

ACHIEVING INCLUSIVE EXCELLENCE: THE ROLE OF CHANGE AGENTS AND
INSTITUTIONAL ARTIFACTS IN DIVERSIFYING INSTITUTIONS

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ABSTRACT

The research presented within this disquisition is focused on the work of institutional leaders to address historical inequalities in education by creating transformational culture change towards learning environments that support Inclusive Excellence. Organized as a three-article disquisition, the first article offers a comprehensive integrative review of educational research related to problems of access, achievement, and campus climate for diverse students. This article concludes with significant recommendations for practice and further research to guide continued efforts to embrace Inclusive Excellence. The second article utilizes the Q-Method research technique to investigate the subjective perspectives and experiences of Chief Diversity Officers (CDOs) who serve as senior-level administrators focused on efforts to create institutional policies and practices that support Inclusive Excellence for students, faculty, and staff in the academy. The article concludes with several recommendations for practice and further research into efforts to support and advance the role of the CDO in postsecondary settings. The third article presents a qualitative content analysis of institutional websites to assess for evidence of Inclusive Excellence presented within the organizational rhetoric and artifacts presented on these websites. The analysis reveals recommendations for further study in this area, as well as recommendations for practice to guide efforts of institutional leaders to better articulate institutional commitment to Inclusive Excellence within the information presented on these websites.

ACKNOWLEDGEMENTS

This disquisition began as an idea that all college and university students should feel that they are both wanted and valued in our academic communities. It seems like a very basic idea, something that all of us who work in postsecondary educational settings should embrace. However, the countless situations reported to me by diverse students who do not feel valued or welcomed by their home institutions tell a different story. I therefore felt compelled to do this research in the hopes that I could have a broader impact on the work that we do within the academy to support those who entrust us with their educational efforts. We can do better.

As I reach the culmination of my scholarly journey, after writing nearly 200 pages for this disquisition, I find myself struggling for words to adequately express my appreciation for all who have supported me in attaining this monumental goal. I will start with my advisor, Dr. Claudette Peterson, whose unwavering support and confidence in my abilities have bolstered me when most needed. Her shared commitment to all forms of diversity and to the transformative nature of education have been invaluable in shaping my identity as a scholar. I am also incredibly grateful to Dr. Chris Ray who has been a fantastic teacher and mentor throughout my time as a doctoral student. His unbelievable patience and commitment to providing educational opportunities to students is commendable and his knowledge of Q methodology has invaluable to me. In addition to Dr. Peterson and Dr. Ray, I have had the great joy of working with two other incredible faculty on my committee – Dr. Elizabeth Birmingham and Dr. Chris Whitsel. Their insights and perspectives have been integral to the development, implementation, and presentation of this body of research. Their unwavering support and encouragement have made this final phase of my doctoral journey enlightening and enjoyable. I want you all to know that I have the utmost respect for you and will miss our time together.

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CHAPTER 1. AN INTRODUCTION TO THE STUDY OF DIVERSITY

Inclusive Excellence is an institutional value that stresses the need to develop learning environments that support the academic success and achievement of all students, especially those who have been historically underrepresented in the United States' educational systems, and recognizes the significant educational benefits of providing diverse learning environments. The research presented in this disquisition focuses on postsecondary educational institutions and leaders who are engaged in efforts to create lasting, transformative culture change in support of Inclusive Excellence. Three research articles presented within this disquisition bring together an integrative review of educational policy that impacts the work of postsecondary institutions as they address inequitable educational opportunities, the experiences of the Chief Diversity Officer (CDO) as a key leadership position dedicated to guiding organizational change efforts to support diverse campus populations, and an assessment of how universities have successfully implemented the Inclusive Excellence Change Model.

Background

Equity in education has been a controversial topic for generations in the United States. From *Brown v. Board of Education of Topeka* in 1954 to the 2013 decision in the U. S. Supreme Court Case *Fisher v. University of Texas*, access to equitable educational experiences has been argued at the federal level and educational policies continue to be influenced by these arguments. Part of this argument centers around the positive impact of diversity in the learning environment for all students. Educational researchers (Crosby, Iyer, Clayton, & Downing, 2003; Gurin, Dey, Hurtado, & Gurin, 2002; Hurtado, Milem, Clayton-Pedersen, & Allen, 1998; Johnson & Lollar, 2002) have contributed greatly to the understandings of institutional leaders about the benefits of diversity in learning environments for all students. The presence of a diverse student body in colleges and universities enhances student awareness of and interest in cultural differences

(Hurtado, et al., 1998; Johnson & Lollar, 2002). In addition to these cultural capacity-building skills, students with increased exposure to diverse learning environments also develop greater skills in the areas of critical and democratic thinking (Bowman, 2010; Crosby, et al., 2003; Gurin, et al., 2002). Therefore, it is evident that providing greater accessibility to equitable educational experiences has significant positive impacts not only on underrepresented students, but on the entire college student population.

In postsecondary educational institutions, college and university leaders have begun to invest institutional resources to transform campus cultures into environments that support Inclusive Excellence. The Association of American Colleges and Universities (AAC&U) published a three-part series that outlined institutional efforts to create cultures that support Inclusive Excellence (Bauman, Bustillos, Bensimon, Brown, & Bartee, 2005; Milem, Chang & Antonia, 2005; Williams, Berger, & McClendon, 2005). The AAC&U publications provided a definition of Inclusive Excellence as:

(1) A focus on student intellectual and social development... (2) A purposeful development and utilization of organizational resources to enhance student learning.... (3) Attention to the cultural differences learners bring to the educational experience and that enhance the enterprise.... (4) A welcoming community that engages all of its diversity in the service of student and organizational learning. (Milem, et al., 2005, p. vi, italics in original)

Institutional efforts to create environments exemplified by Inclusive Excellence must be implemented in all aspects of the organization and must address the bureaucracy, politics, and structure of the campus, as well as the external and internal stakeholders. The emerging role of the Chief Diversity Officer (CDO) is a senior-level college or university administrator charged

with guiding institutional initiatives to create, support, and assess efforts towards Inclusive Excellence. These CDOs are tasked with leading the charge to support transformative organizational cultures that embrace an institutional commitment to providing learning environments that support the academic success of all students. A model developed specifically to guide these efforts is the Inclusive Excellence Change Model (Williams, et al., 2005) and will be further explored in the following section of this disquisition.

Conceptual Framework

As proposed by Ravitch and Riggan (2012), a conceptual framework is necessary to any body of research in that it provides an argument for the validity of that proposed body of research. Therefore, the current research was guided by the conceptual framework of the Inclusive Excellence Change Model (see Figure 1-1), which sought to inform and guide postsecondary educational leaders in efforts to fully institutionalize diversity initiatives. Inclusive Excellence was created out of an Association of American Colleges and Universities (AAC&U) initiative to guide campuses in efforts to address diversity concerns within the context of maintaining educational quality (Williams, Berger & McClendon, 2005). An outgrowth of this initiative was the development of the Inclusive Excellence Change Model to inform college and university administrators about the process of institutionalizing Inclusive Excellence within the fabric of educational institutions.

The Inclusive Excellence Change Model, as explained by Williams, Berger and McClendon (2005) identified diversity as *“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”* (p. 3, italics in original). Within

this framework, diversity was not seen as merely an additional element that institutions of higher education will attend to as resources become available and priorities shift. Rather, diversity was viewed as an essential element of the educational experience, with increasing relevance as national demographics shift, creating an imperative to prepare students for the skills and knowledge necessary within a global society.

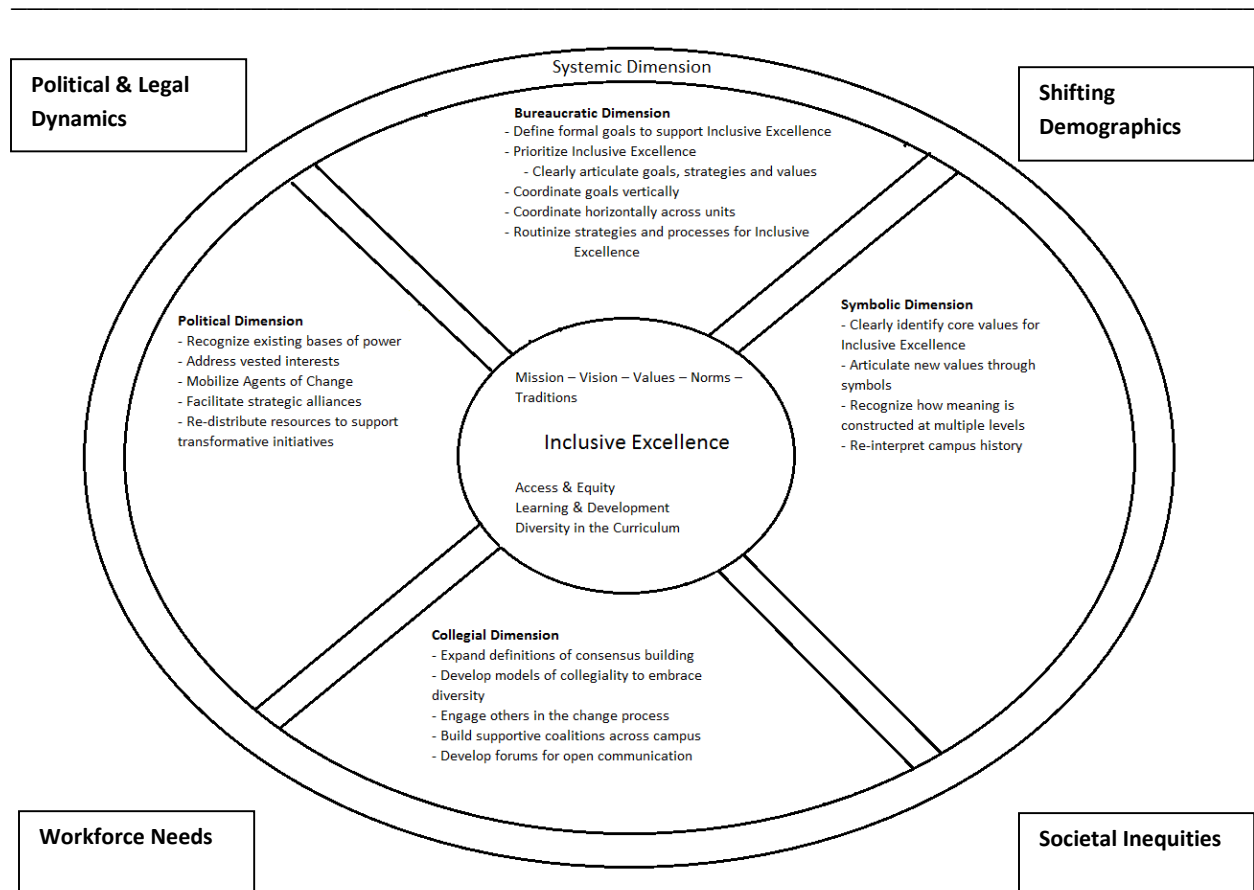


Figure 1-1. Inclusive Excellence Change Model. Adapted from *Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions*, by D. A. Williams, J. B. Berger, and S. A. McClendon. Copyright 2005 by Association of American Colleges and Universities.

Williams, Berger and McClendon (2005) identified four environmental factors that impact Inclusive Excellence: demographic changes within the U. S. in which increasing numbers of ethnically and culturally diverse students are planning to attend college; political and legal

directives and challenges to affirmative action policies, such as the recent *Fisher v. University of Texas, Austin* Supreme Court decision; social inequities that continue to exist in the elementary and secondary educational system in which underrepresented students are less prepared and less successful in college; and, employers who increasingly demand greater diversity and preparation for a workforce that functions well in a global economy.

Despite these external forces that are pressing colleges and universities to graduate products of an environment characterized by Inclusive Excellence, the organizational culture of postsecondary educational institutions is slow to change. Williams, Berger, and McClendon (2005) argued that change is most likely to be successful when campus leaders consider five specific organizational dimensions: systemic, structural, collegial, political, and symbolic. The first dimension, systemic, relates to the fact that college and university campuses are open systems that must negotiate with and adapt to changes in the external environment, specifically with stakeholders such as policy makers, granting agencies and foundations, employers, and the general public. When organizational change is desired, campus leaders must attend to the influences of the external environment interacts with the campus system.

The second dimension of postsecondary educational culture is structural, or bureaucratic. Asserting that “campus leaders must pay attention to formal structures that can act as either barriers or conduits to educational transformation” (p. 13), Williams, Berger, and McClendon (2005) recommend the creation of a senior-level administrative position, the Chief Diversity Officer, to lead cultural change efforts.

The third dimension impacting organizational change efforts is the collegial dimension which “emphasizes consensus building, shared power, and common commitments and aspirations” (Williams, Berger, & McClendon, 2005, p. 14). As higher education institutions

support and affirm academic freedom and self-governance for the faculty, it is imperative that the faculty be actively engaged in the development of Inclusive Excellence across the campus.

The fourth dimension identified by Williams, Berger, and McClendon (2005) is the political dimension, most significant at public institutions that rely upon state legislators to enact education policies and allocate funding. Postsecondary educational leaders must attend to competing interests and struggles for political power when enacting any organizational change, but specifically that of Inclusive Excellence.

The fifth and final dimension pertinent to the Inclusive Excellence Change Model is the symbolic dimension. Williams, Berger, and McClendon (2005) assert that this dimension relates to the ways in which campus constituents derive meaning about institutional values and priorities. Contributions to the symbolic dimension may include institutional awards given to campus community members who contribute to Inclusive Excellence, campus-wide messages of institutional support for diversity initiatives, or institutional statements defining diversity as relating to identities beyond race and culture.

Organization of the Disquisition

The research presented in this disquisition is organized in a three-article dissertation format that revolved around the work of postsecondary educational institutions to realize transformative cultural change that supports Inclusive Excellence. The first of three articles is an integrative review of literature regarding both historical and current existence of inequalities in postsecondary educational institutions for underrepresented students. This article provides a meaningful framework in which to ground the subsequent two research articles which further explore efforts within the field of postsecondary education to provide greater access and equity in the educational experiences of all university students.

The second article builds upon the previous integrative review of literature to gather information about a key leadership position emerging in postsecondary education to institutionalize diversity efforts. The Chief Diversity Officer (CDO) role was initially developed within the corporate setting and has been increasingly adapted to educational settings to advance institutional efforts for the creation of a culture of Inclusive Excellence. The CDO serves as a senior-level administrative professional tasked with leading organizational efforts to institutionalize diversity within all aspects of the institution, including institutional artifacts, structures, policies, and relationships with both internal and external stakeholders.

The third article analyzes several postsecondary educational institutions. While the analysis utilized the Inclusive Excellence Change Model (IECM) (Williams, et al., 2005) as a theoretical framework, a new model was developed by the researcher and serves as the conceptual framework and basis for the research design. This new model, the Achieving Strategic Inclusive Excellence (ASIE) model provides additional frames for analysis that were not addressed by the IECM. In conducting a comprehensive content analysis of organizational artifacts, the researcher sought common themes in successful implementation of the ASIE model.

CHAPTER 2. EQUAL ACCESS FOR ALL: ENHANCING DIVERSITY THROUGH EDUCATIONAL POLICY

Despite decades of advocacy and policy intended to provide greater access to postsecondary educational opportunities for underrepresented individuals, significant disparities remain. Students of color are less likely than their White counterparts to enroll in and graduate from U. S. colleges and universities (National Center for Education Statistics, 2011). At the same time, students of color are more likely to report the campus environment as unwelcoming or hostile (Harper, 2012, 2013).

Statement of the Research Problem

Postsecondary educational leaders who are committed to serving underrepresented students must address these educational disparities by envisioning and leading efforts to transform the campus culture into one that not only accepts, but welcomes and embraces diversity at all levels. These efforts, guided by the Inclusive Excellence Change Model (Williams, Berger, & McClendon, 2005), require re-visioning all aspects of the institution, from the mission and core values to the institutional bureaucracy and structure. This integrative review of educational research focuses on the current status of inclusion at postsecondary education institutions and the change strategies proving successful in making this transformational change.

Background Information

In 1954, the U. S. Supreme Court issued a groundbreaking decision with a lasting impact in all levels of the educational system. *Brown v. Board of Education of Topeka* officially desegregated schools, including colleges and universities that receive federal financial assistance such as grants and student financial assistance. The intent of *Brown* was to rectify the

educational inequities that prevailed under the Jim Crow-era segregation laws. However, nearly 60 years later the educational policies crafted in the wake of *Brown* to provide open access and equity of educational experiences remain hotly contested in the same judicial arena.

Judicial challenges questioned the constitutionality of educational policies such as racial quotas and race-conscious college admission criteria. These policies were implemented at institutions seeking to increase the diverse composition of college and university students and, subsequently, faculty and administrators. The importance of educating traditionally underrepresented populations in colleges and universities has been revealed through decades of educational research. A significant body of scholarship has argued the benefits of diversity in education, especially in postsecondary educational institutions (Crosby, Iyer, Clayton, & Downing, 2003; Gurin, Dey, Hurtado, & Gurin, 2002; Hurtado, Milem, Clayton-Pedersen, & Allen, 1998; Johnson & Lollar, 2002). Diverse educational environments have been found to enhance student learning and democracy (Bowman, 2010; Gurin, et al., 2002), the development of cultural awareness (Johnson & Lollar, 2002), student interest in all areas of diversity (Hurtado, et al., 1998), and the development of critical thinking skills (Crosby, et al., 2003).

However, despite the benefits of diverse learning environments for students, as well as the passage of the Civil Rights acts of 1964 and 1968 which have influenced over half a century of educational policies, postsecondary education remains inequitable for those who have been traditionally underrepresented and underserved (Tierney, 1997b; Yosso, Parker, Solorzano, & Lynn, 2004). People of color are significantly underrepresented as students, faculty, and administrators in postsecondary education (National Center for Education Statistics, 2011; Harper, 2013; Smith, 1989) and are more likely to experience campus climates that are unwelcoming and, at times, hostile to their presence (Harper, 2012, 2013). Therefore, it is

critical that college and university leaders understand the experiences of underrepresented students on their campuses and that they develop and implement sustainable programs and services to better achieve educational equity for all students.

This integrated review seeks to explore and synthesize the body of available research to enhance the overall understandings of the culture of educational institutions and efforts to transform those institutions into fully inclusive learning environments. First, the current knowledge about the nature of inequalities that exist in postsecondary education is disseminated. Second, organizational cultures are explored, providing a brief comparison of the cultures established within non-educational organizations and postsecondary educational institutions. Third, emerging literature on the construct of Inclusive Excellence is addressed, especially within the context of postsecondary educational cultures. Fourth, the reviews of organizational culture and Inclusive Excellence are synthesized into an exploration of the Inclusive Excellence Change Model (Williams, et al., 2005), which provides a conceptual framework for institutionalizing diversity-related initiatives within postsecondary institutions. Fifth, the role of the Chief Diversity Officer (CDO) as an agent for change in postsecondary institutions is addressed. Finally, the disquisition culminates with a review of the limitations of current educational research regarding postsecondary institution cultural climates to support diverse community members.

Inequalities in Education

Smith (1989) summarized the measures of inequalities in education for diverse college students into three categories: overall student enrollment, successful completion of a college degree, and experience with the institutional climate. Educational researchers have engaged in numerous studies to analyze the experiences that diverse students have in gaining access to

postsecondary education (Alon & Tienda, 2007; Crosby, et al., 2003; Mumper, 2003).

Additionally, a large body of research explored the experiences of those diverse students on the college or university campus once they have successfully gained admission (Harper, 2012, 2013; Minikel-Lacocque, 2012; Park, Denson, & Bowman, 2013; Rankin 2005; Swarz, 2009). A synthesis of the available literature regarding inequalities in educational experiences was explored here within the context of student access to postsecondary education, successful degree completion, and the campus climate for diversity, specifically as it related to people of color.

Access to Postsecondary Education

According to the 2011 Digest of Educational Statistics, the percentage of students of color enrolled in colleges and universities has increased significantly since the Civil Rights Act of 1964. In Fall 1967, only 15.4% of all individuals enrolled in a college or university were students of color; that enrollment more than doubled over the past four decades, to 36.1% in Fall 2010 (National Center for Education Statistics, 2011).

An important factor in accessing postsecondary education for today's college student has been the admission criteria used by the institution of choice. When the U.S. Supreme Court ruled in the 1978 *Bakke v. Regents of the University of California* case to prohibit the use of racial quotas in establishing admission criteria, they approved the use of admission policies that would take into consideration the race or ethnicity of the applicant (Mumper, 2003; Yosso, et al., 2004). In response, college and university officials set about to identify recruitment goals for diverse students. These policies, in large part, resulted in the significant gains in enrollment of students of color.

Educational researchers (Alon & Tienda, 2007; Crosby, et al., 2003) have studied the increasing trends of utilizing merit-based admission criteria, such as performance on college

entrance examinations, on access to postsecondary education for students of color, especially at selective institutions. The practice of implementing these standardized test scores as a primary measure of institutional fit was problematic for the primary reason that these standardized tests carried a significant cultural and social class bias, as reported by several educational researchers over several decades (Freedle & Kostin, 1990, 1997; Gould, 1995; Walpole, McDonough, Bauer, Gibson, Kanyi, & Toliver, 2005).

Alon and Tienda (2007) argued in favor of the continued need for affirmative action policies while the use of test scores remains a standard criteria for college admission:

Because the gap in test scores is larger than that in class rank, and because this disparity continues to rise, the minority disadvantage will persist and even widen if the college meritocracy continues its shift toward greater emphasis on test-based, relative to performance-based, measures of achievement. A higher education meritocracy so defined requires affirmative action to achieve racial diversity. (p. 504)

Despite decades of affirmative action efforts that create equitable opportunities for people of color to access a postsecondary education, notable disparities remain (Aberson, 2003; Tierney, 1997b; Yosso, et al., 2004).

Successful Degree Completion

A second measure of educational inequalities for underrepresented college students identified by Smith (1989) was the rate at which these student populations were successfully completing a college or university degree. As previously noted, the percentage of students of color enrolled in colleges and universities doubled from 1967 to 2010. However, in 2009-2010, only 26.4% of bachelor's degrees were earned by

students of color (National Center for Education Statistics, 2011). Thus, the retention and successful degree completion of college students of color remained problematic.

Tinto (2006) asserted that while educational researchers once viewed the problem of college student retention as being related to individual characteristics such as motivation or academic skills, it was more readily understood that educational institutions played a vital role in student retention. With specific attention to multicultural students, Tinto found that previous retention research focused on student engagement in the college environment and disengagement from their respective home communities. However, this model of student engagement lacked cultural sensitivity to the unique needs and experiences of diverse students and was later understood to be both an ineffective and inappropriate focus for the retention of students of color. Rather, campus officials should seek ways in which to actively engage students' families in their educational experience, through parent or family orientation programs and active communication networks.

Campus Climate

Tierney (1993) wrote, “conflict is inevitable if the multiple voices of different groups are to be heard. The lack of conflict either means that particular groups have been silenced and made invisible or that a democratic workplace based on the acceptance of difference has not been reached” (p. 64). For those students of color who have gained access to a postsecondary educational institution, they frequently reported an unwelcoming and at times openly hostile campus climate (Ancis, Sedlacek, & Mohr, 2000; Harper, 2013; Hurtado, et al., 1998; Swarz, 2009). Those negative experiences with the campus climate directly impacted the academic success of students of color

(Cabrera, Nora, Terenzini, Pascarella, & Hagedorn, 1999). This disparity clearly pointed to the need to better understand and combat the negative campus climate – the racism – experienced by students of color.

Ancis, et al. (2000) surveyed more than 500 students of color and White students to assess their experiences and perceptions regarding campus climate for cultural diversity. They concluded that African-American undergraduates reported the most significant experiences with discrimination on campus. Examples of these encounters included differential treatment by faculty and other instructors, pressure to conform to stereotypical behavior expected by their peers, and outright hostility fueled by racism. Asian-American and Latino respondents also reported experiences with differential and unfair classroom treatment by faculty; however, Latino respondents were the least likely of all students of color included in this study to report these experiences. The researchers hypothesized that the response differences from Latino students were related to the fact that they were the smallest minority group at the research institution and therefore were less likely than the largest group – African Americans – to pose a threat to the social norms and majority population at the institution.

Reid and Radhakrishnan (2003) reported similar results in their study on campus cultural climate. Over 900 undergraduate students and 500 graduate students responded to a survey about their experiences with the general campus climate, the racial climate, and the academic climate. Again, students of color were more likely to report negative perceptions regarding the campus climate, with African-American students being the most likely to report this.

Interestingly, the researchers found that negative and hostile experiences in the classroom were the most likely factors attributable to a negative perception of the campus climate for diversity,

underscoring the significant interaction between classroom experiences and perceptions of the overall campus culture.

The hostile campus cultural climate was experienced by students of color in many ways. As previously noted, students of color frequently reported that they experienced hostile climates in academic classrooms (Ancis, et al., 2000). In addition, students of color were more likely to report that faculty and administrators were reluctant to name specific incidents as being motivated by racism or race prejudice, that campuses were segregated along racial lines, and that Whiteness was pervasive throughout the entire college campus (Harper & Hurtado, 2007). At the same time, staff who identified as racial or ethnic minorities reported a general sense of helplessness and lack of power to make meaningful changes that would benefit students of color (Harper & Hurtado, 2007).

In two separate research studies, Minikel-Lacocque (2013) and Solorzano, Ceja, and Yosso (2000) reported that many of the negative experiences faced by students of color emerged in the form of racial microaggressions. Microaggressions are everyday experiences that diverse individuals encounter at the hands of those who are members of the socially dominant group and are based on their racial or ethnic identities, genders, religions, sexual orientations, or a combination of any of these identities (Sue, Capodilupo, Torino, Bucceri, Holder, Nadal, & Esquin, 2007). Three examples of microaggressions include a staff member telling an Asian-American student that his English speaking skills were very good, a White student asking her African-American roommate if she could touch her hair, or a faculty member refusing to use a transgender student's preferred name when taking attendance at the start of class.

In contrast to the experiences of students of color, educational research into the campus racial culture consistently reported that White students, those who operated within positions of

social dominance in postsecondary education, failed to perceive the campus cultures as being unwelcoming, hostile, or overtly racist (Ancis, et al., 2000; Rankin & Reason, 2005; Worthington, Navarro, Loewy, & Hart, 2008). These responses might be attributable to the dynamic identified by Tierney (1993), “that those who inhabit the norm are able to exist in a cultural vacuum, whereas those individuals who ‘have culture’ seem unable to shed it” (p. 8). In other words, it was much easier to ignore a campus climate that was hostile towards diversity when one was a member of the majority, non-diverse population.

It was clear from this review of the educational research over the past two decades that serious and fundamental problems exist within postsecondary institutions in terms of how students of color are served. Open access to a postsecondary education has improved for students of color, but remains problematic at institutions that primarily use culturally-biased standardized tests as admission criteria. For those students of color who have gained access to postsecondary institutions, the rates at which they successfully complete an undergraduate degree still lag behind those of their White counterparts. And, tied to academic success, students of color report that campuses are environments where Whiteness is pervasive and the overall climate is unwelcoming to them.

Organizational Culture

Postsecondary educational institutions create unique cultures that permeated all aspects of the organizations, including the policies and practices, both formal and informal, regarding the inclusion of diverse populations. A review of educational research offers insight into evidence-based efforts to transform racist organizational cultures into cultures that supported and embraced all forms of diversity. While culture was previously framed in this review as related to race and/or ethnic diversity, as in “cultural diversity,” the term actually carried a broader

meaning. Culture is often used to describe those characteristics of a given group whose membership shared an identity. In this sense, culture refers to both groups of people, who we able to develop culture around a shared identity, and to formally structured organizations.

Within the context of this review, the focus is on culture developed and perpetuated by members of formally structured organizations, such as colleges and universities. Kuh and Whitt (1988) provided a definition of culture that fits well into the current analysis: “persistent patterns of norms, values, practices, beliefs, and assumptions that shape the behavior of individuals and groups in a college or university and provide a frame of reference within which to interpret the meaning of events and actions on and off the campus” (p. 6). They further articulated culture as both a process in which meaning was made through interactions between organizational members and a product of those interactions, such as the histories and traditions of the institution.

