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Metropolitan universities are in the forefront of developing new administrative approaches to supporting and expanding minority opportunities in higher education.

Three essential design principles lie at the heart of successful efforts to institutionalize diversity—strategic planning, the learning model, and integration across goals and functions. These principles are explained and illustrated with examples provided by the experience of The University of Texas at San Antonio.

Institutionalizing Diversity Initiatives

The United States will enter the new millennium with people of color one-third of its population. In the Southwest, minorities will be the majority population under the age of thirty. By the year 2050, half the U.S. population will be nonwhite (Kirkpatrick, 1995b).

Progressive organizations are embracing this reality and reorienting their policies, systems, and management practices to capitalize on what Jamieson and O'Mara (1991), in *Managing Workforce 2000*, call "the diversity advantage." In the next century, they contend, effectively managing diversity will make the difference between organizational success and failure.

Urban and metropolitan universities long have understood this truth and have been committed to diversity and to support for expanding minority opportunities. By virtue of location and orientation, these universities are on the leading edge of change—reflecting the predominately urban character of modern America, the metropolitan character of today's student body, and our evolution as a majority/minority society.

The emergence and development of metropolitan universities—whose commitment to expanding minority opportunities is a central force—has fueled a corresponding evolutionary change in administrative approaches to supporting and expanding minority opportunities throughout American higher education.

In the past decade, models for addressing affirmative action and diversity have evolved significantly—moving beyond an earlier generation of narrowly de-

financed efforts toward a set of new approaches that have resulted in the institutionalization of diversity initiatives. This progress has continued despite recent setbacks to affirmative action such as the legal decision of *Hopwood vs. University of Texas* and ballot initiatives in California and Washington.

First generation diversity programs, although well-meaning, often were too narrowly defined and evolved in isolation from other programs. Prolonged debate sometimes occurred as issues were defined, agendas set, opposition addressed, and efforts devoted simply to getting the issues on the table. The success of these early programs too often depended on the efforts of a few women and people of color who were engaged as specialists and advocates. Resources set aside for specific actions often were inadequate or marginalized. Experimentation occurred in uncoordinated ways throughout organizations and without real organizational learning. Deeper organizational and behavioral change was not systematic nor systemic and results, unfortunately, often plateaued.

These early stages were essential and no value judgments about them are intended. After all, administrative design issues were in response to a social movement that was itself evolutionary, working its way through various stages of maturity (Kirkpatrick, 1995a).

But as our efforts to institutionalize diversity efforts evolved, a new set of approaches emerged and has gained ground in many institutions. These approaches reflect a concern for organizational fundamentals, the creation of lasting change, and a longer term adjustment in the organizational culture as defined behaviorally and attitudinally. They are based on the premise that success in achieving diversity involves institutional change and institutional change is accomplished most effectively through visible leadership and thoughtful planning. "Transformational leadership" that commits people to action, converts followers to leaders, and converts leaders into change agents is critical to organizational change (Bennis and Nanus, 1985).

Basic Design Principles

Three essential organizational principles are shaping current administrative approaches to diversity. These are deeply rooted in the knowledge gained from leadership experience, organization theory, and corporate experience with organizational change over the course of the last two decades (Kilmann, 1984; Kotter, 1996).

The first principle recognizes the importance of a goal-oriented, forward-looking approach to the future of organizations as found in new kinds of strategic planning models. The goal of these models is to get institutional actors to look ahead and not back, grappling with the future that they can help to shape—rather than focusing on the good old days or deep-seated conflicts.

Affirmative action typically has not been integrated—formally or informally—with planning or other elements of the culture or with broader goals and objectives of institutions. If anything, it tended to be a rather isolated venture.

Neither affirmative action nor diversity programming can successfully develop without good strategic planning that leads to cultural change. This planning process

must have strong and visible leadership from the top, involve the energies of many in the institution, direct new resources, and move the organization forward. Such a process, when it posits diversity as an organizational opportunity, broadens the discourse, and integrates and elevates the entire enterprise (Kirkpatrick, 1991).

Characteristics of a good strategic planning process include a focus on the external environment and organizational mission and values; the use of objective data; comprehensiveness of the process, involving all parts of the organization and all levels of internal constituents; awareness of competitive reality and positioning of the institution; emphasis on strategic directions and competitive advantages; a defined length of time for significant issues to be systematically addressed; and consensus building activities.

Unique opportunities exist for promoting diversity in a multicultural environment through strategic planning such as:

- an environmental scan's focus on objective data highlighting needs and opportunities related to the minority population served by the institution;
- the opportunity for the president to articulate values related to diversity through a mission statement for the university;
- the opportunity for simultaneous establishment of a university-wide affirmative action committee with a role in the review of strategic planning documents;
- the opportunity to feed the strategic planning process through related university initiatives in order to keep the focus on minority issues;
- the opportunity to garner support for diversity initiatives by internal and external groups.

