"Ver llegar " Stand and watch them come- then dance with the bulls!

Dr. Karan Watson, The Abura Group

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Dr. Kristi J. Shryock, Texas A&M University

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Dr. Christine A Stanley,

Christine A. Stanley is regents professor of higher education, holder of the Ruth Harrington Endowed Chair, and vice president and associate provost for diversity emerita in the School of Education and Human Development at Texas A&M University. She served the university in administrative roles including vice president for diversity, executive associate dean, associate dean of faculties, and assistant department head. Her publications include Faculty of Color: Teaching in Predominantly White Colleges and Universities, and her scholarship has appeared in American Educational Research Journal and Educational Researcher. She is the recipient of departmental, college, university and national awards for faculty and graduate student mentoring, faculty development, and diversity and inclusion including the named, Christine A. Stanley Award for Diversity and Inclusion Research in Educational Development, created by the Professional and Organizational Development (POD) Network in Higher Education. Dr. Stanley has consulted nationally and internationally in Armenia, Canada, China, Mexico, and South Africa on issues related to faculty development.

Refocusing our Efforts for Justice - ver llegar

Ernest Hemingway described the phrase 'ver llegar' in Death in the Afternoon:

"the ability to watch the bull come as he charges with no thought except to calmly see what he is doing and make the moves necessary to the maneuver you have in mind."

As an example inTexas

- Prohibited
  - **No individual will**, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity or any other classification protected by federal, state or local law be **excluded** from participation in, or be denied the benefit of, or be subjected to discrimination under any system program or activity.
  - Except as required by federal law, a member or member employee **must not:**
    - establish or maintain a diversity, equity, and inclusion **office**, or **hire or assign** an employee or contractor to perform diversity, equity, and inclusion functions; or
    - **compel, require, induce, or solicit** any person to provide a **statement** about diversity, equity, and inclusion or give preferential treatment to any person based on the provision of a statement about diversity, equity, and inclusion.
  - Except as required by federal law, a member or member employee **must not require**, as a condition of enrollment at the member or performing any member function, any person to participate in a diversity, equity, and inclusion training that includes a training, program, or activity about race, color, ethnicity, gender identity, or sexual orientation, unless developed and approved by OGC in accordance with state law.

But exceptions are

- The prohibitions in sections on previous slide do not apply to the following:
    - a) Academic course instruction;
    - b) An employee or student's scholarly research or creative work;
    - c) An activity of a student organization registered with or recognized by a member;
    - d) A guest speaker or performer on a short-term engagement;
    - e) Policies, practices, procedures, programs, or activities to enhance student academic achievement or postgraduate outcomes without regard to race, sex, color, or ethnicity;
    - f) Data collection; or
    - g) Student recruitment or admissions.

What are you dealing with?

- Laws

- Policies

- Attitudes

Two Primary Types of Diversity – referring to students

- **Structural diversity** refers to the numerical and proportional representation of students from different racial/ethnic groups in the student body (Hurtado, Milem, Clayton- Pedersen, and Allen, 1998, 1999).

- Within the category of **diverse interactions**, students are influenced by the interactions that they have with diverse ideas and information as well as by the interactions that they have with diverse people.

These two types of diversity are not mutually exclusive.

What We Know From the DEI Research

- Social inequality exists around the world, along various group dimensions (race/ethnicity, class, gender, religion, tribe, etc.).

- Positive, proactive strategies increase representation, status, and power of historically disadvantaged groups.

- The efficacy of DEI policies to achieve goals is often limited by the quality of implementation (e.g., opposition from employees, wanting numbers but not true belonging)

- Five factors emerge as **indicators that diversity enhances organizational performance:** (1) attracting and retaining the best available human talent, (2) enhanced marketing efforts, (3) higher creativity and innovation, (4) better problem solving, and (5) more organizational flexibility (Cox, 1993; Cox and Blake, 1991).

The Educational Benefits of Diversity from Multiple Sectors (Milem, 2003; Smith, 2000; Gurin, Nagda & Lopez, 2004)

- **Individual benefits** —educational experiences and outcomes of individual students are enhanced by the presence of diversity on campus.

- **Institutional benefits** —diversity enhances the effectiveness of an organization or institution.

- **Societal benefits** —diversity in colleges and universities impact quality of life issues in the larger society.

  Examples include the achievement of democratic ideals, the development of an educated and involved citizenry, and the ways in which groups who are underserved in society are able to receive the services that they require.

