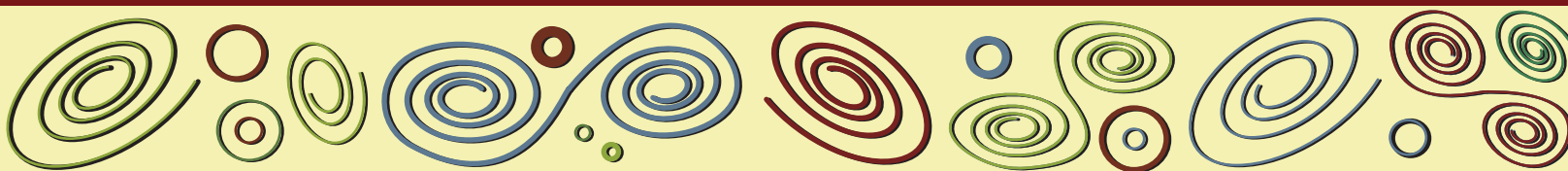


Making Excellence **INCLUSIVE**

Preparing Students and Campuses for an Era of Greater Expectations

Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions

By Damon A. Williams, Joseph B. Berger,
and Shederick A. McClendon



One in a series of three papers commissioned as part of the Making Excellence Inclusive initiative



Association
of American
Colleges and
Universities

Table of Contents

<i>Acknowledgments</i>	ii
<i>Introduction to the Series</i>	iii
 <i>Toward a Model of Inclusive Excellence and Change in Post-Secondary Institutions</i>	
Introduction	2
Toward an Inclusive Excellence Change Model	3
The External Environment	4
Organizational Culture of the Academy	9
Organizational Behavior	12
Driving Change: The Inclusive Excellence Scorecard	19
The Inclusive Excellence Change Model—An Overview	29
Conclusion: Next Steps	31
References	33
 <i>About AAC&U/About the Authors</i>	 39

Acknowledgments

AAC&U would like to thank the following groups for their contributions to these papers.

- *The authors*, for carefully working through the connections between their areas of research and the overarching goals of the Making Excellence Inclusive initiative.
- *The educators, students and community members* who participated in the Inclusive Excellence forums across the country; *the members of the pilot campuses* who reviewed and provided feedback on earlier drafts of the papers; and *the 2005 Greater Expectations Summer Institute participants* who used insights from these papers to enhance their educational action plans.
- *AAC&U staff*, especially Nancy O’Neill, who edited the papers and coordinated the production process.

Introduction to the Series

Background

The educational environment following the recent Supreme Court decisions on affirmative action calls for colleges and universities to connect their educational quality and inclusion efforts more fundamentally and comprehensively than ever before. This challenge, however, presents a set of difficult questions. What will the next generation of work on inclusion and excellence look like? How will both our thinking and our actions need to shift? Who will need to be involved? How will we know we are accomplishing our goals?

This introduction prefaces three papers commissioned by the Association of American Colleges and Universities (AAC&U) to respond to these questions and to provide an intellectual backdrop for its new initiative, Making Excellence Inclusive.¹ With initial funding from the Ford Foundation, this multiyear initiative is designed to help campuses: (a) integrate their diversity and quality efforts, (b) situate this work at the core of institutional functioning, and (c) realize the educational benefits available to students and to the institution when this integration is done well and is sustained over time. We feel strongly, and evidence is beginning to show, that integrating diversity and quality initiatives—as with the forging of elements into an alloy—produces something that is both different than its constituent elements *and* stronger and more durable.

As an “alloy,” Inclusive Excellence re-envisioned both quality and diversity. It reflects a striving for excellence in higher education that has been made more inclusive by decades of work to infuse diversity into recruiting, admissions, and hiring; into the curriculum and cocurriculum; and into administrative structures and practices. It also embraces newer forms of excellence, and expanded ways to measure excellence, that take into account research on learning and brain functioning, the assessment movement, and more nuanced accountability structures. Likewise, diversity and inclusion efforts move beyond numbers of students or numbers of programs as end goals. Instead, they are multilayered processes through which we achieve excellence in learning; research and teaching; student development; local and global community engagement; workforce development; and more.

¹ We also use the term “Inclusive Excellence” to capture this notion.

Mapping the Future of Inclusion and Excellence

Each of the three commissioned papers—*Making Diversity Work on Campus: A Research-Based Perspective*; *Achieving Equitable Educational Outcomes with All Students: The Institution’s Roles and Responsibilities*; and *Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions*—addresses one or more aspects of the work that is needed to comprehensively link diversity and quality. Collectively, they offer readers fresh perspectives on, and evidence-based approaches to, embedding this work into campus culture and sustaining this work over time.

In the first paper, *Making Diversity Work on Campus: A Research-Based Perspective*, Jeffrey Milem, Mitchell Chang, and Anthony Antonio discuss recent empirical evidence that demonstrates the educational benefits of diverse learning environments. The evidence, gathered on behalf of the University of Michigan in its defense of its affirmative action policies before the Supreme Court, indicates that diversity must be carried out in intentional ways in order to accrue educational benefits for students and for the institution. The authors argue persuasively for *a conception of diversity as a process toward better learning* rather than as an outcome—a certain percentage of students of color, a certain number of programs—to be checked off a list. They also provide numerous suggestions for how to “engage” diversity in the service of learning, ranging from recruiting a compositionally diverse student body, faculty, and staff; to developing a positive campus climate; to transforming curriculum, cocurriculum, and pedagogy to reflect and support goals for inclusion and excellence.

In the second paper, *Achieving Equitable Educational Outcomes with All Students: The Institution’s Roles and Responsibilities*, Georgia Bauman, Leticia Tomas Bustillos, Estela Bensimon, Christopher Brown, and RoSusan Bartee discuss the responsibility that institutions have to examine the impact that traditional higher education practices have on those students historically underserved by higher education, including African American, Latino/a, and American Indian students. With the persistent achievement gap facing African American and Latino/a students as a starting point, the authors argue that if we do not commit to discovering what does and does not work for historically underserved students, we run the very real risk of failing a significant portion of today’s college students—*even as we diversify our campuses to a greater extent than ever before*. To demonstrate the kind of institutional commitment that is

needed, the authors present one campus's process for systematically monitoring and addressing the inequities they discovered.

In the third paper, *Toward a Model of Inclusive Excellence in Postsecondary Institutions*, Damon Williams, Joseph Berger, and Shederick McClendon offer a framework for comprehensive organizational change to help campuses achieve Inclusive Excellence. The authors review several dimensions of organizational culture that must be engaged to achieve this goal and discuss a method to help campuses monitor changes that might come from introducing new systems and new practices. The resulting framework, perhaps most importantly, helps campus leaders focus simultaneously on the “big picture”—an academy *that systematically leverages diversity for student learning and institutional excellence*—and the myriad individual pieces that contribute to that picture (see box 1).

Box 1. From diversity as an isolated initiative to diversity as a catalyst for educational excellence

Isolated Initiative: Increase racial/ethnic diversity of student body

Responds to:

- Calls from business and community leaders to strengthen workforce diversity
- Desire to redress past societal inequities
- General feeling that diversifying student body is the “right thing to do”

But does not address:

- Compositional diversity of other parts of campus community (faculty, staff, administrators)
- Differences between predominantly white institutions and predominantly minority-serving institutions
- Campus climate once students and others arrive on campus
- Students' multiple identities: race and ethnicity intersecting with gender, class, sexual orientation, national/regional origin, ability, and religion
- Curriculum transformation to include perspectives, sources, and modes of inquiry heretofore left out of the academy
- How compositional diversity influences classroom and cocurricular practices, and ultimately, student learning

Catalyst for Educational Excellence: Increase racial/ethnic diversity of student body as part of comprehensive plan to make excellence inclusive

Also responds to:

- Need to enact diversity in intentional ways that enhance students' intercultural competency, cognitive complexity, and ability to work in diverse groups (Milem et al.)
- Need to address equity in academic achievement for all students, with particular attention paid to groups historically underrepresented in higher education (Bauman et al.)
- Need to engage entire campus community in conceiving of, carrying out, and assessing a comprehensive process to enact diverse learning environments (Williams et al.)

Defining “Inclusive Excellence”

At the outset of this initiative, AAC&U advanced an operational definition of Inclusive Excellence. This definition is intended to be flexible enough to be “localized” by a campus while also retaining basic principles to guide a national movement and to connect campuses in these efforts. The definition consists of four primary elements:

1. *A focus on student intellectual and social development.* Academically, it means offering the best possible course of study for the context in which the education is offered.²
2. *A purposeful development and utilization of organizational resources to enhance student learning.* Organizationally, it means establishing an environment that challenges each student to achieve academically at high levels and each member of the campus to contribute to learning and knowledge development.
3. *Attention to the cultural differences learners bring to the educational experience and that enhance the enterprise.*³
4. *A welcoming community that engages all of its diversity in the service of student and organizational learning.*

Each set of authors received this definition when they were commissioned to write the papers, and each connected it to existing and emerging research on subjects as varied as the educational benefits of diversity, the achievement gap, and organizational change. We expect this reworking to occur in the field also, as campus leaders juxtapose the definition against institutional mission, policies, and practices. At the same time, we believe the definition is incomplete without all four elements in play, and the large questions posed at the beginning of this introduction cannot be answered without having all four present.

Why Now?

Making Excellence Inclusive builds on major AAC&U initiatives—most notably, Greater Expectations and American Commitments—and ties together the association’s long-standing interest in educational quality in the undergraduate curriculum, in diversity and civic

² “Best” here implies the provision of qualified instructors and sufficient resources—including other learners—as well as a sequence of study that is coherent and challenging, and one that comprehensively addresses the student learning goals of the particular institution. Contexts vary from preschool to postgraduate education, by affiliation (e.g., religious or secular), and by sector (e.g., elementary, high schools, community colleges, research universities).

³ Cultural differences include race/ethnicity (e.g., Latino, Caucasian, Asian/Pacific Islander, African American, American Indian), class, gender, sexual orientation, national origin, first language, physical and learning ability, and learning style.

engagement, and in preparing faculty to deepen students' learning. It is designed to address the following four dilemmas confronting higher education today.

Islands of Innovations with Too Little Influence on Institutional Structures

Hardly any campus is without some tangible, and often impressive, number of initiatives to help create more inclusive environments, more expansive intellectual horizons, or more opportunities for outreach to the larger community. Yet how does a campus coordinate these multiple efforts so they have a greater impact on all students, and on the institution as a whole? One frequently can identify educational innovations, but rarely can one detect structures that link them. Accordingly, the impact of these innovations is isolated rather than pervasive. And with so many individual diversity initiatives springing up like daffodils in springtime, people long for coherence, cohesion, and collaboration. They also want to figure out how to “get it right” as they move through this astounding transition to an inclusive academy that strives for diversity *and* excellence.

