

Inclusive Advocacy: Strategies for Diversity Programming in Higher Education

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Abstract

Unique opportunities exist to advocate for inclusive practices in higher education, especially during challenging social and economic environments. Intentional strategies and assessments must be used to measure the impact of diversity efforts on the organization and its constituents. We recognize that inclusive efforts require the support of multiple stakeholders as well as creative and proactive use of diversity programs for personal and professional development and for institutional transformation.

Keywords: diversity & inclusion, professional development, initiatives, assessment

Inclusive Advocacy: Strategies for Diversity Programming in Higher Education

There are unique opportunities to advocate for more inclusive practices in higher education, especially related to professional development prospects for faculty, staff, and students. A public, comprehensive, four-year university located in the southeast region of the United States invested resources in pursuing a goal of promoting diversity and inclusion among its campus community. The goal was for colleges and units to utilize allocated funds to enhance their current inclusivity work. In this paper, we share the strategies that one college used to strengthen their diversity efforts for promoting inclusive excellence at the institution. We argue that although culture and climate may vary among institutions of higher learning, there remains a significant opportunity for many colleges and universities to design and incorporate effective, inclusive interventions and professional development programs for their own campus constituents. This paper provides an in-depth examination of the importance of advocating for inclusivity in higher education. We also share practical tools, examples of broad interventions used, as well as recommendations that can help facilitate support for designing and implementing diversity programs within a designated academic department or support services unit.

Why Advocate for Inclusivity in Higher Education

An important goal of higher education is to produce engaged citizens whose critical thinking skills allow them to successfully navigate the complex landscape of our society, actively and intentionally lead with integrity, and serve as change agents to positively affect future generations. As educators consider the time and investment in preparing undergraduate students to develop multicultural awareness, diversity sensitivity, and mindfulness, it is necessary to provide professional development opportunities for faculty and staff to effectively engage and meet the variety of global learning needs of college students. It is important to frame the educational experience and students' social engagement with inclusive ideas, language, and applications to develop life-long skills for undergraduates to have a broader diverse perspective in college and beyond. Our students need to make connections that will propel them to be effective leaders and globally competent citizens. Therefore, developing cultural competence should be a continuous process in higher education because campus leaders who are dedicated to

fostering inclusion will not only improve organizational performance but also empower individuals to achieve their full potential (Scbharwal, 2014). Leadership, consequently, should expose faculty and staff to training that will give them the tools and enhanced skill sets that will allow for inclusive engagement among themselves as well as with diverse student populations.

There is a projection that by 2044, Black and Brown people will be the majority in the US. Brinson and Oberman (2020) postulate that more than half of all births in the United States are people of color with the projection that by 2030 the majority of young workers will also be people of color. With these statistics in mind, the world is also watching and responding to the United States' citizens protest of the widespread social injustices that continues to be a part of this country's history. The Black Lives Matter Movement now has an international stage fueled by troubling policies and opposition speeches endorsed by some politicians. In this climate of unrest and constant change, post-secondary schools, more than ever, will need to play an integral role in the shaping of the future leaders and educators. The spotlight on racial issues has pushed young people of all nationalities to unite. This demonstration of solidarity will force universities and colleges to have more inclusive practices. Bakari Sellers, a lawyer and political analyst for CNN advocates for institutions to teach students about civic engagement and encourage involvement in local city councils. He goes on to say, "institutions of higher learning are where we cultivate the new activists and change agents of the future" (Diverse Education, 2020, para. 9). Moving forward it will be essential that post-secondary schools incorporate various characteristics of diversity, equity, and inclusion into the entire structure of the campus community.

