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MAINTAINING OR DISRUPTING INEQUALITY: DIVERSITY STATEMENTS IN THE UNIVERSITY

A Dissertation

Presented to

the Faculty of the Morgridge College of Education

University of Denver

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy

by

Linda Merkl

May 2012

Advisor: Dr. Lyndsay Agans

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Abstract

The purpose of my study was to identify whether university Diversity Statements aid in maintaining or disrupting inequality in the university. Using critical discourse analysis, I analyzed an initial sample of eleven Diversity Statements to develop a list of common themes found within the diversity statements. Using a maximum variation method, I then reduced my sample to four universities to provide breadth of information for the final study (Miles & Huberman, 1994). In my case analysis, I first conducted an individual analysis of each of the four Diversity Statements using the common themes from my critical case analysis, common functions of the Diversity Statement, and potential limitations from my review of the literature (Doolittle, Horner, Bradley, Sugai, & Vincent, 2007; King & Cleland, 1978; Meacham & Gaff, 2006; Sevier, 2003). Next, for each of the universities I then compared the Mission Statement to the Diversity Statement, analyzed common university statistics, and evaluated website pictures. Last, I conducted a cross-case analysis to identify patterns and considered the implications of those patterns in my findings.

My analysis evidenced similarities across cases and provided insight to be applied in developing a framework for writing a Diversity Statement. Conclusions from my study suggest the Diversity Statement has the potential to be a powerful tool in disrupting inequality in the university. However, limiting factors decrease this ability. The

recommendations suggest careful attention in preparing to write a Diversity Statement, appropriate content, and full dissemination of the Diversity Statement can increase the ability of the Diversity Statement to disrupt inequality in the university.

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Preface

As a qualitative researcher I am challenged to translate and interpret data generated from respondents into meaningful data. Each of these elements – translation, interpretation, data generation, respondents, meaningful data – demand that I consider how my identity influences my work (Wetherall & Yates, 2001). To understand this, I first discuss those relevant elements of my identity that influenced me and then I discuss why I have chosen this work.

It is only through doing this research that I began to consider my femininity and status as a military veteran as an influencing factor of my research. My own femininity is a strength in doing this type of research. Not that I am well versed in feminist theory but rather, this element of myself, is the closest I can come to understanding what subordination feels like. My own experiences where my gender has been an issue have allowed me to understand, if only in a small way, the boiling rage that builds at being seen as 'less than.' I do not, for a moment, believe this affords me entrée into the world of subordinated classes, religions, or races. Rather, it enables to me accept that there are realities that come from being positioned in the world in an unjust and unwarranted manner.

In searching out definitions of diversity found in the Diversity Statements I studied, I came across one that included veteran status as an element of diversity. This caused me to pause and I began to consider whether my own veteran status in general and my female veteran status in particular, would influence how I consider Diversity Statements. After careful reflection I realized that I carry forward two very relevant thoughts from my military days. First, I believe that White males enjoy unearned privilege in the military political hierarchy resulting in faster promotions. Second, the understanding of difference that I gained in the military has allowed me to work alongside those who were different from me and understand that we do not all share the same experience. Despite this, after having spent ten years in the military, I had never interrogated my own Whiteness. Of all the anti-harassment, anti-sexism, anti-racism training I had attended over the years, I had never attended any training that suggested I needed to look into the mirror to see the other side of disadvantage, underrepresentation, and marginalization. Using the work of Jackson and Holvino (1998), I recognize the military as one of the most diverse organizations in the U.S. However, it is not a multicultural organization. Although it displays an understanding of the importance of moving toward a more inclusive environment, has broaden its definition of diversity beyond color, my experience causes me to view it as a culture where employees are expected to conform to the inherent White practices and customs of the organization.

It has only been in the past few years that I have considered my own White skin. I had never seen myself as different; everyone else was different. Awakening to my own White identity came suddenly during a group meeting with fellow classmates. With it,

came many questions. What was I if everyone else was different? What were they different from? What was the standard to which 'others' were held? I came to recognize whiteness, my whiteness, as an "invisible, taken for granted, rooted is social and economic privilege" (McDermott & Samson, 2005). Critical Race Theory (CRT) has greatly informed my own view of whiteness. CRT recognizes that racism is so deeply ingrained in U.S. society that it appears normal, not aberrant (Ladson -Billings, 1999; Lynn & Parker, 2006; Wildman & Davis, 2002). Not only racism, but sexism, ageism, ableism, homophobia, and religious bigotry, all abound in this society, each being held to the invisible White standard.

Several years of study and a developing sensitivity to the many nuances of our class-ed, sex-ed, religion-ed, rac-ed, and preference-ed society compel me to use the knowledge I have gained. I have been challenged in my beliefs that learning solely for the sake of learning is an admirable goal. It is not without pain, frustration, and anger that I have come to realize that the privilege of being able to complete my education is one of such magnitude that I can't help but be obligated to use this knowledge for the betterment of myself, my family, my community, and most of all for those to whom the privilege has not been extended. However, before I do this, I must check – am I able to see the invisible standard against which all else is measured, am I able to detect White ideology where it continues to subordinate other peoples – can I see how the beliefs, practices and policies that enable Whites to maintain control and power are put into practice?

It is for this reason that I have chosen my research on university Diversity Statements. As a document whose face-value purpose is to demonstrate the university's

commitment to diversity I couldn't help but wonder if there were something more to this document. Something that would identify how the subordination of diversity continues. Using a Critical Discourse Analysis approach, I began to gather and read Diversity Statements. This seeming hobby soon became the foundation for a pilot study in which I developed a three-phase approach that closely ties to Fairclough's (1993) model of CDA. Phase 1 consisted of evaluating the text to examine how the university defines diversity in order to understand the complexity of the term 'diversity.' In Phase 2, I considered the discursive practices within the Diversity Statement to understand how the images of diversity are produced. I did this by applying the work of Iverson (1992, 2007) who identifies discourses that continue to subordinate diversity. Last, I considered the continued existence of White ideology by using the Three Dimensions of Organization Change by Jackson and Holvino (1998) in which the institution can be identified as being or not being a truly Multicultural Organization or continuing to maintain White ideology.

The three phases of my analysis allowed me to gain a full perspective of the Diversity Statement. Each phase brought to light different elements of the Diversity Statement and allowed me to see what is there and what is not there. A key feature of the Diversity Statement is its ability to bundle multiple meanings and, in doing so, making clear some aspects of organizational culture while simultaneously darkening or obscuring others (VanBuskirk, 1989). I found that it is this unique feature of symbols in general, and the Diversity Statement in particular, that requires the use of critical discourse analysis to understand how the Diversity Statement produces and recreates meaning (Carabine, 2001).

This research is as much about developing my skills as a researcher as it is about developing my skills as a human being. To use the knowledge I have gained, perhaps to prove or disprove what I have learned, the Diversity Statement provides the landscape to hone my skills. It is with this intention that I critically analyze the Diversity Statement. There is no intention to discover right or wrong in the Diversity Statement, rather to understand its intent by removing my White veil.

Chapter 1: Introduction

> African-Americans and others have now embraced this principle without saying straight out that Affirmative Action was killed, that we now have a different standard and it is something called diversity. It does not have the idea of proportionality. In fact, you can have diversity without having any Blacks at all, because you don't have a proportionality. . . So what do you have then, if you don't recognize the history of exclusion, if you don't have an exacting standard of how you achieve diversity, if you don't have any enforcement mechanisms. . . You have something called diversity which is very light in terms of social standing. (Dissecting Diversity, 2005, p. 34)
>
> Dr. Frank Wu, Dean and Professor of Law, Wayne State University Law

White

Throughout the literature White is associated with being middle-class, male, intelligent rational, orderly, objective, just, good, and ideal; White carries with it achievement, advantage, self-control, social privilege, and high quality; White is a marker of privilege, morally neutral, and normative; and White is the standard against which all others are measured (Keating, 1995; Kincheloe, 1999; Ladson-Billings, 1998; Ladson-Billings, 2005; Maher, 1997; McIntosh, 1990; Urrieta, 2005). White culture includes the “material relations and social structures that reproduce White privilege” (Hartigan, 1997, p. 496). The condition of White, white-ness, brings with it the privilege of ignoring its existence, rationalizing its existence, and denying one’s own position as White. Whiteness provides institutional advantage and access to power and privilege (Kendall, 2001). However, the advantages of being White are not equally applied to all

Whites, rather they are dependent upon gender, sexual orientation, socioeconomic status, age, physical ability, size, and weight (Kendall, 2001). The work of whiteness is to assist others in helping 'them' to become more like 'us' (McIntosh, 1990). Whiteness is described as an experience of daily benefits, an ideology of beliefs, practices, and policies designed to maintain White control and power, and a description of physical features (Maher, 1997).

For purposes of this paper, White is situated in struggle with diversity. As a position of power, Whiteness works as any power bloc, aligning and de-aligning itself around particular issues (Kincheloe, 1999). Diversity is defined as a difference in "ideas, viewpoints, perspectives, values, religious beliefs, background, race, gender, age, sexual orientation, human capacity, and ethnicity" (Higher Learning Commission, 2003, p. 1). Diversity is recognized as "conflict and struggle in light of systematic structures of power and oppression" (Mohanty, 2001, p. 181). Diverse persons are often identified as minorities. However, I use the term "minoritized" in place of minority to emphasize the position of 'minorities' in our society as being the consequence of enslavement, conquest, and colonization (Bensimon, E.M., Malcom, L., and Longanecker, D., 2012). Furthermore, the term minoritized recognizes, "the relative prestige of languages and cultures and the conditions of their contact are constituted in social relations of ruling in both national and international arenas" (Mukherjee, A., Mukherjee, A., and Godard, B., 2006)

Within historically white institutions of higher education, discrimination against non-White ontology (ways of being), epistemology (ways of knowing), and axiology (values) abounds (Banks, 1993; Bonilla-Silva & Zuberi, 2008). In a study of campus

climate at a predominantly white institution, Vaccaro (2010) identifies the attitudes of White students, particularly White males, are openly hostile to diversity efforts. In her research, statements from White students indicate anger, resentment, and distain for efforts to include and increase diversity on the college campus. According to Hoffman, Schuh, and Fenske (1998) hostile perceptions of minoritized students are not new on college campuses.

The fairly recent increase of minoritized students on campus has generated an increased sense of competition and for institutions where competition is already quite high, the additional competition elevates perceptions of threat to a personal level. It is this position of White in struggle with diversity that guides my research.

Background

Within the university, diversity is an enduring term that has identified different meanings since the 18th century. Diversity first became an issue as U.S. citizens demanded diversity of structure (Cross, 1999: Eddy, 1957; Rudolph, 1990). Soon after racial diversity became important, followed quickly by gender diversity (Cross, 1999). However, for most of the modern era diversity has focused on racial, cultural, and ethnic diversity (Eddy, 1957). Today diversity is all-inclusive meaning ideas, viewpoints, perspectives, values, religious beliefs, backgrounds, race, gender, age, sexual orientation, human capacity, ethnicity, and a host of other differences (Higher Learning Commission, 2011).

Prior to the 19th century, higher education in America consisted of educating America's White elite males in the liberal arts (Cross, 1999). The Morrill Land-Grant Act

of 1862 changed this and higher education turned its gaze towards educating the industrial classes in agricultural and mechanical arts (Act of July, 1862; Cooper, 1999). The newly created Land-Grant institutions did not include Black citizens in this opportunity. The second Morrill Land-Grant Act of 1890 created the first provision of access to public institutions of higher education in the U.S. for its Black citizens (Jaschik, 1994).

It wasn't until the mid 1950s that Black citizens were able to demand equal rights under the law. The 1954 public education decision to desegregate public schools in Brown v. Board of Education (1954) promised equal access for both Black and White citizens. Despite its success in creating the means to open access, it did not desegregate the funding and power structures that maintained White supremacy in education (Bell, 1980). Instead this decision left in place the systems and structures that had subordinated Blacks since the days of slavery. By the end of the 1950s less than 200,000 Black children were attending class with White children (Bell, 1980; Tate, 1997).

The 1960s was a pivotal era for legislation designed to increase access for Black students at all educational levels. Most notable during this time were the Equal Protection Clause of 1962 and the Civil Rights Act of 1964. At the time of their passage, campuses were in a constant state of tension brought on by the increase in GI Bill recipients, increased racial diversity, and the Vietnam War protests. According to Casazza and Bauer (2004), none of these pieces of legislation "were greeted with much enthusiasm by the faculty, to say the least" (p. 21).

Since that time, Affirmative Action has been challenged in the courts. In the 1974 case of DeFunis v. Odeguard (1974), the trial court found the use of race in admissions at the University of Washington Law Schools to be unconstitutional (Zamani-Gallaher, Green, Brown, & Stovall, 2009). However, the State Supreme Court overruled the trial court because it was in the state's interest to develop a diversified student body and address the lack of Black and Hispanic lawyers. In the 1978 case of Bakke v. the University of California (1978) the court ruled that numerical quotas were not admissible in higher education. However, the University could use race as "one factor among many for the purpose of increasing diversity . . ." (Zamani-Gallaher et. al., 2009, p. 56).

This decision, as part of the larger landscape at the University of California, provides insight to the changing opinion on diversity throughout its history. According to Jewell (2000) the University of California (UC) charter established a foundational commitment to diversity through its decree that the Board of Regents should not be made up of a majority of any one religious sect. In 1974 a resolution was adopted which included University of California, California State University, and the California community college systems, stating these systems should attempt "to reflect the racial, ethnic and gender composition of California's high school graduates" (Jewell, 2000, p. 41). This statement was made during a period of increasing scarcity of resources (limits on space and seating) and political hostility. This diversity mandate gave admissions officers more latitude in considering race in student applications. The Bakke v. U.C. Regents (1978) decision upheld the use of race as a factor in admissions decisions. However, increasing demand for acceptance into UC Berkeley and UCLA created a

feeling among the public that Whites were being denied access due to the large number of minoritized student admissions. In reality, the limited number of admissions due to space constraints was causing the large number of rejections from these two campuses. In 1995 despite the findings of the UC-appointed committee and U.S. Department of Education's Office for Civil Rights statement that policies were in compliance with Title VI and Supreme Court case Bakke v U.C. Regents, the Regents voted to end using race, religion, sex, color, ethnicity, or nation origin as criteria for admission. Prior to this decision, between 1980 and 1995 minoritized student enrollments grew from 24% to 54% of the California university student population and Berkeley saw a 10% increase from 15% to 25%. Immediately following the Regents decision, minoritized enrollments dropped to 21% (Jewell, 2000). The reasons the Regents retreated from their historical position to remedy racial and ethnic discriminations included a failure to solve the problem of high demand at Berkeley and Los Angeles and the general public's misunderstanding of the intent behind the workings of Affirmative Action policies. High enrollment demand and limited state funding has caused the general public to blame Affirmative Action as the sole reason eligible White and Asian students were being rejected. Interestingly, the Regents did not "mention the university's preferences for veterans and children of alumni or donors or influential people. . ." (Takaki, 1998, p. 343)

More recently, the 1996 decision in Hopwood v. State of Texas (1996) ruled in favor of four White students who claimed preferential treatment was given to students of color in admissions. In 2003 Grutter v. Bollinger (2003) narrowly upheld Affirmative Action as college admissions after the Sixth Circuit Court of Appeals cited race was

appropriately employed to encourage a diverse student population. Another 2003 suit, Gratz v. Bollinger (2003), struck down the bonus-point system used in admissions at the University of Michigan college of Literature, Science, and the Arts. Bell (2007) uses decisions in the 2007 case of Meredith v. Jefferson county Board of Education (2007) and the 2007 case of Parents Involved in Community Schools v. Seattle School District No. 1 (2007) that struck down public school integration based on the doctrine of strict scrutiny to identify how policies intended to remedy past discrimination are now being used by Whites to ensure personal gain at the expense of others. The legal standard of strict scrutiny was established during the 1930s to monitor government policy that would deny equal protection and due process to minoritized persons.

These prominent court cases identify the changing sentiment of the courts towards Affirmative Action. According to Educational Benefits (2010) using diversity in admissions policy is admissible only when it is "distinguished between desiring a raw number of racial minorities, which is not itself a constitutional end, and desiring to use those numbers to create a diverse learning environment, which is not only constitutional, but compelling" (p. 575). Diversity, as described by Justice Kennedy in the University of Michigan case is termed interactional diversity (Educational Benefits, 2010). Whereas interactional diversity moves the standard beyond numbers, extends diversity beyond specific type, and requires a demonstrated pedagogical concept of diversity to attain educational benefits including "multilayered processes through which we achieve excellence in learning; research and teaching; student development; local and global

community engagement; workforce development; and more" (Educational Benefits, 2010, pp. 585-86).

Thus far I have focused on the Black/White struggle with diversity. However, it is important to recognize that diversity includes more than racial differences. Age, gender, sexual preference, religion, culture, idea, viewpoint, perspective, and value differences are all included in the diversity discussion. According to Garcia (1984) discrimination against students who are not White, male, and middle-class abounds in the classroom. This takes the form of lowered academic expectation, sex-role and ethnic stereotyping, and differential discipline measures. This is particularly troubling as minoritized races and cultures are projected to become the majority of the college-age population (Arnold, 2004; Roach, 2008). Additionally, the percentage of traditionally aged students 18 to 22 years old is decreasing while non-traditional aged students and working adults continue to increase in numbers (Dennis, 2004). Discrimination towards non-White ontology, epistemology, axiology, and research methods is found in the research by Banks (1993) and Bonilla-Silva and Zuberi (2008). Given recent university initiatives towards, and proclamations of, inclusive excellence it would appear there is a gap between the actual university environment and the proclaimed university environment (Halualani, Haiker, & Lancaster, 2010; Switzer, 2008; Williams, Berger, & McClendon; 2005). I use university Diversity Statements to better understand why this gap exists. As documents which detail the universities' philosophy towards diversity, the Diversity Statement may help identify ways in which the university can re-evaluate its efforts towards diversity for the purpose of closing the gap between actual and stated campus climate.

Statement of the Problem

I use Hurtado's (1992) framework, which describes students as being educated in distinct racial contexts for understanding campus climate, to inform my research. Factors that influence this context are external and internal (institutional) forces. External factors, including state and federal Affirmative Action policies and court decisions regarding desegregation of higher education, have already been discussed in the introduction. Institutional forces, including the institutions history of inclusion or exclusion, structural diversity in terms of numerical representation of various racial/ethnic groups, psychological climate or perceptions and attitudes, and the behavioral climate characterized by intergroup relations on campus are discussed here (Hurtado, Milem, Clayton-Pederson, & Allen, 1998).

Several studies identify an exclusionary university environment in which diverse students recognize their experience as being less than that of White students. Diverse students feel marginalized, dissatisfied, ostracized, and generally like "a fly in the buttermilk" (Brown, 2004; Davis, Dias-Bowie, Greenberg, Klukken, Pollio, & Thomas, 2004; Park, 2009; Pewewardy & Frey, 2002). Aguirre and Messino's (1997) study of 106 racially motivated incidents on college campuses between 1987 and 1993 suggest that incidents involving racial bigotry are shielded from criticism by the institution. This is evidenced by minimal sanctions of students involved, the protection of White students' first amendment rights, and lack of redress for the harm of racial bigotry. Schmidt (2008) provides a pinpoint example in the aftermath of several racially charged incidents at Oregon State University. In the face of Black student claims that these incidents were

demonstrations of White power and privilege, administrators felt that "the incidents here were not seen as clear-cut expressions of racial animus, for which specific people should be held accountable, so much as acts of ignorance and insensitivity that pointed to a need for broader change" (Schmidt, 2008, p. 15). Despite high tensions and anger, no student was prosecuted or sanctioned in any of the incidents.

The second institutional force effecting campus racial climate is structural diversity in terms of numerical representation of racial/ethnic groups. According to the National Center for Education Statistics (2007) minoritized student enrollment, as a percentage of undergraduate enrollments, increased from 17% to 32% between 1976 and 2004 and the American Council on Education (2007) indicates that between 1994 and 2004 Black student enrollments in higher education increased 47.4% and Hispanic student enrollments increased 41.3%. During the same time period, the number of Bachelor's degrees awarded to Black students increased by only 1.7% and Hispanic student awards increased by 1.3%. In states where Affirmative Action has been dismantled, minoritized student enrollments have seen a serious decline. At the University of California-Berkeley, the 2005 enrollment of Black or African American freshmen dropped by 39.7% as compared to 2004 and, at the University of Michigan, the number of applications from minoritized students dropped 23% and the number of admissions of minoritized students dropped 30% between 2003-2004 and 2004-2005 (Lucier, 2004; Robinson, 2006). Native Americans make up less than 1% of college students and have a persistence rate as low as 15% (Guillory and Wolverton, 2008).

Third, psychological climate is described as the attitudes and beliefs of people within the university regarding campus racial climate (Gurin, Matlock, Wade-Golden, & Gurin, 2004). Racially diverse students consistently perceive the campus racial climate as more hostile and unwelcoming than do White students (Gurin et. al., 2004; Harper & Hurtado, 2007; Miller & Sujitparapitaya, 2007; Pieterse, Carter, Evans, & Walter, 2010). When examining student response of perception of racial tension, researchers found that students who experience negative personal cross-racial interactions had an increased sense of racial tension. Vaccaro (2010) identifies the attitudes of White students, particularly White males, as openly hostile to diversity efforts. Throughout the findings, statements from White students indicate anger, resentment, and distain for efforts to include and increase diversity on the college campus.

Last, studies on intergroup relations identify White student discontent with diversity initiatives and diverse individuals. In a study of 18 four-year colleges using data from the National Study of Student Learning (NSSL) Cabrera, Nora, Terenzini, Pascarella, & Hagedorn (1999) considered the effect of perceptions of discrimination on academic experiences, social experiences, academic and intellectual commitment, persistence and non-casual relationships. Findings identify White students' perception of discrimination as significantly lower than that of Black students. This lower level of discrimination perception carries with it a lower level of recognizing the impact discrimination has on the academic and social experience, academic and intellectual development, and student persistence. Several other studies identify White students as continuing to perpetuate the types of behaviors that lead to a perception of discrimination,

being less likely to engage in interracial interactions, less agreeable to having interracial roommates, and having a lower desire for interracial contact (Cabrera et. al. 1999; Shook & Fazio, 2008). In a study by Bresnahan, Guan, Shearman, and Donahue (2009) White students who perceive difficulty with interracial relationships are quicker than Black students to seek higher authoritative help rather than attempt to resolve the problem (Bresnahan et. al. 2009).

In response to criticisms of exclusionary campus environments Brown (2004) and Aguirre and Messino (1997) identify the historical focus of the campus and higher education in general as a potential barrier to an inclusive campus environment because U.S. universities came of age at a time when the focus of higher education was on White male students and carries forward the deeply entrenched sentiment that institutions of higher education are a privileged environment built to educate the upper-class. The historical position of minoritized students on campus as peripheral participants whereas White students have been treated as legitimate participants. Racial bigotry may be an expected outcome of the higher education culture ingrained with majoritarian values and beliefs (Brown, 2004). The universities' history of exclusion provides insight into the current campus climate.

Theoretical Framework

The study of organizational symbolism provides understanding of how meaning is created, sustained, and destroyed in organizations (Frost, 1985). According to Meindl (1985) organizational symbolism requires us to look past the literal and face-valid into the deeper meaning of things to shed new light on old problems or first light on other

problems. The symbolist perspective focuses our attention by highlighting "those aspects of an organization that its members use to reveal or make comprehensible the unconscious feelings, images, and values that are inherent in the organization" (Dandridge, Metroff, & Joyce, 1980, p. 77). Within organizational symbolism, there exist three categories of symbols; verbal, ritualistic, and status symbols. Verbal symbols include myth, legend, stories, slogans, creeds, jokes, rumors, and names. Ritualistic symbols encompass special acts, parties, rites of passage, meals, breaks, and starting the day. Last, status symbols incorporate company products, logos, awards, company badges, pin, and flags.

According to VanMaanen (1985), everything requires context and this is particularly true of the university Diversity Statement that acts as a symbol to guide conduct, resources, and recruitment efforts. Recognizing the Diversity Statement as a symbol provides impetus for research that considers the possible meanings that might be found in the Diversity Statement. Beginning with a brief discussion of the symbolist perspective and organizational symbolism, this study then provides an in-depth discussion of the term symbol, to help elucidate the many qualities of the organizational symbol, and its relationship to the creation of meaning. In Chapter 2, I fully investigate the symbolist perspective by discussing organizational symbolism, meaning creation ability of the symbols, and limitations of the symbol.

Purpose and Questions

Using the Diversity Statement as a key document that articulates the universities philosophy and values as they relate to diversity, I hope to identify whether the Diversity

Statement evidences the historical majoritarian values and beliefs that continue to subordinate diversity on college campuses. Using critical discourse analysis with grounded theory methods of data analysis, the following questions will inform my research:

- What are the images of the Diversity in the Diversity Statement?
- What are the images of the University in the Diversity Statement?
- What relationships are constructed by these images?

The images of diversity and the university are characterized by how they are discussed within the Diversity Statement, i.e., how are they defined, what properties are attached to them, and the position hold in relationship to each other. I will then analyze the relationships to understand whether the Diversity Statements aid in maintaining, or disrupting, inequality in the university. Using this information, I hope to develop a framework for writing diversity statements that better represent the universities position as it relates to diversity.

My unit of analysis is the Diversity Statement, or closely related document, of each historically White institution (HWI) accredited by the Higher Learning Commission (HLC). Recognizing that each college may not have a specific Diversity Statement but instead identify diversity philosophy and/or values in other mission documents, I will incorporate these in cases where the Diversity Statement does not exist. This study will be limited to those institutions accredited by the HLC since a more robust sample may be gathered from these institutions due to HLC's accrediting requirement that its members identify diversity philosophy and values in the mission documents. My research on

mission statements will demonstrate that the Diversity Statement can be considered a mission document.

Importance of the Study

There is an increasing amount of research regarding college campus diversity. The majority of this research focuses on diversity in relation to campus climate (D'Augelli & Hershberger, 1993; Hurtado, Carter, & Kardia, 1998; Reid, L., 2003), diverse student retention (Hurtado & Ponjuan, 2005; Malaney, Williams, & Geller, 1997; Seidman, 2005), admission policies affecting diverse students (Abadie, Aghion, Hanson, Khwaja, & Watson, 2004; Bowen & Bok, 1998; Carnevale & Rose, 2004; Dickson, 2006) and inclusive excellence (Milem, Chang, & Antonio; 2005; Mittler, 2000; Salazar, Stone-Norton, & Tuitt; 2010; Williams, 2007; Williams, Berger, & McClendon, 2005). There are very few studies that focus on the Diversity Statement consequently I considered two closely related studies that examine diversity policy.

Chan (2005) examined policy discourses as a vehicle for institutional change by conducted a case study of 10 educators identified as being recruited from the diversity committee or as an ally at a university-college known for its significant work in the area of diversity (Chan, 2005). The researchers conducted semi-structured narrative interviews three to four times over a period of 14 months to allow narrators to develop their own questions and stories as the interviews progressed. Throughout the study researchers were able to provide evidence that the location of diversity, as subordinated; the culture, as controlled by power relationships; and policy, as a potential containment measure are all areas where critical examination must occur in order to bring about change. The guiding

question for the study – what is necessary to bring about change for diversity in the institution – highlighted the significance of examining formal power relations through an institutional review and examining how power is manifested in practice in order to bring about organizational changes. Without such examination it is likely that "subjective decision-making may continue with select groups that position themselves within the established institutional culture" (Chan, 2005, p. 153).