The Disconnect between Diversity and Educational Excellence

Although we know meaningful engagement with diversity benefits students educationally, little has been done to create a comprehensive framework for excellence that incorporates diversity at its core. Similarly, new research about how to help diverse and differentially prepared students succeed has not yet provoked widespread change across higher education. And diversity is not typically a focus at any level in “quality improvement” efforts. As a result, education leaders routinely work on diversity initiatives within one committee on campus and work on strengthening the quality of the educational experience within another. This disconnect serves students—and all of education—poorly.

Disparities in Academic Success across Groups

There has been significant progress in expanding access to college for underrepresented students. Yet many of these students experience differential retention rates and inequities in academic achievement. This troubling achievement gap, especially across specific racial and ethnic groups and across different income levels, signals failure, not only for the individual

students affected but also for the colleges and universities they attend and for the educational system as a whole.

The ‘Post-Michigan’ Environment

The U.S. Supreme Court’s landmark decisions in the recent University of Michigan cases affirm the value of diversity when tied to the educational purpose and mission of an institution. At this historic juncture, it is imperative that higher education leaders seize the opportunity to help colleges and universities—and the public—better understand how diversity and educational quality are intertwined. Despite the Court’s affirmation, those opposed to affirmative action continue to bring lawsuits, organize anti-affirmative action referenda, and influence public opinion. While many campuses feel pressure to move into “compliance mode,” AAC&U aims to help institutions establish diversity as a core component in achieving desired student learning outcomes and put diversity and inclusion efforts at the center of their decision-making. In order to reach this academic higher ground, diversity, inclusion, and equity initiatives must be so fundamentally linked to educational mission that to ignore them in everyday practice would jeopardize institutional vitality.

A Comprehensive Response

Initially, Making Excellence Inclusive seeks to bring about comprehensive educational reform based on research and theory not only about “what works” to help *all* students achieve new forms and levels of excellence, but also about what makes for responsive, educationally powerful colleges and universities. In addition to commissioning these three papers, AAC&U has organized several other “foundational” activities. We have held thirteen forums around the country where key education stakeholders discussed how our conception of Inclusive Excellence can serve as a catalyst for institutional renewal and to identify promising practices toward that end. We launched a pilot project with nine institutions to test the usefulness of new frameworks for inclusion and institutional change, and we are starting to build a collection of practical resources to help campuses enact these frameworks.

Looking ahead, we plan to work with a broad range of postsecondary institutions to make Inclusive Excellence a signature element of America’s best colleges and universities. We will engage campus leaders in refining our current definition of Inclusive Excellence and ask them to

document their challenges and successes as we work together to make excellence inclusive. In the process, we will continue to build our resource collection by featuring campus “success stories” and developing tools that reflect the latest research “what works” in fostering inclusive and educationally powerful learning environments.

Conclusion

The three papers, taken together, form a rich dialogue where similarities and dissimilarities arise and information that is gleaned from one is made richer by the others. We hope they will engender this same kind of interplay between people on campuses, as well as provide them with practical evidence, support, and guidance for this ongoing work. The efforts needed to make excellence inclusive cannot be done by any person, unit, or campus alone. Nor will it look the same everywhere. What individuals and institutions *will* share are its hallmarks—an ongoing, systemic awareness of the “state of the campus” and the “state of higher education” regarding the interconnectedness of diversity and quality, an active process of engaging diversity in the service of learning, and the courage to reflect on our efforts and to improve them where needed. Please visit AAC&U’s Web site (www.aacu.org) for updates about the Making Excellence Inclusive initiative, including the evolving resource collection that will support our shared endeavor of helping all students develop the intellectual, social, emotional, cultural, and civic capacities needed to lead in this new century.

Alma Clayton-Pedersen

Vice President for Education and Institutional Renewal

Caryn McTighe Musil

Senior Vice President and Vice President for Diversity, Equity, and Global Initiatives

***Toward a Model of Inclusive Excellence and Change in
Post-Secondary Institutions***

Damon A. Williams
University of Connecticut

Joseph B. Berger and Shederick A. McClendon
University of Massachusetts



*Commissioned by the Association of American Colleges and Universities (AAC&U)
with generous support from the Ford Foundation*

Introduction

Projected demographics, emerging economic imperatives, and increasingly turbulent political and legal challenges have converged to an extent that inclusion and diversity will be among the most critical issues facing higher education in the twenty-first century (Duderstadt 2000; Hurtado and Dey 1997; Tierney 1999). Over the last thirty years, the shift in U.S. demographics has been reflected in our nation's student bodies, as the presence of women and historically underrepresented ethnic and racial populations (as well as populations of gay and lesbian students, students with disabilities, and adult students), reach an all-time high. Yet serious inequities—including racial and ethnic inequities—persist, and the challenge of transforming our institutions so that we might reap the full educational benefits of diversity continues.

The major problem confronting institutions trying to enact inclusive learning and professional environments is not the lack of good ideas, but the inability to implement them successfully (Tierney 1999). A review of college Web sites from around the country reveals that most institutions have a strategic plan for diversity. In some instances, these plans result in new senior administrative structures, more inclusive admissions policies, and funding sources designed to enhance the campus climate for diversity-related teaching, learning, and research (Garcia et al. 1995). But too often diversity plans produce changes that are superficial or isolated. As a result, high profile plans are quickly forgotten, shelved, or abandoned as the realities of implementation short-circuit the change process. Although very little empirical work has been done on institutional change related to diversity (Peterson et al. 1978; Richardson and Skinner 1991; Siegel 1999), anecdotally, we know that static or narrowly construed plans prove to be less than effective in achieving comprehensive institutional diversity goals.

Change is difficult in higher education, and if judged by past performance, change to enact diverse learning and professional environments is particularly hard. The values and organizational dynamics of higher education are unique and especially problematic for making foundational and cultural change. At their core, higher education institutions do not function like corporations, hospitals, or any other type of for-profit or nonprofit organization (Birnbaum 1988). Irrational systems, nebulous and multiple goal structures, complex and differentiated campus functions, conflicts between espoused and enacted values, and loosely coupled systems of organization and governance are just some of the dynamics that make organizational change

in higher education so hard (Birnbaum 1988; Peterson and Mets 1987; Weick 1979). Such change requires frameworks and tools that are able to respond to these complex campus dynamics as well as to the external environment (Aldrich and Pfeffer 1976; Berger and Milem 2000; Peterson et al. 1997).

Toward An Inclusive Excellence Change Model

To succeed in making excellence inclusive in the ways described in the introduction to this series of papers, campuses must create synergy within and across organizational systems through the alignment of structures, politics, curricular frameworks, faculty development policies, resources, symbols, and cultures. The discussion of diversity in higher education too often reads as though change occurs in a rational and ordered manner, in a static environment, and detached from the academic and social context of the institution. This paper presents a change model that recognizes that rational choice and top-level mandates are only a few of the forces that enable or disable making excellence inclusive. Successful change calls for a sophisticated approach that attends to these organizational complexities.

This paper maps out such an approach, which we call the Inclusive Excellence (IE) Change Model. In the IE Change Model, diversity is no longer envisioned as a collection of static pieces—a programmatic element here, a compositional goal for the student body there. Within the IE Change Model, *diversity is a key component of a comprehensive strategy for achieving institutional excellence—which includes, but is not limited to, the academic excellence of all students in attendance and concerted efforts to educate all students to succeed in a diverse society and equip them with sophisticated intercultural skills.* Given the rapid changes in technology, the U.S. college-going population, and in geopolitical dynamics (AAC&U 2002), we argue that diversity, as a component of academic excellence, is *essential* to ensure higher education's continuing relevance in the twenty-first century. In putting forth diversity as a lever for, and measurement of, institutional vitality, the IE Change Model synthesizes the planning, organizational behavior, diversity outcomes, and performance measurement literatures into a new and integrated framework.

In the pages that follow, we outline each of these literatures and culminate with this integrated framework. We begin with a description of four major **environmental factors** that often impact efforts to make excellence inclusive: Shifting Demographics, Political and Legal

Dynamics, Societal Inequities, and Workforce Needs. Next, we discuss the challenge of expanding access and maintaining quality in higher education by examining key **elements of organizational culture**—Mission, Vision, Values, Traditions, and Norms—that must be attended to in creating inclusive and excellent learning and professional environments. We then draw on several organizational change frameworks (Berger and Milem 2000; Birnbaum 1988; Bolman and Deal 2003; Hurtado and Dey 1997; Hurtado et al. 1999; Smith et al. 1997) to examine inclusive excellence through the five **dimensions of organizational behavior**: Systemic, Bureaucratic/Structural, Collegial, Political, and Symbolic.

Moving into action, we discuss how campus leaders can develop and use an **Inclusive Excellence “Scorecard”** to execute organizational change in terms of Access and Equity, Campus Climate, Diversity in the Informal and Formal Curriculum, and Student Learning and Development. We then present the **Inclusive Excellence Change Model**, which integrates these theory and action pieces. Finally, we conclude by identifying a few critical **“next steps”** for campus leaders undertaking the important and complex work of achieving inclusive excellence in higher education.

The External Environment

Colleges and universities are open systems, in constant interaction with the external environment in the exchange of finite resources. Students, faculty, financial resources, laws, and the state legislature can all be considered inputs from the environment. These inputs combine with a campus’s processes and infrastructure to produce outputs. The campus–external environment relationship is dynamic, and while it is beyond the scope of this paper to address all of the external factors that affect higher education leaders’ efforts to make excellence inclusive, we focus on four critical dimensions: (1) political and legal imperatives, (2) shifting demographics, (3) persistent societal inequalities, and (4) workforce imperatives (Hurtado and Dey 1997; Tarbox 2001). Table 1 summarizes each dimension and its respective implications for making excellence inclusive.

