

MOVING BEYOND INCLUSIVE EXCELLENCE: OPERATIONALIZING DIVERSITY,
EQUITY, & INCLUSION THROUGH ORGANIZATIONAL ALIGNMENT IN HIGHER
EDUCATION

by

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ABSTRACT

When it comes to the implementation of diverse, equitable, and inclusive (DEI) behaviors, institutions of higher education are misaligned in their understanding and operation of what the work entails. In an effort to emphasize diversity, equity, and inclusion (DEI) in the larger Organizational Development process (OD), many institutions of higher education wind up focusing most, if not all, of their energy into areas of the work that does not allow for sustainable action. The ensuing research explores the relationship between strategic plans for diversity and inclusion (SPFDI) and the ways in which they are impacted by organizational design – specifically the Inclusive Excellence model. In addition to the SPFDI, I will explore two different action items, Diversity Focused Programming (DFP) and Equal Employment Opportunity Compliance (EEOC) as cooperating elements used to implement DEI. Both action items will be examined through the lens of Inclusive Excellence (IE) as they pertain to sustaining the behavior of diversity, equity, and inclusion in institutions of higher education.

Where elements of the information pertaining to this particular study are extremely scarce in both research and practice in higher education, I use a multidimensional approach in order to compile the necessary data to support my study. A multidimensional approach is a research method that involves the examination of multiple fields of study in order to analyze and make a

case for another. In this case, I review organizational behavior and organizational design as subsets of organizational development, as well as the hybrid Inclusive Excellence and strategic planning models, corporate diversity programming models, and federal/state equal employment requirements in order to answer how organizational design effects the behavior of diversity, equity, and inclusion in institutions of higher education.

As a result, this multidimensional study was supported by using a mixed-methods approach to analyze the data I gathered from the study. I used a quantitative approach to showcase the amount of institutional strategic plans that were impacted by the Inclusive Excellence model and I used a qualitative approach to explain and highlight the challenges and successes the model itself has had on various institutions of higher education. Together, this study examines the ways in which a series of colleges or universities that have adopted the Inclusive Excellence model interpret diversity, equity, and inclusion based on their understandings of the definitions. The chief aim of this study was to discover how the Inclusive Excellence model, as an organizational design, defines, implements, and sustains behaviors of diversity, equity, and inclusion in institutions of higher education. This study applies organizational design and behavior as subsets of the larger organizational development process in order to illustrate their relationships with the Inclusive Excellence model (IE) and strategic plans for diversity and inclusion (SPFDIs).

CHAPTER I

INTRODUCTION

INTRODUCTION TO THE STUDY

When it comes to the implementation of sustainable diverse, equitable, and inclusive behaviors, institutions of higher education are largely misaligned in their understanding of what the work entails. In an effort to emphasize diversity, equity, and inclusion (DEI) in the larger Organizational Development process (OD), many institutions of higher education wind up focusing most, if not all, of their energy into areas of the work that do not allow for sustainable action. Over the past several decades, advancements in the field of Organizational Development have grown largely out of the corporate and industrial sectors and made their way into the field of higher education. This journey, in its essence, marked the official recognition of colleges and universities as organizationally complex systems as it had not been considered such up to that point (Baldrige, 1971). This was likely because, unlike their traditional for-profit counterparts in business, colleges and universities contain a number of independent entities (offices, departments, etc.) that encourage autonomy and flexibility. These entities also tend to have overall lofty long-term goals that are difficult to measure (Gumport and Sporn, 1999; Bayenet, Feola, and Tavernier, 2000; Taylor and de Lourdes Machado, 2006).

The reoccurring challenge that faced organizational development models and practitioners alike is the inability to craft an effective method of successfully implementing diversity, equity, and inclusion in a sustainable way. Oftentimes, this is because there are many competing priorities amongst organizational professionals as it pertains to what actually constitutes DEI in the workplace. As a full-time scholar and practitioner of this work, I have gathered that, traditionally, there are three ways organizations begin to move towards the work of DEI in the workplace: (1) Diversity Focused Programming (DFP), (2) Strategic Planning for Diversity and Inclusion (SPFDI), and (3) Equal Employment Opportunity Compliance (EEOC). DFPs refer to the programs and initiatives in which institutions engage as it pertains to institutional change (such as an LGBTQ Awareness Night, a diversity-based Training and Development workshop, or a Cultural Dinner); however, these rarely ever lead to permanent changes. SPFDIs refer to the diversity-specific strategic planning efforts which result in actionable objectives that will bring to fruition institutional changes in DEI. What we learn and will see later is that institutions that fold DFPs and EEOC into their SPFDIs are more successful in executing their DEI efforts. Finally, EEOC is mentioned in reference to those institutions that approach DEI from a legal perspective; that is, rather than creating a diverse culture, these institutions rely on disability, non-harassment, and affirmative action statements to do it for them. Each of these terms will be fully explored and explained in the beginning of Chapter Two in terms of how they are utilized by institutions as a way to organize their efforts around diversity, equity, and inclusion.

Through my own professional experience, I have learned that, in order to effectively implement and sustain a behavior of DEI, it is imperative that institutions first establish an organizational design (OFD) that allows for the behaviors to exist. Organizational design refers

to the model or framework by which all actions, policies, and procedures adhere and through which an institutional culture exists. The problem, currently, with OFD and its relationship to institutional DEI implementation in higher education, however, is that most institutions are of the assumption that the combination of, DFPs, SPFDIs, & EEOCs, in effect, establish an organizational design themselves. I have found that it is this misunderstanding and misuse of OFD that causes the work of diversity and inclusion to operate without any adequate structure or accountability, thereby causing it to fail.

Since its introduction in 2005 by the Association of American Colleges and Universities (AAC&U/AACU), Inclusive Excellence (IE) has been rapidly adopted by institutions of higher education throughout the United States. Designed to serve as the next step in inclusion by “re-envisioning quality and diversity” (Williams, et. al, 2005), the IE model reimagines the possibilities of diversity and inclusion by suggesting that excellence can only be achieved through inclusion. Likewise, for many institutions, this model has served as a guideline for how to create a strategic plan that allows them to focus, specifically, on diversity, equity, and inclusion. According to Williams & Clowney (2007), these plans must be accompanied by decentralized diversity planning efforts that define and operationalize diversity at the local level of schools, colleges, units, and departments.

Inclusive Excellence, or, IE, (Williams, et. al., 2005) encourages a systemic overhaul in order to implement the behavior of DEI, including a strong focus on these action items, but it does not consider the various institutional governance types (Baldrige, 1971; and Cohen et. al, 1979, Birnbaum, 1989) when measuring the model’s overall effectiveness. Though he points out that the recognition of specific social identity groups may be challenged at certain institutions such as “faith-based, values-driven, or at institutions located in more conservative regions of the

country (Williams and Clowney, 2007), Williams does nothing to offer resolutions or alternatives to mediate or mitigate such happenstances.

Although acknowledging and citing the aforementioned, Williams, et. al. assumes that IE will work in all institutional governance spheres – Political, Collegial, Bureaucratic, Anarchical, Cybernetic; but without a binding document or an organizational alignment process, we know this is not possible. The authors do not account for the policies and procedures that anchor the design of these various institutions and, therefore, miss the fact that the behavior of DEI, as a consequence, will continue to fail due to the lack of alignment and support from its organizational design. In summation, the organizational design of an institution, which includes the alignment of an organization’s action items, has to first exist in order for the behavior of diversity, equity, and inclusion to occur. I hypothesize that this alignment can only be established through some form of “constitution” or a similar type of binding document that, when adopted, holds together the institution’s design, action items, and behavior, regardless of institutional type.

Finally, what I also find as a point of critique regarding the Inclusive Excellence model is that there is a failure for Williams, et. al. to define, precisely, what the words diversity, equity, and inclusion mean as it pertains to institutions of higher education. There is much assumption that institutions of higher education have an ostensible inherent relationship with DEI to such a degree that the mere utterance of the words (or acronym) establishes a point of understanding for the reasonable higher education stakeholder. However, what we will find in the next section is that there are various interpretations of what each word actually means and that the IE model’s failure to account for this is a contributing factor to its poor implementation across the country.

Accepted Definitions of Diversity, Equity, and Inclusion in Higher Education

In order to successfully understand the impact and role DEI plays in institutions of higher education, we must first understand what the words mean and how they are being used. As of now, there are no operational definitions for diversity, equity, or inclusion as they pertain to higher education (or in general). There are a panoply of philosophical interpretations, such as “Diversity means the coming together of...” or “Diversity is a celebration of...” which ultimately make it difficult to have a concrete understanding of each term. Thus, it is my hope to develop one as a way to anchor this study. But before we do that, it is important to understand how the words have been generally accepted overtime throughout the higher education sector.

For decades, institutions of higher education have been governed by a series of operating definitions aimed at creating a more focused college or university. Whether it is the role of the Human Resources department or the function of the Conduct team, generally students, staff, faculty, and administration have a clear understanding of expectations as it relates to the roles of each department. However, when it pertains to diversity, equity, and inclusion (DEI), individuals and departments seem to be operating on a needs basis when it comes to implementing the work; this is because there is no research highlighting a standard operating definition of diversity, equity, or inclusion, let alone DEI.

DEI has long since been ill defined both in theory and philosophically, making it difficult for institutions to hold themselves and their employees accountable to it. In a study conducted by the Educational Psychology for Effective Teaching, Queen’s College in Charlotte, NC, found that “diversity among students in education directly impacts their performance. Studies show that students work better in a diverse environment, enabling them to concentrate and push themselves further when there are people of other backgrounds working alongside them” (online.queens.edu). As a DEI scholar and practitioner, I have helped institutions better

understand how organizations and units should look if they are successful in implementing diversity, equity, or inclusion, but I have found that sustaining the implementation can be difficult due to a lack of a concrete definition.

Diversity

According to a 2018 University of Kansas article, based on research conducted by Eugene T. Parker III, assistant professor of educational leadership & policy studies, though there is no standard definition for diversity in higher education (which can include race, ethnicity, gender, religion, sexual orientation, geographical representation, religion, political beliefs and more), studies show that race and gender are always near the top of concerns for those working in the field. Parker suggested that institutions cannot make progress on being an equal campus if there is not a standard and if everyone is on a different page (Parker, E. T., III. (2018). In a study that looked at Chief Diversity Officers, respondents almost uniformly said they view diversity as all-encompassing. Parker found they also tend to muddle terms such as diversity, equity, equality and justice, using them almost interchangeably. Diversity statements within departments at the schools also varied widely, leading to no single expression of what diversity is, how the institutions plan to achieve it, or where deficiencies may lie (Parker, 2018).

The College of St. Scholastica also recognizes that diversity can be paired with many different definitions – all with many things in common. However, in a 2016 article published on their website, the college defines diversity as “the compilation of a comprehensive collection of cultures, ideas, people and traditions.” They continue to state that the term itself is derived from its Latin root, "diversus," which translates, quite simply, to mean "various." Much like KU, St. Scholastica also acknowledges that diversity is often used as a buzzword by institutions and becomes interchangeable with the word multicultural, or the acceptance of diverse racial,

cultural, social and economic groups. In addition to offering resources to help students craft their own definitions of diversity, the article states that it is equally important for colleges to agree on an operational definition of diversity that will lead to positive campus outcomes.

In an effort to expand beyond institutional research and university scholarship, I examined the website of the National Education Association (NEA), a national social justice centered organization, whose purpose is to champion justice and excellence in public education. The NEA has affiliate organizations in every state and in more than 14,000 communities across the United States (www.nea.org). They employ 3 million educators and allies who work to advance justice and excellence in public education. Their position on diversity states that “diversity can be defined as the sum of the ways that people are both alike and different. The dimensions of diversity include race, ethnicity, gender, sexual orientation, language, culture, religion, mental and physical ability, class, and immigration status.”

What is commonplace in terms of understanding diversity is that there does not seem to be a clear operating definition for the word in not only higher education, but also its affiliates. It seems that each entity that takes a clear position on the role of diversity understands it in a similar way, but more or less aligns themselves to the word in a moral sense. However, it is, too, in this that no standard operational definition is offered. Though it is stated in the St. Scholastica article that it is important for colleges to agree on an operational definition of diversity, as of now, no standard operational definition is offered.

Inclusion

Unlike the examination of diversity, many, if not most, of the definitions and interpretations surrounding “inclusion” are directly related to students or children with special needs. This is because inclusion as an educational theory and practice gets its start with

Universal Design, (Story, 2001; Mace, 1985.), defined as the design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability. According to informED, “Inclusion is an educational practice whereby students with special needs are fully integrated into the general education classrooms at a school” (www.opencolleges.edu.au). Whereas the Taishoff Center for Inclusive Higher Education at Syracuse University defines inclusion as “the incorporation of students with disabilities into general academic courses on campus, across disciplines and departments with non-disabled peers” (www.taishoffcenter.syr.edu).

Although the literature in higher education is scarce, many colleges and universities understand the broader definition of inclusion to be the “active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities...” (www.aacu.org). I have found, too, that inclusion is often defined by exclusion in terms of what is not inclusive, and whatever gets operationalized appears to be reactionary, as opposed to a result of a standard definition of the word. For example, according to Carrington (1999), inclusion “is the acceptance and appreciation of all individual differences, including culture, race, gender, socio-economic status, sexual orientation and disability.” This definition by Carrington suggests what inclusion is by virtue of which groups should be accepted, however, it does not show the ways in which inclusion should be practiced on behalf of these groups. Finally, much like diversity, institutions of all types have been noted to use inclusion interchangeably with “diversity;” a symptom of not having a working definition.

Equity

Equity is defined by the Association of American Colleges & Universities as “the creation of opportunities for historically underserved populations to have equal access to and

participate in educational programs that are capable of closing the achievement gaps in student success and completion” (www.aacu.org). Unlike “diversity” and “inclusion,” Equity seems to have the most detailed definition that might lead to the operationalizing of the word. According to Achieving the Dream, “Equity is grounded in the principle of fairness. In higher education, equity refers to ensuring that each student receives what they need to be successful through the intentional design of the college experience.” Each organizational definition shares fairness and equality as commonalities when considering how to implement equity in education. They both maintain a sense of incumbency upon the institutions to create these spaces of opportunity for all students, not just those who can most afford them.

Because there are very few, if any, expressed ways to operationalize diversity, equity, and inclusion in higher education, organizations and entities alike are finding themselves linking one term to the next. For example, a research document touted by the Department of Education states that campus leadership, including a diverse faculty, plays an important role in achieving inclusive institutions (www2.ed.gov). The document found that “faculty members’ curricular decisions and pedagogy, including their individual interactions with students, can foster inclusive climates” (p.2). I won’t spend too much time in this document as the piece states that many of the views are not its own and that its purpose is to highlight ways organizations can challenge DEI discrepancies, however, the DoE, too, recognizes race and ethnicity as the center piece of the work and sees equity as being involved with increasing attainment gaps for students of color.

The Scholar-Practitioner Perspective

As is true with much of this work, the one sector that does provide a sound example of an operationalized definition for DEI is the corporate, or, independent sector. From the NBA to

equity centers, corporations and private entities around the nation have been leaders in social change for decades and should serve as a model for institutions of higher education, as well.

For example, a 2016 write up for the Independent Sector offers insight into why DEI matters. In this article, the authors define diversity, equity and inclusion as follows:

Diversity: All the ways in which people differ, encompassing the different characteristics that make one individual or group different from another. While diversity is often used in reference to race, ethnicity, and gender, we embrace a broader definition of diversity that also includes age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance.

Equity: The fair treatment, access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. Improving equity involves increasing justice and fairness within the procedures and processes of institutions or systems, as well as in their distribution of resources. Tackling equity issues requires an understanding of the root causes of outcome disparities within our society.

Inclusion: The act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people. It's important to note that while an inclusive group is by definition diverse, a diverse group isn't always inclusive. Increasingly, recognition of unconscious or 'implicit bias' helps organizations to be deliberate about addressing issues of inclusivity.

(Kapila, et. al., 2016).

For an operationalized definition of DEI to work in higher education, a standalone meaning would not be enough. Similar to the definitions provided by Kapila, et. al., examples of how each term is actualized on college campuses is necessary to foster understanding and, ultimately, accountability. Because DEI is a subset of the larger social justice composite, it is important to ensure that the operationalized definitions of diversity, equity, and inclusion for higher education are centered around social justice principles and values.

DEI Redefined: Perspectives of a Black-Male Scholar

As a scholar-practitioner of this very work, I consider social justice to be far more than a hot topic or a buzzword, I consider it to be a movement. As a definition, I consider social justice to be the larger umbrella term used to describe a movement comprised of privilege, identity, socialization, competence, and allyship, as a means to raise awareness, acquire skills, and foment social change through the challenging of norms and the redistribution of rights, access, and opportunities (Visceral Change, 2020). Likewise, it is my belief that social justice is a linear process that is made up of three stages, diversity, equity, and inclusion. The first stage, diversity, addresses matters of difference. The second stage, inclusion, speaks to levels of involvement. Finally, the third stage, equity, aims to re-center the needs and necessities of those identities that have been traditionally and historically marginalized. I will further explore and define these three terms as they pertain to me later on in the paper.

Organizationally, I have been privileged enough to initiate many diversity and inclusion programs and strategies in an effort to advance institutional culture. At two separate institutions, I have championed Men of Color initiatives that focused on retention and success of young men of color enrolled at Predominantly White Institutions. Through this effort, I helped create a nationally recognized program at one of the most prestigious Research 1, Public Ivy institutions

in the country. At a different Research 1, Public Ivy institution, I oversaw a diversity office of Equity & Student Engagement which, between the center itself and the staff, served as a five-time award winning university entity. In leading this office, I was tasked with creating a team at the grassroots level that would go on to inspire change and cultivate multiculturalism through the campus and community.

In 2018 I served as the Team Lead for the inaugural National Inclusive Excellence Leadership Academy; a 5-week intensive institute created and executed by a man I consider a mentor of mine, Dr. Damon Williams. I was honored to be chosen with such responsibility and to work with a trusted team of Coordinators, Directors, Associate Vice Presidents and Vice Provosts to discover a way to decentralize diversity for a major institution.

As a consultant, I help organizations center themselves around the works of diversity, equity, and inclusion. I do this through creating frameworks and infrastructures that help shift organizational cultures systemically. Additionally, I offer year-round training and development workshops, coaching and advising, strategic planning, and overall organizational development opportunities to corporations and institutions, alike. Annually, my team and I present groundbreaking content at various national conferences throughout the country. And as somewhat of a consummation of success through DEI, I created a Social Justice Institute based off of a model I created called the Core Five Components to Social Justice. This intensive day-long/retreat-styled training institute is preceded by an online training module that introduces participants to the concepts and key terms of the institute. From there, participants will receive a certificate symbolizing their completion of the training institute.

In sum, centering social justice as the impetus for my work has proven to be purposeful for me. It allows me to engage people in ways that position critical Whiteness, toxic masculinity,

heteronormativity, ableism, and other dominant-centered identities as a means of understanding the context behind the imperialist capitalist White supremacist patriarchy, as Dr. bell hooks names. Through diversity, we are able to recognize the importance of differences and how we can begin raising awareness about differences in order to celebrate them. Inclusion teaches us that there is a level of intentionality inherent with the practice of inclusivity that is not present in diversity, by itself. With inclusion, we are committing ourselves to involving those very diverse voices into the fabric of what it is that we do. And through equity, our commitment to re-centering marginalized identities allows us to unconsciously move towards equity as the goal, in and of itself, would then be to current any and all injustices that have hindered the success and opportunities of these groups by historically conceding to what has been perceived to be “normal.” What is true is that I view diversity, inclusion, and equity as more than just pillar areas for organizational development – for me, they are basic necessities of everyday life.

PURPOSE

This study examined how various colleges and universities, which have adopted the Inclusive Excellence model, present literature on DEI and Strategic Plans for Diversity and Inclusion, as well as Diversity Focused Programs and Equal Employment Opportunity Compliance (referred to in this dissertation as “action items”) as they pertained to the work of Inclusive Excellence at institutions of higher education. Using a multidimensional review of the literature and a mixed methods approach to the study, I reviewed various colleges and universities that have adopted the Inclusive Excellence model as their primary institutional design model and have thereby implemented diversity, equity, and inclusion under the guidance of this model. The chief aim of this study was to discover the impact organizational design had on the behavior of diversity, equity, and inclusion in institutions of higher education by

understanding the ways in which the Inclusive Excellence Model, as an organizational design, defined, implemented, and sustained behaviors of diversity, equity, and inclusion.

This study applies organizational design and behavior as subsets of the larger organizational development process in order to illustrate their relationships with the Inclusive Excellence (IE) and the strategic planning process. I then use the Inclusive Excellence Scorecard, as presented by Williams, et. al (2005), as a benchmark and reference for what is to be expected from institutional strategic plans for diversity and inclusion (SPFDI) that operate under the IE model. This research only included those institutions that have both, (1) instituted strategic plans for diversity and inclusion, and (2) have adopted the Inclusive Excellence model as their organizational development framework.

It is important to note, too, that I approach this work as a scholar, practitioner, and consultant in the work of organizational development. My experience in this field has provided me with a level of competence and expertise that positions me as, both, a proponent and a critic of the Inclusive Excellence model and strategic plans for diversity and inclusion

BACKGROUND

The Making Excellence Inclusive Initiative

The Making Excellence Inclusive Initiative, which spawned the Inclusive Excellence Model, was an initiative designed to revolutionize Jackson and Holvino's (1988) work on multicultural organizational development (MCOD). Much like MCO, Inclusive Excellence believes that diversifying an organization can only be done through systemic change. The model attempts to help institutions who adopt it find new ways to infuse diversity, equity, and inclusion into their organizational infrastructure. Commissioned by the Association of American Colleges and Universities (AAC&U). The Inclusive Excellence Model has since been adopted and

implemented by more than 57 institutions across the United States, though unavailable data makes it difficult to know just how many. In 2005, Williams, Berger, and McClendon crafted a series of three papers, each an extension of one another, predicated on an identified problem with diversity and inclusion in higher education. According to the authors, traditional diversity and inclusion efforts have been used to measure “numbers of students or numbers of programs” (Williams, et. al, 2005). And although “meaningful engagement with diversity benefits students educationally, little has been done to create a comprehensive framework for excellence that incorporates diversity at its core” (p. vii). There is no secret that comprehensive diversity engagement and infusion is an arduous process; and even though very little empirical work has been done on institutional change related to diversity (Peterson et al. 1978; Richardson and Skinner 1991; Siegel 1999), it is clear that static or narrowly construed plans prove to be less than effective in achieving profound institutional diversity goals (p. 2).