Tierney (1997a) later provided additional information to enhance that definition from a postmodern perspective:

The coherence of an organization’s culture derives from the partial and mutually dependent knowledge of each person caught in the process and develops out of the work they do together. Culture is not so much the definition of the world as it is, but rather a conglomeration of the hopes and dreams of what the organizational world might be. (p. 6)

Organizational culture, then, comprises the assumptions perpetuated by those who carry significant influence within the organization and reflects institutional leaders’ aspirations for that organization. Those assumptions include organizational values and beliefs that guide both the policies and practices of the institution and the individual behaviors of those within the

organization. Culture is perpetuated when taught to new members through a process of socialization as they enter the organization, through training practices that include a review of the mission, vision and values of the organization, the policies that are recorded in manuals, and the ways in which individual members of the organization were to interact with one another and with those located outside of the organization (Birnbaum, 1988; Schein, 1990; Schein, 1996).

Kuh and Whitt (1988) and later Tierney (1997a) looked specifically at cultures within postsecondary educational institutions while other research on culture (Schein, 1990, 1996) focused primarily in non-educational organizations. While similarities between educational and non-educational cultures are present, the unique environment of a college or university requires focused attention. In educational institutions, culture is perpetuated through a process of socialization that involves several practices: sharing the traditions and historical artifacts; promoting the mission, vision and values statements on campus websites; structuring the university hierarchy and allocating its resources; and creating policies that outline codes of conduct for students, faculty and staff. This process is most readily evident in unique campus activities such as athletic events, Homecoming activities, sorority and fraternity recruitment efforts, and new student orientation programs. When the newest members of the campus community participate in student orientation, for example, they are taught about the history of the university, the mission and values of the institution, and the long-standing traditions perpetuated by members at all levels within the community.

According to Schein (1990), over time the artifacts, values, and beliefs of the organization become so strongly embedded within the fabric of the institution that they are perpetuated without question. At that point, culture becomes invisible to those who are fully acculturated; new members of the institution may have seen and experienced the culture as

unique to the institution, but those who have been long-term members no longer sense it as such. Therefore, when new members join the institution and rebel against one or more aspects of the institution's culture, the acculturated members express surprise or anger about the conflict and resist any changes recommended by those new members.

As postsecondary educational institutions, especially the predominantly White institutions (PWIs), enroll increasing numbers of students of color (National Center for Education Statistics, 2011) the campus culture is challenged. The culture of the PWi is developed over time to support and enhance the educational attainment of the predominantly White student body enrolled there. Further, that campus culture is perpetuated and embedded into the fabric of the institution to the extent that it is no longer visible by members who are socialized into it. However, as university officials seek to enroll more students of color to meet their diversification goals, the culture becomes problematic.

A campus culture that does not support the social, educational and personal development of all students, including students of color, causes conflict. This is the point at which the campus culture is understood by students of color and educational researchers as being unwelcoming, unsupportive, hostile, and at times outright racist (Ancis, et al., 2000; Harper, 2013; Hurtado, et al., 1998; Swarz, 2009). As noted by Tierney (1997a), “[i]f individuals are not able to socialize themselves so that they fit into the culture, then they fail” (p. 13). Unfortunately for students of color enrolled in PWIs where the campus culture does not support their educational attainment, if they fail to assimilate into the dominant culture they are not academically or socially successful within that culture.

Tierney (1997a) offered two different perspectives related to campus culture. From the modernist perspective, he asserted that members of the campus who did not fit with the culture

learned to either adapt to that culture or leave. This perspective is realized when a student of color makes one of two choices: she turns her back on expressions of her cultural heritage or she exits the institution because it is not a good fit. However, from a postmodernist perspective, Tierney argued for a different approach to dealing with institutional culture; instead of allowing the culture to perpetuate unchallenged in such a manner as to exclude those who do not fit, he challenged educational leaders to change that culture to meet the needs of an expanded demographic of college and university students.

This postmodern perspective of challenging postsecondary educational institutions and their leaders to change the culture (Tierney, 1997a) guides the remainder of this review. Educational research findings that identify the ways in which institutions and their leaders change the campus cultures are explored and analyzed in greater detail in the following section.

Creating Cultural Change to Enhance Diversity

Models of Organizational Change

Tierney (1993) identifies different views towards addressing cultural change that are guided by broader ideological views: liberal humanism and critical postmodernism. Liberal humanism is similar to the previously identified modernist view (Tierney 1997a) in which the emphasis is placed upon changing individuals to better fit the organization. The view places the sole responsibility for change on the shoulders of those who experience conflict with the culture. For example, students of color are expected to either create cultural change within the institution, conform to better fit the culture, or leave the institution. Further, this view posits that in order to create significant change within an institution, one need only focus on changing the minds and perceptions of the people who comprise the institution itself. Liberal humanism is problematic,

especially with regard to cultural norms that support racism, sexism, heterosexism, etc., in that it ignores the deep-rooted, structural oppression present in these institutions (Tierney, 1993).

According to Tierney (1993), critical postmodernism recognizes the deep-seated structural oppression that exists within the fabric of the organization, in the policies, practices, traditions, and values of postsecondary educational institutions. Creating awareness within the individual members of the institution is still important, but from the perspective that this awareness is necessary in order to “make visible the norms of the institution and question them so that newer members do not simply become socialized to these norms, but rather, individuals in the community try to come to terms with the differences of others” (p. 140).

Clearly, then, the process of changing the culture of an educational institution is complex and requires commitment from institutional members located within all levels of the organization. Birnbaum (1988) emphasizes the critical role of the college or university president in recognizing the need for cultural change, articulating the need to change, and inspiring others to become active in the process of creating the cultural change. The president must engage institutional stakeholders, both within the institution and outside the institution, in this change process. The process involves gathering data to support the change and drawing upon the evidence found in that data to develop a strategic plan to create cultural change that will support and enhance diversity at the institution.

Levin (1998) underscores the importance of presidential vision and influence on realizing organizational change. In conducting his multiple case-study research of organizational change within the community college institutional context, he noted that “[a]spects of culture, if not entire cultures, alter through actions attributed to the president” (p. 416). Specifically, he noted that cultural change seemed most likely to be successful when the institution had recently

experienced a presidential change. Members of the institution, specifically faculty and staff, appeared more receptive to change and, in fact, seemed to expect that the culture would change with presidential succession.

Despite the clear importance of the role of the institutional leaders in creating organizational change, the process also requires the commitment and vision of all members of the institution (Curry, 1992). That change needs to be tied to the mission, vision, and values of the organization and presented to institutional members in such a way as to garner their support. Further, the change must be results-oriented and leaders must be prepared to provide evidence that the organizational change successfully realized the results proposed at the outset.

Kezar (2001) argues that failure on the part of institutional leaders to implement context-driven change in the academy results in the disengagement of organizational members in the process. Without the full support and engagement of institutional members, the desired organizational change will not be successful. She distinguishes between first-order change and second-order change, relating primarily to the degree to which the change has a lasting impact on the institution. First-order change focuses primarily on making minor adjustments that enhance the efficiencies of the institution, but does not extend to the level of institutional values and culture. In contrast, second-order change involves transforming the institution's culture, including the mission, core values, and structure. This second-order, transformational change is addressed in this disquisition, as changing an institution's overall campus culture is, by definition, transformational.

Organizational Change Related to Diversity

An understanding of organizational change processes, especially within the context of postsecondary educational institutions, is important when institutional leaders wish to enact

transformative change to improve the campus culture for diverse students. A significant body of research exists regarding efforts to create transformative culture change that supports and institutionalizes diversity initiatives, or a diversity agenda, on postsecondary campuses (Davis, 2002; Denson, 2009; Kezar, 2007; Mayhew, Grunwald, & Dey, 2006; Merkl, 2012; Pepper, Tredennick, & Reyes, 2010; Smith, 1989; Tarbox, 2001). Some research focuses most directly on the impact of curricular activities in changing the culture (Denson, 2009); other research explores the perspectives of staff working in the academy (Mayhew, et al., 2006) or the impact of psychological contracts, transparency, and trust between students and the institution that seeks to achieve its identified diversity agenda (Pepper, et al., 2010). Each study underscores the complicated nature of transformative, lasting culture change for colleges and universities.

To undertake the creation of meaningful and lasting cultural change, institutional leaders engage members in all levels of the institution in embracing the vision for a changed culture. Rowley, Hurtado, and Ponjuan (2002) surveyed over 700 chief academic officers at 4-year institutions to explore the relationship between clearly articulated organizational rhetoric, such as mission statements that included diversity, and the actual outcomes related to diversity, as measured by trends in the enrollment of minority students. The premise of this study is supported by assertions previously noted that transformative culture change must connect with specific institutional outcomes (Curry, 1992). However, based on the research findings of Rowley, et al. (2002), despite clear articulation of diversity in mission statements, institutions could still fail to realize a significant increase in minority student enrollment. They argued that “a set of interlocking commitments to diversity must go beyond the rhetoric in mission statements to include articulation of diversity priorities, activities that evaluate and reward progress, core leadership support, and the development of a diverse student body” (p. 21).

Further, institutional leaders must conduct regular reviews to track progress towards stated diversity goals.

Merkl (2012) conducted a meta-analysis research study through a critical discourse lens in which the public rhetoric – the published diversity statements – of land-grant, PWIs were reviewed. She analyzed the diversity statements to identify common themes and cross-referenced those themes with university mission statements, demographic data available for each institution, and other public artifacts, such as pictures posted on the official university websites that depict members of the campus community. Merkl concluded that diversity statements, when situated within the context of institutional symbols and value statements, served as a powerful example of organizational rhetoric without tangible action to move the diversity agenda forward (Rowley, et al., 2002). While the diversity statement itself is not enough to create transformational culture change within an institution, it is critical that a university intent on creating this culture change has a diversity statement readily available to all community members. Further, the diversity statement is integral to institutional leaders who wish to engage the institution in the process of planning for culture change.

Tarbox (2001) asserts that institutional leaders must engage in a strategic planning process, including an environmental scan, a review of the mission and values of the institution, and engagement of institutional stakeholders in the information-gathering process. This strategic planning process must look both at the institutional level – policies and procedures, staffing structures, budgetary expenditure levels, etc. – and at the individual level – faculty and staff demographics, especially the demographics of faculty and staff at various levels within the institution. Leaders must be prepared to address infrastructure needs in order to institutionalize the diversity initiatives that are forwarded through the strategic diversity planning process.

Kezar (2007) conducted a study of college presidents who had successfully led their institutions through significant organizational change to institutionalize a diversity agenda. Her findings indicate that institutional leaders who understand their campuses and constituents well are the most successful in this endeavor. Further, Kezar found that these presidents determined their change strategies based on their understandings of how prepared the communities were for significant change. Institutions that had not yet held meaningful conversations about diversity were best approached through thoughtful listening to individuals at all levels of the organization and by personally demonstrating their commitment to establishing a meaningful diversity agenda.

In contrast to the strategies enacted by presidents at institutions that are just beginning to address diversity, leaders at campuses where these conversations are already happening are most effective when they invigorate their campuses to take action and move beyond the rhetoric of mission statements (Kezar, 2007). And, for those campuses that are already creating initiatives to move the institutional diversity agenda forward, successful presidents often shift focus from the organization itself to the broader community of stakeholders, including business leaders, employers, and elementary and secondary educational leaders. Seeing their colleges and universities as part of a larger system, these presidents recognize that truly transformative organizational culture change cannot be successful in a vacuum, that outreach to members of the greater social systems is critical to have a lasting impact.

In an effort to better understand the practices of colleges and universities that have proven successful in efforts to create and maintain campus cultures supportive of diversity initiatives, Davis (2002) compared a sample of those institutions that had achieved greater student diversity with those that had not. The results of her research inform institutional leaders

about some practices that should be included in the development of transformational culture change processes. Successful schools include structures that engage a formal affirmative action officer, mandate with the level of responsibility and power, as well as a meaningful percentage of time required, to implement policy and procedures that ensure equal opportunities for employees and students. These schools also provide meaningful opportunities to engage with people of color in networking and mentoring activities designed to support their successful employment and scholarship at the university. Finally, these schools reflect their values and priorities in the curriculum with academic programs devoted to educating students about the histories, cultures, and experiences of diverse identities, including Black studies programs, women's studies programs, LGBTQ studies programs, and others. Davis's research results inform institutional leaders about successful strategies that should be considered in planning for transformative culture change.

Meier (2012) conducted a single-institution case study to research successful initiatives that were implemented to institutionalize a diversity agenda. In selecting the subject institution for her study, Meier consulted with an educational researcher who had attained expert status in the area of institutional diversity work, to select a postsecondary institution that was recognized as a leader in this area. After concluding a review of institutional artifacts related to demographics and diversity initiatives, the researcher interviewed individuals selected by the institution's Chief Diversity Officer (CDO) for their positions within the institution. Meier's findings were consistent with those reported earlier (Davis, 2002) and pointed to institutional initiatives such as including diversity in elements of organizational rhetoric (i.e., mission statements), identifying an upper-level administrator at the university to give primary focus to

issues of diversity and equity, meaningful inclusion of diversity in the academic curriculum, and institutional leadership that clearly placed a priority on diversity work.

In summarizing the body of research on organizational culture and culture change efforts to support and implement diversity initiatives, it is evident that institutional leaders are more successful when they provide evidence of their clear and consistent commitment to creating cultures that promote, support, and embody that commitment. Changing an institution's culture is a complicated process that involves critiquing the current culture and the institution's readiness to engage in thoughtful conversations, research, and planning activities that ultimately lead to the development of a change plan. Leaders who understand the nature of their institutions, and the readiness of stakeholder groups, effectively implement organizational culture change. Further, successful leaders of organizational culture change demonstrate their clear and consistent commitment to the desired culture change; this is accomplished by sharing widely their visions for a culture that supports and welcomes diversity, by ensuring that the commitment to diversity is directly tied to organizational artifacts and rhetoric such as mission statements and core values, and by connecting culture change to clear outcomes that propel the institution forward.

Inclusive Excellence

In 2005, the Association of American Colleges and Universities (AAC&U) commissioned a three-part series entitled "Making Diversity Inclusive" (Bauman, Bustillos, Bensimon, Brown, & Bartee, 2005; Milem, Chang, & Antonia, 2005; Williams, Berger, & McClendon, 2005) to summarize the research conducted on the institutionalization of diversity initiatives and to set forth a roadmap to assist postsecondary educational leaders in creating

transformative culture change. To introduce this initiative, AAC&U provided the following definition of Inclusive Excellence:

(1) A focus on student intellectual and social development. . . (2) A purposeful development and utilization of organizational resources to enhance student learning. . . (3) Attention to the cultural differences learners bring to the educational experience and that enhance the enterprise. . . (4) A welcoming community that engages all of its diversity in the service of student and organizational learning. (Milem, et al., 2005, p. vi, italics in original)

It is clear from this comprehensive definition that Inclusive Excellence extends beyond mere appreciation for diversity or accessibility to education for underrepresented students. Inclusive Excellence places at the forefront of the institutional change efforts the challenge to create learning environments that attempt to realize the academic success and high achievement of all students, recognizing that the presence of diversity within the academy actually enhance the learning environment. By defining Inclusive Excellence in this manner, postsecondary educational leaders become change agents who view diversity not only as a “value-added” characteristic of education, but as an integral part of academic excellence which must be present in a meaningful way in order for all students to be successful.

Milem, et al. (2005) notes that Inclusive Excellence challenges institutional leaders to do much more than merely increase the number of diverse students who attend a specific college or university. Instead, the institution must attend to the campus climate for diversity, the external forces (i.e., challenges to affirmative action policy, racial conflicts across the country) that have the ability to impact the campus climate, the institution’s history of exclusion and privilege, the demographic representativeness of diversity across all subgroups within the institution, and

structural aspects of the institution such as budget allocations, curriculum, and the recruitment and hiring processes for faculty and staff.

Bauman, et al. (2005) also argue that Inclusive Excellence encompasses much more than demographic equity of underrepresented students. They point out that many postsecondary institutions falsely view statistics regarding the increased enrollment of students of color into their systems as being indicative of effectively serving those students. However, as was previously addressed in this disquisition, while access to postsecondary education is important for students of color, it is not enough to ensure that they are academically successful. Therefore, Bauman, et al., assert that institutions have only attained Inclusive Excellence “when these historically underrepresented students exhibit traditional academic characteristics of high achievers, such as high grade point averages, honors, high class rankings, and so on” (p. 11). They challenge institutional leaders to view the success of diverse students as more than merely retention and graduation statistics, but also as they would view success for the majority, White students – as achieving honors, distinction, and leadership within the institution.

Bauman, et al. (2005) recommend that institutional leaders use a Diversity Scorecard to determine if and where educational inequities exist for underrepresented students. A Diversity Scorecard provides a framework by which leaders identify institution-specific markers to measure effectiveness in various diversity initiatives, including recruitment and retention of underrepresented students and student success centers that specifically serve diverse populations. For example, a Diversity Scorecard could illustrate the racial/ethnic breakdown of students earning a grade point average in the top 10 percent of the overall student body. The Diversity Scorecard would help institutional leaders identify problem areas within the specific institutional

measures that they have selected. These findings would help institutions focus attention on those problem areas to achieve better future scores in terms of Inclusive Excellence.

Clayton-Pedersen and Clayton-Pedersen (2008) argue that the benefits of an Inclusive Excellence framework in the academy extends far beyond successful educational outcomes for students of color. Rather, faculty benefit from Inclusive Excellence in that they have more diverse, engaged classrooms in which the diverse perspectives from all students make learning more impactful and global. Likewise, students who do not identify as diverse also benefit from Inclusive Excellence in that they have the opportunity to learn from and compete against peers who are fully included within the campus structures and are supported by faculty and staff, allowing them to give their best efforts to the endeavor of academic success.

Williams (2013b) describes Inclusive Excellence as “the last stage of the diversity evolutionary process” (p. 203). Postsecondary institutions that achieved this final stage and promoted an educational environment in which excellence was inclusive for all members of the community had a broad definition of diversity espoused at the highest levels of the institution. Inclusive Excellence becomes an embedded cultural value and institutional members embrace the importance and benefits of diversity. Further, a Chief Diversity Officer (CDO) provides strategic leadership for the institution’s development and ongoing institutionalization of a comprehensive diversity agenda.

Inclusive Excellence Change Model

Achieving a postsecondary educational learning environment characterized by a focus on Inclusive Excellence requires significant transformational change. One method of institutionalizing Inclusive Excellence is through the implementation of the Inclusive Excellence Change Model (IECM) (Williams, et al., 2005). The IECM places at the center of

transformational change an institutional commitment to diversity that encompasses the academic success of all students within a diverse learning environment, enhancing development of global awareness and citizenship. While the model recognizes multiple dimensions both within and outside of the institution, the IECM relies on “campus leaders to enact change along all of the dimensions in a coordinated, integrated effort” (Williams, et al., 2005, p. 12).

The IECM (see Figure 2-1) operates from the perspective of movement from the outer layers inward towards the heart of the model, Inclusive Excellence. Recognizing the impact of the greater society on the institution, the model incorporates such social forces as demographic changes in the broader population, the legacy of systemic oppression for underrepresented communities, the political climate, and business community. All of these forces impact both the focus of the postsecondary institution and the ways in which the institution operates and interacts with the broader community. For example, student recruitment and enrollment efforts are impacted by the shifting demographics in society; further, the needs articulated by leaders in business and industry impact student career selection and placement, as well as the ways in which faculty prepare students for employment.

The perspective of institutional change that is provided by the IECM (Williams, et al., 2005) integrates five dimensions of postsecondary institutions that must be addressed in order to realize transformative change. The first dimension to be addressed encompasses the broader system in which the institution is a part. Institutional leaders must understand the issues related to the overall system, including shifting demographics, social inequities, needs of the workforce sector, and the political and legal issues relevant to the communities in which the institutions resides.

The bureaucratic dimension recognizes the complexity of colleges and universities with a strong centralized leadership and faculty and staff who operate in highly specialized units, often without a great deal of interaction with those who work in other units. Cultures and norms are developed and perpetuated within those individual departments, in support of their unique missions. This structure is replicated on the staff or administrative side of the campus, as well. The IECM identifies initiatives that must be implemented within the bureaucracy of the institution to support change efforts, including a clearly-articulated view of Inclusive Excellence and how that would look at the departmental level and in comparison with the university level.

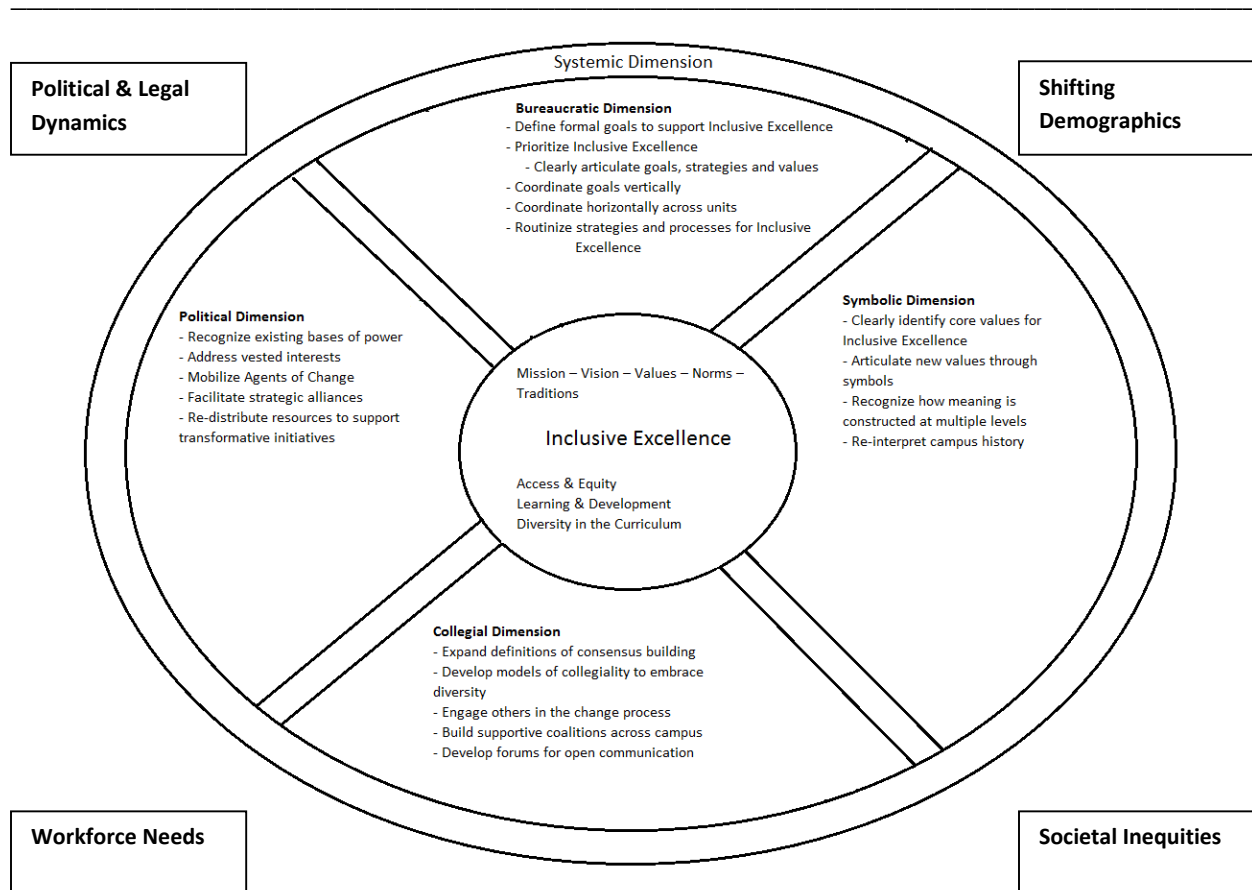


Figure 2-1. Inclusive Excellence Change Model. Adapted from *Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions*, by D. A. Williams, J. B. Berger, and S. A. McClendon. Copyright 2005 by Association of American Colleges and Universities.

The collegial dimension of the IECM (Williams, et al., 2005) focuses on the interactions and independence of the faculty at an institution, who may occasionally conflict with institutional bureaucracy. Several aspects of the collegial dimension are important to support institutional change, including the processes of consensus building and developing coalitions of support to embrace Inclusive Excellence as a faculty initiative. In order for any significant change efforts to be successful within a college or university, the faculty must be engaged and supportive of that change. Therefore, a potential area of focus within this dimension is the need to attract, recruit, and retain more diverse faculty across the institution, to support an academy that exhibits shared goals of academic excellence and diversity.

The political dimension of the institution recognizes the power dynamics at play between and within departmental units, and between constituency groups at the institution, in terms of competing interests and resources. Power within the institution includes both informal and formal power; informal power takes the form of individual characteristics, such as age or gender, that grant some individuals unofficial power within the institution, or an individual might also exert informal power based upon having a charismatic personality or respected status as a tenured faculty member. Formal structures are easier to identify and include certain positions of authority, such as serving in the President's Cabinet. Institutional leaders must recognize the power structures at place within the system and capitalize upon those structures to garner support for culture change (Williams, et al., 2005).

Finally, Williams, et al. (2005) identify the symbolic dimension of the institution as being critical to instituting the IECM. This dimension relates to the organizational rhetoric, traditions, mission statements, diversity statements, and other artifacts of the institution that convey to members, and to those outside of the organization, the institution's core values. Because the

process of embracing Inclusive Excellence challenges some of the most deeply-ingrained values and beliefs about a college or university, it is imperative that institutional leaders understand this dimension and provide direction for re-defining those values. For this reason, Williams, et al. argue that “cultural change will not happen unless the symbolic dimension is actively aligned” (p. 18). For example, a PWI that serves as the state’s land-grant institution would likely have a strong core value for providing open access to education for all members of that state. However, situated in a state with a significant Native American population, if the PWI does not have a representative enrollment of Native students, dissonance may exist within the institution’s symbolic dimension, between ideology and reality. In this case, institutional leaders engaging with the symbolic dimension would shed light on this conflict and utilize it to set forth a vision of Inclusive Excellence.

As Williams, et al. (2005) describe the IECM, they propose that a requirement for institutional leaders to reach the center of this model, Inclusive Excellence, is that they must articulate their vision for the institution and acquire sufficient buy-in from all campus stakeholders, including faculty, staff, students, and alumni. Institutional leaders must also leverage the necessary resources to make the process of achieving that vision possible; resources here include both human and financial, as institutional members are more likely to fight these changes if they perceive that the process increases competition for the limited resources already available. In order to develop and sustain lasting transformative culture change, institutional leaders must build internal capacity to support this change from a long-term perspective, including the allocation of resources (human and financial) to assist in the development of meaningful programs to support Inclusive Excellence. Finally, the senior leadership team must be actively engaged in, and held accountable for, this change process, so that Inclusive

Excellence becomes deeply embedded within the fabric of the institution, rather than being perceived as the personal agenda of the current university president. These four strategies are represented in the IECM as connecting the outermost layer with the inner circle, Inclusive Excellence.

Strengths of the Inclusive Excellence Change Model

The primary strength of the IECM (Williams, et al., 2005), as opposed to the other organizational change models previously explored (Birnbaum, 1988; Curry, 1992; Kezar, 2001; Tierney, 1993), is that it is uniquely focused on transformational change related to Inclusive Excellence. Placing Inclusive Excellence at the very heart of the change model, the IECM requires change leaders to articulate the meaning of Inclusive Excellence within the institution, in terms of the mission and core values of that institution, as well as the ways in which stakeholders relate it to their specific areas of responsibility.

A second strength for the IECM (Williams, et al., 2005) relates to the origins of the model, designed specifically for postsecondary educational settings. Thus, the IECM recognizes the role of institutional stakeholders, both within and outside the campus. Campus leaders must engage those stakeholders in the change process, from seeking necessary resources for implementation to eliciting continued support for strategic alliances.

Finally, the IECM (Williams, et al., 2005) is particularly useful in the postsecondary educational environment as it calls for the development of a change agent role within the institution to envision the change, to articulate the vision, to strategize the process, and to mobilize the resources necessary for the achievement of Inclusive Excellence. This change agent role, which will be explored in greater detail in the following section, advises the institutional president in the process of creating this transformational change.

