Leadership in Pursuit of

Diversity, Equity and Inclusion

INSIDE HIGHER ED

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Building an inclusive culture

Community is essential, as leaders of higher education institutions know. As the newly appointed head of inclusion, diversity, and equity for Amazon Web Services (AWS) sales and marketing, I help drive transformation initiatives that focus on building inclusive communities and work environments.

Before that, I was shaped by my experience at the Historically Black College and University (HBCU) North Carolina Central University—the first public liberal arts institution for African Americans in the United States. Our educational institutions and communities are vitally important to the work of inclusion, diversity, and equity. Students from HBCU's are resilient and driven. The desire to succeed is built into our DNA because "the first in the family and legacy" are engrained in our narrative. What can you do today to contribute to a culture of inclusion?

One idea is to explore diversity in recruiting and hiring practices. Though diverse teams alone do not guarantee high performance, in order for teams to perform to their full potential, they require inclusive leadership. Data supports this. For example, a McKinsey study done in 2014, 2017, and 2019 showed gender-diverse teams outperform others in terms of financial performance by 15-25%, and ethnically diverse teams outperform by 33-36%. For further research, read the Harvard Business Review article "Why inclusive leaders are good for organizations and how to become one."

> *The article outlines six traits or behaviors commonly found in inclusive leaders: visible commitment, humility, awareness of bias, curiosity about others, cultural intelligence, and effective collaboration. Pick one of these traits and try to model it this week.*

"As an alum of an HBCU institution, I'm thrilled to see fairness and equality becoming an essential conversation at every higher education institution."

– Modupé Congleton, AWS

AWS is supporting this booklet from Inside Higher Ed because we believe technology should be built in a way that's inclusive, diverse, and equitable. And we have a responsibility to make that happen.

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Sincerely,

Modupé

Modupé Congleton
Head of Inclusion, Diversity, and Equity
Amazon Web Services

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Introduction

Higher education institutions are facing greater obligation than ever before to be drivers of equity and inclusion in American society rather than reinforcing existing inequity.

A combination of factors are driving this necessity: data showing that members of some minority groups, low-income Americans and others remain underrepresented in postsecondary enrollments and on college and university staffs; evidence that the global pandemic and ensuring recession disproportionately deterred underrepresented students from pursuing their educational goals; and the societal pressure flowing in the wake of last summer's murders of Black Americans to end structural racism.

As is often the case in organizations and the larger ecosystems they are a part of, efforts to drive diversity, equity and inclusion at individual colleges and in higher education will depend in part on whether and how leaders promote and support them. Colleges and universities will not become more diverse or inclusive only because their presidents and other senior leaders wish it to be so. But so too is it unlikely that major strides will come unless the leaders embrace and enable such changes.

The articles in this compilation explore many facets of this landscape. Attempts to diversify the college presidency itself. Collaborations among colleges to attack this problem. Evidence of why many Black and brown students lack faith in their colleges' leaders. And advice from those who have blazed trails into higher ed leadership for future generations who might follow them.

We appreciate AWS's support for this compilation and our coverage of these issues. We welcome your ideas for further coverage on these topics, and encourage you to reach out to us at editor@insidehighered.com.

–The Editors

Raising the bar with inclusion, diversity, and equity: Creating an environment for women to thrive in tech

by Sandy Carter

At Amazon Web Services (AWS), we place a high priority on innovation. And innovation is best served by a diverse team, which is why we support organizations like Girls in Tech, a global nonprofit of more than 70,000 members, that advocates for diversity, equality, and inclusion in the technology industry.

A report from the National Institute for Women & Information Technology (NCWIT) found that women earned 57% of all bachelor's degrees in 2019, yet only 21% of computer and information sciences bachelor's degrees. And while women hold 57% of all professional occupations in the US workforce, they hold only 26% of all computing occupations. And, the numbers of women in STEM drop down to the low single digits when you look at BIPOC women.

As an industry, and as a culture, we need to do more to get women into STEM education, so we can get them into successful STEM career paths, and ultimately prepare for the significant uptick in future global demand for educated tech workforces.

Not only are women in tech vital to our economy's sustainability, but diversity equates to better teams, better products, better services, better communications, and better bottom lines. Consider this: a recent McKinsey & Co. report, "How Diversity Wins: How Inclusion Matters," finds that companies in the top quartile for gender diversity on executive teams were 25% more likely to have above-average profitability than companies in the fourth quartile—up from 21% in 2017 and 15% in 2014.

It is clear—the time for change is now.

AWS supports Girls in Tech to help advance the critical initiatives that aim to level the playing field for women in tech. Girls in Tech provides training, workshops, resources, and networking opportunities to women looking to enter the tech workforce, make career changes, or re-enter the workforce after taking time off. Through its bootcamps, hackathons, jobs board, and conferences, the organization has helped hundreds of thousands of women follow their dreams and achieve success in the tech industry. And today, Girls in Tech is doing more than ever to advance opportunities for BIPOC women, differently abled women, and other under-represented groups. They have also doubled down in the face of COVID-19, which is threatening to wipe out decades' worth of gains made by professional women, by making the annual Girls in Tech Conference virtual and free to everyone.

I'm supportive of Girls in Tech due to their global nature. For example, we just opened up a Girls in Tech chapter in Tanzania. In speaking with Dina Dabo, managing director of Girls in Tech Tanzania, her focus is on developing programs and events geared towards showing Tanzanian girls and women of all ages that they have a voice in the STEM world. This includes after school programs, weekend STEM clubs for children, and events that bring together women (including retired women) to showcase different ways to create further opportunities for themselves in STEM. She said, "Our daughters and mothers should be confident in finding their own purpose in STEM." This is the second chapter in Africa, and there are over 50 chapters worldwide.

NEWS

Diversity in the Senior Administrative Ranks

City University of New York has a majority-minority cabinet leading the way at system level and appoints more people of color to campus president positions.

By Elizabeth Redden // October 20, 2020

CITY UNIVERSITY OF NEW YORK

New CUNY campus presidents include, from left, Kenneth Adams, of LaGuardia Community College; Anthony E. Munroe, of Borough of Manhattan Community College; Christine Mangino, of Queensborough Community College; and Berenecea Johnson Eanes, of York College

The City University of New York appointed its first Latino, and first minority, chancellor in 2019. That chancellor, Félix V. Matos Rodríguez, has assembled a cabinet of vice chancellors notable for its racial and ethnic diversity: of the 13-person cabinet of vice chancellors, four vice chancellors are Black and four are Latinx.

What's more, of the nine presidential hires for CUNY campuses during Matos Rodríguez's tenure, including two interim hires, two of the new presidents are Asian, two are Black, and two are Latina. Five of the nine are women.

Such numbers are striking in the context of national data from the College and University Professional Association for Human Resources showing that people of color account for just 16 percent of college and university administrators, and 13 percent of presidents. Data from the American Council on Education show that 17 percent of college presidents are people of color, and 30 percent are women.

"I think public universities have a responsibility to mirror the population they serve," said Matos Rodríguez. "We have this diversity in New York City, and you want to be able to replicate that and to show the communities that we serve and the students that we serve that they can see themselves in the leadership and the staff and the faculty. That translates into thinking about a whole number of categories. Race, ethnicity and gender

PHOTO COURTESY OF CUNY
CUNY Chancellor Félix V. Matos Rodríguez

are big ones, but also first-generation college [students] – many of the cabinet members or presidents have that experience, which connects with the students that we serve at CUNY. I also think about the balance of disciplines. In the case of the recent hire for the president of the Graduate Center, it's the first bench scientist – she's a biochemist."

"We have a nice mix, I think, of some folks who were already in the cabinet, who I kept, and some that I added, so I think it's important to have that mix of experience and new blood," Matos Rodríguez said. "We had seven searches for president. Luckily, we had good pools and pools that were diverse, so we were very fortunate. I think diverse talent knows where that diversity is going to be valued."

More than three-quarters of CUNY's students are nonwhite, and the 25-campus system has a history of attracting racially diverse leaders. City College appointed its first Black president in 1981, and a number of Latinos have served as campus presidents. These include Matos Rodríguez, a native of Puerto Rico who previously served as president of two CUNY institutions, Hostos Community College and Queens College, and the current university provost, José Luis Cruz, who previously served as president of Lehman College.

PHOTO COURTESY OF CUNY
S. David Wu, president of Baruch College and the first Asian American selected for a CUNY presidency

But there were gaps in representation. Before Matos Rodríguez's chancellorship, no Asian American had ever been named a CUNY college president or vice chancellor. This year, the first two Asian American presidents have been named, at Baruch and Queens Colleges.

Matos Rodríguez also appointed Allen Y. Lew as the first Asian American to serve as a vice chancellor at the CUNY system level. Lew, who joined CUNY as the senior vice chancellor of the Office for Facilities, Planning and Construction Management in December, died of COVID-19 in June.

Roderick J. McDavis, managing principal of the higher education executive search firm AGB Search, said the hiring at CUNY "shows what's possible when a system makes a strong commitment to having more diverse leaders in their senior-level positions."

"I think that the diversity of the city of New York certainly plays a key role in attracting diverse candidates to those various institutions and to the positions, but I also think that the opportunity to serve as a president or a chancellor is a great draw," McDavis said. "If the opportunity is there, it could be in New York, it could be in Nebraska, a person could be attracted to it who comes from a racial minority group because it's an opportunity to provide that top leadership."