One of the elements that makes the model unique, yet, challenging is that the term ‘Inclusive Excellence’ does not have a standalone definition. According to page vi of the prevailing document, “[the] definition is intended to be flexible enough to be ‘localized’ by a campus while also retaining basic principles to guide a national movement and to connect campuses in these efforts.” As a result, the definition is comprised of four specific parts:

1. A focus on student intellectual and social development; which, academically, means offering the best possible course of study for the context in which the education is offered,
2. A purposeful development and utilization of organizational resources to enhance student learning; which, organizationally, means establishing an environment that challenges

each student to achieve academically at high levels and each member of the campus to contribute to learning and knowledge development,

3. Attention to the cultural differences learners bring to the educational experience and that enhance the enterprise, and
4. A welcoming community that engages all of its diversity in the service of student and organizational learning.

Although intended to be fluid, the authors believe that the definition is incomplete without the incorporation of all four elements (vi) and therefore require a level of intentional engagement from each adopted institution. The Inclusive Excellence model is a seeks to offer something that is “both different than its constituent elements and stronger and more durable.” This is achieved by (1) integrating their diversity and quality efforts, (2) situating this work at the core of institutional functioning, and (3) realizing the educational benefits available to students and to the institution when this integration is done well and is sustained over time (p. iii).

According to Tierney (1999), the major problem confronting institutions trying to enact inclusive learning is not the lack of ideas, but the inability to implement them successfully. The Inclusive Excellence Model is a highly comprehensive document that details Inclusive Excellence using previous work compiled from three separate papers – (1) *Making Diversity Work on Campus: A Research-Based Perspective* (2), *Achieving Equitable Educational Outcomes with All Students: The Institution’s Roles and Responsibilities*, and (3) *Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions*. These three papers are used as a way to articulate how Inclusive Excellence can be implemented in transformative ways in institutions of higher education.

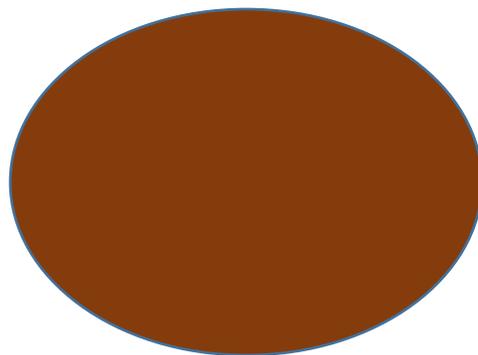
The first paper, *Making Diversity Work on Campus* is used by the authors as a reference for how diversity must be carried out in intentional ways in order to accrue educational benefits for students and for the institution (p.v). The second paper, *Achieving Equitable Educational Outcomes with All Students*, informs the researchers of the achievement gap facing Black and Latino students and suggests that the failure to understand what does and does not work for these students can be highly detrimental to this group, even with diversification. Finally, in the eponymous paper, *Toward a Model of Inclusive Excellence in Postsecondary Institutions*, Williams, et. al “offer a framework for comprehensive organizational change to help campuses achieve Inclusive Excellence” (p. v). Together, these three papers help ground the IE effort in research that supports why a systematic approach to diversity and inclusion is not just beneficial, but necessary.

Tabletop DEI

In order to best explain the relationship between organizational design, organizational behavior, and the action items that determine the behavior’s direction, I created what I call a Tabletop Model, or, Tabletop DEI. The top of the table, or, the tabletop, indicates the (organizational) behavior of the institution. The organizational behavior is the character or the conduct the institution wants to portray in their stewardship and actions; in this case, it is the conduct of diversity, equity, and inclusion (DEI). This behavior is supported by a set of action items (i.e., implementation tools) that allow for the behavior to be implemented. These action items are Diversity Focused Programming (DFP), Strategic Planning for Diversity and Inclusion (SPFDI), and Equal Employment Opportunity Compliance (EEOC). Each action item serves as a unique leg that supports the table.

When attempting to sustain the tabletop’s behavior of DEI, institutions of higher education oftentimes find themselves operating on only three legs; the three legs indicated by the action items mentioned above. The assumption is that these three action items, when used together, constitute an organizational design (OFD) when in reality, organizational design is not an action item (leg) at all but rather, it is the material of the table. There is no doubt about the difference in long-term sustainability between the durability of a table made out of wood or porcelain, and a table made out of steel or marble. According to the Tabletop DEI model, in order for the top of the table to sustain, there not only have to be three legs, but more importantly, the legs and the table itself must be made out of a strong, resilient material, and this material is the organizational design.

When implemented, organizational design not only completes the missing component of sustainable DEI by stabilizing and reinforcing the three legs, it does so, by providing a strong structure which, in turn, solidifies the three legs, unifying the table as a whole. As it stands, and as this research shows, many institutions attempting to center equity work have adopted Inclusive Excellence as the material for their table. However, the absence of clarity in terms of DEI understanding and implementation by the model, along with the framers’ positioning of IE as an organizational behavior, means that the table is left unsupported at these universities and, ultimately, unable to sustain the behaviors of DEI atop the table.



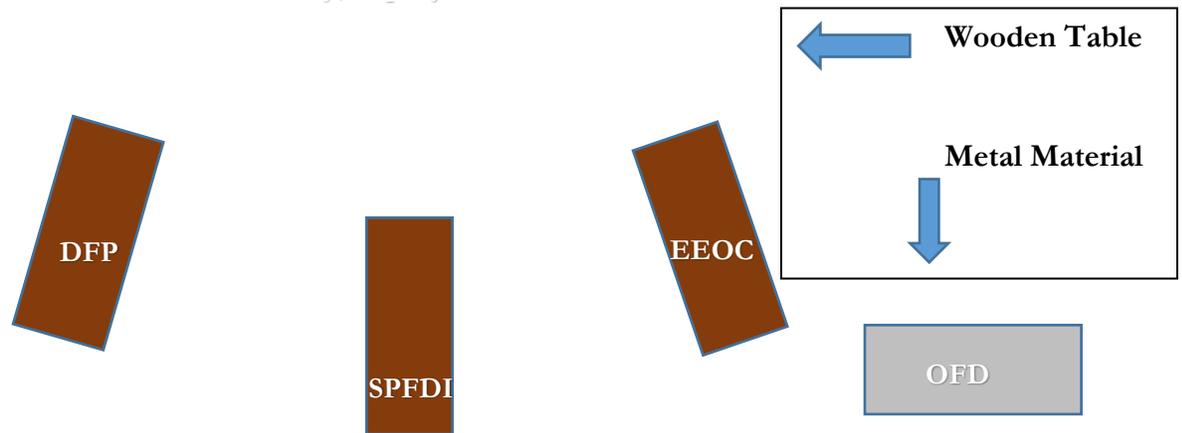


Figure 1: Robbins (2020)

Hypothesis

As a result of my research and empirical approach to this study, I hypothesize that one root problem that undergirds these institutional DEI efforts is two-fold; (1) the Inclusive Excellence model posited by Williams, et. al. is positioned to be practiced as an organizational behavior when, structurally, it is actually an organizational design. Secondly (2), the Inclusive Excellence model posited by Williams, et. al. is, in fact, not an organizational design at all, but rather an idea. It operates as more of a philosophical model that suggests idealistic ways to systemically implement diversity, equity, and inclusion without ever actually providing the structural guidelines for how to do it. Though positioned as an organizational design, the reality is that the Inclusive Excellence model can only ever be an insufficient material for sustaining Tabletop DEI – similar to a plaster-made table attempting to support hundreds of pounds of weight; it will only be able to stabilize the table to an extent, if at all. Inclusive Excellence, as an organizational design, reinforces the notion that DFPs, SPFDIs, and EEOCs are sufficient for sustaining the behaviors of DEI, however, in order to uphold and advance the work, and that the three of them combined make up an organizational design. However, OFD should be seen as the material of which the table is made, and, as a result, should be reinforcing the other three legs,

or, action items, and serving as the critical component that allows each action item and, ultimately, behavior to exist and sustain. The illusion of an OFD presented by Inclusive Excellence explains why the model struggles to define itself. In this study, I argue that in order to maintain a level of sustainability in terms of DEI in institutions of higher education, a binding document, such as a code of conduct or a constitution, is necessary in order to support the socially just intentions of a college or university.

PROBLEM STATEMENT

Although Williams, et. al (2005) do a very good job of detailing the essence of Inclusive Excellence and articulating the ways in which the term is to be interpreted, there are two main areas of grey that make it challenging for institution's to effectively carry out the initiative's intention while simultaneously maintaining the model's integrity. The first is that (1) the lack of a core definition makes it difficult for consistency and accountability to be applied throughout the various colleges and universities that adopt the model. While there are many key components posited by the authors, such as how diversity via the Inclusive Excellence change model is a key component of a comprehensive strategy for achieving institutional excellence (p. 3), the authors are clear that the fluid design is intentional for conformity purposes and not intended to define the work indefinitely. The second involves the suggestions of (2) how to implement Inclusive Excellence effectively as an organizational behavior or design. Williams, et. al state that, in order to effectively make excellence inclusive, "campuses must create synergy within and across organizational systems through the alignment of structures, politics, curricular frameworks, faculty development policies, resources, symbols, and cultures" (p. 3). However, the instructions provided by the authors are incomplete because, although Baldrige's (1971) frames of governance are acknowledged in the MEI document, the authors approach Inclusive Excellence

as an institutional behavior and do not consider the institutional design element of organizational development when suggesting how to apply Inclusive Excellence. That is, in the Inclusive Excellence document, Williams, et. al suggest that Inclusive Excellence can be applied as an organizational behavior at any institution regardless of whether the college or university's inherent is political, bureaucratic, collegial, or anarchical.

However, this logic fails in regards to organizational implementation of sustainable DEI behaviors because not every structure is designed to support all behaviors. For example, Bolman & Deal (2017) developed a Four-Frame model that suggests that organizations and institutions operate in one of four ways, politically, structurally, symbolically, or in a manner of human resource. What's important to note is that, though Bolman & Deal's Four Frame model of organizational structure is sound, it can only exist if the organizational design and institutional governance dimensions allow them to. In other words, a university that is politically designed will unlikely have a governance structure that supports behavior that is symbolic in nature. Conversely, a collegial governance structure may very well support behavior that is part of a human resource behavioral frame. An example of this critique can be observed by institutions such as the University of Arizona, who eventually moved away from the Inclusive Excellence model due to lack of support, direction, and understanding from institutional leadership.

RESEARCH QUESTION

In what ways does the Inclusive Excellence model, as an organizational design, impact strategic plans for diversity and inclusion and the implementation of diversity, equity, and inclusion in institutions of higher education?

I chose the aforementioned as my research question because there has been and remains to be a lack of understanding around diversity, equity, and inclusion in higher education as it

pertains to the defining and sustainable operation of the terms. Even in light of the increased research in the field over the past 15 years, there remains little to no evidence of the impact the Inclusive Excellence model has on long term institutional diversity and inclusion efforts. This is because there is a lack of a clear purpose offered by the Inclusive Excellence model due its incomplete design. As a result, in order to explore institutional behavior most effectively, it was important that I understood the terms the development model seeks to address. Because behavior is a function of the context in which it takes place (Daniels, 2000), it is equally necessary to know the organizational design that cultivates institutional culture and/or supports a given institutional behavior. The theories and models supporting my questions derive from Organizational Design and Behavior (subsets of Organizational Development), Multicultural Organizational Development, and the Inclusive Excellence model.

To resolve each question, I used two data sources to gather the information that supported my research. (1) The first data source involved reviewing existing institutional diversity and inclusion data, specifically from institutions who have adopted the Inclusive Excellence model as their principal form of multicultural organizational development. In doing so, I specifically focused on the ways in which each institution understood and implemented the Inclusive Excellence model based on their understanding of the model’s projection of diversity, equity, and inclusion. (2) Based on each institution’s understanding of DEI, I then examined and determined whether, and to what degree, the Inclusive Excellence model had an impact on their institutional strategic plans for diversity and inclusion.

RESEARCH DESIGN MATRIX

Research Question	Theory/Model	Data Sources	Data Analysis
In what ways does the Inclusive Excellence model, as an organizational	- Organizational Development (Design, & Behavior),	- Institutional Diversity & Inclusion data (DFPs, SPFDIs, EEOCs)	- Content Analysis - Grounded Theory

design, impact strategic plans for diversity and inclusion and the implementation of diversity, equity, and inclusion in institutions of higher education?	- Multicultural Organizational Development, - Inclusive Excellence	- Inclusive Excellence Model	
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Figure 2: Robbins (2020)

SIGNIFICANCE OF THE STUDY

Since Jackson & Holvino’s (1988) creation of the MCO model, very little research has been conducted around the systemic implementation of diversity and inclusion in institutions of higher education. Theorists have continued to add onto their original editions over the past several decades, including Williams, et al. (2005), but each contribution tends to pay attention to the larger concept of organizational development, ultimately ignoring the two critical dimensions that comprise it – organizational design and organizational behavior. Too, there is little to no research on the sustainable implementation of diversity, equity, and inclusion process. Much of the research focuses on organizational development as a strategic plan but does not offer how to leverage implementation tools for organizational development. The multidimensional and mixed method approach to this study highlights the relationships between behavioral action items, Inclusive Excellence, and organizational behavior in order to craft comprehensive information on sustaining the behavior of diversity, equity, and inclusion in higher education.

LIMITATIONS

The research on this topic, by and large, is scarce, and thus, difficult to benchmark and assess in modern terms. Although this study is designed to be comprehensive, it is limited in that it only focuses on (1) institutions that have an active emphasis on diversity, equity, and inclusion efforts and (2) institutions that have adopted Inclusive Excellence as their principle multicultural

organizational development model. Too, this study examines the theories of organizational development, design, and behavior, but does not involve all known contributors to the research. It is also important to note that the research examining the work of leveraging behavioral action items as tools for DEI implementation will have a mostly specific higher education focus, thereby largely ignoring the greater and more comprehensive composite of literature which is found in the corporate, industrial, and independent sectors. Even in such a review, I found that the ability to measure impact as it pertains to diversity, equity, and inclusion is an extraordinary feat. There are many institutions that are looking at unique ways to not only craft their strategic plans but to implement them, however, very few are articulating or offering, even in a general sense, the ways in which these strategic plans have impacted or shifted their university cultures in terms of DEI. Too, institutions that began their strategic planning process years in advance (e.g., a strategic plan that is designed for the length of 2017-2022) do not have updates regarding their progress of their strategic planning process as it pertains to their use of the Inclusive Excellence model. The only institutions I have been able to find that did provide updates and ongoing data regarding their SPFDIs were those that did not ascribe to Inclusive Excellence as a behavior (e.g., University of Michigan).

Finally, one glaring limitation to this study is the decision to perform a content analysis by reviewing only existing institutional data and documents rather than conducting interviews. I decided to conduct a content analysis rather than a set of interviews because I felt it was the most unbiased way to gain an understanding of the intention of a given university's SPFDI. Each SPFDI I reviewed was in its final form and, as a result, was understood to be canon. This reality, coupled with a keen understanding of the Inclusive Excellence Model, allowed me to clearly articulate whether the SPFDI was operating at the behest of the Inclusive Excellence Model or in

lieu of it. It is true that interviews would have provided me with more information to gather whether an institution that fit a political or collegial classification as, indeed, deserving of such a designation, however, I calculated too many threats of bias in such a discovery in terms of individual narratives and perspectives that the best way to conduct this study as determined to be via a content analysis supported by grounded theory.

As a pioneer in this area of the research, in the interest of future studies, I would recommend researchers engage, both, content analyses and interviews in order to provide elements of nuance to a mixed methods review. Although biases may be present in interview narratives, the research provided by existing scholars should offer enough grounded theory for researchers to source through interview narratives and align them appropriately within the given context. Stories are important when understanding DEI and that element would help close the gaps in some of what might be missing in this dissertation.

CHAPTER II

LITERATURE REVIEW

REVIEW OF THE LITERATURE

The literature reviewed here centers on research examining the ways through which diversity, equity, and inclusion are historically implemented in higher education. The goal in this chapter is to examine and articulate the ways in which these for action items exist in higher education as a way to connect the Inclusive Excellence model to strategic plans for diversity and inclusion. The literature review also details the guiding research of organizational development, design, and behavior, as well as the conceptual frameworks of Multicultural Organizational Development (MCOB) and Inclusive Excellence that support my work.

ACTION ITEMS and SPFDIs: THE USE OF DFPs AND EEOC IN HIGHER EDUCATION

Diversity Focused Programs (DFPs)

In *Making Diversity Work on Campus: A Research-Based Perspective*, authors Milem, Chang, and Antonio discuss diverse learning environments in higher education. In their paper, the authors “argue persuasively for a conception of diversity as a process toward better learning rather than as an outcome—a certain percentage of students of color, a certain number of programs—to be checked off a list” (Williams, et. al., p. iv). This position is not unlike a standard position regarding diversity programs in higher education. Oftentimes, these programs and initiatives are seen as “gap fillers,” something for the institution to engage as a way to showcase their commitment to diversity. However, as we will learn in this paper, this type of diversity, equity, and inclusion strategy by itself has not proven to be sustainable. According to a

document published by Penn State University titled Living with Diversity – College Success, although studies have shown on numerous occasions the benefits of campus diversity programs, “some problems still remain” (PSU, 2015). This article also found that, despite the fact that research has repeatedly shown the value of diversity as well as programs designed to promote diversity, some people think of colleges’ diversity programs as “lip service,” or, just the politically correct thing to do. Penn State University found, too, that most colleges now have formal diversity programs to help all students not only accept and understand differences among students of varied backgrounds but also celebrate the benefits for all. Some of these programs I have seen in my own journey as a member of higher education, as well. They include everything from retention programs to specific multicultural orientations.

As a practitioner of the work and former higher education – student affairs employee, I have seen diversity programs become positioned to be the lifeline of an institution or a department within the institution in terms of illustrating its commitment to diversity and inclusion. Housing and Residential Life on college campuses is a great example. I concluded my undergraduate and began my professional career as an employee for Housing and Residential Life and throughout that time I have worked at five different institutions in five different cities and four different states. These experiences have included many different institutional types, such as private, public, large, small, midsize, research and division 1, and liberal arts. At one New England institution, the Residential Life department engaged in very few, if any, diversity programs. There was a diversity Living Learning community, of which I oversaw, where we put on diversity programs every month, but attendance for these programs was extremely challenging. Oftentimes the resident assistants found themselves having to bribe their residents in order just to show up. An end-of-year survey found that a student’s main reason for attending

the diversity program wasn't for the diversity at all, but rather, the food and amenities that were there.

At another institution in the Southwest, the Housing and Residential Life department demonstrated their commitment to diversity programs in two different ways – each making it difficult or impossible to sustain the behavior of diversity via programs alone. The first (1) is that the department saw only 6% of its programming dedicated to diversity throughout its 5 years prior to my arrival. When I attempted to rectify that by instituting a dedicated student and professional staff position to the work, the institution's state governing board shot it down. In addition to lack of institutional support (2), the diversity position in Housing in Residential Life was far and away the least funded position in the department with a budget of just under \$12,000 for the year.

Corporate DFPs

Historically, diversity programs have been found to be more salient in the corporate sector. However, much like institutions of higher education, this doesn't mean that they have gotten everything right. According to a 2018 article in the Harvard Business Review, companies spend millions of dollars each year on workplace diversity programs, yet, “research has found that most workplace diversity programs fail to produce meaningful diversity and inclusion, and some have actually increased bias among individual employees” (Pruitt, et. al., 2018). Dobbin and Kalev (2016) found that the positive effects of diversity training rarely last beyond a day or two, and, as the research shows, the number of studies suggest that it can activate bias or spark a backlash. However, they also found that one reason many firms see adverse effects is because three-quarters of firms still believe diversity training should be mandatory and that “five years after instituting required training for managers, companies saw no improvement in the proportion

of white women, black men, and Hispanics in management, and the share of black women actually decreased by 9%, on average, while the ranks of Asian-American men and women shrank by 4% to 5%.” Although there is some truth to the merits of Dobbins and Kalev’s findings, I disagree with the absoluteness of it as, in my own practices, I have not found this to be the case. This is because it is widely known that diversity and inclusion training, when presented as a one-off, yields little to no results. However, when said training is presented as a series, coupled with action items in addition, the likelihood of organizational change increases (Visceral Change, 2020).

Training managers alone will not produce an increase proportionality in position representation. This is because that is a systemic issue and one that has to be addressed at the macro level rather than the micro. I have always found that organizations that have made a commitment to structural change through diversity and inclusion have shown a greater shift in their overall organizational health, and a part of this means moving from bias reduction to intervention. Pruitt, et. al. (2018) argue that focusing on 1) equipping participants to intervene when they see bias or harassment unfolding, and 2) training people on how to talk to others about organizational diversity will bring about high levels of awareness in diversity and inclusion training.

The Strategic Plan for Diversity and Inclusion (SPFDI)

History of University Strategic Planning

Much like the industry and corporate sectors, higher education institutions often find themselves in a competitive marketplace, except they are looking to attract highly respected scholars, top-tier students, elite staff, and wealthy donors, as well as increase their visibility and reputation (Goldman & Salem, 2015). The conversations have always been about trying to figure

out the best strategies for accomplishing this goal. In the 1950s, strategic planning began to become commonplace in institutions of higher education nationwide. Many universities used their strategic planning methods as a way to focus on pressing budget and planning needs—including those related to student recruitment, enrollment and resource growth, academic program offerings, and facilities—with little to no effort focused on long-range planning (Kotler and Murphy, 1981). However, by the 1970s, economic, demographic, and technological shifts impelled institutions of higher education to begin using the strategic planning models used in the business and industry sectors (Bryson, 1995; Dooris, 2003). Goldman & Salem (2015) posit that, when done right, strategic planning offers universities planning methods can help guide senior management, as well as empower middle managers, while aligning their everyday activities to the institution’s broad aims. In a 2017 Higher Ed article, Susan Resneck Pierce recorded that, due to their strategic planning, Agnes Scott College in Decatur, Georgia, has seen record enrollments over the past two years, after redesigning its curriculum and co-curriculum based on extensive market research. She also stated that effective strategic planning has led US. News & World Report to name Lynn University as one of the country’s most innovative universities for its progressive approach to classroom resources, effectively replacing conventional textbooks with faculty E-books (Pierce, 2017).

While proven to be uniquely beneficial to institutions of higher education, many concerns that strategic planning processes can be inefficient and ineffective have halted its adoption by some schools (Mintzberg, 1994; Dooris, 2003). Others argue that “increased bureaucracy associated with strategic planning could strangle organizational creativity” (Taylor and de Lourdes Machado, 2006). Mintzberg (1994) argues that systematic approaches to problems would actually hinder strategic thinking and limit an institution’s ability to address impromptu

challenges and avoid problems. As a practitioner of strategic planning and organizational development, I have witnessed strategic planning efforts take an upwards of 3 years before commencement. This type of lengthy process is an example of how an institution's ability to address impromptu challenges is limited because the culture and climate of the organization three years after its strategic planning inception has surely changed.