Limitations of the Inclusive Excellence Change Model

The IECM (Williams, et al., 2005) is a strong conceptual framework for research conducted about successful strategies for the institutionalization of diversity initiatives, or Inclusive Excellence, in a postsecondary educational setting. One limitation of this model relates to the assessment of institutional change along the five dimensions of the model. While the IECM establishes five dimensions that must be addressed in order for an institution to realize the transformative change towards an environment that epitomizes Inclusive Excellence. However, the model falls short of providing a means by which institutional leaders can assess both areas of strength that should be fortified and problem areas that should be subjected to significant change.

The researcher identified a second limitation of the IECM (Williams, et al., 2005) to be the failure of the model to address the public image that the institution actively promotes. As institutions seek to promote core values and a public image through official institutional websites, leaders must consider Inclusive Excellence as it relates to that public image. However, the IECM as it was originally developed offers no insights to institutional leaders regarding the importance of projecting the importance of diversity and inclusion in terms of the images that are displayed and the language that is used on institutional websites.

Finally, the IECM (Williams, et al., 2005) was found by the researcher to neglect key structural elements of the institution as evidence of a commitment to Inclusive Excellence. Most structural evidence for Inclusive Excellence relates to the upper-level administrative position of the Chief Diversity Officer (CDO) as a change agent who brings institutional stakeholders together from across the institution to engage in the transformative change process.

The limitations of the IECM (Williams, et al., 2005) provide a sound rationale for the research provided within this disquisition to expand upon it and develop a new conceptual

framework that offers greater applications for those working towards transformative culture change. This new conceptual framework, the Achieving Strategic Inclusive Excellence (ASIE) model incorporates areas of strength of the IECM and improves upon it by addressing the limitations of the IECM. The ASIE will be addressed in greater detail later in this disquisition.

Chief Diversity Officer as Organizational Change Agent for Diversity

One of Davis's (2002) findings related to the successful implementation of diversity initiatives underscored the importance of naming an affirmative action officer who has received a clear mandate and institutional power, as well as a significant percentage of time allotted to perform her/his duties. Similarly, the IECM (Williams, et al., 2005) references the institutional need to mobilize an agent for change as a central initiative to create lasting culture change. Both of these sources point to an emerging role in the academy, the Chief Diversity Officer (CDO), a senior-level administrator who is charged with leading diversity initiatives and building coalitions with others within the institution to maximize the long-term impact of those initiatives.

Metzler (2008) provides an historical context for the emergence of the CDO position both outside and within the academy, tracing its origins back to the Civil Rights Act of 1964 and subsequent movements for equal opportunity, affirmative action, diversity, and, more recently, inclusion in the workplace. Inclusion in the workplace welcomes the unique contributions and perspectives of all employees, ensuring the removal of barriers to full participation so that employees can compete effectively. The role of the CDO supports the inclusion paradigm in that this senior-leadership administrator has a strong understanding of the realities of historical oppression for underrepresented populations and the lasting impact in today's working and learning environments. As a member of the president's leadership team, the CDO has access to the resources needed to create lasting change that fully realizes Inclusive Excellence.

Banerji (2005) and Gose (2006) both conducted interviews of several CDOs who were newly appointed into these positions within postsecondary institutions, a trend that started in the business sector. Both researchers found that while the CDOs in educational contexts share the goal of Inclusive Excellence with their corporate counterparts, significant differences within the educational environment offer unique challenges. In comparison to many corporate bureaucratic structures, postsecondary institutions are incredibly complex and varied between institutional types. Some CDOs report directly to college presidents and supervise small staffs; others have been appointed to head entire divisions which comprise a variety of departments serving various institutional constituency groups, with direct reporting responsibilities to university provosts. However, regardless of the unique structure of each CDO position within postsecondary institutions, it is apparent that all are grounded in the goal of creating cultures that embrace Inclusive Excellence (Williams & Wade-Golden, 2008).

While the appointment of a CDO to the institution's senior leadership team sends a clear message about the critical and central role that diversity has in providing quality learning environments, the responsibilities for this position go well beyond rhetoric. Williams and Wade-Golden (2013) argue that "CDOs should have an ability not only to provide symbolic and collegial leadership, but also to provide formal leadership with regard to an institution's diversity capabilities" (p. 151). The CDO becomes the catalyst for the IECM in postsecondary institutions, with the ability to impact culture change within the bureaucratic, collegial, political and symbolic dimensions of the institution. As previously noted, the CDO is the primary agent for change identified within the political dimension of the IECM (Williams, et al., 2005), who can work with other senior leaders to build a capacity within the organization to fully institutionalize transformational culture change.

Findings from a single-institution case study of an inaugural CDO underscore the important role that this position has within postsecondary institutions (Arnold & Kowalski-Braun, 2011). When a new CDO was appointed not only to this senior-level administrative position but also to head a new university division focused on equity and inclusion, it was apparent that this move represented a changed institutional philosophy of moving from reactive to proactive measures related to diversity. In this particular case, the institutional president set the tone for campus in asserting that the CDO would not be solely responsible for all institutional diversity initiatives; rather, the CDO would provide an organizational vision and would build coalitions with constituents both on and off campus to assist in the shift towards Inclusive Excellence.

Pittard (2010) conducted a qualitative study of five CDOs to explore the backgrounds and motivations that have led them to seek appointments in these positions, to identify institutional characteristics and situations that led to the development of the CDO position, and individual reflections on their roles as CDOs. In terms of career trajectories, all participants had significant previous experience in either education or the legal profession, both of which are especially relevant for the responsibilities inherent of this position. While the participants, all of whom identified as people of color, reported early life experiences that shaped their perceptions about race and racism, they also reported that the process of achieving an inclusion paradigm was both a personal and a professional journey. As Pittard reported, “participants found that they had to participate in their own development around inclusion, as ‘diversity is a lifelong craft’” (p. 177). This recognition of the personal work that must be done to become articulate in Inclusive Excellence provides an important frame of reference when serving in this senior-leadership position that is charged with leading Inclusive Excellence efforts throughout the institution.

In terms of institutional characteristics and readiness for the appointment of the CDO position, Pittard (2010) found common themes from all participants, leading to the conclusion that CDOs were appointed by institutional leaders who recognized a significant need to create a diversity agenda. The institutions shared the characteristic of grounding diversity and inclusion in the broader goals and vision for the institution, required elements for significant institutional change. Further, a common understanding amongst participants' institutional leaders was that achieving an educational environment that embraces Inclusive Excellence was the responsibility of all institutional members and stakeholders.

In summarizing the emergence of CDOs in postsecondary institutions, it is evident that this senior-level administrative position parallels the IECM (Williams, et al., 2005) in that it spans all four dimensions: bureaucratic, political, collegial, and symbolic. In terms of bureaucracy, the CDO must have organizational status and credibility within the institution to work across all units and at all levels of the institution, with a clear commitment to Inclusive Excellence that comes from the highest levels. The symbolism of appointing a CDO is pivotal for proactive leadership to achieve Inclusive Excellence, which is conceptualized and clearly articulated within the overall vision, mission and goals of the institution. The CDO impacts the political dimension of the change model for the institution in that this is a primary change agent who is responsible for institutional resources needed to support transformational change. Finally, the CDO must work with the collegial dimension to engage all constituency groups and to build coalitions that will be integral to supporting Inclusive Excellence initiatives.

Limitations of the Research

In reviewing the body of educational research related to the institutionalization of diversity initiatives, several concerns have surfaced and require attention at this time. These

concerns relate to the framing of the research concepts and results, including the definitions of diversity and the characteristics of those student populations that are receiving the majority of attention in diversity-related studies. These concerns will be briefly addressed in this section of the review.

Problems with Research on Educational Inequalities

Two problems were identified in researching educational inequalities in postsecondary education. The first problem was recently identified and explored by Harper (2012) in conducting a meta-analysis of educational research. Specifically, he identified an overwhelming reluctance on the part of educational researchers to name the problem of unwelcoming and hostile campus climates for diversity as being a function of racism and race prejudice. In reviewing over 250 published research articles in six different peer-reviewed journals, Harper found only approximately 50 articles used the terms “racism” or “racist” in describing the campus climate for people of color on college and university campuses. Instead, researchers chose to use softer, academic language such as “hostile” or “unwelcoming” to describe campus climates. While the substitution of the more academic language might be seen by some as simply an issue of semantics, Harper argues that this tendency allows researchers to ignore the more blatant realities of historic oppression and institutional racism that might lead researchers within the field to be uncomfortable. Further, this practice is problematic in that it downplays student experiences with overt racism as being merely inhospitality.

A second problem with the literature is the lack of inclusivity for the definition of “diversity,” especially when addressing educational inequalities. When the educational researchers included in this study referred to underrepresented or diverse students who experienced hostile climates or a lack of representativeness amongst the faculty to provide role

models, it was clear that their focus was exclusively on race or ethnicity. While a substantial body of evidence supports the fact that students of color are underserved and underrepresented in postsecondary education, as a direct result of historical and systemic racial oppression, additional diverse populations have unique challenges, as well. Milem, et al. (2005) defended the practice of exclusively focusing on racial or cultural diversity, writing that “[t]his narrower definition does not imply that other ways of conceiving diversity are inappropriate or less important” (Milem, et al., 2005, p. 3). However, one could argue that the absence of attention to other forms of diversity when discussing Inclusive Excellence actually is sending a message – albeit an apparently unintentional one – of being less than fully inclusive of all diverse populations and identities.

Of specific concern is a lack of educational research about the experiences of those students who identify as religious minorities – such as Muslim, Jewish, Buddhist, and Sikh students, and those students who identify as atheist, agnostic, or non-religious. In the aftermath of the terrorist attacks on U. S. soil on September 11, 2001, it is evident that religious minorities, especially those who identify as Muslim or are perceived to be Muslim, are treated with hostility and suspicion in their broader communities. Thus, it is reasonable to suggest that the campus climates have become more unwelcoming and hostile to this population, as well. Jewish or Muslim students who wish to observe their respective religious traditions find that the campus calendar can be problematic to navigate and faculty may be unwilling to consider altering testing dates or class schedules to accommodate their requests. Further, students who identify as atheist or agnostic receive constant reminders, along with their minority religion counterparts, that the postsecondary educational system in the U. S. is a reflection of the overall society in that it is designed to meet the specific needs of the Christian community members.

Educational researchers (Rankin, 2005; Rankin, Weber, Blumenfeld, & Frazer, 2010) have been conducting climate assessments specifically related to students who identify as lesbian, gay, bisexual, transgender, or queer (LGBTQ) and have found that, overall, LGBTQ students experience campuses that are openly hostile and homophobic. Further, while colleges and universities are required by the Civil Rights acts of 1964 and 1968 to prohibit discrimination on the basis of culture, race, gender, and age, LGBTQ students, faculty and staff receive no such protections unless individual states or institutions have passed inclusive laws or policies. This lack of legal protections, along with the deep-seated hostility towards the LGBTQ community that is evident in the broader community lead to the rational conclusion that, like the research suggests, LGBTQ identities should be expressly included in any diversity agendas or institutional culture change initiatives put forth by institutions and CDOs.

Unequal Treatment of Institutional Subcultures

Another concern with the literature on organizational culture and culture change, as well as the overall role of the CDO, is that very few researchers referenced the experiences of staff. Staff, as a subculture, encompasses an incredibly broad array of college and university employees ranging from custodial and grounds-keeping staff to receptionists and administrative secretaries to professionals in student-service areas such as housing, student life, and library services; all of these employee groups have significant interactions with students and experience the campus very differently from the faculty. Mayhew, Grunwald, and Dey (2006) provide the unique perspective of staff related to campus culture for diversity. As a group, staff identified the same indicators of a positive or negative climate as students and faculty – namely, a clear definition of diversity that is prominent within organizational artifacts. However, the researchers also found a disparity between demographics of staff who felt that the institution was making

positive changes towards being more inclusive of diversity, specifically, those staff with higher levels of education reported less satisfaction with organizational changes. This interesting finding warrants greater investigation to further researchers' understandings of the different perspectives of staff.

Implications for Practice

Postsecondary educational leaders seeking to create an institutional climate of Inclusive Excellence should consider several research-based recommendations to guide these efforts.

Recognize Inequalities in Education

Despite decades of the policy reforms previously addressed, it is clear that inequalities in educational outcomes still exist for underrepresented college students (Alon & Tienda, 2007; Crosby, et al., 2003; Harper, 2012, 2013; Minikel-Lacocque, 2012, Mumper, 2003; Park, Denison, & Bowman, 2013; Rankin, 2005; Smith, 1989; Swarz, 2009). Before institutional leaders can begin to implement policies and practices to rectify these problems, it is imperative that those leaders acknowledge this history of oppression and disparities. The researcher further recommends that institutional leaders create and deliver a public message to all stakeholders regarding this awareness of and intent to rectify a history of oppression and educational disparity for underrepresented individuals in the academy. A public statement such as this will serve as a guide for subsequent efforts to create transformational culture change at the institution.

Transformation through Presidential Leadership

As Levin (1998) noted, the vision and influence of institutional presidents are critical for effective organizational change efforts. University leaders must be at the forefront of creating a vision for transformational culture change at all levels of the institution. Further, these leaders must actively engage stakeholders within the institution who can be additional influential thought

leaders in these efforts, carrying forward the imperative for change (Curry, 1992). By working with all members of the institution, the president can develop methods by which to actively engage all stakeholders in the complex process of creating transformational change towards a goal of Inclusive Excellence.

Embrace Inclusive Excellence

A significant body of research outlines various strategies utilized to create educational cultures that embrace diversity (Davis, 2002; Denson, 2009; Kezar, 2007; Mayhew, Grunwald, & Dey, 2006; Merkl, 2012; Pepper, Tredennick, & Reyes, 2010; Smith, 1989; Tarbox, 2001). The findings of these studies recommend a number of strategies intended to increase diverse student participation in the assorted activities associated with attendance at a postsecondary institution. However, many of these recommendations approach the problem of inequalities in education from the perspective of bringing diversity, by way of diverse bodies, into the academy. In contrast, Inclusive Excellence (Bauman, et al., 2005; Milem, et al., 2005; Williams, et al., 2005) is a perspective that places diversity at the heart of the institution. Institutions that embody Inclusive Excellence recognize that the benefits of diverse learning environments positively impact the learning outcomes for all students. Thus, institutional leaders who have embraced Inclusive Excellence recognize that diversity is an integral part of the academic experience for all students.

Establish a Chief Diversity Officer Position

Clearly, the work of transformational culture change in postsecondary educational settings is a daunting one. Institutional presidents can provide the vision and impetus for this change, but they are not adequately equipped with the knowledge, ability, or resources to maintain this vision and forward movement without assistance. Therefore, the researcher

recommends that institutional leaders seeking to embrace Inclusive Excellence establish a Chief Diversity Officer (CDO) professional position to be the change agent working to support these efforts. The CDO should be a member of the institution's senior leadership team who collaborates with institutional peers to guide change efforts across the institution and at all levels within the institution. Therefore, this position should have the institutional authority necessary to influence stakeholders, both within and outside the institution, to assist in organizational change efforts for Inclusive Excellence.

Broaden Institutional Definition of Diversity

While some (Milem, et al., 2005) assert that it is appropriate to place a primary focus on race or ethnicity when defining diversity, the researcher finds this recommendation to be limiting and ill-advised for several reasons. First, diverse individuals are protected from discrimination on the basis of race and ethnicity while those same federal-level protections are, to date, denied to individuals who identify as gay, lesbian, bisexual, transgender, or queer (LGBTQ). Therefore, it can be argued that LGBTQ individuals are among the most vulnerable populations in our society, and likewise in our postsecondary institutions. Second, individuals who identify as racially or ethnically diverse often also identify with other areas of diversity, including religion, sex, ability, sexual orientation, and gender identity. Therefore, institutional leaders should understand that campus community members have complex and intersecting identities and should avoid prioritizing these diverse identities.

Summary

In summarizing this integrative review of literature it is evident that educational researchers have accumulated a significant body of research on historical and current educational inequalities for underrepresented students. Despite several decades of educational policy

influenced by federal legislation such as the Civil Rights Act of 1964 and the Civil Rights Act of 1968, students of color remain significantly underrepresented in postsecondary education (National Center for Education Statistics, 2011). Further, emerging research findings lead to the conclusion that postsecondary administrators must begin to move their institutions from a perspective of diversity as increasing access to education toward a broader understanding of Inclusive Excellence.

Organizational culture has a significant impact on postsecondary educational institutions. Culture drives the ways in which new members are assimilated into the culture through orientation and training activities as well as through the artifacts by which institutional leaders convey messages about missions, visions, and values. Additionally, organizational culture provides the framework by which members come to understand their roles within the learning community. However, an organizational culture that is developed by and for a majority, dominant group, which as White students within a PWI, creates a barrier to full participation and Inclusive Excellence for those who hold a minority, underrepresented identity.

Organization cultures can be changed to be more inclusive of diversity, but those changes must be envisioned and committed to from the highest levels of the community. Institutional leaders must convey clear support and commitment to organizational change in order for that process to be effective. The IECM (Williams, et al., 2005) provides an effective conceptual framework with which institutional leaders can guide cultural change efforts. This model is unique to the postsecondary educational environment as it incorporates an understanding of the unique constituencies and complexity of organizational structure that epitomize most colleges and universities.

The IECM produces a strong argument for the emergence of the CDO. Positioned as a senior-level administrator within the institution, the successful CDO has formal authority to guide organizational culture change efforts, sanctioned by the institutional president. As a change agent for diversity, the CDO must be positioned as a clear authority in matters related to organizational change, including adequate human and financial resources to effectively implement strategies that will enhance the organizational culture for diverse, underrepresented members.

In order for postsecondary educational institutions in this country to advance the agenda set forth by *Brown v. Board of Education of Education of Topeka* in 1959 and later the Civil Rights acts of 1964 and 1968, educational leaders must do more than merely support open access to education for underrepresented student populations. Institutional leaders must envision campus environments that support Inclusive Excellence, in which the contributions of all constituents are not only welcomed but are seen as vital to the learning community.

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CHAPTER 3. UNDERSTANDING CHIEF DIVERSITY OFFICER PERCEPTIONS OF THE CHANGE AGENT ROLE: A Q-METHOD STUDY

In recent years, the percentage of students of color enrolled in U. S. colleges and universities has increased significantly (National Center for Education Statistics, 2011), a trend that is anticipated to continue. As the diversity of postsecondary educational settings continues to increase, those institutions need to embrace the educational benefits of that diversity, the crux of Inclusive Excellence. The Chief Diversity Officer (CDO) plays a pivotal role in this work, serving as the institution's visionary and emissary for Inclusive Excellence.

Statement of the Research Problem

The Chief Diversity Officer (CDO) is an emerging senior-level administrative position charged with advancing institutional diversity initiatives within organizations. Metzler (2008) traces the origins of this position to the Civil Rights Act of 1964, which led to affirmative action and equal opportunity educational policies. In the decades since the Civil Rights Act was first passed, postsecondary institutions have created administrative positions to account for and report on institutional affirmative action plans and equal educational opportunity policies. The CDO position is, in many instances, an outgrowth of these administrative positions as institutions seek to take a more proactive, inclusive approach to transforming the organizational culture into one that supports diverse individuals.

Williams and Wade-Golden (2013) define the CDO as “an integrative role that coordinates, leads, enhances, and in some instances supervises formal diversity capabilities of the institution in an effort to create an environment that is inclusive and excellent for all” (p. 32). As a senior-level administrator, the CDO provides a rationale and framework for institutional change that will support the positive learning experiences for all university students, especially

those who have been previously underrepresented and underserved by the U. S. educational system. Therefore, the CDO must cultivate collegial relationships with all stakeholders, internal and external, for the university and must successfully translate the institutional vision regarding Inclusive Excellence to those stakeholders.

Over the past decade, several researchers (Bannerji, 2005; Gose, 2006; Pittard, 2010) have studied the emergence of the CDO role in postsecondary educational institutions, with specific focus on the backgrounds and motivations of these individuals to seek out their administrative positions. However, none of these previous research studies identified the subjective experiences and perceptions of those professionals working as CDOs in postsecondary educational settings. An additional study (Arnold & Kowalski-Braun, 2011) detailed a single-institution case study regarding the experiences of a newly-appointed CDO to assess and envision institutional change to support Inclusive Excellence. However, Arnold and Kowalski-Braun focused on the experience of only one CDO in her first year working in this role.

The current study sought to expand the knowledge of educational leaders regarding the perceptions and experiences held by a larger number of CDOs employed at several types of institutions over the course of their varied careers. The researcher investigated the perspectives of CDOs about their work as institutional change agents, Inclusive Excellence, sources of resistance to their work within the academy, and the future directions of this work. With a goal of a better understanding of the subjective experiences and journeys of those who work as CDOs, this study informs postsecondary educational leaders about the unique challenges of leading institutions to embrace Inclusive Excellence as a guiding principle. This study also serves as a resource to new professionals seeking to engage in the work of the CDO.

Review of Literature

The emerging role of the CDO in postsecondary institutions has paralleled the establishment of policies to diversify education since the passage of the Civil Rights Act of 1964. Metzler (2008) noted the emergence of the CDO position within the academy, as well as outside the academy, was a direct outgrowth of the Civil Rights movement and subsequent policies related to the establishment of equal opportunity, affirmative action, diversity initiatives, and, more recently, Inclusive Excellence. The CDO role as a senior-level administrative position in postsecondary institutions is critical to achieving an organizational culture of Inclusive Excellence, emphasizing the removal of any remaining barriers to full participation that exist for diverse and/or underrepresented members of the academy.

In recent years, educational researchers (Arnold & Kowalski-Braun, 2011; Bannerji, 2005; Gose, 2006; Pittard, 2010; Williams & Wade-Golden, 2013) have provided greater insight into the experiences of CDOs employed at a variety of postsecondary educational institutions. A common factor amongst these professionals is a commitment to Inclusive Excellence as a driving force in the work that they do, as well as in providing an organizational framework for the means by which to achieve important institutional diversity initiatives. The structures of these positions may vary significantly depending upon institutional resources, needs, and desires related to diversity and inclusion. However, those professionals serving in the CDO role all share in the goal of creating organizational cultures that support Inclusive Excellence (Williams & Wade-Golden, 2013).

Williams and Wade-Golden (2013) asserted that “CDOs should have an ability not only to provide symbolic and collegial leadership, but also to provide formal leadership with regard to an institution’s diversity capabilities” (p. 151). The CDO serves as a change agent, as a

catalyst for the development of Inclusive Excellence within the institution. The Inclusive Excellence Change Model, which serves as the conceptual framework for this study and is further outlined in the following section, calls for the development of senior-level administrative positions such as the CDO to lead institutional efforts to create transformational culture change that supports and embraces all members of the campus community.

Several recent research studies have sought to better understand the perspectives and experiences of professionals serving postsecondary institutions as CDOs. Arnold and Kowalski-Braun (2011) conducted a single-institution case study to explore the evolution of the institution's inaugural CDO as that professional transitioned into and developed that role. In this instance, the CDO found the visible support of the university president to be integral to providing the necessary foundation to her work to lead diversity initiatives at the institution.

Pittard (2010) interviewed five CDOs, at varying phases in their careers, to seek a better understanding of their personal and professional motivations, the institutional dynamics that supported the CDO position, and their individual reflections on the role of the CDO in postsecondary education. In terms of personal and professional motivations, all participants in this study identified as being people of color, with shared early-life experiences that shaped their perceptions of race and racism. Pittard found that these personal experiences guided their professional careers, as "participants found that they had to participate in their own development around inclusion, as 'diversity is a lifelong craft'" (p. 177). This finding underscored the personal commitment to diversity and inclusion that appeared to be present for most CDOs in educational settings.

Pittard's (2010) study also revealed several common themes related to institutional characteristics and preparation for the CDO position. One consistent finding pointed to the need

for an institutional leader who can recognize and articulate the need to establish an agenda for Inclusive Excellence. Diversity and inclusion must be meaningfully present within the broader institutional goals and vision to establish the rationale for the work of the CDO. Finally, CDOs who reported greater levels of progress at their institutions noted that institutional members and stakeholders shared a common understanding of and commitment to Inclusive Excellence.

Educational researchers have provided a greater understanding of the work of CDOs within the academy, including both the challenges and opportunities they faced in leading an Inclusive Excellence agenda forward. However, less is known about the subjective experiences of these professionals, specifically related to how they interact with other members of the institutions, how they view their roles within the institution, and the challenges and/or barriers that they face in leading the charge for Inclusive Excellence. This research study sought to provide greater insights into the subjective experiences of senior-level educational administrators serving as Chief Diversity Officers.

Conceptual Framework

According to Ravitch and Riggan (2012), a conceptual framework provides an argument for the validity of a body of research. Therefore, the selection of the conceptual framework is integral to the development of the overall research problem that is being investigated.

The conceptual framework selected for this study was the Inclusive Excellence Change Model (IECM) (Williams, Berger, & McClendon, 2005). As illustrated in Figure 3-1, the IECM identified five organizational dimensions that must be addressed in order to realize organizational change to support Inclusive Excellence. Those five dimensions relate to the overall system of which the institution is a part, the bureaucracy of the institution, the political nature of the organization and its stakeholders, the symbolic evidence of a commitment to

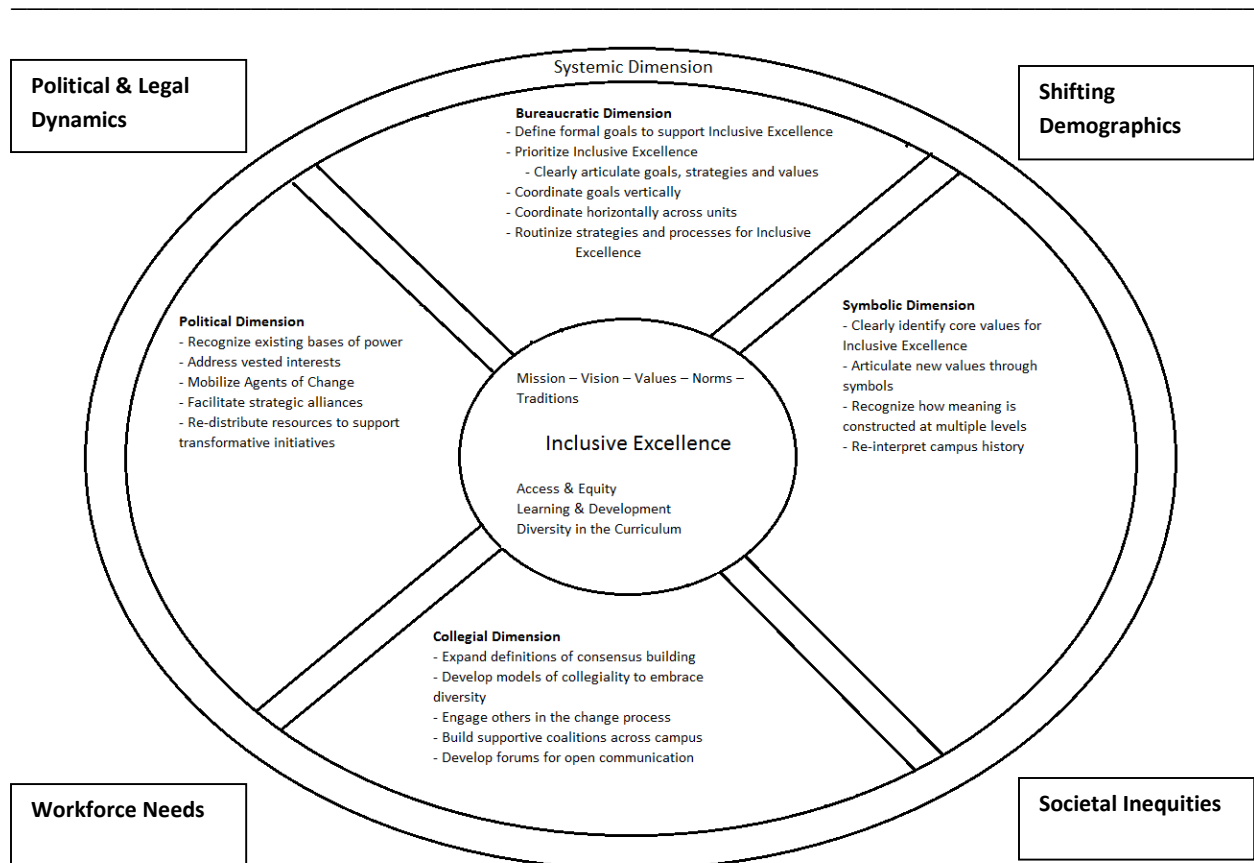
Inclusive Excellence, and the collegiality of those who work at all levels within the institution. In order to implement the IECM, the institution must have senior-level administrative leaders who are in support of diversity initiatives, including a clearly articulated vision of Inclusive Excellence and the ability to achieve buy-in from institutional stakeholders. In addition, the leaders must be willing to devote the necessary resources to build upon the institution's capacity to make Inclusive Excellence a sustainable reality for the institution.

