THE DIVERSITY IMPERATIVE FOR EXCELLENCE : THE ARTS IN and FOR A PLURALISTIC SOCIETY
NATIONAL AND GLOBAL CONTEXT
60 years of UNFINISHED BUSINESS wrt RACE, CLASS, GENDER,
PROGRESS,
and
INCREASING DOMAINS FOR DIVERSITY
Ethnic groups, immigration
Sexual orientation, gender identity
Disabilities/ abilities
the undocumented
Religion
Indigenous communities--future, sovereignty, viability
Internationalization
Veteran status

*Multiple and intersecting identities*

Demographic changes in every state especially among young adults
US Young Adult Population (18-34) 2020 by race/ethnicity

- **White**: 54%
- **LatinX**: 22%
- **Black**: 15%
- **Asian**: 7%
- **AI/AN/HPI**: 2%
- **Other**
What makes an identity salient?
COMPLEXITY OF IDENTITY

° Salience—deeply embedded in history, culture, structural inequities,
° Multiplicity and intersectionality
° Context
° Complexity within identity groups
° Asymmetry
° Individual and institutional
° Embedded norms that have defined excellence
Implications for society

° Health and Well Being of Society
  erasing health, education disparities
  domestic capacity in Science and technology
  Health and vitality of the arts—the role of the arts
  health of social institutions and communities
° Dealing with the histories of violence and injustice
° Strong connection between political stability and inequity
° Complexity of institutional change in a time of real pluralism—attractiveness of all institutions—all fields
° Creating the conditions under which diversity works
° Press for diversity in leadership and competency of all leaders to function in diverse environments
REFRAMING THE PARADIGM:
CREDIBILITY
VIABILITY
CAPACITY BUILDING –

Excellence For a pluralistic society

THINK TECHNOLOGY!

AN IMPERATIVE
SOME SAMPLE LANGUAGE FROM ARTS SCHOOLS

guiding scholars, artists, dreamers, and performers for more than a century.

marshals the power of art, performance, and design to deeply investigate the most significant challenges of the times. And our invitation is open to all – visit, explore, experience. Engage with the arts!

shared commitment to excellence in arts leadership and advocacy in higher education

We welcome risk-takers. Our students and faculty members experiment and innovate in a supportive environment that feels like a family.

There’s a place here for everyone. New students fit in quickly, no matter their background, instrument, or field of study.
QUICK BREAK OUT FOR INSTITUTIONAL MISSION

HOW IS (OR IS) DIVERSITY AN IMPERATIVE FOR YOUR SCHOOL GIVEN ITS MISSION AND CONTEXT?
MOVING TO THE NEXT LEVEL--KEY STRATEGIC PRINCIPLES

- LOCATE DIVERSITY AS PART OF THE MISSION
- DIVERSITY AS PART OF CORE INDICATORS OF SUCCESS — not parallel
- BEYOND PROJECTITIS TOWARD SYNERGY and coordination—embedding not just adding
- LEADERSHIP AT EVERY LEVEL MATTERS
- MONITORING PROGRESS--HOW DO WE KNOW?
- DIVERSITY AS INCLUSIVE AND DIFFERENTIATED
- MISSION, MATTERING, MULTIPLICITY KEY TO COMMUNITY
WHAT ARE THE STRATEGIC CONNECTIONS BETWEEN EXCELLENCE AND DIVERSITY?
EXCELLENCE IN THE ARTS

Viability
Attractiveness
Broadening talent base
Preparing all to engage diversity in the field and classroom
Creativity
Success with diverse students, faculty and staff
Broadens our understanding of beauty, aesthetics, the canon, metrics for excellence

ROLE OF THE ARTS IN A TIME OF SOCIAL CHANGE AND TURBULENCE—healing, dialogue, connection..
EXCELLENCE AND DIVERSITY
THINK ABOUT YOUR INSTITUTIONS

- Are students from different groups admitted and succeeding?

- Is the diversity of students overall present throughout departments?

- Are **ALL** students being prepared to function in a diverse society?

- How attractive is the institution to diverse groups and communities?
EXCELLENCE AND DIVERSITY:

- Are faculty/staff from different groups succeeding/thriving?

- Do we have the capacity to identify and nurture talent from diverse groups?