Since the adoption of strategic plans in institutions of higher education, we have seen a rise specifically in the creation of strategic plans for diversity and inclusion. Holvino & Jackson, (1988) attribute the need for such a document to the existence of racism and other forms of social injustice in our cities, towns, colleges and universities. The authors contend that social justice practitioners have also contributed to these new insights by focusing on what might be termed the limited success of the strategies used in the past. Many institutions have adopted strategic plans for diversity and inclusion but it is unclear if the model's implementation is fulfilling the intentions of the Inclusive Excellence model. To find out, my research will use the Inclusive Excellence scorecard as a benchmark for expected diversity and inclusion outcomes.

Strategic Planning for Diversity and Inclusion in Higher Education

Most diversity planning efforts follow a similar reactive pattern that often launches from some type of disruption in the culture of the institution and, in many instances, ends in less than meaningful change (Williams, 2006; Williams et al., 2005). There have been various models of and plans for diversity and inclusion in organizational life over the years, particularly presented in corporate and industry contexts (Cox, 2001; Loden, 1996; Norton & Fox, 1997; Thomas, R., 2001). However, in terms of research on strategic plans for diversity and inclusion, there is no information indicating the effects of such a model. Thus, an example of how to best articulate the influence of SPFDIs is to look at the impact of Three Models of Organizational Diversity

Capabilities in Higher Education (Williams & Clowney, 2007) – (1) the Affirmative Action and Equity Model, (2) the Multicultural Model, and (3) the Academic Diversity Model. According to Williams and Wade-Golden (2013) each model defines diversity differently and has evolved into a unique set of policies, programs, initiatives, and structures designed to achieve its specific goals and objectives.

Affirmative Action and Equity Model

When incorporated into the SPFDI, the Affirmative action model worked to increase the numbers of marginalized groups enrolling and working on college and university campuses (Washington & Harvey, 1989). Stemming from President Kennedy’s Executive Order 10925 (www.cornell.edu), the legal mandate of Affirmative Action was designed to “...ensure that applicants are employed, and that employees are treated during employment, without regard to their race, creed, color, or national origin.” Since then, the executive order of the United States has been adopted into various federally funded agencies, including institutions of higher education. Initially, the model was intended as a temporary tool meant to spur change in demographic representation and eliminate overt discrimination (Thomas, R., 2001).

Over the years, colleges and universities have used the model to diversify their recruitment, retention, and hiring processes, including the creation of TRIO programs and race-based scholarship and financial aid programs (Williams & Clowney, 2007). However, universities adopting this model as the predicate for their SPFDI have seen less success in increasing the numbers of Black, Native, Latino, and overall women faculty and administrators in higher education (Harvey & Anderson, 2005). Williams and Clowney further suggest that the model does “nothing to address deep-rooted assumptions that diversity is antithetical to quality” and that it does little to change the norms of a traditional culture not originally intended for

minorities, women, and other federally protected groups.” Although there are many universities finding this portion of their SPFDI helpful, there is some concern around basing one’s entire plan around the model.

Multicultural Model

Much like Affirmative Action, the origins of the Multicultural Model are also socially relevant. Beginning in the mid to late 20th century, the model was birthed out of the cultural politics of the time and is anchored in the ideology of Black Power, Chicano, Native American, and women’s movements (Hale, 2004; Ogbar, 2005; Peterson, Blackburn, & Gamson, 1978; Smith & Wolf-Wendel, 2005; Wilson, 2005). This context is important for universities looking to engage in a SPFDI because the model aims to “capitalize on the richness of different cultures and to help the members of those cultures thrive within the context of a broad institutional environment that may in an active or passive way resist their presence on campus” (Peterson et al., 1978).

Through its aim to understand cultural similarities and differences as they pertain to each person, those who adopt this model operate around discussions of diversity and inclusion with a greater sense of respect and openness (Loden, 1996). A beneficial SPFDI result from this particular model are cultural and resource centers that support students and staff of various identities. Consequently, Williams and Clowney (2007) point out that the recognition of certain social identity groups may be challenged at certain institutions such as “faith-based, values-driven, or at institutions located in more conservative regions of the country.” Utilizing the Multicultural model as an informative leg for one’s SPFDI would require a strong awareness of current cultural issues and a commitment to a slow but steady process of implementing change at the institutional level.

The Academic Model

The Academic Model is a unique blend of the previous two models. On one hand, it is similar to Affirmative action in that it is rooted firmly in a legal precedent (*Bakke v California*) that ruled Affirmative Action legal, yet, similar to the Multicultural Model in that the presiding Justice, Judge Powell, argued that “a diverse student body broadens the range of viewpoints collectively held by those students and subsequently allows a university to provide an atmosphere that is conducive to speculation, experiment, and creation” (Chang et al., 2005). Grounding the Academic Diversity Model is an intentional intersecting of diversity with the academic affairs (Williams & Clowney, 2007). Where the Affirmative Action and Equity Model favors social justice and redistributive equity, and the Multicultural Model favors marginalized social identity groups, the Academic Diversity Model argues that the presence of diversity, particularly racial and ethnic diversity, is a requisite for providing a competent and elite education in the 21st century (Gurin et al., 2002; Gurin et al., 2004; Milem et al., 2005; Orfield & Kurlaender (2001).

Three Models of Organizational Diversity Capabilities in Higher Education

<i>Dimension</i>	<i>Affirmative Action and Equity</i>	<i>Multicultural</i>	<i>Academic Diversity</i>
Launching Point	1950s and 1960s	1960s and 1970s	Late 1990s – 2000s
Locus	Civil Rights Movement	Black Power movement	Diversity movement
Drivers of change	Shifting laws, policy, social movements	Campus social protests, shifting legal policy	Changing demographics, workforce needs, persistent inequalities, legal and political dynamics
Definition	Focused institutional effort designed to enhance the compositional diversity of the university’s faculty,	Institutional diversity efforts designed to provide services for ethnic and racially diverse students, women, and other	Focused agenda centered on infusing diversity into the curriculum of the institution and conducting research

	staff, and students and to eliminate discriminatory practices	bounded social identity groups and secondarily to research these groups and constituencies	around issues of diversity
Diversity Rational	Social justice	Social justice	Educational Value
Focus	Profile change	Supporting diverse constituents	Psychosocial and cognitive development
Strategy	Remediating and eliminating discrimination	Providing diversity services, fostering community and tolerance on campus, and conducting research and teaching courses in the areas of diversity	Providing diversity as an important resource for student learning
Target od Efforts	Underrepresented groups of students, faculty, and staff	Underrepresented groups, social identity groups, women, primarily students	All students
Organizational Capability	Affirmative action programs, plans, and policy statements; Race-sensitive admissions programs and processes; equal opportunity programs	Multicultural affairs units, cultural centers, and ethnic and gender studies institutes and programs	Centralized diversity requirements and diversity programs such as intergroup relations offices
Dynamic of Change	Incremental – First order	Incremental – First order	Incremental – First order

Figure 3: Williams & Clowney (2007)

In sum, the literature surrounding strategic plans for diversity and inclusion in higher education is extraordinarily vague. Much of the dialogue around the topic is the result of a multidimensional approach to the matter which draws on information from corporate and industry sectors. There has been some information, largely compiled by Dr. Damon Williams and other scholars, that has served to support the little research that exists in terms of diversity and inclusion in higher education, but information on the impact of SPFDIs remains amiss.

Equal Employment Opportunity Compliance (EEOC)

The Equal Employment Opportunity Commission (EEOC) is a government entity whose history dates back to the early 1960s during a time when American civil unrest was at a tipping point. On July 2nd, 1965, the EEOC opened its doors for business with just over 100 employees and a budget of roughly 2.25 million dollars (EEOC, 2020). In its inception, its purpose was (and is) to “eliminate discrimination in the workplace in the U.S. based on an employee’s race, gender, color, religion, national origin, age, disability, or gender” (2020). Since then, the EEOC has added protections for women and pregnancy, people with disabilities, and even genetic information.

When effective, a commitment to EEOC has proven to create an environment and a culture where diversity, equity, and inclusion has the potential to thrive. Title VII, the Equal Pay Act, for example, and other laws that prohibit discrimination of protected classes create space for the growth, development, and overall participation of women and LGBTQ professionals in a way that is promising and competitive. Traditionally, each of the 50 United States are protected by sovereignty laws – which prevents states from being held accountable by adjudication and, therefore, cannot be brought to trial as an entity. However, the Supreme Court, overtime, has ruled that sovereignty laws do not protect institutions from lawsuits based in discrimination as the EEOC will seek remedies and sanctions against universities and colleges that violate the law (Wallace & King, 2013). Nevertheless, many of these disparities still exist in today’s institutions of higher education.

When thinking about Equal Employment Opportunity, it is not uncommon to spend time talking about Affirmative Action (AA) – and for good reason. Affirmative action is “a government policy that seeks to remedy long-standing discrimination directed at specific groups, including women and racial and ethnic minorities. The basic purpose of affirmative action

policies and programs is to increase access to, and ensure the equitable distribution of, opportunities in higher education, employment, government contracts, housing, and other social-welfare areas” (Brown II & Donahoo, n.d.). The bulk of AA’s formal history is credited to the Civil Rights movement of the 1960s, but its technical existence, in fact, dates back about one hundred years’ prior via the Fourteenth Amendment. The Fourteenth Amendment to the Constitution provides the legal basis for affirmative action policies, specifically stating that "No state shall ... deny to any person within its jurisdiction, the equal protection of laws." Although the language is clear, this legislation was infrequently enforced” (U. S. Const. amend. XIX). In doing so, all rights to citizenship and due process are afforded to all Americans regardless of color or race (later – sex, gender, ability, etc...). However, it was not until Brown v. Board of Education (1954) held that segregation was unconstitutional that laws began to engender change in the world of inclusion. It was President John F. Kennedy’s Executive Order 10925 in 1961, that called for federal contractors, including institutions of Higher Education, to adopt diversity programs in an effort to help end segregation. This, in effect, provided the legal foundation for Affirmative Action programs (Brown II & Donahoo, n.d.).

Since then, offices like the OFCP (Office of Federal Contract Compliance Programs) and the Equal Opportunity Commission have evolved in a way that has ensured equal protections for numerous social individual and group identities in the public sectors. These offices, inclusive of Title VII of the Civil Rights Act of 1964, the Equal Pay Act of 1963, the Age Discrimination in Employment Act of 1967, and Title I of the Americans with Disabilities Act of 1990, compel public institutions of higher education to work diligently to reform their admissions, hiring, and workplace practices in order to comply with Affirmative Action regulations.

It is important to note that, in an effort by institutions of higher education to affirm the aforementioned, public colleges and universities have historically made commitments to equal opportunity employment on paper that hasn't always translated in practice. At one institution during my time working in the Northeastern region of the United States, the commitment to diversity was palpable as this particular institution employed the most faculty and staff of color of all colleges and universities in New England; however, they were unable to diversify their student body in similar ways. This caused a rift in understanding between their 80+% White student body and their majority Black faculty, as the White students were unable to comprehend the justice-oriented perspectives many of the faculty were centering in their teachings. Conversely, the Black students and other students of color were said to have achieved in greater numbers than their counter parts at competing institution whose faculty were not as diverse.

In affirmation of the story above, I have always understood equity to coincide largely with policies and procedures, rather than practice and praxis. This is because fairness and due process, with respect to legality, speaks to an order of operations regarding one's specific systemic rights, rather than the context of a story involving one's person. In other words, equity is the mandate, diversity and inclusion are the engagements. In that, while serving as an organizational development consultant, one of the first things I try to get organizations to adopt is a binding document that holds the institution together in the name of diversity, equity, and inclusion. Through my practice and the work of Visceral Change, I have reasoned this approach to equity to be the missing link between sustaining diversity, equity, and inclusion – which I will unpack more in my findings and conclusions sections.

Organizational Framework and Design (OFD)

Organizational Framework and Design speaks to the ways in which institutions outline their infrastructure so that it supports a specific set of organizational behaviors (Robbins, 2019). One of the earliest and most touted academic theories of organizational design was posited by J. Victor Baldrige in September of 1971 and was published by the Stanford University School of Education. In it, Baldrige discovered that institutions of higher education were being overlooked by theorists and other researchers as it pertained to the study and examination of bureaucracies and complex organizations. The document, *Models of University Governance: Bureaucratic, Collegial, and Political*, theorized that all institutions of higher education had a governance structure that aligned with one of the three aforementioned designs. As impetus for his research, Baldrige is quoted saying:

The fundamental argument of this paper is that sociologists and administration theorists have not yet constructed appropriate intellectual models for analyzing academic administration, and that the lack is hindering research. (Baldrige, 1971. p. 5)

In his writings, Baldrige set out to link interest group theory, political attitude research, and tactical considerations in a theory of organizational policy formulation (p.2). His chief aim was to further advance the work of organizational design, vis a vis university governance, by offering a sense of order and structure that would eventually explain organizational and university behavior. Baldrige's research around institutional design was both an extension of existing works, and the basis for later theory, all of which contributed to the bureaucratic, political, and collegial frames from either an administrative, institutional, or industry point of view.

In 1979, Michael Cohen, James March, and Johan P. Olsen expanded Baldrige's university governance theory to include organized anarchies in what they called a garbage can.

This argument suggested that organizations and institutions find purpose in reactively and retroactively addressing problems rather than working proactively to prevent them. Again, in 1989, and in addition to Baldrige and Cohen et. al's four frames of university governance and design, Robert Birnbaum introduced the Cybernetic Frame, which took an intersectional approach to viewing each design. Birnbaum (1989) believed that the higher education models may appear to be competing, but in fact they are complementary.

INSTITUTIONAL/ORGANIZATIONAL FRAMEWORK DIMENSIONS

Bureaucratic	In this perspective, organizations exist primarily to accomplish clearly articulated and rational goals and objectives (Berger and Milem 2000; Birnbaum 1988), and are best characterized as hierarchical, complex, systematic, specialized, and controlled by adherence to rules.
Collegial	Refers to the dual administrative and collegial nature of higher education which distinguishes postsecondary organizations from other types of organizations, with the collegial dimension emphasizing consensus building, shared power, and common commitments and aspirations.
Political	Refers to highly specialized institutions that place favorability on the key political aspects of their operation, such as their alignment with the mission statement and the influence of the Board of Regents. In the political model, groups may have different goals and must therefore compete with one another for a piece of the pie. The leader decides how resources are distributed based less on set policies and more on the relationships with other leaders within the organization.
Anarchical	This model is described as a loosely coupled, nonlinear, open system that routinely faces problematic goals, an unclear technology, and fluid participation of members in the decision making process. The role of the anarchical leader is to make sense of the meaning of events and the culture of the institution, as

	well as to provide alternative solutions to problems.
Cybernetic	The cybernetic paradigm integrates existing models by suggesting how bureaucratic, collegial, political, and anarchical subsystems function simultaneously in colleges and universities of all kinds to create self-correcting institutions. The cybernetic paradigm posits that organization control systems can be described in terms of sensing mechanisms and negative feedback loops that collectively monitor changes from acceptable levels of functioning and that activate forces that return institutions to their previous stable state.

Figure 4: Institutional/Organizational Framework Dimensions (Baldrige, 1971; and Cohen et. al, 1979, Birnbaum, 1989)

Each theory suggests that an organization’s or institution’s framework and design is principally responsible for the entity’s behavior. Additionally, the research also indicates that institutional design is predicated upon institutional priorities. In acknowledgement that all behavior is derivative of something else, psychologist, Aubrey Daniels, asserts that “the cause of behavior lies not (only) in the conditions prior to the behavior, but in what happens immediately after behavior” (Daniels, 2000). In other words, all behavior is a function of the environment in which it takes place. From there, the behavior becomes a function of and dependent upon its consequences. A close examination of Baldrige, Cohen et. al, and Birnbaum’s institutional governance framework and design will allow me to discover how the various organizational frames and designs might cultivate the organizational behavior reflected in a strategic plan, specifically one for diversity.

ORGANIZATIONAL DESIGN AS INCLUSIVE EXCELLENCE

Organizational Design in reference to Inclusive Excellence naturally speaks to the overall infrastructure that is designed and developed by the Inclusive Excellence Model. The goal of this

model is to create a framework that supports a set of objectives as described in the pillars or goals of a strategic plan for diversity and inclusion. The purpose of these plans is to provide the institution some form of direction for the next several years. Much like a binding document, the IE Model serves as the design that reflects organizational purpose, beliefs, and values that detail not only what an organization or institution plans to do, but also the how and the why. The model acknowledges the current state of affairs for a particular organization or institution and creates a framework to support the course of action that is to follow.

Here, it is important to note that the detailed description above of IE as an OFD is heavily empirical and less observed theoretically. What is meant by this statement is that, when most organizations adopt the Inclusive Excellence model, they are doing so with the intent to use the model as a way to change the design of their organizational culture. IE offers tools and strategies to implement DEI at the systemic level, ultimately changing the way your institution operates at large. However, as we will learn in later chapters, the IE model is written as an organizational behavior and, thereby, fails at offering true organizational design theories and models that can be implemented in any real sustainable way. The language of the Making Excellence Inclusive Initiative, as written by Williams et. al, in 2005 has clearly confused most of its adopters, including each of the institutions at which I have work, and thus, one thing this dissertation hoped to resolve was to provide a perspective for institutions that are using the IE model as a design that helps them see IE for what it actually is, which is a behavior.

ORGANIZATIONAL DEVELOPMENT (OD)

In an effort to resolve whether or not a model of Inclusive Excellence sustains diversity, equity, and inclusion behaviors at institutions of higher education, I have decided to use a multidimensional approach to inform my research. This study will be framed around the work of

Organizational Development, which I will divide into two dimensions, (1) Organizational Design and (2) Organizational Behavior.

Note, that because I already explored the work of organizational design above, I will only explore organizational behavior below.

Each dimension will include theorists and models whose work speak to and support the theme of Organizational Development. I chose to support my research question using organizational design and behavior via a lens of organizational development because where institutional action items are, in effect, an anchor point for organizational behavior, the Inclusive Excellence model is a reflection of organizational design. Crittenden (2000) defines strategic planning, or in this case, behavioral preparation, as an “attempt to systematize the processes that enables an organization to achieve goals and objectives.” Where the structural goal of this preparation is to create a design that encourages systemic change, the pillars and objectives of a strategic plan, for example, act as the objective behaviors in which the organization engages. Finally, I will be reviewing the work of Multicultural Organizational Development and the Making Excellence Inclusive initiative as reference points for the expectations of diversity and inclusion on college campuses.

Review of Existing OD Models

When institutions of higher education engage in organizational development, they are committing to long term cultural change. The process of organizational development is slow but steady as a true cultural shift doesn't manifest for 3-5 years (Robbins, 2019). According to Schroeder (2011), organizational development is about student learning and collaboratively planning initiatives rather than solely programming and consulting around those programs. When most institutions engage in such a process, oftentimes it is because there has been a larger

mandate from leadership, or because an inequity was identified as a whole (Jackson, 2014) This means that most organizations and institutions embark on a process that sees a greater increase in hiring and recruitment efforts, as well as positional and salary changes. Holland & Salama (2010) saw the work of organizational development as a process that focused on the wellbeing of its members while recognizing the relationship between an organization and its environment. This meant that in order for organizational development to have its desired effects, a particular focus needed to be paid to the comfort and value of an institution’s employees and stakeholders.

Mulili & Wong (2011) wrote a contributory piece about organizational development in its continuous form and the ways in which organizations should utilize the model. The authors’ aim was to “explore the need for organizations to adopt organizational development (OD) programs on a continuous basis as a way of coping with a changing business environment.” In it, they harken to French and Bell (1990), when stating that there are five main characteristics of

Organizational Development:

- First*, OD is a planned, proactive process as opposed to being a reactive activity.
- Second*, OD focuses on an entire organization or a large part of an organization.
- Third*, it is initiated and managed from the top level of an organization. *Fourth*, OD enhances an organization's problem solving and renewal processes so that the organization is able to achieve its goals and objectives. The well-being of organizational members is a primary concern of OD. *Lastly*, OD is based on planned change or interventions made with the help of change agents or third parties who are familiar with the behavioral sciences and action research, (Mulili & Wong, 2011)

FIVE CHARACTERISTICS OF ORGANIZATIONAL DEVELOPMENT

Stage One	Organizational Development is a planned, proactive process
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Stage Two	Organizational Development focuses on an entire organization or a large part of an organization
Stage Three	Organizational Development is initiated and managed from the top level of an organization
Stage Four	Organizational Development enhances an organization's problem solving and renewal processes so that the organization is able to achieve its goals and objectives
Stage Five	Organizational Development is based on planned change or interventions made with the help of change agents or third parties who are familiar with the behavioral sciences and action research

Figure 5: French & Bell (1990)

It is important to note that the empirical work and research of organizational development as it pertains to institutions of higher education in the United States is scarce. Much of the work's origins derives from corporate America, making it difficult to find unique language in the higher education sector. Perhaps one of the original and foremost pieces comes from Boyer (1973) and his article in *The Journal of Higher Education*. In it, Boyer suggests that organizational development is a "planned change strategy emphasizing more effective utilization of the human resources of the organization" (p.340). He continues to say that the experiences of OD in higher education should not parallel that of industry because universities have more diverse goal structures. Based on Baldrige's (1971) work on power, politics, and university governance (viewed in next section), Boyer believes there are five possible directions for future organizational development practitioners in higher education: (1) conflict management, (2) crisis management, (3) university/environment interface, (4) decentralization and experimentation, and (5) development of subunits. It is Boyer's belief that these five serve as illustrative possibilities for how organizational development might look in higher education.

FIVE ORGANIZATIONAL DEVELOPMENT DIRECTIONS

Conflict Management	Identify techniques and processes for articulating, resolving or adjudicating conflicts amongst interest groups.
Crisis Management	Develop mechanisms to prevent or control crises that may result from larger political conflicts (e.g. Kent State).
University/Environment Interface	Assist the university in identifying means of receiving and responding to community interest groups.
Decentralization and Experimentation	Assist universities to find means for designing, supporting, and protecting smaller educational models such as experimental colleges.
Development of Sub-units	Help sub systems of the university become internally collaborative while increasing their skill at being politically effective with other interest groups.