Critical to the successful implementation of the IECM (Williams, et al., 2005) is the presence of key senior leaders, as noted within the first dimension, the Political Dimension, of the postsecondary institution structure. The Political Dimension requires that influential change agents can mobilize institutional stakeholders to assess and strategize over the necessary diversity initiatives. The emerging role of the CDO serves as that very institutional change agent, the professional charged with articulating a vision for Inclusive Excellence and building alliances throughout the institution to realize the institutional paradigm shift.

The second dimension of the IECM (Williams, et al., 2005), the Bureaucratic Dimension, relates to the ways in which institutional leaders have created and articulated formal goals and priorities in support of Inclusive Excellence. The effectiveness of these goals is maximized when they are organized vertically through multiple levels of the institution and horizontally across multiple units within the institution. Again, the CDO is integral in the process of visioning those goals and advocating for broad acceptance and implementation of them.

The Symbolic Dimension is the third dimension of the IECM (Williams, et al., 2005) and relates to the identification and articulation of core values that serve to provide a foundation upon which leaders build the policies, practices, curriculum, and all other aspects of the institution. The CDO guides institutions through the work associated with this dimension, by

pointing out discrepancies between stated institutional values and the ideals of Inclusive Excellence. For example, the CDO can assist leaders in reflecting on the history of exclusion inherent within institutional policies related to processes such as recruitment and retention of diverse students, faculty, and staff.



*Figure 3-1. Inclusive Excellence Change Model. Adapted from *Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions*, by D. A. Williams, J. B. Berger, and S. A. McClendon. Copyright 2005 by Association of American Colleges and Universities.*

The fourth dimension of the IECM (Williams, et al., 2005) is the Collegial Dimension which relates to the ways in which institutional leaders engage stakeholders in the process of creating transformative change at the institution. Again, the role of the CDO is critical within this dimension of the process, in terms of identifying allies and building coalitions across all

stakeholder groups at the institution, including faculty, staff, and students. The work of identifying and mobilizing allies in this work is critical in order to effectively institutionalize Inclusive Excellence, to avoid the perception that this is the work of only one or two individuals at the institution.

The fifth and final dimension of the IECM (Williams, et al., 2005) is the Systemic Dimension. This dimension relates to the broad social context within which the postsecondary institution exists. Specifically, the system in which the institution operates includes the political and legal dynamics of the greater community, shifting demographics of those living and working within the community, the history and current condition of societal inequities, and workforce needs. Some key stakeholders with whom the CDO must work to guide institutional efforts towards Inclusive Excellence include alumni, community members, financial contributors, and employers of university graduates

The current study focused on investigating the experiences and perceptions of CDOs working to create transformational change for Inclusive Excellence in postsecondary educational institutions. Therefore, the IECM (Williams, et al., 2005) provided an appropriate conceptual framework upon which to develop the research instrument and focus the inquiry which will be fully explored in the following sections.

Methods

The Q-Method research design was implemented for this study of the experiences and perceptions of CDOs. First developed by Stephenson (1953), Q-Method seeks to understand the subjective attitudes and beliefs of the research participants. Since the intent of this research study was to gain a better understanding of the subjective experiences and journeys of CDOs working in the field of postsecondary education, this methodology was identified as the most

appropriate means of gathering this information and allowing the subjects' voices to remain at the center of the analysis. As noted by Watts and Stenner (2012) a "well-delivered Q study reveals the key viewpoints extant among a group of participants and allows those viewpoints to be understood holistically and to a high level of qualitative detail" (p. 4). The intent of this study was to provide an overview of the prevailing beliefs of CDOs employed in postsecondary educational institutions, relative to their perceptions of that role.

Q Set Design and Content

The research instrument utilized in Q-Method consists of a series of statements that are intended to represent all possible views of the participant pool. These statements are called the Q set. In contrast to other forms of research design, in a Q-Method research study the Q set, not the study participants, serves as the research sample (Watts & Stenner, 2012).

The research instrument for this study was comprised of a total of 41 statements, referred to as a 41-item Q set (see Appendix A). The Q set was derived from the results of a comprehensive review of literature and through personal communications with a small sample of CDOs, identified through their memberships in NADOHE. The majority of the Q set related specifically to the five dimensions of the IECM (Williams, et al., 2005). However, since the IECM does not account for the subjective experiences of CDOs at their institutions, additional items related to the personal experiences of CDOs in their roles were developed to broaden the scope of the Q sort. These items were from personal communications with CDOs (Pittard, 2010). The final Q set was reviewed by an expert in the field to ascertain the appropriateness of the final instrument in representing all possible subjective experiences of CDOs.

Participants

As previously noted, the Q set serves as the sample for a Q-Method research study. Participants, then, are the research variables (Watts & Stenner, 2012). In recruiting participants for a Q-Method study, the focus is not on the recruitment of as large a number of participants as possible, rather on securing enough participants “to establish the existence of a factor for purposes of comparing one factor with another” (Brown, 1980, p. 192). With that rationale in mind, the participation goals for this study was to recruit between 20 and 30 CDOs to complete the research instrument.

Upon securing approval from the Institutional Review Board, the researcher recruited participants from the primary professional association for CDOs, the National Association for Diversity Officers in Higher Education (NADOHE). Email messages (see Appendix B) were sent to the NADOHE membership roster. Two follow-up reminder messages, utilizing the same text as the initial message, were sent at two-week intervals until the participation goal was met.

Administration of the Q Sort

The invitation email distributed to members of NADOHE included an embedded link with instructions for participation in the study and the informed consent. After consenting to participate in the study, the subjects received instructions to complete the study, specifically to sort the 41-item Q set based upon the question: “What are your beliefs about the Chief Diversity Officer (CDO) position in postsecondary education?” The sorting process involved two distinct steps: (1) sorting the statements relative to those that are “Most like my perceptions,” “Most unlike my perceptions,” and “No Strong Opinion” and (2) organizing the statements into the Q plot (see Appendix C).

The Q plot was comprised of a series of 11 columns arranged in normal distribution with values assigned within a range of “-5” for the left-most column, labeled as “Most unlike my perceptions,” and “5” at the right-most column, labeled “Most like my perceptions” (see Appendix C).

Once the participants completed the sorting process, they were given the opportunity to re-arrange statements on the Q plot, if needed. Next, they were directed to answer open-ended questions regarding their reasons for identifying the most extreme statements at each end of the Q plot. Then, participants were asked to answer several questions (see Appendix D) related to their working titles, their reporting structures within the institution, institutional demographics, and additional institutional information. Finally, participants were invited to volunteer for follow-up telephone interviews intended to assist in further exploration of the factors derived from the survey instrument.

Data Analysis

As noted by Watts and Stenner (2012), data analysis for this Q-Method research study involved three transitions. First, the Q sorts completed by study participants were transitioned into factors. This step was completed by utilizing PQ Method software (Schmolck, 2002) to conduct correlation and factor analysis of the Q sorts. Second, the resulting factors were then sorted into factor arrays as the defining sorts, those Q sorts that were found to be statistically significant in relation to one of the factors were grouped together. In this step, the researcher grouped CDO participants who completed Q sorts similarly. Third, the researcher reviewed the factor arrays to reveal the meanings behind them, creating factor interpretations. These factor interpretations were enhanced after the researcher applied the findings of the follow-up telephone interviews.

The researcher coded the data by analyzing the individual sorting patterns that resulted from the participants' placements of each statement on the Q plot. Items were given scores ranging from “-5” to “5” depending upon how each respondent placed them in the survey instrument. Analysis of the data was completed through centroid analysis followed by a varimax rotation utilizing PQ Method software (Schmolck, 2002).

Telephone Interviews

After the responses had been analyzed and the resulting factors, or viewpoints, had been identified and reviewed, the researcher contacted one participant from each factor who had previously volunteered to participate in a follow-up telephone interview. The telephone interviews consisted of five questions (see Appendix E) and were recorded and transcribed for further analysis of themes to support the factors which the participants represented. The interview questions were designed to elicit greater details from the respondents regarding their individual responses to the Q sort instrument.

Findings

A total of 23 CDOs completed the Q sort instrument for this study, meeting the previously stated participation goal. Of those CDOs who completed the survey, five volunteered to participate in the follow-up telephone interviews. Three of the interview volunteers were also the most significantly-loading respondents in each of the resulting factors from the Q sort instrument; therefore, those three were the only respondents to be contacted for the follow-up telephone interviews. The findings of the study will be presented in this section.

Statistical Analysis

Following the data collection process, the results were analyzed to determine themes in the subjective experiences of participating CDOs. The analysis utilized the PQ Method software

(Schmolck, 2002) to identify commonalities in the perspectives of the participants relative to the Q set. Centroid analysis followed by varimax rotation proved to reveal the most meaningful findings. The researcher utilized the automatic flagging capabilities of the PQ Method software to computer the significant differences between participants. Statistical significance was set at $\alpha = 0.01$, $r > .4031$ (McKeown & Thomas, 1988).

Twenty of the 23 Q sorts were revealed to be defining sorts because they were statistically significant in one of the three resulting factors for this study. Two sorts were found to be confounded, loading on more than one factor, and one was non-significant in that it did not load on any of the factors. Only the results for the 20 participants who loaded on one of the three factors are included in Table 3-1. Data analysis revealed a three-factor solution with 10 sorts defining the first factor and five sorts each defining the second and third factors. Correlations between all three factors were low ($r_{12} = .1271$, $r_{13} = .2741$, $r_{23} = .2979$) indicating very little overlap between these views and a total of 41% of the variance between factors was explained.

Participant Demographics

As previously noted, the research instrument included demographic questions related to participants' working titles, years of experience in their positions, and reporting structures for their positions. They were also asked several questions related to institutional demographics, such as type of institution, estimated enrollment, and whether the institution identified as a predominantly white institution (PWI) or as a diverse institution. Institution types were identified as being either public four-year, private four-year, or community colleges (CC). The results of these demographic questions were used to further enhance factor interpretation.

Individual demographics. The working titles for participants varied, however most were either CDOs or associate vice presidents; two participants reported Affirmative Action

Officers (AAOs) titles. Eight participants were the first CDOs appointed to work within their institutions. Twelve participants had been in their current positions for six or fewer years.

Table 3-1.

Rotated Factor Matrix

A	Factor B	C	Title	Years	1 st CDO	Institution Type	Enrolled # in Spring 2014	Diversity
.3964	-.2192	.3030	VP	6-9	Yes	Public	10,001-15,000	PWI
.7371	-.3503	.0915	CDO	9-12	No	Public	5,000-10,000	PWI
.4779	-.2127	.1646	CDO	3-6	No	Public	20,000+	Diverse
.6072	-.0559	-.0676	N/R	< 3	Yes	Public	20,000+	PWI
.6989	.2809	.1012	VP	6-9	Yes	Public	20,000+	Diverse
.6404	.2879	.3018	CDO	3-6	No	Public	20,000+	PWI
.6190	.1687	.0768	VP	< 3	No	Public	15,001-20,000	PWI
.6180	.5189	-.0507	CDO	3-6	No	Private	5,001-10,000	PWI
.6025	-.4391	.1267	CDO	12+	No	Private	2,001-5,000	N/R
.7326	.0049	.0837	CDO	3-6	No	Public	15,001-20,000	PWI
.2332	.5298	.1468	N/R	3-6	No	Public	20,000+	Diverse
.0460	.5337	-.0395	VP	3-6	No	Private	2,001-5,000	PWI
-.0523	.4261	.1799	AAO	3-6	No	Private	2,001-5,000	PWI
-.0026	.4650	.2355	VP	3-6	No	Private	2,001-5,000	PWI
-.1323	.4649	.0576	CDO	< 3	Yes	CC	20,000+	PWI
.0359	.0075	.4789	VP	12+	Yes	Public	10,001-15,000	PWI
-.0899	.0457	.6362	AVP	3-6	Yes	Public	10,001-15,000	PWI
.4688	.1890	.6112	AAO	6-9	No	CC	10,001-15,000	PWI
.0654	.1259	.4493	N/R	9-12	Yes	Private	5,001-10,000	PWI
.1158	.3121	.5170	CDO	12+	Yes	Public	20,000+	PWI

Note: Defining sorts are shown in bold for each of the three factors.

Institutional demographics. In terms of institutional characteristics, 17 of the 20 participants indicated that their institutions were PWIs. Twelve of participants indicated that their institutions were classified as public universities, six were private, and two were community colleges. Nine of the institutions enrolled more than 15,000 students; four institutions enrolled 5,000 or fewer students.

Factor Arrays

The researcher utilized the factor rotation function of the PQ Method software (Schmolck, 2002) to organize individual responses from the participants into factor arrays, or

viewpoints. In this study, three factor arrays were identified to best explain the experiences and perceptions of CDOs with regard to their positions in postsecondary educational institutions. Therefore, this study found three separate factor arrays that were significantly different from one another and provided three unique viewpoints of participants relative to the research question.

For each of the factor arrays, the researcher investigated the distinguishing statements, or those statements that were found to be significantly organized in a manner that was unique to each factor array. In other words, the distinguishing statements for each factor array were consistently identified and placed in the Q plot in a similar manner by some respondents. Those respondents who sorted the distinguishing statements in a similar fashion were grouped together within that factor array because they were found to have similar views on those statements.

The distinguishing statements were then carefully analyzed by the researcher to identify themes for each of the three factor arrays. This process of factor interpretation was necessary to create a sense of meaning behind the viewpoints of each of the three groups of participants. In order to enhance the factor interpretation, the researcher conducted telephone interviews of three participants, each of whom was found to best define each of the three factor arrays. The volunteers were asked follow-up questions to deepen the researcher's understanding of their reasons for sorting the Q set as they had.

In addition to the distinguishing statements found for each factor array, the researcher analyzed several consensus statements for the study. Consensus statements are those Q set items that were sorted similarly by all participants, regardless of their distinct viewpoints. Reviewing consensus statements proved to reveal information about the experiences and perceptions of CDOs that were found to be common across all participants.

This section provides a thorough interpretation of the consensus statements followed by each of the three factors found to be significant in this study. The interpretation includes a review of distinguishing statements, identification of themes, and excerpts from telephone interviews. In order to better distinguish the differences between the three factor arrays, the researcher asked each telephone interview participant to provide a “team name” at the conclusion of the interviews to best represent their perceptions of their roles as CDOs in postsecondary educational institutions. The resulting team names were “Sojourners,” “Partners in Social Justice,” and “Loyal Opposition.”

Consensus statements. Consensus statements are those that all participants, regardless of which factor defined their views, agreed on and placed in similar locations on the Q sort. Six of the 41 statements in this study were found to be consensus statements. These statements are illustrated in Table 3-2. It is notable that across all three factors, respondents were ambivalent regarding several of the statements included in the Q sort. The statement, “Inclusive Excellence is a priority at my institution,” relates specifically to the Symbolic Dimension of the IECM (Williams, et al., 2005). As previously noted, this dimension encompasses the core values of the institution which provide a foundation upon which institutional policies and practices are based.

A second consensus statement that was identified in this study was, “Faculty at my institution support my work with diversity initiatives.” As noted in the IECM (Williams, et al., 2005), the development of collegial relationships between CDOs and other stakeholder groups within the institution is imperative to the transformational change associated with Inclusive Excellence. A general lack of positive perceptions regarding the relationships between faculty and the participants of this study indicates that these relationships are not viewed as positive or supportive, especially with regard to the work of CDOs to support Inclusive Excellence.

Further, across all three factors, respondents reported having more positive working relationships with their institutional peers, generally other executive-level administrators, than with faculty or staff. This finding suggests that CDOs work more effectively with institutional peers than with other groups at the institution, which is problematic in that the successful implementation of the IECM (Williams, et al., 2005) relies heavily on collegial relationships between CDOs and all stakeholder populations at the institution.

Table 3-2.

Consensus Statements

Q Sort #	Statement	IECM Dimension	Rank		
			A	B	C
20*	Inclusive Excellence is a priority at my institution.	Symbolic	0	1	1
23	An important part of my role is to assist the institution in addressing social inequities in the broader community.	Systemic	-2	-1	0
32*	Faculty at my institution support my work with diversity initiatives.	Collegial	0	0	0
34	I have positive working relationships with my institutional peers.	Collegial	5	3	3
35*	I have positive working relationships with the faculty at my institution.	Collegial	2	3	2
36*	I have positive working relationships with the staff at my institution.	Collegial	1	2	1

* Denotes non-significant at $p > .05$; all others are non-significant at $p > .01$

Factor A: Sojourners. Factor A was named Sojourner by “Jacob,” a participant whose views proved to be defining for the viewpoint. He selected this team name at the conclusion of his telephone interview, stating that it represented his views as a professional who is on a journey with a specific destination in mind. As Jacob indicated, “in my lifetime I hope to see – I have to – a time when diversity is respected and discrimination cases that are still out there are being handled more high level and high profile.” Therefore, the participants who aligned with Factor A are referred to as Sojourners throughout the remainder of this section.

The factor interpretation for Sojourners included three steps: a review of the demographic information provided by participants; an analysis of the distinguishing statements that were significant for this viewpoint; and, personal communications via a telephone interview with Jacob. The research findings for Sojourners are presented here, with data analysis results interspersed with the qualitative analysis of the interview transcripts.

Based upon the demographic information provided by the Sojourners, the researcher found that all have working titles as CDOs or Vice Presidents at their institutions with widely varying years of experience in their current positions. All but three of the 10 respondents are not the first professionals to hold that position at their current institutions. Institutional characteristics reveal that the majority of institutions at which these participants work are PWIs, public universities enrolling 15,000 or more students. The composite of this information reveals that the institutions at which Sojourners work have for several years all made the institutional priority of supporting high-level administrators to focus on the work of Inclusive Excellence.

Analysis of the distinguishing statements for the Sojourners viewpoint revealed that these CDOs share generally positive experiences in their positions, especially in terms of several dimensions of the IECM (Williams, et al., 2005). Statements related to the Collegial, Bureaucratic, and Symbolic dimensions were sorted by Sojourners as being the most like their perceptions as CDOs at their institutions. Specifically, as illustrated in Table 3-3, these participants indicated that they had positive working relationships with their institutional peers and that they have a shared vision of Inclusive Excellence with their university presidents. It followed, then, that they believed their positions were appropriately structured within the institution, allowing them to achieve their goals and priorities.

Jacob provided helpful insights into these distinguishing statements, noting that he perceived the structure of CDO positions as critical to the success initiatives developed by that individual. He asserted that “I feel very fortunate that I report to the president and not to the vice president....but I have seen both reporting structures, in fact I’ve worked in that kind of situation. But with the high-level report things are taken more seriously, you have access to power and resources...you need that visibility.” This statement articulates the importance of the Bureaucratic Dimension of the IECM (Williams, et al., 2005); the structure of the CDO position is critical to the impact of transformative change towards Inclusive Excellence.

Table 3-3.

Distinguishing Statements for Factor A: Sojourners

Rank	z-score	Statement	IECM Dimension	Q Sort #
5	1.57	I have positive working relationships with my institutional peers.	Collegial	34
4	1.48	My institution’s president shares my vision for Inclusive Excellence.	Bureaucratic	3
3	1.05*	I believe that my position is structured appropriately to support my work as a CDO.	Bureaucratic	7
3	.78*	I am satisfied with the importance placed upon diversity at my institution.	Symbolic	19
2	.56*	I am satisfied with my institution’s policies to support diversity.	Symbolic	18
1	.40*	My experience as a CDO is what I expected it to be.	Personal	38
-1	-.34*	I have sufficient institutional authority to recommend changes in all units at the institution.	Political	13
-2	-.61*	An important part of my role is to support underrepresented students.	Systemic	21
-2	-.73*	I have adequate financial resources to implement appropriate diversity initiatives.	Bureaucratic	5
-3	-1.38*	Others at my institution are resistant to my work to implement diversity initiatives.	Collegial	31
-4	-1.42*	An important part of my role is to recruit diverse students.	Systemic	28
-4	-1.45*	Others at my institution are not invested in diversity initiatives.	Collegial	30
-4	-1.77*	I often feel isolated due to my role at the institution.	Personal	39
-5	-2.11*	Promoting diversity at my institution is risky.	Personal	40
-5	-2.29*	I believe that my position is institutional “lip service” for diversity.	Personal	37

* Denotes $p < .01$; all others are significant at $p < .05$

Jacob also offered his views on an element of the Collegial Dimension of the IECM (Williams, et al., 2005), the importance of having positive working relationships with institutional peers, which in his case was also be upper-level administrators at the university. “I would say that I have a good working relationship [with my peers], but it’s fluid, you know. Sometimes you have to tell people things that they don’t want to hear.” Jacob’s ability to have positive collegial working relationships within his institutional peer group was helpful when diversity-related concerns arose that he had to address with those peers.

Most of the distinguishing statements that Sojourners sorted as “Most unlike my perceptions” related to their personal experiences. Several of these statements were intentionally worded negatively; therefore, the researcher interpreted the intent of these participants to assert the opposite of the negatively-worded statement. For example, Sojourners did not feel isolated at their institutions nor did they feel that their work to promote diversity was risky or merely institutional “lip service.”

Jacob provided insights into the reported perceptions about isolation and risk in his experience as a CDO:

I tend to get out there and keep connected to people to avoid feeling isolated. The ‘risky’ statement, um, you know there is some inherent risk in doing this type of work but I feel pretty good about it...I know what works and I know what doesn’t work. And you really need to stay connected to your constituents and the community that you’re working with.

Sojourners perceived that they did not have a role in the institutional work to recruit or support underrepresented students to the institution, elements of the Systemic Dimension of the IECM (Williams, et al., 2005). Jacob alluded to his perception that this work was the primary

responsibility of the enrollment services colleagues at his institution, with whom he consults about enrollment and scholarship opportunities for underrepresented students. Therefore, while he collaborates with this unit within his institution, he is not directly responsible for working with underrepresented students.

The analysis of results for Sojourners revealed consistently positive attitudes about their experiences as CDOs in postsecondary educational settings. In particular, this group perceived effective and supportive relationships with institutional peers and leaders, satisfaction with the structure of their CDO position, and a sense that the institution is truly committed to Inclusive Excellence. The remaining two viewpoints revealed in this study differed significantly from Sojourners, findings that will be discussed in greater detail in the following sections.

Factor B: Partners in Social Justice. Factor B was named “Partners in Social Justice” by “Emma,” a participant whose views placed her within this factor. She selected this team name at the conclusion of her telephone interview because it represented her perception of “how we do our work, which is in partnership and collaboration.” For the remainder of this section, participants who aligned with Factor B are referred to as Partners in Social Justice.

As with the Sojourners in the previous section, factor interpretation for Partners in Social Justice included three components: a review of the demographic information provided by participants; an analysis of the distinguishing statements that were significant for this viewpoint; and, personal communications via a telephone interview with Emma. The results of data analysis and the qualitative analysis of interview transcripts are presented here for Partners in Social Justice.

The demographic information provided by Partners in Social Justice revealed that, in general, these participants were either CDOs or Vice Presidents, but one indicated a working title

as the Affirmative Action Officer of the institution. Only one of the five Partners in Social Justice was the first CDO to work at the institution and all were in their current positions for six or fewer years. When Emma was told that all participants sharing her viewpoint were relatively new in their positions, she observed that “in some ways it’s a new field...comparatively to provosts or whatever, so that might be partly indicative. And, my sense is, at least my experience is, that it’s a pretty tough job and I don’t think people tend to stay in it a really, really long time.”

In terms of institutional characteristics, the institutions at which the Partners in Social Justice worked were either very large with more than 20,000 students or very small with 5,000 or fewer students. Three of the institutions were private and one was a community college; four of the five institutions were identified as PWIs.

The distinguishing statements for Partners in Social Justice (see Table 3-4) reveal that this group focused primarily on the Symbolic and Systemic dimensions of the IECM (Williams, et al., 2005). Partners in Social Justice had strong, positive perceptions about the overall definitions of diversity at their institutions and the inclusion of sexual orientation and gender identity/expression statements. Additionally, they viewed their institutional roles as assisting in the support of underrepresented students, faculty and staff, and, to a lesser degree, assisting in the recruitment of those individuals to the university. These findings are consistent with Emma’s observation, “I have focused more on retention and ensuring that the culture is inclusive.”

In sorting the Q statements that were least like their perceptions, Partners in Social Justice focused on statements related to the Bureaucratic and Political dimensions of the IECM (Williams, et al., 2005). Specifically, they reported being unable to influence curriculum reform and lacking institutional authority to recommend or enact changes at the university. As Emma

noted, “normally [I] would not touch curriculum. I can certainly have a conversation with someone. But (1) it’s not my area of expertise and (2) there’s a bit of a wall up there anyway.” Partners in Social Justice similarly did not perceive strong support from their institutional presidents to implement changes and make difficult decisions to support diversity. Emma’s experiences with her institutional president underscored the impact that a lack of presidential support can have on the work of addressing Inclusive Excellence needs. While she had previously found her president to be supportive of diversity-related initiatives, Emma reflected on more recent changes:

[The president] has kind of ‘checked the box’ and is moving on. We’ve done a ton of work over the last...10 years. That’s clearly been an area of focus for him to work on. So, I struggle with him now because I don’t agree with him that we’ve ‘checked a box’ and that we’re all good....he’s been publicly supportive of the topic, but not necessarily of the work of my departments....So I think that he’s ready to move on to other things.

Frustrations about her president’s waning focus for diversity initiatives have created stress for those working within Emma’s departments. As she noted later in her interview, burn-out seems to be problematic for Partners in Social Justice who are strongly committed to creating cultural change but lack the institutional support needed to enact those changes. Emma reported that “one of the really difficult parts of this role is that you tend to really see the underbelly all the time – you see what’s wrong; you see what’s not working and it really skews your perspective....it is an occupational hazard.”

In summary, Partners in Social Justice were most likely to have positive perceptions towards their institutions’ positions on the Symbolic and Systemic dimensions of the IECM

Table 3-4.*Distinguishing Statements for Factor B: Partners in Social Justice*

Rank	z-score	Statement	IECM Dimension	Q Sort #
5	2.21*	My institution's definition of diversity includes gender identity/expression.	Symbolic	17
5	2.04*	My institution's definition of diversity includes sexual orientation.	Symbolic	16
4	1.79	I am satisfied with my institution's definition of diversity.	Symbolic	14
4	1.40*	I help underrepresented faculty and staff to network with other professionals outside the institution.	Systemic	24
4	1.13*	An important part of my role is to recruit diverse staff.	Systemic	27
3	1.09*	An important part of my role is to recruit diverse faculty.	Systemic	26
2	.70*	An important part of my role is to recruit diverse students.	Systemic	28
2	.68	My institutional leaders understand Inclusive Excellence.	Symbolic	4
2	.64*	An important part of my role is to support underrepresented students.	Systemic	21
1	.20*	My president is willing to discuss problems with campus climate for diversity.	Bureaucratic	11
-1	-.33*	My institution's president publicly supports my work with diversity initiatives.	Bureaucratic	2
-1	-.39*	My institution's president shares my vision for Inclusive Excellence.	Bureaucratic	3
-3	-1.12*	I have support from my president to implement policy changes to support diversity.	Bureaucratic	1
-3	-1.14*	I have sufficient institutional authority to enact necessary policy changes to support diversity.	Political	8
-4	-1.35*	My president supports me when I have to make difficult decisions to support diversity.	Political	10
-4	-1.43*	I have sufficient institutional authority to recommend changes in all units at the institution.	Political	13
-5	-2.10*	I am able to influence curriculum reform to support Inclusive Excellence.	Political	12

* Denotes $p < .01$; all others are significant at $p < .05$

(Williams, et al., 2005). They expressed overall satisfaction with institutional diversity statements and their focuses on recruitment and retention of diverse students, faculty, and staff. However, Partners in Social Justice, in contrast to their Sojourner colleagues, viewed their institutional leaders as being less supportive and their positions as less effectively structured. These perceptions also differed significantly from those shared by the final viewpoint revealed with this study.