McDavis said AGB Search assisted with the 2018 search for the president of Kingsborough Community College. The search, which predated Matos Rodríguez's appointment as chancellor, concluded with the

PHOTO COURTESY OF CUNY
New CUNY presidents from left: Robin L. Garrell, of the Graduate Center; Frank H. Wu, of Queens College; and Daisy Cocco De Filippis, interim president of Hostos Community College

appointment of the first African American president in Kingsborough's history, a Black woman.

"Given where we are today and given the kind of racial and social justice that people across the country want to see more of, I think that there are a lot of great opportunities for people who come from a racial minority group to exhibit and demonstrate their leadership because there's a need for it all across America, whether it be in an urban environment or whether it be in a rural environment," McDavis said.

Martin J. Burke, the chair of CUNY's University Faculty Senate and an ex officio member of the CUNY Board of Trustees, said there's widespread support among faculty for diversity in administrative hiring. But he said faculty do have concerns about some recent hires being made without national searches.

"In preliminary meetings with the new chancellor, the board made it clear that a commitment to diversity across the university, especially in the upper administrative ranks and in presidential positions, was something the board wanted to see, and the chancellor embraced that," said Burke, an associate professor of history at Lehman College who also serves on the doctoral faculty of the CUNY Graduate Center. "In the naming of the cabinet, that is to say, the various vice chancellors, and in filling presidents' positions both temporary and permanent, there certainly has been a push for diversity, equity and inclusion. My colleagues at the University Faculty Senate and my colleagues across the university by and large greatly support this."

"There have been some reservations about process," he continued. "One can achieve diversity, equity and inclusion and maintain the rigorous standards of national searches."

Matos Rodríguez said he believes there is "value to being able to move more quickly on some appointments, and then for others you go through a longer process of the [national] search .... These are all the complexities of putting together a good team."

The CUNY system faces substantial challenges relating to the coronavirus pandemic. The 25-college system, which lost dozens of faculty and staff to the virus over the course of the spring, was sued by the union representing its faculty and staff in July after the college system informed 2,800 employees, mostly adjunct professors and part-time staff, that they would not be reappointed this fall.

There are currently three open searches in the system, for the presidents of Guttman Community College, Lehman College and Medgar Evers College.

Anthony P. Browne, chair of the Department of Africana and Puerto Rican/Latino Studies at Hunter College and member of the University Advisory Council on Diversity and of the CUNY Association of Black Faculty and Staff, commended Matos Rodríguez "for making steps toward having the presidency of various colleges begin to reflect the student body. We really

PHOTO COURTESY OF CUNY
Doris Cintrón, new interim president of Guttman Community College

commend him on that, but there's still quite a lot of work to be done. For us, one of the major issues is the relative paucity of African Americans at CUNY who hold dean and provost positions, particularly at the most selective institutions. That's an area that still needs to be addressed."

Data provided by CUNY show that people of color occupy 38.5 percent of chief academic officer positions across CUNY institutions, and 41.5 percent of dean and senior associate dean positions.

Browne said he'd like to see the scaling up of a collaborative effort between CUNY and Harvard University to prepare diverse candidates for university leadership positions. "The chancellor comes out of Latino studies, and he is certainly keenly aware of the challenges that folks of color have had, particularly in attaining presidencies," Browne said. "It's an important step forward, and we're looking for more progress as we go forward." ■

> "Public universities have a responsibility to mirror the population they serve. We have this diversity in New York City, and you want to be able to replicate that and to show the communities that we serve and the students that we serve that they can see themselves in the leadership and the staff and the faculty."

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Engineering for DEI: Tapping IT Creativity and Technique to Address Diversity, Equity, and Inclusion

by Wesley Story and Mark Schwartz

What if we were all to take an engineering approach to solving DEI? In other words, can we apply the problem-solving skills and creativity that exist in IT organizations to the challenges of DEI?

We've all been talking about diversity and inclusion for a long time now. And the fact that we're still talking about it is pretty good evidence that what we've done to address it isn't working, or at least isn't working sufficiently. We technologists have often come across this situation: a problem whose obvious solution turns out to be ineffective. It's not a good analogy on all points, but think for a moment about how we replaced monolithic develop-then-test approaches with more iterative ones, fine-tuning and enhancing minimum viable products and identifying and fixing defects.

For DEI, we might begin with hiring managers, HR, other employees, or even potential job applicants, and look for changes in what they do that would support diversity goals. We'll throw a few specific ideas on the table here for possible activities around DEI. Treat these as hypotheses; start testing.

Design for Inclusivity and Equity

Reexamine your hiring requirements: do they arbitrarily exclude groups of people (perhaps inadvertently)? For example, do you require a college degree for a position where it's not really necessary? Do you require an arbitrarily high number of years of industry experience when the necessary industry knowledge could be gained through other ways as well? You might find that certain entry level roles would be improved by hiring candidates with diverse backgrounds, life experiences, and skills.

Next, you might try exploring ways to be more inclusive. Consider coaching and development, not just for newly hired employees but for those already within the organization with the potential to move into senior roles. You might today be excluding groups simply because of geography or limitations of your workplace. Have you considered using remote work or satellite offices to recruit people in different locations? You might need to offer more accommodations for employees with disabilities, to make sure that diverse candidates can see themselves in the way you describe your job roles, and to locate and adjust employee behaviors that make some groups feel less welcome (team drinks on a Friday night are likely to make devoted practitioners of some religions feel excluded, for example).

Then test for equity. Do all employees have fair access to opportunities? If you crunch the numbers, do you see them taking equal advantage of those opportunities? Have you removed barriers to success and counteracted bias in your processes? Your goal for equity is to ensure all policies, practices, and systems provide all employees access to the opportunities, resources, and recognition to be successful. Apply the engineering mindset to how you solve for inequities throughout your organization.

When you're hiring, where are you looking for candidates? In the same places you'd find candidates exactly like the people you already have in your organization? Have you thought about recruiting at historically Black universities? Or maybe looking in other geographies, with possibilities for relocation or remote work? What filters are you using for your searches on LinkedIn? Or maybe reexamine your benefits packages and see if you can tune them to what is important for the groups you're targeting.

A note on goal setting: setting diversity targets based on, say, doubling representation of a particular population might sound big—but if they are 1% of your workforce now, doubling to 2% might not meaningfully contribute to the good business reasons why you are seeking diversity. A much better starting point might be to set targets based on the groups represented in your community, however you define it.

The Engineering Mindset

We've tossed out a number of actions you might take to help solve your DEI defects. Put some of them on your mind map of hypotheses and test them—with commitment to reaching your goals. Engineering doesn't conflict with humanity—we're not saying that you shouldn't be empathetic, ethical, and passionate. But we in technology have a problem, and engineers are problem solvers. Let's see what we can do.

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Strength in Numbers

A group of new liberal arts college presidents of color has formed an alliance to collectively address issues of racial diversity, equity and inclusion on their campuses.

By Greta Anderson // November 12, 2020

Before Lori White, the new president of DePauw University, had even assumed her position in July, she began reaching out to the heads of other liberal arts colleges with a proposal to collaborate on antiracism initiatives.

White is the first Black person and first woman to lead DePauw, a private institution in Indiana, and despite immediate challenges such as the coronavirus pandemic and economic recession, she said she knew one of her first priorities as president was to also make meaningful strides toward racial diversity and inclusion. But White didn't want to create yet another working group, task force or committee to address racial issues, which she said the university had done already and found it "hadn't moved the needle."

"This is my 40th year in higher education," she said. "I didn't imagine that 40 years later we would still be having these same conversations … There had to be other ways to think about this, and it can't be one institution thinking internally."

As a new president, White also noticed that among the various organizations and consortiums of college presidents there wasn't one solely dedicated to promoting antiracism. She wanted to change that reality, and a few months after becoming president of DePauw, she formed such a group for liberal arts colleges. White connected with her longtime friend and colleague Shaun Harper, the executive director of the University of Southern California Race and Equity Center, and four other liberal arts college presidents to form an alliance to collaborate on antiracism work, campus climate research and virtual programming for administrators, faculty and staff members on how to better serve students of color and address systemic racism.

The newly formed Liberal Arts Colleges Racial Equity Leadership Alliance, or LACRELA, was inspired by the USC center's racial equity leadership alliance for California community colleges, which was launched by Harper in June and now has 68 member institutions. Harper said LACRELA, the formation of which was announced Wednesday and includes an inaugural group of 53 liberal arts college members, will aim to address the unique racial challenges and circumstances the colleges are facing, such as the "cultural mismatch" between their very socially liberal campuses and the surrounding communities where the colleges are located, which are sometimes more conservative. The alliance is representative of liberal arts colleges in every region in the continental United States, Harper said.

Lori White, president of DePauw University

The main benefit for member institutions will be the access college faculty and staff members will have to a range of campus surveys, resources and monthly virtual learning sessions about antiracism, diversity and equity provided by the USC center.

Suzanne Rivera, the first Latina and first woman to lead Macalester College, in St. Paul, Minn., one of the alliance members, said liberal arts colleges especially have a responsibility to better address issues of race and equity on their campuses and in the U.S. in general, because of their shared mission to educate future leaders who will be problem solvers and "have an impact on the world." These colleges also tend to enroll more white and wealthy

students that have different backgrounds and life experiences than students of color and those from other underrepresented groups, who frequently find themselves having to educate white students and others about racism and inclusivity, which is an added burden, Rivera said.

"We occupy a specific niche in the higher education sector," she said. "Selective private liberal arts colleges on one hand provide an opportunity to make important strides … On the other hand, small private liberal arts colleges tend to have student bodies that have more privilege and may not have as much of a firsthand understanding of the consequences of inequality in our society."