A second study, conducted by Iverson (1992) examined the diversity policies at 20 U.S. land-grant universities to determine how discourses observed in these policies framed diversity in higher education. Using critical race theory the researcher examined the subordination of people of color and how racial inequality is reproduced through educational policies. Findings from the study identify several discourses. First, the discourse of access identifies people of color as outsiders. Within this, White and male are used as the standard of measurement for all others. Within-group differences position minoritized members as being both different from other racial groups and at the same time being similar, or the same, in relationship to White males. Second, a discourse of disadvantage identifies minoritized students as risk prior to entering the university and continuing to be at risk after entering the university. Whereas 'at risk' is identified as the potential for educational failure; being victims of hate crimes; experiencing discrimination and harassment; and not being promoted, advanced, or tenured. Third, marketplace discourse places minoritized faculty and students as a commodity whose value is in helping to provide diverse educational experience, satisfy employer demand for students who can operate in a diverse environment, and essential to maintaining a

competitive edge. Last, discourse of democracy recognizes "inequality is described by diversity action plans as a significant impediment to the realization of democratic ideals" (Iverson, 1992, pp. 601-01). The implications of this study highlight the need for policy makers to be aware of the discursive effects of policy.

Both studies identify how power is manifested through policy development and discourse. Additionally, each calls for administrators to examine how power relations are used, formally and informally, through discourse to shape university culture principally, the culture created by policies that effect minoritized and other diverse students, faculty, and staff. My research adds to this dialogue by examining the Diversity Statement as a document that shapes the culture within which policy is created.

Chapter 2: Literature Review

The symbolist perspective conceptualizes the organization as a continuous process of social construction that uses symbols, values, beliefs, and patterns of intentional action to learn, produce, and recreate meaning (Strati, 1998). Calas and McGuire (1990) explain this by using network analysis to understand the process and creation of organizations as social constructs. Network analysis describes the opposing relationship between symbolic action and power relationships as confirming and reproducing the order of society. The six network elements are distinctiveness, communication, decision-making, authority and leadership process, ideology, and socialization. Group members must define their distinctiveness within a political sphere using symbolic forms including myths and ritual practices. Members pool their experiences, identify problems, and exchange messages to develop common agreement. The group must have a formalized method for determining the appropriate action necessary to implement the decisions of the network. These decisions must then be backed by some form of authority and the exercise of power. The articulation of the network rests in its ideology consisting of myths, beliefs, norms, values and motives. This ideology will survive "only if it is maintained and kept alive by continuous indoctrination, conditioning of moods and sentiments, and affirmation of beliefs" (p.

101). Network analysis emphasizes the belief that "power rests in the control of resources needed by organizations for their survival" (p. 96).

Bolman and Deal's (2003) symbolic perspective theorizes that, unlike production and process organizations, organizations with vague goals, ambiguous outputs, and whose success is difficult to measure, cannot seal themselves off from the outside world. Instead these organizations seek legitimacy and support from multiple constituents creating the need for theatrical performances for internal and external stakeholders. The theatrical performance of the organization creates meaning and portrays the organization to itself. It displays to the outside world that all is well and creates the image of a "well-managed legitimate organization worthy of confidence and support" (p. 274).

Organizational Symbolism

According to Alvesson (1991), all organizational phenomena are symbolic. Strategies, formal structures, plans, and business concepts are all viewed as having a symbolic dimension that is anchored in the shared meaning of organizational members thus making each subjective and open for interpretation.

> Organizational symbolism can be seen as an orientation within organization theory which interprets social life in organizations from the assumption that symbols and meanings are essential aspects to human affairs and that these form the basis for collective action and social order (Alvesson, 1991, p. 214).

The organizational symbolism lens provides an alternative approach to studying organizational culture. Organizational symbolism differentiates between traditional studies that focus on such aspects as leadership, structure, and motivation to reinforce conventional perspectives of organizational culture and organization symbolism studies

that focus on the use of symbols, symbolic activities, and symbolic imagery in organizations including the more subtle aspects of culture including rituals, stories, and language (Deetz, 1985; Pondy, Frost, Morgan, & Dandridge, 1983; Travers, 1990). The product of organizational symbolism is the decoupling of organizational function from the larger body of organizational culture theories. In which organizational culture is described as a learned pattern of behavior reinforced by shared beliefs that members use to negotiate the meaning of the various behaviors, rituals, and artifacts of the organization (Bolman & Deal, 2003; Pettigrew, 1979; Hofstede, 1997; VanDijk, 2008; Swanwick, 2005; Deetz, 1985).

Symbols

Symbols are identified as "bundles of meaning" that are the building blocks of meaning systems and organizational culture (VanBuskirk & McGrath, 1999; Bolman & Deal 2003). According to VanBuskirk and McGrath (1999) symbols different from concepts by means of encompassing a one-to-many relationship between idea and referent whereas concepts identify a one-to-one relationship. Strati (1998) furthers this concept by noting that a symbol simultaneously defines an object and a relation. The multiplicity of meaning embedded in a symbol creates the opportunity for meaning to be contradictory (VanBuskirk & McGrath, 1999; Rafaeli & Worline, 2000). The subjective nature of symbols requires their interpretation by those to whom the symbol has meaning (Alvesson & Berg, 1992). Symbols are strong indicators of life within an organization despite the susceptibility of symbols to be interpreted differently by individuals (Rafaeli & Worline, 2000).

According to Alvesson (1991), a symbol identifies something more than itself and has meaning for a person or collective. Additionally, any person, object, or event infused with personal meaning by an individual or a group can be defined as a symbol (Van Buskirk, 1989). Common elements of symbols include: 1) the power to combine various elements into a whole, thus having the ability to create order and clarity out of chaos; 2) the ability to represent something different or something more than itself; 3) symbols follow their own logic; and, 4) symbols are subjective to those for whom the symbol has significance, thus they require interpretation (Alvesson & Berg, 1992).

Rafaeli and Worline (2000) identify four functions of the symbol. First, as a reflection of organizational culture, symbols are observable artifacts that allow members to make meaning of the organization culture. Second, symbols function as triggers to internalized values and norms used to elicit appropriate behavior. Third, symbols create explicit outwardly visible frameworks for organizational members to frame experience in order to make sense of a situation. Last, symbols serve as physical manifestations of organizational life that assist members in making meaning of their experience within the larger organizational environment. Vaughn (1995) states that symbols can be used to "reveal or make comprehensible the unconscious feeling, images, and values that are inherent in the organization" (p. 220). Symbols help translate that which is intuitively known to the external world (Dandridge et. al. 1980).

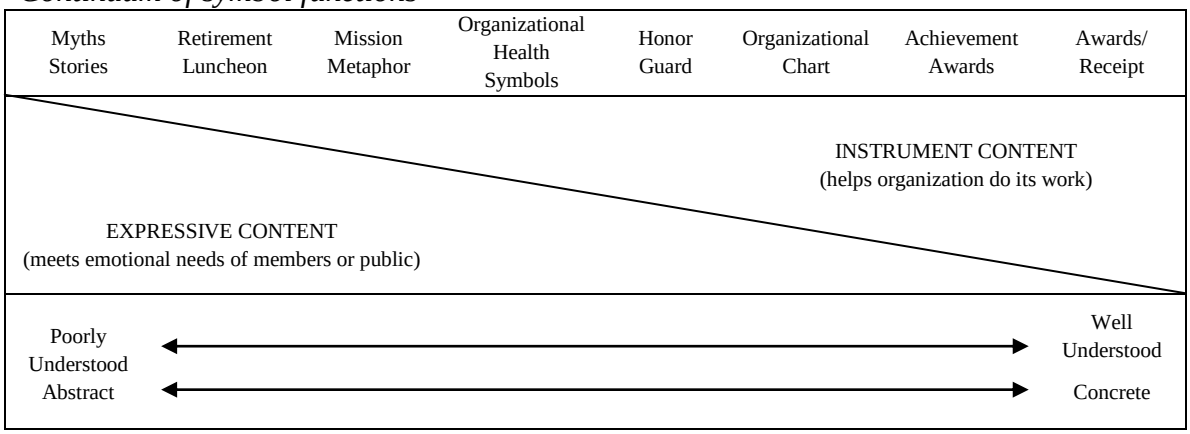
Symbols affect organization culture by allowing individuals to see themselves mirrored in the organizational culture, i.e., create a sense of belongingness, support boundaries which allow one to enact the 'me'/'not me' relationship with a local setting,

allow transitional objects to support creativity and growth (VanBuskirk & McGrath, 1999). Symbols are used by those internal and external to an organization in the construction of knowledge, sense, and behavior (Rafaeli & Worline, 2000). Perhaps the most succinct definition of the term symbols comes from Daft (1983) who provides three hypotheses of the symbols information carrying devices that help to develop an analyzable framework.

1. Organizational symbols communicate instrumental and/or expressive information to participants (p. 202).
2. Instrumental symbols pertain to well-understood organizational phenomena and expressive symbols pertain to poorly understood phenomena (p. 204).
3. Instrumental symbols describe concrete organizational phenomena and expressive symbols describe abstract organization phenomena (p. 205).

Within these hypotheses is the concept of the dual nature of symbols. Symbols convey information (instrumental content) and information relevant to feelings (expressive content). Instrumental content refers to the logical aspects and operations of an organization and includes such items as organizational charts, achievement awards, and receipts. At the opposite end of the symbol continuum are expressive symbols that appeal to the deeper feelings and emotional needs of organizational members. This may include myths, stories, and metaphors. Figure 1 provides a visual display of common organizational symbols as a continuum from the purely expressive, both expressive and instrumental, to purely instrumental content.

Figure 1
Continuum of symbol functions



Daft (1983)

Meaning Creation. The symbolic perspective identifies meaning as a basic human need that is mediated through the universe of symbols (Bolman & Deal, 2003; Strati, 1998). The works of VanBuskirk (1989, 1999) describe the extended meaning nature of symbols as shaping thinking and cognition at basic levels and helping to tie individuals to the wider world. This meaning is more than logic and perception; it carries with it embedded emotions that provide image and sentiment through which individuals or groups know how to feel about some aspect of organizational culture. Emotionality as it relates to organizational stories, culture, and change describes emotions as self-feelings which synthesize moral, cognitive and action-oriented behavior components shaped by norms, structures, and symbols placed within a social situation as interpreted by the individual. Unpacking the meaning and emotions of symbols requires a situational appraisal. The appraisal of a situation creates a feeling of threat or promise. This feeling then spurs the participant to consider coping strategies to the perceived threat/promise. The term coping strategy is not used solely in the negative, an appraisal of a positive

situation still requires one to ‘cope with’ or act in a given situation. The emotion associated with the situation is the difference between the perceived threat/promise and the coping strategies available. If the perceived coping strategies are sufficient the situation will be associated with positive feelings. Uniformly, if the perceived coping strategies are insufficient, the situation will be associated with negative feelings. Symbols provide a coping strategy because they contain the cultural and social values that guide a participant to culturally perceived appropriate coping strategies. Symbols function to make the immediate experience manageable. This is possible because the multiple meanings bound up in symbol can both heighten and make clear some aspects of organizational culture while simultaneously darkening or obscuring other aspects. Symbols and culture work together to include the manageable and exclude the unmanageable (VanBuskirk, 1989).

The use of symbols is also an essential element in the construction of meaning for the purpose of influencing change (Egri, 1997). According to Gray, Bougon and Donnellon (1985), the construction of meaning within organizations is a political process wherein the powerful shape meaning for organizational members. Leaders define meaning for others and this is acceptable as long as meaning is perceived as legitimate. That is, it supports the values of the organizational members. Meaning is created within organizations for three purposes, by those in power to control, by those not in power to challenge, and between those in power and those without power to mediate. The continuum of meaning held by organizational members ranges from completely idiosyncratic on one end, to the opposite end where meaning is so deeply internalized that

is it not consciously questioned. Within organizations managers make meaning for employees. By developing a shared framework, leaders define what is normal, good, bad, how things are, could be, and what is acceptable. This is accomplished using labels that help define what is what, metaphors which describe what things are, or could be, and platitudes to establish what is normal or acceptable (Czarniawska-Joerges, 1990). Effective management, socialization of organizational members, and the image and identification of the organization are all linked to the effective use of symbols. Organizational ideology is represented and distorted through symbols. This self-representation may emphasize or ignore the attachment of names and values to its stories, language, events, and physical structures, creating the ideology the organization wishes those internal and external to the organization to use in making sense of the organizational values and philosophy (Deetz, 1985; Vaughn, 1995).

The relationship between symbolism, sense-making, and influence is complex and must be understood. According to Gioia, Thomas, Clark, and Chittipeddi (1994) much of sense-making occurs through symbolic processes. Of these, language, especially metaphors are the most pervasive symbolic process. Metaphors are used where an unknown concept can be made known through the use of another known concept. This is critical to proposed changes that "must make sense in a way that relates to previous understanding and experience" (Gioia, Thomas, Clark, & Chittipeddi, 1994, p. 365). Thus symbols, especially metaphors are used as meta-strategy in strategic change. Critical to this process is the context of change. The context of change is recognized as being influenced by influence relationship and political structures. In sense-making of proposed

change, stakeholders will consider the influence relationships affecting the proposed change. However, influence is often covert because power holders seldom flaunt their influence ability. Symbols play a key role in the interpretation and understanding of organizational functions including sense making, legitimation and power redistribution, and influence on action. As sense-makers, symbols enhance the development of human understanding. The power to control and manipulate symbols is a key element in organizational strategy because all institutional meaning transfer occurs through symbols. Thus, allowing managers to use symbols to legitimize power actions. As a meta-strategy, the ambiguous nature of symbols allows transition from the old to the new and from known to unknown. Symbols are used as a strategy to ensure the acceptance of strategy (Pellegrin-Boucher, 2006).

Limitations. The nature of the symbol must be absolute to be effective, if the symbols liability to dissolve is recognized, then its sense-making power may become inadequate (VanBuskirk, 1991). Gray et. al. (1985) recognize that contradictions to current meaning are created by the stratification of power within an organization, worker allegiance to external occupational groups such as discipline specific organizations, and differences in cultural training. The latter becomes more apparent as more women and minoritized persons bring differing value systems to the workforce. Contradictions to meaning left unmanaged will likely lead to the destruction of a symbol and its meaning if new experiences challenge the assumptions or threaten participant efficacy. Catalysts to this include environmental pressures, abuse of power, change of context, and employees mobilizing around contradictions.

Land-Grant Institutions

One of several harbingers to change in American higher education was American's growing dissatisfaction with the aristocratic model of higher education of the early 19th century (Cross, 1999; Eddy, 1957; Rudolph, 1990). The lyceum had movement brought about popular education wherein traveling lecturers allowed any person to attend lectures on a variety of subjects. In 1837, Oberlin College opened its doors to women, nearly causing its own collapse. The free school movement called for separation of church and college, education was seen as a public obligation not a religious one therefore, "state-supported education enterprises were to be immune from religious commitment" (Eddy, 1957, p. 5). According to Rudolph (1990) overshadowing all of these events was the persistent rise in technology. American soil was yielding fewer crops with each passing year while European countries were achieving increased results by using scientific planting, fertilization, and crop rotation methods. America was ready for colleges that would provide the common man an education in both liberal and practical studies with an emphasis on agricultural, industrial, and mechanical studies.

These winds of change stirred a growing desire to use public lands for the common man's college. According to Cross (1999) New York's Surveyor General Simeon DeWitt and New York Lieutenant Governor James Tallmadge had both made previous inroads with the idea of a college for the study of agriculture, mechanics, and useful arts. Jonathan Turner, leader of the Illinois Industrial League, believed the development of a practical college was essential to the continued growth and progress of America. He is quoted as saying of the old colleges "having hauled a canoe alongside

their huge professional steamships and invited the farmers and mechanics to jump on board and sail with them; but the difficulty is, they will not embark" (Eddy, 1957, p. 25). Moreover, it would be unfit for men of the clergy to study lights, insects, and crops yet "this is not half as ridiculous, in reality, as the reverse absurdity of attempting to educate the man of work in unknown tongues, abstract problems and theories, and metaphysical figments and quibbles" (Eddy, 1957, p. 25). The traditional model of education was considered narrow, elementary, sectarian, undemocratic, and superficial (Rudolph, 1990). Turner's plan was dubbed the common man's education bill of rights and provided the foundation for the Morrill Land-Grant Act (Cross, 1999; Eddy, 1957).

The Morrill Land-Grant Colleges Act (MLGA) of 1862 brought structural diversity to higher education by creating the means to move away from the traditional curriculum of philosophy, mathematics, the classics and dead languages to a curriculum that focused on agriculture, mechanics and the working arts (Cross, 1999). According to Cooper (1999), the land-grant college "was supposed to offer an alternative that embodies a passionate feeling for democracy, access, and educational pragmatism: the open road of American higher learning, egalitarian, energetic, and free" (p. 776).

Despite its success in providing education for the common man the Land-Grant Act of 1862 did not extend the nomenclature of common man to America's Black population. Under the 1862 Act, only three states (Mississippi, South Carolina, and Virginia) gave minimal effort to share Land-Grant resources with Black colleges and universities. The second Morrill Act of 1890 provided,

> That no money shall be paid out under this act to any State or Territory for the support and maintenance of a college where a distinction of race or color is made in the admission of students, but the establishment and maintenance of such college separately for White and colored students shall be held to be in compliance with the provisions of this act if the funds received in such State or Territory be equitably divided as hereinafter set forth. (Eddy, 1975, p. 258)

This required Land-Grant institutions to admit Black students or share funding between separate schools for Black and White students (Jaschik, 1994). However, the decree to share funds 'equitably' did not create sharing 'equally.' Where "separate but equal" satisfied the non-discrimination mandate it did nothing to encourage equality. According to Eddy (1957) Black colleges and universities struggled with the realities of the day. At that time, Black persons were typically tenant farmers and domestic servants. Their wage-earning capacity was controlled by factors other than ability. The current lack of a primary and secondary education system for Black Americans ensured few would be able to meet the academic challenges of college. Prior to 1930 only three of the seventeen Black colleges and universities could meet accrediting requirements. These colleges were plagued with old buildings, lack of classroom equipment, few blackboards, poor living conditions, and underpaid teachers. Additionally, Black colleges were expected to render service beyond that of White colleges and raise the level of living and working conditions.

> This they were to do in association with the "White" institutions but also with the recognition that living and working standards depend largely on the White population which employs the "Negro." (Eddy, 1957, p. 264)

In 1994, President Clinton signed into legislation the Equity in Educational Land Grant Status Act of 1994 adding 29 tribally controlled colleges to become Land Grant

institutions ending decades of educational exclusion for Native American colleges (Jaschik, 1994; Swisher, 2004). According to Georgianna Tiger, Executive Director of the American Indian Higher Education consortium, “It is a glaring historical oversight and a particular irony that the people who once owned this continent are the only American citizens that are shut out from the land-grant system” (Carmona, 1994, p. A36). Since their inclusion into the Land-Grant Act, Tribal colleges have advanced quickly. Focusing on agriculture, forestry, water management, and food sovereignty Tribal colleges are advancing age-old tribal traditions in a modern world (Phillips, 1997; Swisher, 2004). In November 2003 United Tribes Technical College created the Office of Research focusing on data-collection, training and research and in May of 2005 the First Americans Land-grant College Organization and Network (FALCON) was created to provide professional development, scholarships, training events, and web-based collaboration (“On Campus,” 2004; Tatsey, 2006).

Today, LGCU’s continue to evaluate their mission as American landscape, production, and structure have changed greatly since the inception of the MLGA (Jischke, 2004). The U.S. population has increased tenfold, the need for a great percentage of the population to be involved in farming has decreased from 60% to 2%, funding for LGCU’s has changed with budget contributions from the land-grant model becoming minuscule, and the U.S. economy is changing from a county structure to a regional structure. The intent of the MLGA was to serve the needs of ‘modern’ America (Brannon, Morgan-Dean, and Morgan-Dean, 2002). One of the greatest needs of modern American today in the ability to live, learn, and work in diverse environments. According

to Cooper (1999) the intent of the MLGA was for “liberty and equality, freedom of opportunity, the leveling of geographic and class barriers to higher education and unrestricted access to all occupations” (p. 777). Yet, even at its inception, racial discrimination abounded. Today, White epistemology, ontology, and axiology continue to dominate in historically white institutions of higher education created by the MLGA of 1862 (Cooper, 1999; Banks, 1993).

Institution Names

According to Harris and Worthen (2004) the colleges of the Land-Grant Act of 1862, which initially served only White students, are recognized as historically White institutions (HWI). Many of these institutions later opened their doors to Black students when required by the MLGA of 1890. Still others did not open their doors to Black students until social norms and changing demographics forced them to in order to survive. Colleges from the Land-Grant Act of 1890 are recognized as Historically Black Colleges and Universities (HBCU). Although they began as Black Colleges and University, anti-discrimination laws of the 1960s, particularly the Higher Education Act of 1965 changed the identification of Black colleges, many of whom served White students, to ‘Historically Black.’ Institutions added by the Equity in Educational Land Grant Status Act of 1994 are identified as Tribal Colleges and Universities (TCU) given their primary focus on Native American students.

Higher Learning Commission

The development of regional accreditation bodies as we know them today began in the early 1880s with two goals; to protect the public through a system of quality

assurance of institutions of higher education and to provide the impetus for quality improvement among members (Brittingham, 2008; Perley & Tanguay, 2008). Superseded only by the American Medical Association (AMA), the first nonprofit association to set and maintain professional standards, the six regional accrediting bodies maintain a nongovernmental voluntary accrediting process (Donahoo & Lee, 2008; Koerner, 1994). These bodies include the New England Association of Schools and Colleges (NEASC) founded in 1885, the Middle States Association of Schools and Colleges (MSA) founded in 1887, the North Central Association of Colleges and Schools (NCACS) and the Southern Association of Colleges and Schools (SACS) both founded in 1895, the Northwest Association of Schools and Colleges (NWASC) founded in 1917, and the Western Association of Schools and Colleges (WASC) founded in 1962 (Donahoo, 2008).

Prior to the 1950s the accrediting bodies were not linked to the federal government in any way. However, the 1952 Veterans Readjustment Assistance Act required that service members receiving benefits must attend regionally accredited institutions (Donahoo & Lee, 2008). This ushered in the era of federal government using the accrediting bodies as gatekeepers to financial assistance for schools and students alike. The federal government recognized the accrediting agencies as “reliable authorities concerning the quality of education or training offered by the institutions of higher education ... they accredit” (Brittingham, 2008, p. 33). As gatekeepers for federal funds, the expectation grew for accrediting bodies to “serve the public interest by focusing more

directly and with greater consequence on educational effectiveness as indicated by student learning and success" (Brittingham, 2008, p. 33).

More recently, federal interest into the accrediting process has grown in response to the increase in the need for intellectual capacity in the U.S., cost and affordability, and public and government demand for accountability and transparency (Bollag, 2007; Greenberg, 2008; U.S. Department of Education, 2006). According to the U.S. Department of Education (2006) the racial and ethnic make-up of America is changing, our society has become more globalized, and employers are demanding employees who can work in diverse environments. At the same time, the gap in access and success for low-income and minoritized students grows wider. Currently, 34% of Whites obtain bachelor degrees, whereas only 17% of Blacks and 11% of Latinos do. The Commission finds that,

> Too few Americans prepare for, participate in, and complete higher education—especially those underserved and nontraditional groups who make up an ever-greater proportion of the population. The nation will rely on these groups as a major source of new workers as demographic shifts in the U.S. population continue (U.S. Department of Education, 2006, p. 8).

Noting first the importance of our nation's egalitarian principles with regards to higher education, the report then recognizes America's falling position in the global ranking of college educated adults. Within this, America's minoritized and low-income populations are disproportionately affected. In recognition of the U.S. desire to achieve global leadership in science, technology, engineering, and math (STEM) areas and the changing

racial and ethnic diversity of the U.S. population, the Commission calls for reform in higher education.

In response to this and a requirement from the Office of Postsecondary Education (OPE) of the U. S. Department of Education that the regional accrediting agencies provide guidance to institutions and peer reviewers with regard to minimum expectations for the Criteria for Accreditation, the HLC recently published its Alpha version of proposed changes to the Criteria for Accreditation and the Minimum Expectations within the Criteria for Accreditation (Higher Learning Commission, 2011). Overall changes focused on maintaining the breadth and flexibility of Criteria and addressing the need for greater specificity in certain areas. Most pertinent to this research is Criteria 1B in which member organizations must identify how

> In its mission documents, the organization recognizes the diversity of its learners, other relevant constituencies, and the greater society it serves (Higher Learning Commission, 2011, p. 3).

This is used as a delimiting factor for this research. The focus is not to identify whether these institutions meet the new HLC Criteria but rather use this criteria to create a more robust study.

Mission Documents

Mission documents, as defined by the HLC consist of, "statements of mission, vision, values, goals, and institutional priorities that together clearly and broadly define the institution's mission" (Higher Learning Commission, 2011, p. 3). Rather than address diversity directly in the mission documents as defined by the HLC many institutions have

a parallel document, the Diversity Statement. However, very little research has been conducted on the Diversity Statement thereby creating a gap in the literature. Using research on mission statements I argue that the Diversity Statement is also a mission document that is used to address the mission, vision, values, goals, and institutions priorities towards diversity. My review of the literature on mission statements focuses on the history, definition, function, and limitations of the mission statement. I incorporate literature on corporate, non-profit, and university mission statements as each adds a distinct lens from which to view the subject. The great variety between these three types of mission statements indicates the importance of not limiting my review to one particular domain but instead using the strengths of each area to provide a richness of depth in the literature review. In doing so, I then have a broader base of knowledge to use in understanding the university mission statement.

History. According to Falsey (1989) the first mission statements are related to religions, individuals, and universities. In 1636, Harvard University stated its mission, "to advance learning and to perpetuate it to posterity, dreading to send an illiterate ministry to our churches when our present ministers shall lie in the dust" (Keohane, 1993, p. 15). In 1965 James A. Perkins, President of Cornell University decreed the three great missions of the university to acquire, transmit, and apply knowledge (Keohane, 1993). It wasn't until the late 1980s and early 1990s that seminal authors ushered in the era of the corporate mission statements that created our understanding of mission statements today (Drucker, 1973).

Drucker's (1973) seminal work on corporate mission statements delineated five questions that should be asked and answered in the creation of a mission statement. The first four questions relate to the customer and the last question – what is our business – provides the basis for mission statements in both corporations and higher education. Peters and Waterman (1982) took an entirely different direction with mission statements by suggesting that the statement of organizational values is an essential part of the mission statement. Values should be stated in qualitative terms, inspire people at every level of the organization, clearly identify the organizations position on contradiction, and recognize that informality is at the heart of communication. Recognizing that every organization faces contradictions – cost versus service or quality versus profitability necessitates the import of values into the mission statement. The values statement should clearly identify to organizational members where the organization stands on such contradictions. The focus and content suggested by Drucker (1973) and Peters and Waterman (1982) created the foundation for mission statements as they are used in both business and education.