In order to effectively advocate for inclusivity, "colleges and universities need to move beyond statements of support for diversity, equity, and inclusion to implement policies, make data-informed decisions, and take bold actions that advance the cause of social justice on campuses" (Boggs, 2020, p. 33). After engaging faculty, staff, and students in conversations regarding creating an inclusive environment, moving forward, there is a need to implement policies to ensure the information discussed sets the agenda to address diversity concerns that commonly plague college campuses. Yet, we note that each institution is unique and the approaches to addressing diversity and inclusion will depend on the institution's mission, vision, values, and educational purposes (Chen, 2011). The aspects of diversity and inclusion should be embedded in the institution's strategic plan along with multiple opportunities for educators to engage in professional development that focuses on intercultural theories and best practices which can lead to the improvement of cultural competencies. Strategic diversity goals and action items need to be incorporated into the fabric of the organization and across functional areas to create open discussion, participation, and decision making linked to other planning objectives which may result in identifying more critical and essential inclusive initiatives (Kirkpatrick & Van Natta, 1998). This is essential as it sets the directional course for all resources and initiatives.

As professors and instructors consider the development and implementation of the curriculum and co-curricular activities for this generation of learners, they must recognize the need of incorporating diversity topics as well as empower and encourage students to model the appropriate inclusivity behaviors. The entire curriculum needs to include voices from outside of the majority culture in order to provide exposure. The design of the course should include learning outcomes where inclusivity is at the center. The readings and assignments should rely

heavily on achieving the desired outcomes which include an appreciation for diversification. Flannery and Vanterpool (1990) in *A Model for Infusing Cultural Diversity Concepts Across the Curriculum* stated that “combining the conceptual frameworks of (1) learning objectives in the cognitive and affective domains and (2) a continuum of personal relevance yields a model of infusing cultural diversity concepts across the curriculum that is appropriate for both culturally resistant and culturally receptive students” (p. 168).

Just as institutions incorporate a more inclusive curriculum, they need to infuse their departments with diverse faculty. Across the nation we have seen that “higher education is not making the progress that it needs to make to have its faculty and senior leadership reflect the diversity of its student body” (Boggs, 2020, p. 32). Black and brown, first-generation, veteran, and other underrepresented student populations perform at higher levels when they see themselves represented in the classroom and in leadership positions. Yet, there is lack significant numbers of senior leaders and professors of color (Banda et al., 2017).

Institutions of higher learning, therefore, need to recruit, hire, and retain diverse faculty and staff. As Gardenswartz and Rowe (1998) noted, “human capital represents one of your organization’s biggest investments and your potential competitive edge” (p. S1). Therefore, if higher education institutions desire to remain competitive, those who currently hold hiring positions must ensure an assorted candidate pool in order to provide opportunities for a diverse workforce to exist. The recruiting process needs to be examined and creative strategies, such as switching from passive recruiting to active recruiting, are essential in increasing the number of diverse candidates. Further, Lawson-Borders and Perlmutter (2020) explained that “real recruiting entails cold-calling, repeated attempts, studied persuasion, and in-depth conversations” (p. 39). Showcasing the intentional vision of having a diverse faculty in the mission statement will help to guide the overall philosophy of the institution. The practices should not only be listed in the mission statements but be embedded in that institution through its hiring practices. (Dumas-Hines et al., 2001), Employee hiring processes and faculty search committees need to be culturally diverse, familiar with equity policies/procedures, and well trained in inclusive hiring practices to combat any biased language used in job descriptions and in the recruiting, interviewing, as well as the on-boarding process.

Institutions of higher learning recognize their role in addressing these enduring problems as they continue to evolve (Chang, 2002; Williams and Clowney, 2007). In using a proactive approach in adopting and implementing strategic goals, action steps and professional development opportunities for personnel, higher education can use their role as an advantage of advocating for inclusivity and demonstrate a legitimacy of diversity work being a top priority for the organization and its constituents.

Literature Review

Research shows that building a culture and mindset of inclusion is imperative to create a meaningful learning environment that embraces and values diversity, and to influence organizational effectiveness and performance (Blessinger & Stefani 2017; Sabharwal, 2014). Additionally, Ferdman and Deane (2013) postulate:

inclusion involves how well organizations and their members fully connect with, engage, and utilize people across all types of differences... inclusion is grounded in what we do with that diversity when we value and appreciate people because of and not in spite of their differences as well as their similarities. (pp. 4-5)

