Advancing Diversity in Higher Education Bibliography

AACU (2015). Committing to equity and inclusive excellence: A campus guide for self-study and planning.

This guide, created by the American Association of Colleges and Universities, is meant to serve as a framework for campus educators in their efforts to create a dialogue about equity and inclusion on their campuses and assist them in helping to recognize shortcomings and expand opportunities to historically underserved populations on campus.

Aragon, D.J., & Hoskins, C.L. (2017). Evolving institutional diversity by incorporating disability. *Diversity & Democracy 20*(4).

This article discusses the inclusion of disability services into the new department, the Office of Diversity, Equity, and Community Engagement, at the University of Colorado, Boulder. This change has been responsible for an increase in awareness of diversity and inclusion on campus and has expanded the meaning of diversity by incorporating disability services into the campus’ diversity initiatives, which has allowed for improved disability services, particularly services for invisible disabilities. As awareness has increased, a demand for services and accommodations has increased as well, particularly as the university disability services moved from a medical model of disability to a social model of disability.

Bourgeois, T. (2018, January 9). The Role of education in advancing a diversity and inclusion breakthrough: Linking education to the workforce of the future. *Huffington Post*.

This article discusses how a lifetime of learned bias can be combated by teachers at every level, including the collegiate level. An educational campaign is discussed, the “Check Your Blind Spots Tour,” which visited universities with the goal of educating them about bias. The article concludes by discussing the nationwide movement towards inclusion on college campuses, high schools, and even grade schools.

Butler, J.E. (2014). Replacing the cracked mirror: The challenge for diversity and inclusion. *Diversity & Democracy* *17*(4).

This article discusses the ways in which the realities of diversity and inclusion in American fall far short of the goals for diversity and inclusion. Butler further discusses the forces in the United States that work against the goal of an educated citizenry, which he argues, works against our democratic principles and hampers universities’ efforts to create inclusive communities. The article then discusses public political polarization and legal battles concerning affirmative action. Butler also discusses the need for viewing issues through an intersectional lens so as not to diminish experiences based on singular aspects of individuals, and discusses the learning practices that distinguish a liberal arts education from other types of learning.

Eloi-Evans, S (2018). ‘Inclusive habits of the mind and heart’: Diversity, justice, and higher education.

In this essay, Eloi-Evans reflects on diversity in higher education in the nearly 50 years since Martin Luther King Jr.’s death.

Flaherty, C. (2016, August 22). More faculty diversity, not on tenure track. *Inside Higher Ed*.

This article discusses the ongoing need to diversify the professorate at many universities nationwide. Flaherty discusses how employment in higher education is more stratified than ever with the growth of adjunct positions, positions that women and minorities make up the ranks of, and the decrease of tenure-track jobs. The article then discusses the essay, ““Taking the Measure of Faculty Diversity,” which argues that a diverse faculty is key to promoting diversity by acting as role models to students and discusses data specific to the growth of higher education employment among women and minorities.

Gale, N., & Ward, N. (2018). *LGBTQ—Inclusivity in the higher education curriculum: A best practice guide*. *University of Birmingham*.

This is an extensive best practices guide created by the University of Birmingham that discusses proper, inclusive language, the implementation of the LGBTQ-inclusive Curriculum project, provides a framework for LGBTQ inclusivity in higher education, discusses the levels and domains of inclusivity, and discusses the topic of inclusivity and diversity across different academic disciplines.

Gordon, A. (2015, May 14). Eleven steps to diversifying study abroad. *Insight Into Diversity*.

This essay discusses an eleven step plan for creating more diverse study abroad programs, to ensure that study abroad programs are high impact and that students for leadership in a global world. Suggestions include: campus collaboration, professional development, and targeting student advising.

Greer, A. (2014). *Increasing inclusivity in the classroom*. Vanderbilt University, Center for Teaching.

This teaching guide discusses the importance of inclusivity, examples of teaching practices to promote more inclusivity, and to provide readers with further guidance for more resources about the topic.

Haring-Smith, T. (2012). Broadening our definition of diversity. *Liberal Education, 98*(2).

This article discusses the progress that has been made toward improving racial diversity, and the strides that still need to be made to continue improving racial inclusivity. Haring-Smith also discusses the socioeconomic barriers that limit the socioeconomically disadvantaged from attending elite universities, the socioeconomically-driven achievement gap, the effects of political inclinations and worldview on diversity initiatives, and the need for more faculty and staff diversity at universities. The author also discusses individual universities that have socioeconomically and politically diverse populations as well as ways to promote and recruit diverse populations on campus.

Hoover, E. (2017, February 26). Defending diversity. *The Chronicle of Higher Education*.

This article discusses the measures taken at the University of Washington to improve admission and enrollment of diverse populations. Using complex geodemographic data, the university created a “Geo-Index” that combines application data, census data, and high school data (but not information on race or ethnicity), to assign students an adversity score. Additionally, Hoover discusses the measures taken by other universities to discuss increasing diversity through university admissions.

Latham, W. (2016, October 17). Embracing campus diversity and addressing racial unrest. *University Business*.

Latham’s essay discusses the issue of racially-charged events and racial unrest, signaling that they are the civil rights issue of this millennium. Latham then discusses a few of the student-led reform initiatives on college campuses seeking to increase diversity.