Definition. Combining themes identified in the literature I identify the mission statement as a formal public document that articulates organizational contribution, purpose, philosophy and values (Ayers, 2002; Cardona & Rey, 2008; David, 1989; Davis, Ruhe, Lee & Rajadhyaksha, 2006; Meacham & Gaff, 2006). The first element, contribution, is described by Cardona and Rey (2008) as the organizations core competencies. These competencies typically describe the organizations product or services, characterize the organizations identity, and identify criteria for choosing the

means to realize the mission (Bart, 2001; Cardona & Rey, 2008; David, 1989; King & Cleland, 1978). Location, technology, market position, geographic parameters, and scope of operation all affect contribution (Graham & Havlick, 1994; Orwig & Finney, 2007; Pearce, 1994; Wilson, 1996). Within higher education core competencies are described as the acquisition, transmission, and application of knowledge (Keohane, 1993).

The second element noted in the literature is organizational purpose. Organizational purpose describes the organizations unique reason for being to enable shareholders to distinguish one organization from other similar organizations (Bolon, 2005; Busch & Folaron, 2005; Connell & Galasinski, 1998; David, 1989; Orwig & Finney, 2007). According to Bart (2001) organizations should provide a full description of purpose identifying what the organization is in business for, i.e., a defined result for defined recipients, making life different in some way for some group(s), and setting out to accomplish something for someone. Second, organizations must understand what efforts are required to achieve their purpose. This is accomplished by defining how the organization goes about attaining its desired result.

Third, the accomplishment (result) identifies how the organization defines success. Overall, it is important for organizations to recognize that "organizations don't exist to engage in specific activities; they exist to serve the interests of a certain group of people" (Carver, 2000, p. 20).

Last, organizational philosophy and values articulate the values that guide organizational behavior, define the character of relations with stakeholders, and set the style and culture of the organization (Wilson, 1996). Organizational mission should align

with staff values and demonstrate a consistent and clear alignment between the actions of leaders and the performance of the individual staff member (Hader, 2006). The guiding philosophy should not be created but rather recognize or discover what the driving force behind the mission is in order to motivate the organization toward the accomplishment of the mission (Busch & Folaron, 2005; Collins & Porras, 1991; Woodrow, 2006). This includes a statement of why the organization wishes to accomplish their goals and a timeframe in which to do so – otherwise the mission statement loses its relevance to its audience (Collins & Porras, 1991).

Understanding of the mission statement is not complete without understanding how it differs from the vision statement. Vision statements are a separate parallel document to the mission statement. In a study of 240 college and university mission and vision statements, Abelman and Dalessandro (2008) analyze the difference between mission and vision statement to determine how these statements serve to guide, govern, and promote institutions. Their research finds that mission statements define the physical, social, fiscal, and political contexts in which the institution exists. Comparatively, vision statements set a form of aspiration that is distinctive, coherent and appealing. The results of their study validate their hypothesis of the mission and vision statement characteristics in Table 1.

Table 1

Mission/Vision Statement Comparison

Mission Statement	Vision Statement
Describes the here and now	Describes the future
An historical text	A living document
Reflect realities of the institution	Drive the realities of the institution
A recruitment and marketing tool	An idea that is shared, clear, and compelling

Abelman and Dalessandro (2008)

Function. Literature on the function of the mission statement identifies the mission statement as a management tool, with either an internal or external focus. The internally focused mission statement serves as an instrument to provide consensus or purpose in the allocation of resources; establishing a general tone or climate within the organization; facilitating the development of objectives, work structure, and tasks; and

Table 2

Common Functions of the Mission Statement

Provide consensus or purpose in the allocation of resources towards inclusive efforts
Set a general tone or climate with regards to diversity
Facilitate the development of objects, work structure, and tasks as related to diversity on campus
Focus the organization on what is and what is not important as it relates to diversity
Promote shared expectations as related to diversity
Affirm organizational commitments towards diversity

(King & Cleland, 1978; Sevier, 2003; Doolittle, et. al. 2007; Meacham & Gaff, 2006)

focusing the organization on what *is* and what *is not* important (King & Cleland, 1978; Sevier, 2003). With regards to daily issues, internally focused mission statements are effective for addressing problems, moving conversation between faculty and administration forward, and crafting long-term sustainable solutions. Mission statements may also serve to ensure stability and continuity across changes in administration and serve as the most enduring, respected, and public document that describes and supports an institute's vision (Doolittle et. al., 2007; Meacham & Gaff, 2006). Externally focused

mission statements serve as symbols to external constituents that institutions share the values and goals of these groups, to reflect rather than drive realities of institutional environments, and to communicate the institutions utility (purpose) and willingness to serve in terms that are both “normative and politically apt” (Morphew & Hartley, 2006, p. 469). As public declarations, mission statements serve as symbolic guides filled with meaning for administrators and consumers alike which guide decision making, provide common purpose, and provide balance to competing stakeholders (Ayers, 2002; Delucchi, 2000).

As a management tool, the mission statement functions to transcend individual, parochial, and transitory needs; promote shared expectations; consolidate values; promote a sense of worth; and affirm organizational commitments (Pearce, 1994). In a study of 90 not-for-profit healthcare organization CEOs, researchers found that managers view the mission statement as a positive energy source and a guide to decision making (VanDijck, Desmidt, & Buelens, 2007). Bolon (2005) identifies the mission statement as the first step in the strategic planning process as it provides a foundation for the development of strategies, plans, and programs (Falsey, 1989; Hussey, 1996).

The function of the mission statement is similar whether it is a corporate or university mission statement (Philips, Cagnon, Buehler, Remon, & Waldecker, 2007). However, the differences in corporate and university structure as shown in Table 3 extend to the mission statement. It is important to understand these differences as they greatly impact the development, dissemination, and limitations of the mission statements as discussed in the next sections of this paper.

Table 3

Comparison of University and Corporate Structures

Element	University	Corporate
Core Purpose	Impart & extend knowledge	Compete to gain profit
Employee Retention	Tenure process	Ability to increase profit
Funding	State, donors, students	Income from profit
Decision-Making	Consensus, committee	Few key people
Thought	Encourage diversity of thought	Hierarchy not to be challenged

(Philips et. al., 2007)

Limitations of the Mission Statement. Despite research that focuses on the utility of the mission statement to create a sense of common purpose, unified direction, and visionary future, some authors believe the mission statement may be likened to a New Year's resolution (Falsey, 1989). The intention is to help the organization achieve something, yet provides very few objective indicators of how to achieve anything thus reducing the mission statement a less than effective management tool (Cameron, 2001; Delucchi, 2000; Falsey, 1989). However, according to Delucchi (2000), the mission statement remains a vital link between the academic mission and the social context for and in which the mission was created.

> Organizations reflect policies, programs, and mission that conform to prevailing ideas of organizational structure in society. Organizations orient to and around these institutionalized models in an attempt to achieve legitimacy and maximize resources. To maintain legitimacy, organizations are likely to promote missions that have significance to constituents (Delucchi, 2000, p. 159).

Lacking in veracity claims, i.e., what I am telling you is fact, but filled with sincerity claims, i.e., what I am telling you comes from the heart, assists the mission in conforming to the prevailing ideas of society (Cameron, 2001).

Despite the common shared governance structure of many universities, the development of the mission statement typically rests with organizational leadership and likely reflects the thoughts and desires of those responsible for its development (Connell & Galasinski, 1998; Peyrefitte & David, 2006). Connell and Galasinski (1998) find that mission statements may be more likely to reveal key stakeholder objectives and values resulting in the perception that the mission statement ascribes agency to the university. The 'university' becomes a social actor with aims, commitments, and even beliefs, and the active bearer of the identified mission(s). As a social actor, the university is distinguished from, and interacts with, other categories of social actors such as 'staff' and 'students' who are typically the beneficiaries of the universities efficient management of resources.

Attributing the mission in this manner to the actor-agent (university) establishes a possessive relationship between the mission and the university. The results of this created relationship, as it relates to the mission statement, include: 1) authorless discloser, resulting in identification of to whom the mission belongs (university) but does not reveal who, or what body, determined what the mission is to be; 2) dependency, as students, faculty and staff become dependent upon the university to provide them with the actions or qualities that seemingly only the university can provide; and, 3) intensification, as the university becomes the provider of service rather than services themselves being a part of the mission.

Whether the mission statement is written by senior leadership or has received input from the entire organization, there is still room for failure based upon the perceived

power of the mission statement by organization members (Orwig & Finney, 2007). To be truly mission based involves moving power away from management and giving it to the mission (Hesselbein & Cohen, 1999). One example may be an employee challenging management decisions that run contrary to the mission. Even at the most liberal university, this sounds like career destruction for the one who would make such a challenge. Challenging management decisions based on mission directly challenges the source of power and authority – mission vs. person. Additionally, being mission driven requires everyone to move away from decisions based on numbers, habit, and emotions and continuously think about the mission. If the mission is not perceived as having this level of importance, its ability to move the organization forward is greatly limited.

The inability to connect university activities to the mission may further decrease the power of the mission statement. Wherein the power of the mission statement is measured by its ability to guide decision-making, provide common purpose, and provide balance to competing stakeholders (Ayers, 2002; Delucchi, 2000). A study of 35 senior university administrators conducted by Velcoff and Ferrari (2006) sought to understand how administrators perceive the relationship between the mission statement and expectations for faculty to implement mission activities in their own professional activities (i.e., teaching and research). Results indicate that chief officers did not perceive a significant link between the mission statement and faculty activities to support the mission. However, among senior administrators the link between the mission statement and faculty activities was significant. An internal failure to communicate the importance of the mission at all levels minimized the function of the mission statement.

Inadequate dissemination also reduces the ability of the mission statement to be effective (Berber, 2008; Keil & McConnahan, 2006). Ravitch (2000) describes the lack of dissemination and visibility of the mission statement as "an absolute failure of dialogue between text and interpreter" (p. 42) suggesting that the mission statement is not carefully considered when making decisions, rendering the mission statement to be an unattainable 'wish list,' a mere suggestion, or nothing more than a marketing tool.

The admissibility of applying mission statement literature to the Diversity Statement lies in the function of each document. Both documents function as formal public documents that articulate organizational contribution, purpose, philosophy and values (Ayers, 2002; Cardona & Rey, 2008; David, 1989; Davis, et. al. 2006; Meacham & Gaff, 2006; Delucchi, 2000). Some variance can be seen in organizational contribution where the mission statement focuses more heavily on the 'product and service' aspect of contribution and the Diversity Statement focuses more on the 'organizations identity' aspect as it relates to diversity (Bart, 2001; Cardona & Rey, 2008; David, 1989; King & Cleland, 1979). The HLC defines mission documents as documents that identify institutional mission, vision, values, goals, and institutional priorities. Here again, I find that the Diversity Statement serves comparable function. Similarity in other key aspects of the documents – definition and limitation – is also found in both the mission statement and the Diversity Statement. In total the research provides enough evidence to define the Diversity Statement as a mission document and allow the use of mission statement literature to identify the Diversity Statement.

Chapter 3: Methodology and Research Design

I use Critical Discourse Analysis (CDA) as both method and methodology to guide my study of the Diversity Statement. CDA works well for my research for several reasons. First, it situates my work as critical, which recognizes a critique of ideology underpinned by "distortions of reality whose purpose is to camouflage and legitimize unequal power relations" (Childers & Hentzi, 1994, p.60). Second, CDA considers how an issue is discussed, or spoken of, in speech, text, writing and practice (Carabine, 2001). Last, it recognizes Foucaultian theory of discourse as productive and constructive, meaning the discourse produces and constructs a particular version of the objects of which it speaks, in this case diversity (Carabine, 2001).

Any discussion of CDA must begin with an understanding of the four major CDA presuppositions. The works of VanDijk (1993, 2001, 2008) identify four major presuppositions beginning with recognition of the purpose of CDA to study "the relations between discourse, power, dominance, social inequality and the position of the discourse analyst in such social relationships" (VanDijk, 1993, p. 249). Second, is the understanding of social power and dominance. Social power is recognized as access to socially valued resources including wealth, position, status, force, group membership, education, and knowledge and dominance is recognized as the ability to control action by limiting the freedom of action of others and/or control cognition by influencing the minds

of those being dominated. Third, CDA is specifically interested in the use of power. Fourth, power elites are recognized as those who have input into planning, decision-making, and control over relations and processes which enact power; have special access to discourses; and are defined by their symbolic power measured by the extent of their discursive and communicative resources.

CDA is a method of inquiry that focuses on the production and reproduction of power/dominance through the use of discourse and traces its roots back to Aristotle and the eighteenth-century period of Enlightenment (Rojo, 2001). However, the foundation of critical social science and analysis is built upon the ideas of Western Marxism and philosophers of the Frankfurt School including Theodor Adorno (1903-1969), Jurgen Habermas (1928 -), Antonio Gramsci (1891-1937), and Louis Althusser (1918-1990) (Fairclough, 2001). Each philosopher contributed to the concept of discourse analysis wherein hegemony is ideologically maintained dominance displayed in discourses in which the relationship between discourse, power, and knowledge is inextricably interconnected and which are both infused with and produce power and knowledge (Lavelle, 2010; Fairclough, 2001; Carabine, 2001). Within this, ideology is viewed as a "system of ideas, values and beliefs oriented to explaining a given political order, legitimizing existing hierarchies and power relations and preserving group identities" that explains horizontal and vertical structure in society (Chiapello & Fairclough, 2002, p. 188).

Inherently interdisciplinary in nature, CDA focuses on complex social issues instead of particular disciplines with emphasis on taken-for-granted assumptions of

everyday social practices (Fairclough, 2001; VanDijk, 1993; Park, 2005). Discourse is recognized as a tool for examining the (re)production of dominance where dominance is defined as "the exercise of social power by elites resulting in social inequality" (VanDijk, 1993, p. 252). It is critical because it considers power relationships in discourse structures, specifically how power is passed on through discourse thus reflecting and shaping realities (Pietikainen & Dufra, 2006; VanDijk, 1993; Holyfield, Motlz, & Bradley, 2009). CDA names hegemony as a modern day form of control where the dominated are implicated in acting in the interest of those in power (VanDijk, 1993).

According to Fairclough (1993) every discursive event has three dimensions, "it is spoken or written language *text*, it is an instance of *discourse practice* involving the production and interpretation of text, and it is a piece of *social practice*" (p. 138). Fairclough's (1993) model of CDA identifies three components to the study of discourse. First, text is described as the linguistic features and organization of concrete instances of discourse. In other words, the choice and patterns in vocabulary, grammar, cohesion or text structure should be analyzed. Second, discursive practice identifies discourse as something that is produced, circulated, distributed, and consumed in society. Third, text as social practice delineates the ideological effects and hegemonic process in which discourse is a feature (Blommaert & Bulcaen, 2000). Additionally, analysis can identify discursive strategies identified as intentional plans of practices " . . . adopted to achieve a particular social, political, psychological or linguistic goal" (Reisigl & Wodak, 2009, p. 94). The focus of which is on the elites and their use of discursive strategies to maintain inequality, legitimate control, and construct power relations (Fairclough, 1993; VanDijk,

2001; Taylor, 2004). According to Rojo (2001) the CDA perspective enters not only the study of institutions and social practices but also the study of the social representations which are produced through these practices, and their social implications" (p. 58).

CDA as a method has been criticized as being subjective and lacking in research validity including reliability and replicability (VanDijk, 2001; Fairclough, 1993). The presuppositions of CDA must be at the forefront when considering subjectivity. By nature CDA is political, focusing on issues of power, dominance, and social inequality (VanDijk, 2001). Fairclough, (1993) defends the position of CDA and recognizes that CDA's presupposition calls for multiple interpretations. Derived from a post-modern approach, "therefore subjected to contingent and not absolutistic interpretations," CDA enters the stream of ideological struggle (Gramsi, 1971, p. 195). Debates as to whether researchers are studying text or using text to study a larger issue must also be mitigated (Wetherell et. al., 2001). In defense, CDA takes up the burden of demonstrating quality through well-grounded principle; evidence that is supported, acceptable, and convincing; and arguments that are logically derived (Wood and Kroger, 2000; Liasidou, 2008). Additionally, the role of the researcher is clearly stated and identified within the research. Whenever possible, the researcher adopts a policy of openness regarding her/his position within the research (Wetherell et. al., 2001). The use of concordance software, corpus linguistic techniques, and/or qualitative analysis software also provides a basis for raising the level of quality in CDA (Prentice, 2010; Flowerdew, 2009).

Researcher Role

According to Barrett (2007), the concept of researcher as instrument "accentuates the distinctive function of the researcher's knowledge, perspective, and subjectivity" in the research process (p. 418). Both the instrumentality of my race and my status as a diverse person position me within the research in ways that must be considered in order to establish trustworthiness (Poggenpoel & Myburgh, 2004). In considering potential bias, I examine my dual role as both the researcher and the researched. As a researcher, my ability to understand what potential meaning is made by the different groups represented in the Diversity Statement is limited. I seek to overcome this by using pertinent literature to give emphasis to my findings. Additionally, I strive to fully 'know the language' of diversity as it exists in our society, today, by thoroughly exploring how we define and understand the issues of diversity.

I fully recognize that my studies in whiteness, power, and oppressor/oppressed relationships have been uncomfortable to me. It is this discomfort that Poggenpoel & Myburgh (2004) consider a potential threat to trustworthiness. To further explore this, I identify myself as a White, female, veteran researcher. The White ideology of my youth has been shattered by the recognition of my own compliance with a system that has privileged Whites at the expense of diverse peoples, particular Black persons. I have struggled with feelings of fear, anger, and frustration as I became more aware of my White identity in its import, particularly to my research. Today, I continue to learn and understand the social system that White Americans perpetuate. As a woman and a veteran, I am labeled diverse and therefore am a member of 'diverse' peoples in my

study. As such, this identifies me as a member of an oppressed group. However, I struggle to internalize this as I consider it in relation to the struggle of Black, Hispanic, gay and lesbian, or disables citizens in this country who daily experience rejection and condemnation at the hands of White equals intelligent, rational, orderly, objective, just, good, ideal, heterosexual, and able-bodied ideology (Keating, 1995; Kincheloe, 1999; Ladson-Billings, 1999). Yet, I also recognize that it is the experience of being a woman that allows me to partially understand the frustration of those labeled as diverse. By using a Critical Discourse Analysis approach, I am able to investigate those 'invisible' aspects of our social system that continue to perpetuate both the role of the oppressor and the oppressed. In doing so, I hope to further research efforts to breakdown systems of oppression.

Sample Development

For my dissertation I studied the Diversity Statements of those colleges and universities identified as Land-Grant HWI universities that are accredited by the HLC. My sample of four Diversity Statements was developed using the Association of Public and Land-Grant Universities (APLU) membership listing on their website to identify all Land-Grant Institutions (Association of Public and Land-Grant Universities, 2011). I cross-referenced this with the HLC's listing of accredited colleges and universities and developed a list of 49 institutions. Using the individual university websites I determined the historical racial emphasis of each university, providing 19 HWI universities. Next, I located each Diversity Statement by first using the A-Z search function if it was available and searched under D for Diversity Statement. If I was unable to locate the diversity

statement this way, I then typed ‘diversity statement’ into the University’s search engine. When necessary, I broadened the search by typing ‘diversity’ into the search engine. I was able to locate diversity statements for all 19 universities using the above sequence. Each statement was then downloaded by using cut-and-paste from the website into a Microsoft Word document. In order to obtain anonymity I then replaced all references to the name of the university and/or the state with pseudo names for each statement. This was done to fulfill the requirements of my IRB approval and to eliminate my own potential bias towards or against institutions I may have familiarity with.

Of the 19 Diversity Statements, there were three Diversity Statements that merely defined the term diversity without evidence of commitment, value, or philosophy towards diversity and these Diversity Statements were eliminated. Next, I considered the length of each statement. The length of the Diversity Statements ranged from 64 to 521 words. I chose to eliminate Diversity Statements that were less than 100 words by evaluating all statements for depth of discussion and determining the point at which the discussion was too insufficient to be considered. Last I eliminated two Diversity Statements that did not fit with the majority of the sample as they were intended for use as other than relating the universities’ values and philosophy of diversity. This included one Diversity Statement identified as being an Invitation to University Planning and one identified as Principles of Community. This provided eleven Diversity Statements to use as my preliminary sample.

In determining the final sample, I used a maximum variation method to best identify four cases that would provide the study breadth of information (Miles & Huberman, 1994). To obtain maximum variation, I considered three values including

length of statement, coding density, and diversity/university ratio as shown in Table 4. The length of statement for the 11 universities ranged from 107 to 521 words. I assigned a rating of short, medium, or long based on the following ranges: short, less than 230 words; medium, 231-375 words; long, 376-521 words. From this, a value of one, two, or three was assigned based upon the length of the statement, wherein one is short and three is long. Next, I considered coding density of Common Themes within Diversity Statements (Common Themes). There are seven possible Common Themes mentioned and coding density was determined based on the number of themes coded in each statement using the following scale. Statements containing more than seven Common Themes are considered high density. It was possible for a Diversity Statement to have more than seven common themes if a common theme appeared more than once in the Statement. Diversity Statements containing five to seven Common Themes are considered medium density, and statements with four or less Common Themes are considered low density. As with Length of Statement I assigned a value to the Coding Density as follows: High Density = 3; Medium Density = 2, and Low Density = 1. Last, I considered the ratio of the number of times the words Diversity and University appeared in the statement as an indicator of the focus of the Statement. In this, I considered Statements that focused on Diversity to have a higher value than those that focused more on the University and assigned a two or one accordingly. The three values (Length of Statement, Coding Density, and Ratio Rating) were then added for a total value. Total values ranged from four to seven. There was only one Statement with a value of seven and it was selected for the final sample. Four statements were valued at six and I

randomly selected one statement by drawing names from a bowl. Three statements were valued as five and I randomly selected one statement by drawing names from a bowl. Three statements were valued as four and again I randomly selected one statement by drawing names from a bowl. This provided my final sample of four universities that are highlighted in Table 4.

Table 4.
Maximum Variation Conditions

University	Length of Statement	Length Rating	Value	Coding Density	Density Rating	Value	Div/Uni Ratio	Ratio Rating	Value	Total Value
A	107	Short	1	9	High	3	5:02	D	2	6
B	148	Short	1	6	Medium	2	2:04	U	1	4
C	132	Short	1	4	Low	1	8:02	D	2	4
D	263	Medium	2	5	Medium	2	9:07	D	2	6
E	331	Medium	2	7	Medium	2	2:08	D	2	6
F	234	Medium	2	3	Low	1	2:10	D	2	5
G	521	Long	3	8	High	3	4:06	U	1	7
H	125	Short	1	5	Medium	2	6:03	D	2	5
I	463	Long	3	3	Low	1	11:06	D	2	6
J	123	Short	1	4	Low	1	1:03	D	2	4
K	250	Medium	2	3	Low	1	8:02	D	2	5

Data Collection

Mission Statements. Mission statements were gathered for each of the four universities using the individual university websites. At the main page of each website I entered the term ‘mission statement’ into the search engine which provided me with a list of options with the term ‘mission statement’ in the title. From each list I was able to locate the primary mission statement for the university. Three out the four universities identified the university mission statement as the first option on the list. Only one university required me to scroll down to the eighth option on the list to locate the mission statement.

State Demographic Data. I used the U.S. Census Bureau (2010a) data to gather state population information despite a few differences with IPEDS data categories. IPEDS identifies the category 'Asian/Native Hawaiian/Pacific Islander' whereas U.S. Census identifies 'Asian/Native Hawaiian' separate from 'Pacific Islander' (http://www.census.gov/). For my data, I combined these two U.S. Census Bureau categories into the category of 'Asian/Native Hawaiian/Pacific Islander.' Next, the category of 'Hispanic' is not considered a racial category by the U.S. Census Bureau as it is by IPEDS. Instead one can identify as Hispanic and any of the racial categories (i.e., Hispanic-White, Hispanic-Black of African American). However, without any other comparative number, I inserted U.S. Census Bureau category 'Hispanic,' a non-race category into comparison with IPEDS 'Hispanic' race category for comparison, as it was the most accurate reflection of the population percentage of Hispanic citizens I was able to find. Last, the U.S. Census Bureau did not identify an 'unknown' category but did identify an 'other' category as IPEDS does. Therefore I used IPEDS 'other' category in comparison with U.S. Census Bureau 'unknown' category. This information is displayed in Appendix A.

Faculty Information. Trends for faculty information were found by using the university website to locate the Fact Book. Although some universities use a different name for the book, (i.e., DataDigest) the information was easily accessible by typing 'fact book' into the search engine for each website or using the A-Z index. Each Factbook provided a slight variation in its description of faculty wherein two of the books provided Tenure Status, Ethnicity and Gender, one provided a full Faculty Headcount by

Race/Ethnicity, and one provided Tenure-Track Faculty by Ethnic Origin. The difference in this information is noted in each individual case. This provided me with the trends in numbers of faculty from 2004 through 2009, and this information is provided in Appendix B.

Enrollment Trends. Enrollment information for the individual universities was collected using the National Center for Education Statistics (2011) Integrated Postsecondary Education Data System (IPEDS) data. Initially, I preloaded the four universities to be used throughout the data collection process. Each time I entered the IPEDS website, I recalled these schools for my research. Table 5 identifies the process I used on the IPEDS website. Under the IPEDS heading View Trend for One Variable, I followed the menu options as shown in Table 5 to gather undergraduate and graduate enrollment trends data for each racial/ethnic category.

Table 5
IPEDS sequence for enrollment trends

Frequently used/derived variables
Fall enrollment/retention rates
% of undergraduate and graduate enrollment by race/ethnicity
Asian or Pacific Islander
Black, non-Hispanic
Hispanic
White, non-Hispanic
American Indian or Alaska native
Race/ethnicity unknown
Nonresident alien
Two or more Races

According to the IPEDS website, these variables identify the percent of the student body for each race as gathered in the fall of the academic year. This variable is derived from the enrollment component that is collected in the winter and spring surveys. Each variable is derived by dividing total enrollment for each race by the grand enrollment

total (National Center for Education Statistics, 2011). This provided me with the trend in Enrollment for the years 2004 through 2009 shown in Appendix C.

Graduation Rate Trends. Using a similar process as described for enrollment trends, I then gathered data on graduation rates. This process is identified in Table 6.

Table 6

IPEDS sequence for Graduation Rates

Frequently used/derived variables
Graduation Rates
% of undergraduate and graduate enrollment by race/ethnicity
Asian or Pacific Islander
Black, non-Hispanic
Hispanic
White, non-Hispanic
American Indian or Alaska native
Race/ethnicity unknown
Nonresident alien
Two or more Races

According to the IPEDS website, the Graduation Rate data is based upon the graduation rate of first-time, full-time degree or certificate-seeking students for each racial subgroup and is calculated as the total number of completers within 150% of normal time divided by the revised (150% of normal) cohort minus any allowable exclusions. Wherein the normal time to completion is considered the amount of time necessary for a student to complete all requirements for a degree or certificate according to the institutions' catalog. This is typically four years (eight semesters or trimesters, or 12 quarters, excluding summer terms) for a bachelor's degree in a standard term-based institution. Allowable exclusions may include those students who may be removed (deleted) from the GRS cohort according to the Student Right-to-Know legislation. These include students who died or were totally and permanently disabled; those who left school to serve in the

armed forces; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on official church mission (National Center for Education Statistics, 2011). This provided me with the trend in Graduation Rates for the years 2004 through 2009 and this information is provided in Appendix D.