A comprehensive approach for creating inclusivity in organizations will need to be done on a broader scale. By going beyond diversity management, from a passive to an active approach, organizations can design and implement policies and best practices that will play a critical role in fostering a climate of inclusion and provide a context in which individual behavior and leadership are displayed and cultivated (Ferdman & Deane, 2013). Higher education's diversity efforts require a change in the mindset and practices of academia as a whole and could coherently as well as comprehensively connect diversity initiatives into its mission and strategic goals (Yusof et al., 2018). The approaches and implementation of inclusive programming will depend on the mission, vision, values, and educational purposes that engages the campus community (Sheying, 2011). In order to go beyond diversity management, organizations must be intentional, strategic, and use on-going evaluation processes to measure the impact that diversity efforts have on the organization, constituents, and overall workplace performance (Smiley, 2019; Sabharwal, 2014; Svyantek & Bott, 2004) in order to leverage its resources to ensure it best maximizes its efforts.

Planning administrative change requires an understanding of strengths and deficits of the organization, coordination of efforts to implement the change, and appropriate allocation of resources to achieve the identified goals and action steps (Worthington et al., 2020). Creating a diversity planning and implementation team with members committed to establishing diversity as an institutional priority (Williams, 2008) will demonstrate the organization's intent to commit and address diversity needs as well as take a holistic approach to strategic planning. By building an eco-system of discussions, participation, and decision-making around these topics, stakeholders can make connections to planning objectives which will give rise to a set of critical and essential strategic initiatives that relate to many parts of the organization and across functional areas (Kirkpatrick & VanNatta, 1999).

Education is seen as "systems of formal learning, to solve some of today's pressing social and economic problems" (Blessigner & Stefani, 2017, p. 8) and is the foundation for personal development. Inclusive efforts require the support of multiple stakeholders—individuals or groups that have interest, rights, or ownership in an organization and its activities (Hellriegel et al., 2008). Campus constituents must be made aware of institutional diversity change efforts, why this process is taking place, the benefits to them and the organization in doing so, and their part in accomplishing the institution's diversity goals (Williams, 2008). Employees feel valued and recognized for their effort when they experience inclusion in their organization (Sabharwal, 2014). The campus community should be given several opportunities to provide feedback and suggestions for enhancing the implementation of the diversity process, which is important for building credibility of the initiative and for holding accountability at multiple levels of the institution (2008). Employees should also have prospects for professional development that exposes them to information about diversity, equity, and inclusion with the encouragement and support in their efforts to further their skills, knowledge, and education (Boggs, 2020).

Spaces need to be created for faculty, staff, and students to think creatively and proactively about how to use diversity programs for personal development and institutional transformation. The use of training workshops, conferences, webinars, and other interventions to promote cultural awareness, tolerance and interactions are activities that can prepare and involve employees from a wide range of backgrounds to focus on the development of diversity and inclusion (Lyons, 2013). “A major symposium, keynote speaker, or other opening activity will bring attention to the diversity planning effort, particularly if a featured speaker can provide a message consistent with the diversity planning vision” (Williams 2008, p. 37). Providing campus constituents a variety of incentives and professional development opportunities that focus on diversity, equity and inclusion, can create a campus environment that promotes inclusive excellence. Furthermore, having these initiatives in place is a strategic action that will deem beneficial to the organization’s talent management. Having diversity enrichment and incentive programs will enhance the recruitment and retention of persons of color and of those transitioning into the organization with diverse experiences and worldviews.

The Institution

This paper shares examples of diversity and inclusion initiatives used by a public, comprehensive, four-year university located in the southeast region of the United States that continues to invest resources in pursuing a goal of inclusive excellence in order to strengthen the diverse fabric of the campus community. The university has a 57-year history and is the third largest public university in its state. It consists of 13 colleges, 150 undergraduate and graduate degree programs with growing doctoral programs. Two campuses combined spread across 587 acres, and enrollment as of 2019 is a little over 38,000.

