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# **THE DIVERSITY IMPERATIVE FOR EXCELLENCE : THE ARTS IN and FOR A PLURALISTIC SOCIETY**

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**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

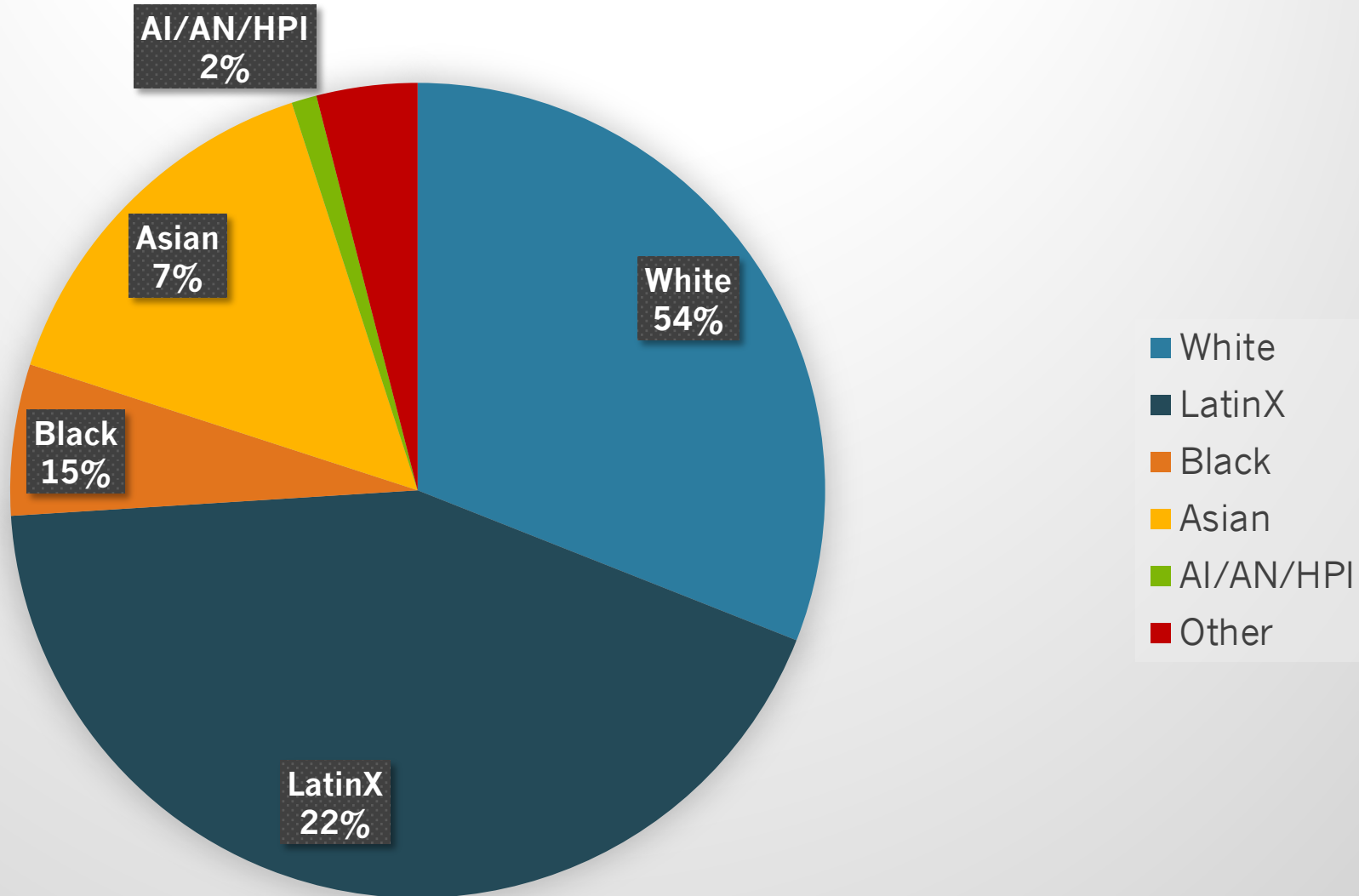
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Veteran status

*Multiple and intersecting identities*

**Demographic changes in every state  
especially among young adults**

# US Young Adult Population (18-34) 2020 by race/ethnicity



**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



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**REFRAMING THE PARADIGM:**

CREDIBILITY

VIABILITY

CAPACITY BUILDING –

**Excellence For a pluralistic  
society**

**THINK TECHNOLOGY!**

**AN IMPERATIVE**

Framework for Diversity



## **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

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**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

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## **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

# **FACULTY ARE KEY-- HIRING IS KEY**

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?**