Harper said college presidents in the alliance will form a council and have quarterly meetings to discuss strategy and share advice with one another and will also be available when presidents are navigating racial crises on their campuses or addressing national racial incidents or controversies. The meetings will be an opportunity for white presidents of liberal arts colleges especially to engage with a "new, more diverse cadre" of leaders in the alliance, such as Rivera, White and Harry Elam Jr., the new president of Occidental College, in Los Angeles.

"They're assuming leadership for a very long-mishandled, poorly led issue that affects so many colleges and universities, including liberal arts colleges," Harper said. "This is a group that has long lacked racial diversity, and it is so exciting to see

"Selective private liberal arts colleges on one hand provide an opportunity to make important strides…. On the other hand, small private liberal arts colleges tend to have student bodies that have more privilege and may not have as much of a firsthand understanding of the consequences of inequality in our society."

that liberal arts college trustees are selecting more diverse presidents."

Elam said he's looking forward to working with fellow presidents to share best practices during times of uncertainty and crisis, when college leaders often feel alone in making tough decisions – for example, if students are demanding institutional changes and engaging in protests over racial issues. Elam hopes the council meetings will be a "forum where people feel a sense of trust, ask questions and seek assistance," he said.

"The sense is that we'll be proactive, act proactively and together," Elam said. "These are not decisions that are approached alone …. This will be a forum hopefully where people feel comfortable so a president of any color can name their concerns and feel they are heard and not judged, but understood because it's a shared network of people facing similar issues."

Colleges in the alliance will also be able to send any eight employees – from the presidents themselves to campus facility staff members – to monthly virtual seminars featuring experts on race and higher education from the USC center and elsewhere, Harper said. Recent sessions in the community college alliance have focused on topics such as fostering inclusive classrooms and addressing implicit bias, he said. While mostly faculty members attended the session on inclusive classrooms, Harper said admissions and athletics department staff members and even a campus plumber attended the session on implicit bias.

Most of the liberal arts colleges in the new alliance committed to a three-year membership at a cost of $18,000 per year, Harper said. The membership will also give the college's employees access to a portal with "hundreds" of materials on racial equity, such as case studies, research and conversation scripts, he said.

White said DePauw's investment in the alliance is backed by faculty and staff members who agree

that antiracism efforts are critical and are looking forward to participating in professional development sessions. It's also a way to pool the liberal arts colleges' limited resources. While larger institutions might be able to hire a team of faculty members to research and tackle issues of race on campus, "most of us don't have the ability to do that, just financially or with the number of faculty on our campus," she said.

"What you spend your money on is a manifestation of your values," White said. "This is clearly a value for DePauw, and this is clearly a value for the other institutions that have stepped forward."

All of the alliance colleges will also participate in the center's National Assessment of Collegiate Campus Climates survey, which each year will ask students, faculty and staff members on each member campus for their input on the state of diversity and inclusion efforts and offer colleges recommendations to improve campus climate, Harper said. He is encouraging the colleges to commit to more than three years' membership so additional years of surveys can be completed and college leaders can assess the effectiveness of the alliance's sessions and collaboration.

> "This will be a forum hopefully where people feel comfortable so a president of any color can name their concerns and feel they are heard and not judged, but understood because it's a shared network of people facing similar issues."

"By the time those recommendations and other strategies are implemented, that three-year rotation gives us enough time to see if that actually made a difference," Harper said. "I will say that I am confident that they all understand that this isn't just a thing we're jumping into for 2021 and then we're jumping out. There's a lot of enthusiasm among these presidents." ■

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‘There Are So Few That Have Made Their Way’

Black campus leaders say their careers can be deeply rewarding, even as they are taxing. So why are Black employees so sharply underrepresented at the top ranks of the higher education ecosystem?

By Emma Whitford // October 28, 2020

KEVIN COLTON/HOBART AND WILLIAM SMITH COLLEGES

Justin Rose teaches a class at Hobart and William Smith Colleges.

Robert Kelly had what he calls “one of the experiences that we hope students have when they go to college.”

He graduated in 1994 from Loyola University in Maryland – then called Loyola College – and soon after earned a master's degree in education administration from the University of Vermont and later a Ph.D. from the University of Maryland. His career in higher education administration took him to Seattle University, Loyola University in Chicago and Union College in New York. Today, he's back at Loyola Maryland as special assistant to the president.

Throughout his career, Kelly found himself one of few Black administrators on campus.

“There are very few people ahead of you who have opened the door. I really had to reach out to people who might not necessarily look like me,” Kelly said.

Today, Kelly tries to be the mentor for others that he himself so often lacked.

“I make an effort to make sure that I’m doing it for all people who might be behind me, but in particular African American or Black people, because there are so few that have made their way through various pipelines in higher education,” he said.

Despite such individual efforts, Black students, faculty members and staff members remain disproportionately underrepresented across the higher education workforce.

Black and African American employees make up less than 10 percent of higher education professionals, according to the latest data from the College and University Professional Association for Human Resources. The annual survey includes demographic information for midlevel college employees in academic affairs, athletics, external affairs, facilities, information technology and other areas. White employees account for more than three-quarters of all higher education professionals.

Among administrators and exec-

utive leadership, this disparity is even greater. CUPA-HR's report shows that less than 8 percent of administrators are Black or African American, and more than 80 percent are white.

Higher education professionals and faculty do not reflect the overall population of undergraduates or the shifting demographics in the United States. Fewer than a quarter of faculty members are nonwhite, and only 6 percent are Black, according to 2017 data from the National Center for Education Statistics, or NCES. The data show that 14 percent of undergraduates are Black, more than double the percentage of Black faculty members and still greater than the percentage of Black professional employees. More than 13 percent of the United States population is Black, according to U.S. Census Bureau estimates from 2019.

The enduring whiteness of higher education professionals is often chalked up to a "pipeline problem," wherein there are not enough Black Ph.D. students, faculty members and entry-level staff members to rise through the ranks and achieve racial parity among the faculty and upper-level administrators.

Still, studies show the pipeline problem is not the sole answer to the lack of diversity in higher ed. Flooding the pipeline – hiring people of color and admitting people of color into Ph.D. programs – doesn't necessarily change the demographics at the top.

In their pursuit for tenure, promotions, administrative jobs and college presidencies, many Black faculty and staff members face challenges and microaggressions largely unacknowledged by their white colleagues. Whether due to willful ignorance or outright hostility, this treatment complicates their relationships with their white employers and coworkers. If higher education is to rid itself of these unfair hurdles, experts say that colleges must work to recognize and unravel the many ways racism is baked into their institutions, traditions and practices.

> "I make an effort to make sure that I'm doing it for all people who might be behind me, but in particular African American or Black people, because there are so few that have made their way through various pipelines in higher education."

To start, experts suggest a critical look at the tenure and promotion review process.

Tenure and Promotion

Justin Rose wants to be a college president someday. He once shared that goal with a Black college president he deeply admired.

"This is great," replied the president, whom Rose didn't name. "But don't tell anybody else that."

At the time, Rose was an assistant professor of political science at Hobart and William Smith Colleges in Geneva, N.Y. Today, he's the dean of faculty recruitment, retention and diversity at Rhodes College in Memphis, Tenn.

Rose was one of only five Black assistant professors on campus at Hobart and William Smith. He knew that faculty members didn't always view administrators favorably, and he didn't want to spoil his relationships with his colleagues by telling them he wanted to join "the dark side," he said.

"You're a person of color who already feels like an outsider," Rose said. "You don't want to add to that by portraying the fact that you want to be an administrator."

In addition to worrying about outsider status, Black academics are frequently working harder than others as they move forward in their careers.

While seeking tenure and promotion, Black faculty and staff members are often asked to carry greater service burdens than their white colleagues. A 2019 study found

Beverly Daniel Tatum

that women and faculty members of color take on a disproportionate amount of the "invisible" work in academia, such as serving on committees, mentoring and advising students, overseeing student organizations, and other community-based service. This service is subsequently devalued during tenure and promotional reviews.

"Often Black faculty and staff are taxed more to be there for students," Kelly said. "It's often unrecognized as a part of our job."

Freeman Hrabowski, president of the University of Maryland Baltimore County, is well aware of this dynamic.

"I am strongly encouraging Black faculty to focus on their research and teaching first and to get tenure," Hrabowski said. "Too often, we expect so much of Black faculty – as we have of women faculty – and they give so much in service, and then when it's time for tenure, they don't get it."

That's not easy to do, though. Rose recounted dilemmas he faced in academic service.

"You feel like you always have to be overly gracious and give a lot of your time, because you don't want to be seen as the outsider, because you feel like that will come back and haunt you at the time of review," Rose said. "You're asked to sit on committees, or you feel a special obligation to, because you feel like, 'OK, well, there's got to be diversity representation on these committees. There's not many of us here.' So you start to serve on committees."

Institutional Fit

Beverly Daniel Tatum has had a storied career in higher education. As a psychologist and the former president of Spelman College, she's well versed in the challenges Black faculty and staff members face at predominantly white institutions.

Early in her career, Tatum interviewed for two tenure-track positions, one at Mount Holyoke College – where she was later hired – and one at a similar institution she declined to name.

She presented at the second institution summarizing her research, which sought to answer questions about how Black families living in predominantly white communities cultivated a positive sense of racial identity in their children.

"When I gave my talk there, some of the members of the psychology department asked me why I didn't include white families in my research sample," Tatum said. "The answer should be obvious. I'm not studying white families."

In the eyes of the search committee, Tatum's research was "only important if you can tell us how it connects to what white people do," Tatum said. White academics are sometimes less interested in research that centers on Black people and their experiences, she said.