Specifically, we describe how one college from this institution utilized its funding to incorporate several training and professional development opportunities to their faculty and staff that promoted cultural awareness and inclusivity. The college provides a structure for a variety of programs and academic support services to enhance the academic success, retention, and engagement of our students. The college is the home of three academic departments that focus on high impact practices, leadership studies, as well as sustainability and hospitality. Additionally, the college consists of several academic student support units and resources that include: exploratory advising for incoming students, graduation coaches, a center for science and math tutoring and academic resources, supplemental instructions that assist students in courses that are known for high DFW (D, F, or Withdrawal) rates, a center for students who speak English as a second language, and an area that houses outreach programs for targeted under-represented students entering the institution with scholarships and/or financial awards.

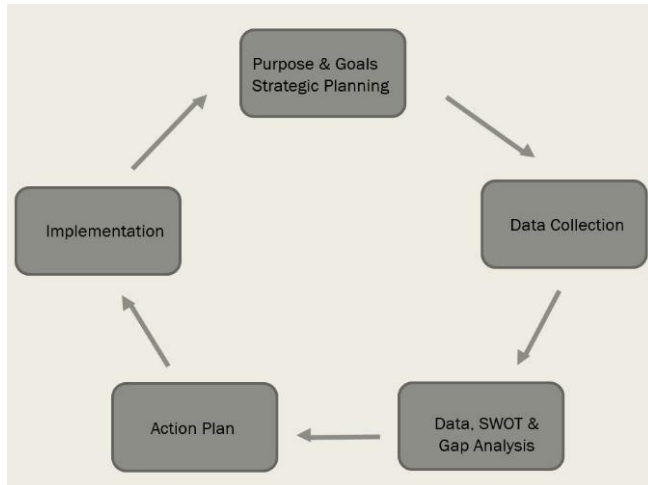
Assessment Process

In order to ensure that the college was meeting the needs of its members and including them into the process of identifying specific areas of interventions, a committee with representation from the academic and student support services was put in place to start the college’s 3-year strategic planning process. Intentional strategies and assessments must be used to measure the impact that diversity efforts have on the organization and its constituents (Williams, 2008). The committee identified five areas for this assessment process: (1) identifying the purpose and goals for the strategic planning process, (2) collecting data from constituents, (3) reviewing and analyzing the

data captured, (4) putting together an action plan, and (5) implementing key strategic objections and action items. This process created by the college's strategic planning committee formed the basis for a conceptual framework illustrated in Figure 1.

Figure 1

Strategic Planning Committee's Process for Promoting Inclusive Engagement



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In order to *identify the purpose and goals for the strategic planning process* after being charged by the Dean of the College, the committee conducted a benchmark with peer institutions to identify processes what other schools have implemented during their strategic planning process and then determined an appropriate procedure for capturing data from college's constituents for the *data collection* phase. An in-depth assessment can assist organizations with identifying its culture and the appropriate elements needed for a diversity and inclusion plan that can provide a foundation for effectively measuring, evaluating, and accomplishing established intercultural goals and action items (Rogers et al., 2019; Sharma, 2019).

Capturing measurable data was done through an online *SWOT Analysis* and the committee received feedback from its colleagues that produced data on the college's strengths, weakness, opportunities, and threats. "The information gathered from such an assessment can serve as a tool in constructing guidance and a way forward to improve diversity within an organization" (Collins & Moore, 2020, p. 33). Data were collected and then analyzed by the committee through a *Gap Analysis* approach—an examination and assessment of identifying the differences between your current state of performance and where you would like to be (Leconte, 2020)—to identify the top strategic priorities that needed to be addressed by the college. As a result of analyzing the data, the committee confirmed that the top strategic priorities for the college were: (1) diversity & inclusion, (2) student success, and (3) innovative engagement with targeted student populations. The college seeks to emphasize these three specific areas to encourage academic success and progression at the institution, advocate for inclusive engagement best practices, as well as promote research and creative scholarship. These three priority items are especially instrumental in uniting best practices toward retention and progressions that are underway with the college's targeted underrepresented student populations.

Understandably, every institution is different in size as well as in uniqueness in organizational cultures. Regardless of these varieties, there are some whose assessment needs are very broad-based, comprehensive to the institution, while others may be more narrowly tailored to specific issues or areas (Worthington et al., 2020). There is a sample assessment located in the appendix of this paper. This practical tool is an example of what can be used when evaluating the climate and diversity efforts of a college or unit. This generic assessment can be a starting point of conversations that will assist stakeholders in the initial planning process when addressing their diversity and inclusion efforts and can be used to establish top strategic priority areas.