Figure 6: Boyer, R.K., (1973)

ORGANIZATIONAL BEHAVIOR

Bolman & Deal: Organizational Behavioral Dimensions (OBD)

Organizational Behavior speaks to the ways in which institutions engage the mission and vision of their organization, often evidenced by the priorities demonstrated and sense of value cultivated by the organization as a whole (Robbins, 2019). In their series, *Reframing Organizations*, Bolman and Deal (2017) introduced a four cornered frame to the existing research around OB, which categorized institutional behavior as either (1) structural, (2) human resource, (3) political, or (4) symbolic. The purpose of this four cornered frame is to illustrate that all organizations respond to their unique sets of circumstances. The authors recognize that a fusing of two or more frames is possible in certain contexts, but that it is only realistic if there is larger buy-in in terms of stakeholders.

FOUR FRAMES OF ORGANIZATIONAL BEHAVIOR

Structural	This Frame focuses on the obvious 'how' of change. It's mainly a task-orientated Frame. It concentrates on strategy; setting measurable goals; clarifying tasks, responsibilities and
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	reporting lines; agreeing metrics and deadlines; and creating systems and procedures
Human Resource	The HR Frame places more emphasis on people's needs. It chiefly focuses on giving employees the power and opportunity to perform their jobs well, while at the same time, addressing their needs for human contact, personal growth, and job satisfaction.
Political	The Political Frame addresses the problem of individuals and interest groups having sometimes conflicting (often hidden) agendas, especially at times when budgets are limited and the organization has to make difficult choices. In this Frame you will see coalition-building, conflict resolution work, and power-base building to support the leader's initiatives.
Symbolic	The Symbolic Frame addresses people's needs for a sense of purpose and meaning in their work. It focuses on inspiring people by making the organization's direction feel significant and distinctive. It includes creating a motivating vision, and recognizing superb performance through company celebrations.

Figure 7: *Institutional/Organizational Behavioral Dimensions (Bolman & Deal, 1991)*

Existing literature on organizational behavior is expansive with earliest practical and theoretical accounts dating back to the 1930s. Researchers like Linkert (1961), McGregor (1967), House & Dessler (1974), Nortilli & Wong (2014) and other scholars have been able to compile the 5 forms of Organizational Behavior (Wibowo, 2016). It is important to note that, although the research discovered a series of contributory works, findings and recent literature have concluded that there is no real advantage to the existing five organizational behavior models. Due to the fact that there is no “right” model, the critique is that it becomes “wrong” when one of the models is considered very useful for a long time (Wibiwo, 2016). This suggests

that the organizations and institutions adopting the model have become stagnant and are not remaining current with the active trends.

ESSENTIAL ELEMENTS OF THE MODELS OF ORGANIZATIONAL DEVELOPMENT BEHAVIOR

No.	Item	Autocracy	Custodial	Supportive	Collegial	System
	Basic of Model	Power	Economic resource	Leadership	Partnership	Trust, community, understanding
1	Managerial orientation	Authority	Money	Support	Teamwork	Caring compassion
2	Employee orientation	Obedience	Security benefit	Performance	Responsible	Psychological ownership
3	Employee psychological result	Dependence on boss	Dependence on organization	Depend on partnership	Dependence on self-discipline	Self-motivation
4	Employee needs me	Subsistence	Security	Status recognition	Actualization	Wide range
5	Performance result	Minimum	Passive cooperation	Awakened rives	Enthusiasm moderate	Passion, commitment to goals

Figure 8: Wibiwo (2016)

Organizational behavior is a rather general term that indicates the attitudes behaviors of individuals and groups within the organization, with respect to the systematic study of the attitudes and behaviors, both personal and interpersonal concerns in the context of the organization (Roberts, 1987). The overarching intention for all organizational behavior studies is to explore new ways to improve organizational effectiveness. Robbins & Judge (2015) assert that this question is best answered by looking at the impact that individuals, groups, and structures have on behavior within organizations, while Daniels (2000) believes that more attention should be paid to not to the root of the behavior, but to what happens *afterwards* and as a result of it. Organizational Behavior naturally speaks to the actions and outcomes that are a product of the larger design itself. These actions are adapted into behaviors in which the organization practices as a way to measure the progress and success of the action items developed as a result of the

strategic planning objectives. An example of organizational behavior in a strategic plan would be “*to increase university presence in local schools and communities in order to better serve our land-grant mission.*”

CONCEPTUAL FRAMEWORK

Upon review the existing conceptual framework around OD, it is important to note that one reason for the absence of any direct mentioning of organizational development in modern higher education literature might be because the field of OD has expanded to include organizational design and behavior. The limitations to Boyer’s work is that it came at a time in 1973 when organizational development theory had not yet made enough of an impact on higher education. Since then, the expansion and inclusion of organizational behavior and design has made the work of organizational development in higher education more accessible. In the following portions of this chapter, I will explore the work of organizational design and behavior, through two pillars, (1) Multicultural Organizational Development and (2) Inclusive Excellence as articulated by scholars such as Jackson & Holvino (2014, 2008, 1988) and Williams (2007, 2005). The exploration of these pillars and scholars will allow me to establish a conceptual framework that will influence my research study.

PILLAR 1: MULTICULTURAL ORGANIZATIONAL DEVELOPMENT (MCOB)

Multicultural Organizational Development

The earliest literature on Multicultural Organizational Development (MCOB) as both a concept and a model were produced by Jackson and Holvino in 1988. The authors wrote a series of working papers for the newly founded *Program on Conflict Management Alternatives (PCMA)* program at the University of Michigan. Although the language itself spans just over 3 decades, the conceptualization of MCOB as a practice is still relatively new. Jackson, along with

fellow scholar, Rita Hardiman (1981), published 4 themes of MCOB that the 1988 document used as its main focus:

<u>Theme 1</u>	<u>Theme 2</u>	<u>Theme 3</u>	<u>Theme 4</u>
Social/Cultural Representation	Valuing and Capitalizing on Differences	Eliminating Racism and Sexism	Diversity of Stakeholders
Equitable representation of social and cultural groups.	Allowing for an nurturing the full inclusion and participation in in growth	Eliminating all forms of racism and sexism in the workplace.	Including people form diverse backgrounds as stakeholders with claims in organization mission and work

Figure 9: Jackson & Hardiman (1981)

In Jackson and Holvino’s (1988) MCOB process, the authors illustrate that an organization’s journey to MCOB is composed of three levels, (1) *the monocultural organization*, (2) *the non-discriminating organization*. and finally, (3) *the multicultural organization*. Likewise, each level contains 2 stages:

Level One: The Monocultural Organization

<i>Stage One</i>	<i>Stage Two</i>
The Exclusionary Organization	The Club
Committed to dominance while valuing the norms of one group.	Includes “other members” only if they fit into the dominant norm.

Level Two: The Non-Discriminating Organization

<i>Stage Three</i>	<i>Stage Four</i>
Compliance Organization	Affirmative Action Organization
Passively committed to including others without making major changes.	Committed to making changes (especially of protected classes) to promote tolerability.

Level Three: The Multicultural Organization

<i>Stage Five</i>	<i>Stage Six</i>
Redefining Organization	Multicultural Organization
Actively examines and changes practices that may serve as barriers for non-dominant groups	Actively includes diverse perspectives to make systemic changes to be inclusive

Figure 10: Working Paper Series: Multicultural Organizational Development Jackson & Holvino, (1988)

Holvino (2008) changes some of the structure and format of this model in her explanation for Chaos Management. In this version, Holvino changes the term “non-discriminatory” to “transitional” as a way of classifying the stage of development between mono and multicultural. Similarly, she changes the language of “Affirmative Action Organization” in Stage Four to read Positive Action.”

Scholars and practitioners, Bailey Jackson and Evangelina Holvino, are widely considered to be the pioneer practitioners of Multicultural Organizational Development and are often credited with coining the term and infusing it into practice. MCOOD grounds organizational development in multiculturalism as a means to acknowledge the various identities that are oftentimes underrepresented or underserved in the restructuring process. This is important because my research will address whether or not institutional strategic plans for diversity improve the work of Inclusive Excellence in colleges and universities.

In 2014, Jackson added to Holvino’s 2008 edition with his chapter in the *NTL Handbook of Organizational Development* which focused on the *Theory and Practice of Multicultural Organizational Development* (Jackson, 2014). In it, Jackson provides insight to the model’s origins by harkening to his earlier work with Hardiman (1994). Upon reflection, the theorists found that intersecting much of their work around OD with the “various forms of discrimination manifested by individual managers and workers was indeed necessary” (Jackson, 2014). Jackson contends that there are a series of assumptions colleges and universities adhere to when conducting MCOOD. In an effort to dispel some of them, Jackson details six key assumptions that are imbedded in MCOOD theory and practice.

1. **POLICY AND PROCEDURE:** Individual consciousness raising and training activities for individuals in organizations may be necessary but are not sufficient to produce

organizational change. Organizations must also change the policies and practices that support the status quo around diversity issues.

2. **UNDERSTANDING CONTINUUM:** Organizations are not either “good” (multicultural) or “bad” (mono-cultural). They exist on a developmental continuum with multicultural and mono-cultural on opposite ends. It is important to understand what the other points on the continuum are and where the client organization is on that continuum. Then, and only then, will MCO practitioners be able to help organizations operate from an accurate diagnosis when developing change goals and intervention plans.
3. **THE “IDEAL”:** The change process needs to be pursued with a clear vision of the “ideal” end state, or the multicultural organization, in mind. A well-articulated and owned vision of the ideal organization, one that is a manifestation of the ideal MCO, must inform all aspects of the change process. Only with a clear sense of the ideal can the data describe the current or real situation or have any meaning. It is only when one juxtaposes the ideal with the real and considers the discrepancy that the problems and issues to be addressed emerge.
4. **ASSESSMENT:** The picture of the real should be derived from an internal assessment process. A structured assessment that can be used to identify and describe the current state of diversity and social justice in the organization should be used to establish the baseline or current state of what “is” in the organization.
5. **OWNING THE PROCESS:** Ownership of the MCO process is a key to success. A significant majority of the members of the organization must own the data that describe what is, the vision that describes the ideal or the “ought,” and the problems that have emerged from comparing the real to the ideal. For an MCO initiative to be a success,

organization members must also own the change goals and any sense of priority in working to remove identified problems or address named challenges.

6. **MONITORING AND FACILITATION:** Significant organizational change in social justice and diversity will occur only if there is someone monitoring and facilitating the process. The health of the organization is served when there is a commitment to stay with the change effort over time and where the goals are linked to and facilitate the overall success of the organization's mission.

The impetus behind the MCOB model is to “provide a useful way for organizations to (1) frame an initial assessment of where it is on the path to multiculturalism, (2) decide on a vision of multiculturalism it wants, and (3) select appropriate goals and interventions to support its desired vision (Holvino 2008). Although Jackson and Holvino each contributed updated editions of the original 1988 Multicultural Organizational Development model, neither scholar strayed from its intended purpose, “a commitment to the health of human systems” (Jackson, 2014).

PILLAR 2: INCLUSIVE EXCELLENCE

For the past few decades, diversity and inclusion has served as a national buzzword and a leading programmatic initiative amongst institutions of higher education. Colleges and universities have acknowledged a lack of racial, gender, and overall identity diversity and have attempted to implement various efforts to counteract the shortage of people of color, women, LGBTQ identified people, and those of varying degrees of disability (among others). However, in their attempts to rectify some of their shortcomings, many scholars have challenged these efforts by questioning their intentionality. Popular empirical studies have shown that many colleges and universities use diversity and inclusion, specifically, as a marketing tool to future populations. An Inside Higher Ed article noted that “many institutions today claim that they are

unique in their focus on such matters as social justice, civic engagement... diversity and inclusion..." but fail to illustrate and articulate how their specific approach is different or unique (Pierce, 2017). One example of this comes from my own professional experience working at a Research 1 institution in the Southwestern United States where the planning committee for gender inclusive housing refused to consult the director of the LGBTQ Center on matters of best practice. Despite their adoption of Inclusive Excellence principles, this all-White, all-heterosexual committee and its governing department still practiced heteronormative behaviors, in spite of support from partners and access to resources. Many of these concepts around diversity and inclusion derive from short-sighted strategic planning efforts that exclude true attention to equity and justice. Pierce states that institutions have been encouraged to "Blue Sky it" and not focus on clearly articulated visions and language.

When asked why institutions are lackluster in hiring faculty of color, Dr. Marybeth Gasman, a Samuel DeWitt Proctor Endowed Chair in Education & a Distinguished Professor at Rutgers University, simply stated, "The reason we don't have more faculty of color among college faculty is that we don't want them" (Gasman, 2016). In this same Washington Post article, Gasman pushes back on the notion that all institutions "play by the rules." She states that "exceptions are made for white people constantly in the academy" but that those in power become angry when exceptions are made for hiring people of color. Additionally, and in a separate study, the AAC&U found that "Students were more likely to encounter people of color in service roles than in faculty or leadership positions. While people of color represented less than one-fifth of senior executives, 42.2 percent of service and maintenance staff and one-third of campus safety personnel were people of color" (www.aacu.org). A similar study found that

The college presidency is overwhelmingly white (83.1%), while people of color made up just (16.9%); 11.8% men and 5.1% women when disaggregated.

The data and research above indicates that traditional diversity and inclusion practices that have been adopted by colleges and universities throughout the years have struggled to work effectively. Whether the reason is that DEI work is typically treated as a quota and therefore not truly supported, or that college personnel simply don't want to incorporate it, it remains clear that institutions of higher education have spent thousands, and in some cases, millions of dollars on diversity initiatives that ultimately miss the mark. For example, in 2018, during a 5-week intensive workshop I conducted while working at an institution in the Southwestern United States, I orchestrated a workshop around critical Whiteness. This workshop was delivered to a group of Residence Life professionals as a way to get them to think about how Whiteness impacts their leadership style, their residents, and staff members. Although the content was delivered by a hired professional, a White man himself, who spent years building a national resume for himself on the topic of Whiteness, the workshop was the lowest rated workshop in the department's history, with "hostile environment" and "false narratives" being cited as reasons. The purpose of SPFDIs are to correct these individual attempts at diversity and inclusion awareness by imploring colleges and universities to undergo and implement the work on a systematic level akin to MCOB or IE. In order to accomplish this, however, we must first understand how institutions of higher education are implementing their plans.

In 2016, Kyle Reyes researched the diversity plans at 32 institutions across the United States. In his work, he found that 28 of these plans had "little to no concrete action steps" and that 23 of the plans "had no time frame to get things done." Reyes's research advocated for setting a

timeline and developing a framework that will allow institutions to remain on task. This framework holds a similar to the Inclusive Excellence Scorecard found below.

INCLUSIVE EXCELLENCE SCORECARD

IE Area	Definition	Sample Indicators	Source
Access and Equity	The compositional number and success levels of historically underrepresented students, faculty, and staff in higher education	<ul style="list-style-type: none"> - Number of students, faculty, and staff members of color at the institution - Number of tenured women faculty in engineering - Number of male students in nursing - Number of historically underrepresented students in science, technology, engineering, and mathematics (STEM) fields 	Bensimon et al. 2004; Hurtado, et al. 1999; Smith et al. 1997
Diversity in the Formal and Informal Curriculum	Diversity content in the courses, programs, and experiences across the various academic programs and in the social dimensions of the campus environment	<ul style="list-style-type: none"> - Courses related to intercultural, international, and multicultural topics - Campus centers, institutes, and departments dedicated to exploring intercultural, international, and multicultural topics - Articles, monographs, lectures, and new knowledge that is produced around issues of diversity 	Smith et al. 1997
Campus Climate	The development of a psychological and behavioral climate	- Incidents of harassment based on race, ethnicity,	Smith et al. 1997; Hurtado et al. 1999

	supportive of all students	gender, and sexual orientation - Attitudes toward members of diverse groups - Feelings of belonging among ethnically and racially diverse groups on campus - Intergroup relations and behaviors on campus	
Student Learning and Development	The acquisition of content knowledge about diverse groups and cultures and the development of cognitive complexity	- Acquisition of knowledge about diverse groups and cultures - Greater cognitive and social development derived from experiences in diverse learning environments - Enhanced sense of ethnic, racial, and cultural identity for all students	Gurin et al. 2002

Figure 11: Inclusive Excellence Model, 2005

Defining Inclusive Excellence

The malleability of the Inclusive Excellence model’s definition means that the way it is defined at one institution does not necessarily mean it will read similarly at the next. However, although there are many iterations of how Inclusive Excellence operates within the classroom and the workplace, there are also very many similarities. One clear indication is found in the way the vast majority of IE practitioners apply the model as a means to either strengthen their already existing diversity and inclusion efforts, or as a response to a culture shift in their organization or institution. In either case, and at any time, the model can be adopted by the college or university as a whole, or by the smaller offices, departments, and divisions that make up the larger

composite. The model's fluid design allows these entities to mold and adapt the concept in ways that best serve their institutional and organizational purposes. I have exemplified three institutional definitions of Inclusive Excellence as a way to illustrate the similarities and differences in the ways in which the Inclusive Excellence Model can be understood at various colleges and universities.

SALEM STATE UNIVERSITY: At Salem State University, Inclusive Excellence “moves a university away from a simplistic definition of diversity to a more inclusive, comprehensive, and omnipresent notion of inclusiveness; melds inclusiveness and academic excellence into one concept... and moves an institution away from conceptualizing diversity only in terms of a numerical goal of diverse constituents” (www.salemstate.edu). For this institution, the installation of their strategic plan for diversity and inclusion would be centered around Inclusive Excellence merging diversity, inclusion, and academic affairs together.

UNIVERSITY OF DENVER: University of Denver defines Inclusive Excellence as “...the recognition that a community or institution's success is dependent on how well it values, engages and includes the rich diversity of students, staff, faculty, administrators, and alumni constituents... this comprehensive approach requires a fundamental transformation of the institution by embedding and practicing IE in every effort, aspect, and level of a college or university” (www.du.edu). For this university, the installation of their strategic plan for diversity and inclusion would be centered around Inclusive Excellence engaging and utilizing the funds of knowledge, based on individual diversity, that students, staff, and administrators already possess.

UNIVERSITY OF MISSOURI: At the University of Missouri, “Inclusive Excellence assimilates diversity efforts into the core of institutional functioning to realize the educational benefits of diversity... infusing diversity into an institution's recruiting, admissions, and hiring

processes; into its curriculum and co-curriculum; and into its administrative structures and practices” (www.umssystem.edu). For this university, the installation of their strategic plan for diversity and inclusion would be centered around the systemic obligations of Inclusive Excellence, used as a way to push diversity in the areas of recruiting, admissions, and the institutional curriculum.

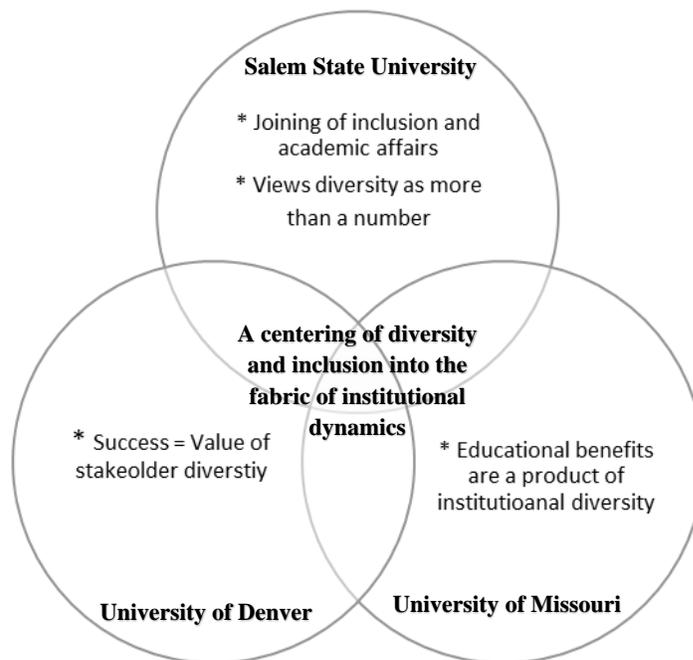


Figure 12: Robbins (2020)

It is important to note that not all institutions find value in the Inclusive Excellence Scorecard as presented by Williams, et. al. Other scholars and theorists, such as Bauman et. al (2005), offer what they call a Diversity Scorecard which examines similar elements of IE, but not entirely. This scorecard examines access, retention, excellence, and institutional receptivity based on qualifiers like enrollment by race and gender, annual retention rates by race or gender, racial representation in GPA, and demographics of faculty. Institutions who were using this particular model were chiefly interested in addressing the achievement gap that faced many

marginalized students (p.3). This was largely beneficial since, by 2001, the achievement gap between Whites and Blacks, for example, was ≤ 20 .

Another model, the Multi-Contextual Model for Diverse Learning Environments (MMDLE), links campus climate for diversity to educational practices and learning outcomes for the 21st century and is a tool that can guide researchers and practitioners who are engaging institutions in transformational change (Hurtado, et. al., 2012). The MMDLE draws from converging areas of scholarship on diversity dynamics in higher education and explores how the different aspects of an institution, including the campus climate for diversity, influence important student success outcomes that lead to social transformation for a just society (Hurtado & Wann, 2013). This model is of particular interest to institutions that are concerned with the current status and climate of their campuses rather than developing a solution.

Regardless of institutional type, the purpose of Inclusive Excellence, a process for systematically monitoring and addressing the inequities they discovered (Williams, et. al, p. v), is acknowledged; however, the long-term institutionalization of the model seems to remain amiss. The one commonality as a result of the implementation of Inclusive Excellence seems to show that the model is applied more so as an intervention rather than a prevention, which has proven problematic for the model. Inclusive Excellence as a model requires top-down commitment and well thought out systematic change. When neglected, the repercussions of a reactive approach have proven to be far more detrimental than instrumental as institutional support for the initiative tends to lack. The University of Arizona serves as a primary example of this as the Public Ivy in the Southwestern United States launched their Inclusive Excellence campaign in the fall of 2016, led by their newly hired Senior Diversity Officer who championed the newly formed office of Diversity and Inclusive Excellence (ODIEx). The position and adoption of the model spawned

specifically as a result of, and in response to, a list of demands created by the Marginalized Students of the University of Arizona (MSUA) (<https://www.scribd.com>). This reactive, rather than proactive, approach to Inclusive Excellence ultimately failed the institution and its hired IE staff practitioners. Within a matter of two years, the Hispanic Serving Research 1 Institution parted ways with ODIEx and its Senior Diversity Officer, later renaming it the Office of Inclusion and Multicultural Engagement (IME).