Common University Statistics. Common university statistics are identified as faculty breakdown by race/ethnicity, student enrollment rates by race/ethnicity, and student graduation rates by race/ethnicity. State population for each racial/ethnic group was used as a benchmark for institution performance in the above areas. Information was gathered from the individual university, National Center for Education Statistics, and the U.S. Census Bureau. Appendices A through D display the results for state demographics, faculty trends, enrollment/retention rate trends, and graduation rate trends. Appendix E shows a complete listing of the variance in description of each racial/ethnic category. Within the study, in all cases the definition presented is the most inclusive definition for each racial/ethnic group.

Website Pictures. Pictures for the study were selected from three relevant pages on the website. The main page, diversity page, and main admission page are each identified as relevant for a variety of reasons. First, the main page is included in the study because this is likely the first impression of the University Internet users would have. Second, I considered the main Diversity page because it would be a likely destination for anyone interested in knowing more about Diversity at the University. Third, I chose the main admission page as this would be the first page of the admissions funnel described as

“the critical path leading from prospect to applicant to paying student” (Keller, 2011, p. A10). All pictures that did not expose the name of identity of the university were selected for the study.

Observational Protocol

An observational protocol was developed to guide my comparative case study. According to Yin (2003) the case study is a “logical sequence that connects the empirical data to a study’s initial research questions and, ultimately, to its conclusions” (p. 3). This study was designed as an embedded study in which I would first evaluate the anonymous content of Diversity Statements from a larger sample, in this case, eleven. Information gathered from this study allowed me to develop a frame for a more in-depth study of the four cases selected to be included in the comparative case study. Prior to building the Observation Protocol, several guidelines suggested in the literature were considered. First, a determination of the unit of analysis was developed using guidelines to consider what is to be studied, i.e., what bounded system (time, space, components) as recommended in Merriam (2002). Second, the study was designed to present a few key issues in order for the reader to understand the complexity of the study (Creswell, 1998). Third, selection of cases used a maximum variation sampling strategy to ensure breadth of information (Miles & Huberman, 1994).

Guided by the works of Yin (2003, 2008) and following the suggested five levels of questions, the Observation Protocol considers each level of questioning. Level One considers questions to be asked of specific interviewees, in this case specific Diversity Statements. Level Two considers questions asked of the individual case, in this study the

individual case identifies one of the four universities selected for the comparative case study. Level Three considers patterns across multiple cases (universities), Level Four considers the entire study of all four universities, and Level Five considers normative questions, recommendation, and conclusions from the study. The Observation Protocol for this study is located in Appendix F.

Individual Diversity Statement. Level one questioning begins with asking questions of the individual interviewee. For purpose of this study, the individual interviewee is the individual Diversity Statement.

Using my preliminary sample of 11 Diversity Statements, I coded these Diversity Statements by uploading the Diversity Statements into NVivo coding software and coded using an Initial Coding practice as described by Saldana (2009). This method is appropriate for "breaking down qualitative data into discrete parts, closely examining them, and comparing them for similarities and differences" (p. 81). The goal of this method is to remain open to all possible directions the coding may take. This allowed me to freely examine the data without feeling an initial need to purposefully create categories. As different themes became evident, I began to associate coding categories for the data. This resulted in eleven initial categories. After several analyses of the various codes I had assigned, I began to develop categories that addressed two of my research questions, the images of the university as displayed in the Diversity Statements and images of diversity as displayed in the Diversity Statements. From this, I developed the following Common Themes within Diversity Statements.

Table 7
Common Themes within Diversity Statements

Diversity	
Identification of Diversity	Describes how the university interprets the term 'diversity'
Categories of Diversity	Identifies those categories of people identified as diverse
Reasons for Diversity	
Positive Consequences	Classifies the positive benefits of experiencing/interacting with Diversity
Necessary for graduation/employment	Describes Diversity and the ability to interact with diverse peoples as a necessary skill for graduation and future employment
Avoidance of negative consequences	Identifies the necessity of diversity to ensure a better future
A value	A stated value of the university
Achievement of goals	Diversity as something that can help the university achieve its goals
University	
Actions toward diversity	Describes actions the university takes towards Diversity
Possessor	Identifies university as the possessor of Diversity
Provider	Recognizes the university of as provider of opportunity
Acknowledging	Recognition of past discrimination/exclusion of certain peoples from higher education
Quantitative Analysis	
University	
Diversity	
Inclusive/inclusion	

After finalizing my sample using a random selection method discussed earlier in this chapter, I then apply the Common Themes to the final sample of four universities as part of the Level 2 questioning.

Individual Case. Level 2 questions are those questions asked of the individual case (Yin, 2003; Yin, 2008). For each of the four cases I considered: a) the Diversity Statement including common themes, common functions, potential limitations, and

quantitative analysis of key terms; b) comparison with the mission statement; c) common university statistics; and d) website pictures.

The Diversity Statement was evaluated on common themes, common functions, potential limitations, and quantitative analysis of key terms. Common themes observed in the Diversity Statements were developed in Level 1 from the preliminary sample and applied in Level 2 to the final sample.

Common functions of the Diversity Statement were adopted from the common functions of the Mission Statement shown previously in Table 2. These were developed from my literature review for the following reasons. First, there is no significant body of research on the Diversity Statement. Second, similarities in the nature and function of the Mission Statement and Diversity Statement indicate this is an appropriate application of knowledge.

Table 8
Common Functions of the Diversity Statement

Does the Diversity Statement function in the following ways?
Provide consensus or purpose in the allocation of resources towards inclusive efforts?
Set a general tone or climate with regards to diversity?
Facilitate the development of objects, work structure, and tasks as related to diversity on campus?
Focus the organization on what is and what is not important as it relates to diversity?
Promote shared expectations as related to diversity?
Affirm organizational commitments towards diversity?

Potential limitations of the Diversity Statement were developed by evaluating the literature on Mission Statements to determine what conditions may limit the effectiveness of the Mission Statement or, for our purposes, the Diversity Statement and are shown in

Table 9. These limitations include identification of a) veracity vs. sincerity claims, b) ascription of agency to the university and resulting limitation, c) connection of university activities to the Diversity Statement, and d) adequate dissemination of the Diversity Statements.

Table 9

Potential Limitations of the Diversity Statement

Does the Diversity Statement identify veracity claims or sincerity claims?
Does the DS ascribe agency to the university? If so, is there evidence of the following:
Authorless Disclosure
Dependency
Intensification
Are university activities connected to the Diversity Statement?
Is the Diversity Statement adequately disseminated on the website?

First, veracity claims are those claims within the Diversity Statement that are fact, and sincerity claims are those claims that come of the heart (Cameron, 2001). Organizations often use sincerity claims in an effort to achieve legitimacy when developing Diversity Statements that have significance to its constituents (Delucchi, 2000). Diversity Statements that contain more sincerity claims lose their ability to create a sense of common purpose, provide a unified direction, and communicate a vision (Falsey, 1989).

Second, ascription of agency occurs when Diversity Statements establish a relationship between Diversity and the University as a social actor.

> By placing the university or college as agent . . . and treating them as if they were purposeful authors of the missions and originators of the actions, animates or *subjectifies* them – 'interpellates them as subjects' (Althusser, 1971). '*The University*' is not simply a shorthand, categorical reference to a collection of

> social beings. It becomes a social actor with aims, commitment and even beliefs, the active bearer of the identified missions. As a social actor it is distinguished from, and interacts with, other categories of social actor, '*staff,*' and '*students,*' who are typically the beneficiaries of its (efficient) management of resources" (Connell & Galasinski, 1998, pp. 464-65).

Results of the ascription of agency to the university in this manner may result in 1) authorless discloser, resulting in identification of whom the mission belonged (university) but does not reveal who, or what body, determined what the mission is to be, 2) dependency, as students, faculty and staff become dependent upon the university to provide them with the actions or qualities that seemingly only the university can provide, and 3) intensification, as the university becomes the provider of service rather than services themselves being a part of the mission (Connell & Galasinski, 1998).

Third, the inability to connect diversity related activities to the Diversity Statement may further decrease the power of the Diversity Statement. Wherein the power of the Diversity Statement is measured by its ability to guide decision-making, provide common purpose, and provide balance to competing stakeholders (Ayers, 2002; Delucchi, 2000).

Fourth, Inadequate dissemination of the Diversity Statement also may reduce the ability of the Diversity Statement to be effective (Berber, 2008; Keil & McConnahan, 2006). Ravitch (2000) describes the lack of dissemination and visibility of the mission statement as "an absolute failure of dialogue between text and interpreter" (p. 42) and this is applied to the Diversity Statement. A properly disseminated Diversity Statement increases the likelihood the Diversity Statement will be used to guide the decision

making process. However, improper or lack of dissemination may result in the Diversity Statement not being considered when making decisions, rendering the Diversity Statement to be a mere suggestion or nothing more than a marketing tool.

Last, a quantitative analysis of the key terms university, diversity, and inclusion/inclusive was conducted to help determine the focus of the Diversity Statement. I considered those Diversity Statements that exhibited a greater occurrence of the term Diversity as compared to the term University to be more Diversity focused. Conversely, those Diversity Statements that exhibited a greater occurrence of the term University as compared to the term Diversity were considered to be more University focused.

After my evaluation of the Diversity Statement, I next compared the Diversity Statement to the Mission Statement for the purpose of determining whether the principles set forth in the Mission Statement are seen in the Diversity Statement. This is important as the Mission Statement is identified as the document from which all sub-mission statements should flow (Drucker, 1973).

Website pictures were evaluated using a visual anthropology framework for assessing equity climate to identify the potential message of each of the pictures chosen (Banning, Middleton, & Deniston, 2008). In their work, the authors describe the taxonomy for assessing equity climate based upon artifacts of the institution. Pictures from the website allow researchers to find "nonverbal messages that communicated complex issues . . ." (Banning et. al., 2008, p. 42). The taxonomy describes four dimensions of the framework. First, the type of physical artifact that is sending the message, i.e., art, signs, graffiti, or architecture. Second, equity parameters consider what

type of equity is being displayed – gender, race, ethnicity, religion, sexual orientation, or physical ability. Third, the message of the content considers messages of belonging, safety, equality, and roles. Last, the equity approach is considered. There are four equity approaches considered including negative, null, contributions/additive, and transformational/social action. The negative approach is described as overt or subtle artifacts that may produce a hostile environment for a specific group(s) of people. Null is an environment that lacks equity artifacts or messages creating a default discriminatory environment based on the white male normal/neutral environment. An environment described as contributive or additive may have artifacts that support equity but only those artifacts with which the dominant culture is comfortable. Last, the transformational/social action approach is characterized by artifacts that "send messages from the equity centric perspective rather than the dominant culture perspective." This purposeful approach calls for a "commitment to equity through personal involvement and commitment to change" (Banning et. al., 2008, p. 45).

Last, common university statistics were analyzed to more fully develop the description of the individual case. This provided statistical evidence of the current position of the universities in terms of numbers of racial/ethnically diverse faculty, enrollment rates for racially/ethnically diverse students, and retention for racially/ethnically diverse students. In all cases university numbers were compared to state population as a benchmark.

Cross-Case Analysis. Level 3 questions are asked across the multiples cases in the study. For consistently in evaluation, I developed a cross-case analysis metric that,

through the course of the analysis, became the Cross-Case Analysis Summary that is displayed in Appendix W. All identified patterns were analyzed to determine possible meaning of the pattern and help identify areas for application to a potential framework for the development of a Diversity Statement.

Entire Study. Level 4 questions are asked of the entire study. For purposes of this study, the question asked at this level is whether the Diversity Statement can be viewed as maintaining or disrupting inequality.

Conclusions. Level 5 moves away from asking questions and begins the process of identifying conclusions, implications, and areas for future studies.

Data Saturation

Data saturation was considered in the early stages of this dissertation. Described as the point at which no new data is found or that the information becomes redundant, data saturation was found while developing common themes within the Diversity Statements for the preliminary sample of eleven universities (Creswell, 1998; Morse, Barrett, Mayan, Olson, & Spiers, 2007). As I developed these common themes, patterns emerged within the data and I was able to reach a point of saturation as no new themes were emerging. From this, I developed a level of certainty with the data and made the decision to move forward with the next phase of the analysis (Morse et. al. 2007). A maximum variation method was used to identify four universities to use in the individual case analysis. While working with the data in these four cases, data saturation was evident, as I did not find additional categories or themes from within the data.

Trustworthiness

In determining appropriate methods to ensure trustworthiness, I considered those methods that will allow me to focus on processes of verification during the study as compared to those that are established at the end of the study in order to assure I do not miss threats to reliability and validity until it is too late (Morse et. al., 2002). I establish trustworthiness through reflexivity, replicability, and quasi-statistics.

Reflexivity in discourse analysis acknowledges that neither the text studied nor the researcher is completely neutral (Dodson & Schmalzbauer, 2010). Unlike positivism, the role of the researcher is visible within the research. It is the interaction between the researcher and text that identifies the discourse analysis process as non-neutral. This places the burden on the researcher to be reflexive in considering how her presence in the research influences potential outcomes (Wetherell et. al., 2001). As both method and methodology Critical Discourse Analysis is politically non-neutral in that it presupposes an understanding of and intent toward explicating evidence of the relations between discourse, power, dominance, and social inequality (VanDijk, 1993). In my research, I acknowledge both the Diversity Statements and my research of them are implicated in the construction of reality.

Research is considered replicable when "a future researcher could replicate the project and produce the same or similar results" (Taylor, 2001, p. 318). By using NVivo software and providing thick description my study is highly replicable. Additionally, the use of previous work by peer-reviewed researchers to guide my own research efforts aids in ensuring my work is independent of the particular circumstances in which I carried out the research (Prior, 2003).

According to Becker (1970) one of the greatest failures of qualitative research is the “failure to make explicit the quasi-statistical basis of their conclusion” (p. 81). My research of Diversity Statements lends itself well to providing quasi-statistics to aid in trustworthiness. In using this method I test and support my claims and assess the amount of evidence in my data (Becker, 1970).

Chapter 4: Case Analysis

Chapter 4 begins with the individual analysis of each of the four universities selected for the study. The individual studies are each presented in the order of my Observational Protocol identified in Table 10.

Table 10
Order of the Individual Case Analysis

- I. Development of Common Themes within Diversity Statements
- II. Within-Case Analysis (for each university)
  - a. Diversity Statement Analysis
    - i. Common Themes
      1. Interpretation of term "diversity"
      2. Categories of Diversity
      3. Images of Diversity
      4. Images of the University
      5. Quantitative Textual Analysis
    - ii. Common Functions
    - iii. Potential limitation of the Diversity Statement
  - b. Comparison with Mission Statement
  - c. Common University Statistics
  - d. Website Pictures
- III. Cross-Case Analysis
- IV. Entire Study Analysis

Within-Case Analysis of B State University

B State University (BSU) is located in a western state with a population of approximately 5,000,000 people (U.S. Census, 2010a). Public higher education in the state includes 28 institutions, 13 of which are community colleges. BSU is governed by a

Board of Governors consisting of thirteen members, nine voting members appointed by the Governor and four elected non-voting members and holds a Carnegie classification of Doctoral/Research University-Extensive (B State University, 2011b; B State University, 2011c). BSU has three campuses, one of which is the base for its online educational offerings (B State University, 2011b). The Diversity Statement for BSU is located in Appendix G and the Mission Statement is located in Appendix H.

Table 11
BSU Enrollment Breakdown by Race/Ethnicity

	Enroll./Reten. Rates
Race/Ethnicity	Fall 09
Asian/Native Hawaiian/Pacific Islander	3%
Black or African American	2%
Hispanic/Latino	6%
American Indian or Alaska Native	2%
Nonresident Alien	3%
unknown	7%
White	76%

National Center for Education Statistics, 2011

Current total FTE Enrollment is approximately 22,000 students (B State University, 2010a). Table 11 identifies the FTE enrollment breakdown by race/ethnicity for the Fall of 2009 as reported by the National Center for Education Statistics (2011) in which 76% of the student population is identified as White. The remaining 24% of the student population is identified as 14% minoritized, and 10% are categorized as either Nonresident Alien (3%) or unknown (7%). Hispanic/Latino students make up the largest portion (6%) of the students identified as minoritized followed by Asian/Native Hawaiian/Pacific Islander (3%), Black or African American students (2%) and American Indian or Alaska Native (2%).

Diversity Statement. The Diversity Statement of BSU, located in Appendix G, is part of a larger document titled University Diversity Plan – Context Statement (B State University, 2011h). The Context Statement provides background information that identifies the original Diversity Plan and the successive plan of 1998 as developed in response to concerns identified in One Third of a Nation written by the American Council on Education Commission on Minority Participation in Education and American Life. The Context Statement identifies Justice O'Connor's decision in Grutter v. Bollinger – 539 U.S. 306 (2003) that acknowledges the importance of minoritized student participation as "particularly important to the Law School mission" as equally important to the role and mission of BSU (B State University, 2011h). Additionally, the Context Statement notes that "looking at the history and philosophical basis of the land-grant system one cannot help but note the commitment to increased access inherent in the legislation" (B State University, 2011h). From this, BSU provides a Statement of Commitment from the University and focuses their content on the University.

Common Themes within Diversity Statements. Considering each of the Common Themes within Diversity Statements identified in Table 7, I considered whether the Diversity Statement provides evidence of how the University interprets the term Diversity beyond identifying categories of Diversity and was not able to find any evidence in this particular Statement. However, in identifying categories of Diversity, I compared categories identified by the University with those identified in the HLC Statement on Diversity. Here, I noted that nine of the twelve categories are shown in the BSU Diversity Statement and the HLC Statement of Diversity. However, there was some

variance in that HLC mentions background, values, and viewpoints whereas BSU does not. Comparatively, BSU names three categories not mentioned by the HLC including geographic composition, national origin, and socioeconomic status.

Reasons for Diversity within the Diversity Statement were considered next. The University recognizes the "historical and legal discrimination that has existed in American society" as reason for emphasis to be placed on minoritized populations, women in non-traditional fields, and persons with disabilities (B State University, 2011h). The University acknowledges discrimination as something that has existed in American society but it does not acknowledge that such discrimination has existed within the University. Only two of these categories, minoritized persons and persons with disabilities are mentioned as a category of Diversity. Women in non-traditional fields is not identified earlier as a category of Diversity. Positive consequences of Diversity include the ability of University members to "recognize their role as citizens in the global community" and to better understand "cultures and perspectives different from their own" (B State University, 2011h).

In examining this Diversity Statement I was first struck by the use of the term "enhance" in reference to what the University identifies as "its Diversity" in the first sentence. Using a dictionary definition, I identify 'enhance' to mean "to raise to a higher degree, intensify, magnify; raise the value or price of" (Morehead, 2006). This immediately sets the tone of expectation for the University to enhance that which it already there rather than to increase access and success for students, faculty, and staff identified as diverse. This contrasts with the position of their Context Statement wherein

the commitment to increased access is identified as inherent to the land-grant mission. In considering how the University is viewed, the first sentence of the Diversity Statement identifies the University as acting upon its Diversity, which creates a possessive relationship between the University and Diversity. Action on the part of the University is seen again in sentence three where "The University strives to foster . . ." and in sentence four where "The University's efforts to enhance Diversity" (B State University, 2011h).

In all cases the University is seen as a social actor who is responsible for actions towards Diversity. The representation created in the Diversity Statement is one of benevolence from the University to Diversity. The University appears to view itself as possessing Diversity and desiring to enhance this aspect of itself in an effort to secure for its members recognition of their civic role in the global community. To do this, the University puts forth efforts and asks that all University members contribute to these efforts. Diversity, as an element of the University is seen as needing extra efforts from the University to ensure that historical exclusion is overcome and ensure that cultures and perspectives different from the individual University members are understood.

Quantitatively, I noted the occurrence of the terms University, Diversity, and inclusive and/or inclusion. Diversity was mentioned twice in the Diversity Statement and in both cases follows the idea of enhancement wherein the University wishes to enhance its Diversity. The term University is found four times within the Diversity Statement. Three of these instances provide explanation of the University's actions towards Diversity wherein the University is in some way doing something that will assist in enhancing Diversity. The last instance of the term University is also the first time the

University community is mentioned in a call to action for the community to bring a "genuine commitment, persistent effort, active planning, resources and accountability" for the purpose of enhancing Diversity (B State University, 2011h). This particular statement identifies a difference between the University and the University community. The term "inclusion" appears only once in the Diversity Statement and it is in reference to inclusion of individuals who have been excluded. The recognition of excluded individuals in this manner and a later statement of the need for University members to have a "greater understanding of cultures and perspectives different from their own" identifies the white male norm of the campus by placing "racial/ethnic minorities, women in non-traditional areas and persons with disabilities" in one category – excluded, and University members in another category – included (B State University, 2011h).

The images of the University as, possessor of Diversity and provider for Diversity, are indicated by the Universities desire to enhance this aspect of self. The possessive relationship described in the Diversity Statement identifies Diversity as subordinate to the University. In this identification, Diversity is dependent upon the University's desire to enhance this aspect of self rather than being an equal part of the University.

Common Functions of the Diversity Statement. Using the Common Functions of Diversity Statements shown in Table 8, I identified descriptions within the Diversity Statement that would provide evidence for each. Setting a general tone or climate of Diversity is accomplished in the first sentence of the Diversity Statement wherein the University states that it is committed to enhancing Diversity in all its forms thus creating

a sense of pro-active movement in the area of Diversity. In the middle of the Diversity Statement, the University states that it desires to foster for all members "recognition of their role as citizens in the global community with greater understanding of cultures and perspectives different from their own" and I interpret this as the overarching goal of the Universities Diversity efforts (B State University, 2011h). To focus the organization on what is and is not important with regards to Diversity, the University states that particular emphasis needs to be placed on specific categories of diverse people due to historic and legal discrimination. These categories include minoritized persons, women in non-traditional areas and persons with disabilities.

In considering whether the Diversity Statement provides consensus in the allocation of resources; facilitates the development of objectives, work structure, and tasks; promotes shared expectations; and affirms organization commitments, BSU calls for a "genuine effort, active planning, resources and accountability for outcomes on the part of all members of the University community" (B State University, 2011h). The Diversity Statement does not identify specific activities, amount or type of resources, or outcomes but it does provide a general reference to the aspects of institution-wide action needed to enhance Diversity. Overall, the Diversity Statement of BSU addresses many of the Common Functions of the Diversity Statement. However, there is insufficient discussion with any of the functions to determine strength of commitment.

Potential Limitations of the Diversity Statement. The Diversity Statement of BSU evidences sincerity claims, ascription of agency, and lack of connection to University activities. The Diversity Statement was observed to be based upon sincerity

claims and provided no factual information, goals, or concrete activities. Bearing in mind that the Diversity Statement is placed within a document titled University Diversity Plan: Context Statement it may be that the Plan itself contains more factual information. However, as a public document whose purpose is to identify the Universities contribution, purpose, philosophy and values as related to Diversity, the Diversity Statement lacks the necessary information. Instead it does provide evidence of a sincere desire to enhance Diversity, places emphasis on historically underrepresented groups, and increases members' awareness of their role a global citizens.

By distinguishing between the University and University members, the Diversity Statement closely follows the description of ascription of agency (Connell & Galasinski, 1998). In this case it is the entity named University that is committed, strives to foster, puts for effort, and calls upon its members to act in a certain manner, creating the vision of University as social actor (University B, 2011h). This is important because the ascription of agency to the University removes power from University members and gives it to the social actor "University." Subsequent to this is the case of authorless disclosure as there is no evidence on the website of who wrote or approved the Diversity Statement. Additionally, the members of the University are dependent upon the University as the social actor who will enhance its Diversity, place particular emphasis upon certain categories of Diversity, and calls its members to bring "a genuine commitment, persistent effort, active planning, resources and accountability" to efforts to enhance diversity (B State University, 2011h).

Intensification is displayed as the University is consistently seen as the social actor who is acting to provide rather than programs and/or activities providing. There are no specific programs or activities mentioned within the Diversity Statement leading to the conclusion that the Diversity Statement is not closely tied to Diversity-related activities. This creates a mismatch between the Diversity Statement and activities within the University and renders the Diversity Statement to be ineffective in providing a clear vision for Diversity at BSU.

The last potential limitation considered is adequate dissemination of the Diversity Statement on the website. Appendix H provides a visual representation of the location of the Diversity Statement and the main Diversity page on BSU's website. From the main page of BSU, you can easily locate information on Diversity by clicking on the menu on the right side of the page. Clicking on "Diversity" takes you to the page titled *Diversity @ BSU* where you can locate information on the Vice-President for Diversity, By the Numbers, Our Community, Diversity Symposium, High Schools Diversity Conference, Awards and Recognition, and Contact Us (B State University, 2011f). Additionally, Programs and Resources listed on this webpage include Cultural & Resource Centers, Student Organizations & Campus Life, International Programs, Faculty & Staff Resources, Academics & Research and Pre-collegiate Programs. The Diversity Statement can also be reached from the main page however it requires a total of six "clicks." Beginning with clicking on Administration from the main website, the series is as follows: Vice-President of University Operations, Office of Policy & Compliance, Policy Library, A-Z, D, Diversity, and University Diversity Plan Statement. The dislocation of

the Diversity Statement from the main Diversity page is concerning. Any person wanting to read the Diversity Statement, contained within the University Diversity Plan would have to do a fair amount of searching. Therefore, it would be very difficult for the Diversity Statement to act as a public guiding document based on its current location.

In total, the effectiveness of the Diversity Statement is greatly limited by sincerity claims, ascription of agency, lack of connection to University activities, and lack of dissemination. The types and amount of limitation in the Diversity Statement, indicate a lack of connection to many aspects of the University which in turn disconnects it from the people of the University thereby rendering it ineffective in helping to disrupt inequality at the University.

Comparison with Mission Statement. The Mission Statement of BSU was found by entering "mission statement" into the BSU search engine and is displayed in Appendix I. The webpage containing the Mission Statement is entitled "Our University: Vision, Mission, and Values" (B State University, 2011g). The Mission Statement can also be located from the main webpage under "Our University" by clicking on Administration and then scrolling to the bottom of the page and clicking on "Vision, Mission, and Values."

My objective for comparing the Diversity Statement to the Mission Statement is to determine whether the principles set forth in the Diversity Statement are seen in the Mission Statement. The brevity of BSU's Mission Statement, 39 words, its broad scope and lack of mentioning Diversity made analysis difficult. However, among BSU's nine values, that immediately follow the Mission Statement, are two that identify the

Universities philosophy towards Diversity. These include demonstrating inclusivity and Diversity and providing opportunity and access. Additionally, the value of promoting civic responsibility is seen in the University values. The concept of inclusivity is mentioned in both the Mission and Diversity Statement. However, the Mission Statement identifies the very broad goal of inclusivity whereas the Diversity Statements focuses on specific categories that should benefit from inclusivity – minoritized persons, women in non-traditional areas and persons with disabilities.

