding the increased popularity of the CDO position within higher education suggest that approximately 1,800 CDO positions currently exist at institutions across the nation (Mitchell, Mitchell, Whitmore Jr., & Varner, 2018; Valbrun, 2018). However, the importance, respect, and association of the position with the institution’s executive leadership cabinet remains in question (Valbrun, 2018). The specific job title of a CDO can vary across institutions and may include various titles, including “vice provost, vice chancellor, associate provost, vice president, assistant provost, dean or

special assistant to the president for multicultural affairs, international, equity, diversity and inclusion” (Cherenfant & Crawley, 2012, p. 39). The CDO emphasizes the importance of creating diverse learning environments that support university efforts to cultivate and sustain inclusive instructional and research practices, programs, and cultures that benefit students, staff, faculty, and administration (Texas State University, n.d.; Williams & Wade-Golden, 2013). The placement of the CDO within the institution’s organizational structure is important because if the CDO is improperly positioned (Williams & Wade-Golden, 2008; Valbrun, 2018), their ability to significantly improve diversity and inclusion on campus may be severely limited (Harvey, 2014; Leon, 2014; Mitchell, Chaunda A., Jr., & Varner, 2018). Moreover, the work of creating an inclusive campus environment should not fall solely on the shoulders of the CDO. In cases in which the CDO position is largely isolated in the task of diversity and inclusion work, the position can often be targeted as the “scapegoat” when racist or discriminatory incidents occur on campus (Mitchell, Chaunda A., Jr., & Varner, 2018).

A wide range of challenges in contemporary higher education have led to a clear need for more inclusively-minded administrators who are rich in diverse experiences. Examples of these challenges include enhanced diversification of college campuses (Antonio, et al., 2004; Bowman & Park, 2015; Chang, Denson, Saenz, & Misa, 2006; Clarke & Antonio, 2012; Thomas, 2004), gender inequality concerns (Shen, 2013; Xu, 2008), stratification of social classes (Perna, 2006; Rowan-Kenyon, 2007), growing population within the LGBTQT community (D'Augelli, 1989; D'Augelli, 1991), campus climate (Chesler & Cowfoot, 1991), internationalization of education (Altbach & Knight, 2007; Wilkins & Huisman, 2012), and lack of minority faculty (Chait & Trower, 2001;

Delgado-Romero, Manlove, Manlove, & Hernandez, 2007; Fenelon, 2003; Harper & Davis III, 2012). These challenges highlight the complexities that currently face not only colleges and universities, but the daily practices of administrators responsible for solving these issues and creating a positive and inclusive campus climate for students, faculty, staff, and the entire institution (Mitchell, Chaunda, & Varner, 2018).

### **Significance of the Study**

Our lack of understanding about the diverse experience of administrators in improving organizational climate, culture, and institutional performance inhibits our ability to address the challenges that face higher education (Tierney, 1988). The possession of knowledge and understanding on diversity and inclusion matters are important because executive-level administrators are in positions where they can bring about significant positive changes within an institution. If administrators are ineffective in addressing underrepresented individuals' needs and grievances, then organizational problems will continue to fester and result in perceptions from underrepresented groups that the notion of an inclusive campus is only a façade.

This study can educate current administrators lacking in diversity and inclusion skillsets, allowing them the opportunity to identify an avenue of personal leadership development to fill such voids. Through findings from this study, campus leaders can begin to understand how to incorporate more inclusive practices, reduce institutional inequities and discrimination, and realign power differences to allow for more equitable opportunities. As our nation's colleges and universities are becoming more diverse, preparing administrators with the experiences and competencies to effectively advance diversity and inclusion efforts has never been more important.

## **Chapter II**

### **Literature Review**

The review of literature is organized into three major subsections. The first section examines scholarship that has investigated the relationship between executive leadership and organizational success with a particular emphasis on institutions of higher education. This literature underscores the critical role that campus leaders' attitudes, perceptions, and decisions can play in propelling a college or university towards its goals. In addition, this subsection provides a deeper understanding of how executive administrators' personal and professional experiences may influence their efforts to create a more diverse and inclusive campus culture.

The second subsection of the review focuses on what research has found regarding the conditions that create an inclusive and welcoming campus culture. As Tierney (1988) suggests, "An organization's culture is reflected in what is done, how it is done, and who is involved in doing it. It concerns decisions, actions, and communication both on an instrumental and a symbolic level" (p. 3). This literature provides important context to assist campus leaders in identifying the types of organizational behaviors and actions that best promote diversity and inclusion on campus.

The third section of the review provides a review of key concepts from research on organizational theory, specifically as it has been applied to understand management and performance in higher education. The organizational theory literature provides clarity and context to the unique challenges and opportunities that campus administrators (CDOs and/or executive positions) often face as they seek to implement change within higher education institutions.

### **Higher Education Leadership: Skills, Dispositions, and Competencies**

A leader does not necessarily have to be in a formal, executive-level leadership position. There are individuals not in a formal position who possess leadership qualities, traits, and knowledge of how to influence individuals or groups (Brown & Trevino, 2013; Bouckenooghe, Zafar, & Raja, 2015; Liden, Wayne, Liao, & Meuser, 2013). These individuals have a natural knack to take charge and see a task to completion (Aguirre & Martinez, 2002; Stone, Russell, & Patterson, 2004). The placement of an individual within the organizational hierarchy is critical. This placement signifies how much access, authority, or positional power one may or may not have to provide input on important organizational decisions (Stone, Russell, & Patterson, 2004). Therefore, a leader can be viewed two ways: any individual who demonstrates a capacity to see tasks to completion or influences others to follow a desired path (Astin & Astin, 2000; Stone, Russell, & Patterson, 2004).

Regarding diversity and inclusion (D&I) in higher education, a cause for concern could be the tension and balance between the person in a position versus a person who has influence to disrupt the desired change attempted by a CDO. Therefore, it is crucial that administrators use their positions effectively in order to decrease the influence that persons not in leadership positions may cause when addressing issues of diversity and inclusion (Williams & Wade-Golden, 2013; Williams & Wade-Golden, 2008). Many positions of leadership are high-touch positions in which the leader comes into contact with an array of stakeholders and affiliates. Therefore, administrators possessing an understanding of the intersectionality between conflict management, organizational development, diversity and inclusion, and cultural intelligence is pivotal (Ayoko &

Konrad, 2012; Gotsis & Griman, 2016). From an organizational perspective, an administrator needs to be placed in a position which has authority, influence, and appropriate resources to implement changes to policies and culture (Mitchell, Mitchell, Whitmore Jr., & Varner, 2018). Institutions should ensure that those who are in a position of leadership go through appropriate leadership development to be properly prepared for the roles and responsibilities of the position. Astin and Astin (2000) state that leadership development helps develop talent and attitudes to become more effective leaders (p. 12). In providing leadership development that emphasizes cultural intelligence and diversity issues, leaders will come to possess more inclusive attitudes and possibly become more effective organizational change agents.

**Competencies.** The increasing diversity of college campuses requires highly-skilled leaders who can understand the perspectives and needs of their diverse constituents. Within the literature on campus climate and leadership, there is very limited research that has examined the preparation, skillsets, and core competencies needed by today's administrators to truly advance diversity and inclusion on campus. Executive administrators can exert a strong influence on campus climate and diversity issues, but be deficient in the competencies needed to make meaningful change (Legon, Lombardi, & Rhoades, 2013; Williams & Wade-Golden, 2008; Williams & Wade-Golden, 2013).

There are several national associations which mention in some context the words *leadership, diversity, inclusion, and/or social justices* as competencies. This researcher conducted a content analysis of popular national associations for administrators. After reviewing seven national associations' websites, many of the associations had mentioned of diversity or social justice. Within the industry of higher education exist many national

associations, which speak to the competencies that are viewed as important for particular positions. Among administrators and executive personnel within higher education, there seems to be no shortage in the number of associations they can be affiliated with to display their understanding of the plethora of institutional components of higher education in the United States. The National Association of Colleges and Employers (NACE) have seven competencies that form career readiness (The National Association of Colleges and Employers, n.d.). The seven competencies were: critical thinking/problem solving, oral/written communications, teamwork/collaboration, information technology application, leadership, professionalism/work ethic, and career management. The National Association for Diversity Officers in Higher Education (NADOHE) communicates twelve standards of practice that chief diversity officers should encompass. Some examples of stated standards are the following: has an understanding of the procedural knowledge for responding to bias incidents when they occur on college or university campuses; has an understanding of the application of campus climate research in the development and advancement of a positive and inclusive campus climate for diversity; understands the contexts, cultures, and politics within institutions that impact the implementation and management of effective diversity change efforts (National Association of Diversity Officers in Higher Education, 2014). Each standard of practice communicates the importance of possessing knowledge or understanding about various aspects of an institution in regard to diversity and inclusion. The National Association of Student Personnel Administrators (NASPA) addresses leadership and social justice and inclusion as two competencies that are evaluated across three levels: foundational, intermediate, and advanced outcomes (National Association of



Student Personnel Administrators, 2018). The American Council on Education (ACE,) whose members are majority university presidents, centers the association on five core values: inclusion, excellence, innovation, collaboration, and impact (American Council on Education, 2018a). Many of these national associations are highly recognized and membered by high profile individuals. Content analysis of each association has a mention of or combination of the following: diversity, inclusion, leadership, or social justice. Yet the discussion of these competencies/values on their respective website does not address how to measure these competencies within an individual. How does an individual assess or measure progress in the described competency?

**Influence.** Astin and Astin's (2000) study asks this question, "If higher education is indeed such a central player in shaping the quality of leadership in America, then... where have we gone wrong?" (p. 13). Mitchell, Chaunda A., Jr., and Varner (2018) suggest that administrators are not fully committed to "eradicating the vestiges of segregation and oppression that continue to fester on college campus" (p. 92). Known or unknown to those in leadership positions, college leaders have significant influence on the function, direction, and climate of an institution (Legon, Lombardi, & Rhoades, 2013). These influences may not always be observable by faculty, staff, and students, but are highly suggestible (Brown & Trevino, 2013; Bouckenooghe, Zafar, & Raja, 2015; Liden, Wayne, Liao, & Meuser, 2013). Thus, members from underrepresented populations are shaped by the actions, reactions, inactions, emphasis, and underscoring of diverse and inclusive issues of their college administrators. College administrators possess positional power and authority to determine organizational pathways and core values (Astin & Astin, 2000; Hendrickson, Lane, Harris, & Dorman, 2013; Mitchell,

Mitchell, Whitmore Jr., & Varner, 2018). Individuals in such positions need to be familiar or, at the very least, sensitive to the perceptions of all individuals when determining organizational pathways.

As perceptions on the value of higher education are diminishing (Lederman, 2017), so are some students, faculty, and staff's perceptions of leadership's ability to address race relations, disparities, and inequalities on college campuses (Astin & Astin, 2000; Gurin, Dey, Hurtado, & Gurin, 2002; Hurtado, Arellano, Griffin, & Cuellar, 2008; Hurtado, Dey, Gurin, & Gurin, 2003; Cole & Harper, 2017). Leaders have direct and indirect influence on the ways they approach and address racial incidents, disparities, and inequalities. Fralinger & Olson (2007) posit that the value and beliefs of the university culture are greatly influenced by administrators identified as key stakeholders in the decision-making at the university (Fralinger & Olson, 2007). The concern of these indirect/direct influences is that students, faculty, and staff who adopt administrators' shortcomings may be at risk of repeating the same divisive or dismissive behaviors and attitudes if later placed in a leadership position.

**Role and Function.** Administrators and university leaders help cultivate and maintain the brand, prestige, and perception of the institution (Williams Jr & Omar, 2014). Campus climate is the perceptions, attitudes, and outlook about the institution and affiliates (Museus & Jayakumar, 2012); however the climate is heavily skewed towards the perceptions of only students and neglects staff and faculty. Another concern that institutional leaders are facing across the country is the perception of their institution not being inclusive or appreciative of diversity (Dalton, 2015; Racism on college campuses, 2016). Therefore, administrators should be cautious in creating initiatives or policies just

to please public opinion (Renn, 2017). Some skeptics believe administrators are simply attempting to appease community, city, and state stakeholders to secure funding and formulate partnerships. Administrators will have a hard time fulfilling such task if the brand and reputation are tarnished.

In response to such reports, administrators have become more focused on highlighting the diversity of their demographics and organizational values on diversity and inclusion. Currently, there have been many racial incidents on college campuses across the nation, some of which were previously mentioned (Bauer-Wolf, 2017; USA Today, 2016). Among some of the campus incidents are reports of how the administration did not properly respond to grievances raised by students, faculty or staff (Eliahou, 2015; Foley, 2015). However, some individuals remain cautious as to whether the public rhetoric on the importance of diversity and inclusion is actually in practice. “In many ways, we are checking the box to say we have done something while simultaneously maintaining the status quo; protecting our turf and maintaining our comfort levels” (Turnbull, 2016, p. 7). It is plausible that our current administrators, in attempting to maintain brand, reputation, and prestige, may shy away from disrupting traditional comfort levels in order to improve inclusivity at all levels (Turnbull, 2016). Thus, the concern is that the focus on campus climate lacks the understanding of culture which may cause many of the misaligned policies and management that is occurring on many college campuses (Museus & Jayakumar, 2012).