Table 1. External environment overview

Dimension	Description	Elements	Implications for Making Excellence Inclusive
Political and Legal Imperatives	Political and legal dynamics in the form of political pressures, executive orders, court rulings, and laws have historically exerted a consistent pressure on higher education institutions with respect to diversity issues.	<ul style="list-style-type: none"> • Legal decisions • Laws • Regulations and implementation guidelines • Political challenges 	Can increase or decrease pressure to make excellence inclusive on a campus. Currently, political pressure discourages inclusive excellence while legal pressure supports diversity and inclusion as an educational benefit.
Shifting Demographics	The overall U.S. population is becoming more ethnically and racially diverse as a result of lower birth rates among whites compared to other groups and expanding immigration rates among Asian, Latino/a, and Caribbean populations.	<ul style="list-style-type: none"> • Birth rates of whites • Birth rates of other groups • Expanding immigration from Asia, Latin America, and the Caribbean 	Colleges and universities have unprecedented opportunities to diversify their student populations and draw on this diversity as a vehicle for learning for all students.
Persistent Societal Inequities	Persistent residential inequities continue to reproduce educational inequities at all levels of K-16 education.	<ul style="list-style-type: none"> • Residential segregation • Economic stratification • Disparity in educational outcomes 	Inequities challenge higher education leaders to think deeply and more systematically about reducing disparities and meaningfully including diverse groups in higher education.
Workforce Imperatives	Employers require a diverse workforce in which individuals are technically savvy and capable of complex thinking, problem solving, and communicating and working with people different from themselves.	<ul style="list-style-type: none"> • Emerging ethnically and racially diverse markets • Organizational effectiveness • Maximizing societal talent 	Colleges and universities must expand opportunities to diverse groups and develop academic and co-curricular experiences to prepare all students to interact productively in diverse work settings and to a serve diverse clientele.

Political and Legal Imperatives

Historically, the political and legal dimensions of the environment have played a critical role in the diversification of higher education (see table 1). Colleges and universities, like all organizations, must function within applicable federal, state, and local laws and regulations, and when relevant legislation is enacted or modified, campuses must respond accordingly. When major court rulings related to diversity—such as *Bakke* (*Regents* 1978), *Fordice* (*United States* 1992), or *Michigan* (*Gratz* 2003; *Grutter* 2003)—have been handed down, colleges and universities have needed to examine their missions, policies, and organizational structures to determine whether they were in compliance with the newest laws and regulations.

At the same time, the political dynamics that bring about new laws also affect organizations directly (Ibarra 2001). Challenges to diversity in Texas, California, Maryland, and Michigan point to the increasing pressure external political forces are placing upon higher education, especially in the area of college admissions. These challenges are often backed by politically conservative organizations outside of higher education, such as the Center for Individual Rights and the Center for Equal Opportunity, which have funded litigation, conferences, and strategies to dismantle affirmative action and the legislative legacies of the Civil Rights Movement (Cokorinos 2003). The result is that over time, laws, rulings, and policies have shifted—from promoting nondiscrimination to promoting equal opportunity and affirmative action, and most recently, to challenging affirmative action as a form of reverse discrimination and focusing on individual rights (Cokorinos 2003). The current, “post-Michigan” environment is one where educational leaders are challenged to move beyond mere compliance to reaffirm diversity and inclusion as core elements of the learning enterprise and essential to academic excellence.

Shifting Demographics

Organizations adapt to meet the demands of the external environment, and recent U.S. census and other data suggest a greater opportunity than ever before to diversify higher education (Justiz 1994). With the emergence of unprecedented markets of students from ethnically and racially diverse backgrounds, for example, pressure exists for campus leaders to align structures and processes to better meet the academic, cultural, and social needs of *all* students entering higher education and to better utilize such diversity in the service of learning. At the same time, campuses may have little or no additional resources to meet new demands. The challenge for educational leaders will be to take stock of current processes, resources (human, financial, technical, etc.), and structures and realign them around a broad vision of inclusive excellence. In this way, institutional efforts can be designed with shared responsibility across units and departments. Specific departments or units—such as a multicultural affairs office—can provide valuable expertise and experience to guide such efforts, but in this new framework they would not be solely responsible for the work.

Persistent Societal Inequities

Demographic changes do not automatically result in an ethnically and racially diverse campus student population (Duderstadt 2000; Hurtado and Dey 1997; Tarbox 2001). Given the broader demographic context outlined in table 1, it is important to consider forces that will constrain opportunities colleges have to increase their compositional diversity over the next several years. Systemic educational and societal inequities leave many low-income, first-generation students, and students of color underprepared to attend and succeed in postsecondary education, and an “achievement gap” remains in place at both secondary and postsecondary levels. Compounding academic challenges is the rising cost associated with postsecondary education that often makes a baccalaureate degree unfeasible for students historically underrepresented in higher education. These ongoing inequities present campus leaders with compelling reasons to address inclusion systematically across campus units and with communities and K–12, as well as to prepare all students for the social responsibility that comes with living and working in a diverse world (Harvey 2005).

Workforce Imperatives

Numerous workforce imperatives necessitate inclusive excellence in higher education. (table 1). Colleges and universities play an essential role in training, developing, and replenishing a twenty-first century workforce where most new jobs require some form of postsecondary education (Oblinger and Verville 1998). In light of demographic trends, the ability of higher education to supply sufficient numbers of trained personnel will increasingly depend on its ability to effectively educate ethnically and racially diverse workers (Justiz 1994). Equally important, from a societal perspective, education strongly determines who will become the “haves” and “have-nots,” and without better access to high college achievement for all aspirants, greater economic stratification along racial and ethnic lines will develop.¹

On the consumer side, Asians, African Americans, and Latino/as represent nearly \$500 billion in spending annually in the United States. (Cox 2001). Without an ethnically and racially diverse workforce of professionals, companies realize they cannot be as competitive in responding to the needs of this fast-growing clientele (Thomas 2001). Given also the increasing

¹ This is true even though in recent decades the economic power of minorities generally has increased.

competition of today's global economy, organizations that are best at attracting, retaining, and using the skills of diverse workers will enjoy a competitive advantage over their peers.

But the economic need for inclusive excellence is greater than just providing a more diverse pool of candidates for the workforce. Equally important is the evidence that all candidates would benefit from being educated in diverse learning environments. Recent research shows that students in environments where diversity is engaged through the curriculum and cocurriculum have more sophisticated cognitive and affective abilities (Gurin et al. 2002) as well as community involvement and interest in the public good (Bowen and Bok 1998) than students educated in homogeneous postsecondary environments. These are all qualities valued by the corporate community. In one of several amicus briefs filed on behalf of the University of Michigan, a group of Fortune 500 companies noted

The students of today are this country's corporate and community leaders of the next half century. For these students to realize their potential as leaders, it is essential that they be educated in an environment where they are exposed to diverse ideas, perspectives, and interactions. Today's global marketplace and the increasing diversity in the American population demand the cross-cultural experience and understanding gained from such an education. Diversity in higher education is therefore a compelling government interest not only because of its positive effects on the educational environment itself, but also because of the crucial role diversity in higher education plays in preparing students to be the community leaders this country needs in business, law, and all other pursuits that affect the public interest. (University of Michigan Fortune 500 Amicus Brief, 1999)

The demands of a changing economy suggest that colleges and universities will need to undergo structural and organizational changes to become responsive to the needs of students, employers, and the public. Campuses are dependent upon the external environment for a number of resources that affect their ability to survive and achieve their mission. In turn, they must meet workforce, research, and service needs of communities that students ultimately will join. The preparation of corporate and civic leaders provides a clear rationale for why we must make excellence inclusive in higher education.

Organizational Culture of the Academy

In the dominant culture of the academy, inclusion and excellence would seem to be in conflict with one another. Institutions that have succeeded in expanding access, such as community colleges and open-admissions four-year institutions, are often assumed to have a low level of institutional quality (Richardson and Skinner 1991). At the same time, selective liberal arts colleges and research institutions that focus intensively on traditional indicators of quality (e.g., standardized test scores), risk overlooking good candidates from historically underrepresented and underserved populations.

The perceived conflict between inclusion and excellence is asserted with no evidence, based on a dominant, industrial model of organizational values that defines excellence in terms of student inputs without consideration of value-added organizational processes.² This narrow notion of excellence limits both the expansion of student educational opportunities and the transformation of educational environments. As a result, too few people from historically underrepresented groups enter into higher education, and those who do may be pressed to assimilate into the dominant organizational cultures of colleges and universities (Ibarra 2001). Another consequence of this model is the continued investment of social capital in these traditional indicators, resulting in an American postsecondary system that reproduces dominant patterns of social stratification.

Understanding this context is a key step in the process of reframing campus environments so that inclusion and excellence are inseparable and mutually reinforcing. To create a “culture of inclusive excellence,” higher education leaders must consider how their campus environments can adapt to meet the needs of today’s highly diverse entering students, rather than beginning with the assumption that diverse students must assimilate into existing environments with relatively narrow measures of quality.

Traditional efforts to improve the campus climate for diversity typically involve strategies that create immediately noticeable change, but such efforts rarely promote change at a level deep enough to ensure the transformation necessary to make excellence inclusive. For example, an institution interested in recruiting more students of color may include more pictures

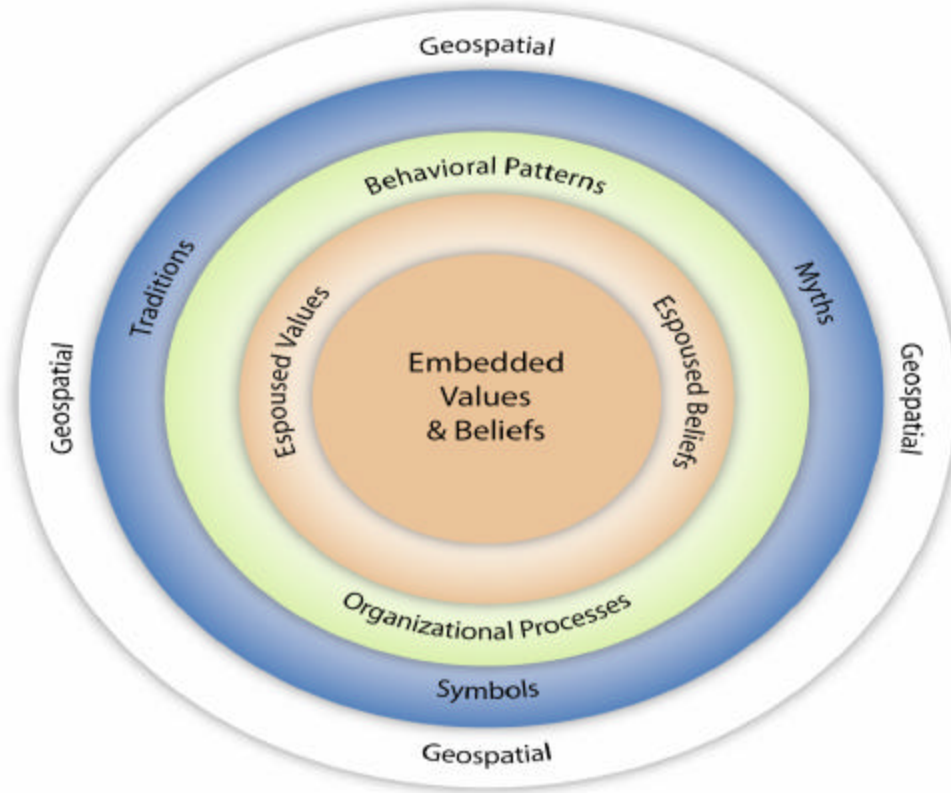
² One example of a focus on value-added educational processes is Project DEEP. Researchers examined characteristics of a set of educationally effective colleges and universities. These schools “had higher-than-predicted graduation rates and higher-than-predicted scores” on five benchmarks of effective educational practice, as put forth in the National Survey of Student Engagement. See <http://webdb.iu.edu/Nsse/?view=deep/overview>.

of these students in campus brochures and may recruit at more racially diverse high schools, but these attempts are usually done only within admissions and enrollment management and do not influence the larger norms and practices of the institution. This example can be characterized as a first-order change, one that is routine and surface-level. Second-order change, in contrast, is deeper, deals with core values and norms, and is more systemic and enduring (Hanson 2003). How, then, can campus leaders work toward the significant second-order change needed to make excellence inclusive?