The University states in its Mission Statement that it values providing opportunity and access. However, there is no mention of providing opportunity or access in the Diversity Statement. Instead the Diversity Statement focuses on enhancing Diversity and ensuring each member of the University recognizes "their role as citizens in the global community" (B State University, 2011h). Additionally, the value of demonstrating Diversity is confusing because it essentially identifies Diversity as something the University values demonstrating rather than valuing the many forms of Diversity as mentioned in the Diversity Statement.

In total, the Diversity and Mission Statements of this University appear to be very disjointed and lack recognition of each other's goals, definition of Diversity, and philosophy towards Diversity. It does not appear that there was any consultation between the two documents in their development. Most concerning is the Context of the Diversity Statement which identifies the Diversity Statement as a response to legal and governing body concerns rather than a desire on the part of the University to be fully inclusive.

Common University Statistics. I considered the state population demographics for the state in which the University is located to determine whether the faculty and student body was representative of the general state population. State B's Hispanic/Latino population is currently 20.7%, faculty is 4% and the Enrollment/Retention rate is 6%. For Black or African Americans, the state population is 4% where the faculty population is 1% and the Enrollment/Retention rate is 2%. Graduation rates for most categories remains similar between 2004 and 2009 with the exception of Nonresident Alien/International students whose graduation rate increased from 50% to 68% which may be a reflection of the 3% increase in Tenure Track Faculty in this area over the same time period. With the exception of Nonresident Alien/International students, the graduation rates for all other racial/ethnic student categories are significantly lower than that of White students.

Table 12.
BSU Summary of Common Statistics

Race	State	Tenure Track Faculty		Enroll./Reten. Rates		Grad Rates	
		Fall 05	Fall 09	Fall 05	Fall 09	Fall 05	Fall 09
Asian/Nat. Hawaiian/ Pac. Islander	2.9%	6%	6%	3%	3%	46%	52%
Black or African American	4.0%	1%	1%	2%	2%	45%	57%
Hispanic/Latino	20.7%	3%	4%	5%	6%	50%	59%
Am. Indian or Alaska Native	1.1%	1%	0%	1%	2%	52%	50%
Nonres. Alien/International	- - -	2%	5%	3%	3%	38%	68%
unknown/other	7.2%	- - -	- - -	6%	7%	49%	65%
White, Non-Hispanic	81%	87%	83%	80%	76%	65%	64%

B State University, 2011a; National Center for Education Statistics, 2011; U.S. Census, 2010a

The low percentage of minoritized faculty and students does not support the Diversity Statement claim the University is placing emphasis on historically included groups. However, if we consider the University's desire to enhance its Diversity, then

there would be expected increase in graduation rates of students considered to be diverse, i.e., African American, Hispanic, etc. There is no indication from trends in graduation rates of these populations that the University is working to enhance its Diversity. In total, the figures presented on the University indicate a status quo environment. One exception to this is Nonresident alien/International students whose enrollment and graduation rates have risen dramatically could be investigated to determine if such success strategies could be used to benefit those who have historically excluded from access and success at the University.

Website Pictures. Pictures located in the University's main webpage, Admissions page and Diversity page were all considered for this analysis. The main webpage for the University contains the University banner at the top and directly below that is the main options frame where there is a left-to-right scrolling leader bar with sub-titles and pictures (B State University, 2011d). Subtitles include Feature Story, BSU Athletics, Admissions, My-BSU-Student videos and More, and Green Initiatives. The picture for each subtitle is specific to the current topic. Next to Feature Story there is a picture of a White male identified as the new Dean selected for one of the Universities colleges. Next to Athletics, there is a picture of a White male identified as the football coach. The Admissions subtitle shows a wide-screen shot of what appears to be a White male walking across the campus. The My-BSU-Student videos and More subtitle pictures a three dimensional computer generated word collage. Last, the Green Initiatives pictures two students, one is walking and one is riding a bike. Only one of the students is identifiable as a White female. Pictures from this webpage were discussed to provide

description of context. However, the pictures are not downloadable and are not included in the analysis. Appendix J contains all the pictures from BSU selected for analysis.

From the Admissions page and the Diversity page a total of eight pictures were captured for analysis. Seven of the eight pictures analyzed are considered as having a contributive or additive approach to equity, having content that supports equity but only that with which the dominant culture is comfortable (Banning et. al., 2008).

The Admissions has seven rotating pictures in the main frame (B State University, 2011e). Three of these pictures identified the University and were deselected. The first picture selected from the Admissions pages is identified as Picture 1 and depicts an older White male assisting a younger White female while sitting in front of several computer screens indicating a technology field of study. The male is presumed to be a professor and the female, a student. This picture is described as displaying gender equity for a female student in a technology field and contains messages of belonging, safety, and roles. Picture 2 shows what appears to be a White male professor holding a violin and looking at a White male student (B State University, 2011e). This picture is described as null, meaning it lacks equity messages creating a default discriminatory environment based on the white male normal/neutral environment. Picture 3 from the Admissions page shows four students in the foreground walking across campus. Three of the students are White and one is Black. This positive depiction of racial Diversity is overshadowed by the possibility of the lone Black student fulfilling the token Diversity role however it does contain messages of belonging, equity, and safety. The last picture, Picture 4, appears to be two students working on as assignment at the microscope in a laboratory setting. One

student appears to be a White male and the other is an Asian female. This picture displays gender and racial equity and contains message of belonging, safety, and equality. Pictures 1, 3 and 4 from the Admissions page are all considered to identify an additive/contributive equity approach as they each support equity in a manner that the dominant culture is comfortable (Banning et. al., 2008).

On the Diversity page, the main frame below the BSU banner contains eight rotating pictures (B State University, 2011f). Four of the eight rotating pictures identified the University and were deselected and the remaining four are classified as contributive or additive. Picture 5 is a group photo of what appears to be four students having fun in the snow. The ethnicity of the students varies and all appear to be young and able-bodied. Racial and gender equity are displayed and messages of safety, equality and belonging are contained in the picture. Picture 6 is an action photo of a Black male dancer mid-air against an all black backdrop. This picture is viewed as breaking gender and racial stereotypes of the traditional dancer as female and containing messages of equality and roles. Picture 7 depicts two females engaged in what appears to be casual conversation, one of the females is of Asian descent and the other is facing away from the camera but appears to be a White female. Racial equity is displayed and the pictures contains message of belonging, safety, and equality. Last, Picture 8 shows what appears to be a Black female professor standing with a White male student who is holding a paper while the professor points to something on the page. This displays gender and racial equity and contains messages of equality and roles.

Of the seven pictures considered additive or contributive, four of these depict both racial and gender Diversity, two depict only racial equity, and one depicts only gender equity. However, there is no evident depiction of religious, sexual orientation, or physical equity. Messages of belonging, safety, and equality were noted in all of the pictures analyzed but messages regarding roles were noted in only three of the seven pictures. There are no pictures that could be identified as negative or transformational in approach.

Summary. In summarizing my analysis of the Diversity Statement of BSU, I first consider my overarching question of whether the Diversity Statement aids in maintaining or disrupting in equality. As a document whose intended purpose is to display the organizations contribution, purpose, philosophy and values, the Diversity Statement of BSU does provide a snapshot of the University's philosophy and values towards Diversity. However, it does not speak to the University's contribution, which in the case of higher education is the acquisition, transmission, and application of knowledge.

There is no content in the Diversity Statement that enables the reader to understand how, and if, an authentic mindset of embracing diverse axiology, ontology, and epistemology in the acquisition, transmission, and application of knowledge exists. Additionally, there is no indication that the advancement of diverse knowledge or people is an integral part of or the organizations' purpose. Diversity is identified as a value of the University but not a stated part of the mission. The Diversity Statement does provide a stated philosophy of Diversity. However, the disconnect between the Mission Statement, the Diversity Statement, and actual programs and activities does not show evidence of being an organization that reflects the contributions and interests of diverse culture or

social groups in its mission, operations, and product or service; acts on a commitment to eradicate social oppression in all forms within the organization; includes the members of diverse cultural and social groups as full participants, especially in decisions that shape the organization; and follows through on broader external social responsibilities, including support of efforts to eliminate all forms of social oppression and to educate others in multicultural perspectives (Jackson & Holvino, 1998).

Reasons for this disconnect may be the reasoning behind the Diversity Statement, which identifies the Diversity Statement as in response to national litigation cases and governing body demands. Additionally, the University's own stated reason for Diversity is a need to provide access for those historically excluded rather than an aspiration of the University to be fully inclusive. Confusion within the Diversity Statement of how the University describes categories of Diversity, and the vast difference between a desire to enhance Diversity, and providing equal opportunity for access and success for diverse students also indicates a disconnect. Overall, the Diversity Statement provides little indication of an ability to disrupt inequality at the University.

Other elements that contribute to maintaining an environment of inequity include pictures on the University website wherein the main webpage features White males in three out of the five pictures. Two of which identify White males in prominent leadership positions. It could be argued that this is due to the current event content. However, consideration could be given to identifying minoritized leaders and students with noteworthy accomplishments for current event content. Additionally, the University has a

significantly lower percentage of minoritized persons than the State population that might indicate recruiting efforts focused towards minoritized students could be enhanced.

Within-Case Analysis of E State University

E State University (ESU) is located in a mid-western state with a population of approximately 9.8 million (U.S. Census, 2010b). According to Bowen, Bracco, Callan, Finney, Richardson, and Trombley (1997) higher education in the state includes 45 public institutions, 15 of which are four-year institutions and 30 are two-year institutions. ESU is governed by a Board of Trustees composed of eight elected voting members, and each member serves an eight-year term. The University holds a Carnegie Classification of Doctoral Extensive. One campus serves the entire University and extension services are provided in each county of the state. The Diversity Statement and Mission Statement for the University are located in Appendices K and L respectively. FTE for 2009 is approximately 34,000 undergraduate and 7,000 graduate students (E State University, 2011f). According to the National Center for Education Statistics (2011) enrollment percentages by race/ethnicity identifies 71% of the students as White, 17% as minoritized, 2% as unknown and 10% as Nonresident Alien. Of the minoritized students, 7% are identified as Black or African American, 5% as Asian/Native Hawaiian/Pacific Islander, 3% as Hispanic/Latino and 1% as American Indian or Alaskan Native.

Table 13
ESU Enrollment Breakdown by Race/Ethnicity

Race/Ethnicity	Enroll./Reten. Rates Fall 09
Asian/Native Hawaiian/Pacific Islander	5%
Black or African American	7%
Hispanic/Latino	3%
American Indian or Alaska Native	1%
Nonresident Alien	10%
unknown	2%
White	71%

National Center for Education Statistics, 2011

Diversity Statement. The Diversity Statement for ESU is titled the "President's Statement on Diversity and Inclusion" and is located on the main Diversity page (E State University, 2011d). The first sentence of the Diversity Statement is confusing in its intent and meaning. Here, the Diversity Statement identifies the University as having values that come from their rich heritage "as a land-grant institution and our current position as a world-grant institution among the best universities in the world" (E State University, 2011d). As a marketing statement, identifying the University as a world-grant institution may have relevance. However, in the context of a formal public document whose purpose is to identify the contribution, purpose, philosophy, and values as related to Diversity, the concept of a world-grant institution is unclear. This context leads the reader to believe there may be world-grant institutions that would have been developed with similar legislative history to the land-grant institutions. The question arises as to the similarity of world-grant institution values to land-grant institution values that originated for the purpose of increasing access to higher education for America's "common man" (Rudolph, 1990). This situation is compounded by the location of the Diversity Statement

on the main Diversity webpage indicating the intended reader as anyone with interest in Diversity at ESU and makes the assumption that the reader would be familiar with the values of the land-grant and potential world-grant institutions.

Common Themes within Diversity Statements. Using the Common Themes within Diversity Statements I first sought to understand how the ESU identifies and categorizes Diversity and found a broad understanding by the University of Diversity as "a full spectrum of experiences, viewpoints, and intellectual approaches" (E State University, 2011d). This is similar to the HLC recognition of "Diversity inherent among the people of the United States" (Higher Learning Commission, 2003). However, unlike the HLC, ESU does not provide a succinct listing of Diversity categories. Although it is commendable that ESU is inclusive by recognizing Diversity as a full spectrum, the Diversity Statement does not offer evidence of understanding the historical fight for access and equality of so many diverse groups of people.

The Diversity Statement focuses on reasons for Diversity that are considered positive consequences that identify the positive benefits of experiencing and/or interacting with Diversity and valuing Diversity. Positive consequences seen in the Diversity Statement include benefiting everyone by enriching conversation and challenging "us to grow and think differently" (E State University, 2011d). Additionally, specific positive consequences are identified for employees and students. This includes creating a stronger work environment and enriching learning experiences. The value of inclusion is stated as part of the Universities land-grant heritage and is defined as "providing all who live, learn and work at the University the opportunity to actively

participate in a vibrant, intellectual community that offers a broad range of ideas and perspectives" (E State University, 2011d).

The University is portrayed as the bearer of actions towards Diversity, as provider of opportunity, and as possessor of Diversity. Specific actions toward Diversity include welcoming Diversity, providing opportunities for "the campus" to be more inclusive, and embracing access and success for all (E State University, 2011d). In the role of provider, ESU provides the opportunity to participate in a community that offers a "broad range of ideas and perspectives" (E State University, 2011d). Additionally, the University is seen as providing opportunities for cross-cultural interaction, inclusion, and success to the campus community. Throughout the Diversity Statement the University, not programs or services, is seen as the provider of the opportunity. Possessing Diversity is evidenced by such statements as: "we take great pride in our Diversity" and "to benefit from our campus' Diversity" (E State University, 2011d). The first statement indicates the entity of University having Diversity and the second indicates the campus having Diversity. Neither statement identifies the individual members of the University or campus community as being diverse; instead both the University and campus possess Diversity.

Quantitatively, the Diversity Statement uses the term Diversity twice. Each mention of the term Diversity is in a possessive context where Diversity is preceded by the term "our." The term University is seen seven times in its proper noun context as E State University or ESU. The first instance identifies ESU as being guided by the value of inclusion. Successive instances provide explanation of universities' feelings towards

Diversity (i.e., welcoming, taking pride in, etc.) and identifying how benefits from Diversity are gained (i.e., gaining skills, knowledge, and inclusion).

Overall, the images of the University and Diversity are characterized as a possessive relationship between the University and Diversity for the purpose of Diversity providing the University with the experiences, viewpoints, and intellectual approaches that it seeks.

Common Function of the Diversity Statement. The function of the ESU Diversity Statement is clearly indicated by its inclusion of a strong statement of expected response to potential Diversity tension,

> We recognize that cross-cultural interactions may sometimes create moments of surprise or discomfort. But when perspectives clash, we have an individual and shared responsibility to guard against behaviors that demean or otherwise harm individuals and our community. A strong campus community is characterized by respect for, and civility toward, one another (E State University, 2011d).

This clear direction of behavior indicates the function of the Diversity Statement in setting a tone or general climate towards Diversity and promotes shared expectations as related to Diversity. There is no discussion of allocation of resources for Diversity initiatives or work objectives, work structure, or tasks related to Diversity on campus. This lack of direction regarding how the University intends to be inclusive causes the Diversity Statement to be considered filled with purely sincerity claims, which are further discussed in the Potential Limitations section of this analysis. Affirmation of organization

commitments can be vaguely seen in the descriptions of providing opportunities to be more inclusive, opportunity to participate in the University community, and welcoming Diversity.

Despite a strong position on expected response to potential Diversity tension, overall the Diversity Statement fails to fulfill many of the common functions of the Diversity Statement. Additionally, its lack of providing tangible pathways and specific direction for inclusive efforts decreases the function of the Diversity Statement.

Potential Limitations. Potential limitations identified within the ESU Diversity Statement include a) ascription of agency resulting in authorless disclosure and dependency, b) displaying only sincerity claims, and c) not connecting to University activities. Ascription of agency is evidenced by statements that discuss the provision of opportunity for success, inclusion, and cross-cultural interaction, which identify the University as a social actor charged with creating such opportunities. This concept is further illuminated as ESU describes Diversity as "our diversity" and "our campus' diversity" (E State University, 2011d). One caveat to the ascription of agency is observed as the Diversity Statement distinguishes between Diversity as an element of the University and Diversity as an element of the campus. Without acknowledging the campus as a community of diverse people, the Diversity Statement potentially gives power to the social actor "campus." The ascription of agency to the University partially results in authorless disclosure. Knowing that the Diversity Statement is written by the President, references within the Diversity Statement to ESU, "our," and "we" indicate the President is speaking of the philosophy and/or values of a larger group, but does not

identify who the larger group is or whether they agree with the stated philosophy and values. Dependency is seen as students, faculty, and staff become dependent on the University, as social actor, to provide the actions or services discussed within the Diversity Statement.

A second limitation of the Diversity Statement is the use of sincerity claims with no veracity claims. Broad statements of action and potential opportunities are evidenced but there are no factual actions, plans, or agenda. This leads to the third limitation, as the sincerity claims do not connect to any actual University activities. This disconnect from actual Diversity programs and services at the University, minimizes the ability of the Diversity Statement to act as a guiding document.

The only limitation not evidenced in the ESU Diversity Statement is inadequate dissemination. Appendix M provides a visual display of accessing the Diversity Statement that identifies ESU Diversity Statement as being easily located on the equally easily located Diversity webpage. This indicates the Diversity Statement could be more effective in disrupting inequality than Diversity Statements that are disconnected from the larger Diversity body of information. However, evidence of ascription of agency, sincerity claims, and disconnect from University activities mitigates this possibility.

In total, the Diversity Statement contains many limitations that would render it less than effective in disrupting inequality. This includes the ascription of agency that results in authorless disclosure, dependency, and intensification; lack of clear direction; and a possessive view of Diversity. Although the location of the Diversity Statement is

seen as positive and indicates the potential of influencing decisions, the content of the Diversity Statement may nullify this ability of the Diversity Statement.

Comparison with Mission Statement. The Mission Statement focuses heavily on organizational contribution and purpose by clearly defining their strong academics, interdisciplinary enterprises, and innovative ways in addressing society's needs as their product and purpose (E State University, 2011e). This contrasts with the Diversity Statement, which focuses on philosophy and values of the University. The difference in focus of the two statements is interesting because it indicates that, although both statements fulfill appropriate functions, they are clearly very different in their scope. Both the Mission Statement and the Diversity Statement open by identifying a commitment to inclusion. The Mission Statement identifies ESU as an inclusive community and the Diversity Statement identifies inclusion as a guiding value indicating homogeneity of thought between the Mission Statement and Diversity Statement as it relates to Diversity. However, a Diversity Statement that flows directly from the Mission Statement goals and objectives may be more consistent with a thoughtful approach to the development of the Diversity Statement.

Overall, the consistency between the Mission Statement and Diversity in description of Diversity indicates some consistency of thought. However, neither Statement provides direction in becoming more inclusive, nor do they recognize the historical exclusion of some groups of people indicating the possible perpetuation of barriers to access and success for these faculty and students.

Common University Statistics. Statistically, the commitment of ESU to embrace "access to success" indicates mixed results (E State University, 2011d). Consideration of differences in state population compared to faculty and student population identify significant variances for Black or African American persons wherein the state population is 14% Black or African American and the population of Black or African American students and faculty at ESU is 7% and 5% respectively. At the same time, the E State population is 2% Asian/Native Hawaiian/Pacific Islander and the population of Asian/Native Hawaiian/Pacific Islander students and faculty at ESU is 5% and 7% respectively. Graduation rates of Black of African American students show an increase of 7% between 2005 and 2009 and graduation rates of American Indian or Alaskan Native students show an increase of 14% between 2005 and 2009. These numbers correlate the Universities' claim of "access to success for all" (E State University, 2011d).

Table 14.
ESU Summary of Common Statistics

		Tenure Track Faculty		Enroll./Reten. Rates		Grad Rates	
Race/Ethnicity	State	Fall 05	Fall 09	Fall 05	Fall 09	Fall 05	Fall 09
Asian/Nat. Hawaiian/ Pac. Islander	2%	7%	9%	5%	5%	72%	73%
Black or African American	14%	5%	5%	8%	7%	72%	79%
Hispanic/Latino	4%	2%	3%	3%	3%	81%	83%
Am. Indian or Alaska Native	< 1%	1%	1%	1%	1%	39%	53%
Nonres. Alien/International	- - -	6%	6%	7%	10%	69%	62%
unknown/other	2%	- - -	- - -	1%	2%	75%	85%
White, Non-Hispanic	79%	79%	76%	75%	71%	89%	95%

E State University, 2011f; National Center for Education Statistics, 2011; U.S. Census, 2010b

Website Pictures. The main page of the University website has three rotating pictures directly under the University name and primary information bar. Two of the three pictures are not presented for analysis because they identify the University.

However, they are discussed here to provide information of the types of pictures displayed. All pictures used in the analysis are presented in Appendix N.

The first picture presented on the University's main webpage is of the University's football team in the locker room cheering, perceivably before or after winning a game. Second is a picture of a single White man wearing a University t-shirt on a rowing machine with the caption "A relentless road to achievement" (E State University, 2011a). Third is a picture of a cup filled with coffee with a spot of milk in the shape of a heart on top. The cup is sitting on top of a map of Burundi with the caption "Brewing Prosperity and Hope in Africa," and this picture is identified as Picture 1 for analysis displayed in Appendix N (E State University, 2011a). This picture is viewed as having a null equity approach as this picture perpetuates a default discriminatory environment based on the White male normal/neutral environment (Banning et. al., 2008).

The main Admissions webpage has no pictures so I clicked on the first option, *Be a (name of mascot)* (E State University, 2011b). Here, there is one picture showing and clicking on the arrow over the right side of the picture will take you to another picture. A total of nine pictures can be seen, and five of them were deselected because they identify the University. The first picture selected is identified as Picture 2. It shows two White males, seemingly a professor and student looking at some electronics equipment. This depicts the default white male norm of the University environment and is considered null in its equity approach. Picture 3 is a wide-screen shot of what appears to be the cafeteria with two workers and two students in the forefront and several other people in the

background. The two apparent students are both White females. Of the workers, one is a White male and the other is potentially a female of Asian descent. This may weakly be seen as contributive/additive because it identifies what appear to be female students and a White male in a position of service. This could indicate support of equity but only in a manner that the dominant culture would be comfortable with. Picture 4 is a wide-screen shot of a student common area. There are several people who appear to be students in the picture but race and gender are minimally evident. The picture is identified as null in its equity approach (Banning et. al., 2008). Picture 5 is of an artistic metal sculpture that has an Asian influence in its design. In order for this picture to be relevant, I have to make the assumption that this artistic architecture is located on the University's campus. Assuming this, the picture potentially sends messages of belonging and equity for Asian students and is classified as identifying a contributive/social action approach (Banning et. al., 2008).

The Diversity page can be located by clicking on Diversity & Inclusion in the lower right corner of the ESU main webpage. There are three main frames on the Diversity webpage and each frame is the full-width of the page. Frame one states "E State University – Office of Inclusion and Intercultural Initiatives" and provides options for Our Stories, Our Heritage, News and Events, and Resources and Programs (E State University, 2011c). Directly below that is a second frame the full width of the webpage containing a collage of four pictures. The last frame is also the full width of the page and contains a welcome statement and a link to the President's Statement on Diversity and Inclusion. The collage of pictures is identified as Pictures 6a, 6b, 6c, and 6d for the

analysis. Picture 6a shows a Black female perceived to be a professor assisting a White female student with a scientific experiment and sends the message of belonging, equity, and the role of Black females. It touches on gender, race, and ethnic stereotypes and is considered to be contributive/additive approach to equity. Picture 6b shows two students walking on campus and one student riding a bike. The two students walking are facing away from the camera and all students pictured are at such a distance it difficult to determine race or gender. This picture is identified as a null, lacking equity messages resulting in a default discriminatory environment based on the white male normal/neutral environment (Banning et. al., 2008). Picture 2c is perceived as three students at the University, one White female, one African-American male, and one African-American female. Each student is smiling and has their arms crossed in what I would identify as confident assurance. This picture touches upon messages of belonging and safety and is considered contributive/additive (Banning et. al., 2008). It is also noteworthy that there are two African-American students rather than the often seen single token member. Picture 2d is not used in the analysis because it identifies the University.

Six pictures were analyzed that overall contribute to identifying an equitable gender, racial, or ethnic environment. However, other observable forms of Diversity are missing from these pictures. This includes any representation of disability, age difference, religious diversity, or diversity of gender expression. Throughout the webpages analyzed, it is noted that all representations of Diversity would be considered to be pictures that the dominant culture would be comfortable with. There were no pictures indicating a

transformative equity approach that calls for personal involvement or commitment to change.

Summary. There are several issues within the Diversity Statement that are concerning. First, the opening sentence of the Diversity Statement contains what appears to be a positioning of the University within the market as a "world-grant" institution and indicates the University holds the values of this type of institution (E State University, 2011d). The position of a marketing statement in the Diversity Statement may be seen as creating an environment of marketplace discourse which places minoritized persons as a commodity whose value is in helping to provide diverse educational experiences, satisfy employer demand for students who can operate in a diverse environment, and essential to maintaining a competitive edge (Iverson, 1992). Although the focus of the marketing is on marketing the University and not Diversity, its location within the Diversity Statement seems cavalier and damages the authenticity of the intent of the Diversity Statement.

Second, the authorship of the Diversity Statement brings into question who or what groups hold the philosophy and values stated. The title of the Statement indicates it is the President of the University who wrote the statement; however references to we and us throughout the Diversity Statement do not identify which group(s) holds these values. This confusion is emphasized in the last sentence of the Diversity Statement wherein the reader is encouraged to "Join me as we build a welcoming community" (B State University, 2011d).

Third, the identification of Diversity as "a full spectrum of experiences, viewpoints and intellectual approaches" is also considered problematic as it is a

generalization of Diversity that does not acknowledge the struggle for full access of many groups of minoritized students such as Black or African Americans, Hispanic/Latinos, disabled students, and those whose sexual preference or religious affiliation has been oppressed. Additionally, this generalization of Diversity decreases the ability to measure Diversity efforts. Although there are no specifically identified efforts, programs, or services mentioned in the Diversity Statement, evidence from the University's main Diversity page indicates the University has many programs and services geared towards diverse students. The ability to measure the effectiveness of these programs originates in the ability to define for whom the services are provided.

Within-Case Analysis of University G

University G (UG) is located in a mid-west state with a population of approximately 1.8 million people (U.S. Census, 2010c). According to the G Coordinating Commission on Higher Education (2011), higher education in the state consists of three systems, the UG system, the state college system, and the community college system. The UG system is comprised of four campuses serving 64,000 students and the largest campus, the subject of this analysis, serves approximately 22,000 students (University G, 2011a). The state college system consists of three colleges offering undergraduate and master's degrees in education and organization management and the community college system consists of six primary institutions, each with multiple locations. The UG Board of Regents is comprised of eight voting members elected for six-year terms, and four non-voting student Regents, one from each campus, who serve during their tenure as student body president (University G, 2011b). Additionally, G's Coordinating

Commission for Postsecondary Education serves to guide policy for the state higher education system and private higher education institutions. The Diversity Statement and Mission Statement for UG are located in Appendix O and P, respectively.