Although it mirrors multicultural organizational development in its mission to acknowledge and center underrepresented identities, IE asserts that excellence in leadership can only be achieved through inclusion. Inclusive Excellence seeks to stratify inclusion in the workplace so that it becomes everyone's intrinsic responsibility and not just those who are extrinsically responsible for it. The research on Inclusive Excellence is largely a product of Dr. Damon Williams and the American Association of Colleges and Universities (2005). In practice, Inclusive Excellence supposes that an organization's excellence can only be achieved through inclusion. The definition, designed to be flexible enough to be localized by campuses, consists of four primary elements:

1. A focus on student intellectual and social development. Academically, it means offering the best possible course of study for the context in which the education is offered.
2. A purposeful development and utilization of organizational resources to enhance student learning. Organizationally, it means establishing an environment that challenges each student to achieve academically at high levels and each member of the campus to contribute to learning and knowledge development.
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

The model is designed for university campuses and is designed to provide heavy support for student success while enrolled and attending the institution. The table below, derived from Hurtado & Day (1997); Tarbox (2001) details the four external elements that impact colleges and universities:

THE EXTERNAL ENVIRONMENT OVERVIEW

<u>Dimension</u>	<u>Description</u>	<u>Elements</u>	<u>Implications</u>
<i>Political and Legal Imperatives</i>	Political pressures, executive orders, and laws have forced colleges to engage diversity	Legal Decision Laws Regulations Policy	Can increase or decrease pressure to make excellence inclusive on campus.
<i>Shifting Demographics</i>	The U.S. is becoming more ethnically and racially diverse	Birth rates of Whites Birth rates of other groups Emigration	Institutions have unprecedented opportunities to diversify their student populations
<i>Persistent Societal Inequities</i>	Residential inequities continue to reproduce educational inequities at all levels of K-16	Residential segregation Economic stratification Disparity in educational outcomes	Inequities challenge higher education leaders to reduce disparities
<i>Workforce Interpretations</i>	Diverse workforces are required where individuals are technologically savvy and capable of complex thinking	Racially and ethnically diverse markets Organizational effectiveness Maximizing societal talent	Institutions must expand opportunities to diverse groups and prepare students for diverse interactions.

Figure 13: Hurtado & Day (1997); Tarbox (2001)

Because colleges and universities are open systems, their relationships with the environment remain critical to their success. Understanding this relationship provides insights to factors that make excellence inclusive (Williams, Berger, & McClendon, 2005. p.3). Seen as an

‘alloy,’ “Inclusive Excellence re-envisioned both quality and diversity. It reflects a striving for excellence in higher education that has been made more inclusive by decades of work to infuse diversity into recruiting, admissions, and hiring; into the curriculum and co-curriculum; and into administrative structures and practices” (Williams, et. al, 2005).

CHAPTER III

METHODS

PURPOSE

As a way to understand how the behaviors of diversity, equity, and inclusion are being interpreted, implemented, and sustained through Inclusive Excellence at institutions of higher education, I reviewed and examined the strategic plans for diversity and inclusion from 16 colleges and universities that have adopted the Inclusive Excellence model as their primary institutional organizational development model. Along with understanding how IE sustained these behaviors, the purpose of this study was to also understand how organizational design impacted the behaviors of diversity, equity, and inclusion in institutions of higher education. To do this, I used a mixed methods approach of qualitative and quantitative research to determine what type of impact the adoption of the Inclusive Excellence model had on the various strategic plans.

RESEARCH DESIGN

The design of this study developed out of the rapid growing interest in the Inclusive Excellence model in institutions of higher education. Since 2005, more and more colleges and universities, as well as the departments, offices, and other units within, have adopted Inclusive Excellence (IE) as their organizational design (OFD) model. As well, many of these institutions have instituted diversity focused programs, (DFP) strategic plans for diversity and inclusion (SPFDI), and Equal Employment Opportunity (EEO) strategies as methods to help move the process of IE along. Thus, the aim of this research is to determine whether there is a link between the creation and framing of a strategic plan for diversity and inclusion and the Inclusive Excellence model. The research for this is descriptive in nature as I reviewed existing data

information as detailed by various colleges and universities across the United States of America. I had no specific interest in terms of where the colleges or universities were located nationally, however, they had to be 4-year institutions. Similarly, I only analyzed institutions that had adopted the Inclusive Excellence model as their college/university's OFD model.

METHOD

My data collection focused on researching various institutions of higher education that adopted Inclusive Excellence as their primary institutional development model. In order to accomplish this, I reviewed approximately 16 university websites in order to gather information about their approach to diversity, equity, and inclusion. It was during the discovery phase that I determined whether an institution had adopted Inclusive Excellence as their organizational development model. Once I determined that a given institution had done so, I added them to the list.

My second step involved reviewing the ways in which each institution interpreted, implemented, and sustained diversity, equity, and inclusion based on their understanding of Inclusive Excellence.

Upon creating the list of 16 universities, I cross referenced the list with the Inclusive Excellence Scorecard. The IE Scorecard was created by Williams et. al (2005), as a way for institutions to conclude whether they have successfully implemented Inclusive Excellence into their colleges and universities. The Scorecard is predicated upon four areas of Inclusive Excellence: (1) *Access and Equity*, (2) *Diversity in the Formal and Informal Curriculum*, (3) *Campus Climate*, and (4) *Student Learning and Development*. With this approach, I was able to determine how universities were interpreting and implementing Inclusive Excellence.

MEASUREMENT

Through my research, I was able to measure the impact that Inclusive Excellence as an organizational design had on the behaviors of diversity, equity, and inclusion at institutions of higher education. As one can conclude, measuring impact can be a challenging feat and, thus, in order to accomplish this, I examined 16 institutional strategic plans for diversity and inclusion and measured them against the Inclusive Excellence Scorecard (see pg. 57) provided by Williams, et. al. The authors identify a scorecard to be “such a tool, [that] when constructed around Inclusive Excellence, can enable campuses to move from simply ‘checking off’ diversity outcomes... to managing a comprehensive plan to reach diversity and educational quality goals and to place these goals at the core of institutional planning and action.” (Williams, et. al., 2005; p.20). As a result, I used the Inclusive Excellence Scorecard as an instrument to gauge what ‘Goals’ (or Areas) - such as access & equity, diversity in the curriculum, campus climate, & student learning - and ‘Strategies’ (or Indicators) – such as number of students/staff/faculty of color, the presence of campus cultural centers, feelings of belonging, and initiatives to raise awareness of DEI for all identities - should look like in a SPFDI created within an IE organizational design. In practice, I concluded that institutional SPFDIs fell into three categories of impact, High Impact (3 or more areas and indicators), Medium Impact (2 areas or indicators) or Low Impact (<1 area or indicator). Extrapolation of the aforesaid can be found under the *Data Collection and Analysis* heading.

Examining the Inclusive Excellence Scorecard allowed me to understand how the IE model perceived a successful implementation, which allowed my research to discover how colleges and universities have understood to implement that success. As I only reviewed institutions that have adopted IE as their OFD model, it made sense that I also measured the

ways in which the design of Inclusive Excellence supported institutional behaviors of diversity and inclusion by paying attention to the various action items that were in place.

SAMPLE

My data sample included institutional information on 16 random public and private, 4-year colleges or universities in the United States of America. For eligibility, each university analyzed had both, adopted the Inclusive Excellence as their primary institutional organizational development model, and had a strategic plan for diversity and inclusion in place that was still active. After establishing this criterion, I ran a simple google search using the terms “college strategic plan” and “inclusive excellence” in order to narrow my selections to institutions who fit that criterion, specifically. I held no bias to which classification of institution I examined so long as they met my research criteria.

Although location played no factor in my selection of institutions, a trend did begin to develop as a result of the process. I found that the institutions I selected had good representation across the United States, covering the five primary regions of the country, Northeast, Southeast, Northwest, Southwest, and Midwest. Of the schools located in the various regions of the U.S., 3 were in the Northeast, 3 were in the Southwest, 4 were in the Northwest, 3 were in the Southeast, and 3 were in the Midwest. Of the institutions surveyed altogether, 11 were Large Public, 2 were Small public, 2 were Small Private and 1 was Large Private.

INSTITUTIONS ANALYZED

1. Northern Arizona University
2. UC San Diego
3. Oregon State University
4. University of Puget Sound

5. University of Wyoming
6. New Paltz (SUNY)
7. UC Davis
8. Westminster College
9. University of Wisconsin – Superior
10. Xavier University
11. University of Central Arkansas
12. University of Alabama at Birmingham
13. Ball State University
14. University of Buffalo
15. Georgia Tech University
16. Salem State University

Large Public = 11 Small Public = 2 Large Private = 1 Small Private = 2

INSTITUTIONS OF HIGHER EDUCATION BY REGION

Northeast	Northwest	Southeast	Southwest	Midwest
New Paltz (SUNY)	Oregon State University	University of Central Arkansas	Northern Arizona University	Xavier University
University of Buffalo	University of Puget Sound	University of Alabama at Birmingham	University of California, San Diego	Ball State University
Salem State University	University of California at Davis	Georgia Tech University	Westminster College (Salt Lake)	University of Wisconsin at Superior
	University of Wyoming			

Figure 14

DATA COLLECTION AND ANALYSIS

The process of collecting the data for this research was largely done online via institutional webpages and various institutional data collection websites. I looked for institutional

information that aligned with the two components suggested by the Inclusive Excellence Scorecard to determine whether or not the Inclusive Excellence model has had an impact on Institutional SPFDIs. The areas of impact were measured as High Impact, Medium Impact, or Low Impact.

The IE Scorecard is designed as a way for institutions to determine the “success of various strategies.” The four Areas: (1) *access and equity*, (2) *diversity in the curriculum*, (3) *campus climate*, and (4) *student learning and development* – labeled under “IE Area” on the IE Scorecard - are tantamount to the “Goals” or “Pillars” section of an institution’s SPFDI. Likewise, the bullets under the “Sample Indicators” section of the IE Scorecard - are tantamount to the “Strategies” or “Objectives” section of an institution’s SPFDI.

In an effort to collect and analyze this data, I disaggregated the concept of organizational development into two parts – organizational design and organizational behavior. Based on my review of the literature and theoretical frameworks, we know that organizational development is the umbrella term for two the developmental subsets that are organizational design and organizational behavior. Where organizational design is reflective institutional framework, organizational behavior is reflective of institutional action. In the case of this research study, the Inclusive Excellence model represents the organizational design, as it serves as the organizational framework for the institution. The organizational behavior, however, is represented by the SPFDI, as the purpose of the plan is to create a series of objectives that achieve the larger institutional goal(s).

To better elucidate the ways in which each university fared in their reach for Inclusive Excellence, I created a bar graph. The chart highlights the type of impact Inclusive Excellence has had on each institution’s SPFDI by using the rankings of *High Impact*, *Medium Impact*, and

Low Impact. The Inclusive Excellence Scorecard provides sample indicators that speak to the IE Areas that institutions are expected to meet in order to effectively incorporate Inclusive Excellence into the fabric of their colleges or universities (*see pg. 31 of this document*).

1. **Access and Equity:** The compositional number and success levels of historically underrepresented students, faculty, and staff in higher education.
2. **Diversity in the Formal and Informal Curriculum:** Diversity content in the courses, programs, and experiences across the various academic programs and in the social dimensions of the campus environment.
3. **Campus Climate:** The development of a psychological and behavioral climate supportive of all students.
4. **Student Learning and Development:** The acquisition of content knowledge about diverse groups and cultures and the development of cognitive complexity.

Pg 31, Inclusive Excellence Scorecard. MEI, AACU. Williams, et. al. (2005)

Below is the definitive language for how I measured impact for each college or university. It is important to note that the assumption is that standard strategic plans have an average sum of 5 pillars.

- **High Impact** = Institutions that have been able to illustrate how the use of *at least 3* of the IE Scorecard's Areas and Sample Indicators *have led to or will lead to* the implementation of DEI will have demonstrated a high impact between the IE model and the strategic plan for diversity and inclusion.
- **Medium Impact** = Institutions who use *at least 2* of the IE Scorecard's Areas and Sample Indicators as a way to *inform or influence* the implementation of their SPFDI.

- **Low Impact** = Institutions who adopt the IE Model as their organizational framework and design (OFD), but either *do not* utilize the scorecard at all, or only reference the scorecard to accomplish *one* Area or Indicator; or if it cannot be inferred how they use the IE Scorecard (areas or sample indicators) to frame the implementation of DEI through their SPFDI.

RESEARCH EVALUATION CRITERIA

≤ 1 = High Impact

2 = Medium Impact

≥ 3 = Low Impact

The Y-axis indicates number of institutions and the X-axis indicates institutional impact.

THE MIXED METHODS APPROACH

Over the years, many researchers and academicians have relied on the powerful results the intersectionality of mixed methods ascertains from a study. In a 2007 publication, the Journal of Mixed Methods Research (JMMR) defined mixed methods research as “research in which the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or a program of inquiry” (JMMR, 2007).

The approach, though praised, is not without its critiques. Some scholars criticize the method for its series of inconsistencies (Morse, 1991; Sandelowski, 2003; Teddlie & Tashakkori, 2003) while others target its failed attempts to distinguish between mixing within a single phase/strand (Patton, 1990; Tashakkori & Teddlie, 1998). Thus, it is so that Journal acknowledges that mixed methods is still development and will do so for years to come, but believes that, even in its evolution, many researchers rely on the approach for various reasons.

Some of these reasons include the adjudication of two different research questions while others include working with two different types of data collection procedure or analyses (p. 4). This flexibility is what allows for this approach to draw connection between philosophical and qualitative concerns and the technical quantitative concerns about the methods that we use to generate that knowledge (p.5).

In terms of this study, I utilized a quantitative approach as a way to illustrate the amount of institutional SPFDIs that were impacted or not at all impacted by the Inclusive Excellence model as an organizational design. I accomplished this by reporting these findings as High, Medium, and Low impact, and as High and Less-Than High impacts. Understanding that the numbers alone do not resolve the root question of “why” that is inherent within my research question, I utilized a qualitative approach in order to articulate the ways in which the Inclusive Excellence model has either impacted or not at all impacted institutional SPFDIs as an organizational design. I accomplished this by critiquing the IE model’s approach as an organizational behavior and challenged its sustainability as an ill-defined model of organizational design.

SUMMARY METHODOLOGY

The overall concepts of this research and study are governed by and grounded in organizational development (OD) theory. Upon disaggregating OD, we see that it is comprised of two dimensions, organizational design and organizational behavior. For my study, I used organizational design to reflect the Inclusive Excellence model that institution of higher education has adopted. This decision was made because IE is a model that creates an organizational framework designed to support inclusive and equitable institutional behaviors. Additionally, the vast majority of institutions who have adopted Inclusive Excellence have done

so under the assumption that the systemic nature of the model would serve as an organizational design. Likewise, I used organizational behavior to reference the strategic plans for diversity and inclusion (SPFDI) because the objectives created as a result of these plans will ultimately serve the larger institutional goal. Through a mixed methods approach, I hoped to resolve whether the Inclusive Excellence model supported the strategic plans for diversity and inclusion; and consequently, discover what impact SPFDIs had on the institutional IE model.

POSITIONALITY STATEMENT

I approached this dissertation as a practitioner and a professional of that which I here investigate. This, of course, positions me with a bias, both for and against, much of the content I explore. As an organizational development consultant, it remains my firm belief that diversity, equity, and inclusion are the three necessary elements for a successful institution. However, the social justice practitioner that I am understands that much of this work is easier said than done.

Over the years, I came to the field of diversity, equity, and inclusion not through decision, but through design. It was my intersecting identities as a working-class Black man in the United States of America that set the framework for me to begin receiving the world in a distinctive way, but one not so unique to others who looked like me. This mindset has surely set the standard for how I approach my work in organizational development as I always aim to center diversity, equity, and inclusion into my work. As a consultant in this field, I have helped various institutions of higher education to recognize and understand their biases by conducting individual training and development workshops, using critical theory to support my “why,” and by propositioning my firm belief that social justice intersects with all that we do in order to meet them where they are. At a very large Research 1 institution in Texas, I helped them realize their recruiting potential by highlighting the blind spots in their efforts which including the

voluntary refusal to recruit students from underserved and impoverished high schools and neighborhoods. With a national United States network, affiliated with higher education and working in the biosciences, I helped them recognize that their work in the sciences was entirely Eurocentric and female and implored them to consider incorporating Indigenous and African Life Sciences, as well. And internationally, I helped dozens of scholar and professional representatives from every corner of the world understand how to find their niche in advocacy as a way to move their institutions and organizations forward.

Thus, it is my experience as a practitioner that causes me to question not the importance of diversity, equity, and inclusion work, but the practice of it. I have witnessed institutions successfully implement diversity-based organizational development models and I have witnessed some falter. The research shows that 15 of the country's 20 most liberal cities are in Blue (liberal states (World Population Review, 2020). This seems to indicate that diversity, equity, and inclusion efforts are more successful in environments that are more open to the concepts rather than more traditional or conservative spaces. Therefore, the aim of this study was not to refute the importance of strategic plans for diversity and inclusion as a diversity, equity, and inclusion agitator, but rather, to understand if these two driving forces of multicultural organizational development could coexist simply through an obligation, or if there needed to be a relationship between the two as behavior and design first.

CHAPTER IV

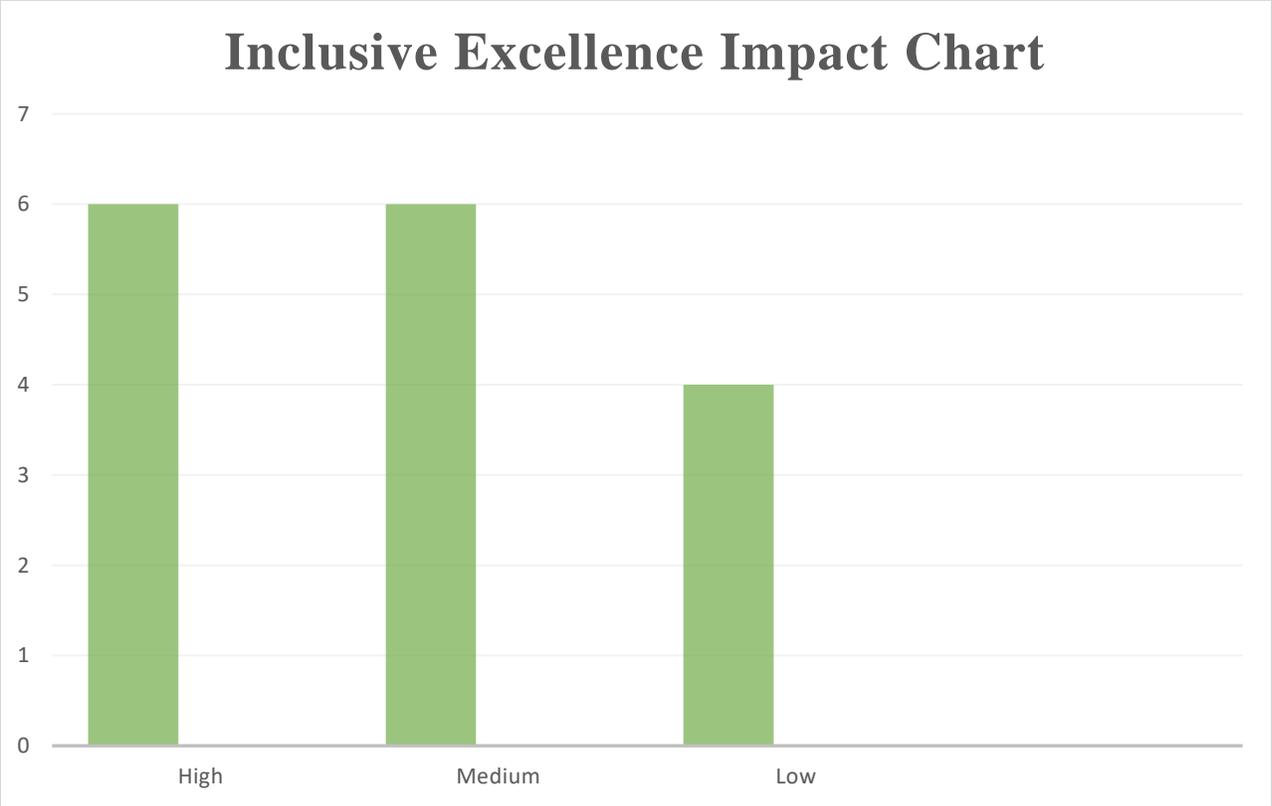
RESULTS

Before I disclose my findings, it is important to note that one glaring limitation regarding this area of the research is the obvious difficulty in attempting to quantify and measure “impact.” As a practitioner and pioneer in the field of DEI, I know better than most that the work of DEI is longitudinal; meaning the results occur overtime rather than in the immediate future. For example, one may conclude a positive impact from DEI work being the 10% increase in staff and faculty of color at one’s institution. However, this increase is very rarely something that happens from semester to semester, but rather, from year to year. For many, the 365+ days in between implementation and outcomes may suggest that there is little to no impact on the process, however, in the work of DEI, that is a standard timeline.

It is easier to measure “diversity” in the sense that one can quantify the number of staff and faculty of color that are present within an institution, however the impact these hires have had on the community is more of a matter of “inclusion,” which is far more difficult. In the case of design models and behavioral impact, the ideal result would likely come to fruition in a longitudinal study. This is why I am examining strategic plans for diversity and inclusion because these documents typically span 3-5 years, which gives me a strong gauge on impact and efficacy during that timeframe. Thus, for the sake of this study, “impact” will be more closely measured by “influence” rather than results, as that information is not provided by any of the institutions I have observed. One aspect I aim to uncover in this section is exactly why there have been no results made public regarding the relationship between an institutional SPFDI and their IE Models, and I will accomplish this by measuring my findings against the existing literature on organizational design and behavior which governs this study.