Factor C: Loyal Opposition. Factor C was named “Loyal Opposition” by “Josephine,” a participant whose views placed her within this factor. Selecting this team name at the conclusion of her telephone interview, Josephine noted throughout her interview that her role at the institution is to agitate with institutional members and work through resistance from her institutional peers. Therefore, Factor C is referred to as Loyal Opposition.

As in the previous two groups, factor interpretation for Loyal Opposition included a review of the demographic information provided by participants, an analysis of the distinguishing statements that were significant for this viewpoint, and personal communications via a telephone interview with Josephine. The results of data analysis and the qualitative analysis of interview transcripts are presented here for Loyal Opposition.

A review of the demographic information provided by Loyal Opposition revealed that each of these participants had a different working title at their institutions, ranging from Affirmative Action Officer to CDO to Vice President and Associate Vice President. Similarly, their years of experience in the current position were also extremely varied from a minimum of three years to a maximum of more than 12 years. Four of the five participants in this viewpoint were the first CDOs at their institutions.

The characteristics of Loyal Oppositions’ institutions were also varied, ranging from public to private to community colleges. Enrollment at each institution was usually more than 10,000 students and all institutions were identified as PWIs. When informed about the institutional demographics for this viewpoint, Josephine observed the significance that all were “predominantly white institutions....I can name the people of color here.”

The analysis of distinguishing statements (see Table 3-5) for Loyal Opposition revealed that those statements found to be most like the perceptions of the participants spanned several

areas of the IECM (Williams, et al., 2005). Loyal Opposition reported that an important part of their role at the institution was to support underrepresented students, a factor related to the Systemic dimension of the IECM.

Table 3-5.

Distinguishing Statements for Factor C: Loyal Opposition

Rank	z-score	Statement	IECM Dimension	Q Sort #
5	1.72*	An important part of my role is to support underrepresented students.	Systemic	21
4	1.45*	I have sufficient institutional authority to assess the campus climate for diversity.	Political	9
4	1.23*	Others at my institution are resistant to my work to implement diversity initiatives.	Collegial	31
3	1.01	My institution's definition of diversity includes gender identity/expression.	Symbolic	17
2	.88	My institution's president shares my vision for Inclusive Excellence.	Symbolic	3
1	.71*	I have sufficient institutional authority to recommend changes in all units at the institution.	Political	13
-1	-.41*	An important part of my role is to recruit diverse students.	Systemic	28
-1	-.49	An important part of my role is to recruit diverse faculty.	Systemic	26
-2	-.61*	Staff at my institution support my work with diversity initiatives.	Collegial	33
-3	-.90*	I am satisfied with my institution's policies to support diversity.	Symbolic	18
-3	-1.10*	I am satisfied with the importance placed upon diversity at my institution.	Symbolic	19
-4	-1.28	I have adequate human resources to implement appropriate diversity initiatives.	Bureaucratic	6
-4	-1.28*	My institutional leaders understand Inclusive Excellence.	Symbolic	4
-4	-1.67*	My institutional leaders understand the differences between diversity, equity, and inclusion.	Symbolic	15

* Denotes $p < .01$; all others are significant at $p < .05$

Loyal Opposition also reported that they had sufficient institutional authority to assess the campus climate and recommend changes in all units of the institution, both of which were associated with the Political dimension of the IECM (Williams, et al., 2005). Josephine illustrated the importance of this dimension as she explained the structure of her position and the degree of institutional authority it carries to address not only diversity, including student support

service areas, but also areas of compliance such as Affirmative Action, EEO, ADA, and Title IX.

As she noted:

There is always this tension with some that this office should not have [compliance responsibilities]....then literally this is what is said, “It’s a conflict of interest to have the compliance part”....they say that the compliance part, that’s the police kind of thing and in the diversity kind of thing, that’s where we get people on board. And that’s what you should be focusing on.

Josephine’s experiences with institutional peers who disagreed with the authority in her position led to significant levels of resistance for the work she does with Inclusive Excellence, as was noted with distinguishing statements associated with experiences least like hers. Loyal Opposition also revealed that they experienced resistance to their work to implement diversity initiatives from others at the institution. This statement was associated with the Collegial dimension of the IECM (Williams, et al., 2005) and was complemented by the negatively-worded distinguishing statement regarding staff support for the participants’ work with diversity initiatives.

Other statements that were identified as least like their perceptions of the CDO position for this factor focused primarily on the Symbolic and Bureaucratic dimensions of the IECM (Williams, et al., 2005). Specifically, Loyal Opposition found that institutional leaders did not understand Inclusive Excellence or the differences between diversity, equity, and inclusion. As Josephine noted in her interview, “all our vice presidents here are over 60 and they are all white males. They are not bad people in any way, but their frame of reference is very foreign. These people have no concept of white privilege.”

Similarly, Loyal Opposition reported that they were not satisfied with their institutions' policies to support diversity or the level of importance placed upon diversity. These statements were again included within the Symbolic Dimension of the IECM (Williams, et al., 2005). Josephine commented on her experiences with this statement, specifically, how her "senior leadership simply does not have any investment in it and they could be mad at me but I don't care. They're not doing what they should be doing....They really simply don't get it."

Finally, the Bureaucratic dimension of the IECM (Williams, et al., 2005) was represented in the distinguishing statements as Loyal Opposition indicated that they lacked adequate resources to accomplish their work. Josephine expressed concern that "we do not have the resources to do a climate survey" which was a source of frustration and concern for her.

Thus, participants who shared the Loyal Opposition viewpoint shared both negative and positive perceptions about their views as CDOs in postsecondary educational institutions. Specifically, Loyal Opposition strongly viewed the importance of their roles in supporting underrepresented students. And, while they reported having sufficient authority to assess climate, they were less positive about their authority to create change across their institutions. Finally, Loyal Opposition strongly perceived that their institutional leaders do not understand Inclusive Excellence, a guiding principle for CDOs.

All three of the viewpoints identified for this study reported significantly different perceptions and experiences in postsecondary educational institutions. Sojourners tended to express stronger positive views about the levels of institutional support for their positions. In contrast, Partners in Social Justice reported perceiving that their institutional leaders were less supportive of their work and that their positions were not structured appropriately to create significant change at their institutions. The third viewpoint, Loyal Opposition, perceived that

their institutional leaders did not understand Inclusive Excellence. However, despite the differences in perceptions between these unique viewpoints, some areas of agreement were found amongst all participant groups.

Discussion

A comprehensive review of the findings of this study about the subjective perceptions and experiences of CDOs working with postsecondary educational settings revealed three distinct viewpoints. Those viewpoints emerged as a result of this Q Methodological study framed around the concepts of Inclusive Excellence and transformative culture change, as represented by the IECM (Williams, et al., 2005). The viewpoints revealed significantly different perceptions of the positive and negative experiences faced by CDOs.

Key Findings

In this section, key findings are identified for each of the three distinct viewpoints revealed in the research results. These findings are reviewed in relation to the conceptual framework utilized to organize this study, the IECM (Williams, et al., 2005).

Sojourners. Sojourners indicated agreement with statements associated with the Collegial and Bureaucratic dimensions of the IECM (Williams, et al., 2005) that were significantly different than the responses of colleagues in the other two viewpoints. This viewpoint was the only one described by the study to select a defining statement about positive working relationships with their institutional peers. As an element of the Collegial Dimension of the IECM, this finding suggests that Sojourners have both the respect and support of those working at similar high-levels of the administration at their institutions. This level of support is necessary for CDOs focused on creating transformative cultural change at their institutions, as these changes are most effective when engaged across units of the institution.

Sojourners were also the only research group to indicate that their visions for Inclusive Excellence were shared with their institutional presidents and that their positions were structured appropriately for their work, both of which were related to the Bureaucratic Dimension of the IECM (Williams, et al., 2005). Presidential support for the work of CDOs, and specifically for Inclusive Excellence, is critical for significant transformative change to occur. Further, the structure of the CDO position can have a dramatic impact on the effectiveness of the professional in this role. CDOs operating without appropriate levels of authority within the institution can do little more than propose specific diversity initiatives and provide resources and training to enhance cultural competency and awareness from members of the campus community.

Three of the Q sort items were also identified as distinguishing statements but were not specifically related to the IECM (Williams, et al., 2005). These items related to the personal experiences of CDOs and related to feelings of isolation within the institution, perceptions that diversity-related work is risky, and beliefs that the positions were merely institutional “lip service” regarding diversity. Sojourners were the only group within this study to identify these statements as least like their perceptions about their roles. This finding indicates that Sojourners, more so than their peers in the other two viewpoints, had overall significantly more positive personal experiences as CDOs.

Partners in Social Justice. The perceptions of Partners in Social Justice were positively correlated with statements drawn from the Symbolic and Systemic dimensions of the IECM (Williams, et al., 2005). The statements that served to distinguish this viewpoint from the other two groups were primarily related to their institutions’ statements of diversity. Specifically, Partners in Social Justice agreed that gender identity/expression and sexual orientation were included in their definitions of diversity. This finding underscored the significance of the team

name given to this group, which appeared to be strongly focused on the social justice aspect of Inclusive Excellence.

At the same time that Partners in Social Justice approved of the commitment to all-encompassing diversity statements, they reported negative perceptions related to the Political Dimension of the IECM (Williams, et al., 2005). The CDOs who were associated with this viewpoint experienced a general lack of institutional authority and presidential support, especially in making difficult decisions related to Inclusive Excellence policies. Thus, despite positive perceptions related to the official statements of diversity, it appeared that the actual structure of CDO positions for Partners in Social Justice did not adequately support the work of creating transformational change for Inclusive Excellence.

Loyal Opposition. Those CDOs who were identified as the Loyal Opposition viewpoint selected as distinguishing statements items that related to the Systemic, Political, and Collegial dimensions of the IECM (Williams, et al., 2005). This participant group strongly agreed that an important part of their roles were to support underrepresented students. In other words, Loyal Opposition shared the perception that support for students was more important than any other role they had at the institution. Interestingly, similar statements regarding their roles with faculty and staff were actually found to be distinguishing statements that were unlike their perceptions.

Loyal Opposition perceived that they had the institutional authority necessary to assess campus climate for diversity, an item associated with the Political Dimension of the IECM (Williams, et al., 2005). The assessment of campus climate is a critical initial step for CDOs seeking to lead the transformative culture change related to Inclusive Excellence; identifying strengths and weaknesses in the current culture allows CDOs to identify areas requiring significant focus. However, an interesting footnote to this finding was that Loyal Opposition

gave a significantly lower ranking to an associated statement from the Political Dimension, related to the CDO's institutional authority to recommend changes. Therefore, it was apparent that while the Loyal Opposition CDOs were charged with assessing campus climate, they were not similarly charged with recommending or enacting changes that would result from the findings of that climate assessment.

The Loyal Opposition participants agreed that four items from the Symbolic Dimension of the IECM (Williams, et al., 2005) were least like their perceptions as CDOs. Specifically, they reported dissatisfaction with both the policies related to diversity and the importance placed upon diversity at their institutions. Loyal Opposition also reported that their institutional leaders did not understand Inclusive Excellence or its key elements of diversity, equity, and inclusion. Thus, the researcher found it meaningful that this viewpoint was unique from the others in its significant levels of dissatisfaction with the degree to which diversity was both understood and identified as a priority at their institutions.

Implications

The findings from this study reveal differing perceptions about the role of the CDO in postsecondary educational institutions. One group of CDOs reported generally positive experiences in their professional roles, with collegial relationships, support from institutional leaders, and an appropriate structure that allowed them to implement necessary initiatives to realize Inclusive Excellence at their institutions. A second group of CDOs reported perceptions related to a stronger focus on the social justice elements of Inclusive Excellence; however, they also lacked the institutional authority and support to create lasting transformative change. Finally, a third group of CDOs reported that, while they were granted institutional authority to assess the campus climate, they did not have broad support, or even understanding, from

institutional leaders and other stakeholders in order to implement necessary initiatives to create change. Thus, the effectiveness of CDO positions in postsecondary educational institutions varies, based upon the level of institutional commitment, support, and resources allocated to that individual.

Several notable conclusions, based upon the research findings, are further analyzed with the intent of providing a framework by which to critique educational settings and CDO position descriptions in order to ascertain preparedness of institutional leaders for the transformative culture change that accompanies Inclusive Excellence. These conclusions are offered here as implications for practice.

CDO Role with Students

Only one group of CDOs, Loyal Opposition, reported a strong role in supporting underrepresented students. This finding was surprising in that the concept of Inclusive Excellence itself was, in large part, borne of a commitment to serve underrepresented students to a higher degree at postsecondary educational institutions. Therefore, a more consistent perception of the CDO role in supporting college students was anticipated. Despite these findings, the researcher recommends that this professional should have a clear focus on ensuring that underrepresented students are well-served by the institution in a manner consistent with an Inclusive Excellence framework.

CDO Role with External Stakeholders

While the IECM (Williams, et al., 2005) outlined the role of CDOs in working with external stakeholders to help address changing demographics, workforce needs, societal inequities, and political or legal dynamics, no evidence of this work was found in any of the viewpoints. In fact, all three viewpoints agreed with the perception that addressing social

inequities in the broader community was not an important feature of this position. While it is understandable that the CDOs must focus primary attention on addressing campus culture within their institutions, it could be argued that challenges to Inclusive Excellence will continue to emerge if inequities are not addressed outside the institutional borders. Further, colleges and universities across the United States engage community stakeholders in many institutional initiatives, including community-based research, service-learning initiatives, cooperative education or internships, leadership development, and fundraising efforts. The work to realize Inclusive Excellence should, therefore, also be considered outside the arbitrary boundaries of postsecondary educational settings, as colleges and universities are reliant on the broader communities that support them in many of these areas.

Positioning the CDO within the Institution

The CDO position is “an integrative role that coordinates, leads, enhances, and in some instances supervises formal diversity capabilities of the institution in an effort to create an environment that is inclusive and excellent for all” (Williams & Wade-Golden, 2013, p. 32). Previous research on the CDO position in postsecondary educational settings (Arnold & Kowalski-Braun, 2011; Banerji, 2005; Gose, 2006; Meier, 2012; Pittard, 2010) reveals a common understanding that this should be a senior-level administrator who envisions a culture of Inclusive Excellence and works collaboratively with stakeholders to lead diversity initiatives. This position is commonly seen as a change agent for Inclusive Excellence initiatives.

Through the research conducted for this disquisition, it is evident that many CDOs are currently positioned as senior-level administrators. While some are in divisional leadership positions leading several departments related to equity, diversity, or inclusion, others are located within the office of the provost. Many CDOs have responsibilities in the areas of policy

compliance and oversight, as well. It is clear from the research that CDOs must have access to the organization's president, in order to address policy concerns and to be seen as the leading institutional authority on equity, diversity, and inclusion initiatives.

However, the mere positioning of this CDO professional in a senior-level administrative position is not sufficient for maximum efficacy. The CDO must have access to other stakeholders within the institution, specifically the faculty, academic administrators, and staff members. Further, the CDO must not only be a visionary leader for diversity-based initiatives, but must be collaborative and successfully establish and maintain positive relationships with these stakeholders.

Based on the research findings, the model of divisional leadership for the CDO carries some concerns for effective practice. Specifically, when the CDO leads a division that includes all diversity-serving departments at the university, other institutional leaders may be less invested in this work. It is imperative, therefore, that CDOs with divisional leadership responsibilities develop collaborative relationships with institutional peers to support and promote their efforts to establish diversity initiatives within those other divisions. Efforts to incentivize the diversity-focused work of stakeholders at the institution, such as offering micro-grants for research or providing assistance in the development of diversity committees, would support and expand the scope of collaborative relationships throughout the organization.

Leading Through Conflict

In writing about the work of creating an organizational climate that supports diversity, Tierney (1993) argued that the presence of conflict was to be expected, even welcomed. As he noted, “[t]he lack of conflict either means that particular groups have been silenced and made invisible or that a democratic workplace based on the acceptance of difference has not been

reached” (p. 64). Thus, the conflict that was reported by CDOs in the Loyal Opposition factor, such as Josephine, is to be expected when that professional is leading efforts to create an educational environment that embraces Inclusive Excellence. While conflict is often viewed by members of the community as negative and something to be avoided at all costs, the CDO can lead the institution through these inevitable times of conflict and maintain the organizational focus on the goal of transformational change.

Another critical element of the change process is to engage all members of the institution in the articulation of a clear vision, starting with the development of an environmental scan and strategic planning process (Curry, 1992; Tarbox, 2001). This process requires a strong professional in the CDO role who is willing to lead the institution through the conflict that accompanies any significant change within postsecondary educational settings.

Recommendations for Further Study

The current study utilized the Q Method research design which provided a mixed methods approach to ascertaining the subjective perceptions and experiences of CDOs working in postsecondary educational institutions. These research findings offer meaningful insights for leaders interested in creating CDO positions at their institutions, insights that could assist in identifying the specific roles of the CDO at the institution, as well as the characteristics of a successful professional in that role. The findings will assist higher education professionals who are considering entering the CDO profession in higher education, to provide a realistic view of the experiences of the CDO and the impact of varying levels of institutional support for that position. However, additional research is recommended to deepen the analysis into this emerging role in postsecondary education. The researcher recommends future research that would connect the role of the CDO position with a more focused investigation of unique

institutional types, specifically the role of a CDO in the community college setting, the private college setting, and the demographically diverse college or university setting.

Summary

This study of the subjective experiences and perceptions of CDOs in the postsecondary educational setting reveals three distinct viewpoints within the profession. The perceptions from these three viewpoints vary depending upon the degree to which these professionals experience support from institutional leaders, especially in times of conflict, and the scope of their influence on key stakeholders within the institution.

Based upon the findings outlined in this study, several recommendations are offered to help promote the CDO profession, to structure that position for maximum effectiveness in supporting Inclusive Excellence within the institution, and to support those individuals serving as CDOs. The IECM (Williams, et al., 2005) provides a useful framework in both implementing the CDO position within a postsecondary setting and for assessing the experiences of these professionals.

In conclusion, the CDO is an emerging, senior-level administrative position in postsecondary education. These professionals provide vision and leadership for institutions as they enact policies and practices consistent with the Inclusive Excellence ideal. However, those serving in this role often experience a lack of adequate institutional authority to influence the academy, presidential support that wanes during conflict, and institutional peers who neither understand nor support Inclusive Excellence. Yet the importance of this position is underscored by a history of educational inequality for underrepresented college and university students. As the diversity of our postsecondary institutions continues to increase, we must place greater emphasis on initiatives such as Inclusive Excellence and the CDO position which champions this

ideal, in order to better serve our changing demographics and keep the academic attainment of our students at the heart of this work.

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CHAPTER 4. ARTIFACTS OF INCLUSIVE EXCELLENCE: A CONTENT ANALYSIS

STUDY OF UNIVERSITY RHETORIC ON WEBSITES

Students of color are enrolling in U. S. colleges and universities at increasing rates each year (National Center for Education Statistics, 2011). Postsecondary educational institutions must not only prepare for these changing demographics, but must work to proactively embrace the enhanced learning environments that will accompany this change. Institutional leaders can lead their organizations in efforts to create more welcoming and inclusive campus environments, campuses that embrace Inclusive Excellence in all levels of the institution. An important part of that change relates to the rhetoric and artifacts used to promote the institution to prospective students. Increasingly, those promotional efforts include institutions' official websites, which are accessed by prospective students and employees, to learn about the culture of the institution, the academic programs offered, and the campus life opportunities available to students. This study focuses on the institutional rhetoric and artifacts, presented on official institutional websites, as they relate to an organizational culture of Inclusive Excellence.

Statement of the Research Problem

The Association of American Colleges and Universities (2005) sponsored a series of papers under the title "Making Diversity Inclusive" (Bauman, Bustillos, Bensimon, Brown, & Bartee, 2005; Milem, Chang, & Antonia, 2005; Williams, Berger, & McClendon, 2005). This series summarized educational research into the means by which postsecondary institutions across the United States have enacted Inclusive Excellence to support the academic success of students. The AAC&U defined Inclusive Excellence as:

(1) A focus on student intellectual and social development. . . (2) A purposeful development and utilization of organizational resources to enhance student

learning. . . (3) Attention to the cultural differences learners bring to the educational experience and that enhance the enterprise. . . (4) A welcoming community that engages all of its diversity in the service of student and organizational learning. (Milem, et al., 2005, p. vi, italics in original)

Institutional leaders who wish to transform the campus culture into one that supports Inclusive Excellence must enact significant changes that go well beyond merely providing a definition of and an affirmation for diversity on the institution websites. However, enacting this type of change requires a significant investment of time and resources to realize a sustainable shift in priorities. The Inclusive Excellence Change Model (Williams, et al., 2005) provides an appropriate framework for this cultural change.

This research study will seek to apply the Inclusive Excellence Change Model (Williams, et al., 2005) in order to identify institutional artifacts, resource allocation, and personnel that support or hinder the implementation of Inclusive Excellence initiatives.

Review of Literature

Institutional Culture

The culture that is created and maintained by each postsecondary educational institution is a unique combination of formal and informal policies, procedures, and practices. Kuh and Whitt (1988) defined culture as “persistent patterns of norms, values, practices, beliefs, and assumptions that shape the behavior of individuals and groups in a college or university and provide a frame of reference within which to interpret the meaning of events and actions on and off the campus” (p. 6). Culture, when viewed within this context, is both a process and a product. Culture is a process through which meaning of the individual interactions between organizational members. At the same time, organizational culture is a product of those very

interactions, embodied in the artifacts of the institution, including institutional histories and traditions.

Tierney (1997) expanded upon the previous definition of culture (Kuh & Whitt, 1988), framing the concept from a postmodern perspective:

The coherence of an organization's culture derives from the partial and mutually dependent knowledge of each person caught in the process and develops out of the work they do together. Culture is not so much the definition of the world as it is, but rather a conglomeration of the hopes and dreams of what the organizational world might be. (p. 6)

Culture, then, depends upon the individual members to create and maintain a shared meaning for the organization.

Organizational members perpetuate the culture through the socialization of new members into the organization. This socialization is accomplished through the common practices of orientation and training for new members, including the review of artifacts such as the mission, vision, and values statements, the policy manuals that outline appropriate standards of behavior for organizational members, and the documents created to transmit the history as well as the present and future directions of the institution (Birnbaum, 1988; Schein, 1990, 1996).

Postsecondary institutions transmit culture through processes similar to those outlined by Birnbaum (1988) and Schein (1990, 1996). Additionally, colleges and universities embrace unique methods of perpetuating organizational culture, especially for new or prospective students. These practices include orientation and welcome week activities during which new students are assigned peer mentors who pass along, both formally and informally, information about the legends, histories, and traditions of the organization. New faculty and staff also

receive this information through orientation and training processes, as well as employee manuals that outline appropriate behaviors.

Over time, the artifacts that transmit organizational culture become strongly ingrained into the fabric of the institution and members perpetuate that culture without question (Schein, 1990). At this point, the organizational culture becomes invisible to the current members who view it as merely the way by which the institution operates. As new members join the institution, they experience the culture as unique and choose to either assimilate into that culture or rebel against it.

The Role of Artifacts and Rhetoric in Culture Change

When postsecondary institutional leaders wish to create cultural change, they must consider the very artifacts that perpetuate the current culture. For example, leaders of predominantly White institutions (PWIs) are increasingly looking to transform their institutional cultures to embrace Inclusive Excellence (Bauman, et al., 2005; Milem, et al., 2005; Williams, et al., 2005). In order to achieve this transformational culture change, institutional leaders must analyze existing artifacts of the institution to determine the degree to which they are welcoming and supportive of all diverse members.

From a postmodernist perspective, Tierney (1993) asserted that most postsecondary institutions are structurally oppressive towards diverse members. Tierney further argues that the oppression of these institutions is deeply embedded within the fabric of the institution, in such artifacts as the policies and practices, the traditions, and the values of the organization. Institutional leaders who wish to change this culture must “make visible the norms of the institution and question them so that newer members do not simply become socialized to these norms, but rather, individuals in the community try to come to terms with the differences of

others” (p. 140). By doing so, institutional leaders can expose institutional artifacts that support oppression and replace them with artifacts that embrace Inclusive Excellence.

The complex task of transforming an institution to embody a culture of Inclusive Excellence requires commitment from institutional members throughout all areas of the organization. The university president plays a critical role in inspiring institutional members to embrace the change; he or she must be at the forefront of articulating the need for change to all stakeholders, both internal and external (Birnbaum, 1988). The president must also endorse a process of assessing the current culture, developing a strategic plan to achieve Inclusive Excellence, and ensuring that the transformation will be lasting. The change must be tied to the mission, vision, and values of the institution and must be embraced by all members of the community (Curry, 1992; Kezar, 2001).

According to research conducted by Rowley, Hurtado, and Ponjuan (2002), changes to institutional artifacts such as mission statements may not be sufficient to realizing a culture of Inclusive Excellence. They argue that “a set of interlocking commitments to diversity must go beyond the rhetoric in mission statements to include articulation of diversity priorities, activities that evaluate and reward progress, core leadership support, and the development of a diverse student body” (p. 21). However, while institutional rhetoric in support of diversity is not solely enough to realize transformational change towards a culture of Inclusive Excellence, the lack of a clear statement in support of diversity is detrimental to achieving these efforts (Merkl, 2012).

Tarbox (2001) identified several activities in which institutional leaders must engage to create transformative culture change, including a strategic planning process that includes a comprehensive environmental scan of the institutional level and the individual level. At the institutional level, leaders must review the policies, human and financial resource allocations,

and institutional rhetoric. In addition to this thorough environmental scan, the change process leaders must engage university stakeholders, both internal and external to the organization.

The complicated process of creating transformative culture change that embraces Inclusive Excellence within the academy requires a critical review of all levels within the institution. Change process leaders must have a clear vision of the changed culture in mind and must be capable of articulating that vision to members of the institution. Further, the change must be sufficiently represented within the organizational artifacts: mission, vision, and values statements; strategic plans and priorities; rhetoric regarding the institutional history and role within the greater community; policies and procedures; and, curriculum.

Transmitting Culture through Institutional Websites

Institutional websites are increasingly important as a way to transmit organizational culture to prospective students (Kittle & Ciba, 2001; Schimmel, Motley, Racic, Marco, Eschenfelder, 2010). Schimmel, et al. (2010) studied the role of websites in shaping the first impressions of prospective students about the institution. While this research added to the body of knowledge about applications of institutional websites, it failed to address organizational culture as presented on those websites.

Kittle and Ciba (2001) investigated institutional websites and the role that those sites play in the successful recruitment of prospective college students. Specifically, the researchers analyzed the ways in which institutions develop relationships with prospective students, engaging them in the organizational rhetoric presented through the websites. The researchers found that institutional websites were critical to the recruitment process by presenting salient information about the institutional culture, academic course offerings, and presentation of campus life. Thus, the role institutional website extends past a mere recruitment tool to a

mechanism of relationship-building between the institution and prospective students. However, this study did not specifically address the transmission of organizational culture through an examination of institutional rhetoric and artifacts, specifically related to diversity initiatives.

The current study sought to expand the understanding of the role that institutional websites by investigating the transmission of institutional culture through the presentation of rhetoric and artifacts. Organized as a comprehensive qualitative content analysis study, the researcher assessed institutional artifacts and rhetoric for effectiveness in institutionalizing diversity initiatives. The analysis was performed utilizing a theoretical framework for Inclusive Excellence, which is further explored in the next section.