FTE for 2009 was approximately 21,000 and accounts for one-third of the part-time students added to the full-time students (University G, 2011h). According to the National Center for Education Statistics (2011) a breakdown of the percent of total enrollment by race/ethnicity identifies 80% of the students as White, 9% as minoritized, 5% as unknown and 6% as Nonresident Alien. Of the minoritized students, 3% are identified as Hispanic/Latino, 3% as Asian/Native Hawaiian/Pacific Islander, 2% are identified as Black or African American, and 1% as American Indian or Alaska Native.

Table 15
UG Enrollment Breakdown by Race/Ethnicity

Race/Ethnicity	Enroll./Retention Rates Fall 09
Asian/Native Hawaiian/Pacific Islander	3%
Black or African American	2%
Hispanic/Latino	3%
American Indian or Alaska Native	1%
Nonresident Alien	6%
unknown	5%
White	80%

National Center for Education Statistics, 2011

Diversity Statement. The Diversity Statement for UG is a stand-alone document entitled the President's Statement on Diversity and there is no indication of it being a part of a larger document. There is no date on the Diversity Statement but it is noteworthy that the Statement is signed by a past President of the University who left the University in 2003. Located directly below the Diversity Statement on the website is a five-year plan to

increase faculty Diversity that is dated January 1, 1998. This is concerning and raises the question of whether Diversity efforts have suffered at the University since it was a previous President who wrote the Statement and would likely have been responsible for the five-year plan to increase faculty Diversity.

Common Themes within Diversity Statements. The UG Diversity Statement does not define how it interprets the term Diversity nor does it provide any categorical listing of types of Diversity. The only mention of Diversity that might indicate a definition is in reference to the state population, which is recognized as a "mosaic of ethnicities, languages, and lifestyles" (University G, 2011d). Later the Diversity Statement identifies achieving "representative numbers of groups historically denied equal access because of race or gender" as being an objective of UG (University G, 2011d). This is an interesting combination of the abstract concept of Diversity as a mosaic and of the specific idea of those historically denied access. It recognizes the complexity of Diversity within our society and remains true to the origins of Diversity, which are rooted in exclusion. Furthermore, the location of each of these sentences within the Diversity Statement helps the reader to understand the contemporary view of Diversity and the more historical view of Diversity. Diversity can be seen as both a characteristic of self, where self is the State of G and as an objective, where the objective is to create diverse communities.

The Diversity Statement identifies the need for the people of the State of G to understand that the variety of cultures and languages within G State is an asset for the State. Efforts to increase access and success for diverse faculty and students provide the means for everyone to remain competitive in today's global society. An increased focus

on Diversity is needed to create a campus climate that encourages acceptance and respect and to encourage future generations to realize that "knowing only one culture and speaking only one language would [not] be enough to remain competitive. . ." (University G, 2011d). Increased Diversity is also necessary in order for UG to reach it goals of recruiting and retaining diverse students, faculty, and staff; having an enrollment representative of the G State population; and to enable students "to become productive, capable citizens in a world of diverse cultures" (University G, 2011d).

Understanding how the University is defined requires that I first identify who is being spoken of in the Diversity Statement. The author of the Statement is the President of the University. However, the term "we" is used several times throughout the statement, and in each case there is clarification of the we being discussed including a) the educators of the University, b) the people of the State of G, c) the individuals charged with leading the University, d) those who are at the University, and e) the University of G. Each iteration of the term *we* is appropriate in its context. The flow of the Statement follows from the general to the specific. Each movement outlines the philosophies and values of Diversity at an appropriate level for the *we* that is being discussed. This is very different from the first two Diversity Statements wherein the University is spoken of as a social actor having its own specific desires, goals, and services. Here it is specific groups of people that are being discussed along with encouragement for each group to consider their role in creating an inclusive society.

Within the UG Diversity Statement there is recognition of the historical exclusion based on race and gender and UG takes ownerships of this exclusion by recognizing these

groups as an important part of the population that make up the mosaic of peoplein G State. Furthermore, two of the UG's outcomes identify the need to create diverse communities by including persons who have "historically been denied access because of race or gender" (University G, 2011d).

Quantitatively, the term Diversity is used only once in reference to an area that has not been given the full commitment of the educators of the UG. The term "University" appears five times and four of these instances it is used in clarifying the term "we." The other instance is in clarification of the phrase "on each campus." In total, Diversity continues to be represented as a subordinate group of the University needing special efforts from the University to become full members of the University community.

In summary, the UG Diversity Statements is different from the other Diversity Statements studied so far in that the University is identified as being comprised of different groups of people including leaders of the University and members of the University community. This identification allows the reader to see the University as being made up of people rather than an entity in itself. However, in relation to Diversity, the University is identified as the whole and Diversity as a part of the whole. This continues to perpetuate the subordination of Diversity by failing to recognize the University as a diverse organization. Within this, Diversity continues to be identified as being in need of special attention and as necessary for the University to meet its goals.

Common Functions of the Diversity Statement. The UG Diversity Statement fulfills the Common Functions of the Diversity Statement as identified in Table 8 more fully than other Diversity Statements analyzed so far. The Diversity Statement clearly

describes the importance of Diversity on campus for both the State of G and the University. This lays the groundwork for the purpose of allocating resources towards inclusive efforts. It then goes on to describe the goals for inclusive efforts including recruitment, retention, equitable representative, and preparing students for citizenship in a diverse world. Next, the desired outcomes are also described, providing a vision for an inclusive campus. Outcomes described include a campus climate of acceptance and respect, supporting programs that honor Diversity, and creating diverse communities of faculty and students.

In setting a general tone, the Statement begins by explaining why Diversity is important and frames Diversity as an essential part of the future for the State, University, faculty and students. Furthermore, it paints a visionary picture of the importance of Diversity in a global economy, identifies Diversity as an asset, and encourages the University to sow seeds of "equality, opportunity, and justice" (University G, 2011d).

The Statement recognizes the "this is not a utopian world, and we must understand that we will be faced with challenges from those who would rather look backward than forward" (University G, 2011d). Inclusion of this sentence helps to focus the organization on what is important – inclusion – and what is not important – those wishing to look backward. Adding to this focus, the next sentence of the Statement provides a vision for the future based upon actions of today that further negates the actions of those desiring to look backwards. The promotion of shared expectations is seen throughout the Statement as the term "we" is identified each time enabling the reader to see where he/she may fit into the content and what expectations are made of UG

community members. Last, the affirmation of organizational commitment is clearly seen in the goals and stated outcomes.

The UG Diversity Statement is exemplary in its fulfillment of common functions. Each function is addressed at level that allows the Diversity Statement to be identified as filled with veracity claims, i.e., what I am telling you is fact, versus sincerity claims, i.e., what I am telling you comes from the heart (Cameron, 2001). This in turn gives credence to the value of the Diversity Statement in guiding decisions at the University.

Potential Limitations. The UG Diversity Statement exhibits very few potential limitations. The Diversity Statement is identified as being filled with veracity claims which strengthens its ability to guide decisions in the University (Connell & Galasinski, 1998). The UG Diversity Statement does not succumb to giving agency to the University. As noted earlier, each instance of reference to "we" or the University is crafted to identify who or what groups of people comprise the University: First as individuals charged with leading the University, and second as those who are "at the University" (University G, 2011d). There is one instance that states: "We are the University of G" (University G, 2011d). However, since this follows the first two instances, which fully define the "we" being discussed, it can be assumed that the third instance refers to both groups identified in the first two instances. The Statement is also seen as connecting the Diversity Statement to the University activities by identifying specific goals for inclusion as well as desired outcomes.

The Diversity Statement does falter in its dissemination. Appendix Q identifies the path to the main Diversity page and the path to the Diversity Statement. Although the

Diversity Statement can be accessed from the main Diversity page, it requires several clicks to locate it under Policies and Reports. Its location is not intuitive and decreases its ability to be viewed as a public document. Despite this, the Diversity Statement can also be located by entering the term "diversity" into the main search engine on the website possibly mitigating the effects of its location. An additional limitation to this particular Statement is the author. The Statement is signed by a past President of the University who left the University in 2003, making this Statement at least nine years old. The strength of this Statement as a guiding document is greatly diminished under this circumstance. Overall, this is a very strong Diversity Statement lacking only a proper location to increase its value as a guiding document in the decision-making process.

Comparison with Mission Statement. There is division between the Mission Statement and the Diversity Statement particularly as each understands the concept of Diversity. In the Mission Statement, Diversity is spoken of as cultural Diversity and brings a second focus of Diversity as international, discussing the importance of international activities, students from other countries, international exchange agreements, and international components in the courses and curricula. In its discussion of the curricula, the Mission Statement indicates the need to re-examine accepted truths, develop appreciation for the "multiethnic character of the nation" and "develop aesthetic values. . . including tolerance for different viewpoints" (University G, 2011e). This is quite different from the Diversity Statement, which focuses more on University-wide inclusive efforts for historically excluded groups. This difference, between international Diversity and historically excluded groups, may diminish the value of the Diversity

Statement. It might be that the Mission Statement is newer then the Diversity Statement and reflects a more current view of Diversity. However, neither the Mission Statement nor the Diversity Statement is dated. Additionally, only the Diversity Statement is recognized as having an identifiable author as the Mission Statement is not visibly signed or agreed upon by any group at the University.

In total, the vast difference in description of Diversity between the two documents raises questions about the ability of either document to be helpful in guiding decisions as related to Diversity because the contrasting definitions of Diversity indicate two very different areas that may actually compete for resources.

Common University Statistics. The UG Diversity Statement identifies two quantitatively measurable goals. The first goal I discuss is that of having an enrollment that is representative of the state population. Statistical evidence indicates the UG partially meets this goal. The White/Non-Hispanic student population is actually 3% higher than the state population, Asian/Native Hawaiian/Pacific Islander enrollments are 1% higher, and American Indian or Alaska Native enrollments are equal to the state population of 1%. However Black or African American enrollments are 3% lower than the state population and Hispanic/Latino enrollments are 6% lower than the state population. Overall, this would indicate the UG goal to have a representative student population is not being met for Black or African American or Hispanic/Latino students.

Next, I consider the goal to “recruit and retain the best students, faculty, and staff from diverse backgrounds” (University G, 2011d). Here again Asian/Native Hawaiian/ Pacific Islander and American Indian or Alaska Native faculty percentages are all equal

or higher than the state population. Notable is the Asian/Native Hawaiian/Pacific Islander faculty population whose representation is 9% higher than the state population. Black or African American and Hispanic/Latino faculty populations fall significantly below the state population by 3% and 5%, respectively. Graduation rates indicate Asian/Native Hawaiian/Pacific Islander and Non-Resident Alien/International students share the highest graduation rate of 69% followed by the White/Non-Hispanic student graduation rate of 64%. Black or African American, Hispanic/Latino American, and American Indian or Alaska Native students have graduation rates significantly lower their White/Non-Hispanic counterparts at 46%, 57%, and 26%, respectively.

Overall, trends in graduation rates do indicate an increase in graduation rates for all groups with the exception of American Indian or Alaska Native and Other/Unknown students indicating efforts to retain the best diverse students may be working. However, there is no indication by the trends for faculty or enrollment that efforts to recruit the best diverse faculty and students are working, as there is no significant increase for any category in these areas.

Table 16

UG Summary of Common Statistics

		Tenure Track Faculty		Enroll./Reten. Rates		Grad Rates	
Race/Ethnicity	State	Fall 05	Fall 09	Fall 05	Fall 09	Fall 05	Fall 09
Asian/Native Hawaiian/ Pacific Islander	2.0%	9%	11%	2%	3%	57%	69%
Black or African American	5.0%	2%	2%	2%	2%	42%	46%
Hispanic/Latino	9.0%	3%	4%	2%	3%	42%	57%
American Indian or Alaska Native	1.0%	1%	1%	1%	1%	50%	29%
Nonresident Alien/ International	- - -	- - -	- - -	7%	6%	63%	69%
unknown/other	4.0%	- - -	- - -	4%	5%	61%	48%
White, Non-Hispanic	82%	85%	82%	82%	80%	65%	64%

University G, 2011h; National Center for Education Statistics, 2011; U.S. Census, 2010c

The higher graduation rate of International students may be indicative of the Mission Statement holding more power than the Diversity Statement. As noted earlier, the Mission Statements focuses largely on international efforts whereas the Diversity Statement focuses on historically excluded groups of students. Overall, these statistics are similar to those seen in other case analyses.

Website Pictures. On UG's main webpage directly below the UG leading banner, there are three rotating pictures that can be accessed by using an arrow located to the right of the first picture. Each picture identifies the University and was deselected for analysis. However, these pictures have been described below in order to provide information on the types of pictures featured on the UG website. The first picture is an artist's rendering of the University's Innovation Campus. Next, is a picture of a White male identified as one of the University's Professors, and last is a picture of what appears to be a White male Professor assisting a White female student with a project involving science.

The Admissions page contains no pictures but does have a video that depicts different scenes from around the campus and shows faculty and students engaged in a variety of activities. In this video there are several pictures of racially diverse students and faculty but the majority of the display is of White faculty and students. Here again, this video was not used as it is not downloadable and identifies the University. However, in an effort to gather pictures to evaluate, I clicked on the first option – Apply – on the Admissions page and was able to download one picture. The main page for Equity, Access, and Diversity Programs does not have any pictures and neither do any of its sub-

pages. However, I was able to capture another picture from the Admissions page by clicking on the "(*mascot*) Experience" tab and then clicking on the "Diversity" tab. Although this picture also identifies the University, I was able to cover-up the University's name and have included this picture in the analysis. In total, two pictures are used for the analysis of UG and these pictures are presented in Appendix R.

The first picture analyzed is from the UG Admissions - Apply webpage and is identified as Picture 1 (University G, 2011f). This is a wide-screen shot of a classroom from the angle that the camera is facing the instructor and the students can only be seen from the back. This picture is considered null meaning it lacks equity messages creating a default discriminatory environment based on the white male normal/neutral environment (Banning et. al., 2008). From the Admissions - (*mascot*) Experience - Diversity webpage, Picture 2 shows three students sitting in what appears to be a dorm room (University G, 2011d). One student is a White female sitting on the floor and two of the students are Black males, one reclining in a chair with his arms behind his head and the other is playing the guitar. The mood of this picture is of casual enjoyment. The picture is identified as displaying racial and gender equity with messages of belonging, safety, and equality, as all students shown appear comfortable with their surroundings and each other and is considered contributive/additive in its equity approach (Banning et. al., 2008).

Casual observation of other pictures on the University's website identifies a predominantly White campus with several pictures that identify racial Diversity on the campus. There were no pictures observed that would indicate age, ability, sexual preference, or religious affiliation. In total, the website appears to take a

contributive/additive approach to equity by displaying only those images that the dominant culture would be comfortable with (Banning et. al., 2008)

Summary. The UG Diversity Statement is unique in its discussion of organizational contribution, which is defined as core competencies or the organizations product or services, characterization of the organizations identity, and identification of criteria for choosing the means to realize the mission (Bart, 2001; Cardona & Rey, 2008; David, 1989; King & Cleland, 1978). Focusing on characterization of the organizations identity, the Statement opens with acknowledgement of being at the threshold of a new millennium, needing to consider what makes the State and the University great, and then recognizing the need to fully commit to multiculturalism and Diversity. This characterizes the University as wanting to step into the future committed to change. The rest of the Statement provides a roadmap of goals and outcomes for becoming fully inclusive of multiculturalism and Diversity, thereby choosing the means to realize its mission as it relates to Diversity.

Next the Statement identifies purpose as it relates to Diversity by stating that "we must treat the various cultures and languages in our state as assets" and justifying this with reasons that are beneficial (one language and one culture are no longer enough, the world is growing smaller, etc.) to meeting the needs of all citizens of the state (University G, 2011d). The philosophy and values of the organization are woven throughout the rest of the Diversity Statement. Diversity is never overtly identified as a value of the University instead it is identified as a key part of the Universities future.

Overall, the content of the Diversity Statement indicates the potential to disrupt inequality based on its clear definition of who is being discussed within the statement, order of content in defining a pathway to inclusion, recognition of potential barriers to success in carrying out the goals set with the Statement, understanding of Diversity in a contemporary view, and recognition of historical exclusion of individuals. The power of the Diversity Statement is limited by its authorship and incongruence with the Mission Statement. The limited power of the Diversity Statement is evidenced by Common University Statistics that indicate unmet goals and by website pictures that indicate an unwillingness to ask for personal commitment from all members of the University community.

Within-Case Analysis of University K

University K (UK) is located in a mid-west state with a population of approximately 5.6 million people (U.S. Census, 2010d). According to University K (2011a) the University has 26 campuses and extension services in 72 counties and it is part of the largest system studied for this analysis with. Between 1848 and 1955 UK was a single institution with only one campus, since then legislative action has merged all public higher education institutions in the state into one system. The institution of this analysis, identified as UK, is the flagship for the UK System and has a Chancellor in charge of the University who reports to the UK System Board. The Board is comprised of 18 voting members appointed by the Governor for seven-year terms with the exception of the two student positions who are appointed every two years. The Mission Statement and Diversity Statement are located in Appendices S and T, respectively.

Total FTE for 2009 was approximately 38,000 (University K, 2011b). According to the National Center for Education Statistics (2011), a breakdown of total enrollment by race/ethnicity identifies 88% of the students as White, 9% as minoritized, 2% as Unknown, and 0% as Nonresident Alien. Of the minoritized students, 3% are identified as Hispanic/Latino, 3% as Asian/Native Hawaiian/Pacific Islander, 2% are identified as Black or African American, and 1% as American Indian or Alaska Native.

Table 17.
UK Enrollment Breakdown by Race/Ethnicity

Race/Ethnicity	Enroll./Reten. Rates Fall 09
Asian/Native Hawaiian/Pacific Islander	3%
Black or African American	2%
Hispanic/Latino	3%
American Indian or Alaska Native	1%
Nonresident Alien	0%
Unknown	2%
White	88%

National Center for Education Statistics, 2011

Diversity Statement. The UK Diversity Statement is the only Diversity Statement that addresses a specific audience. Written by the Provost and Vice Chancellor for Academic Affairs, the salutation addresses “Members of the Campus Community” (University K, 2011d). The style of the Statement makes it appear as a letter written to the campus community that lays out the current state of Diversity initiatives on campus, potential future budget cuts, and an affirmation of commitment to protect Diversity initiatives. The Statement closes with a weak call for involvement by encouraging everyone to become involved but does not provide any direction on how to become involved.

Common Themes within Diversity Statements. Within the Diversity Statement, Diversity is spoken of as societal diversity, diversity programs, faculty diversity, diverse learning environment, and diversity gains. Although each instance of the term Diversity describes a specific type of Diversity or desired outcome for Diversity, there is no indication of Diversity as a human condition of difference in experience, culture, or perspective nor is there any recognition of historical exclusion. Additionally, the Diversity Statement provides no indication of a categorical description of Diversity. This is considered problematic because it does not provide the reader with any indication of who or what might be considered diverse thus making it difficult to interpret the meaning of such phrases as "faculty diversity," "diversity gains," or "major diversity programs" (University K, 2011d). Furthermore, there is no way to identify for whom programs and services are provided or who evaluates Diversity efforts.

The Diversity Statement identifies only one reason for Diversity and that is to educate students "who are prepared to live in this global environment" (University K, 2011g). However, the Diversity Statement does indicate that Diversity is necessary for the University to achieve its goals of a "diverse and inclusive learning environment" (University G, 2011d).

The University, identified throughout the Diversity Statement as "we" is primarily seen as taking actions towards Diversity, or in some instances as having already taken actions towards Diversity. Fostering and celebrating, being committed to, protecting, and expanding efforts are all actions the University is currently taking towards Diversity. In the past tense, the University is seen as having made progress, having organized

programs, and having built relationships. More specifically the University is seen as being committed to having a campus that reflects societal diversity. To do this the University has created a variety of programs to promote Diversity, many of which have a specific racial/ethnic focus. In light of potential budget cuts, the University expresses a desire to maintain its "diversity gains" (University K, 2011d). There is no indication of the University as possessor of Diversity or being the provider of opportunity.

Quantitatively, the term Diversity appears five times in the Diversity Statement. In four of these instances, Diversity is used descriptively in identifying types of programs, learning environments, or gains. Lacking a clear indication of how the University defines Diversity creates confusion when considering what a Diversity program or a diverse faculty member would look like. Another instance of Diversity describes a desire to foster and celebrate Diversity. The term University appears twice in the Diversity Statement. In the first instance it is in reference to progress made toward creating a student body that reflects a diverse society. A second instance identifies the University as being committed to a diverse and inclusive environment. Despite the term University being mentioned infrequently, the focus of this Diversity Statement is clearly on the University and primarily discusses what the University has done for Diversity and what the University hopes to continue to do for Diversity.

Overall, the Diversity Statement summarizes the past, present, and potential future position of Diversity and Diversity-related initiatives. There is little indication of who is identified as diverse or how the University determines whether it has achieved full inclusion of diverse individuals. Stated reasons for Diversity are minimal with only one

reason presented that identifies a diverse and inclusive learning environment as the type of environment desired by the University for its students.

Common Functions of the Diversity Statement. In discussing the allocation of resources for inclusivity, the UK Diversity Statement makes note that deep budget cuts are likely for the next biennium. Despite this, the University will try to protect Diversity gains and look for additional funding resources. This is a vague promise that may reflect reality but does not provide consensus in the allocation of resources. The first part of the promise – to protect diversity gains – is framed as something "we" will do. However, the second part – seek additional resources – is stated as something "I" will do. The second part is then followed by identification of who the Chancellor will work with to find additional resources, including the Deans, faculty, and staff. The change in pronoun from "we" to "I" shifts the focus of the Statement from the campus community to the Provost. In doing so, ownership of Diversity initiatives, programs, and services moves away from the community and becomes the Provost's.

There is a small amount of content in the Statement that would set a general tone or climate towards Diversity. One sentence, regarding the preparation of students to live in a global society suggests that this "requires that we foster and celebrate diversity" (University K, 2011g). The use of the term "requires" sends a strong, but not a welcoming or inclusive message. Further in the Diversity Statement, UK is said to be passionately committed to Diversity. Immediately following this is a comment on upcoming budget cuts and then the desire "to protect our diversity gains as much as

possible." The feeling created by the statement of passionate commitment, budget cuts, and trying to protect Diversity seems almost apologetic of upcoming events.

Overall, this Diversity Statement contains very few of the common functions identified for Diversity Statements. It minimally addresses resources by identifying the potential future cuts. However, this does not provide consensus or purpose in the allocation of these or other resources. Additionally, no evidence of developing work objectives, focusing the organization on what is and is not important or setting shared expectations is evident. However, it does affirm an organizational commitment to Diversity initiatives by addressing actions the Provost will take to find other sources of future funding.

Potential Limitations. The UK Diversity Statement is stronger than the previous three Statements analyzed in presenting veracity claims, meaning that what the Statement is telling the reader is the truth (Connell & Galasinski, 1998). Throughout the Diversity Statement specific, identifiable, and current and future accomplishments are discussed. This includes description of specific Diversity programs and efforts to streamline Diversity programs into one division. The Statement also identifies sincerity claims, meaning that what is being told comes from the heart (Banning et. al., 2008, p. 42). This includes statements such as "we foster and celebrate diversity" and UK is "passionately committed to a diverse and inclusive learning environment" (University K, 2011g). This seeming balance between the two types of claims, veracity and sincerity, minimizes any potential limitation because the sincerity claims are backed up by veracity claims.

There is no ascription of agency noted within the Statement. The Statement is addressed to the members of the campus community and references to “we” are then identified as members of the campus community. Additionally, this Statement is signed by the current Provost. However, some level of authorless discloser is noted in that the Statement does reveal what body is being spoken of but does not reveal whether members of the campus community agree with its sincerity claims of fostering and celebrating Diversity and being committed to an inclusive campus.

Consideration of adequate dissemination of the Diversity Statement reveals that it is easily and appropriately located on the UK main Diversity page as shown in Appendix U. On the main UK website are primary options Admissions, Academics, Student Life, Research, Public Service, International, and Visiting Campus (University K, 2011e). Hovering the mouse over the Student Life options bring up a menu in which Diversity is the first option under the heading Your Life at UK. Clicking on this option brings you to the main Diversity webpage and the Provost’s Diversity Statement is seen directly below the main banner. This is a highly intuitive pathway for a student or potential student searching for the Diversity Statement. Additionally, the Statement can be located from main webpage under the heading About UK. This dual access would be intuitive for different audiences and increases the likelihood of campus community members being aware of and able to locate the Diversity Statement. Although this doesn’t identify full dissemination throughout the University it is an indication that the Diversity Statement is easily located increasing the likelihood that it could be used to influence decisions.

In summary, the UK Diversity Statement is seen as one of the stronger statements when considering the potential limitations of Diversity Statements. There is balance of sincerity and veracity claims, there is no ascription of agency to the University, the Diversity Statement connects to University activities, and it is properly disseminated on the website. The only potential limitation noted is authorless disclosure in that there is no indication of whether the "we" discussed within the Diversity Statement agrees with the philosophy and values set forth.

Comparison with Mission Statement. The UK Mission Statement, shown in Appendix T, provides a depth of discussion about Diversity that was not seen in the Diversity Statement. First, the Mission Statement identifies a desire to serve students "from diverse social, economic and ethnic backgrounds" (University K, 2011c). It further states the need for sensitivity and responsiveness to historically underserved students. This description provides insight into how the University may define Diversity. It does not go so far as to provide a categorical description of Diversity, which is an important component of program evaluation and statistical analysis of trends in students, faculty, and staff.

Second, a stated objective in fulfilling the UK mission is to "Embody, through its policies and programs, respect for, and commitment to, the ideals of a pluralistic, multiracial, open and democratic society" (University K, 2011c). This provides a means for evaluating how widespread inclusive efforts are on campus. An evaluation of the University's policies and programs should identify the thoroughness of the University in permeating its commitment to Diversity throughout the University.

Third, the Mission Statement is identified as a "Revised Statement, adopted June 10, 1988, UK Board of Regents" making it clear when and by whom the Mission Statement was approved. This is helpful in understanding authorship but similar to the Diversity Statement, does not indicate whether constituents such as the administration, faculty, or students support the mission, or the commitments set forth in the Diversity Statement. Although the mission has not changed since 1988 it would be helpful to have some indication as to whether the current Board agrees with the mission, and this could be conveyed by a dated statement of review.

In summary, the Mission Statement is seen as being more helpful in understanding how the University views Diversity and its goals for inclusiveness as it provides more specific discussion in these areas than does the Diversity Statement.

Common University Statistics. Table 18 identifies the trends in the faculty population, enrollment/retention rates for students, and graduation rates for students.

UK's statement that it has "made significant progress in our efforts to create a campus that reflects the Diversity of our society and the world beyond it" is not evidenced in the common University statistics. Black or African American and Hispanic/Latino faculty populations are significantly lower than state population by 4% and 3%, respectively, and there is no indication of a trend toward increasing these numbers. The exception to this is the Asian/Native Hawaiian/Pacific Islander faculty, which is 7% higher than the state population and has increased by 2% over a 5-year period. Enrollment numbers are similar with Black or African American and Hispanic/Latino student populations 5% and 3% lower than state population,

respectively. However, unlike their faculty counterparts, Asian/Native Hawaiian/Pacific Islander enrollments more closely mirror the state population. Notable in the statistics for UG are the significant increases in graduation rates for Hispanic/Latino and Nonresident Alien/International students where graduation rates increased 13% and 10%, respectively. However, in all cases minoritized student graduation rates fall significantly below their White/Non-Hispanic counterparts.