It is easier to consider what it means to create transformational change when one “unpacks” the multiple layers of organizational culture within colleges and universities. Argyris (1999) notes that organizational learning—the reflection needed to promote enduring change—can only take place when second-order changes are made alongside first-order changes. Organizational learning is necessary to address formal routines and procedures as well as more informal, but very powerful, values and norms (March 1999).

Organizational culture is defined as deeply shared values, assumptions, norms, and beliefs (Bush 1995). Schien’s (1985) classic model of organizational culture (figure 1) helps us understand why surface-level change is more likely to occur than transformation. Organizational culture has multiple levels. The “geospatial” or surface level is most visible and focuses on tangible elements of the campus, such as the physical plant, signage, brochures, and manuals. At this level, there are typically high levels of shared meaning about the fact that books are sold at the bookstore, students live in residence halls, people eat in dining halls, and campus policies can be found in a handbook. Most features at this level are institutionalized across higher education, are easily recognizable on any campus, and are typically most easily modified.

Figure 1. Schema of organizational values (adapted from Schien 1985)



The second level, comprised of traditions, myths, and symbols, is less tangible and represents patterns of thought and action that are more unique to a specific campus. Examples include graduation ceremonies, campus logos, and well-known campus stories and sagas. The third level is comprised of routine, “everyday” behavioral patterns and organizational processes that are even harder to change. Examples might include established practices that separate student affairs and academic affairs, such as different reporting lines and different committee responsibilities across campus.

Both this level and the fourth level, espoused values and beliefs, most closely reflect the core of an organization’s culture—deeply embedded values and beliefs. This is the most intractable level of organizational culture, where relatively little public, shared meaning may exist. Individuals across campus who easily share an understanding about the purpose of the bookstore, for example, may share very little understanding about the educational benefits of an inclusive campus environment or even what constitutes academic excellence. The task, then, becomes identifying how to create powerful enough organizational learning so that deep and transformational change occurs.

Organizational Behavior

Transformational change to make excellence inclusive is unlikely to occur without multiple ways of viewing the processes and practices that spring from the deepest levels of organizational culture. Berger and Milem (2000) present such a multidimensional approach to understanding organizational behavior in higher education, and it is summarized in this section. The dimensions of organizational behavior most relevant to goals for inclusive excellence are the systemic, bureaucratic/structural, collegial, political, and symbolic dimensions (Berger and Milem 2000). Numerous research studies have concluded that leaders who use a *multidimensional framework* are more likely to be successful in creating and sustaining systemic change than those who enact change through just one dimension (Birnbaum 1992). Although each dimension is described in turn, the key to this framework is the ability for campus leaders to enact change along all of the dimensions in a coordinated, integrated effort.

The Systemic Dimension

Too often, we think of campuses as closed systems, where organizational strategy, change, and adaptation are primarily matters of internal structures and decision-making. A *systemic* perspective helps us understand that many of our thoughts and actions about a campus are directly driven by our relationships with the external environment. Indeed, colleges and universities are open systems that interact with external forces in an exchange of material (e.g., money from tuition, grants, contracts, and gifts), human (e.g., students, faculty), and symbolic (e.g., reputation and prestige, disciplinary norms, rankings, profiles of incoming students) resources. Campus structures are designed to maximize the acquisition of these resources and generate products (e.g., knowledge, graduates) that can be directly or indirectly converted into future resources.

While clearly dependent on material resources, higher education has traditionally focused more on acquiring and generating symbolic resources (Kamens 1974; Scott 1991) than have institutions such as banks, manufacturers, and retailers. This focus on symbolic resources may help explain why traditional, limited notions of excellence (often based on symbolic inputs such as student test scores) continue to drive organizational behavior in higher education—even as

relatively recent demographic and economic imperatives in the external environment create a strong impetus to be more expansive.³

Higher education is constantly buffeted by a variety of external influences, some of which reinforce traditions and standard operating procedures. Others provide pressure and opportunities for change. External influences that tend to reinforce organizational behavior across higher education include professional norms transmitted through disciplinary societies and professional associations, traditional mental models and philosophies of education, and regulations mandated by governmental and accreditation agencies. These entities generally emphasize traditional measures of academic excellence and rewards systems and deemphasize less traditional measures of talent and excellence. Other external forces, such as the increasing diversity of the U.S. population, can compel campuses to generate new organizational processes and structures. To make excellence inclusive, campus leaders must examine the pressures for and against transformation and align external forces, when possible, to move forward.

The Bureaucratic/Structural Dimension

The bureaucratic/structural dimension is perhaps the most common frame of reference used when thinking about organizations, including colleges and universities. From this perspective, organizations exist primarily to accomplish clearly articulated and rational goals and objectives (Berger and Milem 2000; Birnbaum 1988), and are best characterized as hierarchical, complex, systematic, specialized, and controlled by adherence to rules. In higher education, many administrative functions are centrally controlled through formal chains of command, and campuses require numerous lateral coordinating mechanisms to overcome the challenges of vertical control found within these systems.

Because of this, campus leaders must pay attention to formal structures that can act as either barriers or conduits to educational transformation. To achieve inclusive excellence, leaders would be wise to initiate activities that are consistent with established procedures for how change is achieved, namely, through the formal structure, rules, and roles of the institution. If transformation is to be successful, senior administrators must examine and be willing to re-engineer existing institutional hierarchies and resource allocations. One action step might be to

³ “External” may be inappropriate here, as key aspects of the environment (professional norms, governmental regulations, accreditation standards, etc.) are embedded in institutional structures and are primary determinants of organizational action.

develop a senior position for diversity that reports to the president or provost and is organized to have an impact on the curriculum, climate, and demographic makeup of the student, faculty, and staff populations. Another might be to establish standing committees that have a specific function, role, and set of duties to perform with respect to making excellence inclusive.

Ideally, creating a senior diversity position would *not* entail creating a vice president for multicultural affairs position that oversees only the minority affairs office. To help effect transformational change, this position must be broadly empowered within the administrative hierarchy, thus sending a formal and symbolic message that these efforts are a strategic priority.

Similarly, campus leaders should avoid common pitfalls associated with establishing committees. Too often, a committee is formed without clear goals, a timeline for work completion, adequate credibility and leverage, or sufficient resources to get the job done. In such cases, the committee itself can become the “solution” rather than a channel through which to create change. In addition, campus leaders often ask the same individuals to serve repeatedly because these individuals—often people of color—have a personal commitment to this work. Those working to make excellence inclusive need to ensure that committees have clear goals as well as an action plan and resources to work toward those goals. They also need to recruit well-respected individuals beyond the “usual suspects” to avoid what Tierney (1999) refers to as “cultural exhaustion” among a core group of change agents.

The Collegial Dimension

The bureaucratic/structural dimension focuses on the administrative hierarchy, but colleges and universities are driven as much by faculty as by administrators.⁴ The dual administrative and collegial nature of higher education distinguishes postsecondary organizations from other types of organizations, with the collegial dimension emphasizing consensus building, shared power, and common commitments and aspirations. Kuh (2003) notes that the collegial dimension embodies two enduring values of academia: professional autonomy and a normative compliance system. Faculty are specialists in their field, and they expect to determine the conditions under which they perform. A thriving academic setting depends on the shared responsibility of all educators to successfully achieve their teaching and research goals. The

⁴ The role of staff must also be considered in the larger project of making excellence inclusive. Faculty are the focus here because of how the phenomenon of academic collegiality distinguishes higher education from other organizations or sectors.

process is active, authentic, social, and collaborative—it involves a group of participants who cooperate to make decisions, and faculty are motivated to perform more by the notion that their work has significance than by fear of sanctions.

A challenge that relates to inclusive excellence involves the nature of the collegiality taking place. In recent years, the presence of faculty members from historically underrepresented groups has been one catalyst for a re-examination of the canon, traditional notions of scholarship, standard areas of inquiry, and even everyday processes of departmental interaction. At the same time, faculty climate surveys have shown that the interactions that govern work at the departmental levels can be problematic for women; men of color; members of the lesbian, gay, bisexual, and transgender community; and other historically marginalized groups (Gubitosi-White 1999; Rankin 2003).

Given the collaborative and professional norms of the academy, it would be difficult to envision a campus where inclusion is a necessary factor in achieving excellence but where faculty were not involved in the change process. Faculty must be provided the means to autonomously engage in planning for and implementing inclusive excellence as a comprehensive, campus-wide process—particularly when the issues under discussion are fundamentally academic in nature, such as equity in hiring, curricular change, tenure/promotion, and student educational outcomes across racial and ethnic groups.

Department chairs and deans, too, must consider the dynamics of collegiality in terms of faculty selection processes and strategies to recruit and retain faculty of color and others from historically underrepresented groups. Rather than reproducing the status quo (Morgan 1986), such administrative authority figures must consider ways in which the collegial culture of colleges and universities can value difference.

The Political Dimension

The political dimension may govern organizational dynamics more than any other. Indeed, many theorists argue that conflict over limited resources is the inevitable consequence of organizational life (Baldrige 1971; Cohen and March 1974). This may be especially true on college and university campuses because of their dependence upon various external sources for the resources necessary to survive.

Interests, conflict, and power are three concepts integral to understanding the political nature of organizations. As highly specialized organizations, colleges and universities are segmented into departments, schools, colleges, and administrative units. These discrete groupings, in combination with multiple goals (e.g., research, student support, teaching, disciplinary/professional advancement), can lead to highly differentiated and often conflicting interests. As a result, outcomes may be governed by who has the ability to push their concerns to the forefront of decision making.