### **Diversity and Inclusion on Campus**

Literature exists illustrating the benefits of institutions having a diverse and cross-cultural campus (Alger, 2013; Antonio, et al., 2004; Beckham, 2000; Bowman & Park,

2015; Hurtado, Arellano, Griffin, & Cuellar, 2008; Milem, Chang, & Antonio, 2005; Stahl, Makela, Zander, & Maznevski, 2010; Thomas, 2004). The literature also highlights and emphasizes the importance of a diverse campus climate (Fischer, 2010; Hart & Fellabaum, 2008; Hurtado, Arellano, Griffin, & Cuellar, 2008; Worthington, 2008). Studies over the past two decades underline the importance of having a campus that is not only diverse but also inclusive within all levels of an institution. Hurtado (2008) states students who experience an elevated level of diversity and cross-cultural interaction are better prepared to work and live in diverse and complex settings (Hurtado, Arellano, Griffin, & Cuellar, 2008).

A diverse campus community benefits the institution in a myriad of ways: personal and social development (Gurin, Dey, Hurtado, & Gurin, 2002), self-awareness, reduction of biases and perceptions, campus culture (Antonio, et al., 2004; Bowman & Park, 2015; Chang, Winter 2002; Clarke & Antonio, 2012), classroom discussions, social integration (Antonio, et al., 2004; Bowman & Park, 2015; Chang, Winter 2002; Thomas, 2004), cultural intelligence (Early, 2002; MacNab & Worthley, 2012) , and practical experiences (Burke, 2011). Milem, Chang, and Antonio (2005) state, “[V]itality, stimulation, and educational potential of an institution are directly related to the composition of its students, faculty, and staff” (p. 6). Undoubtedly, these organizational-level factors are critical in efforts to create more welcoming campus environments.

Administrators’ influence on campus climate is contingent upon the financial resources, staff, and authority to implement policies (Mitchell, Mitchell, Whitmore Jr., & Varner, 2018). The following sections discuss a micro-analysis of institutional components that affect campus culture. The conclusion of this sections informs

administrators where to center their resources and efforts to affect the most change to campus climate and culture.

**Mission Statements.** “The mission of the institution is one of the most visible and powerful articulations of the culture and usually relates to values and meaning for a campus and provides guidance for people to act” (Kezar & Kinzie, 2006, p. 152). The practice of organizational operations and the manifestation of an organization’s role is reflective of the institutional mission and policies established (Kezar & Kinzie, 2006). The espoused mission versus the stated mission can present a challenge for some institutions’ campus climate in that the environment and culture of the institution are not in alignment with the stated mission or values of the institution (Kuh, Kinzie, Schuh, & Whitt, 2011). The concern when espoused missions differ from the stated mission is that an underlying or hidden operation is harder for leadership to detect and discern. Campus leaders are either unaware of hidden operations, unwilling to address the hidden operations, or lack understanding to the scale and scope of how the current environment is affecting underrepresented students on campus. Mission statements have strong relation to the amount of funding that universities receive (Morphew & Hartley, 2006). If the words *diversity* and/or *inclusion* are not referenced within the mission statement, then funding for such strategic endeavors could be forfeited. Many institutions have not implemented the importance of diversity and inclusion into their mission statements, which causes students and faculty to question the value of these assets within their own campus community. Such questions may led to faculty and staff not being retained at the institution and students looking to transfer.

**Hiring and Retention of Underrepresented Faculty and Staff.** The minority representation of faculty and executive personnel in most PWIs is not in proportion to the demographics of the student population (Supiano, 2015). Previous literature has discussed the lack of minority faculty and executive personnel on campus as being a detriment to the success of the minority student (Cora-Bramble, 2006; Frierson, 1990; Villalpando, 2002). Campuses that do have a higher proportion of minority faculty and executive personnel see a higher response in campus living and satisfaction from their minority students. When minority students see minority professors or when female students see female professors, the likelihood of students becoming more successful in class is increased (Chapa, 2006; Lewis, Ginsberg, Davies, & Smith, 2004; Van Ummersen, 2005; Wade-Golden & Matlock, 2010; Williams & Wade-Golden, 2013). The lack of minority representation in faculty and executive level positions may cause minority students to feel as if they are isolated and their concerns ignored and undervalued. Bonner (2010) states, “The higher education literature consistently cites the establishment of [faculty/student] relationships as the most critical factor in successful matriculation” (p. 24). In summary, the lack of minority faculty and administrators on a college campus can cause lower satisfaction with college experience, reduce college graduation rates, decrease campus engagement, and discourage the inclusion of diverse students.

### **Organizational Theory and Higher Education**

**Corporatization.** Research has referenced higher education institutions as a combination of corporate, collegium and community (Downey, 1996). In more recent years, some research has suggested a wide-spread corporatization of higher education

(Giroux, 2002) has occurred, even with the unique description of being loosely coupled systems, which will be discussed later (Gilmore, Hirschhorn, & Kelly, 1999; Lutz, 1982; Weick, 1976). Higher education institutions have adopted a more corporate operation due to changes in federal funding (Frølich, Schmidt, & Rosa, 2010), emphasis on how revenue is now generated (Sanford & Hunter, 2011), tuition, fees and research grants (Lucas, 2006) and operating in a market-driven industry (Giroux, 2002). Yet, corporate models applied to universities can instill a heavy sense of internal competition among departments, individuals, and colleges to secure limited institution resources (Gilmore, Hirschhorn, & Kelly, 1999; Weick, 1976), secure job positions (Carbado & Gulati, 2004), and retaining power and authority (Downey, 1996; Giroux, 2002; Hendrickson, Lane, Harris, & Dorman, 2013). Increasing in the corporatization of higher education are corporations themselves, partnering on research agenda and dictating the type of job-ready graduate needed for an ever-changing workplace (Giroux, 2002).

**Loosely Coupled Systems.** As organizations, higher education institutions have several unique characteristics. The first is the structure in which the organization operates. Some literature refers to higher education institutions as loosely coupled systems (Gilmore, Hirschhorn, & Kelly, 1999; Lutz, 1982; Weick, 1976). Loosely coupled systems describe organizations that have silos or individual entities that operate separately but work collectively for a larger system (Gilmore, Hirschhorn, & Kelly, 1999; Weick, 1976). For example, institutions are comprised of individual colleges and departments that work together in fulfilling the overall mission and vision of the institution. These individual units (colleges/departments) often have little effect on each other, nor are they mandated to work in conjunction with each other (Gilmore,

Hirschhorn, & Kelly, 1999; Weick, 1976). The advantage of the described system is that autonomy for each level is managed from within and operated in the best interest for the college/department (Gilmore, Hirschhorn, & Kelly, 1999). Each department and college unit has its own business administrators, strategic plans for academic achievement, and academic advisors. Yet, there are challenges that arise within loosely coupled systems (Lutz, 1982; Weick, 1976).

The challenges of loosely coupled systems such as higher education institutions can include embedded weaknesses of the structure (Lutz, 1982), external pressures to changes aspect which go against traditional values (Lutz, 1982), changing interests of stakeholders due to demographic campus climates (Deil-Amen & DeLuca, 2010), threats to tradition, declining state and federal allocations, and diffusion of competing values and leadership communication (Cohen & March, 1974). Each challenge provides greater challenges when infusing the dialogue about diversity and inclusion. Higher education organizations are increasingly scrutinized about diversity and inclusion representation regarding students and faculty. Within recent years, there has been an explosion of chief diversity officer hires (Williams & Wade-Golden, 2008; Williams & Wade-Golden, 2013) to manage the underlying dilemmas that arise. However, due to the organizational structure of many institutions, an administrator responsible for the institutional culture might find difficulty in managing and executing responsibilities (Williams & Wade-Golden, 2013).

Another challenge within a loosely coupled system is assessing whether issues are occurring at a macro-level (across colleges), micro-level (within particular colleges), or both (Lutz, 1982). Utility of strategy is important when working within a loosely coupled



system that is also a higher education institution (Allen & Chaffee, 1981). First, any administrators should have a firm understanding of the institution's values and traditions that may make the work of *change* difficult (Gilmore, Hirschhorn, & Kelly, 1999). Traditions and values must closely align with or provide opportunity for an administrator to address changes that still holds true the values and traditions (Gilmore, Hirschhorn, & Kelly, 1999). Concomitantly, administrators who operate in loosely coupled systems must cultivate a trust and space for allies and other advocates to duplicate the messaging for the change. A unique challenge is facilitating change in environments where department chairs, directors, and other senior faculty with influence and tenure are opposed to the strategic approach or implementation to the change (Baldrige & Okimi, 1982; Cohen & March, 1974; Gilmore, Hirschhorn, & Kelly, 1999; Lutz, 1982). Unlike other types of organizational structures, these resisters have the autonomy within their individual system to usurp the objective and actions of the administrator. Thus, administrators' key actions are to find the right opportunity, approach, and advocates to help facilitate change in tough areas (Gilmore, Hirschhorn, & Kelly, 1999).

**Organizational Plan.** Creation of tools and communication that constantly reinforce the alignment of the strategic plan to the institutional mission becomes critical to help reduce oppositional friction. Additionally, administrators in loosely coupled systems must be attentive and listen to issues that are occurring within and across levels (Gilmore, Hirschhorn, & Kelly, 1999). Listening and attentiveness can help administrators adjust the plan for change to best fit all constituents of the institution and provide a comprehensive approach. However, sometimes comprehensive plans will still be unsuccessful in loosely coupled systems because of the uniqueness and autonomy of

individuals, departments, and colleges. Ultimately, some research suggests that the facilitation of change within a loosely coupled system is best executed through use of a steering committee or strategy group (Gilmore, Hirschhorn, & Kelly, 1999).

### **Conceptual Framework**

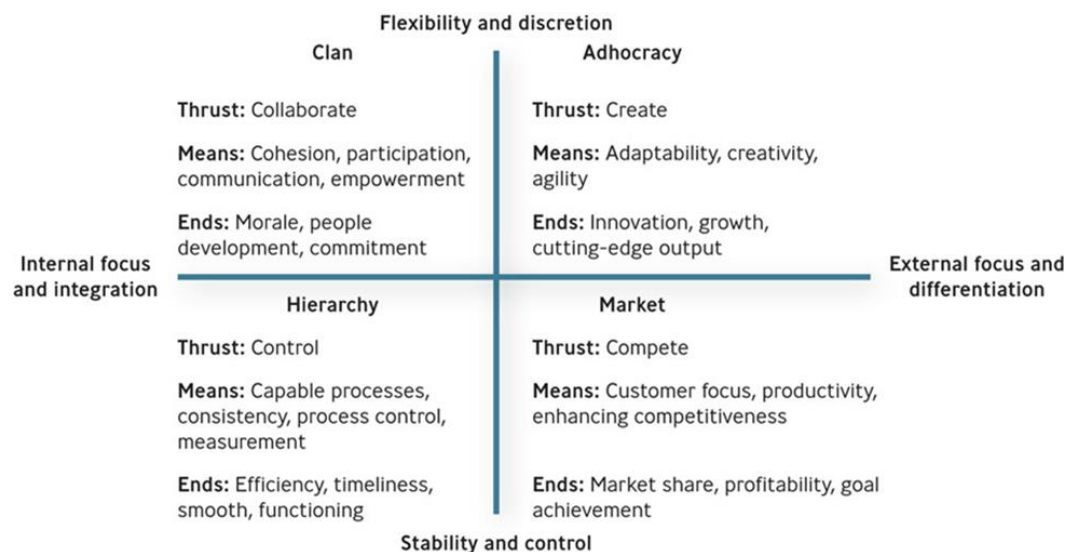
One framework used in this study was Aguirre and Martinez's (2002) transitional and transformational framework. This study examines the actions of leadership within higher education institutions embracing diversity. As discussed in the literature review, Aguirre and Martinez (2002) address the importance of leadership within higher education. They posit that if the institution is to change or embrace any new concepts, programs, or ideologies, those changes must first begin with leadership. However, their study also suggests that many people in leadership positions within higher education view diversity solely as affirmative action (Aguirre & Martinez, 2002). Citing Hopwood and Bakke, their study highlights that if leadership does not address diversity within their mission statement, the probability of organizational practices to enhance diversity on campus is unlikely. They (2002) address two key questions: "What types of leadership practices *transition* institutions of higher education to address diversity issues? What types of leadership practices *transform* institutions of higher education into an inclusive community for diversity issues? (Aguirre & Martinez, 2002, p. 54). These questions provide for a more critical examination of institutional accountability towards adapting organizations to diversity issues within higher education.

Based upon the two questions, they (2002) identified two concepts to describe the relationship between leadership practices and diversity: 1) leadership practices for diversity and 2) diversity for leadership practices. Leadership practices for diversity

describes institutions that “incorporate diversity into the organizational culture and institutional environment because diversity and inclusion are promoted as a unified practice” (Aguirre & Martinez, 2002, p. 60). Contrarily, diversity for leadership practices “have limited success in responding to diversity issues because diversity and inclusion are treated as separate practices” (Aguirre & Martinez, 2002, p. 60).