"If you're a Black faculty member studying issues related to Black people, one of the questions might be, 'Is what you're doing really important enough? Maybe you should be doing something more mainstream,'" Tatum said.

That lack of interest can lead to perceptions of poor institutional fit, according to Kelly.

"Often, we look at somebody and say, 'Oh, I don't like that person's research, I don't like the organizations they've been a part of, or their

Birgit Burton

pedigree of institutional type,'" he said.

But are those statements actually about a candidate's ability, or their identity?

"I think when we look at fit, it's often a way to shut people out," Kelly said.

Fit is subjective – it's an imprecise concept about whether or not a person would suit a particular campus. A recent study in *The Journal of Higher Education* shows that judging candidates based on fit often leaves room for racial biases that harm colleges' diversity efforts.

Sometimes, hiring managers hold Black and white candidates to entirely different standards.

Birgit Burton, executive director of foundation relations at the Georgia Institute of Technology, founded the African American Development Officers network after holding regular networking meetings with other Black professionals in the fundraising industry. She remembers a story that an AADO network member told her about being unfairly passed up for a new job. This colleague was a Black woman. The hiring manager turned her down for the role, claiming that the organization was looking for someone with at least three years of experience at their prior job. They later hired a white man who didn't have the required experience.

"The person they hired only had a year and a half," Burton said.

Mentorship, Retention and Changes

All the people interviewed for this article said they enjoyed their work in higher education. Rose's administrative ambitions were born in part from his work on faculty committees. Tatum turned away from a career in clinical work to continue teaching. But they all agree that the higher education sector has a ways to go before it can claim to be antiracist.

"I don't know of a campus that can say it has arrived," UMBC's Hrabowski said. "We can learn from each other."

Networking in higher education is difficult for many people, but the relatively few Black faces on many campuses make it especially tough for young Black faculty and staff members to find mentors.

When Tatum and her husband, who is also a professor, were first hired at Westfield State University, their arrival "doubled the Black faculty population" from two to four, she said. At Hobart and William Smith Colleges, where Rose was one of five Black assistant professors, he said three Black assistant professors left the college without receiving tenure. The college has since hired several other Black faculty members, he said.

Burton was the first fundraiser of color that Georgia Tech hired. Fundraising in general is a predominantly white industry. Only 9 percent of fundraising professionals are people of color, and only 4 percent are African American, according to the Association of Fundraising Professionals.

Promoting Black faculty and staff members into leadership positions will help colleges identify and address racism in their institutions, Hrabowski said. Rose agrees, but he warns against "the racism of the typecast," in which Black faculty members are considered for positions based on their race. He's often told he would make a great chief diversity officer.

"We don't get thought of for any other positions," Rose said. "We only get thought of for diversity."

Thinking proactively about what Black faculty and staff members need to feel comfortable in an office is essential to keeping them around, Burton said.

"When I do diversity and inclusion training and I do top-of-the-session questions, I ask, 'How many times a day do you think about eating?'" Burton said. "They'll say three or four times a day."

Then she asks how often participants think about race during the day.

"I kid you not, about 60 to 75 percent will say rarely or never, and it's the white people," she said. "But the people of color are the ones who say, 'I think about it often.'"

Black leaders on predominantly white campuses frequently feel reminded of their race in ways their white counterparts do not. To illustrate this, Burton shared what she called a boring anecdote – at the end of a recent Zoom happy hour call, one person suggested that everybody send in their baby pictures. On the next call, participants would guess who is who.

"I'm the only person of color," Burton said. "It never occurred to anybody, 'Well, how much fun would that be for me?'" ■

> "I am strongly encouraging Black faculty to focus on their research and teaching first and to get tenure. Too often, we expect so much of Black faculty – as we have of women faculty – and they give so much in service, and then when it's time for tenure, they don't get it."

Read Original Article ▸▸ https://www.insidehighered.com/news/2020/10/28/black-administrators-are-too-rare-top-ranks-higher-education-it's-not-just-pipeline

‘From Equity Talk to Equity Walk’

Rhetoric alone about equity, diversity and inclusion won't get the job done in higher education, say the authors of a new book.

By Scott Jaschik // October 6, 2020

Everyone in higher education has had the experience of hearing a college leader expound about the values of diversity or equity, or condemn a racist incident on campus. The statements are often eloquent and moving. The follow-up? Not so much.

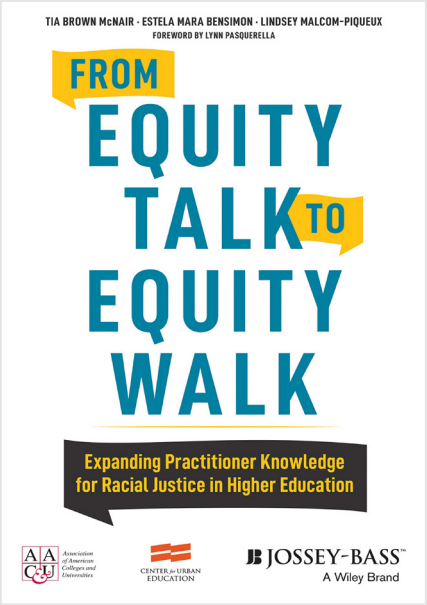
This is the subject of *From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education* (Wiley). In the book, the authors focus on how to turn the talk into walk. The authors are Tia Brown McNair, vice president for diversity, equity and student success at the Association of American Colleges and Universities, and executive director of the Truth, Racial Healing and Transformation Campus Centers, also of AAC&U; Estela Mara Bensimon, University Professor and Dean's Professor in Educational Equity at the Rossier School of Education of the University of Southern California; and Lindsey Malcom-Piqueux, chief institutional research officer of the California Institute of Technology.

They responded via email to questions about the book.

Q: Many colleges and college leaders seem to have mastered the first part of your book's title, equity talk. The Black Lives Matter movement has prompted numerous statements, but not the real changes being sought on many campuses. Why is it so difficult for many leaders to walk the equity walk?

A: Leaders often invoke equity, diversity and inclusion as values they hold dear; however, their espoused embrace for equity often fails to turn into action and transformation because many leaders lack the knowledge to enable them to “see” the production of racialized consequences through everyday practices they take for granted. They have not acquired the habit of considering who is advantaged/disadvantaged when a new policy or a practice is introduced and have difficulty recognizing and acknowledging when institutionalized racism runs through the arteries of their institutions' practices, policies and structures. Doing racial equity work requires that leaders admit to not always knowing how to address racism.

To “walk the equity talk” leaders need to examine their own perceptions of equity and to develop new language; they need to learn to frame racial inequality in educational outcomes as a problem of institutional underperformance; they need to stop skirting around race talk by only using terms like “underrepresented,” “vulnerable” and “first-generation” when they are actually speaking about Blacks,



Latinx, Indigenous peoples and other racially minoritized students. They have to be specific about which groups are experiencing inequities. They have to be willing to acknowledge that when the term “all” is used, it typically privileges the experiences of white students as the norm and undermines efforts for racial equity.

They have to elevate antiracism as an institutional priority by calling out institutionalized racism, whiteness as the accepted norm and white supremacism. They have to develop an agenda to repair for past exclusionary practices. A good example is the University of Chicago's English department decision to only admit Ph.D. candidates in Black studies during the

next academic term. In our book we describe 10 obstacles to equity talk and the strategies to overcome them.

Q: Many elements of campus culture are criticized for promoting racism and not equity. How can colleges change their campus culture?

A: Building on the answer to the previous question, we believe that cultural change requires a collective effort among leaders, faculty, staff and students to take on the role of "anthropologists" and identify how their familiar routines, practices, policies, documents, language, values, etc. reproduce racial inequality and privilege. Campus leaders need to understand and examine the narrative about race at their institutions and be honest about what needs to change. Needless to say, if this was as straightforward as it sounds, it would have already happened. Through our work, we have learned that cultural change requires facilitated approaches and tools that help individuals decipher, from a racial standpoint, the assumptions, implicit theories and values underlying their ways of doing things. There are no best practices for cultural change nor technological solutions.

Q: A chapter in your book is about communicating data. Why is that important?

A: It is sometimes said that you can't fix what you can't see. Typically, institutions present student outcomes data in the aggregate, obscuring whether and where inequities exist. Institutional data, disaggregated by race, is essential to making the equity gaps commonly experienced by Black, Latinx, Indigenous peoples and other racially minoritized students visible. However, as we explain in the book, shining a light on racial inequities is the starting point in the pursuit of equity – not the end goal. Examining disaggregated data is intended to spur equity-minded sense-making among practitioners – a process of critical reflection and meaning-making through which practitioners come to interpret equity gaps as a sign that their practices aren't working as intended and need to be altered to redress these racial inequities.

> "When communicated effectively, data disaggregated by race can serve as an impetus for the critical examination of institutional practices through practitioner inquiry and the identification of specific actions needed to realize equity."

Through our work, we have developed tools for communicating data in a manner that will promote equity-minded sense-making and inspire practitioners to continue inquiring into the causes of racial inequities within the institutional environment. For example, communicating data using simple visualizations of descriptive measures increases the likelihood that practitioners will find the data accessible. Similarly, presenting data that are "close to practice" ensures that practitioners see a connection between the quantitative measures that they are observing and how they engage with students on a daily basis.

We realize that the approaches to communicating data outlined in the book run somewhat counter to many data-related trends in higher education. Within institutional research, for example, increasing emphasis is placed on techniques that aim to estimate causal relationships between student characteristics, behaviors and outcomes (e.g., predictive analytics, propensity score analysis). While these methods have value in certain contexts, they can, by their very nature, spark deficit-minded thinking where students of certain backgrounds may be viewed as "at risk." Similarly, including race as just another control variable in a statistical model minimizes the systemic racism that minoritized populations have experienced since this nation's inception.