Theoretical Framework

The application of a comprehensive theoretical framework is critical for providing direction for a research study. As noted by Ravitch and Riggan (2012), the theoretical framework incorporates a body of theory and provides focus for the application of the conceptual framework.

The theoretical framework employed in developing this research study is the Inclusive Excellence Change Model (IECM) (Williams, et al., 2005). This model (see Figure 4-1) is specific to postsecondary educational institutions and provides a framework for institutional leaders intent on creating a culture of teaching and learning that supports the academic success of all students which is a hallmark of Inclusive Excellence. While an institutional commitment to Inclusive Excellence is at the heart of the IECM, leaders must be aware of the social forces that impact the institution, including workforce needs, social inequities, shifting demographics, and political and legal issues. Therefore, the model requires senior-level leadership, institutional

vision and buy-in, commitment to capacity building, and the allocation of necessary institutional resources in order to achieve Inclusive Excellence, in light of those social forces.

As noted by Williams, et al. (2005), a key feature of the IECM is the model's organization around five key dimensions: bureaucratic, political, collegial, symbolic, and systemic. The first dimension, bureaucratic, relates to the institutional goals, values, strategies, and priorities, relative to Inclusive Excellence. The second, or political, dimension features the power structures relative to the institution, including the development of a senior-level position such as the Chief Diversity Officer (CDO) to facilitate and mobilize strategic initiatives in

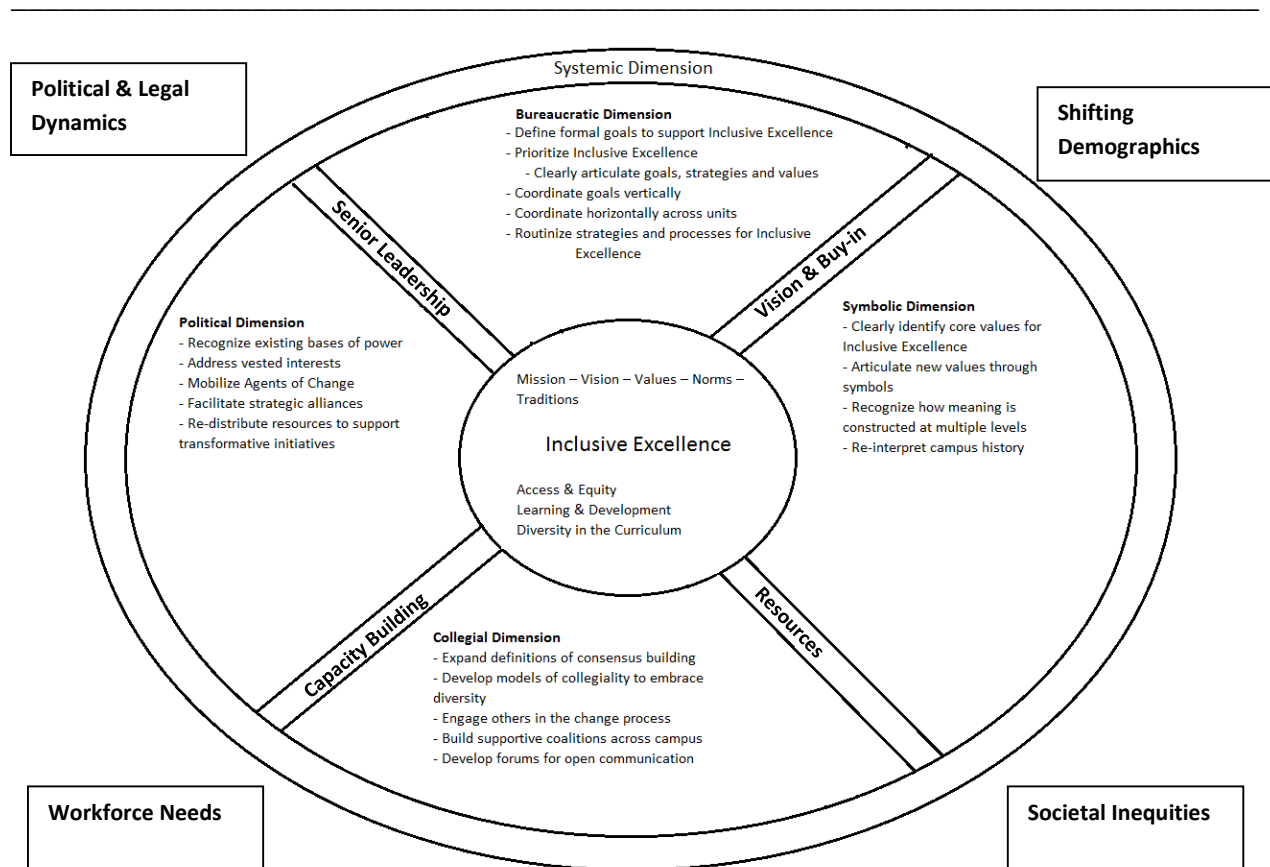


Figure 4-1. Inclusive Excellence Change Model. Adapted from *Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions*, by D. A. Williams, J. B. Berger, and S. A. McClendon. Copyright 2005 by Association of American Colleges and Universities.

collaboration with institutional stakeholders. Within the third, or collegial, dimension of the IECM the institution supports the development of supportive coalitions that include stakeholders at all levels of the institution and supports open communication and an appreciation to diversity that is necessary for transformational organization change. The fourth dimension of this model, the symbolic dimension, encourages institutional leaders to articulate the vision and values for Inclusive Excellence clearly and with transparency. Leaders must take into consideration the institutional stories and artifacts that must be re-viewed in relation to the commitment to supporting diversity. The fifth and final dimension of the model, the systemic, relates to the role of the institution within a broader social context that encompasses political and legal dynamics, shifting demographics and workforce needs, and structures of social inequities.

The IECM (Williams, et al., 2005) as the theoretical framework was foundational to this research study to providing several important components to the overall research design, specifically the Symbolic Dimension and the Bureaucratic Dimension. However, the based upon previous experience with efforts to institutionalize specific diversity- and inclusion-related initiatives, the researcher found that the IECM did not provide a complete model by which to conduct this study. While the IECM provided a strong basis for this study, it was necessary for the researcher to develop a conceptual framework that was appropriate for both the scope and methodology of this study. That conceptual framework is further explored in the next section.

Conceptual Framework

Ravitch and Riggan (2012) establish the importance of a conceptual framework to guide educational research. They argue that the selection of an appropriate conceptual framework is integral to the development of the overall research problem that is being investigated.

The conceptual framework developed for this study was drawn in part from the IECM (Williams, et al., 2005) but contained additional elements for which data was collected and served as the basis for the coding rubric utilized in this study. These additional elements were drawn from the researcher's own professional experiences with the institutionalization of diversity- and inclusion-related initiatives in postsecondary educational settings. The resulting framework, Achieving Strategic Inclusive Excellence (ASIE), is illustrated below in Figure 4-2.

The conceptual framework places the tenets of Inclusive Excellence at the core of the institutional model with four dimensions of evidence branching out from that core. The first dimension, Institutional Symbolism, draws from the Symbolic Dimension of the IECM (Williams, et al., 2005) and relates to the core values of the institution and evidence that ongoing development of new institutional values continue to support efforts to institutionalize Inclusive Excellence. Evidence of commitment to Inclusive Excellence is demonstrated within this dimension when specific elements of that framework are made transparent in the published core values for the institution. Further, just as institutional values and strategies evolve over time, core values related to Inclusive Excellence should also be reviewed, evaluated, and modified over time. Institutions that include attention to Inclusive Excellence when updating core values exhibit the degree to which these values are incorporated within the fabric of the organization.

The second dimension of the ASIE, Institutional Bureaucracy, also draws from the IECM (Williams, et al., 2005) and investigates institutional goals, strategies, and priorities to support Inclusive Excellence. Similar to the Symbolism dimension previously noted, institutions demonstrate a commitment to Inclusive Excellence by the degree to which it is incorporated into the infrastructure of the institution, including the strategic plans and institutional goals. Further, Inclusive Excellence efforts are enhanced by institutions that seek both vertical and horizontal

alignment of goals to ensure its support at all levels of the institution and across the various units of the institution. While many institutions support divisions and departments related to diversity and inclusion, it is imperative that those divisions and departments not specifically charged with this work also incorporate a commitment to it within their own structures.



Figure 4-2. Achieving Strategic Inclusive Excellence Model.

The third dimension of the ASIE, Institutional Structure, seeks evidence that the institution has developed an infrastructure to support Inclusive Excellence work at all levels of the institution. Institutions demonstrate a commitment to ASIE by employing a Chief Diversity Officer (CDO) who serves on the university president’s cabinet and has the institutional

authority to enact policies and initiatives that support transformational change towards Inclusive Excellence. Further evidence within the Institutional Structure dimension relates to the establishment and role of any councils or committees focused on the institutionalization of diversity and inclusion efforts. Additionally, institutional commitment to Inclusive Excellence requires support for departments that focus on diversity-related initiatives, including departments that serve students and employees with diverse identities and cultural centers.

The final dimension of the ASIE, Evidence of Institutionalization, assesses the degree to which Inclusive Excellence has been incorporated into various artifacts of the institution, including the mission, values, and diversity statements put forth by institutional leadership, the images selected to represent community members within the institution, the presence of key terminology related to Inclusive Excellence, the expansion of the official Non-Discrimination Statement to include all diverse identities, and institutional commitment to Inclusive Excellence as evidenced by membership in the professional association for CDOs, the National Association for Diversity Officers in Higher Education (NADOHE).

In conducting a qualitative content analysis of postsecondary institutions, the four dimensions of the Achieving Strategic Inclusive Excellence conceptual framework served as the basis for the coding rubric (see Appendix G), as will be further explained in the following section.

Methods

The current study was conducted as a qualitative content analysis (QCA) of postsecondary educational institution websites with a focus on identifying key aspects of institutional artifacts and rhetoric that relate to Inclusive Excellence and the Achieving Strategic Inclusive Excellence (ASIE) framework. The QCA research methodology allowed the

researcher to focus on conducting a descriptive analysis of a set of qualitative material (Schreier, 2012). A coding frame was constructed, based upon the ASIE, and was applied to the artifacts, symbols, structures, and other sources of data available on selected institutions' official websites. The frame was analyzed through use of the coding rubric developed for the study.

Schreier (2012) presented QCA as a systematic form of content analysis that required the researcher to examine all available material and follow a specific sequence of steps in the process. Specifically, this study was initiated with the research question "How do postsecondary institutions demonstrate through institutional artifacts the dimensions of the Achieving Strategic Inclusive Excellence framework?" After selecting the material to be analyzed for this study, the institutional artifacts available on the universities' official websites, the coding rubric was developed. The analysis began with sample material which was applied to the coding rubric to ensure that the categories were one-dimensional, mutually exclusive, exhaustive, and saturated.

The research methodology involved an exhaustive review of the official website for each selected institution to identify symbols related to institutional commitment to Inclusive Excellence. Examples included diversity and non-discrimination statements (including an analysis of the protected classes named within the non-discrimination statements), diversity strategic plans, the existence of campus centers serving diverse student populations, programs and services intended to support diverse faculty and staff, and more.

Selection of Participant Institutions

The five institutions selected for this study were predominantly White institutions (PWIs) located in predominantly White, mid-sized communities with populations ranging from approximately 22,000 to 37,000 throughout the United States. All universities shared key aspects of institutional histories and missions as members of the original public, land-grant universities

founded by the Morrill Act of 1862. As PWIs, these institutions shared, to varying degrees, student demographic characteristics as well as faculty, staff, and administrative demographics. Further, as public, land-grant institutions, the universities shared a commitment to providing postsecondary educational opportunities to a broad array of students.

In order to ensure representativeness of the participating institution sample, the institutions were selected as representatives of the four of the five postsecondary educational accrediting bodies (see Appendix H) identified by the Council on Higher Education Accreditation (CHEA) (Eaton, 2006). The accrediting associations from which the first four institutions were drawn are the Middle States Commission on Higher Education (MSCHE), the New England Association of Schools and Colleges – Commission on Institutions of Higher Education (NEASC), the North Central Association of Colleges and Schools – The Higher Learning Commission (HLC), and the Southern Association of Colleges and Schools (SACS) Commission on Colleges. The fifth institution selected for this study was chosen from among the institutions accredited by the Northwest Commission on Colleges and Universities (NWCCU). No institution was selected from the Western Association of Schools and Colleges (WASC) since the two land-grant institutions accredited within this association were considerably larger and more diverse campuses, located in larger and more diverse communities.

While the sources of data reviewed and analyzed for this study were all publicly available on institutional websites, for reporting purposes the researcher has chosen to refer to the institutions by their accrediting bodies to provide additional contextual information regarding the geographic regions represented by these institutions. Therefore the five institutions included in this study are referred to as SACS-1, NWCCU-1, MSCHE-1, HLC-1, and NEASC-1.

Coding Rubric

Utilizing the Achieving Strategic Inclusive Excellence (ASIE) model as the conceptual framework for this study, the researcher developed a coding rubric to assist in the analysis of the five institutional websites. The rubric focused on key areas of the ASIE model that were measurable and transparent when reviewing institutional artifacts, specifically the Institutional Symbolism, Institutional Bureaucracy, Institutional Structure, and Evidence of Institutionalization.

Applying ASIE dimensions to the coding rubric. The Institutional Symbolism Dimension of the rubric was comprised of two subcategories designed to analyze institutional websites for evidence of Core Values and the Development of New Core Values that support Inclusive Excellence. This rubric was adapted from the IECM (Williams, et al., 2005), which was previously explained as the theoretical framework for this study.

The Institutional Bureaucracy Dimension, also adapted from the IECM (Williams, et al., 2005), evaluated goals, priorities, and strategies relative to Inclusive Excellence. Five subcategories within this dimension of the rubric were identified to assist in the analysis of data with regard to: Formal Goals for Inclusive Excellence; Priorities for Inclusive Excellence; Goals and Strategies; Vertical Organization of Goals; and Horizontal Organization of Goals. Those subcategories related to goals, priorities, and strategies were used to evaluate the existence or development of Inclusive Excellence related goals within institutional strategic plans. The vertical and horizontal organization of institutional goals subcategories were designed to analyze the degree to which Inclusive Excellence was being institutionalized at all levels and across all areas of each selected institution.

The third dimension of the rubric analyzed evidence of Institutional Structure, relative to the ASIE model. The rubric was used to evaluate institutions for upper-level administration, specifically in terms of the existence of a CDO position and the reporting structure for that position. In addition to a CDO position, each institution was evaluated regarding the presence of additional Inclusive Excellence Groups and Initiatives and the degree to which these had institutional authority to assess and create change. A final category in this section of the rubric related to Departmental Structures, the presence, or lack thereof, of specific institutional departments dedicated to addressing Inclusive Excellence – namely, diversity, equity, and access.

The fourth and final dimension of the rubric sought other evidence of the ASIE model within such institutional artifacts as the Mission Statement, Values Statement, and Diversity Statement. Specifically, these artifacts were evaluated for the degree to which Inclusive Excellence elements were embedded within each statement. The researcher also analyzed overall institutional websites for the presence of Website Images that provided evidence of a commitment to diversity and inclusion.

Within this fourth dimension, the specific wording of the official Non-discrimination Statement for each institution was also analyzed. The Department of Education requires all postsecondary institutions seeking federal funding to publish a Non-discrimination Statement. Several categories, or protected classes, are mandated to be included in these statements, including race, color, national origin, sex, disability, and age. However, institutions can choose to identify additional categories into their specific Non-discrimination Statements; two such categories that an increasing number of institutions are electing to include even though they are not yet required federally are “sexual orientation” and “gender identity/expression.” The

categories included within each selected institution's Non-discrimination Statement provided additional context for the researcher on overall commitment to Inclusive Excellence.

Additional information was sought from each selected institution, though this information was not scored by the researcher, regarding the number of departments and staff reporting to the institution's CDO, if that position existed. This information provided the researcher with a context from which to glean information about the overall scope and role of the CDO position.

Finally, the researcher cross-referenced each institution to the membership list of NADOHE to determine whether the selected institutions were institutional members of this organization. NADOHE is a professional organization comprised of CDOs that was officially founded at the first annual conference held in February 2007 (retrieved from: <http://www.nadohe.org/history>). Membership in NADOHE provides CDOs with access to research in the field, networking opportunities with colleagues engaged in similar work, and resources to assist CDOs and institutional leaders in creating transformative change for Inclusive Excellence.

Rating scale utilized for the coding rubric. The rating scale developed for the study allowed the researcher to evaluate each of the five institution's websites across the four dimensions and the sixteen subcategories of the rubric. The specific ratings selected for the study were "Needs Work," "Competent," or "Exemplary" based upon the degree to which each institution demonstrated support for Inclusive Excellence. A rating of "Needs Work" was assigned if little or no evidence was provided in the specific subcategory being analyzed. A rating of "Exemplary" was assigned for exceptional evidence of a thorough application of the principles associated with Inclusive Excellence in the related subcategory. When evidence was

available for some, but not all, elements of Inclusive Excellence, a rating of “Competent” was assigned by the researcher.

Data Analysis

A comprehensive review of the official websites was conducted for each selected institution. The data analysis began with a search for the “Office of the President,” as this webpage provided information regarding members of the President’s Cabinet, institutional mission/vision/values statements, and institutional strategic plans. If a CDO position was found to exist, the researcher then analyzed the scope of that position to determine the level of institutional authority held within that position to initiate and oversee processes to create transformational change relative to Inclusive Excellence. Then, the researcher searched for the presence of committees or commissions dedicated to the work of Inclusive Excellence, as well as any diversity- or inclusion-related departments, units, and offices.

The final steps of the website searches included reviewing the institutional website for images that represent diversity. Recognizing that some forms of diversity are difficult to discern from a photograph, the researcher first looked for evidence of racial diversity, gender diversity, ability diversity, and age diversity in images on the institutional home page, student services webpages, and diversity-related webpages. The number of images of diverse individuals, as well as the total number of individual images, was recorded for these pages. In addition, the researcher looked for evidence of diversity-related activities and programs, such as images of students walking in an LGBTQ Pride parade or participating in an activity related to a non-Christian faith holiday.

The review of each webpage ended with a search from the institution’s home page for terms related to Inclusive Excellence, specifically using the terms “Inclusive Excellence,”

“equity,” “inclusion,” and “diversity.” The links that resulted from each search were recorded in the rubric for later analysis.

The final step in data analysis for each institution involved cross-referencing the institution with the institutional membership list for NADOHE, obtained from the professional organization’s website (www.nadohe.org), to ascertain if institutional resources had been allocated for membership.

The selected institutions for this study were treated as five individual case studies. While the researcher sought themes and trends across all five institutions when conducting the analysis, each was treated as a unique case.

Findings

Upon completion of the data analysis, the researcher identified several key themes across all five institutions, as well as differences between institutions. The specific findings for each institution are outlined within this section and the meanings behind those findings, including themes within institutions and between institutions, are explored in greater detail within the following section. Table 4-1 illustrates the comparative findings for all five institutions selected for this study, relative to the coding rubric previously identified.

SACS-1

SACS-1 receives accreditation through the Southern Association of Colleges and Schools Commission on Colleges, covering a geographic region of the Southeastern U. S. As of June 2014, SACS-1 enrolled over 16,000 undergraduate and 4,000 graduate students, with 48% of those students identifying as female and 30% identifying with a race/ethnicity other than white. Approximately 38% of faculty at the institution were women and 15% were people of color. The

population of community in which SACS-1 was located was recorded as being over 24,000 (U. S. Census, 2014).

The findings from data analysis revealed that SACS-1 received several ratings of “Needs Work” throughout all dimensions of the rubric, with some ratings of “Competent” and “Exemplary”. A more detailed analysis of these findings follows in this section.

Institutional symbolism dimension. SACS-1 received low ratings of “Needs Work” with regard to the full Institutional Symbolism Dimension of the ASIE model. While institutional core values were evident on the official website and some values alluded to concepts such as “Respect” and “Citizenship,” no references were specifically related to elements of Inclusive Excellence, such as “Equity” or “Diversity.” Further, no process was identified within the website to indicate that the institution was considering the development of new values that would support Inclusive Excellence.

Institutional bureaucracy dimension. In terms of the Institutional Bureaucracy Dimension of the rubric, SACS-1 received ratings of “Needs Work” for formal goals and priorities related to Inclusive Excellence and vertical alignment of these goals. No evidence was provided to indicate an institutional commitment to establishing either formal goals or institutional priorities to support Inclusive Excellence. Further, while the institution’s website featured a statement of diversity from the university president, no evidence of an institutional commitment beyond that was available on other webpages, leading to a rating of “Needs Work” for the vertical alignment of institutional goals related to Inclusive Excellence.

The institution received higher ratings of “Competent” for other sub-categories within the Institutional Bureaucracy Dimension on the rubric. Institutional goals and strategies and the horizontal alignment of goals provided evidence of a degree of commitment to Inclusive

Excellence in specific arenas. In terms of goals and strategies, SACS-1 included in its strategic planning documents a priority to increase diversity at the university, specifically at the faculty and staff level. However, that priority extended only to increasing the number of African-American and female faculty members at the institution, with neither any subsequent mention of other diverse identities nor specific efforts to support and retain those individuals once they were recruited to the institution.

With regard to the horizontal alignment of goals, SACS-1 also received a rating of “Competent” as the Division of Student Affairs webpage included a statement of values relative to Inclusive Excellence, specifically a stated value for “Diversity and Inclusiveness.” In addition to this value, the division supported a standing committee that is tasked with providing annual programming on the topic of diversity to all staff.

Institutional structure dimension. SACS-1 received highest ratings of “Exemplary” for two sub-categories on the Institutional Structure Dimension of the rubric, upper-level administration and Inclusive Excellence groups and initiatives. A CDO is employed at the institution and that position serves on the President’s Cabinet, though the position is not a vice presidency and, therefore, may have lower levels of institutional authority than other members of the cabinet. SACS-1 also supports several Inclusive Excellence groups, including presidential commissions and a diversity council, all of which report directly to the president.

SACS-1 received a rating of “Needs Work” relative to the departmental structures sub-category in this section of the rubric. The university supports only one department related specifically to diversity outside of the office of the CDO, and no departments report to the CDO directly. Therefore, any work that is likely to be done by the diversity-related department is disconnected from the more specific role of the institution’s CDO.

Evidence of institutionalization dimension. The mission and values statements for SACS-1 were published on the official website but contained no mention of Inclusive Excellence ideals, resulting in a rating of “Needs Work” for both subcategories. The university president’s statement on diversity statement was available on the website, but referenced only the presence of racially diverse community members and goals to increase representativeness with no mention of efforts to support and/or retain those community members and no mention of other diverse identities amongst community members. Therefore, a rating of “Competent” was assigned for this subcategory.

A review of website images revealed that minimal photographs were offered throughout the entire website. On the institution’s homepage, only two of 10 student images were visibly identifiable as students of color and additional sets of photographs included only individuals who appeared to be white. The websites for departments specifically related to diversity provided some images of African-American men and women who were referenced as invited speakers on campus for an upcoming event. The institution received an overall rating of “Competent” for the website images subcategory as a result of this analysis.

The presence of Inclusive Excellence language on SACS-1’s website was analyzed when the researcher conducted a search, utilizing the institution’s search engine, for specific terms related to the conceptual framework for this study. A search for the terms “Inclusive Excellence,” “diversity,” and “equity” all resulted in referrals to the office associated with the institution’s CDO. The “diversity” term search also lead to a link to the institution’s cultural diversity center. Therefore, a rating of “Competent” was assigned for the institution on this subcategory measure.

Table 4-1.*Achieving Strategic Inclusive Excellence (ASIE) Model Findings Across Five Institutions*

Dimension	Subcategory	<u>Ratings</u>				
		SACS-1	NWCCU-1	MSCHE-1	HLC-1	NEASC-1
Institutional Symbolism						
	Core Values	Needs Work	Competent	Competent	Competent	Needs Work
	New Values	Needs Work	Needs Work	Exemplary	Needs Work	Needs Work
Institutional Bureaucracy						
	Formal Goals	Needs Work	Needs Work	Exemplary	Exemplary	Competent
	Priorities	Needs Work	Needs Work	Competent	Competent	Competent
	Goals/Strategies	Competent	Competent	Exemplary	Competent	Competent
	Vertical Organization	Needs Work	Needs Work	Competent	Competent	Exemplary
	Horizontal Organization	Competent	Needs Work	Competent	Competent	Exemplary
Institutional Structure						
	Administration	Exemplary	Needs Work	Needs Work	Exemplary	Exemplary
	Group/Initiative	Exemplary	Needs Work	Exemplary	Competent	Exemplary
	Structures	Needs Work	Needs Work	Needs Work	Competent	Exemplary
Evidence of Institutionalization						
	Mission Statement	Needs Work	Needs Work	Competent	Needs Work	Needs Work
	Values Statement	Needs Work	Competent	Competent	Competent	Competent
	Diversity Statement	Competent	Exemplary	Exemplary	Competent	Exemplary
	Website Images	Competent	Needs Work	Competent	Needs Work	Competent
	IE Words	Competent	Needs Work	Needs Work	Exemplary	Competent
	Non-Discrimination	Needs Work	Exemplary	Exemplary	Exemplary	Exemplary

SACS-1's Non-discrimination Statement was reviewed and applied to the rubric's measurements, resulting in a rating of "Needs Work" because the statement contained the

minimally-required protected categories with no mention of either “sexual orientation” or “gender identity/expression.”

Two additional measures were sought for SACS-1, the presence of direct-line reports to the CDO and the institution’s membership in NADOHE. Although these measures are not included in the rubric for coding purposes, the information was found to be relevant for inclusion in the overall analysis of SACS-1. The review of the institutional website revealed that the institution’s CDO position was structured with only three direct-reporting staff, all of whom were employed within the CDO’s office, and with no institutional departments reporting to this office. Finally, in reviewing the membership of the NADOHE professional organization, it was evident that SACS-1 was an institutional member.

NWCCU-1

NWCCU-1 receives accreditation through the Northwest Commission on Colleges and Universities which includes a geographic region in the Northwestern U. S. As of July 2014, NWCCU-1 enrolled over 13,000 undergraduate and 2,000 graduate students, with 45% of those students identifying as female and 14% identifying with a race/ethnicity other than white. Approximately 41% of faculty at the institution were women and 6% were people of color. The larger community in which NWCCU-1 was located had a population of almost 40,000 (U. S. Census, 2014).

The data analysis findings (see Table 4-1) revealed that NWCCU-1 received mostly ratings of “Needs Work” throughout all dimensions of the rubric. However, some subcategories were assessed higher ratings based upon evidence of attention to Inclusive Excellence concepts within some areas of the institution.

Institutional symbolism dimension. NWCCU-1 received mixed ratings for the Institutional Symbolism Dimension of the rubric. A rating of “Competent” was assessed for core values which aligned with Inclusive Excellence, including respect of diversity, participation in global communities, and a value for all students. However, the institution received a rating of “Needs Work” as no evidence was offered for the work of developing new values which might include a great emphasis on inclusion.

Institutional bureaucracy dimension. In terms of the Institutional Bureaucracy Dimension of the rubric, NWCCU-1 received ratings of “Needs Work” for four of the six subcategories: formal goals for inclusive excellence, priorities for inclusive excellence, vertical organization of goals, and horizontal organization of goals. No artifacts were available throughout the institutional websites regarding institutional goals or priorities relative to Inclusive Excellence; therefore, these areas received the lowest ratings. Further, no evidence was found to address either vertical or horizontal alignment of Inclusive Excellence goals.

NWCCU-1 did, however, publish the university’s strategic plan which included, under a goal for engagement, specific objectives relative to graduating students with global and multicultural experiences and for institutional efforts to diversify the student body. Therefore, the institution earned ratings of “Competent” for subcategories related to goals, strategies, and processes within the Institutional Bureaucracy Dimension.

Institutional structure dimension. All of the ratings assessed to NWCCU-1 for the Institutional Structure Dimension were “Needs Work.” In terms of upper-level administration, the university employed a professional to work with diversity and equity initiatives, but that position was situated at the director level and did not participate on the President’s Cabinet. The

scope of this position was also limited to a focus on addressing discrimination and compliance to federal policies such as Title IX.