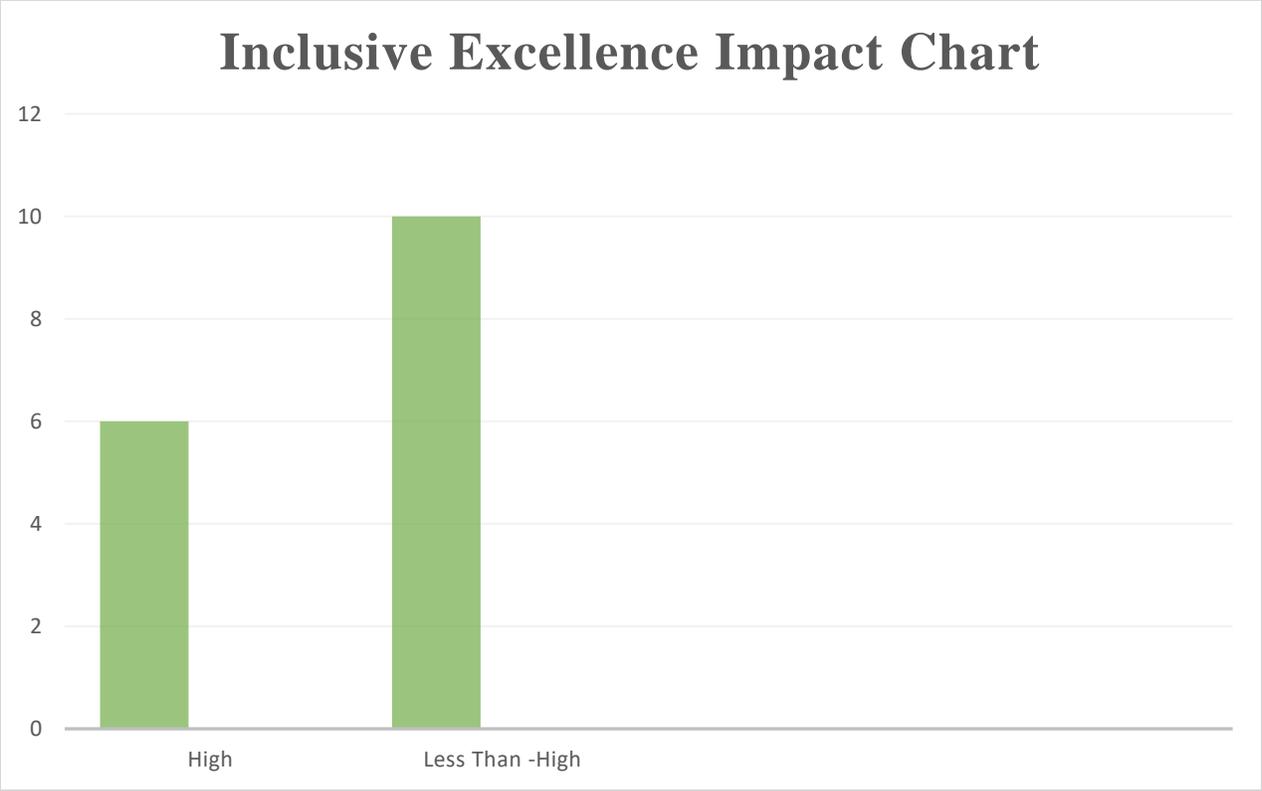
Upon the conclusion of my research, what I appear to have found was quite impressive. According to my review of 16 random colleges and universities from across the United States that have both, adopted the Inclusive Excellence model as their organizational design, and have strategic plan for diversity and inclusion in place, I found that an even amount of these institutions have realized the Inclusive Excellence model to have as much of a High Impact on their strategic plans for diversity and inclusion (SPFDI) as they did to have a Medium Impact. Too, I found that a smaller number of institutions (4) recognized the IE model as having Low Impact on their SPFDIs. It is important to note, however, that this finding examines only the *number of institutions* who recorded a “High Impact” rating of the three individual options:

- **High** = 6
- **Medium** = 6
- **Low** = 4



However, when consider the results of the whole, we find that the overwhelming majority of institutions found the Inclusive Excellence model to have a Less-Than High Impact and on their SPFDIs. The “Less-Than High” measurement references the combined number of institutions that saw the IE model having either a *Medium* or *Low impact* at all on their SPFDIs.

- **High** = 6
- **Less-Than High** = 10



In order to most accurately articulate the results of this data, I must represent them in two distinct ways: (1) independently as High, Medium, and Low and (2) dichotomized as High and Less-Than High.

INDEPENDENT

In viewing the results with each category independent of one another, we learn that the vast minority of institutions view the Inclusive Excellence model as having a High Impact on their strategic plans for diversity and inclusion. 6 out of the 16 institutions surveyed utilized at least three or more of the IE Areas and Sample Indicators presented in the Making Excellence Inclusive document which illustrated a high correlation. This means that at least three or more of the Inclusive Excellence Areas and Sample Indicators, presented by Williams, et. al (2005) in order to articulate how the models should be used in strategic planning, are being used by these colleges or universities.

DEMOGRAPHICAL BREAKDOWN

Of the 6 institutions that were found to be highly impacted:

- Three are located in the Northwestern United States, one in the Southeast, and two are in the Midwest.
- Four are large public universities, one are a small private, and one is a large private institution.

DICHOTOMIZED

In viewing the results as a matter of “High” and “Less-Than High,” we learn that the minority of institutions (6) found that the Inclusive Excellence model had a High influence on their strategic plans for diversity and inclusion while the majority (10) of the institutions were found to have a Less-Than High impact.

DEMOGRAPHICAL BREAKDOWN

Of the 10 institutions that recorded a Less-Than High impact:

- Three are located in the Southwestern United States, one in the Northwest, one in the Midwest, three in the Northeast, and two in the Southeast.
- Seven are large public universities, 2 are small public institution, and one small private

RELATIONSHIP TO RESEARCH QUESTION

In answering my research question, the data informs us that, overall, the Inclusive Excellence model has proven to have a negative or, at most, an indifferent impact on SPFDIs a high percentage of the time. Although the SPFDIs harken to it the systemic nature of Inclusive Excellence and how the mode seeks to accomplish an infusing of systems and practice in an effort to make excellence inclusive, we will learn that it is its lack of direction as an

organizational design that ultimately causes its folly as a sustainable option for housing diversity, equity, and inclusion in institutions of higher education.

In what ways does the Inclusive Excellence model, as an organizational design, impact strategic plans for diversity and inclusion and the implementation of diversity, equity, and inclusion in institutions of higher education?

As I reviewed the data collected from the 16 institutional SPFDIs, I began to notice a theme developing among the institutions that found the IE model to have a High impact on their SPFDIs. Through my research, it became clear to me that each of the 6 institutional SPFDIs had a purpose that extended beyond the standard application of diversity, equity, and inclusion. Each SPFDI was designed not only to increase diversity, but to do so in a way that supported the institution as a whole; and this could only be accomplished if the institution, in and of itself, was structured in a way that supported this approach. The Inclusive Excellence model calls for a systemic imbuing of diversity, equity, and inclusion as a matter of shifting the ways in which the work is imbued within the organization or institution. Thus, this would explain why many of the strategic plans for diversity and inclusion that were directly impacted by the IE model called for some sort of systemic shift or involvement of diversity, equity, and inclusion. For example, through my research, I found that Xavier University was an institution of higher education that saw the Inclusive Excellence model as having a High impact on their SPFDI. Understanding the importance of systems and structures, their SPFDI didn't merely call for an increase in institutional performance of DEI, rather, it called for a "system of accountability and assessment of institutional performance with respect to diversity and inclusion goals" (Xavier University, p. 10). Similarly, the University of Puget Sound, another institution of higher education that saw the Inclusive Excellence model as having a High impact on their SPFDI, articulated some of

their key strategies as being systems driven. The recruitment section of their SPFDI calls for a systemic approach that will, “Ensure that student recruitment and admission efforts online, on campus, and off campus are culturally inclusive...” This approach, like each of the SPFDIs that are directly impacted by IE, has a unique focus in infusing diversity, equity, and inclusion throughout all facets of the college or university.

These examples of systemic accountability as it pertains to diversity, equity, and inclusion all suggest that in order for the implementation of DEI to occur, there must be a structural design in place that allows for it. Executing DEI as an organizational behavior without an organizational design in place to support it will lead to a failed implementation, especially over a long period of time. What we find through this research is that organizational design impacts the behaviors of diversity, equity, and inclusion in directly, by focusing on the infusing of DEI, or indirectly which is more programmatic in its approach. The figures below are examples of three institutions whose SPFDIs were either found to have a High, Medium, or a Low Impact relationship with the IE model. The first two columns represent the IE models Areas and Indicators, while the third and fourth columns represent that institution’s SPFDI goals and objectives (copied directly from that institution’s SPFDI). Three or more goals or objectives listed means that the was a High impact, two goals or objectives means that there is an Medium impact, and 1 or less means that there is Low impact. These figures will illustrate how and in what way the language of the IE Scorecard has impacted the institutional SPFDI.

EXAMPLES OIF HIGH, MEDIUM AND LOW IMPACT INSTITTUIONS:

Ball State University - High

IE Area	Sample Indicators	Goal	Strategy
Access and Equity	- Number of students, faculty, and staff	Recruitment and Retention	- To create, and ensure the success of, a more

	<p>members of color at the institution</p> <ul style="list-style-type: none"> - Number of tenured women faculty in engineering - Number of male students in nursing - Number of historically underrepresented students in science, technology, engineering, and mathematics (STEM) fields 		<p>diverse undergraduate student body</p> <ul style="list-style-type: none"> - To create, and ensure the success of, a more diverse graduate student body - To create, and ensure the success of a more diverse staff and faculty
Diversity in the Formal and Informal Curriculum	<ul style="list-style-type: none"> - Courses related to intercultural, international, and multicultural topics - Campus centers, institutes, and departments dedicated to exploring intercultural, international, and multicultural topics - Articles, monographs, lectures, and new knowledge that is produced around issues of diversity 	Inclusive Excellence training, development, and curriculum	<ul style="list-style-type: none"> - To offer courses, curricula, and learning strategies/opportunities at the undergraduate and graduate levels that achieve diversity and inclusion learning goals. - To offer Inclusive Excellence training, development, and strategies to students, faculty, staff, and the community
Campus Climate	<ul style="list-style-type: none"> - Incidents of harassment based on race, ethnicity, gender, and sexual orientation - Attitudes toward members of diverse groups - Feelings of belonging among ethnically and racially diverse groups on campus 	Culture and Climate of Inclusion	<ul style="list-style-type: none"> - Create an open and affirming campus community that is supportive, that is respectful, and that values differing perspectives and experiences - Develop a campus climate and culture where all community members experience a

	- Intergroup relations and behaviors on campus		sense of belonging and engagement
Student Learning and Development	- Acquisition of knowledge about diverse groups and cultures - Greater cognitive and social development derived from experiences in diverse learning environments - Enhanced sense of ethnic, racial, and cultural identity for all students		

Northern Arizona University - Medium

IE Area	Sample Indicators	Goal	Strategy
Access and Equity	- Number of students, faculty, and staff members of color at the institution - Number of tenured women faculty in engineering - Number of male students in nursing - Number of historically underrepresented students in science, technology, engineering, and mathematics (STEM) fields	Increase, support retain and graduate underrepresented students Increase, support, retain and advance underrepresented faculty, staff and administrators	- Recruitment and enrollment of underrepresented students - Recruit underrepresented faculty, staff, and administrators - Assess NAU as an emerging Hispanic Serving Institution
Diversity in the Formal and Informal Curriculum	- Courses related to intercultural, international, and multicultural topics - Campus centers, institutes, and departments dedicated to exploring		

	<p>intercultural, international, and multicultural topics</p> <ul style="list-style-type: none"> - Articles, monographs, lectures, and new knowledge that is produced around issues of diversity 		
Campus Climate	<ul style="list-style-type: none"> - Incidents of harassment based on race, ethnicity, gender, and sexual orientation - Attitudes toward members of diverse groups - Feelings of belonging among ethnically and racially diverse groups on campus - Intergroup relations and behaviors on campus 		
Student Learning and Development	<ul style="list-style-type: none"> - Acquisition of knowledge about diverse groups and cultures - Greater cognitive and social development derived from experiences in diverse learning environments - Enhanced sense of ethnic, racial, and cultural identity for all students 	Accelerate Toward a culturally competent community and accessible environment	<ul style="list-style-type: none"> - Institutionalize the value of diversity-centered learning, service, scholarship and work - Incentivize diversity-centered learning, service, scholarship, and work

Salem State University - Low

IE Area	Sample Indicators	Goal	Strategy
Access and Equity	<ul style="list-style-type: none"> - Number of students, faculty, and staff members of color at the institution 		

	<ul style="list-style-type: none"> - Number of tenured women faculty in engineering - Number of male students in nursing - Number of historically underrepresented students in science, technology, engineering, and mathematics (STEM) fields 		
Diversity in the Formal and Informal Curriculum	<ul style="list-style-type: none"> - Courses related to intercultural, international, and multicultural topics - Campus centers, institutes, and departments dedicated to exploring intercultural, international, and multicultural topics - Articles, monographs, lectures, and new knowledge that is produced around issues of diversity 		
Campus Climate	<ul style="list-style-type: none"> - Incidents of harassment based on race, ethnicity, gender, and sexual orientation - Attitudes toward members of diverse groups - Feelings of belonging among ethnically and racially diverse groups on campus 		

	- Intergroup relations and behaviors on campus		
Student Learning and Development	- Acquisition of knowledge about diverse groups and cultures - Greater cognitive and social development derived from experiences in diverse learning environments -Enhanced sense of ethnic, racial, and cultural identity for all students		

Interpreting the Findings

As articulated at various points throughout my introduction, the literature surrounding Inclusive Excellence, MCOE, and strategic planning in higher education is exceptionally sparse and virtually inaccessible. With respect to Inclusive Excellence, which is the focus of my study, I have been unable to find any institution of higher education, who has used the IE model as an organizational design, that has spoken to the results of the impact the IE model has had on their institution. This lack of information makes it difficult for me to unearth why exactly 6 institutions had a High relationship to the model, in terms of impact, why 6 had a Low relationship, and why 4 had a Low relationship. Additionally, it should also be known that the lack of any clear or concrete geographical finding regarding the outcomes of the institutions studied suggests that any institution can effectively participate in sustaining DEI as a behavior in a hopeful way. Because there is no relationship between the geographic locations of the institutions examined, we can see that institutions are not bound by external influences, such as state and political affiliations, with regards to whether or not one is able to adopt an

organizational behavior and design of inclusion. However, the findings do infer that the degree to which Inclusive Excellence is adopted might be impacted by organizational design forces, such as Political or Collegial behaviors, on which I will expound later in this chapter. In the paragraphs and pages ahead, I will hypothesize as to why this is by examining the existing literature found in the literature review of this dissertation and extrapolate the possibility of how one's institutional type and understanding of the IE model may or may not influence one's interpretation and implementation of it.

Before I provide findings on the three institutions I examined, it is important that I restate my position on sustainable DEI within organizations. As an academic, a practitioner of the work, and a pioneer in the field of organizational development, it has been my belief for some time now that in order for any behavior to sustain, there must be a design in place that supports its longevity. The literature notes that psychologist Aubrey Daniels (2000) suggests laws of behavior which, in my own work, I have condensed into two laws: (1) all behavior is a function of the environment in which it takes place, and (2) from there, it becomes a function of and dependent upon its consequences Robbins, 2020). Appreciating the multidimensional nature of this research, we learn that Daniels' (2000) theory – and later my extension of it - is, in essence, the result of Baldrige, (1971); Cohen et. al, (1979); and Birnbaum's, (1989) organizational design theories combined with Bolman & Deal's (2017) organizational behavior frameworks. Baldrige, (1971); Cohen et. al, (1979); and Birnbaum (1989) theorized that organizational framework and design speaks to the ways in which institutions outline their infrastructure so that it supports a specific set of organizational behaviors. Bolman & Deal (2017) suggest that organizational behavior speaks to the ways in which institutions engage the mission and vision of their organization, often evidenced by the culture and design of the organization as a whole. The

Inclusive Excellence model is a model that is framed as an organizational design but is positioned as an organizational behavior. This is evidenced on pg. 18 of the *Making Excellence Inclusive* document where Williams, et. al, suggests how to integrate IE into any existing framework as an organizational behavior. This is also evidenced as an example in the University at Buffalo's Strategic Plan where they open their document with their institutional understanding of what Inclusive Excellence is. In this section titled, *The Inclusive Excellence Framework*, UB states, "Historically, university diversity initiatives focused on building racial or ethnic diversity in response to calls from business and community leaders to strengthen workforce diversity... Inclusive excellence, in contrast, addresses the broader diversity of the campus community [and that] the campus climate that determines whether diversity is sustainable (University at Buffalo, 2016). Social climate is defined as the perceptions of a social environment that tend to be shared by a group of people which reference how things are seen, the way things are done or how people are treated (Corsini, Craighead, & Weiner, 2010). As such, in the field of organizational development, the word 'climate' refers to the organizational behavior.

This approach by Williams, et. al., inevitably confuses the host institution as they are unable to implement or adequately interpret the IE model because they are being inherently asked to establish an organizational design through a message of behavior. My work as a practitioner of organizational development and my research in this particular study has led me to conclude that the only possible way for diversity, equity, and inclusion to sustain at an institution or organization of higher education is for there to be a precise alignment between the institutional design and the behavior it is trying to put out. Through a thorough examination of organizational design and behavior, I will be able to deduce whether each institution analyzed in

the forthcoming had the design or behavior necessary to have a fruitful impact or interpretation of the Inclusive Excellence model.

LOW IMPACT: Salem State University

In 2017, Salem State University (SSU) received the results of the Campus Climate survey, led by Rankin and Associates. This survey, created under the guidance of an Inclusive Excellence design model, was intended to “measure people’s personal experiences and perceptions so that the university could more thoughtfully address challenges and plan strategic initiatives to enhance the college environment” (www.salemstate.edu). The results of the survey found that, although Salem State University considers diversity and inclusion to be crucial to the “intellectual vitality of the campus community... members of several constituent groups indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct” (Rankin, 2017, p. i). 17% of the 31% of overall responders indicated that they had personally experienced exclusionary, offensive, or hostile conduct. 22% of the same overall responders noted their gender/gender identity (35 of whom identifying as trans*) as the root cause while 19% pinned their ethnicity as the reason.

One of the Inclusive Excellence Areas, or pillars/goals, provided by Williams et. al is Campus Climate. A sample indicator, or, objective/strategy for this goal is for members of an institution to experience feelings of belonging among ethnically and racially diverse groups on campus (Williams, et. al. 2005; p. 21). I suggest that the number of stakeholders reporting feelings of exclusion at Salem State University draws a direct correlation to the IE Model having Low impact on the institution’s strategic plan for diversity and inclusion. Additionally, several faculty, staff, and administrators (45%) seriously considered leaving the university in the past year due to lack of institutional support and low salary.

A multidimensional analysis of existing organizational development literature leads me to conclude that Salem State University is not a university that has an institutional design that supports the behavior of diversity, equity, and inclusion, and that the findings of their Executive Report (Rankin, 2017) support this. However, the information gathered from this report leads me to conclude that Salem State University was unable to implement the Inclusive Excellence model in the systemic way intended by the authors and, as a result, failed to create a climate of inclusivity. Salem State University acknowledges Inclusive Excellence as moving a university away from a simplistic definition of diversity to a more inclusive, comprehensive, and omnipresent notion of inclusiveness...” (www.salemstate.edu). What we find is that the university’s understanding and interpretation of IE fails to transfer into practice. This is due in large part to the fact the IE model presents itself as an organizational behavior rather than a design, which, in turn, provides no guidance to SSU in terms of how to create space for diversity, equity, and inclusion to exist.

Organizational Design

The other reason why this matters is because, according to Baldrige, (1971); Cohen et. al, (1979); and Birnbaum, (1989), Salem State University would be classified as a Collegial institution, that is, a college or university with a collegial organizational design or framework. A collegial framework refers to the dual administrative and collegial nature of an institution that emphasizes consensus building, shared power, and common commitments and aspirations (p. 42). This classification for Salem State University is determined by a close review of their institutional strategic plan. In doing so, I was able to see that the university’s collaborative nature is what drives most of their success, both, present and aspirational. Additionally, as a graduate and alumnus of the university, I have experienced this to be true, first-hand. The strategic plan,

for example, was headed up by a steering committee that included an Assistant Dean, a Chief of Staff, a Full Professor, the Executive Director of Strategic Planning and Support, and an outside consultant. From there, the committee updated the President, her cabinet, and the Board of Trustees. According to the university's strategic plan, "The Collaboration Committee then led an... inclusive outreach process to ensure key stakeholders would have multiple opportunities to provide input to assure a shared vision and goals" (p. 4). In terms of the university's student population, Salem State attracts students from mostly underrepresented and economically diverse cities and communities. These examples clearly illustrate the collaborative and collegial nature of Salem State while the student population suggests and affirms the institution's desire to support marginalized students.

Because of the intent of the institution, it would make sense why Salem State University might be attracted to the Inclusive Excellence model. However, the institution falls shockingly short in its delivery, being 1 of 4 institutions studied in this dissertation whose SPFDI had a low impactful relationship to the model, itself. Low - impact is measured by institutions that have mentioned *1 or less* of the IE Scorecard's Areas and Sample Indicators as part of their institutional SPFDI as a way to represent their goals and objectives. The university's SPFDI mentions Inclusive Excellence throughout the document and makes clear its commitment to the model but does not indicate or articulate how it has or how it intends to implement its message. One reason for this is because, although a collegial institution could certainly support the work of DEI, implementing and sustaining the work could be far more challenging. With the amount of people involved in a collegial process, it becomes increasingly difficult to settle on an approach to DEI that would suffice for everyone involved. As a result, DEI in organizations that are collegial tend to work for a very brief period of time, if at all. When offered as a behavior,

Williams, et. al., suggests that one way to implement IE as an organizational behavior into a collegial design is to “build coalitions across campus to support Inclusive excellence” (Williams, et. al. 2005; p. 18); however, we know that the document offers no definition for Inclusive Excellence, and therefore, no true way of understanding how to achieve this.

MEDIUM IMPACT: Northern Arizona University

Northern Arizona University (NAU) was one of six institutions this study found the IE model to have a Medium impact on their SPFDI. Medium impact is measured by institutions that have mentioned **two** of the IE Scorecard’s Areas and Sample Indicators as part of their institutional SPFDI as a way to represent their goals and objectives. The institution’s mission is to “... develop solutions to challenges and drive innovation in a supportive, inclusive, and diverse environment” (www.nau.edu). This mission statement suggests that they adopt and engage in an inherent commitment to diversity, equity, and inclusion at the institutional level. Unlike Salem State University, there is no official report on institutional climate or impact for NAU and, as a result, recovering deductive information was difficult. Via my professional opinion and experience in this work, I would offer that Salem State University is the anomaly here as most institutions do not have accessible information regarding their state of affairs pertaining to diversity, equity, and inclusion. Nevertheless, the NAU website does offer information that was helpful in crafting this section.

NAU takes a collegial approach to the ways in which they engage critical matters within the university. Their Strategic Planning and Budget Council is made up of faculty, students, staff, and administrators from across the university and serves as a standing committee, as well. Establishing committees in a collegial manner has proven to be the most efficient way to garner support and insight from as many voices across the institution as possible. In addition to their

approach to diverse voices, NAU has a rich commitment to institutional diversity as illustrated in their Diversity Strategic Planning Process document (in.nau.edu). The university President created an Access and Inclusion Center and later hired a Chief Diversity Officer (CDO) who was tasked with assessing NAU's landscape in preparation for long-term planning. The report states that the CDO "conversed with the university diversity commissions, student groups, the Faculty Senate, the Classified Staff Advisory Council (CSAC) and the Service Professional Advisory Council (SPAC), interested individuals, representatives from academic areas centered on issues of diversity and inclusion, and leadership" (p. 3). Those efforts are said to have resulted in the first iteration of the Diversity Strategic Plan (DSP), however, there is no report detailing the raw findings from the gathering of this information. The DSP has since gone through two more iterations before making its third attempt the official document.