When communicated effectively, data disaggregated by race can serve as an impetus for the critical examination of institutional practices through practitioner inquiry and the identification of specific actions needed to realize equity.

Q: Are there some colleges you would identify that are doing a particularly good job at the equity walk? What makes those efforts successful?

A: AAC&U and the Center for Urban Education have worked with several hundred colleges, in varying ways, to advance their equity walk. Specifically, the Center for Urban Education has introduced racial equity tools that support practitioner inquiry into their practices. AAC&U's signature initiatives Inclusive Excellence, and more recently, the Truth, Racial Healing & Transformation (TRHT) Campus Centers, focus on identifying and being responsive to patterns of inequity that stratify students and communities and perpetuate educational and systemic disparities that are a result of racialized practices.

There are institutions that are making progress on the equity walk in certain areas, but none have fully dismantled institutional racism. This transformation is ongoing and requires higher levels of intentionality and full engagement of educators, accountability, honesty and healing.

For example, progress has been made at Fresno City College; San Diego Mesa College; Pasadena City College; Mendocino College; California State University, Los Angeles; Santa Monica College; Long Beach City College; Tulsa Community College; Community College of Denver; Aurora Community College; University of Wisconsin at Eau Claire and several campuses within the Pennsylvania state higher education system. In some of these colleges, in particular Mesa, Fresno, Sacramento, Community College of Denver, and Community College of Aurora, changes in practices to be more race conscious were made possible by presidents and other leaders who were committed to racial equity and were willing to learn.

> "Campus leaders need to understand and examine the narrative about race at their institutions and be honest about what needs to change. Needless to say, if this was as straightforward as it sounds, it would have already happened."

In addition, the campuses that are hosting TRHT Campus Centers are examining the narrative on race at their institutions to identify key leverage points for change and engaging in racial healing and relationship building to prepare the next generation of leaders to build just and equitable communities. Of course, this progress is not possible without institutional leaders who have an equity talk and an equity walk. For example, some presidents have formed leadership teams that include vice presidents, faculty leaders, staff, students and trustees to study their curricula, syllabi, hiring, data, transfer services, assessment practices, advising, etc. The teams are engaged with in-depth inquiry to identify the many ways in which their practices and language do not prioritize racial equity. They are making changes because the president is invested in racial equity. Presidents must be willing to participate in the inquiry processes and get their hands dirty (i.e., participate in a structured observation of what goes on in the transfer center) in the work and be open to coaching when made aware of language that undermines equity aspirations.

Q: How do you answer the question posed in your book of "Equity for whom?"

A: One of the ways in which we define racial equity is as "corrective justice" for the educational debt owed to racially minoritized groups who have suffered deprivation from enslavement, Jim Crow, coloniza-

tion, genocide and theft of territory. Racial inequity – unlike income inequity – was born from slavery and subsequent Jim Crow laws that legalized segregation and mitigated opportunity for African Americans. It was born from genocide and land grabbing that diminished the population and territories of Indigenous peoples, as well as out of the colonization and assimilation projects that sought to "civilize" the "savage natives." It was born from waves of Asian, Latinx and Pacific Islander migration, some of which was sanctioned by the American government (e.g., through the Immigration Act of 1965 and asylum seeking) and some of which was not. For all people of color, racial inequity was born from policies and practices that were not designed for their benefit but for the dominant population of whites. Racial inequity was also born from policies and practices that actively sought to exclude, marginalize and oppress people of color. Our focus for this book is on addressing racial inequity as an act of justice that demands system-changing responses and explicit attention to structural inequality and institutionalized racism. This focus does not diminish the need to address equity for others with differing identities. ■

> "Shining a light on racial inequities is the starting point in the pursuit of equity – not the end goal. Examining disaggregated data is intended to spur equity-minded sense-making – a process of critical reflecting and meaning-making."

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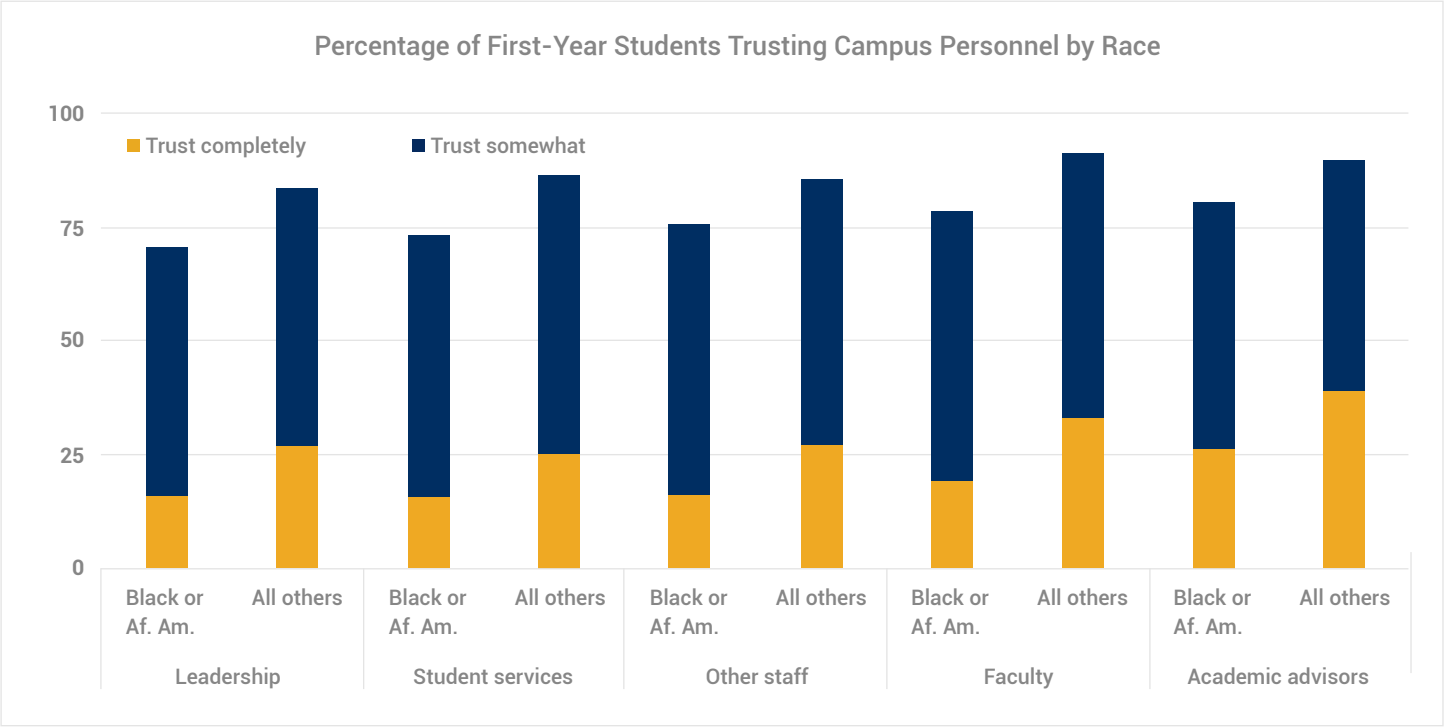
A Racial Trust Deficit in Higher Ed

A new report from the Center for Postsecondary Research at Indiana University found that Black undergraduates trust college leaders significantly less than their white peers do, and that the pandemic caused a slight drop in trust in administrators among all students.

By Greta Anderson // February 26, 2021



"THE TRUST GAP AMONG COLLEGE STUDENTS"

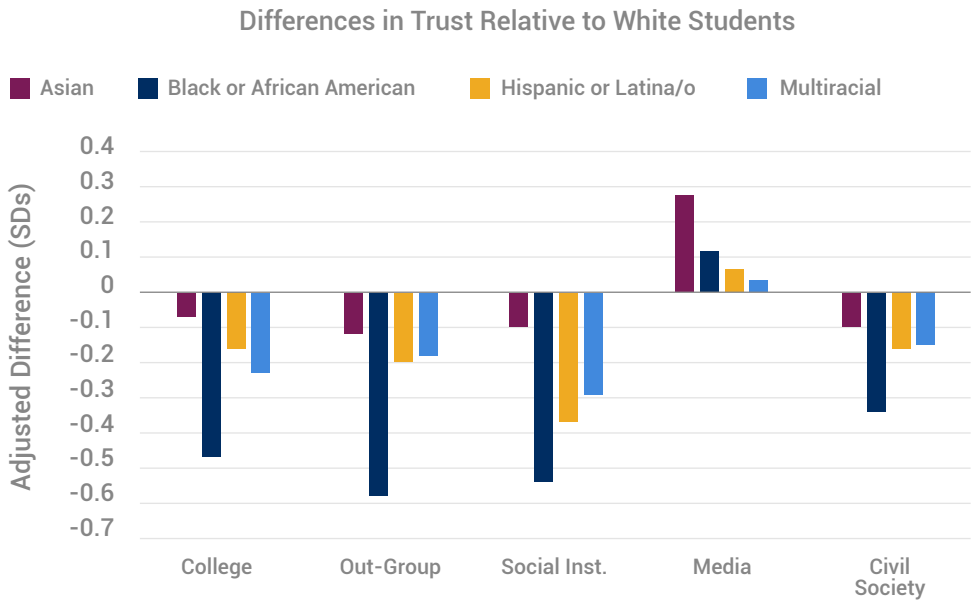
Students of color have "substantially less trust" in their colleges compared to their white peers, according to a new report by the Indiana University Center for Postsecondary Research.