Power, defined as the ability to determine the behavior of others or to decide the outcome of a conflict (Bush 1995), can be thought of in terms of both formal authority and informal influence (Bacharach and Lawler 1980; Hoyle 1982). Different sources of power provide individuals and groups with the means to support their interests and address organizational conflicts. With regard to the transformational change needed to make excellence inclusive, proponents must address political realities in meaningful and strategic ways, identifying sources of formal and informal power and working to align them in support of these efforts. Sources of formal power include boards of trustees, administrators, and other positions of authority, but care needs to be taken to also consider informal sources of power based on seniority, race and gender, charisma, ability to bring in external resources, and other factors.

The political dimension cuts across all areas of organizational life and must be addressed in order to make excellence inclusive. Bureaucratic/structural or collegial change may be impossible if one has not appropriately navigated the campus politics over administrative turf, limited resources, or the threat of offending someone in the hierarchy. Political mistakes can often be made unknowingly as well. A service learning unit may want to create a leadership program to prepare students for living and working in a diverse society. But unless staff members involve relevant stakeholders in addressing the “who, what, why, and how” of the program, these individuals may view service learning as infringing on the territory of the intergroup relations program or similar entities. Even if the programs have the same overarching goals and distinct processes for achieving them, the new initiative may stall without stakeholder support, particularly if it requires start-up funds in a landscape of limited resources.

In another example, the provost may want to reorganize admissions, financial aid, the institute for teaching and learning, multicultural affairs, and affirmative action into one unit that will report to a senior officer. From a bureaucratic/structural perspective, this may create a better

organizational framework for making excellence inclusive. However, politics could thwart this effort unless the provost offers compelling reasons for the change and develops “buy-in” among those involved. In such instances, the political influence of an external consultant or an individual with campus-wide credibility could strengthen the case to be made.

The Symbolic Dimension

As noted, campuses focus on acquiring and generating symbolic resources to a greater extent than other types of organizations (Kamens 1974; Scott 1991). Additionally, higher education institutions are often characterized by (1) purposes and structures that are loosely coupled, (2) problematic or unclear goals, (3) unclear technologies, (4) fluid participation, and (5) high levels of ambiguity and uncertainty (Cohen and March 1974; Baldrige et al. 1977; March and Olsen 1979; Birnbaum 1988). As a result, knowing the ways individuals make meaning in such environments is essential to understanding how institutions actually function.

If events and meanings are loosely coupled, the same event can have different meanings for people because of differences in the way they interpret their experiences. Diversity and excellence have always meant different things to different people generally, and in higher education particularly. Bringing these two concepts together—inclusive excellence—creates even more varied meanings. For many, the process of inclusion will focus on race, given the historical legacy of inequality in the U.S. that persists in many ways today. For others, gender, socio-economic status, sexual orientation, and international issues will also weigh heavily in the process. These differences in perception illustrate the importance of clarifying, influencing, and aligning the symbolic messages that help shape organizational environments.

Unlike other topics—faculty work load, campus drinking, or even placing an institutional emphasis on teaching or research in the tenure review process—the movement toward inclusive excellence can call into question some of the deepest and most longstanding traditions of college and universities. The intentional use of symbolic strategies in support of inclusive excellence can help create new opportunities for shared values, vision, and meaning throughout campus.

Many events and processes are more important for what they express than for what they produce. These include secular myths, rituals, ceremonies, and sagas (Bolman and Deal 2003). On a college campus, for example, the president may host a banquet that honors the work of individuals to make excellence inclusive. While the recognition may have material consequences

(e.g., in staff promotion), also critical is the message conveyed to the community about the institutional support and value of this work. While it is true that many institutions invest too heavily in symbols without leveraging the necessary political, financial, and structural resources to enact deeper change, cultural change will not happen unless the symbolic dimension is actively aligned with these other areas.

Integrating the Dimensions

To make excellence inclusive, it is essential to understand organizational structures and examine organizational behavior along these multiple dimensions. A multidimensional framework as relates to inclusive excellence is outlined in table 2.

Table 2. Multiple dimensions of organizational behavior as relate to Inclusive Excellence

Systemic Dimension	<ul style="list-style-type: none"> • Examine professional norms that permeate higher education and work to change those norms that limit ability to think and act in ways conducive to Inclusive Excellence • Facilitate organizational learning to expand traditional notions of educational excellence and equity • Engage in intentional campus-based efforts to reshape accreditation and other professional standards to be more reflective of Inclusive Excellence values • Take proactive role in shaping political and legal environment to create regulatory mechanisms that reward rather than prohibit Inclusive Excellence • Tap the growing diversity of the U.S. population as a base for expanding the human, material, and symbolic resources available to higher education • Utilize marketing and dissemination strategies to increase awareness about the educational benefits of diversity among the public, policy makers, and other external stakeholders • Build alliances with external partners interested in promoting Inclusive Excellence
Bureaucratic/Structural Dimension	<ul style="list-style-type: none"> • Define formal goals to support Inclusive Excellence • Prioritize Inclusive Excellence • Clearly articulate goals, strategies and values • Vertically coordinate goals at various levels • Horizontally coordinate goals across units • Routinize strategies and processes for Inclusive Excellence
Collegial Dimension	<ul style="list-style-type: none"> • Expand definitions of consensus building • Develop models of collegiality • Engage numerous parties in change process • Build coalitions across campus to support Inclusive Excellence • Develop forums for open communication
Political Dimension	<ul style="list-style-type: none"> • Recognize existing power bases • Address vested interests regarding Inclusive Excellence • Mobilize change agents in the pursuit of Inclusive Excellence • Cultivate strategic alliances • Redis tribute resources to support transformative initiatives
Symbolic Dimension	<ul style="list-style-type: none"> • Clearly identify core values with respect to Inclusive Excellence • Articulate new values through symbols • Recognize how meaning is constructed at multiple levels • Acknowledge and redress any campus history of inequity/inequality

To summarize, external forces can both hinder and facilitate organizational change, and how an organization “reads” and reacts to external forces is critical to efforts to advance inclusive excellence. Leaders must also evaluate and use formal structures as a means for coordinating Inclusive Excellence practices and making them routine throughout campus.

Educational leaders at all levels must find ways for all constituents, particularly faculty, to engage in consensus decision-making processes and collaborative activities designed to advance inclusive excellence. Power and resources matter and one must attend to the vested interests of individuals and groups in order to advance change. Finally, it is essential to develop shared meaning in a setting that involves multiple and at times contested perspectives.

Driving Change: The Inclusive Excellence Scorecard

Examining and understanding the organizational behavior on a campus from these multiple dimensions is the first step in a comprehensive organizational change process. To help campuses implement change, we offer a tool that builds on work in the area of performance measurement scorecards, such as the balanced scorecard (Kaplan and Norton 1992) and the Diversity Scorecard (Bensimon 2004). The tool allows campuses to pinpoint where they are doing well and where they need improvement on a set of Inclusive Excellence goals.

Building an Inclusive Excellence Scorecard

On many campuses, the breadth and depth of efforts needed to make excellence inclusive are bypassed by a narrow focus on the compositional diversity of the student body. Although this aspect is critical, inclusive excellence is more than simply “improving the numbers” and “getting more students of color on campus.” Colleges and universities must move away from this kind of narrow organizational outcome to embrace comprehensive performance measurements linked to goals, objectives, strategies, indicators, and evidence.

Bensimon (2004) argues that a Diversity Scorecard is a mechanism to drive and measure the organizational diversity change process in higher education. The Diversity Scorecard is a data-driven, information-tracking “framework for organizational self-assessment.” The Diversity Scorecard was initially developed to help fourteen California colleges and universities monitor their progress in achieving equity in terms of “access, retention, institutional receptivity, and excellence” for historically underrepresented students. The notion of assessing organizational

diversity in a manner that is balanced between outcomes (access and retention) and process (receptivity and excellence) can be traced to the balanced and academic scorecard tools first described in the business literature and later adapted to the higher education and non-profit sectors (Bensimon 2004; Kaplan and Norton 1992; O’Neil et al. 1999).

A scorecard can be used to align a change vision with bureaucratic structures, day-to-day operations, and overarching organizational processes. It can also be used to communicate progress to all stakeholders of the institution. Such a tool, when constructed around Inclusive Excellence, can enable campuses to move from simply “checking off” diversity outcomes—usually represented by the compositional diversity of the student body—to managing a comprehensive plan to reach diversity and educational quality goals and to place these goals at the core of institutional planning and action.

Below, we outline an Inclusive Excellence (IE) Scorecard that builds from the work of Bensimon (2004), Astin (1991), Hurtado and colleagues (1999), Smith and colleagues (1997), and others. The IE Scorecard is a multidimensional management and measurement tool that can simultaneously drive and assess change related to four areas: (1) access and equity, (2) campus climate, (3) diversity in the formal and informal curriculum, and (4) learning and development. These four areas, along with sample indicators of progress related to Inclusive Excellence, are listed in table 3.

Table 3. Inclusive Excellence Scorecard

IE Area	Definition	Sample Indicators	Source
Access and Equity	The compositional number and success levels of historically underrepresented students, faculty, and staff in higher education	<ul style="list-style-type: none"> ▪ Number of students, faculty, and staff members of color at the institution ▪ Number of tenured women faculty in engineering ▪ Number of male students in nursing ▪ Number of historically underrepresented students in science, technology, engineering, and mathematics (STEM) fields 	Bensimon et al. 2004; Hurtado, et al. 1999; Smith et al. 1997
Diversity in the Formal and Informal Curriculum	Diversity content in the courses, programs, and experiences across the various academic programs and in the social dimensions of the campus environment	<ul style="list-style-type: none"> ▪ Courses related to intercultural, international, and multicultural topics ▪ Campus centers, institutes, and departments dedicated to exploring intercultural, international, and multicultural topics ▪ Articles, monographs, lectures, and new knowledge that is produced around issues of diversity 	Smith et al. 1997
Campus Climate	The development of a psychological and behavioral climate supportive of all students	<ul style="list-style-type: none"> ▪ Incidents of harassment based on race, ethnicity, gender, and sexual orientation ▪ Attitudes toward members of diverse groups ▪ Feelings of belonging among ethnically and racially diverse groups on campus ▪ Intergroup relations and behaviors on campus 	Smith et al. 1997; Hurtado et al. 1999
Student Learning and Development	The acquisition of content knowledge about diverse groups and cultures and the development of cognitive complexity	<ul style="list-style-type: none"> ▪ Acquisition of knowledge about diverse groups and cultures ▪ Greater cognitive and social development derived from experiences in diverse learning environments ▪ Enhanced sense of ethnic, racial, and cultural identity for all students 	Gurin et al. 2002

Figure 2 depicts an IE Scorecard framework that integrates these four areas and also lists four important “levers” for enacting change: senior leadership and accountability, vision and buy-in, building capacity, and leveraging resources to help implement organizational change.