The second design principle is the learning model—a set of educational efforts designed to combat prejudice and advance diversity by reducing ignorance. An objective of this learning organization model is to educate and engage all participants and stakeholders by sharing existing organizational and environmental data on the topic with them, involving them directly in environmental scanning, and linking them through strategic planning processes.

The learning approach is broad in scope—ranging from analyzing demographic trends to understanding current legal parameters. Institutional leaders must assist those at other levels of the organization to understand the context and perceive the same range of issues and factors as those at higher levels of the university.

Another aspect of the learning approach is that the organization attempts to update, correct, adjust, and improve itself. This includes a commitment to continuing professional development.

The third emerging principle of these administrative models is their integrative character, which reflects a philosophy of linking many people throughout the university, avoiding isolation and appearances of tokenism, and ensuring pervasiveness throughout the organization. Only through an integrative approach can institutions

build a comprehensive ethos and foster a cultural shift. This involves holding large numbers of individuals responsible for and rewarding successes, as well as building support for diversity into personnel systems.

The goal is to touch as many institutional functions as possible, from academics to athletics, and to make affirmative action and diversity expectations explicit in all areas of the organization. It is an approach that builds on teaming and links peoples' fate and successes, fostering a system in which something that happens in one part of the organization clearly affects other parts. This approach turns isolated or independent successes into shared ones and helps to make commitment and progress inescapable. It legitimizes the goals and their pursuit and achieves campuswide buy-in.

These three design principles—strategic planning, the learning model, and integration across goals and functions—are at the heart of successful efforts to institutionalize diversity. The following five illustrations serve as examples of the numerous specific models and strategies that manifest the impact of this new design thinking.

Emerging Strategies

The first is the development of organizations, processes, and units in our institutions devoted to strategic planning—sometimes stimulated by external calls for accountability. Planning that is comprehensive in scope, including diversity and affirmative action programming, is clearly taking hold and some type of apparatus is now institutionalized on most campuses.

There is a growing recognition that affirmative action and diversity objectives need to be linked centrally to mission, the environment, local culture, student and faculty recruitment, the curriculum, student affairs and a broad range of organizational components. These topics need to be built into the fabric of discussion, participation, and decision making, and linked to other planning objectives. As a result, they more appropriately emerge among a set of critical and essential strategic initiatives that relate to many parts of the organization and cut across functional areas.

Another emerging strategy is the more extensive use of advisory committees of all kinds—both external and internal. Team management approaches, management councils, and cross-functional teams that have considerably more responsibility than advisory committees are becoming common. These are composed of individuals with formal administrative authority who recognize the cross-functional importance of diversity programming, such as those encountered in the broad category of enrollment management and student success.

A third strategy involves formal alliances—coalitions, collaboratives, and “mixed enterprise” models—that are developing rapidly on many campuses and in relation to our communities. They are outward looking and outreach-oriented, reflecting institutional commitments to systemic changes. Such alliances involve fundamentally different administrative approaches that blend talents and resources to tackle big challenges.

The sector most characterized by this kind of alliance is public education, involving K-12 assistance and intervention programs, usually partnered with business and governmental units, such as cities and counties. These increasingly involve bold new approaches, and include a mix of private and public funds, new nonprofit structures, and universities serving as fiscal and management agents for community-based initiatives. A new set of governance models is emerging in which mayors, county commissioners, school superintendents, corporate executives, and university presidents engage in joint decision making.

Similarly complex and innovative partnerships are also being found in the linkage between universities and community colleges; models that go considerably beyond first generation articulation agreements.

A fourth strategy is the rapid expansion of community service organizations and units with special relevance for minority opportunities. Often run by professionals on a full-time basis, their goal is to expand university influence, to foster social change, and to affect the environment in favorable ways.

Included in this category are minority business assistance services, such as those that have helped small and minority businesses develop and formalized historically underutilized business purchasing programs. These types of programs extend the commitment far beyond the old administrative models and engage parts of the enterprise not previously involved.

Similarly, university advancement and community relations units are providing direct community service to groups through speaker bureaus and consulting clearinghouses of benefit to minority organizations. Student affairs divisions provide free services conducted by student organizations committed to outreach and community service.

A final strategy or model that characterizes these new approaches is distributed education—spatial or geographical outreach programming, branch campus development, and the establishment of citywide higher education service delivery units that are often collaborative across institutions. This model expands minority opportunities through heightened physical access and new technology development—and addresses minority isolation issues, patterns of urban segregation, and the needs of place-bound students. These advances in the distribution of education are especially important in larger urban areas with rapidly growing minority populations, and in an age of very tight resources.

Illustrative Programs

The University of Texas at San Antonio has been a leader in institutionalizing diversity and in developing programs linked to the strategies under discussion. In the early 1990's, the university identified five "strategic directions" as part of its strategic plan. One of these elements posits that UTSA will become a national center of excellence for the education of Hispanics at the master's and doctoral levels and that the university will assume leadership in research on Hispanic issues.