Table 18

UK Summary of Common Statistics

		Tenure Track Faculty		Enroll./Reten. Rates		Grad Rates	
Race	State	Fall 2005	Fall 2009	Fall 05	Fall 09	Fall 05	Fall 09
Asian/Native Hawaiian/ Pacific Islander	2.0%	9%	11%	3%	3%	15%	13%
Black or African American	6.0%	2%	2%	1%	2%	57%	56%
Hispanic/Latino	6.0%	3%	3%	2%	3%	60%	73%
American Indian or Alaska Native	1.0%	0%	1%	1%	1%	0%	0%
Nonresident Alien/ International	- - -	- - -	- - -	0%	0%	15%	25%
Unknown, Other	3.0%	- - -	- - -	0%	2%	- - -	16%
White, Non-Hispanic	86%	85%	83%	93%	88%	79%	83%

University K, 2011b; National Center for Education Statistics, 2011; U.S. Census, 2010d

Website Pictures. Images from the UK website were downloaded from the main UK webpage, main Diversity page, and the Admissions page and are shown in Appendix V (University K, 2011e; University K, 2011f; University K, 2011g). Immediately below the main leader on the UK home page are five vertically aligned pictures and next to this is a large main picture that is a repeat of the top vertically aligned picture. Clicking on each picture causes it to move to the large main picture area and an additional click on the picture brings up either a video or text that elaborates on the subject of the picture. Of

the five pictures on the home page, two identify the University and were not used in the analysis.

Picture 1 chosen for analysis from the UK main webpage is a picture of what appears to be three students sitting at a table with a Professor discussing some work that is displayed on a computer screen monitor, on the table are two tablet computers being used by the students and Professor. All of the people shown in the picture are identified as White, three females and one male. Clicking on this picture brings up a story of student journalism at the University. Picture 2 is of a laser image and clicking it brings up a video describing the research of a University Professor on causes of Type II Diabetes. Picture 3 is a photograph of a computer generated image of a rose and clicking on it brings up a story on the Universities football team. From the UK main webpage, Picture 1 is described as additive of contributive for displaying gender equity and containing images of safety, belonging, and roles. Pictures 2 and 3 are considered null as they lack equity artifacts or messages thus creating a default discriminatory environment based on the white male normal/neutral environment.

The Admissions page displays the UK banner and directly below that is the main frame containing Picture 4 of the analysis. In the foreground of the picture are six students and a tour group leader all of whom are White, two of the students are females and the remaining students and the tour group leader are all males. Located directly behind the group of students are what appear to be the parents of the students. An additive of contributive equity approach is applied to this picture for displaying gender equity and containing images of safety, belonging, and roles.

The last picture analyzed is from the main Diversity page and is identified as Picture 5. In it is a group of approximately forty students, and the majority of the students are Black or African American and there are few students who are Asian, Hispanic, or White. This picture is also described as a contributive/additive approach by displaying gender and racial equity and contains messages of belonging, safety, or equality but only those that are comfortable for the dominant culture (Banning et. al., 2008).

The pictures present on the University website primarily display an additive/contributive approach to equity and contain messages of belonging, safety, equity, and roles. Missing from these pictures is any type of Diversity beyond gender or race. Additionally, these pictures do not identify an integration of different races. Each picture identifies either predominantly White or racial/ethnic minoritized students but none identifies a balanced mixture of students engaged in similar activities.

Summary. The UK Diversity Statement is quite different from the other Diversity Statements in its content and focus. It appears to be more of a letter written to describe the current and future status of Diversity initiatives at the University.

In analyzing Common Themes I noted that the Diversity Statement does not provide a definition or categorization of Diversity. This may limit the University's ability to measure program success and Diversity gains, as there is no way to identify from the Diversity Statement who is considered diverse. The UK Diversity Statement provides only one reason for Diversity at the University and that is to prepare students to live in a global environment. Within the Diversity Statement, the University is seen as taking actions to benefit Diversity. This includes creating programs, building relationships, and

protecting gains. There is no indication of providing opportunities or being the possessor of Diversity.

The use of the terms Diversity and University indicate a subordinate relationship with added Diversity programs and services being necessary to ensure the full inclusion of minoritized students. As with common themes, there is minimal evidence of the Common Functions of the Diversity Statement noted in UK's Diversity Statement. One clearly expressed function is that of allocation of resources in which the University recognizes the need to maintain and find additional sources for funding Diversity initiatives in light of potential budget cuts. Additionally, minimal attention is paid to setting a general tone or climate. Commonly seen Potential Limitations are minimally noted with authorless disclosure being evident. This is considered a result of the very different nature of this particular Diversity Statement.

Overall, the vast majority of Common Functions, Common Themes, and Potential Limitations are not evidenced in this Diversity Statement. As noted throughout, this is likely due to the Diversity Statement being styled as a letter to the community regarding past, present, and potential future Diversity efforts.

In comparing the Mission Statement to the Diversity Statement, I noted there is a significant difference between the two documents in that the Mission Statement provides a more in-depth discussion of the contribution, purpose, philosophy and values regarding Diversity than does the Diversity Statement. This displays evidence of a disconnect between the two documents and potentially indicates the lack of influence the Mission Statement has on the Diversity Statement.

Overall, the UK Diversity Statement does not evidence many of the common features noted in other Diversity Statements. As noted earlier, this Diversity Statement appears to be an assurance of continued support from the Provost in light of potential future budget cuts. Although it misses many of the common themes and functions, the Diversity Statement also avoids many of the potential limitations. From this, I conclude that the UK Diversity Statement does little to disrupt inequality at the University.

Chapter 5: Cross-Case Analysis, Conclusions, and Implications

Using information gathered from the individual case analysis, I next conducted a cross-case analysis based on Yin's (2003, 2008) five levels of questions for case analysis to identify the patterns across the four cases. To do this, I compiled information on a) structure, population, and racial composition, b) position of the Diversity Statement, c) Common Themes within the Diversity Statement, d) Common Functions of the Diversity Statement e) potential limitations of the Diversity Statement, f) common University statistics and g) website pictures. From this I developed the cross-case analysis table displayed in Appendix W. The information gathered in cross-case analysis described as Level 3 Analysis is used in Level 4 to help determine whether the Diversity Statement aids in disrupting or maintaining inequality at the University (Yin, 2003; Yin, 2008).

Structure, Population, and Racial Composition

Universities included in the study were purposefully chosen based on their status as being a Historically White Institution (HWI), land-grant institution, and accredited by the Higher Learning Commission (HLC). As indicated in Table 19, all four of the universities hold a Carnegie Classification of Comprehensive Doctorate/Research Intensive/very high research activity. Similarities are also found in the governing bodies of the University where the size of the governing bodies range from two to 20 members. Of the total members, voting members range from eight to 18 and non-voting or student

members range from zero to four. Terms of service for members of the governing boards range from four to seven years.

State population varies greatly with UG having the smallest state population of 1.8 million and ESU having the largest state population of 9.8 million. Student population correlates to state population with UG having the smallest student population of 22,000 and ESU having the largest student population of 41,000.

Table 19.
Governing Structure and Population

	BSU	ESU	UG	UK
Carnegie Classification	D/RU-Ext*	D/RU-Ext*	D/RU-Ext*	D/RU-Ext*
Size of Governing Body	13	8	12	18
Voting Members	9	8	8	16
Non-voting members	4	-	4	2
Term of Service	4	8	6	7
State Population	5,000,000	9,800,000	1,800,000	5,600,000
Student Population	22,000	41,000	22,000	38,000

*Doctoral/Research University - Extensive

B State University, 2011a, b, c; U.S. Census, 2010a, b, c, d; Bowen et. al., 1997; E State University, 2011f; G Coordinating Commission on Higher Education, 2011; University G, 2011a; University K, 2011a, b.

The racial composition is also quite similar as might be expected of HWIs. The percentage of students identified as White, Non-Hispanic ranges from 71-88%, Non-Resident Alien/International students make-up between 10% and 12% of the student population, and students identified as minoritized ranges from 8% to 17% of the student population. Faculty population is similar with ranges from 76% to 83%, 0% to 6%, and 11% to 18% respectively. Of the minoritized populations, Asian/Native Hawaiian/Pacific Islanders make up three to five percent of the student populations, Black or African

Americans make up two to seven percent of the student populations, Hispanic/Latinos make up two to seven percent of the students populations, American Indian or Alaskan Native make up one to two percent of the student populations, and Non-Resident Aliens/International students make up three to 10 percent of the students populations.

Table 20
Student and Faculty Racial Composition

	Student Racial Composition					Faculty Racial Composition			
Racial Category	BSU	ESU	UG	UK		BSU	ESU	UK	UG
Asian/Native Hawaiian/Pacific Islander	3%	5%	3%	3%		6%	9%	11%	11%
Black or African American	2%	7%	2%	2%		1%	5%	2%	2%
Hispanic/Latino	6%	3%	3%	3%		4%	3%	4%	3%
American Indian or Alaska Native	2%	1%	1%	1%		0%	1%	10%	1%
Nonresident Alien	3%	10%	6%	0%		5%	6%	0%	0%
unknown	7%	2%	5%	2%		0%	0%	0%	0%
White	76%	71%	80%	88%		83%	76%	82%	83%
0% indicates actual number or information missing from IPEDS									

National Center for Education Statistics, 2011

Position of Diversity Statement

Prior to considering patterns found across cases in common themes within the Diversity Statement, I first summarize the positioning of the Diversity Statements, as this is important to creating a framework for Diversity Statement development. Factors discussed here include authorship, age of the document, salutation, context and location. First, the authorship of three of the Diversity Statements is a singular person identified in two cases as the President and in one case as the Provost of the University. Only one case does not identify the author of the Diversity Statement. Throughout the literature singular authorship is seen as problematic (Connell & Galasinski, 1998; Peyrefitte & David, 2006). According to Connell and Galasinski (1998) Diversity Statements with a singular

author are likely to be perceived as revealing key stakeholder objectives and values and not necessarily the objectives and values of the entire organization. This weakens the position of the Diversity Statement as a document that should identify the philosophy and values of the entire organization if it is to be effective in guiding decisions.

Second, I considered whether the Diversity Statement could be identified as being current. In the UG case, I noted that the Diversity Statement is identified as being written by a past President of the University who left the college over nine years ago. This greatly diminishes the ability of the Diversity Statement to be considered a document that should be foundational for the development of strategies, plans, and programs (Falsey, 1989; Hussey, 1996) BSU's Diversity Statement is identified as being approximately 12 years old by noting that "as we enter the 21st century," indicating the document would have been written around the turn of the century (B State University, 2011f). The Diversity Statement of UK is signed by the current Provost, who was appointed to the position in 2009, indicating a more current Diversity Statement. The age of the ESU's Diversity Statement is not identifiable as there is no signature line or naming of the President to determine whether the current President is the author.

Third, I considered the presence of a salutation and found that only UK's Diversity Statement contained a salutation. Many of the Diversity Statements use the terms "we" and "our" throughout and the lack of salutation creates a situation where the reader does not know who we is and whether the reader is a part of the we/our being mentioned. Given the symbolic nature of the Diversity Statement, the presence of a salutation enables the Diversity Statement to assist the reader in seeing themselves

mirrored in the organization. According to VanBuskirk (1989) symbols help create a sense of belonging for organization members. Additionally, symbols support boundaries which allow the reader to enact the ‘me’/‘not me’ relationship within the University.

Fourth, I considered the context of the Diversity Statement. The BSU Diversity Statement is the only Diversity Statement that is located within another document. In this case, the BSU Context Statement provides an in-depth discussion of why Diversity is important to the University. Although other Diversity Statements indicate within the Diversity Statement the importance of Diversity, the depth of discussion from BSU on this subject provides a very clear history of legislative and governing body action that led the University to develop their current philosophy and value of Diversity. Additionally, this document is noted as being a prelude to the development of Diversity planning at the University.

Last, I considered the location of the Diversity Statement on the website. Although this was discussed under Potential Limitations of the Diversity Statement in the individual case-analysis, I felt it was important to discuss this as one of several factors that help provide a robust understanding of factors surrounding the Diversity Statement beyond the actual content. The location of the Diversity Statement on the website is considered important because it can impact the ability of the Diversity Statement to act as a public guiding document for the University.

Two of the Diversity Statements, BSU and UG were located in very different places from the actual main Diversity webpage. BSU’s is located in the University’s policy library, which is appropriate given the understanding that the Diversity Statement

is part of a document on Diversity planning. UG's Diversity Statement is also located under University policies and reports. However, neither Diversity Statement can be found intuitively as a part of the main Diversity page which houses all other Diversity content including programs, resources, support, news and events, stories, heritage, and in some cases policies and reports.

Conversely, ESU and UK Diversity Statements are located on the main Diversity page and in each instance the Diversity Statement is a predominant part of the Diversity webpage. Literature on the dissemination of the Diversity Statement suggests that inadequate dissemination reduces the ability of the Diversity Statement to be effective (Berber, 2008; Keil & McConnahan, 2006). Furthermore, reducing the effectiveness of the Diversity Statement in this manner results in it being perceived as an unattainable wish list, a mere suggestion, or nothing more than a marketing tool (Ravitch, 2000).

Authorship, age, salutation, context, and location are all factors that help to more fully develop an understanding of how the Diversity Statement functions. These factors each play a role in how it is perceived by the reader. Outdated authors, identifiably older Diversity Statements, inclusion/exclusion of the reader in the content, and obtuse locations increase the likelihood of a "failure of dialogue between text and interpreter" (Ravitch, 2000, p. 42).

Common Themes within Diversity Statements

My preliminary sample of eleven universities was used to develop the list of common themes within the Diversity Statement as shown in Table 7 for the purpose of "breaking down qualitative data into discrete parts, closely examining them, and

comparing them for similarities and differences" (Saldana, 2009, p. 81). The two primary categories identified within this are images of Diversity and images of the University.

In considering images of Diversity, I first examined how the Diversity Statement identified Diversity and whether it provided a listing of categories of Diversity similar to the HLC. Three of the four cases provided a descriptive definition of Diversity in some form. This ranged from identification of Diversity as a mosaic of ethnicities, languages, and lifestyles to merely stating faculty diversity, diversity gains, and diversity programs. The most notable description was provided by UG who clearly articulated both a contemporary view of Diversity and recognition of the historical struggle of specific diverse groups. More than any other institution, UG clearly recognizes the history of Diversity and identifies this in their Diversity Statement. Only BSU did not provide a description of how it interprets the term Diversity. However, BSU is also noted as the only University that did identify specific categories of Diversity similar to the HLC. However, there was evidence of confusion on the part of BSU as to who is considered diverse. In identifying categories of Diversity, BSU does not mention women in non-traditional fields but later in the Diversity Statement identifies this group as having been historically excluded.

This is important because it identifies potential disagreement regarding who is diverse and this could affect efforts towards inclusion and funding for this particular group. Both a description of the interpretation of the term Diversity and a categorical listing of diverse groups is considered important in the Diversity Statement because it helps to identify for the reader who is being spoken of. Additionally, in order for the

Diversity Statement to function as a guiding document, it must identify whom or what is considered diverse in order for programs, policies, and resources to be developed and evaluated as appropriate.

Second, I looked for reasons why the University considered Diversity to be important. Within this, there were five categories defined as a) positive consequences, b) necessary for graduation/employment, c) avoidance of negative consequences, i.e., ensure a better future, d) a value, and e) achievement of University goals. Of these reasons, the most frequently seen was positive consequences, which identify the positive benefits of experiencing/interacting with Diversity. Examples of this identify interaction with diverse individuals as helping to encourage acceptance and respect, providing a greater understanding of cultures and perspectives, and preparing students to live in a global environment.

Continuing with reasons why the University considered Diversity to be important, the second most common was Diversity as a value of the University and achievement of University goals. ESU describes valuing inclusion as a value embedded in their land-grant heritage. UG indirectly describes Diversity as a value by stating that Diversity and multiculturalism make G State a great state and goes on to identify Diversity as an asset that needs development. Diversity is also seen as helping the University to achieve its goals. UG's goal for the University to "stand ready to incorporate new ideas and concepts that are vital to the development of our nation . . ." and UK's goal to educate "graduates who are prepared to live in this global environment" both identify the necessity of

incorporating diverse views and people into the respective University (University G, 2011d; University K, 2011d).

The least commonly seen reason for Diversity is that interaction with diverse people is necessary for graduation/employment. ESU is the only University to recognize that employers and graduate schools are seeking people who "are culturally competent and have the skills to function in a global society" (E State University, 2011d).

In all cases, the reasons for Diversity found within my study corroborate Iverson's (1992) findings of discourses that subordinate people of color. Although my study extends Diversity beyond just differences in race/ethnicity, the concepts are highly applicable. Iverson (1992) identifies discourses of access, which implicate people of color as outsiders. Within this, White and male are used as the standard of measurement for all others. Within-group differences position minoritized members as being both different from other racial groups and at the same time being similar, or the same, in relationship to White males. Also, marketplace discourse places minoritized persons as a commodity whose value is in helping to provide diverse educational experience, satisfy employer demand for students who can operate in a diverse environment, and essential to maintaining a competitive edge.

Third, I identified images of the University as acting in support of Diversity, having a possessive relationship with Diversity, being the provider of diverse experiences, and acknowledging historical exclusion of certain diverse groups. In all cases the University is seen as somehow acting to benefit Diversity, which is considered a positive objective. However, in the Diversity Statements of BSU and ESU, the

University is ascribed agency and becomes a social actor with aims and commitments of its own. According to Connell and Galasinski (1998) as a social actor, the University is distinguished from, and interacts with, other categories of social actors such as staff and students. Therefore, it is the social actor named University that is seen as acting to benefit Diversity and not the members of the University community. This is evidenced in the BSU Diversity Statement with statements such "BSU is committed to . . ." and "the University's efforts to . . ." (B State University, 2011h). This is also seen in the ESU Diversity Statement as, "ESU will provide opportunities . . ." (E State University, 2011d).

The possessive nature of the relationship between the University and Diversity is demonstrated in the BSU Diversity Statement which identifies the University as being committed to "enhancing its Diversity" rather than enhancing the Diversity of the students, faculty, and staff at the University (B State University, 2011h). Also, the ESU Diversity Statement read "we take pride in our diversity" rather than we take pride in the Diversity of the students, faculty, and staff at the University (B State University, 2011h).

Fourth, I looked to see whether the universities took ownership of the historical exclusion due to race or gender at the University. Here I found that although both BSU and UG acknowledge historical exclusion of these groups, only UG acknowledges exclusion from the University. BSU instead states that "historic and legal discrimination ... has existed in American society" (B State University, 2011h). Whereas UG "... representative numbers of groups historically denied equal access because of race or gender" (University G, 2011d). This is considered important for the reason that it is essential for a document which states the philosophies and values of the University

towards Diversity to provide evidence of understanding the historic, and potentially present day, condition of exclusion in order to be able to overcome this.

Last, I analyzed the Diversity Statements to determine the presence of the terms University, Diversity, and inclusion to show evidence of the focus of the Diversity Statement. This analysis provided mixed results. Although it did provide a snapshot of how frequently these terms were used, those Diversity Statements that contained a greater occurrence of the term Diversity could not be considered Diversity focused based on this one factor alone. Additionally, pronouns used to identify the University greatly increases the number of occurrences of reference to the University in all Diversity Statements. Instead, more careful analysis of where the terms were located and in what context they were used was more helpful in identifying the focus of the Diversity Statement.

In three of the Diversity Statements the opening sentence contains the term University or its proper noun. This immediately identifies the subject of the Diversity Statement as the University. The one Diversity Statement that does not mention the University in the first sentence opens with a sentence that places the intended reader in the context of the Diversity Statement. However, in all cases the Diversity Statement focuses on the actions, philosophies and values of the University. This is similar to the Mission Statement where the University is the subject and again, the focus is on the actions, philosophies and values of the University. The difference is in what the statement is talking about – mission vs. diverse people. It is in the 'talking about' that the Diversity Statement deviates from being able to disrupt inequity. Within the Diversity Statement, the University talks about its contribution, its purpose, its philosophies, and its values.

The voice of those identified as diverse is not found within the Diversity Statement. Instead, the Diversity Statement perpetuates the position of the University as power holder with the ability to include, or exclude, Diversity.

Common Functions of the Diversity Statement

Common Functions of the Diversity Statement are identified in Table 8, and Appendix W shows what common functions each University Diversity Statement exhibits. Of the four cases analyzed, two Diversity Statements fulfilled at least six of the seven common functions and two Diversity Statements fulfilled only two of the common functions. The Diversity Statements of BSU and UG both provide evidence of the majority of the common functions that enable the Diversity Statements to act as formal public document that articulates organizational contribution, purpose, philosophy and values. However, this is potentially mitigated in both cases as the authorship of the UG Diversity Statement is identified as being written by a past President and is at least nine years old and BSU's statement is recognized as being approximately 12 years old. This further demonstrates how the effectiveness of the Diversity Statement can be minimized based on factors other than the content.

Despite this, both the UG and BSU Diversity Statements provide a great example of affirming organizational commitment despite potential resistance to Diversity efforts. The UG Diversity Statement reads "this is not a utopian world, and we must understand that we will be faced with challenges from those who would rather look backward than forward" (University G, 2011d). BSU recognizes that

> Cross-cultural interactions may sometimes create moments of surprise or discomfort. But when perspectives clash, we have an individual and shared responsibility to guard against behaviors that demean or otherwise harm individuals and our community. A strong campus community is characterized by respect for, and civility toward, one another (B State University, 2011h).

All four of the Diversity Statements are seen as setting a general tone or climate with regards to the Diversity and in all cases this is identified as a positive tone. Each Diversity Statement identifies why Diversity is important and actions on the part of the University to benefit Diversity.

Potential Limitations

The sample of four universities evidenced a full spectrum of quality when considering limitations of the Diversity Statement. Strong Diversity Statements are identified as those that evidence a) veracity claims, b) do not ascribe agency to the University, c) connect to University activities, and d) are well disseminated on the website. The reverse of this are Diversity Statements that are based on a) sincerity claims, b) ascribe agency to the University resulting in authorless disclosure, dependence, and intensification, c) do not connect to University activities, and d) are not well disseminated on the website.

Prior to discussing the potential limitations, I situate the Diversity Statement by using a symbolist perspective. The Diversity Statement is identified as a symbol that creates meaning by shaping thinking and cognition at basic levels (Gray et. al., 1985; VanBuskirk, 1989; VanBuskirk & McGrath, 1999). According to Gray et. al. (1985)

meaning is recognized as being created in organizations for three purposes; first, by those in power to control; second, by those not in power to challenge; and third, between those in power and those without power to mediate.

Focusing on the first reason, Gray et. al. (1985) state that meaning created by those in power to control, if done well, becomes so deeply internalized that it is not consciously questioned. The meaning created by ascribing agency to the entity named University is that members of the University community must rely on the University for actions, services, and programs to benefit Diversity, thereby shifting power away from all individual members of the University. In doing so, University becomes the power holder rather than the University community holding the power to change circumstances for all members of the University community including those historically excluded from University. This shift in power becomes important when considering whether the Diversity Statement helps to disrupt inequality because all actions are seen belonging to University and not the University community.

The premise of University as social actor becomes so deeply ingrained that the University community is no longer capable of, or in many cases expected to, be responsible for change. Instead, it is University who is responsible for the inclusive efforts, not the individuals of the University community. The power to include Diversity rests with University. However, if we consider the reverse, the power to exclude also rests with University. Should University determine the benefits of interacting with diverse faculty and students as no longer valuable, the University has the power to

exclude Diversity. The University is seen as the power agent whose benevolence towards Diversity can easily be removed.

As noted earlier, three of the four Diversity Statements are written by a singular person of leadership at each University. In this, the 'University' becomes a social actor with aims, commitments, and even beliefs; and the active bearer of the identified mission(s). As a social actor, the University is distinguished from, and interacts with, other categories of social actors such as 'staff' and 'students' who are typically the beneficiaries of the University's efficient management of resources. This is displayed in the ESU Diversity Statement where it is the University who provides cross-cultural interactions, provides inclusive efforts, and provides opportunities for success. UG is also recognized as provider for diverse individuals rather than individuals who lead the University providing efforts to recruit and retain diverse students. In the case of UK, the Diversity Statement does identify who is being spoken of in relation to the term "we" but there is no indication of whether the we being discussed agrees with the claims within the Diversity Statement (i.e., fostering and celebrating Diversity and being passionately committed to an inclusive campus).

Ascription of agency is avoided by UG. UG identifies who it is spoken of when using the term "we". In some cases it is the educators of the University, individuals charged with leading the University, or those at the University. Therefore, the University is continually identified as specific groups of people eliminating the opportunity for the University to become an independent social actor.

Based on these potential limitations, the UG Diversity Statement is the strongest by using veracity claims, not ascribing agency to the University, and connecting to University activities. However this Diversity Statement is not well disseminated on the website and there is no indication of whether the members of the UG community agree with the Diversity Statement mitigating the positive attributes of this Diversity Statement.

Second in strength is the UK Diversity Statement that evidences both sincerity claims and veracity claims in a balanced manner as sincerity claims are backed up with measurable veracity claims. These claims also indicate that the Diversity Statement is well connected to University activities. However, there is ascription of agency to the University accompanied by authorless disclosure, meaning there is no evidence of whether members of the campus community agree with its sincerity claims of fostering and celebrating Diversity and being passionately committed to an inclusive campus. Further weakening the strength of the UK Diversity Statement is its location under Policies and Procedures rather than on the main Diversity webpage.

Next, ESU is seen as moderately weak by evidencing only sincerity claims, ascribing agency to the University and not connecting to University activities. However, it is properly disseminated on the ESU website indicating it could be helpful to the decision-making process.

The weakest Diversity Statement is from BSU as it evidences all potential limitations. However, as a prelude to Diversity planning, its function may be seen as more useful in providing a common basis from which to start Diversity planning than in guiding decisions.

Comparison with the Mission Statement

The mission statement is identified as a governing document that serves to guide decision making, provide common purpose, and provide balance to competing stakeholders (Ayers, 2002; Delucchi, 2000). The Mission Statement should be the point from which all smaller units of the organization develop their Mission Statements (Drucker, 1973). Diversity has been shown throughout my individual case analysis to be a sub-unit or smaller component of the University. It is from this position that I consider whether the principles set forth in the Diversity Statement are seen in the Mission Statement. Three of the universities are identified as having Diversity Statements that do not correlate to the Mission Statement. First, the BSU Mission Statement makes no mention of Diversity. However Diversity is considered a value of the University as stated below the Mission Statement under Values. These values focus on providing opportunity and access whereas the Diversity Statement focuses on enhancing Diversity.

Second, ESU has some continuity between the two documents as they both mention inclusivity. However, the focus of the Mission Statement is quite different by focusing largely on contribution and purpose whereas the Diversity Statement focuses on philosophy and values.