The *action plan* consisted of developing and implementing professional development and research opportunities that focused on diversity and inclusion initiatives. Some of these programs were aligned with monetary incentives for group engagement work or for producing intercultural scholarship and/or pedagogy conference presentations. There were three key inclusive initiatives that were introduced to the college during the *implementation* stage, a fellowship program for inclusive engagement, a book discussion sponsored by the college's staff council, and a variety of curriculum development.

The *Fellowship Program for Inclusive Engagement* created a biennial fellowship that provided monetary stipend and the opportunity for full-time faculty and staff to develop and deliver specific projects, initiatives, workshops, book clubs, lunch and learn sessions or research-based scholarship aimed to raise awareness, foster inclusive engagement, and/or encourage discussion surrounding the college's top diversity priority areas. Through an application process that included submission of supplemental materials to support the proposed project (e.g., project overview, assessment plan, resources needed, target audience who will benefit), individuals or teams were eligible to participate. Selected applicant(s) received \$2,000 each year of the program towards professional development funds. Specific criteria were stated and a brief presentation of the selected project, its benefits to the college, and projected outcomes are shared at the college's annual meeting.

The college's staff council took the initiative to create a *Spring semester book club*. This team identified the book "Blind Spot" by Mahzarin R. Banaji and Anthony G. Greenwald which addresses unconscious biases and the impact this behavior has on work groups, interactions with others, and communication skills. The schedule consisted of four discussion sessions facilitated by the president of the staff council and the college's appointed diversity liaison. When the invitation went out for anyone interested in the topic to attend the discussion, there were 23 willing participants that included the college's senior leadership, department chairs/assistant chairs, faculty, and staff. The diversity within the group participants gave way to everyone learning from each other and from different perspectives and experiences. Books were provided to all book discussion members and chapters were identified for each discussion session. The facilitators used ice breakers and table topics which established a comfortable and inclusive environment as well as allowed for the group to have rich conversations within a smaller environment. Each session allowed for group debriefs on their individual team table topic discussion and the opportunity for individuals to share personal examples and/or stories.

The college's faculty examined the curriculum for opportunities to insert more diversity and inclusive pedagogy in their course catalog. While the courses enveloped a spirit of diversity, it lacked an inclusive approach. Using the mission statement as a guide that was created to promote the emerging identity as an interdisciplinary and diverse college, curriculum was updated to be in harmony with national curricular standards and to incorporate inclusive scholarship. Through annual business meetings and review of assessment data, faculty and staff noted a void in diversity curriculum. As the college's constituents sought to educate and prepare students for entry into a global workforce and competitive contemporary society, faculty, who are experts in a variety of disciplines, lead the charge to revise the curriculum to mirror the college's mission and the strategic priorities. This process of revision spanned an academic year of thoughtful and deliberate decisions about course development, learning outcomes, and assessments. Courses that were developed and implemented consisted of topics such as: "Leadership and Multiculturalism", "Leadership and Gender", "Integrations: Diversity, Inclusion, and Equity in the United States of America" and "Leadership and Intercultural Competence". The opportunity to collaborate with the college's academic support units provided workshops, lecture series, and co-curricular programs to reinforce aspects of global learning and inclusive engagement.

Implementation of these interventions in the college also required evaluating for the impact that these programs have on the end-users when promoting diversity and inclusion. Ongoing assessments of diversity and inclusion programs as well as consistent review of newly developed processes help sustain diversity programs. Additionally, these evaluations help to identify those factors needed that will assist with inclusive excellence success (e.g., commitments of time, resources, funding, open and effective communication, internal and external focuses, and close attention to constituents' stance on diversity issues/concerns that provides cross-section of cohesiveness and validation) and will be instrumental in creating a successful diversity plan.