Kevin Fosnacht, associate research scientist at the center and co-author of the report, said the college trust gap between Black and white students, at 0.47 standard deviations, was particularly large. The disparity in perspectives was described in the report as being "of sizes rarely seen in education research." There was an even larger gap (0.58 standard deviations) between Black and white students' "out-group trust," which in this case refers to their trust in individuals who are of different races than themselves, the report said.

To measure the trust gap, the researchers used white students' responses as a baseline, then determined how far above or below the average trust levels of students of color were from this baseline. Based on prior higher ed research, standard deviations of less than 0.10 were marked as "trivial," differences of 0.10 to 0.29 as "small," 0.30 to 0.49 as "medium," and greater than or equal to 0.50 as "large," Fosnacht said.

The report is based on about 8,350 undergraduate responses to the 2020 National Survey of Student Engagement, or NSSE, an annual project of the center. The undergraduates surveyed attended 29 different colleges and were asked questions related to their trust in their college over all and in specific leaders and stakeholders at their institution, in addition to questions traditionally asked on the NSSE, Fosnacht said.

A Racial Trust Deficit in Higher Ed (cont.)



"THE TRUST GAP AMONG COLLEGE STUDENTS"

Shannon Calderone, a professor of educational leadership at Washington State University and co-author of the report, said the findings about Black students' lack of trust "speaks to the alienation and lack of sense of belonging" historically felt by students of color at colleges. Despite many administrators creating initiatives, offices and policies directed at improving diversity, equity and inclusion in recent years, these students continue to distrust college leaders, especially if those leaders are not people of color themselves, Calderone said.

"It's a relatively disappointing finding, obviously, given the commitments," she said.

Fosnacht said the report also focused on the varying levels of trust that first-year students had for specific types of college staff members, including leadership, student services staff members, academic advisers and faculty members. Across all racial groups, students expressed the most trust for faculty members and academic advisers, while college presidents, provosts, deans, board members and other leaders face "the largest legitimacy crisis among college personnel types," the report said.

Calderone said that this trust "crisis" can be explained by the "power differentials and power dynamics" that exist between college leaders and students. Oftentimes students feel absent from decision making and that their opinions are not valued by leaders, which, naturally, can reduce trust levels, she said.

"When we think about leadership, these are the ones who set the rules and establish the conditions which students have to live under," Calderone said. "One of the things that I think about a lot is, are students getting enough of a voice in the larger campuswide conversation, particularly students of color?"

Stuart Rhoden, an instructor at Arizona State University who has researched Black high school students' institutional trust and its impact on academic achievement, said that administrators' inclusion of student voices in decision making needs to be "genuine" and "authentic" or else it can damage students' trust in college leadership.

"If all I'm doing is having you sit at the table to say you're sitting at the table … that can do more harm than good," Rhoden said.

The Black students surveyed by NSSE exhibited even less trust for all college personnel than their non-Black peers, the Indiana University report said. While 84 percent of non-Black first-year students said they "completely" or "somewhat" trust their college leadership, only 71 percent of Black first-year students said the same, according to data provided by Fosnacht in an email. Nine percent of Black first-

year students surveyed said they don't trust college leadership "at all," versus only 3 percent of non-Black students, the email said.

Shaun Harper, a professor and executive director of the University of Southern California's Race and Equity Center, said the neglect college administrators have historically shown to Black students' needs and demands can explain their deep mistrust of college leaders. Harper said the widespread calls for institutional changes currently being made by Black student activists at colleges across the country are a reflection of them still not being heard and having their concerns dismissed or ignored.

"Why would Black students trust campus leaders who repeatedly fail to hold themselves and others throughout the institution accountable for demonstrable progress on racial equity goals? They shouldn't," Harper said. "On many campuses, the exact same things that were on lists of demands Black students issued to campus administrators in the 1960s … appear on lists of demands that Black students have issued over the past five years, almost verbatim."

Rhoden said one way to expand the research on Black student trust would be to measure the recent survey responses against the level of trust previous generations of Black students had in college leadership.

According to the NSSE report, Black first-year students were also less likely to trust faculty members; 79 percent said they "completely" or "somewhat" trust them, while 92 percent of non-Black students trust their professors, the email said. This trend, which the report said was "worrisome" and deserves "scrupulous attention," was also consistent for Black students' trust in academic advisers and student services staff members.

> One of the things that I think about a lot is, are students getting enough of a voice in the larger campuswide conversation, particularly students of color?

Rhoden said the trust factor could be improved by faculty members and support staff members fostering better relationships with students and making them feel comfortable about reaching out for support and letting them know that their goals and abilities will be encouraged and validated.

The report also considered the impact of the coronavirus pandemic on students' views and experiences, which put college leaders' decisions and regard for student health and well-being under a microscope during 2020. The survey results were partly collected after campuses shut down in-person learning in response to the pandemic and sent students home, Fosnacht said. The majority of the NSSE data was collected from February to early March 2020. However, some responses were gathered from late March to mid-May, allowing Fosnacht and Calderone to examine differences between student trust before and during the pandemic-related disruption.

The pandemic has tested administrators' ability to effectively communicate campuswide decisions that are often unpopular, such as stances on in-person versus online learning, opening residence halls, providing tuition and room and board refunds, and disciplining students for conduct that can increase the risk of spreading COVID-19.

Students who completed the survey after the campus shutdowns expressed slightly higher levels of trust in their colleges over all but slightly lower levels of trust for college leadership specifically, compared to students who responded

to the survey before the disruption, Fosnacht said. About 73 percent of students surveyed after the disruption said that they trusted their college leaders "completely" or "somewhat," compared to about 79 percent of students before the pandemic, according to data provided by Fosnacht.

Students with disabilities were also surveyed, and despite multiple reports of students with disabilities being denied support or accommodations from their colleges during the pandemic, the small number who responded to the survey after COVID-19 disruptions actually expressed a substantial increase in trust in their colleges, the report said. Students with disabilities and those who selected "prefer not to respond" when asked about disability status during or after the pandemic disruption showed levels of trust in their colleges that were 0.28 standard deviations higher than students in these groups surveyed before the pandemic, the report said. Fosnacht said this finding was surprising and unexpected.

These results suggest "institutions looked out for or met the needs of disabled students in uncertain times," the report said. However, statements by advocates for students with disabilities and research on their well-being during the pandemic directly contradicts this finding. For example, a survey of nearly 30,000 undergraduates conducted by the Student Experience in the Research University Consortium found that students with disabilities were less likely to feel supported by their university during the pandemic.

Krista Soria, an assistant director for the consortium and director of student affairs assessment for the University of Minnesota, said in an email that her research on students with disabilities makes "it clear that those students are really struggling" during the pandemic. Soria noted that for the Center for Postsecondary Research report, only about 40 students with disabilities responded after the pandemic disruption, compared to about 500 students who responded before the pandemic, according to NSSE data provided in an interactive database.

"I don't think it is fair to make sweeping conclusions about students with disabilities given the super small sample size of the group during the pandemic," Soria wrote. "Students with disabilities have significantly lower satisfaction with the support they received from instructors to transition to online classes, feel less valued as individuals and have a lower sense of belonging on their campuses, and less supported overall by their institutions during the pandemic."

Fosnacht agreed that the small sample of students with disabilities surveyed after the pandemic disruption might have impacted the results. He said the finding should be regarded as "suggestive" rather than "conclusive." The responses from students with disabilities vary based on the college they attend and what learning modality they prefer; it's possible that some students with disabilities had better experiences with remote learning versus in-person instruction, Fosnacht said.

"It might be very contextual to the school – how much were faculty accommodating them," he said. "There might be some advantages to online learning for that specific population." ■

Read Original Article ▸▸ https://www.insidehighered.com/news/2021/02/26/black-students-trust-college-leadership-less-white-peers

Leadership in Crossing Divides

Ronald A. Crutcher describes how he's navigated such divides in race, class and politics in his own life and as a college president, and he shares some key lessons he's picked up along the way.

By Ronald A. Crutcher // February 19, 2021

Twenty-five years ago, long before I became a college president, I was hurrying to meet with the CEO of an oil company to discuss the possibility of his funding a scholarship for violin students. He was the chairman of a foundation that provided financial support for violin study. We'd never met. But I was head of the School of Music at the University of Texas at Austin – not exactly riffraff – and this moment had been months in the making. We said hello, shook hands and sat down to talk.

"I had no idea you were Black," he said.

I was angry. I took a long breath. This was not at all how I'd imagined our conversation beginning. By this point in my career, I was an accomplished cellist and educator who'd toured internationally and earned Yale University's first doctorate in cello performance. But now I wondered if I should just cut the conversation short and walk away. Instead, I decided to listen.

The man continued to talk. He told me that he and his wife had attended the Aspen Music Festival for several years, and they rarely saw any string players of color in the orchestra. He wondered aloud about the dearth of string players of color and whether the classical music community could do better in nurturing artists from varied backgrounds. Here was my opening – after all, I was there on a mission – so I talked about what UT was trying to do in that regard. I told the CEO about one student in particular, a young woman of color in whom I saw enormous potential for a career in classical music. A few weeks later, the music school had its scholarship. And my student went on to earn a coveted position in the viola section of the Cleveland Orchestra.

I tell this story often as a lesson of sorts. But over the years, students' reactions to it have changed. These days, their primary response is horror at what they see as the CEO's unpardonable insensitivity around race. "What specifically do you find offensive?" I ask those who talk with me in my current office at the University of Richmond, where I serve as president. "How would you have responded? How could the CEO have initiated this conversation in manner less offensive to you?" There is no right answer, of course. My sole aim is to spur their thinking, to continue the conversation.