“Studying the cultural dynamics of educational institutions and systems equips us to understand and, hopefully, reduce adversarial relationships.” (Tierney, 1988, p. 5). Smith (2015) identifies that institutional “-isms” exist, which can be embedded within policies, standards, or practices which create inequities within an institution’s culture. These “-isms” are more often covert or implicit rather than overt or explicit, which creates difficulty in clearly addressing subcultural issues of inequality, inequities, and/or discrimination. Campus culture is a leading catalyst into the outcomes and experiences of individuals from diverse ethnic backgrounds; a toxic culture can lead to dissonance, isolation, and discounting of one’s identity (Museus & Jayakumar, 2012). Museus and Jayakumar’s (2012) study implores institutional efforts to appropriately shape a diversity-oriented and equity-oriented campus culture (Bensimon, 2005). Within higher education exist various compositions of institutions (Morphew, 2009). To better understand the components that influence leadership decision-making, this study will use a competing values framework (Quinn, 1988) to better understand four types of organizational culture. The organizational culture assessment instrument (OCAI) is a commonly used instrument within corporate settings and was first mentioned in a higher education context through Tierney’s study (1988). Prior to Tierney, however, Andrew Pettigrew (1979) posited members of an organization operate from an internal conceptual frame based upon the

dynamics of their workplace (1979). Within the framework, Quinn posits that there are two distinct dimensions among organizations (1988). Figure 1 displays the dimensions of the competing values framework. The first dimension operates between control and flexibility, while the other dimension operates between internal and external focus (OCAI, n.d.; Tierney, 1988). Each dimension operates on a continuum between two extremes. The first dimension operates between control and flexibility, while the other dimension operates between an internal and external focus (OCAI, n.d.; Tierney, 1988). Quinn's (1988) competing values framework and Birnbaum's (1988) studies categorized organizational cultures into four categories based upon an organization's intersection between the two dimensions: clan (collegial), adhocracy (anarchical), hierarchy (bureaucratic), and market (political) (Birnbaum, 1988; Quinn, 1988; Quinn & Rohrbaugh, 1983; Tierney, 1988). The utility of the competing values framework for this study will aid in identifying areas of concerns, grievances, and discord from the perception of underrepresented students, faculty, and staff within the university culture (Fralinger & Olson, 2007).



*Figure 1. About the Organizational Culture Assessment Instrument (OCAI). Retrieved from OCAI online: <https://www.ocai-online.com/about-the-Organizational-Culture-Assessment-Instrument-OCAI>*

In Figure 1, each quadrant provides insight about how an organization's culture may operate and insight into how best to implement change and improve performance. The first quadrant is the clan culture which is described as friendlier and family-oriented. Clan culture fosters a mentor relationship between supervisor and employee. Emphasis is placed on cohesion and morale (Kaufman, 2016). Tradition and loyalty are large drivers to organizational performance. Adhering to the needs of the client and personnel is most important. However, the concern with clan culture in a higher education context is the difficulty in maintaining a collegial culture in the higher levels of the campus organizational structure (Fralinger & Olson, 2007). Because universities are so large and have many entities within the institution, managing the culture across all colleges and departments becomes difficult. Clan culture is the most suitable for establishing an inclusive campus culture. Within a clan culture, administrators and other leadership are

proactively seeking all thoughts and suggestions to create the most comprehensive approach to challenges and obstacles.

Adhocracy culture fosters a creative and innovative culture (Birnbaum, 1988; Kaufman, 2016; Quinn & Rohrbaugh, 1983). Employees are encouraged to take risks and seek out innovative solutions to problems. Just like their employees, leaders are daring and adventurous. This type of culture typically seeks to create and construct new resources. It encourages individual freedom and expression while fulfilling one's work roles and duties. Adhocracy culture although allowing freedom, creates concern in losing organizational traditional values and process that have generated a brand. Adhocracy culture would be a one that fosters and promotes aspect of diversity in allowing expression of differences for sake of difference. Yet, adhocracy may not be sustainable for inclusion due to tension between traditional pathways of governance and scholarship versus changes in education and scholarship due to growing diverse institutions.

Market culture is one driven by finishing tasks and executing objectives. Market culture is very competitive, and heavy emphasis is on performance and continuously meeting high expectations. Organizations within a market culture continue to find ways to secure a strong reputation and image (Kaufman, 2016). Acquiring more of the market is the ultimate goal in this culture; thus leadership continues to press and emphasize performance. Market culture is arguably most prominent in today's industry. Many institutions heavily focus on institutional performance and meeting key indicators worthy of national recognition (Williams Jr & Omar, 2014). Therefore, market culture may not be best in trying to cultivate an inclusive campus environment, but would better suit a post-inclusive industry.

Hierarchy culture operates in a very structured organization. Due to the hierarchical nature, policies and procedures drive how work is to be performed. In this culture, leaders' emphasis is on efficiency. The objective of leaders in this organizational culture is to make sure the organization is running smoothly and is financially efficient (Kaufman, 2016). The concern within higher education is the multiple levels that exist within an institution and the increased probability of miscommunication and misperception of core values and mission (Fralinger & Olson, 2007). Hierarchy is another culture alongside market culture that is arguably prominent in today's industry, but unlike market culture, hierarchy culture could be used to quickly change a campus environment due to emphasis on structural procedure from its leadership.

As higher education institutions become more reliant on the tuition of students and student bodies are becoming more diverse, clan culture may be more suitable in the future (Toma, Dubrow, & Hartley, 2005; Kaufman, 2016). It is advantageous not only for college institutions but also administrators to embrace the cognitive frame of clan culture. Additionally, studies have found that for students the preferred higher education culture was clan culture as well. "Although culture can be defined in many different ways, in the context of the academic setting, culture can be referred to as the certain values that leaders try to incorporate in their organizations" (Fralinger & Olson, 2007, p. 85). It is imperative that leaders have a thorough understanding of cultural and diverse perspectives within groups internal to the organization (Fralinger & Olson, 2007). Clan culture can foster and advocate for intentionally knowing one another so that the organization is adhering to the very individuals that make up the organization.

This study will interview administrators at the selected institutions to identify personal and professional experiences and how such experiences influences leaders' approach to work. Concepts from Aguirre and Martinez (2002) apply to their approach and work with minority students. Their framework can be used to better understand how senior-level executives within higher education institutions view diversity. Additionally, this study seeks to gain a better understanding from leaders' perspectives on how they believe diverse experiences play a vital role in preparing them for increasing multicultural demographic campuses.



## **Chapter III**

### **Methodology**

This study uses a case study design to examine how executive administrators' personal and professional experiences, in combination with the organizational culture at their university, shapes their ability to advance diversity and inclusion efforts. Case study designs seek to answer questions of "how" and "why" to better understand the relationship of individual action and organizational outcomes (Yin, 2014). Furthermore, this study applies case study methods to investigate a contemporary phenomenon in depth within a context that is realistic to study participants (Yin, 2014). A case study is the most appropriate research design due to this study being an exploratory inquiry (Meyer, 2001).

Case studies occur within a bounded system and seek to clarify or explain a particular phenomenon of interest (Stake, 1995; Yin, 2014). Specific to this study, the particular cases of interest are administrators who currently serve in a role where their primary responsibilities involve overseeing diversity and inclusion issues at their institution. The primary interests are the level of experience, understanding, and knowledge about diversity and inclusion an administrator should possess to provide effective leadership within the context of a PWI. The use of a case study design is appropriate for this study because each of the administrator's experience, position within the organizational structure, and institutional culture provides a case for investigation.

As Yin (2014) explains, multi-case designs are typically more robust and compelling than single-case designs because the examination of multiple cases allows for replication in reaching conclusions. Accordingly, this study will apply replication logic

(Yin, 2014) by using the same data collection procedures (e.g., interview protocol, interviewing administrators in similar job roles) and coding methods across all institutions. This approach allows the researcher not only to examine each administrator's experience as an individual case, but also to identify themes and constructs that apply to the cases as a whole providing a holistic understanding (Meyer, 2001).

### **Study Participants**

A total of 13 administrators participated in the study. The researcher recruited diversity and inclusion administrators at PWIs who hold high-ranking positions such as executive director, vice provost, vice president, or chief diversity officer. Participants' position title in this study included: 5-chief diversity officers, 2-Directors, 2- Vice Provost, 2-Vice President, 1- Sr. Director, 1-Asst, Director. The geographical location of the institutions were representative of all regions; 6- Southeast region, 5- Midwest region, 1- Northeast region, 1 Northwest region. The ethnic representation of study participants were: 10- African Americans, 1- Caucasians, 1- Latina, 1- Caucasians and Hispanic (see appendix A for full table of study participants). The researcher used institutional websites to examine the organizational structure of the institutions to identify administrators to interview.

To meet the inclusion criteria for the study, each administrator must be employed at a public, four-year PWI that has been recognized for having increased recruitment and retention among underrepresented faculty, staff, or student groups. PWI status will be determined by ethnic group percentage representation of White students. Some institutions were targeted based on IPEDS data compiled in a report by Nichols, Eberle-

Sudre, and Welch (2016) that identified institutions with high graduation rates for underreported student groups. Other PWIs were identified through national accolades and/or recognition, such as the Higher Education Excellence in Diversity (HEED) award, which indicates the institution has proactively pursued inclusive practices.

### **Data Collection**

This study used interviews as the data collection process to gather information from respondents. The term *respondents* is a reference to administrators who fit the study's criteria and agree to participate in the data collection process. Interviews allowed the researcher to ask pointed questions that provided a better understanding about respondents' perspectives regarding the importance of diverse experiences prior to and while serving in a leadership position (see appendix B for Interview Protocol). The study used purposeful sampling to identify respondents, as the study's specific focus is on diverse experiences of administrators at public, four-year PWIs.

The interviews were conducted in a semi-structured format. Semi-structured interviews allowed the researcher to be flexible and ask additional questions or follow a different path of questioning depending on an interviewee's responses (Glesne, 1999). Additionally, the study will use interviews to uncover the opinions, attitudes, and perception of respondents about the study's research questions. The use of interviews was appropriate for this study because each of the administrator's experiences, perceptions of organizational culture, and attitudes of executive leadership knowledge and understanding of diversity and inclusion issues provides a case for investigation. As Glesne (1999) explains, "The opportunity to learn about what you cannot see and to

explore alternative explanations of what you do see is the special strength of interviewing in qualitative inquiry” (p. 69).

Interviews allowed for respondents to be in the position as experts to the unit of study. For this study, every respondent is in a leadership position responsible for diversity and inclusion, and are deeply aware of the perception, challenges, and issues that affect the specific institution. One-on-one interviews provided a sense of security and confidentiality for the respondents. To establish a trustworthiness between the researcher and participants, carefully scripted emails and phone conversations provided a thorough understanding of the study’s purpose and reassurance of anonymity. The researcher’s use of interviews helped explore the purpose of the study in more depth, with particular interest in drawing upon information from people who are experienced or intimately involved in the issue (Meyer, 2001).

Aguirre and Martinez’s (2002) transformational leadership framework and Quinn’s (1988) competing values framework guided the development of the interview protocol. Part of the interview protocol adopted open-ended questions from the researcher’s candidacy study which addressed administrators’ roles and influence in improving Black student success at PWIs. Other questions were originally crafted with the assistance of the researcher’s methodologist to ensure questions were focused on the experiences of administrators and how stated experiences influence their approach to work within their roles as administrators. The interview questions support the guiding conceptual frameworks because administrators’ personal diverse experiences intersect with their organizational culture and may have significance how executive administrators address and perceive diversity and inclusion issues on their campus. Each administrator

must agree to be interviewed and the sessions will be audio-recorded. In order to protect identities, pseudonyms will be used for all study participants and their institutions.

### **Data Analysis**

The interviews were recorded with an audio recorder, and four were conducted through Skype. Audio recording the interviews allows the interviewer to listen more intently and recognize the opportunity for clarification or follow-ups to responses by participants' comments, tone, pause, and inflection of voice. After all interview data was collected, the interviews were transcribed electronically, creating the qualitative database for this project. The data was analyzed and coded for themes utilizing MAXQDA qualitative software. As Basit (2003) explains, the use of coding in qualitative data creates a "conceptual scheme that suits the data" (p. 144). The researcher will use a coding method that subdivides the data into assigning categories (i.e., themes) using certain keywords, phrases, and constructs (Basit, 2003; Creswell, 2014). The themes that emerged within and across, each interview will become the basis for the key findings from this study.

### **Limitations**

Great difficulty is present in studies which attempt to adequately construct individually-based research. The number of participants in this study may be too small to validate or unquestionably answer the research questions using qualitative methods. Although individual interviews will provide far richer data about experiences than any quantitative method, it is unreasonable to attribute responses from a small sample of executive administrators to an entire industry. The need to maintain confidentiality and anonymity may result in reporting that is too broad in its findings. Essentially, some

participants may have been reluctant to provide detailed responses to interview questions that address sensitive topics. On the other hand, to aggregate data across institutional type or specific administrator role obscures individual and ethnic differences and suggests, therefore, experiences are not affected by such identities. The researcher recognizes there are significant cultural and personal differences among the study participants and their responses will result from a variety of experiences. Transparency and honesty in participants' answers must also be considered, due to concerns about responses divulging too much information which may make them susceptible to being identified or harming the reputation of their institution.

## **Chapter IV**

### **Findings**

The ability of executive leaders to create a diverse and inclusive campus climate is particularly critical at predominately white institutions (PWIs) of higher education, given that many of the recent high-profile cases of discrimination, exclusion, and unequal treatment of historically marginalized students have occurred at PWIs. The purpose of this study was to identify the experiences, skillsets, and core competencies needed by executive higher education leaders in order to meaningfully advance diversity and inclusion efforts at PWI's. The results of the interview data are presented in this chapter. The next section will present the answers to each research question as supported by the data collected from participants.

**Research question one: In what ways do personal and professional lived experiences of executive leaders influence their efforts to create a more diverse and inclusive campus?**

**Varieties of Lived Experiences and Influences.** The researcher wanted to learn about each participant's background and experiences prior to becoming an administrator to better understand how he or she became interested in their current work function and role. Differences in childhood background and experiences were vast. Some administrators grew up in rural communities, others in large metropolises. Some administrators mentioned being a member of an underrepresented group. Others talked about living in a multicultural household, either regarding ethnicity, language, or religious beliefs. The first reoccurring topic revealed personal lived experiences based on their own identity and/or unique upbringing. Trevon shared his unique background:

So, I grew up in a neighborhood that was 99% African American. And I went to an elementary school that was 99% Caucasian. At one point, I was the only black male in the entire 6th grade class. I had multiple religions in my family. My grandmother on my father's side was actually a Holiness minister. And my mother's family was Roman Catholic. So we had just a mixture of religious, personal experiences.