NWCCU-1's president established a commission on the status of women at the university to address equity and diversity related to gender. However, the institution did not support a Diversity Council, a hallmark for the ASIE model; therefore, a rating of "Needs Work" was assigned for this subcategory, as well.

Finally, a minimal number of departments were found to support diversity on campus, all of which were focused within the student services division of the institution. Two offices, employing a total of five full-time staff, were found to work primarily with students with disabilities and, on a smaller scale, to address creating awareness of all forms of diversity. The institution received a rating of "Needs Work" in this subcategory, due to the small scope of services offered to students and lack resources available for faculty or staff at the institution.

Evidence of institutionalization dimension. NWCCU-1 received mixed ratings in the final category of the rubric, related to other measures of Inclusive Excellence. The institution's mission statement received a rating of "Needs Work" because it offered no mention of diversity, equity, inclusion, or Inclusive Excellence. The values statement received a rating of "Competent" for specifically noting a value of respect for all dimensions of diversity as well as noting the importance of global communities. The diversity statement, in the form of a letter attributed to the university president, earned a rating of "Exemplary" for NWCCU-1 for incorporating several elements of Inclusive Excellence, such as an emphasis on diverse perspectives and a commitment to serve and preserve the cultural integrity of Native people.

In terms of images and the presence of Inclusive Excellence on the website, NWCCU-1 received ratings of "Needs Work." Of the four separate images available on the institution's

website, none provided visible depictions of diversity. One out of seven images on the student services webpage provided a diverse representation, with an image taken at a powwow event. Within the academic services webpage, only one of 17 students represented in photographs appeared to be a person of color. Therefore, the inclusion of diverse identities within the official website of the NWCCU-1 is poor.

Utilizing the university's website search engine, the researcher conducted a search for the terms "Inclusive Excellence," "diversity," "inclusion," and "equity." The results from a search for "Inclusive Excellence" and "inclusion" revealed no links. A search for "diversity" led the researcher to an office dedicated to developing awareness of diversity on campus. The search for "equity" resulted in links to two offices, a subgroup of the Commission on the Status of Women and the office of the highest ranking diversity official. Since minimal links resulted from these searches and the organization of the links lacked clarity, NWCCU-1 received a rating of "Needs Work" for this subcategory.

The institution's Non-discrimination Statement was broad and inclusive of "sexual orientation," "gender identity," and "gender expression" as three distinct protected classifications. Therefore, NWCCU-1 received a rating of "Exemplary" on the final subcategory of the rubric.

Two additional measures analyzed for NWCCU-1 included a search for direct-line reports to the CDO and the institution's membership in NADOHE. Since the institution did not employ a CDO, direct-line reports were unable to be fully analyzed for this institution. Further, NWCCU-1 was not an institutional member of NADOHE.

MSCHE-1

MSCHE-1 is accredited through the Middle States Commission on Higher Education, serving the Northeastern area of the U. S., but excluding the New England region. As of July 2014, MSCHE-1 had an undergraduate student population of more than 17,000 with a graduate population of over 3,000 students. Within the student body, 57% identified as women and 23% identified with a race/ethnicity other than white. Women faculty comprised 39% of all faculty and 19% of faculty were people of color. The surrounding community in which MSCHE-1 was located had an estimated population of more than 32,000 people (U. S. Census, 2014).

The results of data analysis suggested that MSCHE-1 received mostly ratings of “Competent” or “Exemplary” related to the ASIE model throughout all four dimensions of the rubric. Table 4-1 provides an illustration of the institution’s overall ratings, with a broader analysis of these findings provided within this section.

Institutional symbolism dimension. The core values, as represented on MSCHE-1’s website, specifically identified “Diversity.” While this value was clearly and prominently noted for the institution, no further explication of the meaning behind the term “Diversity” was offered and the value was not synthesized into the full document. The resulting rating for MSCHE-1, with regard to the Institutional Symbolism Dimension, was “Competent.”

MSCHE-1 was unique amongst all selected institutions for promoting a diversity initiative sanctioned by the university president. This plan, developed and instituted within the past two years, offered a number of programs and services designed to address the specific needs of faculty, staff and students, to provide assistance in achieving their full potential at the University. Since this initiative was clearly aligned with the principles of Inclusive Excellence,

MSCHE-1 received a rating of “Exemplary” for the subcategory related to the development of new values.

Institutional bureaucracy dimension. On the Institutional Bureaucracy Dimension of the rubric, MSCHE-1 received a rating of “Exemplary” related to both the formal goals for Inclusive Excellence and the goals and strategies of the institution. This score resulted from the previously mentioned diversity initiative plan that outlined both goals and strategies to address institutional support for diverse faculty in research and teaching, and a new “Teaching for Inclusion” initiative that was implemented across the institution.

While evidence existed that the institution had articulated priorities for Inclusive Excellence, those priorities were not addressed with changes to the university’s infrastructure, therefore the institution received a rating of “Competent” on the priorities subcategory. The vertical organization of goals was demonstrated as the goals appeared at both the presidential level and the department level, but gaps existed between those levels resulting in a rating of “Competent” on this measure. In terms of the horizontal organization of goals, it was evident that some units placed more emphasis on Inclusive Excellence than others; therefore, a rating of “Competent” was assigned for this subcategory. Finally, while the institution’s strategic plan identified some elements of Inclusive Excellence, it was not fully incorporated into the full plan which resulted in a rating of “Competent.”

Institutional structure dimension. With regard to the Institutional Structure Dimension of the rubric, MSCHE-1 was found to not employ a CDO, however the highest-level administrator responsible for diversity initiatives was a Vice Provost who sat on the president’s diversity council and reported directly to the Provost. This position was focused solely on faculty initiatives related to diversity and lacked institutional authority to create transformative

change. Therefore the institution received a rating of “Needs Work” for the subcategory related to upper-level administration.

The presence of several initiatives related to Inclusive Excellence earned MSCHE-1 a rating of “Exemplary” for this measure. Specifically, the institution had a commission, reporting to the president, to address diversity and equity. In addition to that commission, several caucuses were in place to address the concerns of several identity groups, including several devoted to different races/ethnicities, disability, sexual orientation and gender identity/expression, religion, and women.

The final subcategory of the Institutional Structure Dimension related to departmental structures. MSCHE-1 received a rating of “Needs Work” because, despite the significant number of caucuses in place, institutional resources are allocated to support only one cultural center, a disability services office, and an office that reported to Human Resources and focused on equity and inclusion.

Evidence of institutionalization dimension. Within the Evidence of Institutionalization Dimension of the rubric, MSCHE-1’s mission and values statements both received ratings of “Competent” for naming elements of Inclusive Excellence, without fully incorporating those elements into either statement. The institutional diversity statement espoused the belief that a value for diversity was central to the university and expressed a commitment to making all members of the campus community feel welcomed and valued. This incorporation of several principles of Inclusive Excellence into the diversity statement earned MSCHE-1 a rating of “Exemplary” on this measure.

A search for website images revealed that those pages specifically related to diversity or equity were inclusive of diverse individuals, especially the center devoted to black culture.

Additionally, several images on the institution's home page and faculty webpages also depicted individuals of color. However, the only representations of diverse individuals appeared to be on the basis of race/ethnicity, with no images related to other forms of diversity or diversity-related activities. The resulting rating of "Competent" was assigned for MSCHE-1 on this measure.

Inclusive Excellence terms were searched from the institution's home page with the terms "Inclusive Excellence," "equity," and "inclusion" resulting in no hits. The term "diversity" revealed two links to diversity-related initiatives at the institution. Therefore, a rating of "Needs Work" was assigned for the subcategory related to the presence of Inclusive Excellence on the website. The institution's Non-discrimination Statement was found to be fully inclusive of "sexual orientation" and "gender identity or expression," and, therefore, earned a rating of "Exemplary."

In terms of other measures that were analyzed but not assigned scores, the highest-ranking diversity official was located in the Provost's office but was not a CDO. This diversity official had no direct-report departments and did not participate in the president's cabinet. However, the institution was a member of NADOHE.

HLC-1

HLC-1 receives accreditation through the North Central Association of Colleges and Schools – The Higher Learning Commission. The geographical locations of institutions included in this accrediting body is expansive, ranging from North Dakota south to New Mexico. As of July 2014, HLC-1 enrolled over 10,000 undergraduate students and more than 1,000 graduate students. Fifty-three percent of the total student population identified as women and 13% identified as people of color. The community in which the institution was located had an overall population of nearly 30,000 (U. S. Census, 2014).

Table 4-1 illustrates the scores assigned based upon analysis of HLC-1 websites, relative to the ASIE model. Further detail on the analysis is provided within this section.

Institutional symbolism dimension. Within the Institutional Symbolism Dimension of the rubric, HLC-1 received a rating of “Competent” for stated core values related to Inclusive Excellence. Specifically, the institution expressed a value for diverse cultures and perspectives to be not only accepted but also embraced. However, no new values were developed for the institution, which resulted in a rating of “Needs Work.”

Institutional bureaucracy dimension. The institution offered several formal goals related to Inclusive Excellence, addressing accessibility and inclusion, the cultivation of active and aware global citizens, and the recruitment and retention of diverse talent. The institution received a rating of “Exemplary” for the goals that addressed academic and non-academic initiatives to benefit the overall institution. In terms of institutional priorities for Inclusive Excellence, a rating of “Competent” was assigned for the presentation of the institution’s strategic plan with performance indicators for student enrollment and the implementation of a campus climate assessment.

The goals and strategies subcategory for HLC-1 received a rating of “Competent” for including elements of Inclusive Excellence. Analysis of the vertical organization of goals revealed that most of the departments related to diversity were incorporated within the student services division and were, therefore, mostly focused on support for student diversity. Since goals were not evident at other levels in the institution, a rating of “Competent” was assigned for this dimension. Similarly, the horizontal organization for goals was again evident solely in the student services division. One exception was in the academic division, which had established a

faculty award related to establishing an inclusive campus community. An overall rating of “Competent” was given for the horizontal alignment of goals.

Institutional structure dimension. HLC-1 employed a CDO who served on the president’s cabinet and reported directly to the president, resulting in a rating of “Exemplary” for the upper-level administration subcategory of the Institutional Structure Dimension. Several Inclusive Excellence groups and initiatives were present at the university, including Equity Advisors, a President’s Diversity Council, a critical educators group, and a diversity inclusion committee, resulting in a rating of “Competent.” A rating of “Competent” was also assigned for departmental structures since several diversity-related departments were listed on the university’s website, focused on racial/ethnic, disability, and LGBT (lesbian, gay, bisexual and transgender) diversities.

Evidence of institutionalization dimension. Within the Evidence of Institutionalization Dimension of the rubric, HLC-1 received mixed ratings. The mission statement did not include any elements of Inclusive Excellence, resulting in rating of “Needs Work.” The institution received a rating of “Competent” for including some elements of Inclusive Excellence in the official values statements. While a specific diversity statement was not available, the university president did provide a formal message about diversity on the website which appeared to serve the same purpose. That statement expressed the view that the presence of diversity strengthened the university and connected the concept of inclusiveness to the Morrill Act of 1862, which directly led to the creation of all land-grant universities. HLC-1 received a rating of “Exemplary” for a diversity statement that connected diversity to the foundation of the university.

An analysis of website images for HLC-1 revealed minimal images of visible diversity, with the exception of webpages specifically dedicated to diversity initiatives. Since few diversity-related images were available, a rating of “Needs Work” was given to the institution. In contrast, a search for Inclusive Excellence terminology on the website revealed a number of links for all terms: “Inclusive Excellence;” “diversity;” “equity;” and, “inclusion.” The result was a rating of “Exemplary” for the website presence. Finally, the institution’s Non-discrimination Statement received a rating of “Exemplary” for including the categories of “gender identification, transgender, sexual orientation” in the overall statement.

The additional measures that were analyzed but not scored, the presence of direct-line reports to the CDO and the institution’s membership in NADOHE, revealed that the CDO position was structured with no direct-reports and the institution was not a member of the NADOHE organization.

NEASC-1

NEASC-1 receives accreditation through the New England Association of Schools and Colleges – Commission on Institutions of Higher Education which covers the geographic region of the extreme Northeastern U. S. As of July 2014, the student body was comprised of 54% women and 32% students of color. The faculty were 43% women and 10% people of color. The surrounding community in which NEASC-1 was located had an overall estimated population of 7,000 (U. S. Census, 2014).

Table 4-1 provides a visual representation of the scores received by the institution through the data analysis. Further detail on those results will be explored further in this section.

Institutional symbolism dimension. NEASC-1 received ratings of “Needs Work” for the entire Institutional Symbolism Dimension of the rubric. No evidence of any institutional core values, either old or new, were found on the website.

Institutional bureaucracy dimension. With regard to the Institutional Bureaucracy Dimension of the rubric, NEASC-1 received a rating of “Competent” for formal goals related to Inclusive Excellence. Two overall goals had been identified for the institution: to guide the internationalization/globalization of the university and to build a community that valued and embraced both diversity and equity. Similarly, the institutional priorities for Inclusive Excellence and goals and strategies subcategories also received ratings of “Competent” for articulating elements of Inclusive Excellence within the strategic planning document.

The vertical organization of goals was strong for NEASC-1, with a stated commitment to diversity found at both divisional and departmental levels of the institution. The horizontal organization of goals was evident in the academic division of the university as the overall division and several academic colleges all supported diversity committees with initiatives related to diversity. Similarly, the student services division supported a diversity committee, as did individual departments within the division. Therefore, ratings of “Exemplary” were assigned to NEASC-1 for both the vertical and horizontal organization of goals.

In terms of the strategies and processes subcategory, the university’s provost published an academic plan that specifically articulated goals to ensure that students and faculty have cultural competence and that the campus community embraced respect, inclusion, and understanding for differences. As a result, the institution earned a rating of “Competent” for strategies and processes.

Institutional structure dimension. The entire Institutional Structure Dimension for NEASC-1 received ratings of “Exemplary.” The institution employed an associate vice president who specifically served as the university’s CDO. This CDO position was part of the president’s executive team and had authority to lead institution-wide initiatives for diversity and inclusion and to inform policy decisions. Inclusive Excellence groups and initiatives included an Inclusion Project with articulated learning outcomes for training and other resources provided to the campus community. In addition to the Inclusion Project, four presidential councils and commissions were identified for NEASC-1 related to equity, the status of women, LGBTQ people, and students, faculty, and staff of color. Finally, with regard to departmental structures, the creation of the CDO position was initiated by one of the presidential councils, and was structured to include direct-reports from three identity-focused centers and the affirmative action/equal opportunity office.

Evidence of institutionalization dimension. With regard to the Evidence of Institutionalization Dimension, NEASC-1’s mission statement received a rating of “Needs Work” for failing to include elements in Inclusive Excellence within that statement. The specific values statement, identified within the mission statement, referenced “Diversity, Fairness, and Respect” which led to a rating of “Competent.” The institution’s diversity statement received a rating of “Exemplary” for incorporating elements of Inclusive Excellence within the framework of the statement, including the statement “Diversity is all of us.”

The website images subcategory for NEASC-1 received a rating of “Competent” for minimal representations of visible diversity. However, it was notable that this was the only selected institution that included depictions of diversity related to LGBTQ identities and religion. The institution also received a rating of “Competent” for the presence of Inclusive Excellence

upon searching for the specific terms “Inclusive Excellence,” “diversity,” “equity,” and “inclusion.” Finally, the institution’s Non-discrimination Statement included the protected classifications of “gender identity or expression” and “sexual orientation.” Therefore, NEASC-1 received a rating of “Exemplary” for this subcategory.

As previously noted, the CDO position had several diversity-related departments reporting directly to this individual, including diversity centers and the affirmative action/equal opportunity office. The final subcategory for NEASC-1 revealed that the university was not a member of the NADOHE professional organization.

Discussion

A comprehensive review of the evidence provided through analysis of all five institutional websites revealed that significant similarities and differences existed across the selected institutions, which are directly related to the institutions’ strengths and weaknesses on the ASIE model. No single institution served as an ideal model for institutional leaders seeking to implement transformational culture change in support of Inclusive Excellence. However, all institutions demonstrated examples of institutional strengths which can serve as models for best practice to others engaged in this work. In order to better review those similarities and differences, Table 4-1 provides a comprehensive overview of all institutional findings, relative to the ASIE model, in addition to the individual treatment of each institution.

Key Findings

In this section, research results are addressed based upon key findings both within institutions and between institutions.

Within-institution findings. It was evident, based upon the analysis of findings documented with the rubric, that some institutions have done more work and dedicated more

resources to the institutionalization of Inclusive Excellence into their policies, practices, and structures than their counterparts. Additionally, no single institution was an exemplary model for the complete implementation of Inclusive Excellence, relative to the ASIE model that served as the basis for the analysis of this study.

SACS-1 demonstrated a commitment to Inclusive Excellence in upper-level administration and Inclusive Excellence groups and initiatives subcategories, but not in terms of the departmental structures. Therefore, while the institution had committed the resources necessary to employ a CDO and to support committees addressing various areas of diversity and inclusion, no resources had been committed to the establishment of departments or units with dedicated professional staff to support students or employees with diverse identities. Further, the institution's strong diversity statement was overshadowed by a lack of Inclusive Excellence elements in the foundational documents of the institution, namely the mission and values statements, the core values and the goals and priorities of the institution. Finally, SACS-1 was the only institution that had not voluntarily expanded the non-discrimination statement to include sexual orientation and gender identity or expression, which leads to the conclusion that the institution lacks a sincere commitment to the inclusion of all forms of diversity.

The core values, diversity statement, and non-discrimination statement offered by NWCCU-1 suggested a commitment to the ideals of Inclusive Excellence. However, that commitment appeared to end with those statements, as the institution had no CDO, only one Inclusive Excellence group with limited influence, and minimal departments dedicated serving diverse students. Further, goals or priorities relative to Inclusive Excellence were lacking and the mission statement did not address the institution's role in a multicultural or global society. In all, these findings suggested that while NWCCU-1 appeared to offer a commitment to Inclusive

Excellence in some official statements, that commitment did not extend to the establishment and support of an infrastructure that could implement these ideals throughout all levels and across all units of the institution.

MSCHE-1 received positive ratings throughout the analysis based upon the ASIE model. However, the lack of either a CDO or a significant departmental structure was troubling. The establishment of professional positions dedicated to the work of creating inclusive environments and policies was necessary to fully institutionalize Inclusive Excellence. Therefore, the lack of institutional commitment to create and support these types of professional positions left doubt as to the sincerity of MSCHE-1's commitment to Inclusive Excellence.

The final two institutions evaluated in this study, HLC-1 and NEASC-1, both demonstrated strong commitment to Inclusive Excellence by receiving consistently high ratings in all subcategories of the ASIE model. Both institutions employed CDOs and supported Inclusive Excellence groups and initiatives, as well as having departmental structures dedicated to this work. Further, elements of Inclusive Excellence were evident in the strategic plans and goals for the institution and the values and diversity statements. The exception to these positive ratings was found in both institutions' mission statements which lacked any evidence of connecting diversity and inclusion to the overall role of the institutions.

Between-institution findings. In comparing all five institutions, it was clear that some subcategories of the ASIE model were clearly challenges for all institutions while other subcategories were areas of strength for all institutions. For example, no institutions demonstrated strong evidence of a commitment to Inclusive Excellence written into their institutional mission statements.

Some subcategories revealed mixed results when comparing institutions selected for this study. For example, with the notable exception of MSCHE-1, no other institutions were found to have developed incorporated Inclusive Excellence into newly developed values. In terms of institutional structures, with the exception of HLC-1 and NEASC-1, most institutions had not dedicated institutional resources to the development and support of departments and/or units to support diversity and inclusion initiatives.

In terms of strengths in Inclusive Excellence practices between institutions, it was especially notable that all institutions had developed and presented diversity statements that were both prominently situated within the institutional website and comprehensive in nature. Similarly, the analysis revealed that all institutions had included elements of Inclusive Excellence in institutional goals and strategies. Most institutions, with the exception of NWCCU-1, received positive ratings for the ways in which goals for Inclusive Excellence were organized across units or divisions within the institutional structures. Finally, all institutions, except for SACS-1, offered non-discrimination statements that exceeded requirements by including sexual orientation and gender identity/expression as protected categories.

Conclusions

It was clear from this study that none of the five institutions proved to be exemplary in all dimensions of the ASIE model upon which the study was based. Further, it was clear that none of the institutions were completely without merit with regard to their efforts to implement components of Inclusive Excellence. However, some key findings from the study offered important insights into the work that of postsecondary educational institutions to offer inclusive, welcoming, and supportive environments for all campus community members.

Theoretical framework. The Inclusive Excellence Change Model (IECM) (Williams, et al., 2005) provided an overall frame of reference for the development of this study. Two dimensions from the IECM, the Symbolic and Bureaucratic dimensions, were incorporated into the ASIE conceptual framework upon which the analysis was eventually based. However, elements found to be integral to the presentation of institutional commitment to Inclusive Excellence were missing from this model. Examples of this missing information include an assessment of the institutional structures, mission statements, value statements, diversity statements, and non-discrimination statements. While these are common elements across all postsecondary institutions, they were absent from the development of the IECM. Further, additional evidence of institutional commitment, such as staffing support for CDOs and institutional membership in the NADOHE professional organization, were also absent from the IECM.

Conceptual framework. Because the IECM (Williams, et al., 2005) was found to be missing key elements needed to accurately assess the institutionalization of Inclusive Excellence, the researcher developed a conceptual framework, the Achieving Strategic Inclusive Excellence (ASIE) model for the current study. The ASIE drew from two dimensions of the IECM, the Symbolic and Bureaucratic dimensions, but expanded the scope to include those elements that were missing from the IECM but critical to the overall analysis. The resulting model provided a structure for the coding rubric that allowed the researcher to fully investigate, utilizing the QCA methodology, institutional websites for artifacts related to the means by which institutions present their commitment to achieving Inclusive Excellence.

Institutional transparency. The degree of transparency offered by the selected institutions for this study was critical to the completion of the analysis. A significant amount of

institutional information was posted throughout each institution's websites, and departmental webpages. All institutions prominently displayed links to such documents as mission statements, values statements, strategic plans, and diversity statements. Upper-level administrators were easily found for all selected institutions, as were the various divisions through which the work of the institution was divided. However, some elements were more difficult to ascertain, such as Inclusive Excellence groups and initiatives as well as the horizontal and vertical alignment of goals for Inclusive Excellence.

Institutional websites. The means by which institutions presented themselves on their official websites at times lacked clarity or structure. As websites become increasingly important ways to frame and control the messages that institutions send to prospective students and employees, attention should be paid to the ease of navigation for all webpages within the overall website. Another challenge with the navigation of the institutional websites was related to search engines that were inadequate in providing links to the information sought for the analysis. Finally, the images offered on websites varied greatly and impacted the overall analysis for the ASIE model. Specifically, some institutions posted either few or no images on the homepage, which complicated the analysis. However, across all five selected institutions, the student services unit webpages consistently provided several images for analysis.

Recommendations

Based upon the analysis of five institutions relative to Inclusive Excellence, several recommendations are presented in this section, to guide the efforts of campus leaders interested in creating transformational change at an institutional level. These recommendations will serve to inform the work of institutional leaders and provide a framework by which to assess their achievement of recommended initiatives.

Words matter. A critical element of creating transformational change for Inclusive Excellence relates to the words that are used to transmit the culture of the institution. As previously noted in the review of literature, institutional artifacts such as mission statements, values statements, diversity statements, and strategic plans transmit the culture and priorities of the institution to new members who then become socialized within the organization (Birnbaum, 1988; Schein, 1990, 1996). All members of the institution have heard and, to varying degrees, have internalized the culture of the institution through the artifacts that are presented on institutional websites.

When institutional leaders wish to create transformational change in the culture of the organization, they must recognize that the words used to convey that culture matter. Therefore, the first recommendation from this study encourages institutional leaders to assess the language used within organizational artifacts for the degree of inclusivity evident within them. While diversity statements and plans, CDOs, and inclusion-related groups are all critical to culture change, the absence of Inclusive Excellence in the foundational documents of the institution, the mission and values statements, sends a conflicted message regarding the level of commitment institutional leaders have for this change. Land-grant institutions, in particular, which were founded on the premise of serving the populace should be among the first institutions to incorporate Inclusive Excellence into their mission and values statements.

More than lip service. While words matter, they must provide more than merely “lip service” about the level of commitment that institutional leaders hold for Inclusive Excellence. Several institutions selected for this study provided examples of this dichotomy where organizational artifacts implied a comprehensive commitment to Inclusive Excellence, but the institutional infrastructure provided an entirely different message. Therefore, a critical next step

to enacting transformational culture change at any postsecondary institution is to reinforce the words with actions, namely with the commitment of institutional resources that are required to create that change. Employing a CDO and organizing diversity- and inclusion-related departmental structures is critical not only for the message that is sent about institutional commitment, but also to have professionals committed to actually doing the work of organizational culture change. Further, the CDO position must have a stature within the institution that affords this professional with the institutional authority to address necessary changes to policy and practice at the institutional level.

As previously noted in the review of literature, educational researchers have also argued that institutional rhetoric is necessary but not sufficient to create the transformative culture change needed to incorporate Inclusive Excellence (Rowley, Hurtado, & Ponjuan, 2002). Core institutional leadership positions must be developed and empowered with the authority to assess campus climate and to work with other institutional stakeholders. Further, institutional resources, such as human and financial resource allocations must be committed to this work (Tarbox, 2001).

Everyone is responsible. As Birnbaum (1988) noted, the process of creating transformational culture change at a postsecondary educational institution is complex and requires commitment from all institutional members. While the development of a CDO position and departments or divisions that are dedicated to the Inclusive Excellence-related work, all members of the campus community must take a part in the change process (Curry, 1992; Kezar, 2001). Since the institutional culture is created and transmitted by those who live and work within that culture, those community members are also imperative to the creation of transformational change. Therefore, institutional leaders must explicitly state the expectations

that departmental and divisional leaders who are not specifically working within diversity- or inclusion-related units must also review their artifacts, policies, and procedures to identify where change must occur. A commitment from all stakeholders at the institution is needed to ensure the success of this process.

Inclusiveness of diversity initiatives. The research revealed that while all institutions investigated for this study offered diversity statements inclusive of several aspects of diversity, great disparities existed in terms of the actual work done by institutions to address diversity in an expansive manner. Specifically, some institutions included sexual orientation and/or gender identity/expression diversity in institutional statements on diversity and failed to offer any dedicated staff, support services, public images, or other forms of recognition for this area of diversity. The disparity between institutional rhetoric and institutional commitment, as evidenced by a lack of resources and effort to address some areas of diversity, is problematic. The researcher recommends that institutional leaders work to bring alignment to the diversity rhetoric that is offered and the actual institutional commitment and resources allocated to serve those diverse populations. Failure to do this results in a lack of clarity on the institutional perspective about diversity, at best, and an inauthentic application of Inclusive Excellence at the worst.

Recommendations for further study. The current study utilized the QCA method of research with a focus on the institutional websites of five public, predominantly White, land-grant institutions located across the United States. While the findings of the study provided meaningful insight into the ways in which Inclusive Excellence is institutionalized in the postsecondary educational setting, future research is required to more fully understand this work. Specifically, it is recommended that educational researchers consider replicating the current

study with different types of institutions, such as comprehensive, community colleges, and private colleges to identify differences between types of institutions. Additionally, follow-up interviews with CDOs, if those positions are supported, or institutional presidents might provide valuable information about the experiences of these professionals engaged in the transformational change process.

Summary

In summary, this qualitative content analysis of institutional websites provides valuable information for educational leaders intent on creating transformative cultural change towards Inclusive Excellence. This type of organizational change requires commitment and coordination on the part of institutional leaders to provide a comprehensive and sound application of Inclusive Excellence through all levels of institutional rhetoric and artifacts presented on the official website and subsequent web pages. As institutional websites become increasingly important mechanisms by which institutions shape their images and messages, especially for prospective students, these websites must appropriately reflect the level of commitment dedicated by the institution to Inclusive Excellence.