The Impact

Inclusion as a fundamental practice in groups and organizations can reap tangible benefits (Ferdman & Deane, 2013). In demonstrating a progressive change in diversity and inclusion practices and implementing interventions based on data from a needs-based assessment with college's constituents, the outcome produced many benefits for the college. Through the book club discussions on unconscious biases, faculty and staff first experienced a greater appreciation of individual roles and the differences of work responsibilities constituents have within the college. Understanding these role differences and how demonstrating inclusivity through positioning in the academy allowed for a rich conversation on the perceptions and biases in work interactions, communications, as well as providing and delivering curriculum to students. Conversations were carried forward by individuals participating in the book discussions to their immediate areas within the college to share information gained from these sessions and to open further discussions on this topic in hopes of promoting further insights with and from other co-workers.

The inclusive engagement fellowship yielded results through research, publications, and pedagogical presentation opportunities. National attention of the college's diversity and inclusion efforts, therefore, provides the platform for faculty to be innovators in their respective fields, increase in credentialing when going up for promotion and tenure, as well as the opportunity for receiving funding to support their professional development endeavors. Providing students with a

breadth of course selections allow for a positive learning experience for learners in higher education. Students benefited from the faculty's new curriculum that focused on multicultural education and leadership development by having a larger selection of general education courses that enhance life-skills needed for today's contemporary society and prepare them for entry into a global work environment. Furthermore, inclusive engagement helped the institution to be recognized as a leader in diversity efforts that produce students as future change agents and global citizens.

External Funding Opportunities

Leveraging current diversity initiatives to pursue additional external funding will support similar and/or create other partnerships and learning opportunities. Showing visible efforts in the pursuit of addressing issues around diversity and inclusion in campus communities is appealing to specific foundations, corporations, and local business in supporting institutions inclusive efforts. This will also allow for seeking funding from external businesses, community organizations and/or governmental entities that may provide potential financial and corporate support for the center. There is also the opportunity to partner with K-12 and other institutions of higher learning to seek grant funding for collaborative efforts in enhancing multicultural education.

Limitations

This paper shares only one example of how a college, with assigned resources, used their influence to push for inclusive advocacy. We described the steps taken to accomplish the identified initiatives. It goes without saying that often there are challenges when implementing innovative and inaugural programs. Although this institution was very successful in their promotion of diversity and inclusion, there are limitations that we noted during this process. During the busiest times each semester, the number of participating faculty and staff decreased due to involvement in many student-focused activities and operational needs. For example, faculty were not available close to the end of the semester when preparing and administering finals. Staff that worked directly with students were often busy with advising appointments, early alert reporting, and other pertinent services, such as course scheduling and room assignments for the upcoming semester.

Additionally, there are impending deadlines that are established each semester to which both faculty and staff must adhere, such as grades submissions, graduation audits, and financial aid processes. To address this, facilitators of these professional development resources, must consider scheduling these programs appropriately to avoid the time when faculty and staff are at their busiest. It was fortunate that this college received extra funding to provide programs and incentives when promoting diversity efforts. Currently, many schools are faced with limited budgets for adding services such as diversity training and professional development for faculty and staff. Institutions are now relying on external support and grants from government agencies and private foundations to be provide funding for such initiatives. Furthermore, providing these learning opportunities must be on-going and should not be a one-time endeavor. Continuous and expanded training will be needed to reinforce new learning and behaviors toward inclusivity.

This paper shared the inclusive advocacy and processes implemented by one college. However, this example was only done for one year and was not ongoing due to the dissolution of the

college attributed to budget cuts that the institution experienced during the 2020 pandemic. Strategies for providing diversity and inclusion initiatives must be strategically incorporated into the organization as a long-term commitment with re-evaluation done periodically to assure that the work is sustainable and has a positive impact on the institute as well as its constituents.

Implications/Conclusion

We shared practical applications of methods and knowledge of several resources and suggested initiatives that will enable faculty and administrators to promote and thread inclusivity operations into their campus environment. Steps taken by this specific college shaped their diversity planning process and the needs of their constituents while identifying top strategic inclusive priority areas that focused on diversity & inclusion, student success, and innovative engagement with targeted student populations. The use of the assessment process and the method of analyzing the data collected provided for a foundation towards creating an action for inclusive advocacy work in the academy and the steps to consider when advancing an inclusive advocacy process within units and/or colleges.