Trevon grew up very exposed to diversity while other administrators mentioned their exposure growing up in a very diverse city and/or neighborhood. Darnell mentioned more his surrounding area when he stated, "I come from an urban background, very crime-ridden, in inner-city schools with inner-city problems." Similarly, Terrell shared his background, "And so I came here from larger inner-city in the western part of the country... I came as a poor first-generation inner-city black kid, as I tell people." Kiara expressed how both of her parents were high school dropouts and she was a first-generation college student.

The second reoccurring topic revealed involvement in community or civic engagement. Many of the administrators shared how their identity and lived experience became the catalyst for wanting to give back in some way. About half of the respondents mentioned how their involvement with the church/community spawned a desire to help others. Stacy's early passion for social justice was kindled upon learning about the discrepancies that existed in our society between ethnic groups. Stacy expressed, "I've always been a champion for social justice...just really wanting to try and solve and find solutions to world challenges."



Andre's involvement with the local church in a non-diverse community, paved a path of future diversity work. He shared, "I've worked in the community, I mean I did everything within the church atmosphere that you could do, you know. And most of it was centered around, to me ... issues of diversity." These responses begin to shed light on how each administrator begin to be prepped for a career in diversity and inclusion work. Trevon's interest in looking for disparate groups transformed into his current career.

A desire to bridge differences between cultures and individuals through dialogue and discussions gave reason for others to become involved in diversity and inclusion efforts. Marquis' research focuses on "issues of racial discrimination, racial socialization, identity, and how they impact the academic, mental, and physical health of African Americans." He hopes to provide new perspectives of academic excellence among African American students. Marquis shared his experience and his goals further as follows:

And making sure that as we begin to think about what it is that we do, that we recognize some of the things that we take for granted as just being the way things are, may not necessarily be. And so providing another lens in which to compare the status quo again. And also, more tangibly, provided access to networks to students and opportunities and a view of the world a little bit broader than what often many of my colleagues had...

Twelve out of the thirteen administrators attended a PWI as undergraduate students. Of the 12, many of those stated that they recall their experiences while in undergraduate school as a focal point to affect change now as an administrator. Ebony

attributes the value of being a mentor to her students as a critical aspect to her current functions, due to the significance of her own mentors reaching out, checking in on her, and providing care. Alexis also talked about the importance of mentorship in her response.

And so was just very fortunate when I came to work here, that someone still took me under their wing and helped me to grow professionally and personally....again being able to see things not only through a student lens, but working in that type high-level office on campus gave me a taste for just different things that you would encounter in the university setting, ...And so that mentoring was critical for me, again just making those connections across campus.

Others shared how their own independence and perseverance through undergraduate experiences served them in their current role to overcome obstacles today.

Darnell shared similar sentiments:

And so I had to be able to carve my own way through, make my own way through, go through on my time, on my pace, in accordance with my priorities and different kind of things that are important to me, or else I wasn't going to make it.

Gloria relies on her independence during her undergraduate experience as an influence to her role now:

I didn't necessarily need somebody holding my hand and coddling me. And I think that is how I've approached the work that I do...insuring that we're listening to students... I didn't necessarily have anybody that was probing to really

kind of get down to the foundation of where I wanted my life to go, and my direction.

These responses provided insight into what aspects of their undergraduate experiences influence them today as administrators. Four of the administrators are alumni of the institution at where they are currently employed. Those who are also alumni come with a deeper understanding of cultural and ideological shifts that have happened since their undergraduate days. Their focus is on issues that may still exist within the institution or ideological shifts that have yet to occur in order to change the campus culture. Terrell commented how being an alumnus provides a unique stance to speak to matters: “Having...seen the institution for about 30 years in total, including my being a faculty, and administrator, and being a student, both an undergrad and grad student really helped me . . . “ Terrell’s familiarity and longevity with the institutional structure and process equips the CDO with the perspective, that “I’m uniquely situated to have experienced the institution at a variety of levels” (Terrell).

**Overall Results of Experience.** Responses from these questions pertaining to the first research question encompassed the perceptions of how they viewed their lived and professional experiences as preparation in becoming an administrator at a PWI. The identity and lived experience of each administrator influenced and cultivated an interest in pursuing a path towards their careers today. Some administrators relied on their passion to help their surrounding community, others recalled their own experiences of inequalities and inequities growing up, and a few reflected on undergraduate experiences to influence their approach to work. Being an alumnus of the institution certainly provided advantages for the four administrators. Familiarity with the institution, a deep

understanding of the organizational structure, and long-standing issues of the institution provided these alumni with the confidence to address administration and faculty about long-term issues.

Administrators express similar responses regarding their experiences. These experiences focused on what some administrators referred to as recognition of difference due to their identity, revelation of failure in the education system as undergraduate students, and experience in the position working at their current institution. While some administrators believed that their lived experiences were a natural part of growing up in a society as a minority, others were more forthcoming in providing context to failures of the education system not adequately addressing differences in ethnic and disparate communities. For instance, in relationship to recognition of difference due to identity, Darnell explained that traditional systems of higher education were not adequately prepared for underrepresented students, “who were in multiple populations simultaneously – black, male, low socioeconomic background, first generation – and had this plethora of issues and concerns that they had to navigate...”

Stacy expressed that higher education structures are “embedded with historical oppression and systematized racism and sexism” and she stays mindful of that when doing this work. Trevon shared perspective on how “systemic stereotypes and biases” are aspects of the current higher education culture. He points to how institutions market and advertise opportunities and scholarship, suggesting that some student groups are indirectly left out.

Alexus pointed out stereotypes that exist within higher education which may cause difficulty in being more direct about addressing matters of diversity and inclusion:

And I sometimes hear colleagues say “well, you know, we’re just bringing in these students, and they’re not gonna be successful.” And often times these are underrepresented students that they’re talking about. And so for me, it’s scary because if you already have this mindset that the student is not gonna be successful, I believe that will impact your interactions with them from day one. And so I believe that individuals need more training around why some students may have some of the deficiencies that they have, but looking at appropriate supports, and that’s really what we’re here for, the student can be successful here at the university. (Alexus)

These comments and those offered by other administrators suggested two major components of experience: personal identity and exclusion due to identity. Most administrators agreed that their personal lived experience was a foundation to their own understanding about diversity and inclusion within higher education.

**Tenure in Position and Longevity with Institution.** On average the administrators in this study have spent 4.6 years in the position as overseers of diversity and inclusion efforts, yet the average length of time at the institution was 12 years (see Table 1). Some administrators like Terrell, Marquis, Kiara and Alexus, have expressed their longevity at the institution as being beneficial in receiving the official title as overseers of diversity and inclusion efforts. Specifically, Terrell and Alexus’s statements expressed how having a close and personal relationship with the institution gave them a deeper understanding and knowledge of institutional issues, structure and function. Alexus attributes her personal relationship with members of her undergraduate institution as being foundational in advancing her career. Terrell shared his experience:

There's some validation that have to happen through chief diversity officers in their roles. So fortunately for me, spending 15 years as a faculty member before elevating and transitioning into this role helped build a reputation as someone that has always had a commitment. And so everyone doesn't transition into these roles with that type of a background...

To understand an administrator's familiarity of being on a PWI campus, the researcher asked interviewees about tenure in the position (See Table 1). The longest time in the position was Darnell who has served in the position for 12 years, followed by Terrell and Alexis who have served in the role for 10 years. The longest tenure at the same institution was Andre who has served at the institution for 25 years, followed by Terrell who has served at the institution 24 years. Each mentioned how their tenure in the position and institution has served them well in understanding how to work within such a role while at a PWI. Table 1 may suggest that length of time at an institution may have greater importance than years of experiences in the position. To further corroborate, Andre reflected on various duties and scale of responsibilities held over the past 25 year before the title of a chief diversity officer became popular. He recalls having an initial role that was intended to be student focused, but led to working with "students, faculty, staff, and community people because you were the primary person" Like Andre, a few other respondents also recall early in their career having the responsibilities and duties of a CDO without the title. Marquis stated how he was in the role of a CDO for quite some time prior to becoming official. "I have been, depending on how you define it, my titles have not had diversity, equity, or inclusion as part of it, but I've been involved in those activities throughout my professional career."

These perspectives lead to some possible assumptions about the position. 1) The institution recognized the importance of having a formally designated position to oversee diversity and inclusion efforts. 2) Institutions are in a market culture and essentially following other institutions to formalize a role such as CDO. 3) Due to past diversity and inclusion issues on college campuses nationally, institutions are creating such formal positions for legal protection. 4) Institutions have always had an interest in a person overseeing diversity issues on their campus but are now formally applying a recognizable title. Whatever the reasoning, longevity with the institution has allowed many of the administrators to build trust with colleagues, build rapport with faculty, recognize stakeholders, and serve on various committees to demonstrate and highlight competence.

**Research question two: What do executive leaders describe as the core competencies and preparation experiences necessary to thrive in the role of lead diversity officer at a university?**

**Defining Cultural Competence.** As champions of diversity and inclusion efforts the administrators provided their opinion as to whether cultural competence is an effective and efficient way to create change within an institution. Many needed to understand in what context *cultural competence* was being used and interpreted based on institutional environment. Some stressed that cultural competence in and of itself is not a good predictor of institutional change. For example, Aisha stated doubt:

I think it is. But we have to make sure that we all have an understanding of what cultural competency is. It's not just . . . I think that's the confusion at my institution. Everybody has their own definition of cultural competency. So we're all working with that definition, and we haven't been as successful as we could as

an institution. And so we all have to get on the same page or have that same understanding of what cultural competency is, or what it is for us. And then we go from creating what that looks like or creating the things where our students or faculty or all of the people involved are able to get on that continuum of cultural competency. Because I do think there's not an end to it, this is a journey, and we have to keep going on this journey, we can't just be stagnate, because we've reached this benchmark or we've checked off that box. That's something that's continuous. (Aisha)

Gloriana's comment complimented Aisha's: "I don't believe we stop at competence. I tend to look at how do we be culturally intelligent. And then how do we start to get people, how do we start looking at advocacy? (Gloriana). Rebecca expounds on Gloriana's comments of seeking cultural intelligence through self-reflection and "[g]ain that knowledge and do what I have to do, whether it be reading, taking a class, talking to people, going out into a community of people, and getting to know them better. (Rebecca).

Marquis added a different interpretation of cultural competence by offering two perspectives, one being how the term is used in social work and psychology versus cultural competence used in philosophy. Andre applied a practical application to his understanding of cultural competence as not just a "stand-alone" but also paired with "interpersonal models and interactions with people." Andre believes that cultural competence is more about living the essence of cultural competence through having an open mind rather than just studying theory. Ebony applied the term more to the characteristics of the institution itself. She shared how depending on demographics of the



institution, political, social, and economical issues within the institution, and the surrounding community of the institution may have significance in how the term is interpreted and applied. Trevon questions the intent and purpose of seeking cultural competence:

I think it depends upon what you're trying to accomplish and how you go about it. I think that it can be if it's done the right way. And I think that it could be pretty much a waste of time if you're not thoughtful about it. So what is often left out of the conversation is why, you know, what do we mean by cultural competence? And why is that really important? And I think answering those two questions upfront is really important to make it effective. (Trevon)

Terrell's response agreed with Trevon's sentiments. Terrell questions what actionable steps are being performed alongside the development of cultural competence? Terrell believes if there are not concentrated efforts for action, then cultural competence is not going to be effective or efficient.

We see through these comments that cultural competence generally is an abstract concept. *Cultural competence* alone is not sufficient to say it can be effective and efficient; context and application of its definition needs to be clearly understood for any institution. Many of the comments above suggest that cultural competency is neither a "check off the box item" nor a final destination of understanding. However, cultural competence should be an assessment that pushes individuals and institutions to be in lifelong pursuit of understanding cultures, ethnicities, and personal enrichment. Therefore, depending on the context in which the word is being applied, cultural competence is generally seen as positive.

**Competencies.** The second major research question of this study was about the core competencies needed to thrive in the role of lead diversity officer at a university. This question was followed by subsequent questions which asked, where one can receive formal training to develop such competencies if he/she lacks a stated competency. Among all responses a total of 106 competencies were mentioned. Below is a table which displays the most frequent responses (see Appendix B for detailed table of individual responses).

Table 1

*Frequency of Competencies by Category*

Competencies	Frequency
Knowledge/Understanding	37
Personal Traits	18
Organization Knowledge	13
Communication	8
Passion/Purpose	7
Leadership	6
Groups/Teams	5
Self-Awareness	4
Vision	4
Cultural Competence	2
Experience	2

Although some of the competencies are tangible, many are also abstract descriptions that could be obtained through affiliation to national associations or practical application to enhance personal knowledge. Table 2 depicts that many of the competencies stated fell within categories related to general knowledge and understanding, personal traits, and organizational knowledge. Overall, the responses from administrators suggests that a CDO should have a strong internal inclination about

their own drive and ability to navigate organizational obstacles in order to be seen as competent and resilient in such a critical role. If one finds him/herself lacking in one of the many competencies stated, there are three paths one can take: seek professional development through attendance to a workshop/conference, be well-read in the literature, and intentionally placing oneself in situations to learn.

**Professional Development.** The most common way for an aspiring CDO to build competency is to become a member of a national association that focuses directly on the profession of chief diversity officer. Among administrators' responses, two associations were mentioned most frequently. The National Association of Diversity Officers in Higher Education (NADOHE) is an association and affiliate of the American Council on Education (ACE). The National Conference on Race and Ethnicity (NCORE) is another national association that was often mentioned by participants. Outside of these two associations the National Association of Student Personnel Administrators (NASPA), American College Personnel Association (ACPA), National Coalition Building Institute (NCBI), American Association of Access and Equity and Diversity (AAAED), Equal Employment Opportunity Commission (EEOC), and Association for International Educators (NAFSA) were mentioned. These particular associations, institutes, conferences, and workshops worked more on general leadership management, skill development, and other aspects for which administrators may be responsible.