Two IE Areas, or pillars/goals of the Inclusive Excellence model that NAU's SPFDI shows strong relational impact with are (1) Access and Equity and (2) Diversity in the Formal Curriculum. NAU's SPFDI explicitly names increasing support and retention of students and faculties as pillars which complements "Access and Equity," and names disseminating and implementing DEI into curriculum and initiatives which compliments "Diversity in the Formal curriculum."

Organizational Design

A multidimensional analysis of existing organizational development literature leads me to conclude that Northern Arizona University is certainly a university that has an institutional design that supports the behavior of diversity, equity, and inclusion, and that the language and position of their Diversity Strategic Plan (in.nau.edu) support this. However, the information gathered from their report leads me to a separate but unique conclusion; that is, NAU has an

Medium relationship with the IE model not just because it meets two of the quantitative requirements, but because they have found a way to expand on the information provided by Williams, et. al. (2005). What I found is that NAU has been able to leverage their collegial design in a way that has allowed them to interpret and, ultimately, implement DEI in an effective and efficient way throughout the university that is separate from the IE model. For example, their university strategic plan (not their SPFDI) has explicitly named “Commitment to Native Americans” as a goal (Goal 3) for the institution (www.nau.edu) – something that is not offered as a suggestion in the Making Excellence Inclusive document.

The fact that the institution moved a pivotal component of DEI to their broader strategic plan indicates to me that their commitment to the work of DEI is far beyond one that is relegated to a separate diversity taskforce. One challenge with NAU’s approach is that the university seems to have already adopted an institutional behavior that is symbolic in nature (Bolman & Deal, 2017). The Symbolic Frame addresses people's needs for a sense of purpose and meaning in their work. It focuses on inspiring people by making the organization's direction feel significant and distinctive. By itself, this is not an issue, but symbolic behaviors often fail in collegial designs as not all parties involved in the process support the same “symbol.” In addition, NAU’s symbolic nature seems to be that of inclusion, however, DEI, in and of itself, is not a symbolic gesture, but rather, a legal, civil, and human rights issue that requires more than a feeling of significance. It requires a commitment, across all resource spectrums (time, finances, opportunity...) to sustain its existence. In relation to a design, the challenge may be identifying whose purpose or sense of meaning should be prioritized in a collegial design.

As a result, what I concluded NAU did was leverage the Inclusive Excellence model’s lack of clarity and definition to create an institutional compromise surrounding DEI efforts.

Because the definition of Inclusive Excellence is vague at best, NAU was able to utilize the model for what it really is, which is an ideology or philosophy of sorts. In doing so, NAU was able to craft a strategic plan and a SPFDI that honored some of the more desirable features of the model (such as a focus on access and curriculum) while remaining true to longer existing institutional goals and merits (such as a focus on Native American students and academic excellence). It is important to note, too, that this particular strategic plan extends through 2025 and there is no final report available on the IE model's outcomes. However, there are also no updates on the journey thus far, so it is unclear if this work has actually been implemented, let alone sustained - a common shortfall for collegially designed organizations, especially when coupled with a symbolic behavior.

HIGH IMPACT: Ball State University

Ball State University (BSU) joins this list as one of 6 institutions studied whose SPFDI has shown a high relational impact between the Inclusive Excellence model and their institutional strategic plan. High impact is measured by institutions that have mentioned *at least 3* of the IE Scorecard's Areas and Sample Indicators as part of their institutional SPFDI as a way to represent their goals and objectives. The inclusion of these three IE areas and indicators would suggest that the institution used the IE format to influence their SPFDI and ultimately implement the work of DEI at their college or university. Despite the direct relational impact, Ball State mirrors Salem State and Northern Arizona Universities in that it does not offer a final report or any outcomes relating to their institutional work under the Inclusive Excellence design. Instead, they offer a comprehensive SPFDI that gave me a good look into what the institution prioritized in their DEI efforts. Their approach to Inclusive Excellence is one where they recognize Inclusive Excellence as an integral endeavor to fulfill the University's mission and strategic plan

(www.bsu.edu) and, as a result, demonstrate a clear commitment to diversity and inclusion through multiple university mediums.

Unlike SSU and NAU, BSU is attempting to incorporate Inclusive Excellence into an otherwise Political organizational design. Baldrige, (1971); Cohen et. al, (1979); and Birnbaum, (1989) define a Politically designed institution as any institution that “places favorability on the key political aspects of their operation, such as their alignment with the mission statement and the influence of the Board of Regents” (p. 42). In Politically designed institutions, it is also commonplace to find that it is the institutional or departmental leader who decides how resources are distributed; this is based less on set policies and more on the relationships with other leaders within the organization. BSU developed their SPFDI through “extensive engagement” with a diverse group of university stakeholders, such as administrators, faculty, and students. However, it was the President’s Advisory Council on Inclusive Excellence – members appointed by the President directly – that led the development efforts of what turned out to be a yearlong process. As indicated in Baldrige, (1971); Cohen et. al, (1979); and Birnbaum’s (1989) definition of a Politically designed institution, Ball State University approached their commitment to Inclusive Excellence in a way that favored the relationships with those closest to the President as the task itself was led by the President’s direction.

Although one of 6 institutions to have a SPFDI directly impacted by the IE model, Ball State University’s SPFDI is one of the only SPFDIs to check off all areas of the IE Scorecard in its SPFDI. BSU’s SPFDI tackles, Access and Equity through recruitment and retention, inclusive curriculum design, student and staff development, and the campus climate and does so without attempting to rename to Areas or Indicators. It is clear that by comparison, BSU’s SPFDI is an almost carbon copy of the IE Scorecard and, thus, was directly impacted by the IE model.

Organizational Design

A multidimensional analysis of existing organizational development literature leads me to conclude that Ball State University is without a doubt a university that is committed to the work of Inclusive Excellence. However, whether it is an institution that has an institutional design that supports the behavior of diversity, equity, and inclusion remains unclear. It is certain that the institution embodies, entirely, the philosophy of institutionally ingrained diversity and inclusion that was put forth by Williams, et. al and the Inclusive Excellence model, however, the model in and of itself, is still too vague to determine in any meaningful way whether the work of DEI could hold up. On one hand, the IE model has helped BSU establish a strong SPFDI in terms of identifying the appropriate areas to begin engaging the work of DEI. While on the other, the implementation of this behavior, as suggested by the IE model (Williams et. al, 2005; p. 18) would not hold up as the recommendations put forth by the authors fall short of answering the “how.” This is because a close examination of Ball State’s SPFDI process would indicate that the institution is classified as a Politically designed institution, which means that the order of operations is driven not just by the President, but by the board of Regents, departmental leaders, and in some cases, the city or state at large. In recognition of this, Williams, et. al, do suggest that these institutions “recognize power bases” to “cultivate strategic alliances,” but there is never any follow through in terms of how or what to do once those recommendations have been fulfilled.

The other and equally important component to note is the fact that a political design hosting a DEI behavior almost always fails in organizations and institutions of higher education. Unlike Collegial designs where common ground could eventually be found through compromise, Political designs do not allow for such collaboration. The agenda is always set at the highest

point and the vested interest is not in that of the stakeholders and constituents, but those closest to the power. As a result, it becomes increasingly difficult and, in many cases, virtually impossible to create pathways for change in the realm of DEI because the influencers of the work are largely sanctioned by those with extreme privilege who benefit most from an anti-DEI agenda. This is also why all of Williams, et. al,'s recommendations for how to implement IE as a behavior in a Political sphere have nothing to do with actual implementation and everything to do with awareness building.

In conclusion, there is benefit to fluidity when it comes to adapting to social change, however, institutional designs can only truly realize their potential when they are clearly defined and sharply illustrated. Williams et. al. (2005) pride themselves on the fact that the Inclusive Excellence model is a loosely defined document as they state that the fluid design is intentional for conformity purposes and not intended to define the work indefinitely (p. 3). This means that the way in which the model is interpreted and, by consequence, implemented, has everything to do with how an institution understands the model from their perspective. In other words, institutions can pick and choose what works for them or what does not work for them and potentially create something that is not at all in alignment with what is written in the IE model, itself. For an institutional like, Northern Arizona University, this fluidity works in their favor as NAU was able to expand on an incomplete idea; this is also because NAU had the knowledge and DEI acumen to do so. For an institution like Salem State University, however, this fluidity can pull the institution in various directions. In the case of Salem State helped the institution use the right language in terms of philosophizing what Inclusive Excellence was and meant to them, but the loosely defined nature of the model caused SSU to create a SPFDI that was not at all in alignment with that IE message.

As a practitioner myself, this reminds me of the adage “adapt the market to the message, not the message to the market.” Adapting the market to the message means that you and your organization are willing to mold yourselves to the message of the model, whereas adapting the message to the market means that you are only taking piece of the message that work for you, regardless of whether that is the purpose of the model or not. Inclusive Excellence is not just asking organizations to adapt the message to their market, IE is sometimes unsure of what that message is.

SUSTAINABILITY

The conclusions spawned from the findings of my research demonstrate a negative, but mostly indifferent relationship between the Inclusive Excellence model as an organizational design and the framing of an institution’s strategic plan for diversity and inclusion. In both, individual and dichotomized cases, we saw that a total of 6 institutions reviewed (6/16) reported the Inclusive Excellence model as having a High impact on their SPFDIs while the overwhelming totality of the minority found otherwise. As well as reporting a positive relationship by less than 50% of institutions surveyed, I have been unable to locate information on the following:

1. **Longevity** - Any indication suggesting a sustainable connection between the design and behavior in a long-term way.
2. **Outcomes** - Any information that articulates the outcomes of the design - behavior relationship.

LONGEVITY

Where it is clear that the Inclusive Excellence model, when used as an organizational design, has a negative but mostly indifferent impact on an institution’s SPFDI, there is no real

evidence to support that this model will hold up in a long-term way. In a national study, Humphreys (1997) found that numerous institutions have diversity requirements, but that many of these requirements were ill-defined and lacked superordinate learning goals. Despite the overwhelming approval of this new-age approach to the immersion of diversity & inclusion, very few colleges and universities have actually been able to foment into practice the ideology of the model, ultimately failing to effectively implement Inclusive Excellence in the behavioral way the authors seemingly intended. This is because all institutions of higher education adhere to a particular organizational framework which produces an organizational behavior that either supports or rejects diversity and inclusion as a behavior.

Successful examples of implementing the Inclusive Excellence Model might include accessing faculty expertise for consulting, hosting conversations with key institutional stakeholders, or holding “town hall” meetings with faculty, students, and staff; however, this fluid, yet, ill-defined approach to the work makes it increasingly difficult to know when an institution has, in fact, found success. If we consider the language from Ball State University’s SPFDI, an institution that has recorded a High Impact from its relationship with Inclusive Excellence, we see that the strategy for their Campus Inclusion goal reads to, “Develop a campus climate and culture where all community members experience a sense of belonging and engagement.” And though one may argue that it is the vagueness of this strategy that, in fact, permits longevity, its openness does nothing to distinguish Inclusive Excellence from a standard diversity model or, more than that, hold it to account for its success or mishaps. An example from the data provided by the Howard Hughes Medical Institute (HHMI) shows that, although 57 schools around the nation have adopted the model of Inclusive Excellence as their diversity and inclusion initiative, because of the perceived fluidity of the term and the accessibility of the

document, it is increasingly difficult to identify exactly how many institutions are using the model.

OUTCOMES

Due to the lack of information provided by the institutions I researched, I had to extend my search field in order to identify comparable institutions conveying any outcomes resulting from their relationship with Inclusive Excellence model. In doing so, I was able to gather information on other institutional types and entities that have utilized the model in higher education. It is clear that existing literature surrounding Inclusive Excellence spans beyond conventional institutions of higher education, such as Liberal Arts institutions, and operates equally in professional colleges, as well (even in corporate America). Even the more focused and specialized fields and trades are engaging the possibilities of Making Excellence Inclusive. Bleich, et. al, (2015), explores the implementation of Inclusive Excellence in Nursing Education and acknowledges IE as a way to call for structural and behavioral adaptations within nursing education. Like most institutions I have reviewed, in order to achieve their desired outcomes, most of these professional organizations in Nursing education created additional goals, or, “IE Areas” in order to meet their specific needs. In one case, using a Six-Strategy approach to Inclusive Excellence – (1) Improve Admissions Process, (2) Reduce the Invisibility of Underrepresented Cohorts, (3) Create Communities of Support. (4) Ensure Promotion and/or Tenure Structures are Balanced, (5) Eliminate Exclusion, and (6) Stand Against Tokenism - the authors, like many other institutions, exercised IE as a tool to create inclusive spaces of engagement for all, but extended beyond the suggested 4 Areas, or pillars, into 6 in order to comfortably meet their goals. For this institution, the Inclusive Excellence model is one that brings diverse perspectives into decision-making structures at all levels, in an effort to eliminate

barriers engagement of all (Bleich, et. al, 2015), yet, even in this extended interpretation of the model, there is no clear understanding of whether the outcomes of the six goals were ever achieved.

In another study, I found that in 2019, Dartmouth College published their External Review Committee (ERC) Report on Inclusive Excellence. In Finding 1 of the report, which focused on “Action Plan Tasks,” the Committee found that “of the forty-seven (47) tasks being tracked, half (26) were completed in AY 16-17, and eleven (11) were completed in AY 17-18, with ten (10) tasks left to be completed” (Dartmouth, 2018). Finding 3, titled “Unit Diversity and Inclusion Plans,” found that “Each school has produced such a plan as of the writing of this report. However, no plans have been made available from academic departments and some non-academic divisions. The ERC did not see a specific plan for having these academic departments and non-academic divisions develop these plans in the near future or on an annual basis” (Dartmouth, 2018. p. 8). What is unclear is whether, or how much of these 47 tasks were geared towards the immediate reconciliation of DEI issues, which often resulting in diversity and inclusion programming as a resolution, versus how many of them had intentional systemic foci such as increasing the budgets for DEI initiatives and changing the hiring process for staff and faculty. Although Finding 4, “Faculty Recruitment and Retention,” has been reversed by the committee in suggesting that much work has been done in the area of recruitment, the document doesn’t indicate any information that would suggest that there has been an increase in faculty of color or other marginalized identities. The document also states that “the area of faculty retention seems to lag behind in comparison” (p. 9).

Finally, one consistent finding as it pertains to institutional use of EEOC and DFP is that every college or university examined had some acknowledgement of EEOC or DFPs as part of their SPFDI or institutional data. What was concluded from this is that, even though each institution included EOC and DFP in one way or another, the data showed that their inclusion did very little to positively impact the influence Inclusive Excellence had on their institutions. In other words, infusing IE as a part of one's organizational behavior in the form of EEOC or DFPs alone was not enough to effectively sustain the behavior of DEI. Instead, there needed to be a relationship between the design of the institution and the behavior as a whole to satisfy a certain commitment to DEI longevity. More than that is the presence of an accountability, or measurement structure in place acknowledged by the objectives or action steps that allowed the institution to track their progress as it pertained to DEI sustainability. This was acknowledged through those institutions that found the IE Model to have a high-level impact on their SPFDIs, demonstrated by a system-wide imbuing of Inclusive Excellence.

CHAPTER V

CONCLUSION

As mentioned in chapter four, there is no evidence provided by research to suggest that the behaviors of diversity, equity, or inclusion have been implemented in any sustainable way over the length of each studied institution's strategic plan. This lack in the findings makes interpreting the data from Inclusive Excellence institutions challenging because, although there is some positive impact for SPFDIs that are built under the model, this positive affect only extends only so far as the creation of the plan itself; there is no evidence to support that the Inclusive Excellence model actually allows or guides institutions on how to successfully implement the behaviors of diversity, equity, and inclusion in any sustainable, outcome-driven way. For this sustainability to occur, there needs to be a series of events working in conjunction with one another to effectively make this happen. That is, the behavior of DEI needs to be anchored by the action items of a strategic plan for diversity and inclusion. In such a scenario, the SPFDI will establish how, and in what way the behaviors of DEI will be carried out, by specifically using the action items of EEOC and DFPs as tools. The plan's inclusion of EEOC and DFPs alike to help ensure consistency in the DEI implementation. Finally, and most importantly, there needs to be an institutional design that specifically supports the work of DEI for short and long-term implementation. This design will ultimately allow the behaviors of DEI to exist in a way that houses and supports the outcomes and sustainable goals developed in the SPFDI.

It is my belief that the reason the diversity, equity, and inclusion behaviors, along with the mission of Inclusive Excellence (IE) has been overwhelmingly unsuccessful in institutions of higher education is two-fold: (1) because the existing forms of university governance do not permit its success, and (2), because the IE model does not offer a direct solution in its framing. It

is true that IE calls for a complete commitment to systematic change which, as it holds, is far beyond the powers and scope of any known governing dimension (Baldrige, 1971; and Cohen et. al, 1979, Birnbaum, 1989), however, the ways in which an institution can and should organize itself in order to implement this systemic change remains amiss. The Inclusive Excellence model is, in itself, a contradiction as it attempts to position itself as, both, an organizational design and behavior, ultimately short selling itself in each area as a result. It is my belief that this misdirection stems from Williams, et. al. identifying the work of certain critical theorists in the field, specifically Baldrige, Cohen, and Birnbaum, as organizational behavior, rather than design. By lumping these scholars in with Bolman and Deal's work on organizational behavior, Williams et. al. loses sight of the two unique, required, and individualized elements of organizational development altogether.

As a practitioner of Inclusive Excellence in the past, my professional opinion would suggest that the Inclusive Excellence model is best used as an organizational behavior rather than a design. Harkening back to earlier points of this dissertation, I would support this assertion not just from my professional opinion, but from the way institutions perceive the model (University at Buffalo, 2016) and the IE model itself (Williams, et. al, 2005; p. 18). What the model tries to accomplish, and does effectively, is provide institutions of higher education with a new way of considering the practice of diversity, equity, and inclusion. It offers unique ways to think about infusion DEI into institutional infrastructure so that the increase in awareness, knowledge, and application of inclusion, in turn, makes the institution excellent. In institutions of higher education, IE is most widely utilized as a tool to address issues of diversity in student, staff, and faculty recruitment, and in some cases, as a way to plan strategically by the creation of various committees. However, in either predication of the model, the call for and commitment to

systemic change remains a constant. In a 2017 Ferris State University newsletter, the institution published its comprehensive approach and adaptation of Inclusive Excellence titled *Inclusive Excellence: Moving Beyond Diversity*. In their document, the university interprets Inclusive Excellence in two ways:

(1) In one regard, Inclusive Excellence can be viewed as practicing and striving for excellence in institutional inclusion efforts. This view suggests a high quality, comprehensive approach for achieving an inclusive and welcoming campus and community. It means attending to both the demographic diversity of the institution and also to the need to foster climates and cultures that provide every member of the campus community with the opportunity to thrive and succeed. Essentially, the focus is on being excellent at inclusion. (2) Another way to view Inclusive Excellence is to focus on making excellence inclusive. For campuses, this means ensuring that academic and social success on campus is not reserved for a few. It requires the integration of diversity, inclusion, and educational quality, and to make sure that they are recognized as interdependent (At Issue, 2017).

Although Ferris State University's interpretation of Inclusive Excellence harkens to the ways in which a comprehensive approach to achieving inclusion can be experienced as a journey of discovery and transformation for every aspect and level of higher education institutions, as a systemic endeavor, the university's primary purpose for using the model recognizes that both views of Inclusive Excellence are essential for "engaging, supporting, and celebrating our faculty, staff, and students; maintaining a welcoming and inclusive campus community that values and respects the identities, insights, and contributions of everyone" (At Issue, 2017); a position that is clearly behavior based and not one reminiscent of design.

Inclusive Excellence, more than a model, is a philosophy; an ideology that, much like religion, when adopted can shift one's way of operating simply due to their newly adjusted purpose and focus. However, every religion requires a set of guidelines for how to properly and effectively carry out the behaviors that make a person a productive member of that community, and this is where Williams, et. al., and the Inclusive Excellence model falls short.

INSTITUTIONS AS SYSTEMS

Although there are multiple ways to interpret systems as they pertain to institutional design and behaviors, the one thing that remains consistent is the lack of acknowledgement, and therefore importance, of diversity, equity, and inclusion. Of the main theorists who studied organizational design and behavior, only Bolman & Deal (2017) paid homage to the idea of diversity and inclusion as an element to be mindful of when looking at organizational behavior, but only as an aside. Theorists such as Baldrige, (1971); Cohen et. al, (1979); and Birnbaum (1989) who observed organizational design did not acknowledge DEI at all in their structuring of university governance frameworks.

The lack of acknowledgement of DEI is important because it has everything to do with why Inclusive Excellence is unsustainable in institutions of higher education. What we can conclude from the research is that Williams, et.al are attempting to offers strategies ton how to implement the behaviors of of DEI into a series of organizational designs that do not acknowledge its presence to begin with. This suggests that the designs put forth by Baldrige, (1971); Cohen et. al, (1979); and Birnbaum (1989) are, in some ways, inherently adverse to diversity, equity, and inclusion.

From a critical race perspective, one might conclude from this research the notion that that systems inherently are oppressive in their design; that the mere presence of rules and

regulations have to derive from somewhere and, by and large, that someplace is connected to a Eurocentric power structure. For example, James Baldwin once said, “There is no such thing as a Black professional” (Baldwin., n.d). In this, he was suggesting that the presence of Black culture in a professional setting is unacceptable as the standards of professionalism have already been set and determined by White Anglo Saxon European Americans. Baldwin’s point, though decades ahead of this dissertation, remains true today as Inclusive Excellence fails to take hold in and long-term way within institutions of higher education. This failure to institute, ultimately, is not reflective of Williams et. al entirely, but on the design of said organizations. However, the failure for Williams et. al to identify the systemic oppression inherent within systems is what leads to a continued misalignment between organizational behavior and design, which can only be resolved by an intentional alignment of the two, which we will learn about in the following pages.

ALIGNING DESIGN AND BEHAVIOR

Throughout my work as a full time DEI professional and consultant with almost two dozen universities, nationally and internationally, I have been able to record a fair amount of data that allows me to suggest what I believe to be a solution to sustainable behaviors of diversity, equity, and inclusion in institutions of higher education. The answer is in the alignment of organizational behavior and organizational design. What we learned from this paper and research is that, while the Inclusive Excellence model offers insight and direction on the importance of systemic change through acknowledging organizational behavior and design, it does not acknowledge the importance of aligning the two. Organizational design and behavior are the two elements that make up organizational development, however, they are not one in the same as they are different entities that serve two different purposes. The overwhelming majority of institutions who practice DEI behaviors through the Inclusive Excellence model are doing so

with the understanding that DEI can be implemented anywhere and in anyway, and that is not true, despite the allusion from Williams, et. al (2005).