- Do we have the capacity to educate for a pluralistic society (knowledge, skills, resources)?

- How diverse is the new canon?
EXCELLENCE AND DIVERSITY:

- Are we building the cultural competence at all levels to engage diversity and inclusion?
- Are we building capacity among faculty, staff and students to engage in difficult dialogues (do we model this)? In class and out.
- Do we have an inclusive and supportive climate?
  - Satisfaction
  - Choose to come again
  - Recommend to a friend
  - Perceptions of commitment to diversity
Meanwhile on many campuses:
AS A RESULT OF RECENT EVENTS- ANTI-RACISM STATEMENTS, HIRING OF CDO, and continuing patterns:
1. The rhetoric about diversity is increases
2. List of “diversity identities” grows
3. Programs and projects growing
4. U.G. student diversity is growing—not grads
5. Graduation rate disparities persist
6. Human capacity (fac/staff) not necessarily growing--
7. Leadership coming from “diversity” roles
8. Conversations, task forces, committees, reports could be 50-60 years old.
9. Persistent notion that excellence conflicts with diversity

Competing views of whether progress is being made....
More

Diversity efforts parallel but not part of core functions—e.g.
  accreditation
  unit plans

**Classroom becoming a center of attention**
Just one of a growing number of initiatives
Often mobilized after a crisis
Risk averse, fear of mispeaking
People not clear about what to do—
  microaggressions, language, national context, climate
Difficult dialogues difficult
Task forces or diversity committees
  struggling with overload or lack of direction

And, internationalization initiatives
BREAKOUT:

WHERE IS YOUR SCHOOL WITH RESPECT TO DEI---WHAT ARE THE ISSUES...DO YOU KNOW? IS THERE SHARED UNDERSTANDING OF THE ISSUES?
SOME LESSONS FROM RESEARCH:

- Myths and assumptions provide reasons for lack of progress.
- Leadership at all levels matters—senior leaders need to be visible, faculty matter.
- Creating conditions under which benefits emerge---trust, commitment, progress
- The multiplicities and intersectionalities of identities are important for building community
Where is diversity in the curriculum?

- Are all students being prepared for diverse environments in the arts?
  - Complexity of Identities
  - Content
  - Histories
  - Structural inequities
  - Role of leaders
  - Creating diverse teams that work
  - Problem solving
  - Experiencing what diversity brings
INSTITUTIONAL SUCCESS

RESTS ON WORK AT
INSTITUTIONAL, SCHOOL,
DEPARTMENT LEVELS

Hiring is a central component of perceptions of commitment
RATIONALE FOR FACULTY DIVERSITY

- Decision making
- Perceptions of commitment and equity
- Providing Legitimacy
- New approaches and scholarship
- Relationships with diverse communities on and off campus
- Institutional attractiveness
- Leadership development
- Significance of the absence of--not 1:1
- Role models for all
- Burden on tokens---cultural taxation
- Interrupts implicit bias and stereotype threat
- Challenging embedded norms, assumptions
SOME LESSONS FROM RESEARCH: HIRING

• Faculty diversity slow to change
• **Myths:** There aren’t any, they wouldn’t come here, we can’t afford them, they will leave.
• International faculty growing fastest
• Faculty diversity in particular depts.
• Next generation of faculty has been or is being hired
• Proactive and targeted searches work
• Job descriptions matter
• Accountability assures interrupting the usual
• Implicit bias impacts decisions
• Graduate student diversity
IMPLICATIONS FOR LEADERSHIP at ALL LEVELS

• Framework and Monitoring Progress
  • Intelligent metrics—how will we know, simple and focused
  • Unit plans tied to mission and excellence— not ideology

• Leadership & Communication
  • PROACTIVE COMMUNICATION with all, identity groups—students, faculty, staff ahead of crisis
  • Senior leadership is critical

• Collaboration
  • Mattering matters, trust must be established through commitment---as a mission imperative for excellence

• Intentional, aligned, accountable, sustained

• Inclusive and Differentiated Approach

• GLOBAL≠DOMESTIC
Urgency increasing---the opportunity

Growing urgency in the arts about viability

Health of a pluralistic society—the role for the arts

Need for graduates with broader metrics for excellence

Impatience and frustration on campus—INCIDENTS
QUESTIONS, COMMENTS, DISCUSSION?