Another pathway of professional and personal development is through having command of relevant literature and placing oneself in situations of learning. In other words when CDOs sense a weakness in themselves in a subject matter, they gain practical knowledge through reading literature, attending events, or conversing with

someone more knowledgeable than they. Gloriana believed that to develop these skills and competencies one needs to be in a situation that requires “stretching [one]self.” As a CDO, when Rebecca recognizes a weakness, she immediately owns it and works to find a solution to strengthen herself. Rebecca said, “Then it’s my responsibility to go gain that knowledge and do what I have to do, whether it be reading, taking a class, talking to people, going out into a community of people, and getting to know them better.”

(Rebecca). Constantly, working on self should be a daily task in ways that Trevon states:

I have to work really hard to continue to push myself into my areas unknown, right? Because I have to be very aware of, again, I can slip easily into my privileged place, and I’m insulated from the issues that, you know, my students or other members of society that they’re confronting. And so I put myself regularly in situations where I’m going to learn something new, I’m going to learn more, I’m going to be exposed to a topic or a situation that I have not been exposed to yet, in an effort to continue to inform me. (Trevon)

In addition, due to their desire to connect to all sectors of the campus community, a daily passion begins to emerge. Andre expressed how he stays connected.

I think you’ve got to look at and read and engage in and get out of your comfort zone with different groups to understand what those groups are experiencing. I think you have to have one-on-one conversations with individuals within those groups to understand what their lives have been like, or what they bring to the table, or what may be culturally unique to them that you would’ve never even thought about, you know, all these things that go along with the cultural

competency piece that's really about learning more than what's just in front of you... (Andre)

Cultural competency should not be viewed just as a marked off objective, but rather a practice that is carried out daily through constant learning and stretching of one's knowledge and understanding of others. The most frequent competencies mentioned displays the need of CDOs having knowledge of the role, system, and institutional processes. Many of the competencies may not be mastered by every individual but can be developed or strengthened. The above statements suggest that inevitably a CDO will have weaknesses that will need to be addressed. The study participants mentioned a need to place themselves into the fray and learn through practical exposure to groups they were unfamiliar with or aspects of diversity and inclusion that were unclear in their own understanding. Through these practical exposures, they will continue to develop their skills professionally while also increasing their competence personally

**Research question three: What institutional factors do executive leaders view as the key facilitators and challenges increasing diversity and inclusion on campus?**

**Support and Relationship with Administration.** In such a critical position, respondents shared how support from their president or reporting officer is essential in overcoming stated issues. A CDO should be cognizant of support from within the institution. Darnell emphasized the importance of presidential support by stating that if he does not have people who are willing to advocate and fully support his actions to address raised issues then he would have reconsidered the position prior to accepting the job. Gloriana shared that in order for a CDO to have influence to affect change support must be present from the president and the cabinet. Andre emphasized the importance of

support from the president: “But the primary one is that when things get hard, you’re going to be in the fight [with] me, you’re not going to abandon the fight. If the answer to that is no, we can’t go no further.” (Andre). Thus, we see how CDOs must know they have support from the president foremost and critical stakeholders as well. Otherwise, the task and objectives of the position of the CDO on a PWI campus may be more cumbersome at best and potentially a position of tokenism at worse. Trevon sums up administrative support with his response: “You know, if you have a president or a chancellor who’s not really overly supportive, all of those things [buy-in and authority] greatly hinder the ability to have the influence that you’d like.” Support from the executive administration and the president is one of the most indicating signals as to the power and authority a CDO has to create change, initiate programs, investigate culture, and speak truth to adversaries of an inclusive campus environment. Additionally, support and a strong relationship with the president and executive cabinet allows the CDO to have more freedom and power to maneuver and handle issues that arise on campus.

**New Administration.** A few of the participants are very new in the position and institution, having served in a CDO related position for two years or less. (See Table 1) For these administrators a change in administration, has created opportunities to strengthen partnerships with the president, executive cabinet, and stakeholders. These changes in administration also may indicate that the institution is beginning a wholesale ideological shift in its leadership. Rebecca’s statement is just an indication of widespread changes in new administrative positions “They added a Vice President for Diversity and Inclusion...she’s only been here for just over a year... So, I guess long story short, these types of positions didn’t exist on this campus.” Some participants expressed their new

administration has come with an open mind and fully supporting diversity and inclusion efforts, especially if the CDO is new to the institution as well. Kiara expressed much excitement in her new president, but recognizes that large turnover has occur due to the president's overt emphasis on the institution's new focus on diversity and inclusion.

**Freedom and Authority in Position.** Overall nine out of thirteen felt they did have the freedom and power within their respective roles to fully address issues of diversity and inclusion. For the five that were not completely sure as to the range and scope of their authority, their answers were contextual in nature. Marquis believes he has freedom but no power to fully address issues of diversity and inclusion:

Yes and no. I have the freedom, which is one thing. The power is another thing, the responsibility to do this. But I don't have direct control of the entire university, and even if I did, that wouldn't be enough. Because to really make the kinds of changes that we were talking about making, you're talking about changing the hearts and minds of 80,000 people if you include all the staff, faculty, and students. I think we are doing a very good job of infusing diversity, equity, and inclusion principles in what we're doing in both our processes as well as our structures and our regulations, but we still have a long way to go.

Stacy suggested that her freedom and access is fine as long as it is constrained to her area of the institution and no further. Kiara expressed excitement that her new president appears to be fully on board in giving her the full authority and power to direct diversity and inclusion measures how she sees fit. Trevon answered the question based more upon duties assigned under his management similarly:

So, I'm going to say no to that, because I don't think anybody really does. If they do, what a job. So, I think there are areas that are not assigned to me. For example, I don't have oversight over employment equity on our campus, so that would be someone else's role. And so all of those supervisors that I mentioned to you who have that metric, it's really their supervisors who have to say whether or not they're meeting them. So again, I can't control that part of it. I can't really control parts of the curriculum, you know how feisty that can be.

**Budget.** The study participants all work at an array of institutional types. Some are located in large metropolitan areas while others are located in the rural countryside. Some work for very large research one institutions and others at small liberal arts institutions. No matter the type or its geographical location, every CDO desires to have some departmental or divisional budget to help fund programs or strategic initiatives. For some CDOs the allocated budget under their purview provides the CDO with the second indication as to the importance of diversity and inclusion matters by the institution. Gloriana emphasized the importance of a CDO knowing where funding is coming from and what that says about the institution:

Understand where your money is coming from because that's going to tell you something. Look at your budget. Where are most of your dollars going to? That's going to tell you the priorities of an institution, priorities of a unit, a division. And so I'm very mindful of that when I'm creating budgets, of okay, if somebody were to look at my budget, is my money going to where my priorities are at?

Trevon expounds on the thought from Gloriana with his own view:



The other thing is budget. Some don't have their own budget, they have to ask whoever they report to for all their money almost on a case-by-case basis. And so not knowing what you have to work with can make it very challenging to move things forward.

Darnell expressed more emphatically the need of a permanent allocation dedicated to the diversity and inclusion efforts regardless of external circumstances, state administrative regimes, and federal allocations. In summary, this study found that many of the CDOs felt that budgetary allocation for diversity and inclusion matters were often viewed as secondary. This finding, ties back directly to literature placing importance on the mission statement and funding allocation of an institution (Morphew & Hartley, 2006).

**Institutional Culture.** This study used a competing values framework to better understand the institutional culture in which CDOs work. An overarching common response which emerged when discussing the institutional culture was about the siloed nature of the institution. Trevon shared, "But they very much recognize that, they know, they can see the fractures, they can see the siloing, and they're trying to evolve the organization to get to a place where there's more overlap and there's consistent messaging." Aisha had the strongest sentiments about the institutional culture when she shared the following:

So we have a strategic plan for our college that has a goal that outlines fostering appreciation for diversity and inclusion. However, the commitment to that is counterfeit. And so when I say that, the representation is great in front, but behind the scenes it's not, it doesn't match, the words don't match the actions...

So you have to get key people onboard to get it together, but it stops at the leadership. Which in our organization, our leadership is identified with a title, but then you have your true influencers or decision-makers that they don't have the title.

Many others shared similar feelings of the culture being more political and appealing publicly but not authentic and genuine behind the scenes. Overall, there appears to be a transition in many of the institutions switching from a more bureaucratic model to either a market or collegial culture. For many of the administrators who are new to the role or their institutions have had a change in leadership, it is too early to assess the culture. For those who have been at their institutions for a while, their outlook about the institutional culture stems from the relationship, freedom, and authority granted from the president and executive cabinet. Specifically addressing immediate team members or executive colleagues, CDOs expressed that their institutional culture was collegial. In summary, we see that CDOs are still in position in which leadership changes, organizational politics, freedom and authority of role, and outward communication versus inward actions can sway one's outlook about the institutional culture. Overall, many of the institutions are embracing change internally with new personnel, but remnants of old structures, traditions, and processes still exist. Therefore, a deeper evaluation of institutional culture should be assessed a decade from now to study the rise, awareness, and effects that emerging diversity and inclusion issues have had in strategic process and implementation.

**New Institutional Strategic Plans.** Many of the respondents commented on the new approaches by which they are implementing diversity and inclusion strategies and

protocols. Each institution's approach is different based on institutional mission and focus. However, the scale of diversity planning is contingent on the resources and manpower allocated to the plans. Marquis shares how his institution's strategic plans are implementing diversity within every level of the institution:

So we started a planning process four years ago and did a year-long planning process. Every major administrative and academic unit, including all 19 schools and colleges, athletics, student life, the health system, major staff-focused initiatives, all were charged to . . . develop a planning process that was as inclusive of their community as possible, recognizing that the climate in engineering looks very different than the climate in nursing. And so as part of the charge, they had to address each of three issues, related to recruitment, retention, and development of students, faculty, staff, and other relevant constituents...

While Marquis is doing a systematic approach by targeting every program within the institution, Gloriana's institution has a similar plan with more focus on individuals:

What we're doing is, we're actually developing a lead fellows program for staff that is centered on diversity, equity, and inclusion. And then they would serve as leaders in their different units and within the academic units to draw together a committee of people to be able to also then have the training and the ability to develop in some of these core areas that I mentioned.

Lastly, Trevon comments on how mandatory training on diversity and inclusion practices is required of all supervisors who have direct reports. Trevon expects to see more inclusive-minded managers leading a more inclusive campus, so every supervisor

has to demonstrate what they have done in the diversity and inclusion segment of their evaluations.

### **Challenges in the CDO Position**

When asked about the challenges, the participants often mentioned people's perception of the role and how it is understood. Marquis shared how colleagues may have unrealistic expectations of a CDO's capacity to institute change and not letting unrealistic expectations discount progress.

Often individuals within an institution feel they are just as competent and skilled to address matters of diversity and inclusion as the CDO absent training, theory, or experience. Within the past 20 years we have seen a significant increase in the hiring of diversity officers. This influx in a short amount of time has provided many non-CDOs or unqualified candidates with a pseudo confidence. Darnell shared his sentiments about the challenges:

But because diversity is relatively new, and by new I mean the last 20-30 years or so, everybody thinks they can do it, everybody thinks that they are a professional or they got the requisite skills and expertise and this, that, and the other. And everybody tries to drive decision and processes around diversity, and you end up with problems. It is the only place in the organization where that happens.

How to operate in a higher education system, which is structured to operate in silos or loosely coupled systems, becomes another obstacle. Aisha shared her struggles working in a siloed structure:

So the first thing is, you don't know what you don't know. And being at these institutions are very large. And then at times, and I think a lot of times, they

do work in silos. And so just trying to connect and finding those resources are the challenge.

The limitations of budget and manpower present unique challenges for CDOs to execute job expectations. Stacy succinctly stated, “Because most diversity work is not funded, it’s always going to get done on private funding.” Trevon mentioned issues with CDOs and budget as well:

The other thing is budget. Some don’t have their own budget, they have to ask whoever they report to for all their money almost on a case-by-case basis. And so not knowing what you have to work with can make it very challenging to move things forward.

Another challenge that occurred was that of having to be flexible in dealing with day to day challenges that occur. “You never know what you’re going to wake up to” said Darnell. Ebony provided an example to illustrate the random challenges that a CDO may face:

[T]he interesting thing that takes up most of my time is the thing I don’t know. So what I mean by that, I may get a text tonight that something has happened, that something has been tweeted, that someone said something, you know what I mean, that there is something that has come up. And that issue will take up the next two weeks. So that is kind of the flexibility piece that you have to be ready to drop everything on a dime to deal with the issue that’s right then, particularly during this time of social media where things popup and have to be addressed immediately. So I would say a lot of my energy, if you will, in terms of not

necessarily time, but energy is taken up in those things that we cannot plan for and we cannot anticipate.

Lastly, many of the participants spoke to helping faculty, staff and other administrators see their own privilege or blind spots. Andre shared an example of someone not recognizing their own privilege:

There are people I have conversations with that have for the most part said “I really never had to be uncomfortable in an environment.” Now think about what that says. Because some of us wake up every day, even when we come into our own homes, we’re uncomfortable. And you have somebody you said “I’ve never had to worry about being uncomfortable because I’ve always been allowed to do what I feel like I needed to do for me.” Now that to me is the epitome of a sheltered life, that you have no concerns, but yet people around you are operating in those concerns that you don’t have.