But that has become an increasingly difficult job.

While colleges and universities

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have traditionally served as safe zones for pondering such questions, the politics and rhetoric now inflaming the nation have spilled over to foment a climate of campus unrest at such a decibel level that even the most innocent inquiry becomes suspect.

To be sure, not all inquiries are innocent. But since 2015, student demonstrations over free speech and racial bias have resulted in faculty firings, resignations and physical assaults on campuses from Connecticut to Washington State. Warring ideas (rather than actual wars) even resulted in a politically motivated shooting.

At Yale University, a firestorm around the mere suggestion that racially insensitive Halloween costumes could occasion discussion

– rather than outright censure – forced the termination of one professor. The student who'd led the charge was later honored with an award for fostering interracial understanding.

At Evergreen State College in Washington, a teacher who'd questioned an equity policy that asked white students to leave campus for a day and reflect on their racial privilege was hounded by a crowd that gathered outside his classroom, shouting, chanting and demanding his resignation. The threat of violence became credible enough that Evergreen's leaders eventually decided to hold graduation off campus.

In this swirling cauldron of overheated rhetoric, in 2018, I invited former Bush administration adviser Karl Rove, one of the most polarizing political figures of the past two decades, to sit with me on a dais at the University of Richmond and discuss immigration policy. I'd been prepared for an outcry, and we had plainclothes security details stationed all over the campus. Yet there were no outbursts.

Earlier in the day, Rove had spoken to a class on leadership, where students vigorously challenged his opinions on gun control and the Iraq War. After the talk on immigration, he appeared at a public reception – laughing, chatting, standing for photos.

Several months later, when Ryan Anderson of the Heritage Foundation came to campus at the invitation of a conservative student group from our law school, some faculty objected, stating that Anderson's views were "transphobic." Several LBGTQ students echoed those concerns. But I insisted that we allow him to talk. This was an opportunity for discussion and debate, I felt. I hoped it might nudge students disgusted with Anderson's positions to marshal arguments proving him wrong. Anyone with a voice can shut down speakers, but meaningful understanding grows every time we open ourselves to someone who is different from us, whether in background or beliefs – rather than retreating into censorship motivated by fear.

Do not misunderstand me: there is much about the current tenor of rhetoric in this country that offends me. The racially charged riots in Charlottesville, Va. – just an hour's drive from my own campus – were a wake-up call to the true tenor of white supremacy in America. But I believe we grow when listening to views that differ from our own, even when they anger us. This is much easier said than done. Listening requires patience, discipline, empathy and intellect – the building blocks of civility.

This insistence on listening – essential for any musician, of course – has informed my approach to leadership ever since I entered higher education administration in 1988, at the University of North Carolina. It requires that I silence gut reactions and think before speaking. It has also allowed me a hand in shaping the education of thousands of young people.

Changing Lives

Indeed, listening and not immediately reacting angrily has benefited me in significant ways. Not long after my meeting with the oil company CEO who had been shocked by my Blackness, a musician whom I'd long revered invited me to lunch. We all have our icons, and Bryce Jordan, a flutist and musicologist who'd become the first musician appointed president of a large university, was one of mine.

I expected our meeting on that day to be all business as I rode an elevator up to the Headliners Club restaurant, on the top floor of the Chase Tower in Austin, thinking about the university's upcoming capital campaign and the funding priorities that I wanted to discuss with Jordan. But as we began to eat, he launched into his larger agenda. "It's obvious to me that you're going to be a college president," he said. "Have you thought about what kind of institution you'd like to lead?"

I was caught completely off guard. This was my mentor, after all, a man I'd looked up to for decades, and I had no idea how to answer his question. I tried to sound cool. "Well, probably no place as big as UT. I don't know, maybe a small liberal arts college?" I said affecting an offhand manner.

That seemed to satisfy Jordan. But throughout the rest of the lunch I was distracted – tormented, even – by the question and my unconsidered response. What did I even know about small liberal arts colleges? I walked into the campus bookstore and made straight for the college admission section, the shelves with all those heavy reference books listing schools around the country. And there it was, right

in front of me: *Colleges That Change Lives by Lauren Pope*.

I flipped to the introduction, and my eyes caught on one phrase: "These are colleges that transform the lives of the students who attend them," it said. In that moment, I knew. This would be my life's work, the goal shaping every decision going forward from that moment. I wanted to lead an institution that changed lives.

Seven years later I was named to my first presidency, at Wheaton College in Norton, Mass., which was nearly all white when I showed up. There, too, I heard comments that might have knocked me off balance. "They want to interview you again," the executive search consultant told me after I'd become a finalist. "They feel that you're like Teflon. They don't believe a Black man could be so unimpeachable. You just seem too perfect."

I'd long since learned to hush my gut response to such comments, to understand that they sometimes came across in unintended ways. Had I grown angry at the CEO who blurted his ignorance about classical musicians of color, I might never have made it to the lunch with Bryce Jordan. And if I'd never pursued that unexpected conversation about ambition, I might not have found my life's work.

Being able to work across divides in race, class and politics is, to my mind, a sign of intellectual strength and maturity, and what we in higher education are charged with cultivating. As I've learned to navigate those divides in my own life and as a college leader, here are some key lessons I picked up along the way.

"Being able to work across divides in race, class and politics is, to my mind, a sign of intellectual strength and maturity, and what we in higher education are charged with cultivating."

Lesson No. 1: Acknowledging an uncomfortable history can lead to conversations that point the way forward. Since 2016, I have become increasingly concerned about the lack of thoughtfulness, integrity and empathy in America's public discourse. Though the strength of democracy depends upon the ability to have robust discussions – even disagreements – without acrimony, young people have few role models in this regard.

On the University of Richmond campus, we've attempted to model thoughtful dialogue through a lecture series aptly titled Sharp Viewpoints, which is designed to present competing perspectives on topics crucial to our nation. The objective is to model how thought leaders from opposite sides of a political divide can nonetheless engage in a civil, substantive conversation about the most pressing and polarizing issues of our time. Generally, we've done better than speakers on the national stage.

Lesson No. 2: Respond to controversial speech with more speech. I mentioned before how many people called for me to disinvite Ryan Anderson from coming to our campus because they thought his views were transphobic, but I insisted that we allow him to speak. We have a responsibility as educators to help students craft counterarguments and develop the intellectual strength necessary to rebut perspectives they find personally challenging. We do not help them develop those muscles by insulating them from speakers who offend.

Ultimately, Anderson came to campus, and members of our community protested his appearance vigorously but peacefully. Later, one of the protesters, who identified as transgender, engaged Anderson in a one-on-one conversation and

reflected on the experience in our student newspaper: "Coming into this was really hard for me because it's really easy to vilify someone when you haven't met them," they wrote. "It's hard to hate someone when you meet them."

I'll go out on a limb and suggest that this meeting between a young adult and someone they perceived as an enemy was among the most valuable educational experiences that student had all year. The exchange exemplified my firmly held belief that our campuses can serve as laboratories for democracy – but not if debate and dissention are silenced.

Lesson No. 3: Slow down. Today's young intellectuals are likely to believe that free speech conflicts with inclusion – to the degree that they will try to quash debate when a controversial speaker comes to campus, as happened to Charles Murray at Middlebury College in 2017. In today's "cancel culture," marked by an absence of intellectual humility and the capacity to forgive, true diversity turns out to be extremely difficult. No wonder 80 percent of those surveyed by the think tank and research group More in Common said, "Political correctness is a problem in our country."

The civil rights generation in which I came of age did not honestly confront just how difficult true diversity would be. We made it sound as if all that was required was being "open" to people different from ourselves, when the fact is, real inclusivity can be awkward and uncomfortable. It is not simply about linking arms and singing "Kumbaya"!

It takes work – in other words, emotional sweat. Students must be intentional about seeking out friends, classmates and mentors from different backgrounds and cultures. For those new to campus, this is particularly difficult because they already feel unsure and it feels easier to acclimate around people whose slang and codes of behavior they already understand. But comfortable as this kind of sorting may be, it is antithetical to the spirit of democracy, whose lifeblood is the energetic exchange of diverse and competing ideas.

For these reasons, I make a point of prodding students about their social networks. Do they consist of people from various backgrounds and academic disciplines, or are they filled only with people of the same beliefs? If the latter, I challenge them to reach out to a classmate who is different – whether culturally, politically or religiously – and get to know them by asking questions and listening, really listening, to the response. The purpose is not to hone debate skills nor to lay blame; such approaches change nothing. And we are a society in dire need of change.

The University of Richmond's goal of becoming a skilled intercultural community does not mean that we expect to become a utopia, immune from racist or xenophobic incidents. The goal is merely to ensure that we have the capability, as a community, to deal with social disruption.

So now, when talking with students, I urge them to strive toward a deeper understanding of why individuals with different views think and believe as they do. Those conversations sometimes lead to bruised feelings. But I tell my mentees that this is exactly how they will develop the energy, civility and substance to navigate differences with power. In the process, their own beliefs get tested and refined, and that will better prepare them for engaged citizenship. I strongly believe that our entire country could benefit from a similar approach. ■

Bio

Ronald A. Crutcher is president and professor of music at the University of Richmond. This article was adapted from I Had No Idea You Were Black: Navigating Race on the Road to Leadership*, just released by Clyde Hill Publishing.*

Read Original Article ▸▸ https://www.insidehighered.com/views/2021/02/19/college-president-shares-lessons-learned-navigating-divides-race-class-and-politics

Curing Programmitis to Create Diverse Student Success

Transformational change – a total restructuring – is needed to disrupt embedded patterns and reorient campuses for a new student body, argues Adrianna Kezar.