Figure 2. Inclusive Excellence Scorecard framework



Four Areas in which to Enact and Assess Change

Access and equity. Access and Equity consists of more than simply tracking changes in the representation of historically underrepresented students, faculty, and staff. From this perspective, inclusive excellence involves the representation and equitable achievement of these groups on campus. Table 4 provides an example of what a portion of a scorecard might look like from the vantage point of access and equity. One objective in this example involves equity of historically underrepresented students in the science, technology, engineering, and mathematics (STEM) disciplines. Specific strategies, such as identifying students in middle school and helping them develop and achieve academically toward enrollment at the institution, as well as

creating an academic success and leadership program to ensure student success once in college, are illustrated.

Table 4. Sample portion of IE Scorecard for access and equity

Perspective	Goal	Objective	Strategies	Measures
Access and Equity	To achieve equity of representation and outcomes for ethnic and racially diverse minority students in our undergraduate student population to mirror that of our state population in 10 years.	To achieve proportional representation in the science, technology, engineering, and mathematics (STEM) disciplines.	<p><u>Strategy I</u></p> <ul style="list-style-type: none"> ▪ Identify moderate and high performing middle school students in state ▪ Track progress ▪ Work with them in academic skills, college advising, pre-college information, and STEM after-school and summer programs <p><u>Strategy II</u></p> <ul style="list-style-type: none"> ▪ Develop strong academic and leadership development program available to all students ▪ Include specific recruiting of students from the target group ▪ Establish mandatory tutoring, mentoring, research experiences, and professional development activities ▪ Establish outreach to students identified in Strategy I. 	<p><i>Baseline</i>—number of Students in STEM disciplines in current year</p> <p><i>Target</i>—proportional representation determined by state population</p> <p><i>Equity</i>—ratio of baseline number to target number</p>

In a scorecard, the success of various strategies is determined by examining the (a) baseline, (b) target, and (c) equity goal. The baseline involves information on the institution before the intervention strategies are launched, the target involves what the institution is trying to achieve, and equity represents the ratio of the baseline to the target. For example, if Latino/a students comprise 5 percent of the population in the STEM fields (baseline) and 10 percent of the state population (target), then the level of equity that has been achieved is 0.50, with 1.0 representing true equity of outcomes.

More than any other area, the access and equity indicator “makes sense” to campus leaders because it is concrete and quantitative. The remaining three areas are often more qualitative in nature and therefore more difficult to capture and assess. Assessment of all four areas, however, is necessary to form a more complete picture of an institution’s current level of progress toward making excellence inclusive.

Campus climate. The campus climate refers to how students, faculty, and staff perceive and experience an institution's environment. These perceptions can range from very positive to very negative. While it is relatively easy to track some indicators of campus climate, such as the number of harassment incidents reported on campus, it is much more difficult to develop sophisticated systems for monitoring broad perceptions and experiences of climate.

Even when institutions monitor campus climate, the value of the data can often be undermined by various factors. Between-group differences are sometimes not captured by certain measurement tools. Other times, demographic data may be collected but not used to disaggregate findings in ways that illustrate how, for example, students of color are doing in relation to one another and to white students. Research processes used to assess campus climate may also be problematic. Many strategies do not qualitatively assess campus climate dynamics at all, fail to balance quantitative data with qualitative data, or fail to attain a robust sample size of students of color, thereby preventing both inter- and intra-group analyses of the data. Even more problematic is the tremendous lag that can occur when troubling issues are identified and committees and units are not poised to translate findings into strategies that will address these issues.

Diversity in the formal and informal curriculum. A critically important area of inclusive excellence is the presence of diversity in both the formal and informal curriculum of higher education institutions. A significant body of literature suggests that a serious engagement of diversity in the curriculum increases positive student attitudes toward and awareness of diversity, satisfaction with college, and commitment and involvement in education in general (Smith 1997). Key indicators include the presence of and participation in general education diversity requirements and the number of courses and majors that explore issues of power, social justice, equity, multiculturalism, and diversity. One study by AAC&U revealed that 54 percent of the 543 campuses responding to their survey had a general education diversity requirement (Humphreys 2000). Other work by AAC&U also suggests that campuses have made significant progress in incorporating diversity into the curriculum, especially in the general education curriculum (Humphreys 1997). However, a systematic understanding of how these requirements are structured, how they are taught, where they are located in a student's undergraduate experience, and whether the requirements are based on content knowledge about diversity issues or developing skills to enhance one's ability to interact in diverse groups is much less developed.

One important finding of recent years is that it is not simply the presence of ethnic and racial diversity on campus, but rather the *active engagement* with that diversity that is critically important for fostering student learning and development (Gurin et al. 2002). As such, informal interactions with diverse peers may prove to be as important as the formal curriculum in terms of promoting the student development and learning that comes from intercultural interactions (Gurin et al. 2002). Such interactions must also be included in the indicators developed to assess inclusive excellence. In addition, student participation in diversity education programs (formally part of the curriculum or co-curriculum), such as the University of Michigan's Program on Intergroup Relations, must also be considered and their impact evaluated.

One challenge to building this area into an institution's IE Scorecard is to do so in a way that develops measures in terms of both breadth and depth. It is not enough to simply have a two-course diversity requirement, fifteen "diverse" majors, and a living-learning program focused on diversity and intergroup relations. When developing indicators for this area, it is important to capture not only the type and quality of offerings that are present but also the levels and quality of student engagement in each.

Learning and development. The student learning and development area is closely related to the curricular area and focuses on both learning and democratic outcomes (Gurin et al. 2002). Learning outcomes include active thinking skills, intellectual engagement and motivation, effective written and oral communication, and group problem-solving ability. Democratic outcomes include the ability to take the position of another person, racial and cultural understanding between and among groups, acceptance of conflict as a normal part of life, capacity to perceive differences and commonalities both within and between social groups, and interest in the wider social world and civic engagement (Gurin, et al. 2002).

Similarly, AAC&U's *Greater Expectations* report (2002) outlines a set of contemporary liberal education outcomes important for all students regardless of academic specialization. Developed out of an analysis of promising educational practices nationwide, these outcomes include the ability to think critically and to integrate knowledge across domains, intellectual inquiry and motivation for lifelong learning, intercultural communication skills, social responsibility and the ability to function in a diverse democracy, and the ability to solve problems in diverse groups and settings.

Tracking student learning and development is especially important because it provides critical benchmarks to assess how institutions are doing in terms of preparing all students to lead in a global, multicultural world. Although the focus of this area is most directly on students, the learning needs of faculty, staff, and other members of the higher education community are also included under this dimension of the IE Scorecard. Diversity, conflict resolution, and other staff and faculty professional development topics are critical to building an institution that embraces inclusive excellence.

Levers for Change

At the heart of the IE Scorecard is strategy (figure 2). Strategy refers to the broad approaches that an institution takes vis-à-vis access and equity, campus climate, diversity in the formal and informal curriculum, and learning and development. While many organizational leaders attempt to develop a diversity *strategy*, they often end up merely listing initiatives and programs that are not functionally connected to one another or to an institution's mission or goals for educational excellence, an assessment process, accountability mechanisms, or other elements necessary for effective implementation.

Indeed, research and experience suggest several reasons why many diversity plans fail:

- Insufficient integration into **core goals for educational excellence**—both at the individual student level and at the institutional level (Moses 1994);
- A lack of a comprehensive and widely accepted **assessment** framework to articulate and then measure diversity outcomes (Smith, Wolf, and Levitan 1994);
- An inability to **translate the vision for change** into language and action that can be embraced at multiple levels of the institution (Cox 2001);
- Failure to establish **accountability processes** to ensure that non-compliance is met with real consequences (Cox 1993);
- Low levels of meaningful and consistent **support from senior institutional leaders** throughout the change process (Cox 1993);
- Resistance to **allocating sufficient resources** (financial, human, technical, and symbolic) to ensure that the vision for change is driven deep into the institutional culture (Williams and Wade-Golden 2005).

The IE Scorecard, through the Baseline/Target/Equity equation, provides an assessment mechanism. However, it is more than simply an assessment framework. Its true power lies in the fact that it can also drive the organizational change process, connecting efforts to core goals for educational excellence, through leadership and accountability, vision and buy-in, capacity building, and leveraging resources.

Senior leadership and accountability. Senior leadership and accountability are most important to establishing, driving, and sustaining an organizational change agenda because these elements set the tone for communicating the change vision, building organizational capacity, and attracting the necessary resources to make excellence inclusive. An inclusive excellence plan must be embraced by the board of trustees, president, provost, and other relevant senior administrators. Members of this senior group must be committed to establishing inclusive excellence as an institutional priority and creating a sense of urgency that frames this work in terms of changing demographics, moral imperatives, workforce needs, and other pressing, macro-level challenges. Senior administrators may ask a task force or committee to create the driving vision of inclusive excellence, but they must remain active and involved so that the vision is backed by a group of people who can hold the campus community accountable for its adoption, provide incentives for success, generate short-term wins, consolidate gains, and anchor new approaches in the culture (Kotter 1996).

Vision and buy-in. The power of an organizational change vision is unleashed when many people within the institution understand and share it. Plans called for by the board of trustees or president and crafted by task forces can mean very little to the various academic and student affairs units of an institution—even if these areas are represented on the planning committee. To achieve long-term success, change must be understood and acted upon at multiple levels of the institution. The vision for change must be communicated to stakeholders at multiple levels so that they can define, reframe, adapt, and implement the vision according to their unique vantage points.

For example, it is not enough for a diversity planning committee to recommend that the institution increase the representation of historically underrepresented students to match the population of the state. Admissions and other units that will play a role in achieving this goal must define what this means for them in measurable terms and then develop realistic objectives,

tactics, and metrics to guide their efforts. Furthermore, they must be held accountable for their plans by senior administrators.

The process of achieving an aligned scorecard throughout the organization is referred to as “cascading” (Bensimon 2004; Kaplan and Norton 1992; O’Neil et al. 1999). A scorecard decentralizes the change vision and provides everyone with the opportunity to contribute to the vision at multiple levels of the institution. By having each unit develop a portion of the scorecard from its own vantage point and across the four areas, the change effort is more quickly institutionalized into the core values, beliefs, and processes of the campus. Some organizations have taken this process to the individual level, with employees developing personal work and development plans that are based upon the overarching scorecard. Whether used at the individual or unit level, the scorecard process will help deans, vice presidents, directors, and others demonstrate their contributions to overall organizational goals for making excellence inclusive.

Capacity-building. Any implementation of a set of strategies to make excellence inclusive must focus on building long-term organizational capacity. “Quick fixes” will not sustain the long-term commitment that is necessary to do this work. If institutions desire high-level outcomes across various dimensions of the IE Scorecard, change efforts must invest in building infrastructure and developing faculty, staff, and unit capabilities.