**Challenges for Newer CDOs.** CDOs who have been at their institutions for a while have worked their way up into their current positions. These CDOs have immersed themselves to understand the institution through joining committees which provides opportunities for them to demonstrate competence and build a trustworthy relationship with the institution and its affiliates. However, administrators who are either new to the position or institution, are still learning about the institution makeup, organizational culture, structure, and function. Through this learning process challenges such as learning a new system structure, knowing key stakeholders, building rapport, and whether issues are caused by institutional culture versus prior leadership. Gloriana who has been in the role for three months comments on learning the system:

I also think a lot of the work that I'm doing here currently is looking at the institution and looking at policies and procedures. I am a big systems person. I need to understand how a system is structured, how it operates, who are the players, whether it's who's making the policies, and then who's enacting them. And then looking at how do we infiltrate systems to change the systems to be more equitable and inclusive.

Darnell shared the issue of differentiating issues of institutional culture versus leadership from past administration:

So, a lot of the challenges and things that we are witnessing are, in my professional opinion, inherited challenges, carryovers from the previous administration. Now I'm not blaming everything on the previous administration. I wasn't here, and I don't know what they did or did not do. But what I am saying is, for me to say that we're not this, we're not doing that, and that's a problem, and that's indicative of who we are and what our culture is, I don't know if that's fair if half of your leadership is still in their first year.

While longevity serves well for veteran CDOs, the challenge of being a new CDO is building rapport with colleagues, understanding how the institution works, and assessing where are the real issues that need to be addressed. Four of the administrators interviewed are currently experiencing these challenges in that their respective institution have recently had changes in administrative regimes.

**Challenges within the Specific Institutions.** CDOs face a variety of challenges but some challenges are similar on the surface but vastly different due to the unique nature of the institution. One common challenge that a CDO may face at his/her

institution is that of recruitment; however the scale of the issue may consist of different characteristics due to the institution itself. Aisha shares a personal challenge serving at a PWI:

So being in a professional setting where there is very few people of color in leadership, it's really challenging and presents a barrier sometimes to push the needle forward in some of the initiatives that are outlined in our plan. I think for myself, coming from a variety of different diverse backgrounds has presented a challenge to do things that are required to be done in the job, you know, being young, as in age, being black, having the formal education that I've had, and then in this role has been very challenging with the leadership and administration of my organization. And I think I believe that's due to the culture that's already here.

Trevon talks about geographical challenges that his institution faces when trying to expand diversity:

And I think whenever you have a location where you have some geographic challenges as well, whenever you have a location that's away from a hub of diverse candidates that also can make it tricky to have a representative faculty and student body. I think all of those things are very unique and specific to our institution. And we have challenges within the geographic community, not just the campus community, around racial inequities. And I think that just contributes to the difficulty of the work.

In addition to geographical challenges and personal challenges are the common issues around accessibility and recruitment:



We continue to work on issues of access for our students, both undergrads and graduate students. In addition, for our faculty, we have not truly tackled . . . we tackled in the abstract, but haven't truly tackled the staff issue. And when I say we tackled it in abstract, in terms of working with specific units, usually on their request, to help them think about ways in which they can diversify their staff (Ebony)

Students' perceptions about the lack of concern from institutional supports has caused students not to persist at Alexis' institution:

Well I believe then you have students who are just leaving the university because they don't feel supported or connected, and if they do not connect with someone, then they'll leave the university. And so that, you know, which impacts our diversity, would impact our retention efforts. It's also reputation because then . . . because there was a time, and it's getting a little bit better, where students in the [Northeast] public school system, aside from like one or two schools, it's like [NBU] doesn't want us.

The results of this study have shown professional and personal lived experiences helped administrators develop a passion for the work they do today and how such experiences influence their approach as administrators. CDOs who have had successful tenures at their institution capitalize on their longevity and familiarity with the institutional structure and processes. Newer CDOs are still becoming acclimated to the institutional culture. There are several competencies mentioned that one should consider prior to becoming a CDO. In addition, administrators provided several association and workshops one could attend to develop the mentioned competencies. Lastly, CDOs

addressed some of the challenges that occur in the position and some examples of the current issues that are being addressed at their specific institutions.

### **Benefits that CDOs bring to an Institution**

The value and benefit that a CDO brings to an institution is more than just advocating for inequalities or inequities. CDOs attempt to instill changes into the institution's ideology on being inclusive. Many of the study participants mentioned how their role functions beyond that of minority or underrepresented issues. CDOs focus also is being aware of the experiences developed by an individual (faculty, staff, student) while being affiliated with the institution. Here are some responses on how CDOs bring value to their respective institutions. They may be an administrative presence at campus events to show students and organization that someone is supportive and hearing their voice.

Much of my time is also spent attending events. When a student asks me to attend something, if I can make it work, I really do try and make it work. Because sometimes it's important just to see an administrator in the room, and students feeling that people do care. (Gloriana)

Rebecca shares how the function is to continuously be proactive. She states, "So being a director of diversity is more proactive in its type of work, and it's about getting through to the campus about the importance of creating an experience that keeps our students vested feeling like they are part of something."

Being present and proactive allows room for connectivity between administration and the student body and faculty/staff. Through these measure CDOs expressed having a better understanding of students' needs. Darnell shared how he assessed each student

individually to make sure that their first semester courses tilted to the student's strengths so they begin their college career with confidence. This approach has gone well for Darnell as he states they were able to graduate 78% of their underrepresented minority students at his previous institution.

Darnell shows the intentionality of truly knowing the student as soon as he/she enters the campus and providing an assessment to produce a customized plan optimal for the success of the individual student. Through his measures and effort there is a clear correlation of minority student success on his campus. If the end game for the institution is student success defined by graduation rates and matriculation, then efforts such as those stated above should be heavily considered. However, if there are additional definitions and measures to the term "student success," institutions should consider CDOs with the mindset of Terrell:

I see that my mission and responsibility is to transform as many lives as possible. And so that happens in a variety of ways, from meeting with students and providing advice and helping form or cultivate and grow existing organizations and programs and initiatives that really help the campus and the institution move forward.

Through his own acknowledgments Terrell stated how his approach has provided his institution with a record number of students of color earning bachelor's degrees in the past year. Additionally, under his leadership the institution has bolstered a 90% increase of students earning degrees since 2010. From the stand point of improving diversity and inclusion among faculty and staff, Alexis addressed the benefit of having someone dedicated to inclusive recruitment and hiring.

So for me, when I'm looking to hire individuals, so it's from where are we advertising, how are we putting the word out, so that we have a diverse pool of candidates. Again, gender-wise as well as ethnicity or other differences that may come into play.... (Alexus)

In summary, Trevon offers a good understanding of the main benefit of a CDO to instill new habits and routines of inclusion:

[M]y very first job as chief diversity officer, this is my second, our mission was diversity and inclusion across all missions. That was the way our priority was stated in our strategic plan. So with that being the context, you really should have those thoughts continuously, right? So the idea is really to routinize, make this a routine for everybody all the time. So we don't think about not doing our math correctly, it's just our routine. We should have that same type of mindset when it comes to being inclusive, that should just be our routine. But that's a whole lot easier said than done, right?

This section reviewed the data collected from 13 interviews. The data were to address three research questions: 1) In what ways does personal and professional lived experiences of executive leaders influence their efforts to create a more diverse and inclusive campus? 2) What do executive leaders describe as the core competencies and preparation experiences necessary to thrive in the role of lead diversity officer at a university? 3) What institutional factors do executive leaders view as the key facilitators and challenges increasing diversity and inclusion on campus? Upon reviewing responses from the participants, this study found that personal identity and lived experience does influence one's career path into a diversity and inclusion focus. This study also found

that possibly longevity at an institution is better than years of experience in a CDO position. A longstanding relationship with the institution helps establish rapport with faculty and staff, builds credibility, and strengthens the relationship with the administration. There were several competencies addressed between the administrators. When the researcher analyzed the responses, having a general understanding on a plethora of issues will best serve a CDO. If a CDO is deficient in any competency areas, the CDO will be best served in becoming a member of NADOHE or NCORE. The findings also suggest that new or veteran CDO need to have strong relationship with administration so that transparency and truth to sensitive issues are valued. A generous and dependable budget and other resources are necessary to adequately do the work. CDOs when positioned and supported appropriately can have beneficial impacts to the campus culture, welcoming of the campus, and overall student, faculty, and staff experience.

## **Chapter V**

### **Discussions & Implications**

Research on leadership in higher education is extensive, but notably scarce within this scholarship is the role that executive administrators can have in leading diversity and inclusion on campus. The ability of executive leaders to create a diverse and inclusive campus climate is particularly critical at predominately White institutions (PWIs) of higher education, given many of the recent high-profile cases of discrimination, exclusion, and unequal treatment of historically marginalized students (Bauer-Wolf, 2017; Eliahou, 2015). This chapter will discuss leadership practices for diversity, institutional factors shaping diversity and inclusion efforts, recommendations for institutional policy and practice, and recommendations for future research on this topic.

The purpose of this study was to identify the experiences, skillsets, and core competencies needed by executive higher education leaders to meaningfully advance diversity and inclusion efforts at PWI's. Taking a qualitative multi-case study approach, the study interviewed 13 administrators assigned as chief diversity officers or equivalent positions and a thematic analysis was conducted to identify common themes. The thematic findings from this study provide a deeper understanding of chief diversity officers' perspectives of lived experience that influences their work, necessary competencies to adequately perform the role, challenges associated with the position, and institutional factors needed to appropriately support the role. The collective responses from interviewees provide awareness into the mindsets and dispositions of individuals who are in positions to influence positive change for the institution. Institutions may use this study to introduce new policy and training that better uses individual experiences to

enhance personal understanding or lack thereof about competencies focused on context, content, process, and communication through a diversity and inclusion perspective.

### **Leadership Practices for Diversity**

Studies over the past two decades underline the importance and influence of having a campus that is not only diverse but also inclusive throughout all levels of an institution (Fischer, 2010; Hart & Fellabaum, 2008; Hurtado, Arellano, Griffin, & Cuellar, 2008; Johnsrud & Sadao, 1998; Museus & Park, 2015; Worthington, 2008). Leadership decisions and policies from the executive level can impact campus culture or environment (Liden, Wayne, Liao, & Meuser, 2013). Therefore, administrators' level of competence is critical when maneuvering power dynamics, organizational structure, and emphasis on institutional objectives (McCall Jr. & McCauley, 2014). This study builds upon related literature that suggests higher education administrators can indeed play a central role in shaping campus climate related to diversity and inclusion (Ayoko & Konrad, 2012; Gotsis & Griman, 2016; Hendrickson, Lane, Harris, & Dorman, 2013; Legon, Lombardi, & Rhoades, 2013; Liden, Wayne, Liao, & Meuser, 2013). Executive administrators can exert a strong influence on campus climate and diversity issues but be deficient in the competencies needed to make meaningful change (Legon, Lombardi, & Rhoades, 2013; Williams & Wade-Golden, 2008; Williams & Wade-Golden, 2013). Executive leadership should be aware of how dominant culture, unconscious bias, and degrees of difference can be obstacles in creating an inclusive-minded campus (Turnbull, 2016). This study calls for institutions to evaluate how prepared their executive leadership team is in managing an increasingly diverse student body, taking into

consideration the persistent and prevalent national issues on campuses regarding diversity and inclusion.

Some institutions and executive leaders address critical questions such as: What do “diversity” and “inclusion” mean for our campus? How do these factors shape our institutional mission and goals? How do we effectively assess diversity and inclusion on our campus? Do we have a strategic priority to improve diversity and inclusion within our institution? Other institutions have hired chief diversity officers (CDO) to guide them to solutions to those questions. According to study participants, a function of this role is to support university efforts to cultivate and sustain inclusive institutional, instructional, and research practices that benefit students, staff, faculty, and administration. Many of the participants asserted that they do have authority and power within their position because of credibility, longevity with institution, and location in the organizational structure. This placement signifies how much access, authority, or positional power one may or may not have to provide input on important organizational decisions (Stone, Russell, & Patterson, 2004). Placement of the CDO within the institution’s organizational structure is especially important because if the CDO is improperly positioned (Williams & Wade-Golden, 2008; Valbrun, 2018), their ability to significantly improve diversity and inclusion on campus may be severely limited (Harvey, 2014; Leon, 2014; Mitchell, Mitchell, Whitmore Jr., & Varner, 2018). This study found that tenure at an institution may be more beneficial than tenure in the position, due to establishing credible and long-lasting relationships with institutional stakeholders and administration.



Applying Aguirre and Martinez's (2002) transitional and transformational framework, this study examined the actions of leadership within higher education institutions embracing diversity. Specifically, the interviewees emphasize how leadership sets the tone of diversity as part of institutional practice rather than fulfilling a statement or mandate. They, in support of findings from the literature, posit that if the institution is to change or embrace new concepts, programs or ideologies those changes must first begin with leadership (Hendrickson, Lane, Harris, & Dorman, 2013; Schein, 2009). Literature has illustrated the benefits of institutions having a diverse and cross-cultural campus (Alger, 2013; Antonio, et al., 2004; Beckham, 2000; Bowman & Park, 2015; Hurtado, Arellano, Griffin, & Cuellar, 2008; Milem, Chang, & Antonio, 2005; Stahl, Makela, Zander, & Maznevski, 2010; Thomas, 2004). Aguirre and Martinez's (2002) framework was used to better understand how senior level executives within higher education institutions view diversity. According to Aguirre and Martinez's (2002) conceptual framework describing leadership practices for diversity, institutions that "incorporate diversity into the organizational culture and institutional environment because diversity and inclusion are promoted as a unified practice" (Aguirre & Martinez, 2002, p. 60). Through application of this framework to the data collected, the researcher suggests that there is a concentrated effort for the study institutions' leadership and institutions involved to operate more within the frame of leadership practices for diversity. CDOs in this study provided examples of new strategic objectives, training platforms, and institutional missions centered on diversity and inclusion.