Consistent with that direction, during this decade UTSA has aggressively sought to diversify its student body, faculty, and staff. Currently, UTSA's student body is 51 percent minority, with Hispanic students constituting 43 percent of total enrollment. More than half its faculty are women and minorities; in the last five years two-thirds of all faculty hiring has been from protected classes. Some of the programs UTSA developed to achieve these results may be instructive to other institutions seeking to make similar gains (Kirkpatrick, 1996).

Programs for proactive networking have been an important element in UTSA's success at diversifying. Beginning in 1991, UTSA began to provide training for faculty search committees and requirements for proactive networking to identify potential minority and women candidates. The strategy includes identification of "affirmative action advocates" for each search committee, requires approval of applicant pools by the Affirmative Action Officer and the Provost to ensure diversity, and accepts continuing oversight of progress by a University Affirmative Action and Diversity Committee comprised of faculty, staff, and students.

UTSA also moved to significantly increase access to its programs and courses by building a new UTSA Downtown Campus near the predominantly Hispanic and African American populations of the inner city. Almost 65 percent of the students taking classes at the downtown campus are from minorities, and the campus has become a source of pride and distinction for the Hispanic community.

UTSA has also moved to provide access to an expanded set of degree programs at all levels. It now offers two doctoral programs, neurobiology and computer science, areas with a critical national shortage of Hispanics. A third doctoral program, in educational leadership, fills an important local need for developing minority school administrators. In total, more than 30 new degree programs have been introduced during this decade, many of particular relevance to the Hispanic population of South Texas.

Minority students' limitations in educational preparation are being overcome at UTSA through aggressive development of student retention programs, including expanded orientation and freshman year programs and enhanced academic advising, tutoring, mentoring, and supplemental instruction programs. As a consequence, the retention rates for Hispanics now mirror those for Anglos.

Talented low-income and first generation students are being further assisted through the expansion of the Honors Program and a McNair Scholars Grant from the Department of Education that pairs students with a faculty mentor to guide them through an independent research study. The McNair Scholars Program prepares these students for acceptance into graduate programs, a critical issue for Hispanic Americans.

Increasing the amount of financial assistance available for UTSA students has been a major area of focus. Most UTSA students borrow money, and the borrowers assume an average of \$11,000 in accumulated debt at graduation. The prospect of assuming such large debt has a chilling effect on first-generation college students. Two major private fundraising campaigns, yielding almost \$3 million, were undertaken dur-

ing the past five years to raise money for student scholarships, one in conjunction with the university's 25th anniversary and the other in conjunction with the opening of the downtown campus. However, unmet student financial aid needs continue to present a significant barrier to the enrollment and matriculation of minority students.

Collaborative and outreach programs with the public schools are another element of UTSA's diversity effort. Examples are programs such as TexPREP, which prepare junior high school and high school students, the majority of whom are Hispanic, to enter engineering and science fields, and the Hispanic Mother-Daughter Program that serves Hispanic females beginning in the eighth grade and their mothers, and helps these student meet the challenges of finishing high school and preparing for college.

Collaborative programs at the primary and secondary school level are focusing on systemic change in the schools, on enhancement of math and science instruction, on incorporation of technology into the schools, and on skill development of K-12 teachers.

UTSA and the San Antonio Independent School District received a grant of \$15 million over five years to implement an Urban Systemic Initiative in San Antonio. Nine school districts, in partnership with the colleges and universities, government officials, community leaders, business people, and the State of Texas Region 20 Education Service Center are implementing a comprehensive plan for improvement of mathematics and science education, including enhancement of program content and assessment and professional development for math and science teachers in the schools.

To summarize UTSA's experience as a metropolitan university serving a predominantly Hispanic population, we have learned that these are critical elements in attracting and retaining a diverse student body:

- increased financial aid for both undergraduate and graduate student is a necessity if we are to educate large numbers of first generation students;
- degree programs, particularly at the doctoral level must be expanded;
- programs of excellence in targeted fields must be developed to provide minority students access to the highest quality educational experience;
- model retention programs, including retention through high school graduation, from K-12 to college, community college to university, and undergraduate to graduate programs, must be built;
- student leadership programs to expand leadership capacity among students must be fostered;
- access to state-of-the-art technology in minority-serving schools and universities must be improved;
- opportunities for high-ability minority students must be expanded, especially one-on-one mentorship projects with faculty;
- K-12 and university partnerships that enhance the skill levels of K-12 teachers and administrators must be built and expanded.

Universities, and particularly metropolitan universities, are educational organizations responsible for providing leadership during periods of rapid social change. As Daryl G. Smith and associates (1997) establish in *Diversity Works*, both minority and majority students positively benefit from a multicultural campus environment.

Astin's (1993) analysis of data on 25,000 students indicates that emphasis on institutional diversity is strongly associated with cultural awareness and commitment to promoting racial understanding.

There are good reasons to believe that this new generation of university diversity models and strategies are signs of more fundamental institutional redirection and change in the organizational culture, perhaps even sufficiently fundamental to strengthen our collective resolve as we move into a century of dramatic social change.

Suggested Readings

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