The five institutions investigated for this study offered significantly different levels of commitment to Inclusive Excellence, as evidenced by the organizational rhetoric and artifacts available on official websites and rated through the application of the ASIE coding rubric. The results of this analysis should guide institutional leaders in efforts to ascertain their own levels of commitment to Inclusive Excellence and the ways in which they can transform their organizational rhetoric and artifacts to better represent those commitments.

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CHAPTER 5. GENERAL CONCLUSIONS

The research conducted and presented in this disquisition focused on postsecondary educational settings and the work of educational leaders to create learning environments that support the aspirations of all students. Efforts to address educational disparities have frequently met with resistance from opponents. The 1954 U. S. Supreme Court decision, *Brown v. Board of Education of Topeka*, was pivotal in efforts by education reformers to end racial segregation and disparity in school systems. However, as recently as the 2013 U. S. Supreme Court hearing of *Fisher v. University of Texas*, a challenge to admission standards intended to provide broader access to postsecondary education for racially diverse students, equity in education continues to be an elusive ideal.

Inclusive Excellence Change Model

The Association of American Colleges and Universities (AAC&U) commissioned a three-part series from educational leaders to address the transformation of campus cultures into those that support Inclusive Excellence (Bauman, Bustillos, Bensimon, Brown, & Bartree, 2005; Milem, Change, & Anotonia, 2005; Williams, Berger, & McClendon, 2005). In these publications, a four-part definition was offered for Inclusive Excellence:

(1) A focus on student intellectual and social development... (2) A purposeful development and utilization of organizational resources to enhance student learning.... (3) Attention to the cultural differences learners bring to the educational experience and that enhance the enterprise.... (4) A welcoming community that engages all of its diversity in the service of student and organizational learning. (Milem, et al., 2005, p. vi, italics in original)

Educational leaders who are committed to the transformational culture change that is represented by Inclusive Excellence must be well-informed about the breadth and depth of the change process. Thus, the Inclusive Excellence Change Model (IECM), as offered by Williams, Berger, and McClendon (2005) served as the theoretical and conceptual framework for the studies that comprise this disquisition. The IECM identifies five institutional dimensions that must be addressed in creating a significant cultural shift to support Inclusive Excellence: systemic, structural, collegial, political, and symbolic. The power of the IECM for this study lies in its identification of diversity as *“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”* (Williams, et al., 2005, p. 3, italics in original).

Presentation of the Disquisition Research

The research conducted and presented in this disquisition placed Inclusive Excellence at the center of the analysis of the work of postsecondary educational leaders to create campus cultures that support the educational aspirations of all students. Organized as a three-article dissertation, this disquisition provides a comprehensive treatment of the problems with educational inequities in our current postsecondary system and offers insights and recommendations into the work that educational leaders can do to address these problems.

Equal Access for All: Enhancing Diversity through Educational Policy

The first of three articles included in the disquisition provides an integrative review of educational research related to the historical and current existence of inequalities in postsecondary educational institutions for underrepresented students. These inequalities relate to

problems for underrepresented students wishing to access postsecondary education, challenges facing those students as they seek to complete their academic endeavors, and challenges with campus climates that are unwelcoming for diverse individuals. Organizational culture is investigated, especially in terms of the ways in which institutional leaders can change that culture to create more inclusive learning environments for all students. While a number of organizational change theories are addressed, the researcher focused on the Inclusive Excellence Change Model (Williams, et al., 2005) which provides strategic attention to the incorporation of Inclusive Excellence throughout all aspects of the institution. Further, the Chief Diversity Officer, an emerging role in postsecondary educational settings, is explored as the senior-level administrator who should be employed by colleges and universities to provide vision and guidance in organizational culture change initiatives.

Understanding Chief Diversity Officer Perceptions of the Change Agent Role: A Q-Method Study

The second article of the disquisition built upon the previous integrative review of literature to gather information about the key leadership position emerging in postsecondary education, the Chief Diversity Officer (CDO). The role of the CDO in education has been adapted from the corporate setting and is focused on creating and sustaining an institutional culture of Inclusive Excellence. As an emerging role in postsecondary educational settings, the experiences and perceptions of CDOs were explored in the second article to provide greater insight into the challenges and opportunities facing professionals working in this change agent role. Organized as a Q-Method research study, the second article provided insights into the subjective perspectives and experiences of CDOs employed in postsecondary educational

settings. These insights framed several recommendations for institutional leaders in the structure and implementation of the CDO role as a change-agent for Inclusive Excellence.

Artifacts of Inclusive Excellence: A Content Analysis Study of University Rhetoric on Websites

The third article presented in this disquisition was organized as a comprehensive qualitative content analysis of the websites of five postsecondary educational institutions. While the analysis utilized the Inclusive Excellence Change Model (Williams, et al., 2005) as a theoretical frame, a new model was developed by the researcher and served as the conceptual framework and basis for the research design. This new model, the Achieving Strategic Inclusive Excellence (ASIE) model improved upon the theoretical framework and provided additional frames for analysis that were not addressed by the IECM. In conducting a comprehensive content analysis of organizational artifacts, the researcher sought common themes in successful implementation of the ASIE model. The findings of this study again offer important recommendations for institutional leaders regarding the analysis and development of organizational rhetoric and artifacts, as presented in official websites, to represent the institutional commitment to Inclusive Excellence.

Strengths of the Research

The research conducted for this disquisition offers valuable insights into the work of institutional leaders within postsecondary educational institutions to create welcoming and supportive learning environments for all students. The summative impact of the three articles provides a unique and comprehensive approach to investigating both the history and the current status of educational reforms intended to create learning environments characterized by Inclusive Excellence. Grounded in a comprehensive investigation of educational policy to reverse

historical inequities in education, the disquisition goes on to explore two key elements of current educational reforms, the CDO position and institutional rhetoric about overall commitment to Inclusive Excellence.

The study of the subjective perceptions and experiences of CDOs provided insight into the challenges and opportunities faced by those serving in these emergent educational roles. While CDO positions originated from the business sector, the growing popularity in establishing these change agent roles in postsecondary educational settings encourages research into the effectiveness of these positions. It is imperative that educational leaders have a strong understanding of the experiences of CDOs working in postsecondary settings, in order to assess the future of the profession and the likelihood of attaining Inclusive Excellence in the academy.

The analysis of institutional websites provided unique view of the information that institutional leaders offer as a window into the campus culture and institutional priorities. This research revealed significant areas for growth in all institutions that were evaluated based upon the Achieving Strategic Inclusive Excellence (ASIE) model. While institutions might readily employ a CDO dedicated to addressing equity and inclusion in policies and practices, these positions are frequently structured with minimal institutional bureaucratic support to achieve maximum effectiveness.

Impact for Postsecondary Institutions

The primary impact for the research offered in this disquisition lies in the focus on Inclusive Excellence and the ways in which postsecondary educational leaders can successfully institutionalize this ideal. College and university campuses have seen increased diversity in the demographics of enrolled and prospective students in recent years, and this trend projected to continue (National Center for Education Statistics, 2011). Therefore, it is imperative that

educational leaders address the culture of their institutions, especially as the culture relates to providing a welcoming and inclusive learning environment for those students. The body of research within this disquisition provides valuable insights in terms of both the rationale for creating transformational culture change as well as the means by which to accomplish this endeavor.

The research offered here underscores the need for educational leaders to create and support a CDO position within the administrative tapestry of the institution. This individual should be situated in a senior-level administrative role, with a seat on the President's Cabinet, and should be empowered with the institutional authority to assess campus policies and enact policy changes where needed to support Inclusive Excellence. Further, it is imperative to the success of these efforts that the individual placed in this role be able to successfully navigate all dimensions of the Inclusive Excellence Change Model (Williams, et al., 2005). Specifically, the CDO must have institutional credibility and the ability to develop and maintain collegial relationships with faculty, as well as with institutional peers. As faculty are powerful stakeholders within the institution, their support in coalition- and consensus-building efforts enacted by the CDO is critical to the ultimate success of these initiatives.

The work of transformative culture change requires the involvement of all community members in order for those efforts to be both successful and sustainable. However, the campus community members will look to the highest level of institutional leadership for the vision and impetus for such change. Therefore, institutional presidents must be at the forefront of initiating the work of transforming the culture into one that supports Inclusive Excellence and can be guided and assessed by the Inclusive Excellence Change Model (Williams, et al., 2005) and the Achieving Inclusive Excellence model developed by the researcher.

Limitations of the Research

As Inclusive Excellence in postsecondary education becomes an increasingly common goal, additional research will provide greater insights into the opportunities and challenges facing universities that seek to provide welcoming and supportive learning environments for students. The qualitative content analysis study of institutional websites should be expanded upon in the future to incorporate different institutional types. While the current study focused on public, land-grant universities, important insights may be found in replicating this study with tribal colleges, private colleges, and comprehensive universities. Additionally, an assessment of community and technical colleges is needed to further expand educational leaders' understandings of Inclusive Excellence in those dynamic educational environments.

Future inquiry is recommended for educational researchers investigating the Chief Diversity Officer role in postsecondary institutions. The majority of CDOs participating in this study, and the follow-up interviews, were employed at four-year, public universities. Important insights into the subjective perceptions and experiences of CDOs working in different educational settings would provide valuable information to institutional leaders engaged in the work of creating Inclusive Excellence. Further, additional interviews with CDOs working in a variety of settings will continue to advance the academy's ability to support and advance the work of these professionals.

Summary

This disquisition offered educational research focused specifically on postsecondary institutions and the work of institutional leaders who are engaged in creating transformative culture change. These efforts are changing organizational culture with the intent of embodying Inclusive Excellence, an institutional value focused on the development of learning environments

conducive to the academic success and achievement of all students, especially those who have been historically underrepresented in the United States' educational systems. Inclusive Excellence expands upon previous diversity-appreciation initiatives by exposing the significant educational benefits of providing diverse learning environments for all individuals.

Three comprehensive research articles brought together an integrative review of educational policy to establish a context for the overall body of research within this disquisition. The educational review described both historical and current efforts, as well as sound rationales for the work, to transform postsecondary educational cultures towards an ideal of Inclusive Excellence. The Q-Method study built upon the integrative review to explore the subjective experiences and perceptions of Chief Diversity Officers (CDO), key leadership positions dedicated to guiding organizational change efforts to support Inclusive Excellence. Finally, the researcher created a new conceptual framework, the ASIE, which supplemented the IECM (Williams, et al., 2005) to provide a detailed analysis of the organizational rhetoric and artifacts presented by colleges and universities which espouse, to varying degrees, a commitment to Inclusive Excellence.

It is hoped that the research presented here will prove valuable for institutional leaders and educational researchers alike. Clearly, this area of study remains emergent in that changing demographics and changing institutional cultures will require continued assessment in the future. However, the researcher provides sound arguments for the continued need for institutional leaders to place Inclusive Excellence at the forefront of institutional initiatives, to ensure that we as a profession are providing learning environments that are safe, welcoming, and inclusive for all students and that support the educational attainment of our increasingly diverse student body.

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APPENDIX A. Q SORT STATEMENTS (CHAPTER 3)

Bureaucratic Dimension

1. I have support from my president to implement policy changes to support diversity.
2. My institution's president publicly supports my work with diversity initiatives.
3. My institution's president shares my vision for Inclusive Excellence.
4. I have adequate financial resources to implement appropriate diversity initiatives.
5. I have adequate human resources to implement appropriate diversity initiatives.
6. I believe that my position is structured appropriately to support my work as CDO.

Political Dimension

1. I have sufficient institutional authority to enact necessary policy changes to support diversity.
2. I have sufficient institutional authority to assess the campus climate for diversity.
3. My president supports me when I have to make difficult decisions to support diversity.
4. My president is willing to discuss problems with campus climate for diversity.
5. I am able to influence curriculum reform to support Inclusive Excellence.
6. I have sufficient institutional authority to recommend changes to all units at the institution.

Symbolic Dimension

1. I am satisfied with my institution's definition of diversity.
2. My institutional leaders understand the differences between diversity, equity, and inclusion.
3. My institution's definition of diversity includes sexual orientation.
4. My institution's definition of diversity includes gender identity/expression.
5. I am satisfied with my institution's policies to support diversity.
6. I am satisfied with the importance placed upon diversity at my institution.
7. Inclusive Excellence is a priority at my institution.
8. My institutional leaders understand Inclusive Excellence.

Systemic Dimension

1. An important part of my role is to support underrepresented students.
2. An important part of my role is to assist the institution in addressing workforce needs.
3. An important part of my role is to assist the institution in addressing social inequities in the broader community.
4. I help underrepresented faculty and staff to network with other professionals outside the institution.
5. An important part of my role is to work with external institutional stakeholders to support diversity initiatives.

6. An important part of my role is to recruit diverse faculty.
7. An important part of my role is to recruit diverse staff.
8. An important part of my role is to recruit diverse students.

Collegial Dimension

1. I have support from my institutional peers to implement policy changes to support diversity.
2. Others at my institution are not invested in diversity initiatives.
3. Others at my institution are resistant to my work to implement diversity initiatives.
4. Faculty at my institution support my work with diversity initiatives.
5. Staff at my institution support my work with diversity initiatives.
6. I have positive working relationships with my institutional peers.
7. I have positive working relationships with the faculty at my institution.
8. I have positive working relationships with the staff at my institution.

Personal Experiences of CDOs

1. I believe that my position is institutional “lip service” for diversity.
2. My experience as a CDO is what I expected it to be.
3. I often feel isolated due to my role at the institution.
4. Promoting diversity at my institution is risky.
5. Others at my institution understand my role as a CDO.

APPENDIX B. EMAIL INVITATION TO PARTICIPATE (CHAPTER 3)

Dear <FIRST NAME>

I am a doctoral candidate at North Dakota State University in Fargo, ND, conducting research on the subjective experiences and perceptions of Chief Diversity Officers working in postsecondary educational institutions. As a current member of the National Association of Diversity Officers in Higher Education (NADOHE), I would like to invite you to participate in this study.

Participation in this study will involve about 20 minutes of your time as you follow the link below to an online instrument. The instrument to which you will be directed might appear to be different from most online surveys; it may appear more like a game of solitaire that requires you to “click and drag” items rather than select a single best answer.

Upon giving your consent to participate in this study, you will be asked to sort a series of statements into three piles – those with which you agree, those with which you disagree, and those with which you have no strong opinions. After you have completed the sorting process, you will be instructed to place these statements along a matrix, depending upon how strongly you agree or disagree with the statements.

I hope that you would be willing to volunteer your time to complete this survey. Your feedback regarding your experiences and perceptions as a Chief Diversity Officer will be extremely helpful to this research study. It is my hope that our improved understandings of the experiences of Chief Diversity Officers will inform postsecondary institutional leaders on the ways in which we can better prepare professionals for this role in the future.

Please click the link below to participate in this voluntary study.

Also, please consider passing this message and survey link on to other Chief Diversity Officers in academic institutions who you think would have an opinion to share about their experiences in this role.

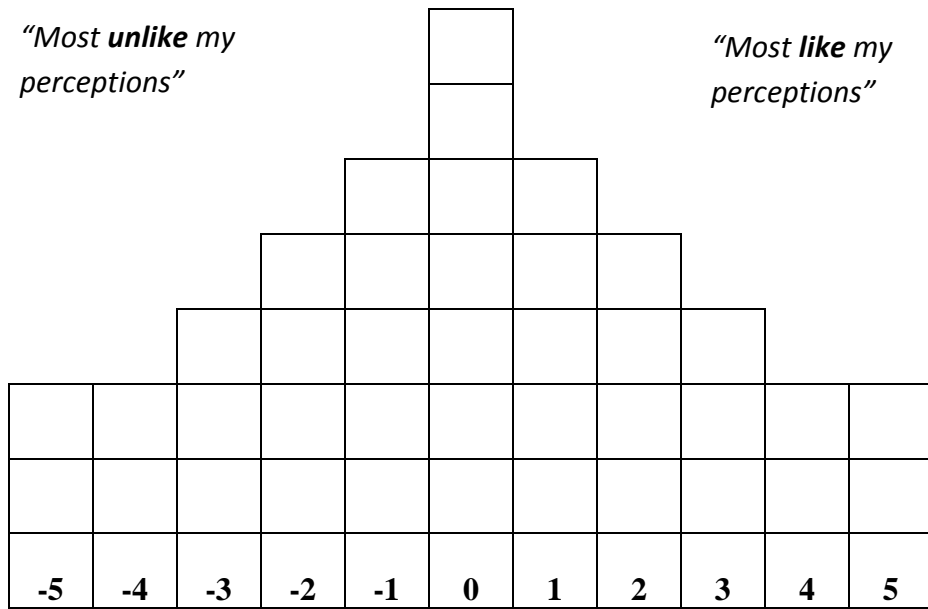
[LINK]

Thank you in advance for your participation!

Kara Gravley-Stack

APPENDIX C. Q PLOT, OR THEORETICAL ARRAY (CHAPTER 3)

“What are your perceptions about the Chief Diversity Officer (CDO) position in postsecondary education?”



APPENDIX D. DEMOGRAPHIC QUESTIONS (CHAPTER 3)

1. Which job title most closely matches yours? Mark all that apply.
 - a. Vice President/Chancellor
 - b. Associate Vice President/Chancellor
 - c. Assistant Vice President/Chancellor
 - d. Chief Diversity Officer
 - e. Affirmative Action Officer
 - f. Equal Opportunity Officer
 - g. Other, please specify _____

2. How many departments do you oversee in your position?
 - a. 1
 - b. 2
 - c. 3
 - d. 4
 - e. 5 or more

3. How long have you been in your current position?
 - a. Less than 3 years
 - b. Between 3 and 6 years
 - c. Between 6 and 9 years
 - d. Between 9 and 12 years
 - e. More than 12 years

4. Were you the first person to hold this position at your institution?
 - a. Yes
 - b. No

5. To whom do you report at your institution? Mark all that apply.
 - a. President/Chancellor
 - b. Vice President/Chancellor of Academic Affairs
 - c. Vice President/Chancellor of Business and Finance
 - d. Vice President/Chancellor of Student Affairs
 - e. Other, please specify

6. Which of the following most closely match your institution type? Mark all that apply.
 - a. Public
 - b. Private
 - c. 4-year
 - d. 2-year

- e. College
 - f. Community College
 - g. Technical College
 - h. University
7. Which most closely matches with your institution's enrollment?
- a. Less than 2,000 full-time undergraduate students
 - b. Between 2,001 and 5,000 full-time undergraduate students
 - c. Between 5,001 and 10,000 full-time undergraduate students
 - d. Between 10,001 and 15,000 full-time undergraduate students
 - e. Between 15,001 and 20,000 full-time undergraduate students
 - f. More than 20,000 full-time undergraduate students
8. Which most closely matches with your institution's student demographics? Mark all that apply.
- a. Hispanic Serving Institution (HSI)
 - b. Historically Black College or University (HBCU)
 - c. Men's College
 - d. Predominantly White Institution (PWI)
 - e. Tribal College (TC)
 - f. Women's College
 - g. Other, please specify _____
9. What is the approximate enrollment of students of color at your institution (in percent)?

10. What is the approximate enrollment of women and men at your institution (in percent)?
Women _____
Men _____
11. Which of the following are included in your institution's non-discrimination statement?
Mark all that apply.
- a. Ability
 - b. Age
 - c. Ethnicity
 - d. Gender Expression
 - e. Gender Identity
 - f. Marital Status
 - g. National Origin

- h. Sex
- i. Sexual Orientation
- j. Socioeconomic Status
- k. Race
- l. Religion
- m. Veteran's Status
- n. Other, please specify _____

12. If you would be interested in participating in a follow-up telephone interview with the researcher, please provide your first name and the telephone number (with area code) at which you can be reached. _____

APPENDIX E. TELEPHONE INTERVIEW SCRIPT (CHAPTER 3)

Follow-up telephone interviews were conducted with survey respondents who volunteered to participate. Interviews were conducted in a semi-structured, open-ended format.

1. When completing the online survey, you indicated that the statement _____ [insert statement #1] was most like your beliefs. Please tell me more about why you chose this statement?

2. When completing the online survey, you indicated that the statement _____ [insert statement #2] was most like your beliefs. Please tell me more about why you chose this statement?

3. When completing the online survey, you indicated that the statement _____ [insert statement #3] was most unlike your beliefs. Please tell me more about why you chose this statement?

4. When completing the online survey, you indicated that the statement _____ [insert statement #4] was most unlike your beliefs. Please tell me more about why you chose this statement?

5. Is there anything else that you can tell me about your experiences as a Chief Diversity Officer that might enhance this current study?

APPENDIX F. INSTITUTIONAL REVIEW BOARD APPROVAL (CHAPTER 3)



February 24, 2014

FederalWide Assurance FWA00002439

Dr. Claudette Peterson
Education Doctoral Program
216C FLC

Re: IRB Certification of Exempt Human Subjects Research:
Protocol #HE14189, "Understanding Chief Diversity Officer Perceptions of the Change Agent Role"

Co-investigator(s) and research team: **Kara Gravley-Stack, Chris Ray**

Certification Date: 2/24/14 Expiration Date: 2/23/17
Study site(s): **varied**
Funding: **n/a**

The above referenced human subjects research project has been certified as exempt (category # 2) in accordance with federal regulations (Code of Federal Regulations, Title 45, Part 46, *Protection of Human Subjects*). This determination is based on revised protocol materials (received 2/19/14).

Please also note the following:

- If you wish to continue the research after the expiration, submit a request for recertification several weeks prior to the expiration.
- Conduct the study as described in the approved protocol. If you wish to make changes, obtain approval from the IRB prior to initiating, unless the changes are necessary to eliminate an immediate hazard to subjects.
- Notify the IRB promptly of any adverse events, complaints, or unanticipated problems involving risks to subjects or others related to this project.
- Report any significant new findings that may affect the risks and benefits to the participants and the IRB.
- Research records may be subject to a random or directed audit at any time to verify compliance with IRB standard operating procedures.

Thank you for your cooperation with NDSU IRB procedures. Best wishes for a successful study.

Sincerely,

A handwritten signature in cursive script that reads "Kristy Shirley".

Kristy Shirley, CIP, Research Compliance Administrator

INSTITUTIONAL REVIEW BOARD

NDSU Dept 4000 | PO Box 6050 | Fargo ND 58108-6050 | 701.231.8995 | Fax 701.231.8098 | ndsu.edu/irb

Shipping address: Research I, 1735 NDSU Research Park Drive, Fargo, ND 58102

NDSU is an EO/AA university.

**APPENDIX G. CODING RUBRIC FOR ACHIEVING STRATEGIC INCLUSIVE
EXCELLENCE (ASIE) MODEL (CHAPTER 4)**

Achieving Strategic Inclusive Excellence (ASIE) Model	Needs work (No evidence of IE at the institutional level)	Competent (IE is addressed at the institutional level)	Exemplary (IE is fully integrated into the institution)	Rater's Score
Institutional Symbolism Dimension				
Core Values	<i>Institutional core values do not include elements of Inclusive Excellence</i>	<i>Institutional core values identify most elements of Inclusive Excellence</i>	<i>Institutional core values identify and synthesize all elements of Inclusive Excellence,</i>	
Development of New Values	<i>No new values, relative to Inclusive Excellence, have been identified for the institution</i>	<i>New values, relative to Inclusive Excellence, have been identified for the institution and referenced in organizational artifacts.</i>	<i>New values, relative to Inclusive Excellence, have been identified for the institution and permeate multiple aspects of organizational artifacts.</i>	
Institutional Bureaucracy Dimension				
Formal Goals for Inclusive Excellence	<i>No formal goals have been identified for the institution, relative to Inclusive Excellence.</i>	<i>Formal goals have been identified, relative to Inclusive Excellence.</i>	<i>The institution has put into place institutional goals, relative to Inclusive Excellence</i>	
Priorities for Inclusive Excellence	<i>No priorities are discernable relative to Inclusive Excellence</i>	<i>Institution has articulated that Inclusive Excellence is a priority</i>	<i>Institution demonstrates priorities for Inclusive Excellence through Infrastructural changes</i>	
Goals and Strategies	<i>No goals or strategies are identified for Inclusive Excellence</i>	<i>Institutional goals and strategies address Inclusive Excellence</i>	<i>Inclusive Excellence is foundational to institutional goals and strategies.</i>	
Vertical Organization of Goals	<i>Goals for Inclusive Excellence do not appear vertically, at all levels of the institution</i>	<i>Goals for Inclusive Excellence appear in most levels of the institution</i>	<i>Goals are coordinated across all vertical levels of the institution</i>	
Horizontal Organization of Goals	<i>Goals for Inclusive Excellence do not appear horizontally, across units of the institution</i>	<i>Goals for Inclusive Excellence appear across several units of the institution</i>	<i>Goals are coordinated across all units of the institution</i>	
Strategies and Processes	<i>Institutional strategic plan does not reference elements of Inclusive Excellence</i>	<i>Institutional strategic plan mentions some elements of Inclusive Excellence</i>	<i>Inclusive Excellence is woven within the institutional strategic plan</i>	

Institutional Structure Dimension				
Upper-level Administration	<i>Institution does not employ a Chief Diversity Officer (CDO)</i>	<i>Institution employs a CDO</i>	<i>CDO serves on President's Cabinet with institutional authority</i>	
Inclusive Excellence Groups and Initiatives	<i>Institution does not have a Diversity Council, etc.</i>	<i>Institution has a Diversity Council</i>	<i>Diversity Council has meaningful role in advising institution regarding IE</i>	
Departmental Structures	<i>Institution supports minimal departments integral to the work of Inclusive Excellence</i>	<i>Institution supports several departments integral to the work of Inclusive Excellence</i>	<i>Institution supports a division, as well as departments that are integral to the work of Inclusive Excellence</i>	
Evidence of Institutionalization Dimension				
Mission Statement	<i>No mention of Inclusive Excellence in mission statement</i>	<i>Mission statement mentions Inclusive Excellence</i>	<i>Inclusive Excellence is integral to university's mission statement</i>	
Values Statements	<i>No mention of Inclusive Excellence in values statements</i>	<i>Values statements mention Inclusive Excellence</i>	<i>Inclusive Excellence is integral to university's values statements</i>	
Diversity Statement	<i>No diversity statement exists for the institution</i>	<i>Institution's diversity statement exists</i>	<i>Institution's diversity statement incorporates elements of Inclusive Excellence</i>	
Website Images	<i>Website lacks imagery representative of Inclusive Excellence</i>	<i>Website provides minimal imagery representative of Inclusive Excellence</i>	<i>Website imagery incorporates broad representation of Inclusive Excellence</i>	
Presence of Inclusive Excellence on website	<i>Website and search engine lack direct access/links to inclusive excellence resources</i>	<i>Website and search engine provide some information, but organization lacks clarity</i>	<i>Website provides prominent links to staff and information related to inclusive excellence</i>	
University's non-discrimination statements	<i>Statement contains neither "sexual orientation" nor "gender identity/expression"</i>	<i>Statement contains either "sexual orientation" or "gender identity/expression" but not both</i>	<i>Statement contains both "sexual orientation" and "gender identity/expression"</i>	
Number of departments and staff who report to CDO				
Institutional membership in NADOHE				

APPENDIX H. INSTITUTIONAL PARTICIPANT POOL (CHAPTER 4)

Middle States Commission on Higher Education (MSCHE)

Includes institutions in Delaware, Maryland, New Jersey, New York, and Pennsylvania.

New England Association of Schools and Colleges – Commission on Institutions of Higher Education (NEASC-CIHE)

Includes institutions in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.

North Central Association of Colleges and Schools – The Higher Learning Commission (NCA-HLC)

Includes institutions in Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming.

Southern Association of Colleges and Schools (SACS) Commission on Colleges

Includes institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia.

Western Association of Schools and Colleges (WASC) Senior College and University Commission

Includes institutions in California and Hawaii.

Northwest Commission on Colleges and Universities (NWCCU)

Includes institutions in Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington.

Note: Postsecondary institutions accredited under the Western Association of Schools and Colleges – Accrediting Commission for Community and Junior Colleges (ACCJC-WASC) were not included in participant pool as these institutions do not meet 1862 Morrill Act status.