Based on the findings from these interviews, this study helped fulfill a void in the literature on the role that executive leaders can play in meaningfully advancing diversity

and inclusion on campus. The participants in this study reflected on various life experiences which provided lessons that have served them well in their positions today. Participants in this study reflected on both personal and professional experiences and highlighted their influence in how one pursues a career that the experiences one gains in the profession are often practical (seeking answers from relevant literature, exposure to new groups, talking to individuals from different backgrounds). Research explains that more exposure and immersion to diverse environments help create strong social structures, self-confidence, increased sense of identity, and inquiry to learn from others (Antonio, et al., 2004; Bowman & Park, 2015; Chang, 2002; Gurin, Dey, Hurtado, & Gurin, 2002; Thomas, 2004). CDOs should have diverse lived and professional experiences that provide foundational lessons prior to entering the role of CDO. One way to enhance learned experiences and competencies is continual practical applications of personal development and increasing professional development through membership in a national association or attending regional workshops/conferences. Through these measures CDOs become more comfortable with individuals from other cultures, backgrounds, nationalities, and identities and understand their stories and perspectives on how these individuals perceive the campus culture and environment and what the challenges are for them (Hurtado, Dey, Gurin, & Gurin, 2003). In addition, CDOs increase their own confidence in their abilities and capacity to execute the functions of the work efficiently.

### **Institutional Factors Impacting Diversity and Inclusion**

Institutions should ensure that those who are in a position of leadership go through appropriate leadership development to be properly prepared for the roles and

responsibilities of the position in the areas of diversity and inclusion. In providing leadership development that emphasizes cultural intelligence and diversity issues, leaders will come to develop more inclusive attitudes and possibly become more effective organizational change agents.

**Institutional Culture.** This study found that many of the institutions that have experienced or undergone recent administrative regime changes are establishing new paradigms and ideologies of inclusive practices. However, the internal obstacle which may slow an institution's progress to reach the desired objective of leadership practices for diversity is institutional culture. A competing values framework was applied as a conceptual framework to understand the institutional-level components that influence leadership-decision making (Birnbaun, 1988; Quinn, 1988; Quinn & Rohrbaugh, 1983; Tierney, 1988). The organizational culture assessment instrument (OCAI) operates by designating organizational cultures into four categories: collegial, anarchical, bureaucratic, and political. This study shows that one issue within institutional culture is the loosely coupled systems which creates siloes of micro-cultures. CDOs have a difficult time assessing the culture within each silo and even more challenge to assess overall institutional culture. Therefore, the executive board or committee that a CDO is a part of can be collegial, but several other units on campus may operate in a bureaucratic, political, or anarchical model. Many of the study participants mention silos as such a challenge in their role.

**Loosely Coupled Systems.** There is similarity in challenge with loosely coupled systems and degrees of differences as a barrier to inclusion (Gilmore, Hirschhorn, & Kelly, 1999; Lutz, 1982; Tienda, 2013; Turnbull, 2016; Weick, 1976). Loosely coupled

systems and degrees of differences present micro-differences that are subtle, hard to distinguish, but influential on the macro-group or system (Lutz, 1982; Tienda, 2013; Turnbull, 2016; Weick, 1976). These individual units (colleges/departments) often have little effect on each other, nor are they mandated to work in conjunction with each other (Gilmore, Hirschhorn, & Kelly, 1999; Weick, 1976). The advantage of the described system is that autonomy for each level is managed from within and operated in the best interest of the college/department (Gilmore, Hirschhorn, & Kelly, 1999). Regarding this study, difficulty comes when there are multiple leaders or persons of influence which dictate the type of culture that may exist and receptiveness towards changes within each silo. Within recent years, there has been an explosion of chief diversity officer hires (Williams & Wade-Golden, 2008; Williams & Wade-Golden, 2013) to manage the underlying dilemmas that arise. However, sometimes comprehensive plans will still be unsuccessful in loosely coupled systems because of the uniqueness and autonomy of individuals, departments, and colleges. Ultimately, some research suggests that the facilitation of change within a loosely coupled system is best executed through use of a steering committee or strategy group (Gilmore, Hirschhorn, & Kelly, 1999). OCAI may not be a suitable framework to apply on diversity and inclusion matters because OCAI categories do not effectively account for structures that are loosely coupled. A CDO has to be able to intervene skillfully within and across both macro- and micro- levels to implement desired changes. Rather, OCAI could provide a CDO with information as to how and where within silos to initiate change once its' culture is identified.

The study finds that although a new administration is in place and/or new policies and procedures are being implemented, it still takes time for institutional culture to

change. For this reason, there is the possibility of misperception of administration's concerns towards matter of diversity and inclusion. Institutions whose current culture is steeped in traditions of oppression, inequalities, and inequitable policies and practices may unwittingly curtail full-hearted attempts from leadership to change the campus climate. However, OCAI is an instrument that appears restricted to only identifying culture but not changing it.

### **Study Participant Recommendations**

A plethora of rich and quality data was collected from the participants about the strengths, challenges, scope, and scale of the CDO position. At the end of each interview, the researcher provided the participants an opportunity to suggest what additional questions should be solicited in the study. The following were suggested as concerns or issues that CDOs would like to hear from each other.

**Budgeting.** Recently, an article in *Fortune Magazine* entitled "Chief Diversity Officers Are Set Up to Fail" highlighted the idea that many CDOs feel that they are not adequately funded to execute the full duties and responsibilities of the work (McGirt, 2019). Budgetary allocations for any program are a significant consideration. Directors, deans, and department heads would all say the same. Yet, the article along with comments from this study's participants raise a question as to how a position can be pivotal enough to be a cabinet position but lack a consistent or permanent allocation of resources to adequately do the work. The practice of organizational operations and the manifestation of an organization's role is reflective of the institutional mission and policies established (Kezar & Kinzie, 2006). The significance of mission statements is strongly related to the amount of funding that universities receive (Morphew & Hartley,

2006). Many institutions have not implemented the importance of diversity and inclusion into their mission statements, which causes CDOs to question the institutional commitment towards resources to improve diversity and inclusion efforts within their own campus community. However, the findings in this study seems to corroborate the *Fortune* article: CDOs are at best poorly funded and at worst not funded at all and required to find their own sources of revenue. This finding is especially troubling when considering that CDOs tend to become scapegoats if undesired diversity issue arises under their watch. Administrators' influence on campus climate is contingent upon the financial resources, staff, and authority to implement policies (Mitchell, Mitchell, Whitmore Jr., & Varner, 2018). Without proper funding, however, it is unreasonable and unfair for an institution to expect a CDO to provide proactive programming and events with restricted funding. A healthy and consistent budget is a great first step in setting-up a CDO to be successful in his or her role.

**Placement in the Organizational Chart.** The set-up (location, perception, authority) of the position and operating system (reporting structure) that CDO's inherit, is a key indicator as to how much support a CDO should expect from administration. There are reports about the ineffectiveness of the CDO role in improving student success and faculty recruitment (Hansen, 2018). However, some of the participants in this study suggest that some research articles does not consider that many CDO offices are one-person operations and/or are poorly located on campus. Terrell, for example, hears from newer CDOs about how they do not have a visible presence on campus. CDOs could be geographically placed nowhere near the administration building and hard to find by students and other colleagues. Other CDOs report how they quickly realize they are a

product of tokenism. These individuals are highly visible on campus and at events but have no authority or power to address pertinent issues on campus. The power and authority to address change is viewed as minimal because the position is so far down the reporting structure and other requires to many approvals prior to doing anything. Many of the study participants warn against new CDOs accepting a position that is low on the organizational structure or perceived as irrelevant due to the reporting structure, campus placement, or lack of initial resources. Yet, concern still arises because if someone is new to the institution, they may be unaware of such issues until after being hired or they do not know the proper questions to ask prior to accepting the position.

**Self-Care.** A few of the CDOs in this study were curious about how others maintained mental and physical health in such a role. Mental fatigue and physical health can become a factor when the individual is spending most of the day battling oppositional forces that may not see value in the position of the CDO. Likewise, the scope of issues that CDOs addresses is so vast and spontaneous that it is hard to prepare for any one issue on any given day. One day they could be meeting with a tenured faculty who believes CDO work is pointless. The next day they could be arguing with their own family members because those members do not understand how the CDO could stand up for others personal belief or stance on an issue. The following day they may be frustrated with their administration because it constantly finds reasons for not adequately funding strategic initiatives or programs CDOs have planned for the institution. Thus, CDOs (especially those from an underrepresented group) can face personal issues, professional issues, financial burdens, and internal and external pressures all in the same week without much respite.

## **Recommendations for Institutional Policy and Practice**

The recommendations from this study are based upon the findings, themes, and data collected. These recommendations are made with the following intentions: better onboarding for newer CDOs, targeted trainings for executives on inclusive and diversity focused management, consistent assessment and evaluation institution wide on diversity programs and initiatives, and tailored trainings based on the CDO coming into the office.

This study found a clear delineation between the challenges that newer CDOs face versus veterans who have been at an institution for a longer period of time. Institutions should first quickly understand that different needs for a CDO who is new to the institution compared to a CDO appointed from within the institution. CDOs who are brought in need more direct guidance as to the structure, process, and resources available from the institution. Newer CDOs will need to be trained more about the internal dynamics of the institution to quickly understand how processes are executed and where change can be initiated. Newer CDOs will take much time in the first year to assess and learn the institution and therefore may not ask for a detail understanding of resources at the disposal of the CDO. Veteran CDOs who are appointed from within will already have a firm understanding of the institution process but will need reassurance that the president will fully support the CDOs efforts. Additionally, veteran CDOs are looking more for consistency in financial allocations, a staunch advocate to support the CDOs endeavors, visibility and perception that the position is to be respected, and lastly freedom and authority to address issues appropriately.

Prevalent diversity issues have caused institutions to focus more on what a culturally competent campus would look like and how it would handle situations of



diverse standpoints. Creating an intensive and comprehensive training specifically targeting executive leaders will strengthen institutional efforts to have message and practice be unified across all sectors of the institution. If leadership is the catalyst of influence on a campus, then ensuring that executive leaders are adequately trained should be important. McDaniel (2002) posits in her higher education leadership competencies (HELIC) model that context, content, process, and communication are essential competencies for higher education leaders. Institutions should consider an executive leadership training that ensures that executive leadership possess knowledge and understanding to address the complexities of diversity and inclusion through an in-depth examination and analysis of administrators' experiences and Mc Daniel's (2002) HELIC model.

An executive leadership training would aim to develop and enrich higher education administrators to understand multicultural frameworks and influence strategies and methods that can be applied to an increasingly diverse campus. Therefore, institutions should be proactive in training how they want their executives to think, process, and manage in an increasingly diverse campus community. Institutions should encourage executives to attend trainings on topics such as: unconscious bias, micro-aggressions, cultural intelligence in the workplace, generational differences, creating diverse hiring pools, managing diverse organizations, and diversity and inclusion personal assessments to understand self. Trainings such as the ones suggested can begin to aid executives by increasing the abilities and skillsets needed to manage diverse organizations. An objective could be to equip administrators with inclusive and culturally based strategies to accommodate the changing demographics and needs of

institutional campuses across the nation. The program would acknowledge essential skills and personal lived experiences of executive leadership, deans and department chairs to influence how such experiences currently shape their approach to the job functions in relation to diversity and inclusion and incorporate them into the institutional culture (Jarvis, 1987). The byproduct of these trainings may lead to improved sense of belonging, increased inclusive practices, student success, and a campus environment that infuse diversity and inclusion as practice (Aguirre & Martinez, 2002).

Relatedly, another recommendation is to emphasize yearly trainings for the entire campus around diversity and inclusion. This training would be similar to those currently mandated regarding sexual harassment, safety regulations, and emergency situations. Institutions could mandate yearly training across the campus towards diversity and inclusion education credits. Although diversity and inclusion courses are not federally required, institutions can be proactive in providing such trainings. The focus should be to ensure that all individuals associated with the institution are being trained how to work and interactive in a more diverse world. Faculty could attend trainings on developing multicultural curriculums and syllabus, teaching to diverse groups, and managing academic discourse to give voice to all ethnic groups and identities present. Training units and courses could be tied to merit raises which would influence tenure or non-tenured faculty alike to participate. Staff could have training on customer service in diverse settings, advertising job openings to diverse groups, and listening skillfully to others. Some trainings could be a mixture of institutional specific courses that would address relevant themes, while others may be national or regional workshops to provide broader knowledge around common issues. This approach would strengthen an

institution by instilling a unified message and understanding of the institutions message regarding diversity, and ensuring the institution is up-to-date on best diversity and inclusion practices.

A pre- and post-assessment of student's experience to diversity and inclusion would assess how well diversity is being infused into the institution as practice. Institutions could conduct diversity surveys with incoming student cohorts to assess their experiences' regarding diversity and inclusion from the time they started until graduation. Students are coming from rural and urban settings, large and small schools, college preparatory and public schools, secure and at-risk households, diverse and non-diverse communities. Each student's understanding and interpretation of diversity will be different upon entrance to the institution. However, the past two to four years at one institution should began to develop a more comprehensive understand of diversity and inclusion for the students upon graduation. Institutions could use these data to be informed on how well their commitment to diversity and inclusion is being received based on student feedback. Likewise, assessments could be used within academia to learn how faculty are proactively attempting to make their syllabus and curriculums more multi-cultural. Feedback from these two important stakeholders (students and faculty) would provide insight into how campus culture and student experiences are shifting.