We have previously discussed the importance of aligning bureaucratic structures to support efforts to make excellence inclusive. An example of such capacity-building in the curriculum and cocurriculum would be to redirect a permanent staff person to help faculty and staff reshape content and teaching to reflect the institution’s inclusive excellence goals. An example within access and equity would be to develop a targeted hiring program—with a name, application process, annual budget, and a development officer charged with raising money to endow the program—to diversify the faculty and staff.

Leveraging resources. Change cannot happen unless the necessary financial, technical, human, and symbolic resources are made available to drive the process. New initiatives either require a reallocation of current resources or additional resources. This means making financial decisions that help put into action an institution’s espoused values regarding inclusion and excellence.

Too often, the model to fund diversity efforts has been to tack on a few resources and look to the minority affairs office to create change for the campus. In contrast, to make

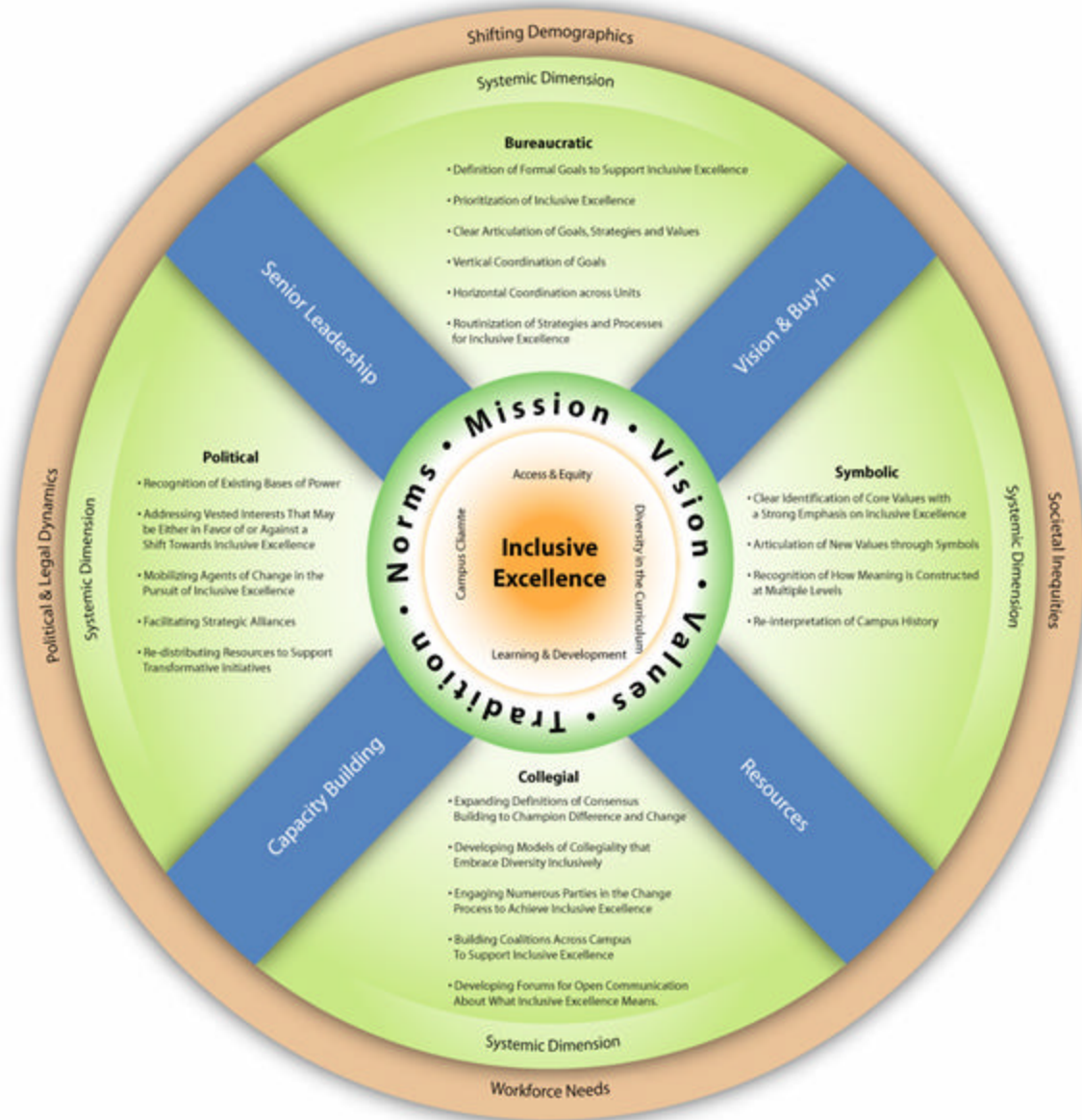
excellence inclusive such that all stakeholders share in the efforts, campus leaders must develop funding models that reallocate significant resources to support widespread organizational transformation. For example, during the late 1980s, leaders at the University of Michigan called for every unit in the entire university to allocate one percent of their total operating budget to a central fund that was used to develop diversity programs and initiatives. This fund was then permanently reallocated to support diversity initiatives on campus through several different channels. This resource allocation process was highly formalized and authoritative and leveraged the vision of that institution's president. Although not all institutions will have this type of change agent in place to take such an approach, institutions must find ways to allocate the necessary financial resources to make change happen.

In addition to financial support, institutions must also leverage other types of resources to make change happen. For example, a letter of endorsement from the provost can send a powerful symbolic message to deans regarding the importance of a particular set of strategies to make excellence inclusive. Again, the key is for institutional leaders to know when and how to leverage such resources.

The Inclusive Excellence Change Model—An Overview

Figure 3 presents the integration of the elements described in this paper into an Inclusive Excellence Change Model. At the heart of the model is *Inclusive Excellence*, where educational excellence cannot be envisioned, discussed, or enacted without close attention paid to inclusion. The model operates from the outer layer inward, bringing *the external environment* into play with the *behavioral dimensions* through which *organizational culture* can be understood. This understanding, in turn, readies a campus for the *IE Scorecard's* comprehensive goals, benchmarks, and measures for change, as well as a comprehensive strategy for getting there and measuring progress. Table 5 summarizes each element and its respective components. The model illustrates the critical areas that campus leaders must address as they plan for the comprehensive change needed to make excellence inclusive.

Figure 3. Inclusive Excellence Change Model



Key

- Inclusive Excellence Scorecard**
Comprehensive framework for understanding inclusive excellence that extends and adapts our understandings of the Diversity Scorecard, Dimensions of the Campus Climate, and other literature on diversity outcomes in higher education.
- Inclusive Excellence Change Strategy**
Fluid institutional strategy to make inclusive excellence a core capability of the institution.
- Cultural Dynamics**
Dynamics that define higher education and must be navigated to achieve inclusive excellence and change in higher education.
- Organizational Leadership Models**
Multiple leadership models that must be used to shift the informal and formal environmental dynamics to achieve inclusive excellence.
- External Environment**
Environmental forces that drive and constrain the implementation of inclusive excellence on campus.

Table 5. Inclusive Excellence organizational change framework

Elements	Definition	Components
External Environment	Environmental forces that drive and constrain implementation of inclusive excellence.	Shifting Demographics Societal Inequities Workforce Needs Political and Legal Dynamics
Organizational Behavior Dimensions	Multiple vantage points that must be used to shift the informal and formal environmental dynamics toward inclusive excellence.	Systemic Bureaucratic Symbolic Collegial Political
Organizational Culture	Dynamics that define higher education and that must be navigated to achieve inclusive excellence.	Mission Vision Values Traditions Norms
IE Scorecard	Comprehensive framework for understanding inclusive excellence that extends and adapts work on diversity scorecards and dimensions of the campus climate.	Access and Equity Diversity in the Formal and Informal Curriculum Campus Climate Student Learning
Inclusive Excellence Change Strategy	Fluid institutional strategy to make inclusive excellence a core capability of the organization.	Senior Leadership Vision and Buy-In Capacity Building Leveraging Resources

Conclusion: Next Steps

The purpose of this paper has been to provide campus leaders with a new integrative model covering vision, processes, and outcomes that maps out the comprehensive change needed to make educational excellence inclusive. We feel that inclusive excellence is higher education’s most appropriate response to the extraordinary shifts—from evolving technologies, to unpredictable economic markets, to persistent and even increasing inequity, to changing demographics—taking place in the U.S. and around the world. This type of transformation will only occur as campus leaders recognize that the external environment can no longer be viewed as an entity to be buffered by boundaries, but instead as an influential element that is part of a larger organizational system.

Likewise, many of the traditional values, norms, and structures found in higher education are barriers to realizing the benefits of inclusive excellence and must be undone for these efforts to become a sustainable reality on campuses. A new organizational culture will only become a reality if campus leaders understand all of the relevant dimensions of organizational behavior—systemic, bureaucratic, collegial, political, and symbolic.

To enact organizational change across these dimensions, campus leaders would benefit from using a scorecard to plan and monitor progress in terms of both process and outcomes. They would also benefit from having a comprehensive strategy that builds capacity for change efforts to take hold broadly and deeply in the institution and to be sustained and advanced over time.

The model provides a synthesis of useful information that can help guide campus leaders in their quest to develop leading institutions for inclusive excellence. Institutions that best reorganize to make excellence inclusive will greatly expand their ability to better serve all of society while simultaneously increasing their access to the material and symbolic resources to be found in a rapidly diversifying American society.

To embrace a vision where educational excellence is fundamentally and inextricably connected to inclusion, campus leaders need the empirical evidence and leadership tools to help guide them into this largely uncharted territory. New research and tools are necessary to demonstrate broad social, economic, and democratic gains that come from making excellence inclusive, to help campus leaders make the case for inclusive excellence to their various publics and constituents, and to understand the most promising ways to go about this work.

Leadership, organization, and governance are not ends in themselves, but rather are means for achieving important educational objectives and learning outcomes. This model is a preliminary step that we hope will help make inclusive excellence a reality at colleges and universities across the country.