By Adrianna Kezar // January 29, 2020

"Programmitis." This term, coined a few decades ago by Daryl Smith, senior research fellow and professor emerita of education and psychology at Claremont Graduate University, was used to describe campus efforts to address the increasingly diverse student body. College and universities looked at students as a problem needing to be fixed with interventions – with programs. Smith was concerned with not only the deficit orientation but also the sheer inadequacy of such approaches. The programs typically reached few students, touched them too lightly and applied a Band-Aid to a gaping wound. Smith called instead for institutional transformation to support diverse student success.

Higher education has been making efforts to address a more diverse student body for four decades, yet the needle has moved very slowly, with only minimal progress in improving the retention and success of first-generation, low-income and racialized minority students. The same goes for adult, commuter and part-time students, while statistics for other groups – such as transgender, learning-disabled and LGBTQ students – are not even tracked. Higher education has added programs and services "on the side" without a substantial rethinking of its core functions and practices.

In *Becoming a Student-Ready College*, Tia Brown McNair and her colleagues called for campus leaders to rethink their efforts at wishing for different students while putting in just marginal supports. The authors noted the need, as well, for significant changes and indicted the organizational structures in higher education as being impenetrable for students.

The calls for institutional transformation and culture change have either been too daunting, leading campuses to continue piloting small changes, or have left higher education administrators not knowing how to approach such a process. What many of those administrators have yet to grasp is that the problem is not students. Rather, the issues stem from the reality that colleges and universities have never been set up to serve first-generation, low-income or underserved racially minoritized students.

In *Recognizing and Serving Low-Income Students in Higher Education* I traced how colleges, minority-serving ones aside, developed historically to serve the wealthy and elite, demonstrating how ingrained the patterns of whiteness, class and privilege are. In those analyses, I highlighted how the structures of higher education institutions prevent students from succeeding, and

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I underscored why side programs and services alone will never suffice. A total restructuring is needed to disrupt these embedded patterns and to reorient campuses for a new student body.

In a new report, "Creating a Diverse Student Success Infrastructure," from the Pullias Center for Higher Education and the American Council on Education, I provide a pathway for leaders to conduct this institutionally transformative work, modeled on the examples of campuses that have been successful in undergoing such changes. I base my ideas not only on empirical data but also on sound research from systems theory – research that demonstrates that when the infrastructure

is aligned to support a change initiative, transformation is more likely to occur and be sustained.

The infrastructure of a higher education institution includes core features that facilitate organizational functioning and day-to-day operations, including planning, governance and decision making, policy, finance/resource allocation, information and institutional research, facilities and information technology, human resources and development, incentives and reward structures, and metrics and accountability. The more these elements are strategically leveraged and aligned with the goals of diverse student success, the more an institution can mobilize to effectively serve such students.

For example, policies dictate the actions of faculty and staff members and create the conditions in which student success can be achieved or not. Because policies establish the possibilities for action, they are a strong driver of systems and cultural change. Academic policies such as grading on a curve encourage competition and signal to students they are in a survival environment, not a thriving one. Another example might be scheduling policies that do not allow for students in the same cohort to take classes together and form a community that encourages their success.

This is particularly important because campus policies were generally established when institutions were not diverse. If senior administrators routinely examine key institutional policies, they can work to change the ones that create barriers – such as those related to admissions criteria, student advising, curriculum, staff hiring criteria and faculty promotion and tenure. Left unexamined, however, such policies can shape a set of experiences that is exclusive rather than inclusive.

An effective institutional infrastructure includes three core elements related to change and systemic support for diverse student success:

- **Implementation of interventions to support students.** Efforts to put in place proactive advising, for instance, without investments in the infrastructure – such as technology, training and policy review – are likely to face serious challenges. In contrast, when the proper infrastructure is in place, it facilitates, eases and often speeds the adoption of new programs and initiatives.
- **Institutionalization of sustained interventions over the long run.** Interventions often come and go due to a lack of tangible support or because organizational hurdles are too overwhelming. Yet if campus administrators pledge continuing financial, policy and leadership support for cross-campus mentoring, for example, then change agents will struggle less to overcome organizational inertia and any issues that prevent them from supporting and embedding the change.
- **Culture change resulting from having student success values integrated into the day-to-day work of the campus.** That includes the campus's decisions, processes and activities. For example, moving from grading on a curve to a more developmental grading approach reinforces and embeds an institutional ethos that supports student success rather than a sink-or-swim approach.

Ultimately, the benefit of the student success infrastructure is that it can lead to broader institutional transformation. As more and more elements of the infrastructure are aligned toward the same underlying values of diverse student success, the more likely it is that the entire campus will be a different place.

It is time to move support for diverse students from the margins of institutions – in isolated programs and services – to the center. With the right infrastructure, we can finally make good on the values that promote the success of all students in college. ■

Bio

Adrianna Kezar is a professor of higher education at the University of Southern California and director of the Pullias Center for Higher Education. She is a national expert on student success, equity and diversity; the changing faculty; change; governance and leadership in higher education.

Read Original Article ▸▸ https://www.insidehighered.com/views/2020/01/29/transformational-change-needed-campuses-adequately-serve-diverse-new-student-body

It's Time for Governing Boards to Weigh In on Race

College and university governing boards must push their institutions to be forces for ending, rather than perpetuating, racism, write Carlton Brown, Richard Legon and Terrence MacTaggart.

By Carlton Brown, Richard Legon and Terrence MacTaggart // July 10, 2020

In the face of the nation's current civil unrest in response to historic racial injustice and the continuing murder of black men and women at the hands of police, responsible institutional leadership of our colleges and universities should become directly engaged.

It is time for college and university governing boards to demonstrate their appropriate leadership by seizing this moment of public and political turmoil and assuming an appropriate role in affecting systemic change. The 50,000 men and women who serve on the governing bodies of colleges and universities should assert their ultimate authority as fiduciaries and leverage their individual and combined influence to strengthen the mandate for social progress. Faculty members and students at campuses across the country are engaged on the issues of racial justice. The voices of college and university presidents have become a growing force for change.

Unfortunately, higher education has had a checkered past when it comes to the rights of Black citizens. Some of our most historic institutions have, themselves, contributed to and benefited from racial injustice throughout their history and have helped to maintain the systemic societal racism that has been anathema to the nation since its founding. Institutions of higher education have at times engaged in and allowed many of the social, educational and economic practices that have actually perpetuated racism.

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Our nation's college and university campuses, which enroll some 19 million students (14 percent of whom are African Americans), must actively engage in this national reckoning. Importantly, difficult national debates have in fact emanated across campuses throughout the country. America's colleges and universities have also been engines of positive change and pathways to progress for our citizens and the world. Yet the absence of the voice of governing boards has too often dulled the full voice of institutions and limited the capacity of others to effect significant change.

Now it is time for the governing boards of our 3,000 campuses to be heard and to exercise their authority to spur action. The men and women who serve as board members are people of distinguished reputation and influence; they are respected and successful community and national leaders. As board members they hold ultimate authority for the policy decisions made by the institutions they serve. However, too often we have witnessed college and university

governing board passivity when fundamental challenges, issues and risks confront their institutions and the society of which they are part. Passivity is neither leadership nor an acceptable strategy during this historic moment. It is time for sound and supportive leadership that only a fiduciary body can provide. It's not too late for these guardians of the nation's colleges and universities to demonstrate moral leadership in the midst of this national crisis.

Governing boards should develop, ensure implementation of and advocate on behalf of a formal board policy statement on racial inclusion and opposition to systemic racism. They need to address public safety and policing reform. And they should demonstrate a consistent commitment to an environment of trust and safety. Governing boards should leverage their unique position as a bridge between the institutions they lead and their states and communities.

A governing board policy statement on racial equity and justice might include some of the following to demonstrate an authentic voice and a commitment for change:

- The board will look at its own makeup and advocate for greater balance in its overall diversity and leadership.
- The board will ensure that meeting agendas include opportunities for learning and listening on issues of campus inclusion and implicit racial bias in the classroom and across the campus.
- The board will commit to strengthening their institution's relationship with external stakeholders in their community with the goal of creating a more just society.
- The board will require a periodic audit of all institutional policies and practices that impact diversity, inclusion and racial equity.
- The board will oversee a review of the institution's past history, policies, practices and specific instances in which the institution has been complicit in racial inequities, and commit to a transparent airing of those situations and correcting policies that enabled past injustices.
- The board will instruct its institution's academic leadership to review curriculum associated with law enforcement and other professional academic programs that are related to service to society, with an emphasis on developing training and education strategies that will contribute to a more just 21st-century model of policing and community support.
- The board will request that an assessment of the institution's relationship with local and area police departments be undertaken and refreshed.
- And members of the governing board will commit to demonstrating racial and social justice policies and initiatives in their own businesses, including C-suites and corporate boardrooms, and their other voluntary engagements.

Martin Luther King said that "in the end we will remember not the words of our enemies, but the silence of our friends."

Now is the time for higher education's governing boards to break their silence, elevate their role and lead. ■

Bio

Carlton Brown was president of Clark-Atlanta University and Savannah State University and is now a senior fellow of the Association of Governing Boards of Universities and Colleges. Richard Legon was president and CEO of AGB and is on the board of Spelman College. Terrence MacTaggart has been a university president and governing board chair and is author of the forthcoming Crisis Leadership: A Guide for Boards and Presidents in an Era of Pandemic, Crisis and Disruption.

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