The suggested initiatives outlined in this document can advance diversity and inclusion efforts that support engagement and learning, enhance student success, create faculty advancements in research productivity, build external partnerships, and produce funding sources. The diversity programs implemented by this college and the interdisciplinary nature of its interventions allowed for a positive impact on college constituents. Moreover, the relationship between the faculty and staff as well as the desire to work towards inclusivity within the college created a unique and collaborative environment that invited open-mindedness, innovation, and creativity in fostering a successful diversity plan that will give educators a voice to strongly advocate for inclusion in higher education.

There are further opportunities to implement diversity and inclusion best practices within other colleges, specific areas of the campus community, as well as other organizations and industries. This is but one example of one institution's work in the field and is a potential foundation for enhancing advocacy work in diversity and inclusion for others to consider. Overall, participants of professional development initiatives for developing skills and appropriate behaviors when addressing diversity, equity, and inclusion topics/issues, will gain a broader scope of inclusivity. The ability to integrate inclusive practices, will allow any organization to make important strides toward incorporating and advocating for strategic diversity endeavors.

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Appendix

Diversity and Inclusion Awareness Assessment*

This Diversity and Inclusion Awareness Assessment is designed to assess your program or organization's commitment to diversity and inclusion issues. The self-assessment process is used to develop organization-specific reflection that will help your group address any inclusion weaknesses and build upon diversity strengths. Diversity and inclusion competence is an ongoing developmental process, therefore the goal is to promote positive progression along the road. For that reason, this assessment should be viewed as an indication of areas in which the program or organization can enhance attitudes, practices, policies, and structures concerning diversity and inclusion efforts.

Instructions: Please circle or otherwise mark the response that most accurately reflects your program's efforts. If you have trouble understanding a question, answer to the best of your ability. Feel free to expand your responses or note concerns on the page for further reflection and dialogue with your leadership team.

1. Have you set aside funds allocated toward achieving your diversity goals?
Yes
No
Sometimes
2. Do you regularly monitor the racial and ethnic diversity of the participants in your program, unit or college?
Yes

No
Sometimes

3. Does your program, college, or organization communicate your commitment to inclusion and is it visible for all parents and players?
Yes
No
Sometimes
4. Do you monitor at least every three years the demographics of your campus community to track change in gender, racial and ethnic diversity?
Yes
No
Sometimes
5. Do you actively use this data for your strategic and outreach efforts?
Yes
No
Sometimes
6. Has someone from your program, college, or organization met with community leaders to gauge their perceptions of and seek their advice on how you can better provide opportunities for diverse participants in the community?
Yes
No
Sometimes
7. Have you done focus surveys or prompted feedback within the past year in your program, college, or organization to measure your faculties', staff's, and students' attitude towards diversity and cultural issues?
Yes
No
Sometimes
8. Are the individuals who represent your program or organization reflective of the diversity of your campus and community?
Yes
No
Sometimes
9. Do you have a strategy in place to be certain you work with external stakeholders and organizations that relate to the diversity of your community?
Yes
No
Sometimes

10. Are your written communications available in other languages that reflect the ethnic and cultural fabric of your community?

Yes
No
Sometimes

11. Based on the racial and ethnic diversity of the participants in your program, do you educate your coaches and volunteers on cultural and social issues important to your players and families?

Yes
No
Sometimes

12. Do your coaches and volunteers account for players and parents with physical and/or mental disabilities and prepare accordingly in order to speak and coach your participants?

Yes
No
Sometimes

13. Have you designated a member of your program leadership team to be responsible for championing and implementing your diversity strategy?

Yes
No
Sometimes

While the Diversity and Inclusion Awareness Assessment does not give you all the immediate answers, it allows you to start to assess the groundwork necessary for a successful diversity implementation plan in your own campus community.

If you answered a lot of questions with a 'No' or 'Sometimes' response, you could utilize the assessment to identify areas for opportunity for development. You can also analyze the needs for your program and places that require improvement.

*Customized assessment based on the Diversity and Inclusion Assessment Toolkit for Leaders (US Lacrosse, n.d.)