Consider one of the many countries of the world; much like the management of a nation, there is a difference between a government and a political system. A government is an entity that provides structural and strategic oversight a group of people. A political (or economic) system is a general set of principles, ideals, and limitations that are followed by a government regardless of the more specific goals of that particular government. As a result of this difference, only certain political systems can exist within certain governments. For example, the political system of capitalism – the system in which investment in and ownership of means... is made and maintained chiefly by private individuals or corporations... - would not exist in a dictatorship style of government; this is because the design of that government would not allow for the existence of capitalism. However, capitalism would, in fact, prosper and thrive (as we know from American experience) in a Democratic governmental framework. This concept applies to institutional design and behavior, as well. As, on a smaller, more practical scale, we saw similar results in our examinations of Salem State, Ball State, and Northern Arizona Universities where the structural and political designs did not support the behavior of DEI or Symbolism – which, one may argue, more closely resembles Inclusive Excellence than DEI does.

In their Making Excellence Inclusive document, Williams, et. al (2005) project Inclusive Excellence as an organizational behavior. However, what Williams, et. al fail to acknowledge is that the implementation of any diversity and inclusion behaviors, such as strategic plans for diversity and inclusion, even after synergizing systems, politics, and curricular frameworks as a supplement to existing organizational behaviors (p.3), cannot effectively occur without, first, the support of an institutional design.

This alignment can only exist through a measure of accountability, which must be cemented in a document that serves as an institutional guideline or code of conduct. Because institutions tend to favor behavior over design, holding institutions accountable is the only way for systems, structures, and the individuals who inhabit the aforesaid to truly commit to the expectations of the work in front of them. Neither the Inclusive Excellence model, or the MCO model (Jackson & Holvino, 1988; 2014) stress the importance of organizational design outside of the acknowledgement of Baldrige, 1971, Cohen et. al, 1979; Birnbaum, 1989, and consequently provide no guidance or binding document on how to create and establish an organizational design. As a resolution, based on my professional experience and this research study, I felt it necessary to theorize a model that creates, both, a design and behavior that supports and sustains the work of DEI – I call it the Sociosystemic Organizational Development (SsOD) model.

SOCIOSYSTEMIC ORGANIZATIONAL DEVELOPMENT MODEL

Sociosystemic Organizational Development (SsOD) serves as the next step in Organizational Development (OD). The most comprehensive of OD theories, SsOD incorporates three major organizational structures and theories to serve as the foundation for the model's framework.

- I. **Multicultural Organizational Development** (Jackson & Holvino, 1988, 2014; Williams, 2005) establishes a workplace *philosophy* that suggests inclusive diversity and equity can only be achieved through systemic change.
- II. **Organizational Design** (Baldrige, 1971, Cohen et. al, 1979; Birnbaum, 1989) establishes a workplace *environment* where each person feels that all spaces, materials, and resources are manageable, useable, and accessible.

III. **Organizational Behavior** (Bolman & Deal, 2017; Daniels, 2000) establishes a workplace *culture* where the context that creates behavior and the systemic consequences that govern them are mitigated by critical sociological and anthropological theories.

Michele Wages (2015) refers to the term “sociosystemic” as a way to examine societies and systems as they pertain to the classroom. My model reimagines the sociosystemic dimension as a larger developmental theory, one that extends beyond the classroom and into the larger organization. This theory and model is a necessary contribution to the field of organizational development because it addresses the transitional gaps in previous workplace development models, such as the Multicultural Organizational Development (MCOD) model (Jackson & Holvino, 1988, 2014) and the Inclusive Excellence (IE) model (Williams, et.al. 2005). Such models have revolutionized the field of OD by suggesting that true organizational development is anchored by its diversity rather than assisted by it, however, each model views organizational development as a silo and, consequently, misses the mark on acknowledging the importance of its two subsets; organizational design and organizational behavior.

In Conversation: MCO, IE, & SsOD

Multicultural Organizational Development

Jackson and Holvino’s MCO model provides organizations with clearly articulated stages (*i.e., organizational design*) that illustrate the necessary check points required for organizations to move from mono to multicultural. However, they assume the individuals involved in the change process have the skills and competency necessary to engage. Jackson (2014) does offer a “change plan... to help the organization move to the next stage on the developmental continuum,” but that change plan does not provide a transition plan (*i.e.,*

organizational behavior) to address what actions are necessary in moving the organization forward.

Inclusive Excellence

Williams, et. al. (2005) operate from the position that systemic engagement is the only way diversity and inclusion can be truly implemented in an organization. They believe that this change needs to be led from the top-down in order for Inclusive Excellence to become fully integrated into a unit. The authors outline the ways in which organizational behavior does and organizational design could play a role in efficiently instituting the Inclusive Excellence model, however, they enact their proposition with a “one size fits all” approach that integrates organizational design and behavior together rather than examines them exclusively. As we learned throughout this dissertation, that approach works for organizations that have a sound framework to begin with, like Northern Arizona University, but it becomes challenging when applied to organizations that are still in the discovery stage, like Salem State University. Too, this model was initially designed for the higher education sector and while many of the principles have been adopted in the business sector, their operations in either field contain notable differences.

Sociosystemic Organizational Development

Sociosystemic Organizational Development (SsOD) seeks to rectify these critical oversights from the previous and existing literature of IA and MCOB. In doing so, SsOD recognizes that organizational design is reflective of one’s institutional framework while organizational behavior is reflective of institutional action. By reviewing the two as separate dimensions of organizational development, we are able to articulate the ways in which one element influences the other. For example, Bolman & Deal (2017) developed a 4-frame model

that suggests that organizations and institutions behave in one of four ways, *politically*, *structurally*, *symbolically*, or in a manner of *human resource*. What's important to note is that, though Bolman & Deal's Four Frame model of organizational behavior is sound, it can only exist if the organizational design and institutional governance dimensions allow them to. In other words, an organization that is politically designed is unlikely to have a governance structure that supports a symbolic behavior. Conversely, a collegial governance structure may very well support a human resource behavioral frame. Therefore, based on the evidence surrounding the two models, it is clear to me that any organizational behavior requires an adequate and supportive organizational design model in order to work and, most importantly, sustain. A Sociosystemic Organization is one that has crafted and implemented an organizational design that is predicated on the success of inclusive and equitable organizational behaviors.

By evaluating excellence through a Sociosystemic design, organizations will be committing to the demonstrable efforts necessary to actively engage the intentional work of inclusion. Where MCOOD and IE acknowledge that excellence can only be achieved through inclusion and that organizations that address diversity as merely a quota are limiting and therefore cannot achieve multicultural inclusion, SsOD acknowledges, along with the aforesaid, that one does not simply move to equity overnight. Thus, the model is designed to correct this incomplete narrative by imploring organizations to engage in the necessary examinations of self in order to gain the cultural competence needed to transition through further stages of development. In other words, SsOD calls for systemic change coupled with behavioral change.

Sociosystemic Design

The first thing I seek to do with SsOD is to put my model in conversation with existing organizational design models; in doing so, my organizational design would add another

dimension to Baldrige, 1971, Cohen et. al, 1979; and Birnbaum's (1989) current 5-dimensions and would be called the Sociosystemic Dimension. A Sociosystemic Dimension is one where an organization predicates its organizational purpose on how it is oriented socially and systemically in relation to its location and clientele. In this case, an institution would believe that inclusive diversity is what drives their success. It believes that location determines their target population and that DEI drives the organizational behavior. Policies and procedures, in the form of binding documents, are also created to hold systems accountable and to engender acts of equity. The purpose of this dimension is to resolve the misalignment between organizational behavior and design when it comes to the implementation and sustainability of DEI work in higher education. With a sociosystemic design, all DEI is permissible as the behavior of DEI is required for a sociosystemic design to exist.

Six Dimensions of Organizational Design

Bureaucratic	In this perspective, organizations exist primarily to accomplish clearly articulated and rational goals and objectives (Berger and Milem 2000; Birnbaum 1988), and are best characterized as hierarchical, complex, systematic, specialized, and controlled by adherence to rules. In higher education, many administrative functions are centrally controlled through formal.
Collegial	Refers to the dual administrative and collegial nature of higher education which distinguishes postsecondary organizations from other types of organizations, with the collegial dimension emphasizing consensus building, shared power, and common commitments and aspirations.
Political	As highly specialized organizations, colleges and universities are segmented into departments, schools, colleges, and administrative units. These discrete groupings, in combination with multiple goals (e.g., research, student support, teaching, disciplinary/professional advancement), can lead to highly differentiated and often conflicting interests. As a result, outcomes may be governed by who has the ability to push their concerns to the forefront of decision making.
Anarchical	The anarchical model of organizational functioning is described by Birnbaum as a loosely coupled, nonlinear, open system that routinely faces problematic goals, an unclear technology (how work is conducted), and fluid participation of members in the decision making process. The role of the anarchical leader is to make sense of the meaning of events

	and the culture of the institution, as well as to provide alternative solutions to problems.
Cybernetic	The cybernetic model of organizational functioning is described by Birnbaum as an open system that uses self-correcting mechanisms or thermostats to monitor activities. Cybernetic leaders must be able to pay attention to organizational changes by placing teams or monitors in subsystems throughout an institution, and to establish a mechanism for communication through feedback loops. The focus of the cybernetic model of organizational functioning is to maintain a balance in an organization when multiple models of leadership and organization are present.
Sociosystemic	<i>A Sociosystemic dimension is one where an organization predicates its organizational purpose on how it is oriented socially and systemically in relation to its location and clientele. In this frame, an organization believes that inclusive diversity is what drives their success. It believes that location determines their target population and that DEI drives the organizational behavior. Policies and procedures, in the form of binding documents, are created to hold systems accountable and to engender acts of equity.</i>

Figure 15: Baldrige, 1971, Cohen et. al, 1979; and Birnbaum’s 1989; Robbins 2020

A Sociosystemic Dimension, above all else, allows for a clear and permissible approach to diversity, equity, and inclusion so that the behaviors may not just exist, but sustain. It resolves the challenges that Salem State, Ball State, and Northern Arizona Universities – as well as the additional institutions I researched – faced in which a major misalignment between institutional design and behavior. Inclusive Excellence has mostly failed at institutions of higher education because of its poor direction and loosely defined nature as a model. Its philosophical grounding is one that most, if not all institutions researched found to be beneficial, but each institution fell short in terms of implementing the work. The IE model tries to accomplish two things at once, that is serving as an institutional design and behavior when in reality, it can only be one as each mode of development is its own unique element. Although Williams, et. al. possessed the wherewithal to acknowledge that different institutional designs would require different behavioral approaches to diversity, equity, and inclusion, the authors did not take into account

the fact that not every design responds well, or at all, to any or all behaviors. The Inclusive Excellence model attempts to suggest how the behavior of IE should be considered in response to the various design types, but it never closes the gap on exactly how to do that. Ideological suggestions, such as “vertically coordinate goals at various levels” and “expand the definitions of consensus building” leave a great deal to the imagination and fail to provide adequate strategies for the adopting institutions. We have to assume, as well, that any institution adopting a particular design is doing so because they intend to shift their organization to that model; this would require a clear and concise explanation and definition of how to do just that.

By taking into account the importance of institutional alignment, I have been able to approach the work in ways that my predecessors hadn't. Williams, et. al. (2005) and Jackson & Holvino, (1988) approached the work with the understanding that any institution can become multicultural through a commitment to the work of diversity and inclusion. Both parties recognized that true DEI work spawns from systemic change and not mere one-off workshops and knew the importance of training in this area. As a result, they offered not just a behavioral analysis, but a behavioral model that articulated how changing one's commitment to diversity and inclusion in the workplace would ultimately change their orientation and eventually workplace behavior. However, when the organization, in and of itself, is not designed for this level of change, the behavior ultimately falls extremely short.

Sociosystemic Scorecard Matrix

The Sociosystemic Scorecard Matrix serves as the measuring stick for institutions to evaluate their Sociosystemic progress. One of the critical findings in this dissertation is that the Inclusive Excellence model, as an organizational design, fails to support the behavior of DEI in any sustainable capacity. However, we also find that one reason for this is because IE is actually

an organizational behavior and not, in fact, a design. As a result, in order for Inclusive Excellence to exist in institutions of higher education it, too, would need to be situated within a Sociosystemic Design. This is possible because, as a behavior, Inclusive Excellence is trying to resolve the shortfalls of DEI in institutions of higher education, and as a result, DEI, consequently, can be likened to Inclusive Excellence in terms of organizational and institutional behavior, and vice versa.

The Matrix is broken down into four design areas, each conceived with the explicit purpose of creating an environment for specific behaviors to exist. Each area, then, has a set of measurements that institutions will use to measure their progress against the areas and measurements are explained further here:

- **Systems** – The Systems design refers to the elements of infrastructural change that are required for an institution to commit to changing the policies that enable oppressive organizational behavior. In order for Inclusive Excellence to thrive in a Sociosystemic institution, the institution must demonstrate a commitment to discriminatory-free policies, updating policies, taking appropriate accountability measures.
- **Inclusive Diversity** - The Inclusive Diversity design refers to the sense of inclusion where feedback and critical dialogue set the pace for cultural change. In order for Inclusive Excellence to thrive in a Sociosystemic institution, the institution must demonstrate a strong mentorship relationship between power dynamics, a commitment to universal design, and an open, respectful, and “ism” free space for an exchange of ideas and differences of opinion.
- **Critical Examination** - The Critical Examination design refers to the sense of personal growth and development where acknowledging the need for the reflection is necessary to

advocate for oneself and to support and advocate for others. In order for Inclusive Excellence to thrive in a Sociosystemic institution, the institution must demonstrate a commitment to annual organizational DEI trainings, a comprehensive examination of critical theories, and regular workplace assessment and evaluations to track progress.

- **Evolution** - The Evolution design refers to recognition that institutions are fluid, and that the work toward maintaining a Sociosystemic design is a journey, rather than a destination. In order for Inclusive Excellence to thrive in a Sociosystemic institution, the institution must demonstrate a commitment to remaining current and abreast of social issues, committing to amending binding documents as appropriate, and swiftly and justly adjudicating harmful and discriminatory behaviors and practices.

Sociosystemic Scorecard Matrix

Design Area	Measurement	Example
Systems	<ul style="list-style-type: none"> i. A demonstrated longitudinal commitment to creating policies and procedures that are free from oppressive language and discriminatory framing. ii. A demonstrated commitment to revisiting any and all relevant policies that are 5 years passed or longer. iii. A demonstrated commitment to appropriately and punctually rectifying whenever a Sociosystemic Article is/was not met. 	<p>Require all hiring chairs and committees to write a statement of purpose if/whenever the finalists for a full-time position did not include a racially diverse candidate – who was equally qualified.</p>
Inclusive Diversity	<ul style="list-style-type: none"> i. A demonstrated commitment to meeting employees and learners where they are in an 	<p><i>Launching an annual 'listening tour' with</i></p>

	<ul style="list-style-type: none"> ii. effort to get them to where they need to be. A demonstrated commitment to creating spaces, products, and services that prioritize inclusive diversity and universal design. iii. A demonstrated commitment to maximizing organizational potential through a ism-free, respectful, and intellectual exchange of ideas and differences of opinion. 	<p><i>departments, offices, and resource centers to learn about employee relationships and experiences in relation to their time with the organization.</i></p>
Critical Examination	<ul style="list-style-type: none"> i. A demonstrated commitment to annual (minimum) diversity, inclusion, and bias (explicit and implicit) themed workshops for the organization as a whole. ii. A demonstrated commitment to the understanding of “Critical Theories,” such as, but not specific to, <i>race, Whiteness, agency, feminism</i>, or other appropriate works when considering workplace designs and behaviors. iii. A demonstrated commitment to workplace evaluations or satisfaction surveys as a way to incorporate feedback and assessment. 	<p><i>Offering an annual Sociosystemic professional development workshop, virtual or physical, in which the organization and its employees is required to attend and engage.</i></p>
Evolution	<ul style="list-style-type: none"> i. A demonstrated longitudinal commitment to remaining current with 	<p>Accepting social justice work as a journey and not a</p>

	<p>the needs and necessities of various social and cultural identities.</p> <p>ii. A demonstrated commitment to creating policies that are viewed as canon, but open to emendation.</p> <p>iii. A demonstrated commitment to swiftly, thoroughly, and justly addressing harmful, discriminatory, and dangerous behaviors through due process in order to ameliorate tensions, prioritize safety, and advance the organization.</p>	<p>destination, allows organizations to focus on eradicating their hiring and retention biases first before intentionally engaging in the hiring and retaining of professionals. In doing so, a safer and more appropriate environment will have been cultivated for incoming employees.</p>
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Figure 16: Robbins, 2020)

Accountability

One of the biggest things the SsOD resolves that IE as a design model does not is a measure of accountability. In order for an institution to effectively carry out the work of Inclusive Excellence, to, DEI, there needs to be a system in place to allow for this behavior to exist. As such, SsOD offers a binding document that ensures this happens. This binding document, framed as a Sociosystemic Constitution, is a multi-page document that offers the Sociosystemic Scorecard Matrix as a set of principles that will help institutions establish organizational values that allow for the behaviors of Inclusive Excellence to exist. This Constitution also incorporates a SPFDI as to help institutions begin crafting these behaviors in concert with the design. In practice, the institution would create their SPFDI at the behest of the SsOD Matrix in the same way that past institutions had been measuring their SPFDIs against the IE Scorecard. The Sociosystemic Organizational Design is created to help institutions resolve the

failed implementation of the Inclusive Excellence Model in their colleges or universities; and although there is little to no research on what happens to institutions that fail to execute Inclusive Excellence effectively, I did have a personal experience with this occurrence at a major Research 1 Institution in the Southwest United States.

This particular R1 institution adopted the Inclusive Excellence model as their organizational design at the start of the 2016-2017 Academic year in response to a list of demands that was created by students and staff at that university. The impetus of a list of demands is not unlike other instances across the country that propelled and spawned the work of DEI in colleges and universities and, as a result, the Making Excellence Inclusive initiative was able to grow rapidly during this timeframe. As this particular R1 institution began rolling out the requests put forth by the lists of demands, it was soon realized that the institution did not have a design (or desire) to support and sustain the model long term. The Inclusive Excellence model was introduced to this university by the newly hired Chief Diversity Officer and was supported by his staff and affiliates – all of whom were hired into their positions in response to the list of demands. After a successful launch, however, the IE model failed to gain any meaningful traction and failed to implement shortly thereafter. The impact of this saw a series of job terminations, including that of the Chief Diversity Officer, a renaming and relaunching of the Inclusive Excellence Office, institutional transfers by unsupported faculty and staff, and a final report that was placed in the archives for years.

One reason for this is very similar to what we can discern from an institution such as Ball State University – the work of Inclusive Excellence as a behavior was being implemented into an institutional design that was Political. The R1 institution narrativized above is an institution that is heavily influenced by the state and local governments and is located in an exceptionally

conservative section of the United States. As a result, the execution of Inclusive Excellence and DEI was met with great resistance and serves as an example as to why a supportive design is integral to a successful IE launch. The Sociosystemic Design specifically creates a workplace environment where the behavior of Inclusive Excellence can exist and flourish in ways that push the institution forward. It is until we can align both of these institutional development frameworks that we will continue to see failed implementations of Inclusive Excellence across the nation.

Tabletop DEI: Reimagined

After concluding my study, I recognize that the Tabletop DEI example I offer in Chapter 1 is insufficient and ineffective in explaining how the behavior of DEI is sustained at institutions of higher education. During the course of my examination, I was able to identify a similar pattern between each institutional strategic plan for diversity and inclusion. This pattern was that each SPFDI incorporated within it a kind of diversity focused programming or equal opportunity compliance as a SPFDI objective. In other words, I found that these two action items (EEOC & DFP) are not actually viewed as individual legs, but rather, as parts of the SPFDI as a whole. All 16 of the institutions studied recognized the SPFDI as the primary tool, or leg, to support the tabletop behavior of diversity, equity, and inclusion. Examples include the University of California at Davis and Westminster College, where their strategic plans for diversity and inclusion read:

UC-Davis

1. **DFP:** “Embed cultural competency in all academic and training programs, administrative units/programs, and workplaces to support diversity and inclusion goals
2. **EEOC:** “Overcome bias and discrimination in hiring by employing policies and practices that disrupt the status quo... Affirmative Action Program for Minorities and Females.”

Westminster

1. **DFP:** “Create learning experiences that build on diversity and inclusion awareness, knowledge, and skills... diversity dialogues.”
2. **EEOC:** Develop additional policies to advance diversity... support recruitment, hiring, and retention of staff/faculty.”

This information allows me to theorize that any effective SPFDI must include diversity focused programs and equal opportunity compliance in order to effectively sustain DEI.

Rather than using a three-legged table as an analogy for institutions of higher education sustaining diversity, equity, and inclusion, a more appropriate example of aligning design and behavior would be that of a cocktail table. Where my findings have shown that institutions have lumped DFP and EEOC into their respective SPFDIs, it indicates to me that, although a three-legged table may have the potential to implement DEI, it is unlikely to sustain the behavior long-term. This is because action items like diversity focused programming and equal opportunity compliance are not items that can stand alone as DEI behaviors and require the intersections of one another to exist. For example, Affirmative Action – an equal employment opportunity compliance policy – calls for the creation of programs and initiatives that provide opportunities to marginalized identities. Similarly, diversity focused programs and initiatives, such as a campus wide speaker series, require requisite accommodations like captioning (if recorded) or a translator. As a result of these intersections, these two action items cannot possibly serve as a leg independent of one another.

Instead, however, if the table were to have a single strong central pillar, then the structure could better support the behavior of DEI found atop of the table, ultimately aligning the components necessary to steady the table. The central pillar in this example represents an

institutional SPFDI, which would now be combined with institutional DFPs and EEO Compliance as action steps – hence the bulk of a single legged table. This new approach would see DFPs and EEO Compliance infused into the SPFDI to create a thicker, more solid single pillar rather than three separate legs; this, as a way to better and more firmly support the behavior of DEI atop the table. Most importantly with this example is the presence of organizational development, which remains indicative of the design of the table. The logic behind the presence of OFD has not changed from the last iteration of Tabletop DEI as the material by which the table is made makes all the difference in how sturdy the table is; and the sturdier the table, the more weight it can support. Because DEI is a heavy burden to bear, it is imperative that institutions create a cocktail table of action items that support the behavior of DEI, while choosing a material that firmly holds everything in place for years to come. Inclusive Excellence, by and large, is a model that has considerable promise, and the results of tis dissertation is in no means designed to deny that. However, so long as the model presents itself as a behavior, the work will always be absent of a design.

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