References

- Aldrich, H. E., and J. Pfeffer. 1976. Environments of organizations. *Annual Review of Sociology* 2: 79-105.
- Argyris, C. 1999. *Flawed advice and the management trap: How managers can know when they're getting good advice and when they're not*. Oxford: Oxford University Press.
- Astin, A. W. 1991. *Assessment for excellence: The philosophy and practice of assessment and evaluation in higher education*. New York: Macmillan.
- Association of American Colleges and Universities. 2002. *Greater expectations: A new vision for learning as a nation goes to college*. Washington, DC: Association of American Colleges and Universities.
- Bacharach, S. B., and E. J. Lawler. 1980. *Power and politics in organizations: The social psychology of conflicts, coalitions, and bargaining*. San Francisco: Jossey-Bass.
- Baldrige, J. V. 1971. *Power and conflict in the university*. New York: John Wiley.
- Baldrige, J. V., D. V. Curtis, G. P. Ecker, and G. L. Riley. 1977. Alternative models of governance in higher education. In *Governing academic organizations*, eds. G. L. Riley and J. V. Baldrige, 2-25. Berkeley, CA: McCutchan.
- Bensimon, E. M. 2004. The diversity scorecard: A learning approach to institutional change. *Change* 36 (1): 45-52.
- Berger, J. B., and J. F. Milem. 2000. Organizational behavior in higher education and student outcomes. In *Higher education: Handbook of theory and research*, ed. J. C. Smart, Vol. XV: 268-338. New York: Agathon.
- Birnbaum, R. 1988. *How colleges work: The cybernetics of academic organization and leadership*. San Francisco: Jossey-Bass.
- . 1992. *How academic leadership works: Understanding success and failure in the college presidency*. San Francisco: Jossey-Bass.

- Bolman, L. G., and T. E. Deal. 2003. *Reframing organizations: Artistry, choice, and leadership* (3rd ed.). San Francisco: Jossey-Bass.
- Bowen, W. G., and D. Bok. 1998. *The shape of the river: Long-term consequences of considering race in college and university admissions*. Princeton, Princeton University Press.
- Bush, T. 1995. *Theories of educational management*. London: Paul Chapman.
- Cohen M. D., and J. G. March. 1974. *Leadership and ambiguity: The American college president*. New York: McGraw-Hill.
- Cokorinos, L. 2003. *The assault on diversity: An organized challenge to racial and gender justice*. New York: Rowman and Littlefield.
- Cox, T. 1993. *Cultural diversity in organizations: Theory, research and practice*. San Francisco: Berrett-Koehler.
- . 2001. *Creating the multicultural organization: A strategy for capturing the power of diversity*. San Francisco: Jossey-Bass.
- Duderstadt, J. 2000. *A university for the 21st century*. Ann Arbor, MI: University of Michigan Press.
- Garcia, M., C. Hudgins, C. M. Musil, M. T. Nettles, W. E. Sedlacek, and D. G. Smith. 2001. *Assessing campus diversity initiatives: A guide for campus practitioners*. Washington, DC: Association of American Colleges and Universities.
- Gratz v. Bollinger*. 2003. 539 U.S. 244.
- Grutter v. Bollinger*. 2003. 539 U.S. 306.
- Gubitosi-White, A. 1999. Winter. Toward a warmer climate: The impact of campus culture on underrepresented faculty. *Diversity Digest*. Washington, DC: Association of American Colleges and Universities. Available at: www.diversityweb.org/Digest/W99/research.html.

- Gurin, P., Dey E.L., Hurtado, S., and Gurin, G. 2002. Diversity and higher education: Theory and impact on educational outcomes. *Harvard Educational Review* 72 (3): 330-66.
- Hanson, E. M. 2003. *Educational administration and organizational behavior* (5th ed.). Boston: Allyn and Bacon.
- Harvey, W. B. and E. L. Anderson. 2005. *Minorities in higher education 2003-2004: twenty-first annual status report*. Washington, DC: American Council of Education.
- Hoyle, E. 1982. Micropolitics of educational organizations. *Educational management and administration* 10 (2): 87-88.
- Humphreys, D. 1997. *General education and American commitments: A national report on diversity courses and requirements*. Washington, DC: Association of American Colleges and Universities.
- , 2000. Fall. National survey finds diversity requirements common around the country. *Diversity Digest*. Washington, DC: Association of American Colleges and Universities. Available at: www.diversityweb.org/digest/F00/survey.html.
- Hurtado, S., and E. L. Dey. 1997. Achieving the goals of multiculturalism and diversity. In *Planning and management for a changing environment*, eds. M. W. Peterson, D. D. Dill, and L. A. Mets, 405-31. San Francisco: Jossey-Bass.
- Hurtado, S., J. F. Milem, A. R. Clayton-Pedersen, and W. R. Allen. 1999. *Improving the climate for racial/ethnic diversity in higher education*. ASHE-ERIC Report. Washington, DC: The George Washington University.
- Ibarra, R. A. 2001. *Beyond affirmative action: reframing the context of higher education*. Madison: University of Wisconsin Press.
- Justiz, M. 1994. Demographic trends and the challenges to American higher education. In *Minorities in higher education*, eds. M. Justiz, R. Wilson, and L. G. Bjork, 1-22. Phoenix: ACE/Oryx Press.

- Kamens, D. H. 1974. Colleges and elite formation: The case of prestigious American colleges. *Sociology of Education* 47 (summer): 354-78.
- Kaplan, R. S., and D. P. Norton. 1992. The balanced scorecard—Measures that drive performance. *Harvard Business Review* 70 (1): 71-9.
- Kotter, J. P. 1996. *Leading change*. Boston: Harvard Business School Press.
- Kuh, G. D. 2003. Organizational theory. In *Student services: A handbook for the profession* (4th ed.), ed. S. R. Komives et al., 269-96. San Francisco: Jossey-Bass.
- March, J. G. 1999. *The pursuit of organizational intelligence*. Oxford: Blackwell.
- March, J. G., and J. P. Olsen (eds.). 1979. *Ambiguity and choice in organizations* (2nd ed.). Bergen, Norway: Universitetsforlaget.
- March, J. G., and H. A. Simon. 1958. *Organizations*. New York: Wiley.
- Morgan, G. 1986. *Images of organizations*. Newbury Park, CA: Sage Publications.
- Moses, Y. 1994. Quality, excellence, and diversity. In *Studying diversity in higher education*, eds. D. G. Smith, L. E. Wolf, and T. Levitan, 9-20. *New directions for institutional research*, no. 81. San Francisco: Jossey-Bass.
- O'Neil, H. F., et al. 1999. Designing and implementing an academic scorecard. *Change*, 31 (6): 32-40.
- Oblinger, D. G., and A. Verville. 1998. *What business wants from higher education*. Phoenix: Oryx Press.
- Peterson, M. W., R. Blackburn, and A. Gamson. 1978. *Black students on white campuses: The impacts of increased black enrollments*. Ann Arbor, MI: Institute for Social Research.
- Peterson, M. W., and L. A. Mets. 1987. An evolutionary perspective on governance, management and leadership. In *Governance, management and leadership*, eds. M. Peterson, and L. A. Mets, 1-21. San Francisco: Jossey-Bass.

- Peterson, M. W. and Dill, D. 1997. Understanding the competitive environment of the postsecondary knowledge industry. In *Planning and management for a changing environment: a handbook on redesigning postsecondary institutions*, eds. M. W. Peterson, D. D. Dill, and L.A. Mets, 3-29. San Francisco: Jossey-Bass.
- Rankin, S. 2003. *Campus climate for gay, lesbian, bisexual and transgendered people*. Washington, DC: The Policy Institute of the National Gay and Lesbian Task Force.
- Regents of the University of California v. Bakke*. 1978. 438 U.S. 312, 98 S. Ct. 2760.
- Richardson, R. C., and E. F. Skinner. 1991. *Achieving quality and diversity: Universities in a multicultural society*. New York: ACE/Macmillan.
- Schein E. H. 1985. *Organizational culture and leadership: A dynamic view*. San Francisco: Jossey-Bass.
- Scott, W. R. 1991. *Organizations: Rational, natural, and open systems* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Siegel, D. 1999. *Organizational responses to diversity: The interaction of institutional environments and organizational contexts in the professional school and college setting*. Unpublished Doctoral Dissertation, University of Michigan.
- Smith, D. G. 1997. How diversity influences learning. *Liberal Education* 83 (2): 42-7.
- Smith, D. G., G. L. Gerbrick, M. A. Figueroa, G. Harris Watkins, T. Levitan, L. Cradoc Moore, P. A. Merchant, H. Dov Beliak, and B. Figueroa. 1997. *Diversity works: The emerging picture of how students benefit*. Washington, DC: Association of American Colleges and Universities.
- Smith, D. G., L. E. Wolf, and T. Levitan (eds.). 1994. Studying diversity in higher education *New directions for institutional research*, no. 81. San Francisco: Jossey-Bass.
- Tarbox, S. 2001. Promoting diversity in colleges and universities: a contextual planning approach. *Occasional papers on institutional change and transformation in higher*

education. Ann Arbor: Center for the Study of Higher and Postsecondary Education, University of Michigan.

Thomas, R. R. 2001. From affirmative action to affirming diversity. In *The Harvard business review on managing diversity*, ed. R. R. Thomas et al., 1-31. Boston, MA: Harvard Business School Press.

Tierney, W. G. 1997. Organizational socialization in higher education. *The Journal of Higher Education* 68: 1-16.

-----, 1999. *Building the responsive campus*. Thousand Oaks: Sage Publications.

United States v. Fordice. 1992. 505 U.S. 717.

University of Michigan Fortune 500 Amicus Brief, 1999: Brief of Amici Curiae General Motors Corporation at 8, *Grutter*, No. 02-241, 4.

Weick, K. E. 1979. *The social psychology of organizing*. Reading, MA: Addison-Wesley.

Williams, D., and K. Wade-Golden. 2005. Senior diversity officers in higher education: Leading change and building institutional capacity to support diversity. Unpublished manuscript.

About AAC&U

AAC&U is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises 1,000 accredited public and private colleges and universities of every type and size.

AAC&U functions as a catalyst and facilitator, forging links among presidents, administrators, and faculty members who are engaged in institutional and curricular planning. Its mission is to reinforce the collective commitment to liberal education at both the national and local levels and to help individual institutions keep the quality of student learning at the core of their work as they evolve to meet new economic and social challenges.

Information about AAC&U membership, programs, and publications can be found at www.aacu.org.

About the Authors

Damon A. Williams is the Assistant Vice Provost for Multicultural & International Affairs at the University of Connecticut. His scholarly interests are in the areas of organizational change and management, diversity in higher education, and ethnic and racial identity. Contact Damon Williams at damon.williams@uconn.edu.

Joseph B. Berger is an Associate Professor and Chair of the Department of Educational Policy, Research and Administration in the School of Education at the University of Massachusetts Amherst. His research focuses on the ways in which organizational and policy structures relate to the opportunities and challenges associated with college access and postsecondary degree attainment, particularly for those students who have been traditionally underrepresented in higher education. Contact Joseph Berger at jbberger@educ.umass.edu.

Shedrick A. McClendon is Assistant Professor of Higher Education at the University of Massachusetts Amherst. His scholarly interests include investigating institutional contexts and individual characteristics that portend sociocultural and collegiate challenges for persons historically underrepresented in higher education. Contact Shedrick McClendon at mcclendon@educ.umass.edu.