### **Directions for Future Research**

The findings from this study indicate that lived experiences do have influence on serving in a CDO role. Respondents' own lived experiences, however, are not sufficient solely to adequately prepare for the role of a CDO. Based on the responses from data collected, CDOs still need to learn about the role through daily practical exposure to new

groups and formal learning through literature on best practices and participating in a national association. Thus, a future study could explore the importance of lived experiences compared to practical exposure and formal learning. Discoveries from such a study would aid CDO aspirants in knowing how to best prepare for the role. The study could also seek to determine how deep one's own lived experiences should be in order to be considered meaningful regarding diversity and inclusion?

This study generated 106 competencies from 13 administrators. In general, knowledge and understanding of organizational systems, process, effective communication, and how to work with groups were important. The large number of stated competencies calls for a quantitative study to use methods such as regression modeling or cluster analysis to better understand which competencies or combined competencies are best suited for CDOs. The results would help standardize expectations of the role while providing a more concise pathway pursuing a career in diversity and inclusion. The vast number of competencies yielded from this study may indicate there is no standard expectation of core competencies among current CDOs.

Based on feedback from the participants about the stress and demand of the job role, another useful study would be to ask CDOs at PWIs how they maintain self-care and relieve stress in such a position. Self-care is essential especially in a profession in which the person may have concerns on whether the institutions is providing them with all the necessary resources and support necessary to be successful. Lastly, another study that would advance the understanding of CDOs' importance to institutions is to investigate what infrastructure CDOs operate within. Does such infrastructure differ based on type

of institution? Should they differ? A further analysis in this area would also help standardize the expectations of institutional structure that is optimal for a CDO.

## **Conclusion**

College campuses are becoming more diverse at a rapid pace. Demographics of leadership at college campus however are not changing at the same pace. A growing number of postsecondary institutions have created a new job position, often referred to as the chief diversity officer (CDO). As the CDO position grows in need and expectation, individuals fulfilling this position need to possess the experiences, competencies, and know-how to effectively and efficiently create change in a PWI. Institutional leaders need to understand that as college campuses change, so do expectations from the campus community and if leaders are not culturally competent to understand the needs and expectations from diverse ethnic groups, student success, faculty instruction, and campus community are in jeopardy. The findings from this study can assist institutions in hiring competent CDOs in the future while also building institutional supports to adequately assist them in doing their job effectively.

The study revealed that many of the CDOs relied on personal lived and professional experiences to influence how they approach diversity and inclusion work. CDOs must possess competencies in understanding how to navigate large systems, communicate, present the purpose and roles of their position, and make their work meaningful to key stakeholders. Mentoring relationships, strong relationships with campus leadership, personal lived experiences, and necessary competencies were significant factors identified as contributing to their becoming successful CDOs. This study also highlighted key institutional factors that other PWI's can adopt to ensure that

CDOs are being supported in ways that maximize their likelihood of increasing an inclusive-oriented institution.

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## **Appendix A**

### **Study Participants and Institution**

Table A2

*Study Participants and Institution*

Name	Position	Gender	Position	Institution	PWI-UG <sub>a</sub>	Alumni <sub>b</sub>
Marquis	CDO	M	5 yrs	21 yrs	No	No
Darnell	Chief Diversity/ Inclusion Officer	M	12 yrs	9 mnths	Yes	No
Terrell	Vice President/CDO	M	10 yrs	24 yrs	Yes	Yes
Rebecca	Dir. of Diversity	F	3 mnths	2 yrs	Yes	Yes
Stacy	Dir. of Diversity	F	2.5 yrs	2.5 yrs	Yes	No
Gloriana	Sr. Dir. Division of Diversity, Equity & Inclusion	F	3 mnths	3 mnths	Yes	No
Ebony	Vice Provost	F	2 yrs	20 yrs	Yes	No
Aisha	Assistant Director	F	2 yrs	12 yrs	Yes	No
Trevon	CDO	M	4 yrs	4 yrs	Yes	No
Jamal	Vice President	M	8-9 mnths	10 yrs	Yes	No
Alexus	Assistant Vice Provost	F	10 yrs	20 yrs	Yes	Yes
Kiara	Assistant Vice President	F	8 yrs	15 yrs	Yes	No
Andre	Chief Inclusion Officer	M	3 yrs	25 yrs	Yes	Yes

*Note.* <sup>a</sup> Refers to study participants that attended a predominately white institution in undergraduate school. <sup>b</sup> Study participants who are alumni of the institution they are employed.

**Appendix B**  
**Interview Protocol**

## Lived Experiences

1. How did your previous life/professional experiences prepare you for your current position?

## Role Preparation

2. How does aspects of diversity and inclusion influence your typical daily task and routine?
3. In your opinion, is cultural competence effective and efficient to create change within an institution? Why or Why not?

## Competencies

4. In your opinion, what are the core competencies for a person in your role? How did you develop these competencies?
5. If a person lacks any of the mentioned competencies, what trainings/workshop would help develop those competencies?
6. What challenges do you see in those lacking such competencies?

## Institutional Factors

7. Does your institution promote and support personal development opportunities to develop these competencies? Please Explain?
8. Do you feel you have the freedom and power to fully address issues of diversity and inclusion within your role? Why or Why not?
9. What challenges do you see in institutions establishing the necessary components for a diverse and inclusive college campus?

## **Appendix C**

### **Core Competencies by Responses**

Table C1

*Core Competencies by Respondent*

<b>Administrator</b>	<b>Competencies</b>
Aisha	<ul style="list-style-type: none"> <li>• thinking and problem-solving</li> <li>• having a positive attitude</li> <li>• being technologically savvy</li> <li>• communication abilities</li> <li>• ability to lead and follow in teams</li> <li>• culture competence</li> <li>• remembering my purpose</li> </ul>
Gloriana	<ul style="list-style-type: none"> <li>• critical thinking</li> <li>• understand the institution's priorities</li> <li>• understand the context of the type of institution that you're at</li> <li>• understand the state's politics and the political lens and how your institution is viewed</li> <li>• understanding who kind of the constituents are of that state</li> <li>• understand the students that you're serving</li> <li>• campus culture and climate</li> <li>• being innovative</li> <li>• the ability to speak up</li> <li>• resilience</li> <li>• having the students at the center of the work</li> <li>• critical thinking</li> <li>• relying on your hands-on experiences</li> <li>• ability to speak up and advocate when necessary</li> <li>• open to collaboration and partnership</li> <li>• being innovation</li> <li>• prioritize and balance</li> <li>• resiliency</li> <li>• Understand where your money is coming from</li> </ul>
Stacy	<ul style="list-style-type: none"> <li>• the ability to continue to learn</li> <li>• stay really networked with colleagues</li> <li>• writing attainable strategies</li> </ul>

(continued)

Administrator	Competencies
Trevon	<ul style="list-style-type: none"> <li>• understanding your organization internal and external politics</li> <li>• higher ed management-curriculum, tenure/promotion, employee</li> <li>• understanding community engagement</li> <li>• ability to work across cultural groups</li> </ul>
Trevon	<ul style="list-style-type: none"> <li>• Broaden your knowledge</li> <li>• understanding identity</li> <li>• understanding student development</li> <li>• knowledge around critical race theory</li> <li>• understanding the compliance side</li> </ul>
Marquis	<ul style="list-style-type: none"> <li>• understand how your institution works.</li> <li>• understand how an institution of higher education works in general</li> <li>• understanding of higher education, planning, and budget.</li> <li>• understanding of issues of cultural competence, discrimination, identity, academic</li> <li>• competency for groups that have historically not been privileged</li> <li>• have an ability to communicate to many different audiences</li> <li>• dedication to a set of goals</li> <li>• having a human resource background some legal background in terms of understanding compliance</li> </ul>

(continued)

Administrator	Competencies
Rebecca	<ul style="list-style-type: none"> <li>• have education and understanding of some kind of social aspect</li> <li>• somebody who's been doing diversity and inclusion work in some respect</li> <li>• understanding of equal opportunity and the disparities that are happening</li> <li>• understand what's going on in our country and be well informed</li> <li>• experience in diversity and inclusion, working on initiatives</li> <li>• educated in terms of reading and understanding terms</li> <li>• understanding the political landscape and how that's impacting things</li> <li>• understanding the history of under-represented groups, and how they've been impacted over time</li> <li>• understanding a lot of different aspects of diversity, and then how to apply it so that we create an inclusive environment"</li> <li>• having difficult conversations on campuses and elsewhere</li> <li>• understanding of the history of how we got here</li> <li>• understanding what's actually happening</li> <li>• understanding and just that continued personal reflection and knowledge</li> </ul>
Andre	<ul style="list-style-type: none"> <li>• have a thick skin</li> <li>• great listening skills</li> <li>• understand cultural pieces</li> <li>• communication</li> <li>• understand the budget</li> <li>• understand how to work with diverse group</li> <li>• good professional relationships</li> </ul>
Alexus	<ul style="list-style-type: none"> <li>• listening skills</li> <li>• compassion</li> <li>• accountability</li> <li>• job knowledge</li> </ul>

(continued)



Administrator	Competencies
Ebony	<ul style="list-style-type: none"> <li>• awareness of how culture, identity, and some of these pieces intersect</li> <li>• understanding in the literature</li> <li>• collaboration</li> <li>• visionary</li> <li>• innovator</li> <li>• agility and flexibility in how they see the work</li> </ul>
Darnell	<ul style="list-style-type: none"> <li>• understand how all these systems are working in concert in combination with each other</li> <li>• passion</li> <li>• Be willing and able to speak truth to power</li> <li>• know about what the work environment is like</li> <li>• know what kind of leader your working for</li> <li>• understand the importance and the relevancy of the work</li> <li>• ability to envision and conceptualize what's important</li> <li>• articulate the importance of diversity</li> </ul>
Terrell	<ul style="list-style-type: none"> <li>• understanding of the broader issues of underrepresented and underserved communities</li> <li>• a passion for doing diversity and inclusion work</li> <li>• policy awareness</li> <li>• organizational knowledge</li> <li>• knowing who reports to where on what issues</li> </ul>

(continued)

<b>Administrator</b>	<b>Competencies</b>
Jamal	<ul style="list-style-type: none"><li>• lived experiences</li><li>• develop empathy purpose</li><li>• how to implement</li><li>• best inclusive policies</li><li>• read and understand the literature</li><li>• know trending and best practice</li></ul>
Kiara	<ul style="list-style-type: none"><li>• self-awareness</li><li>• understand that they have culture</li><li>• empathy</li><li>• competency</li><li>• comfortable being uncomfortable</li><li>• have to own your privilege</li><li>• accountability</li><li>• aware of current trends and literature and demographic information</li><li>• aware of your campus culture</li><li>• serving</li></ul>

**Appendix D**

**Institutional Review Board Approval**

## APPROVAL OF SUBMISSION

December 18, 2018 Rickey  
Frierson rfrierson@uh.edu

Dear Rickey Frierson:

On December 18, 2018, the IRB reviewed the following submission:

Type of Review:	Modification
Title of Study:	Examining How Diverse Experiences Influence Inclusive-Mindedness Administrators
Investigator:	Rickey Frierson
IRB ID:	MOD00001640
Funding/ Proposed Funding:	Name: Unfunded
Award ID:	None
Award Title:	
IND, IDE, or HDE:	None
Documents Reviewed:	<ul style="list-style-type: none"> <li>• QuestionnaireCoverLetter-Dissertation Edited.pdf, Category: Consent Form;</li> <li>• Candidacy IRB, Category: IRB Protocol;</li> <li>• Dissertation CONSENTFORM.pdf, Category: Consent Form;</li> </ul>
Review Category:	Expedited
Committee Name:	Not Applicable
IRB Coordinator:	<a href="#">Danielle Griffin</a>

The IRB approved the following revision on December 18, 2018; the approval end date for the research study remains August 27, 2019.

Summary of approved modification(s):

Need to Change the Title of the study and add additional questions to interview protocol

In conducting this study, you are required to follow the requirements listed in the Investigator Manual (HRP-103), which can be found by navigating to the IRB Library within the IRB system.

## APPROVAL OF SUBMISSION

September 5, 2017

Rickey Frierson

rfrierson@uh.edu

Dear Rickey Frierson:

On September 5, 2017, the IRB reviewed the following submission:

Type of Review:	Initial Study
Title of Study:	What Gap? Reframing How Administrators Approach the Deficit Framework for African American Males at Predominantly White Institutions
Investigator:	Rickey Frierson
IRB ID:	4556
Funding/ Proposed Funding:	Name: Unfunded
Award ID:	
Award Title:	
IND, IDE, or HDE:	None
Documents Reviewed:	<ul style="list-style-type: none"> <li>• IRB SCRIPT.pdf, Category: Recruitment Materials;</li> <li>• Questionnaire for Students.pdf, Category: Study tools (ex: surveys, interview/focus group questions, data collection forms, etc.);</li> <li>• QuestionnaireCoverLetter.pdf, Category: Consent Form;</li> <li>• sample-study-recruitment-flyer-092102.pdf, Category: Recruitment Materials;</li> <li>• HRP-502a - TEMPLATE CONSENT DOCUMENT- NON-CLINICAL.pdf, Category: Consent Form;</li> <li>• Candidacy Interview Questions for Dr. Lee Draft 1.pdf, Category: Study tools (ex: surveys, interview/focus group questions, data collection forms, etc.);</li> <li>• Candidacy IRB, Category: IRB Protocol;</li> </ul>
Review Category:	Expedited
Committee Name:	Not Applicable
IRB Coordinator:	<a href="#">Danielle Griffin</a>

The IRB approved the study from September 5, 2017 to September 4, 2018, inclusive.