McNair, T.B. (2016). The time is now: Committing to equity and inclusive excellence. *Diversity & Democracy 19*(1).

In light of the 100th anniversary of the Association of American Colleges and Universities and related attempts to assess the successfulness of equality initiatives, McNair’s essay seeks to define the ways in which the AACU hopes to shift and improve their thinking about equality, student learning, and diversity. The author suggests, among other ways, that exploring identity and U.S. pluralism, and by following the AACU Campus Guide for Self-Study and Planning.

The National Center for Institutional & the Center for Policy Research and Strategy (2016). *The Role of research in advancing diversity, equity and inclusion in higher education*. *University of Michigan*.

This publication details the results of the strategic meeting held by the NCID and the ACE in January of 2016. In addition to providing extensive background information on the history of pertinent affirmative action legislation and initiatives to improve diversity on campus, the publication highlights the committee’s commitment to increasing diversity on college campuses through better alignment of policy, practice, and discourse.

Nohria, N. (2017, May 19).We've gotten better at diversity. Now the challenge is inclusion. *The Washington Post*.

This article argues that higher education has created space and opportunity for diversity on campus, while failing to create an environment that is inclusive. Nohria also discusses the ways in which the diversity-inclusivity gap can be framed as a socioeconomic issue.

Peet, L. (2016). ACRL Diversity Alliance: Experience success. *Library Journal* *141*(20).

This article discusses the efforts by the ACRL to change the hiring culture at academic libraries through the creation of the ACRL Diversity Alliance and the creation of minority residency positions at participating libraries.

PeopleAdmin (2017). *Becoming part of the solution: Building diverse, equitable and inclusive learning environments*.

This publication by PeopleAdmin, discusses the findings that they have compiled from working with diversity experts in their attempts to identify how colleges and universities can advance equality. The focus of the publication is a ten step plan developed by PeopleAdmin to advance the cause of diversity and equality on college campuses.

Porter, B. (2016). Developing an intersectional framework for racially inclusive LGBTQ programming. *Diversity & Democracy 19*(1).

In this article, the author explores potential barriers to the participation of LGBTQ programming by minority students at a historically black university.

Romero Jr., A. (2017). Best practices for recruiting and retaining diverse faculty for institutions of higher education. Council of Colleges of Arts and Sciences Publication.

The author discusses a ten step best practices plan for increasing diversity amongst the faculty at institutions of higher education. Ideas include: funding initiatives and the creation of Multicultural resource directory for candidates and new diverse faculty hires.

Shallish, L. (2015). ‘Just how much diversity will the law permit?’ The Americans with disabilities act, diversity and disability in higher education.*Disability Studies Quarterly, 35*(3).

This essay discusses the legal implications of disability legislation on higher education diversity initiatives. The author also discusses how students with disabilities are often left out of the diversity conversation.

The State University of New York (2016). *Campus guide for strategic diversity & inclusion plan development*.

This publication discusses the extensive strategic diversity plan created by and for the State University of New York system.

United States Department of Education (2016). *Advancing diversity and inclusion in higher education*.

A Department of Education publication that highlights diversity gaps in higher education discusses the higher education pipeline for underrepresented students of color, and discusses the promotion of higher education access and inclusion. This publication also includes an extensive amount of data regarding diversity in higher education.

Vacchi, D. (2016). Creating a welcoming environment for veterans in higher education. *Diversity & Democracy 19*(1).

Vacchi discusses veterans as a significant population found in higher education. The article suggests that should be included in diversity initiatives.

Vagh, S. (2017, February 15). Designing for inclusivity: What we can learn from community colleges. *NAC Architecture*.

Vagh’s article suggests that larger universities should look at community colleges, which are often inherently diverse, for inspiration for diversity initiatives. Vagh also discusses the ways in which architecture could improve and expand diversity efforts in higher education.

Vollman, A. (2016, February 15). Diversity and inclusion’s slow climb. *Insight into Diversity*.

Vollman discusses the phenomenon of student dissatisfaction with campus diversity efforts as well as other grievances, and the protests that followed. The author discusses the ways in which student concerns are misunderstood and dismissed, the diversity gap between public and private institutions, and the need for initiatives to improve student graduate rates.

White, G.B. (2015, May 3). The Weakening definition of 'diversity'. *The Atlantic*.

White’s article discusses the meaning of the word diversity to Millennials. For millennials, diversity concerns cognitive diversity that often stems from geographic diversity more than it concerns factors such as gender or race. The article also discusses the ways in which this point-of-view could be harmful to historically underrepresented groups who are traditionally helped by diversity initiatives.

Worthington, R.L., Stanley, C.A., & Lewis Sr., W.T. (2014). National Association of Diversity Officers in Higher Education: Standards of professional practice for chief diversity officers. *Journal of Diversity in Higher Education*, *7*(4).

This article discusses the standards created by the NADOHE in an effort to increase professionalization in the role of Chief Diversity Officer, in higher education. The standards also, “encompass a broad range of knowledge and practices that are reflected in the work of CDOs across differing professional and institutional contexts. The standards are useful as guideposts to help clarify and specify the scope and flexibility of the work of CDOs, and provide a set of guidelines to inform and assist individual administrators and institutions.”

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