Adaptive Strategic Thinking

- Take time to understand psychology behind the resistance or out right opposition to efforts.

- Combine art and discipline of planning, marketing, and change management.

Understanding Opposition and Threats to DEI Policies (Lyer, 2022)

- Benefits from the status quo

- Power wielded from advantaged groups

- **Resource threat**–losing access to outcomes and opportunities

- **Symbolic threat**–concern about new values, culture, and expectations

- **Ingroup morality threat**–concern about the advantaged group's role in perpetuating inequality

"To Overcome Resistance to DEI, Understand What's Driving It" (Shuman, Knowles, & Goldenberg, 2023-Harvard Business Review)

- **Psychological Threats**—organizational changes can elicit concern about loss of resources "status threat"

- **Defending** when status is threatened–defend or justify the status quo

- **Denial**–downplaying inequality or bias or that they exist at all

- **Distancing**–some willingness to acknowledge but choose not to engage personally arguing that one is unbiased and never benefited from discrimination

Building Allies and Understanding Opposition

Ensure you are focused on:

- Nuances of your motives and allies to be honed, recognizing all type of constituents, including students, staff, faculty, administrators, alumni, recruiters, and donors.

- Intensity and justifications for opposition (cognitive misunderstanding, belief in a threat to values or principles, emotional ties to an ideology, deeper threats to identity).
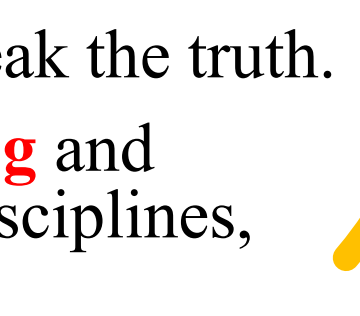
Crafting Compelling Narratives

- Create appropriate published and on-line information describing your activities, data, and publications supporting approaches and results to provide authenticity for efforts.

- Predict challenges and shape narratives for different audiences to affect feelings of worth and satisfaction with efforts to prepare.

- Ensure approaches are aligned with challenges to help lessen resistance to efforts.

Dancing with the Bulls

- **Enlighten** ourselves about racism and the benefits of DEI in higher education with data
- **Educate** ourselves about various forms of privileges including white privilege and white supremacy with research
- **Take risks and act** on and expose racist behaviors
- **Engage** in difficult dialogues for perspective taking on DEI
- **Acknowledge** that DEI is a white America problem
- **Break your silence. Speak Up!** Speak the truth.
- **Come together to reduce distancing** and examine DEI in our socialization, disciplines, and the ivory tower of academia

Examples

- Institution
  - No weight to legacy
  - Pay attention to socioeconomic, first generation, who hasn't had equity
    - Top 10% high school rank
    - Scholarships for low income, first gen.
  - Lessen weight of poor predictors like SAT
- Colleges
  - If more than enough look at other factors
  - If not enough or poor retention, make it the faculties problem (system).
- Departments
  - Make it a pedagogical issue for deep learning
  - Challenge the notion that engineers are born rather than made
  - Design Anti-Noise approaches to learning

What other examples do you have?

Tested and worked

Worth a try

Maya Angelou....

"We may encounter many defeats, but we must not be defeated."

"You may not control all the events that happen to you, but you can decide not to be reduced by them."

Helpful Resources to Read

- Gurin, P., Nagda, B. R. A., & Lopez, G. E. (2004). The benefits of diversity in education for democratic citizenship. *Journal of social issues*, *60*(1), 17-34.
- Hurtado, S. (2007). Linking diversity with the educational and civic missions of higher education. *The review of higher education*, *30*(2), 185-196.
- Milem, J. F. (2003). The educational benefits of diversity: Evidence from multiple sectors. *Compelling interest: Examining the evidence on racial dynamics in higher education*, 126-169.
- Smith, D. G., & Schonfeld, N. B. (2000). The benefits of diversity what the research tells us. *About campus*, *5*(5), 16-23.

- Backlash refers to social and economic penalties for counterstereotypical behavior ([Rudman, 1998](#)). By penalizing vanguards (atypical role models), backlash reinforces cultural stereotypes as normative rules.

- Chapter four - Reactions to Vanguards: Advances in Backlash Theory

- Author links open overlay panelLaurie A. Rudman *, Corinne A. Moss-Racusin [†], Peter Glick [‡], Julie E. Phelan [§]