Third, the UG Mission Statement and Diversity Statement conflict in their view of Diversity where the Mission Statement considers international Diversity and Diversity in the curricula and the Diversity Statement considers inclusiveness of those historically excluded.

Last, the UK Mission Statement is identified as much stronger in its discussion of Diversity than the Diversity Statement. The robust discussion of Diversity in the Mission Statement creates the opportunity for the Diversity Statement to further expand on the ideas from the Mission Statement but it does not.

Overall there is little indication from any of the universities that the Mission Statement was consulted prior to the development of the Diversity Statement. This becomes significant when considering the allocation of resources. If the Diversity Statements were a more in-depth look at Diversity as seen in the Mission Statement, they would likely have more value as a guiding document for the allocation of resources. However, these Diversity Statements contradict or deviate greatly from the description of Diversity and Diversity efforts in the Mission Statement and are diminished in their ability to guide decisions regarding resources.

Website Pictures

Website Pictures for the individual case analysis were analyzed using a taxonomy for assessing equity climate based upon artifacts of the institution (Banning et. al., 2008). For the cross-case analysis I analyzed my observations on website pictures located on the Universities' main webpage, admissions webpage, and Diversity webpage or closely related webpage to determine whether each equity parameter appeared at least once in the pictures for each University. I found that each University displayed gender and racial/ethnic equity messages in at least one picture for each University. However, there was no observable evidence of religious, sexual orientation, or physical equity, etc.

Next, I considered whether each type of equity message, identified as messages of belonging, safety, equity, and roles, appeared at least once in the pictures located on the Universities' main webpage, admissions webpage, and Diversity webpage. I found that each University displayed at least one picture that contained messages of belonging, safety, and equity and three of the universities also displayed messages regarding roles.

Last, I considered what types of equity approaches were identified in pictures on the universities main webpage, admissions webpage, and Diversity webpage or closely related webpage for each University. I found that each University displayed pictures on their website that identified either a null or contributive/additive approach to equity. From this, it is evident that while the University is careful not to display any pictures that contain overt or subtle messages that would produce a hostile environment for specific groups of people, it is equally evident the that the websites lack any pictures that would "call for a commitment to equity through personal involvement and commitment to change" (Banning et. al., 2008, p. 45).

Common University Statistics

Common University statistics considered in the individual case analysis included trends in faculty numbers by race/ethnicity and trends in student enrollment and graduation by race/ethnicity. Findings from these trends were considered significant if a change greater than 2% was present. These statistics are presented in Appendix W.

Trends in faculty by race/ethnicity did not identify any significant changes. However, it is notable that in the category identified as Asian/Native Hawaiian/Pacific Islander the comparison of state population to faculty population at all four universities

identified the state population as significantly lower than the faculty population. For the categories of Black or African American and Hispanic/Latino the state population was significantly higher than the faculty population. Comparison of White population to faculty population showed equivalent percentages.

Unlike the Asian/Native Hawaiian/Pacific Islander faculty, the state population of Asian/Native Hawaiian/Pacific Islanders consistently mirrored the student population with the exception of UG where the state population is significantly lower than the student population. The state population of Black or African American and Hispanic/Latino students is higher than the student population at all four universities. For White, Non-Hispanic students at BSU and ESU the state population is significantly higher than the student population while at UG and UK the state population mirrors the student population. Trends in enrollment show no significant increase or decrease in any minoritized category. This is also true of Nonresident Alien/International and Race/Ethnicity Unknown/Other categories with the exception of ESU who shows a significant increase in Nonresident Alien/International students. Trends for White, Non-Hispanic students show a decrease at all universities and a significant decrease at BSU, ESU, and UK.

Trends in graduation rates were not considered for Non-resident Alien/International and Unknown/Other in the cross-case analysis of graduation rates due to the unavailability of data from IPEDS for some of the universities. Increases in graduation rates were seen for Hispanic/Latino students at all universities. Three of the four universities showed increased graduation rates for Black or African American

students and Asian/Native Hawaiian/Pacific Islander students. Graduation rates for White Non-Hispanic students were equally split with an increase at two universities and a decrease at two universities.

Overall, the trends for minoritized faculty members showed no significant change and this is also true of enrollment trends for minoritized students. Graduation rates show an overall improvement for minoritized students. Although this does not correlate to any specific program or action on the part of the University, it does indicate that efforts to increase enrollments may not be meeting stated goals while efforts to increase graduation rates are more successful.

Cross-case summary

From the patterns indentified in the cross-case analysis, I consider what meaning can be made from these patterns. To do this I return to the primary function of the Diversity Statement to articulate organizational contribution, purpose, philosophy, and values (Ayers, 2002; Cardona & Rey, 2008; David, 1989; Meacham & Gaff, 2006; Davis et. al., 2006). Using each of these elements, I first define how the element relates to Diversity and then consider whether and how patterns within the Diversity Statement evidence these elements for the purpose of determining whether the Diversity Statement maintains or disrupts inequality in the University.

Organizational contribution in the Mission Statement is characterized as the core competencies of the organization, organization identity, and criteria for choosing the means to realize the mission (Bart, 2001; Cardona & Rey, 2008; David, 1989; King & Cleland, 1978). In the Diversity Statement the focus of each of these elements becomes

Diversity. The default core competency of any University is the acquisition, transmission, and application of knowledge (Keohane, 1993). The default core competency at historically White universities is the equality of diverse individuals in the acquisition, transmission, and application of knowledge. However, patterns found in the cross-case analysis do not provide evidence of this.

Instead, Diversity is seen as an element of the University that the University acts towards in a benevolent manner, provides services for, and possesses. Second, the organizational identity of the University is seen as an organization that values Diversity, enhances Diversity, commits to Diversity, etc. Third, the last part of core competency is the criteria for choosing the means to realize the mission. This might include statistics that identify equality in access and success for diverse students and faculty.

Patterns in common statistics for the University identify minoritized enrollment rates that are significantly less than their representation in the state population and graduation rates significantly lower than their White student counterparts. Additionally, most minoritized faculty percentages are significantly lower than their representative in state population. Overall, there are no patterns to suggest the equality of diverse individuals in the acquisition, transmission, and application of knowledge as a core competency of the University.

The second element of the Mission Statement, purpose, as it relates to Diversity is the unique ways in which the University demonstrates the equality of diverse individuals in the acquisition, transmission, and application of knowledge. Meaning how does this make life different in some way for both those not identified as diverse and those

identified as diverse. Patterns suggest similarity in reasons for Diversity that define general results for students as being able to live and work in a global environment and gain an appreciation for perspectives and cultures different from their own. These patterns identify the outcomes of including Diversity, which is appropriate for Diversity Statements that focus on Diversity as sub-set of the population.

Last, patterns of the philosophy and values related to Diversity are well stated throughout all of the Diversity Statements. In this, Diversity is characterized as a desirable quality to achieve within the faculty and student body. Diverse environments are striven for by committing to the recruitment and retention of diverse individuals, supporting programs that honor diverse experience and perspectives, and embracing access to success for diverse individuals. Diversity is also a value the University holds as part of its land-grant mission, as an area needing the full attention of the University, as deserving of being able to actively participate in a vibrant and intellectual community.

In describing the Diversity Statement as a document whose primary purpose is to articulate organizational contribution, purpose, philosophy, and values as related to Diversity, patterns found in the cross-case analysis identify the perpetuation of Diversity as a subordinate element of the University. The University is identified as a social actor but is not identified as a diverse social actor (Ayers, 2002; Cardona & Rey, 2008; David, 1989; Meacham & Gaff, 2006; Davis et. al., 2006). Instead, the default White male norm remains intact. Diversity continues to be viewed as something the University wishes to acquire. Throughout the Diversity Statement all forms of discussion whether reasons for Diversity, identification of Diversity, or pictures of Diversity on the website identify an

environment focused on acquiring and maintaining Diversity for the purpose of benefiting the University. This acquisition mentality is evidenced in the dichotomous relationship between Diversity and University.

> At ESU we welcome a full spectrum of experiences, viewpoints and intellectual approaches because it enriches the conversation and benefits everyone, even as it challenges us to grow and think differently (E State University, 2011d).

To break this down I consider the following words, "it enriches the conversation" (E State University, 2011d). Where "it" is Diversity and "the conversation" is already taking place. Therefore we must consider who is participating in this conversation prior to the inclusion of Diversity. At a HWI the assumption is White faculty and students. Next, I considered the words "it challenges us to grow and think differently" (E State University, 2011d). Again, "it" is Diversity and "us" would be White faculty and students. This particular passage characterizes the content of the Diversity Statements in this analysis that continue to perpetuate an "us vs. them" mentality and sets Diversity apart from the whole of the University.

Conclusions

In my dissertation I have analyzed Diversity Statements from four different institutions to determine whether the Diversity Statement could be identified as maintaining or disrupting inequality. Using a symbolist perspective for my theoretical framework I interpret the University as being a continuous process of social construction that uses symbols, values, beliefs, and patterns of intentional action to learn, produce, and

recreate meaning (Strati, 1998). A primary symbol of the University, the Diversity Statement, contains “bundles of meaning” that are the building blocks of meaning systems and organizational culture (VanBuskirk & McGrath, 1999; Bolman & Deal 2003). This allows individuals to see themselves mirrored in the organizational culture by creating a sense of belongingness and supporting boundaries which allow one to enact the “me”/”not me” relationship within the University (VanBuskirk & McGrath, 1999). Using the work of Daft (1983), the Diversity Statement is further defined as equally containing instrumental content, which conveys information; and expressive content which conveys information relevant to feelings. Instrumental content refers to the logical aspects and operations of an organization and includes such items as organizational charts, achievement awards, and receipts. At the opposite end of the symbol continuum are expressive symbols that appeal to the deeper feelings and emotional needs of organizational members. This may include myths, stories, and metaphors.

I used Critical Discourse Analysis (CDA) as both method and methodology to guide my study of the Diversity Statement. CDA works well for my research for several reasons. First, it situates my work as critical, which recognizes a critique of ideology underpinned by “distortions of reality whose purpose is to camouflage and legitimize unequal power relations” (Childers & Hentzi, 1995, p. 60). Second, CDA considers how an issue is discussed, or spoken of, in speech, text, writing and practice (Carabine, 2001). Last, it recognizes Foucaultian theory of discourse as productive and constructive, meaning that the discourse produces and constructs a particular version of the objects of which it speaks, in this case Diversity (Carabine, 2001). In addition to this, I used the

work of Yin (2003) who identifies the case study as a "logical sequence that connects the empirical data to a study's initial research questions and, ultimately, to its conclusions" (p. 3). This study was designed as an embedded study in which I first evaluated the anonymous content of Diversity Statements from a larger sample, in this case, eleven for my first level of questioning. Information gathered from this study allowed me to develop a frame for a more in-depth study of the four cases using Yin's (2003) suggested five levels of questions as defined in Appendix F.

Individual Diversity Statement. In Level One, I used my preliminary sample of eleven Diversity Statements and coded these by uploading to NVivo coding software and coded using an Initial Coding practice as described by Saldana (2009). Findings from this analysis resulted in the creation of Common Themes within the Diversity Statement identified in Table 7. Next, I used this information to fully explore the four universities selected for the final case analysis using a maximum variation method shown in Table 4.

First, I considered images of the University in the Diversity Statement, which identified the University as taking actions towards Diversity including creating programs, providing opportunities, ensuring success. First, throughout several of the Diversity Statements the University is described as a social actor with aims, commitment, and beliefs of its own. This ascription of agency to the University erodes the value of the Diversity Statement as it places power in the hands of the entity, University. Very often this was seen as resulting in authorless disclosure, dependency, and intensification wherein it was unknown whose values and philosophies were identified in the Diversity Statement, yet. all members of the University community were dependent upon

University to provide services. Second, the University is seen as being the possessor of Diversity. This is exemplified in the ESU Diversity where each mention of the term Diversity is preceded by the term “our” (E State University, 2011d). This is also seen in the BSU Diversity where the University as being committed to “enhancing its diversity” rather than enhancing the Diversity of the students, faculty, and staff at the University (B State University, 2011h). Third, the University is identified as the provider. In the Diversity Statements of BSU and UG the University provides access for historically excluded groups, ESU provides an inclusive environment, and UG provides programs and diverse communities. In all cases, it is the University and not the University community, or University programs, or individuals of the University who provides for Diversity.

Second, I considered images of Diversity. Within the Diversity Statement, Diversity is first defined descriptively or by identifying categories of Diversity. BSU provides the most complete listing of categories of people who may be identified as diverse, this includes “age, different ideas and perspectives, disability, ethnicity, gender identity, national origin, race, religious and spiritual beliefs, sex, sexual orientation, and the socioeconomic and geographic composition” (B State University, 2001h). UG identifies Diversity as a “mosaic of ethnicities, languages, and lifestyles” (University G, 2011d). Later on the Diversity Statement identifies achieving “representative numbers of groups historically denied equal access because of race or gender” as being an objective of UG (University G, 2011d). This is an interesting combination of the abstract concept of Diversity as a mosaic and of the specific idea of those historically denied access. It

recognizes the complexity of Diversity within our society and remains true to the origins of Diversity, which are rooted in exclusion. The UK Diversity Statement provides the least description by identifying diverse only as societal diversity, diversity programs, faculty diversity, diverse learning environment, and diversity gains (University K, 2011d).

After definitions of Diversity, I noted a variety of stated reasons for Diversity. This includes a) positive consequences which classify the positive benefits of experiencing/interacting with Diversity, b) necessary for graduation/employment which describes the ability to interact with diverse peoples as a necessary skill for graduation and future employment, c) a stated value of the University, d) avoidance of negative consequences which identifies the necessity of Diversity to ensure a better future, and e) achievement of goals where Diversity as something that can help the University achieve its goals. This is evidenced in the BSU Diversity where interacting with diverse members helps students to "recognize their role as citizens in the global community" and to better understand "cultures and perspectives different from their own" (B State University, 2011h). ESU identifies the positive consequences of Diversity as enriching conversation and challenging "us to grow and think differently" (E State University, 2011d). Finally, UG justifies Diversity with reasons that are beneficial to all, such as, one language and one culture are no longer enough, the world is growing smaller, meeting the needs of all citizens of the state (University G, 2011d). In all cases, the reasons for Diversity focus largely on the needs of the University. This continues to subordinate diverse people who then become a commodity used to help the University reach it goals (Iverson, 1992).

Third, I identified common functions of the Diversity Statement from my research. These are identified in Table 8. Using these as a guide, I looked for evidence that the Diversity Statement functioned in the manner identified. Here, I found that the Diversity Statements were evenly split, with BSU and UG exhibiting the ability to function in all six of the ways noted. However, ESU and UK only exhibited the ability to function in two of the identified ways.

Last, I identified potential limitations of the Diversity Statement from my research. These are identified in Table 9. Based on the number of limitations exhibited in the Diversity Statement I ranked the Diversity Statements in order. The UG Diversity Statement is the strongest by using veracity claims, not ascribing agency to the University, and connecting to University activities. Second in strength is the UK Diversity Statement that evidences both sincerity claims and veracity claims in a balanced manner as sincerity claims are backed up with measurable veracity claims. Third, ESU is seen as moderately weak by evidencing only sincerity claims, ascribing agency to the University and not connecting to University activities. Fourth, the weakest Diversity Statement is from BSU as it evidences all potential limitations.

Individual Case. In Level Two I questioned the individual case by a) comparing the Diversity Statement with the Mission Statement, b) evaluating pictures on the University website, and c) assessing common University statistics.

In comparing the Diversity Statement with the Mission Statement I looked for continuity that would suggest the two documents were in accordance with each other. Overall, there was little indication from any of the universities that the Mission Statement

was consulted prior to the development of the Diversity Statement. This was evidenced by the BSU Mission Statement, which did not mention Diversity but noted in its Values Statement that the University values providing opportunity and access. However, there is no mention of providing opportunity or access in the Diversity Statement. Instead the Diversity Statement focuses on enhancing Diversity. In the UG documents, the Mission Statement speaks of Diversity as cultural Diversity and brings a second focus of international Diversity and the Diversity Statement speaks of University wide inclusive efforts for historically excluded groups.

In examining the website pictures I found that that each University displayed pictures on their website that identified either a null or contributive/additive approach to equity. This is in accordance with the overall flavor of the Diversity Statements that evidence a willingness to include Diversity but do not call for individual action or commitment by identifying how Diversity of ontology, axiology, or epistemology will be incorporated into the University of the curriculum.

Last, for Level Two questions I considered whether common University statistics provided evidence of the goals and objectives set forth in the Diversity Statement. Overall, the trends for minoritized faculty members and trends for minoritized students shows relatively little correlation to Diversity Statements that suggested the creation of University campuses that reflect the state or society population (University G, 2011d; University K, 2011d). Graduation rates show an overall improvement for minoritized students and this does correlate to desires to enhance Diversity and provide access to

success (B State University, 2011h; E State University, 2011d). However, in all cases minoritized graduation rates fall significantly behind those of their White counterparts.

Cross-Case. Level Three questions were asked across the multiple cases. These included the identification of patterns and what meaning could be made from these patterns. To do this I returned to the primary function of the Diversity Statement to articulate organizational contribution, purpose, philosophy, and values (Ayers, 2002; Cardona & Rey, 2008; David, 1989; Meacham & Gaff, 2006; Davis et. al., 2006). Patterns found in the cross-case analysis identify the perpetuation of Diversity as a subordinate element of the University. Wherein the University identified as a social actor is not identified as a diverse social actor, leaving in place the default White male norm. Throughout the Diversity Statement all forms of discussion whether reasons for Diversity, identification of Diversity, or pictures of Diversity on the website identify an environment focused on acquiring and maintaining Diversity for the purpose of benefiting the University community.

Entire Study. In Level Four, I focus on whether the Diversity Statement can be viewed as maintaining or disrupting inequality. From my analysis on Diversity Statements I find that the Diversity Statement is a powerful document whose potential to aid in disrupting equality is greatly reduced by a variety of factors. To qualify this statement I consider the historical location of diverse persons within the University, the power relationships displayed within the Diversity Statement, and significant factors found in my analysis that weaken the strength of the Diversity Statement.

The exclusion of racially/ethnically diverse students has been a fact since the beginning of the American University (Brown, 2004; Aguirre & Messino, 1997). The American University came of age at a time when the focus of higher education was on the upper-class White male student and the University was considered a privileged environment. Subsequent to this was the position of minoritized students as peripheral to White students in the University. It wasn't until the implementation of the second MLGA of 1890 that HWIs were forced to open their doors to Black and other diverse students (Harris & Worthen, 2004).

Despite significant progress for female and Black students, the battle for full inclusion of all diverse students still continues today. According to the HLC Diversity Statement "diversity within the universe of organizations" that comprises the U.S. higher education system "contributes to the capacity that students develop for living in a culturally pluralistic and independent world" (Higher Learning Commission, 2003). The first MLGA was written to create Diversity of institution type. The second MLGA was written to increase racial/ethnic Diversity within the diverse types of institutions. Despite this, Native American institutions were not included in the sphere of diverse higher education institutions until 1994 at which time they were then given land-grant status (Cameron, 1994). Next, Diversity of ontology, epistemology, and axiology are still considered largely discriminated against (Banks, 1993; Bonilla-Silva & Zuberi, 2008). In the place of this, the White male norm is still carried forward from the beginnings of the University and is still considered the de facto default of University ideology and culture (Banks, 2004; Banning et. al., 2003). Additionally, throughout the literature images of a

University environment where diverse students still feel marginalized and White student discomfort with efforts to include and increase Diversity persist (Brown, 2004; Davis, 2004; Hoffman et. al., 1998; Park, 2009; Peewardy & Frey, 2002; Vaccaro, 2010).

The need for a continued focus on historically excluded groups is evidenced in the BSU and UG Diversity Statement. However, the Diversity Statement of ESU and UK make no mention of excluded groups. Given the current University environment that continues to perpetuate the White male norm, it is considered essential for the University to remain vigilant in recognizing that the foundation of Diversity initiatives lies in the struggle between Black and White. It is from here that Diversity, described as a "mosaic of ethnicities, languages, and lifestyles" originates (University G, 2011d). In the continuum of differences in race, ethnicity, gender, religion, sexual preference, ability, thought, socioeconomic status, perspective and life experience Black and White make up the extreme ends. Evidence of this covertly exists in what measurements of Diversity are available. Major reporting institutions such as the U.S. Census Bureau and National Center for Education Statistics both provide data on gender and racial composition of their respective populaces. However, data regarding Diversity of sexual preference, religion, thought, experience, and/or ability are seemingly not collected. To lose sight of historical exclusion of Black students and faculty diminishes the importance of the struggle for equality of all diverse persons.

Diversity Statements in this analysis continue to identify an environment where the White male norm persists. This ideology is represented through the Diversity Statement as a symbol whose ability to simultaneously bring forth certain aspects and

darken other aspects allows for distortion of the ideology (Deetz, 1985; Vaughn, 1995). The control of organizational symbols lies with the leadership of the University (Pellegrin-Boucher, 2006). Simultaneously, organizational members use symbols to make meaning of organizational culture (Rafaeli & Worline, 2000). Meaning is considered a basic human need that is mediated through symbols that shape thinking and cognition at basic levels within a social situation as interpreted by the individual (Bolman & Deal, 2003; Strati, 1998; Vanbuskirk, 1989; VanBuskirk & McGrath, 1999). The focus of the Diversity remains strongly on the actions taken to include Diversity. This includes creating welcoming environment, special recruiting practices, and providing support programs. Diversity is described as essential to the learning environment and highly desirable in research and teaching. What is not mentioned is the power of University to exclude. It is in this distortion that the ideology of the HWI persists.

To expand on this concept, I use the work of Chan (2004) who identifies the location of Diversity in the University as subordinated and the culture of the University as controlled by power relations and Iverson (1992) who identifies the position of people of color within the University as outsiders. Wherein, the White male norm is the standard against which all others are measured. This situates all minoritized groups as different from each other but the same in reference to White males. Using a symbolist perspective, power relationships are identified as confirming and reproducing the order of society (Calas & McGuire, 1990). As evidenced by the Diversity Statements in this study, Diversity continues to be subordinate to the White male norm. Further, the White male norm is personified in the social actor named University throughout many of the

Diversity Statements. The ascription of agency to the entity, University, carries with it the ability of University to perpetuate the ideology of the dominant culture, which is "kept alive by continuous indoctrination, conditioning of moods and sentiments, and affirmation of beliefs" (Calas & McGuire, 1990, p. 101). This is accomplished through the political process wherein the powerful shape meaning for organization members (Gray et. al.,1985). University, an embodiment of the White male norm, then perpetuates the values and ideology of the dominant culture.

Throughout my analysis of the Diversity Statement, the power of University to be inclusive is evidenced. Focus of the Diversity Statement remains strongly on the actions taken to include Diversity. Until University is able to identify itself as being diverse, equity likely will not be achieved. It is through recognition of self as being diverse that change can occur. Using the analogy of a woman who celebrates, strives, and creates programs to increase the likelihood of becoming pregnant versus the woman who is pregnant, the perspective of University celebrating, striving, and providing for Diversity versus a University who is diverse is highly different. Recognition of being diverse shifts the focus from striving to become diverse to actually being diverse and thus being able to plan for the healthy growth and increase of that Diversity. In doing so, the power of the White male norm diminishes and the equitable meeting the needs of members, diverse and otherwise, becomes the focus.

Further distracting from the power of the Diversity Statement to disrupt inequality are several factors including how the Diversity Statement is situated, subordination of

diverse individuals, University as controlling entity, and limitations of the Diversity Statement.

First, as a guiding public document the Diversity Statement should be maintained in a manner that would indicate the importance of the document. The power of the Diversity Statements is greatly reduced by being outdated and lacking identifiable authorship as this indicates a lack of importance of the document. Lacking a salutation is confusing to the reader when references to “we” and “our” are seen throughout the Diversity Statement yet don’t identify who is being spoken of. Diversity Statements with obtuse locations make them difficult to find and reduces the likelihood that they would be read and/or considered in the decision making process.

Second, the identification of reasons for Diversity throughout the Diversity Statement continues to subordinate Diversity by requiring justification for its existence. This perpetuates the dichotomous relationship between the University and Diversity. Additionally, the vast majority of reasons for Diversity focus on the needs of the University and further perpetuating Diversity as an object of importance to the University rather than individuals who make up the University community.

Third, the ascription of agency to the entity, University diminishes the power of the individual, as a member of the University community, to make change. Placing University in the position of being the creator of opportunity, the provider of programs, and supplier of opportunity subordinate all members of the community, including leadership. This also provides for the perpetuation of White ideology as University

carries forth the ideology rather than allowing the ideology of a diverse community to prevail.

Last, the Diversity Statement is also limited in its effectiveness by providing more sincerity claims than veracity claims. To be able to influence decisions and set a general tone or climate, the Diversity Statement must be a factual document that states the intended product of a diverse campus. Instead, several of the Diversity Statements evidence a sincerity of conviction that is not backed-up by any factual information.

In total the Diversity Statements has the potential to disrupt inequality by identifying the historical location of Diversity, the current location of Diversity, and desired future for a fully diverse community. However, Diversity Statements which fail to recognize the struggle for equality, display unequal power relationships, and have significant weaknesses greatly inhibit the ability of the Diversity Statement to be recognized an instrument of change.

Implications for Framework

Findings from my study implicate the need for a framework to aide in the development of Diversity Statements at historically White institutions. This framework is intended as a guide that identifies a full spectrum of potential elements of the Diversity Statement as identified in my analysis. However, each institution should adopt and use those areas that pertain to their current situation and intended Diversity Statement. A summarizing visual of the framework is provided in Appendix X.

The Diversity Statement serves as a public guiding document with multiple purposes (King & Cleland, 1978; Sevier, 2003; Doolittle et. al., 2007; Meacham & Gaff,

2006). The first purpose of the Diversity Statement is to set a general tone or climate with regards to Diversity; second, to provide consensus or purpose in the allocation of resources towards inclusive efforts; third, to facilitate the development of objects, work structure, and tasks as related to Diversity on campus; fourth, to focus the organization on what is and what is not important as it relates to Diversity; fifth, to promote shared expectations as related to Diversity; and sixth, to affirm organizational commitment toward Diversity. Creating a Diversity Statement that fulfills all these functions without disengaging the reader can be a daunting task. However, appropriate preparation, focusing on content, and avoiding potential limitations can ensure a quality Diversity Statement.

Preparation. The first consideration in the development of a Diversity Statement is who will be writing the Diversity Statement. As seen in my analysis of Diversity Statements the author is often the President or Provost of the University. However, this has also been shown to be problematic in that Diversity Statements with a singular author may be perceived as displaying only the goals and philosophies of that individual rather than that of the University community (Connell & Galanski, 1998; Peyrefitte & David, 2006). The very nature of the Diversity Statement, a statement that identifies the philosophy and values of the institution, suggests the inclusion of diverse voices within the institution. My recommendation is for representative members from all areas of the University to be equally involved in the development of the Diversity Statement. The formation of a Diversity Statement taskforce whose charge is represent all members of

the University by both giving and receiving feedback for their respective areas as the development of the Diversity Statement progresses.

Second, once the taskforce has been appointed, members need to have a shared understanding of the history and current position of Diversity within the University in order to develop a relevant Diversity Statement. As a symbol, the Diversity Statement contains “bundles of meaning” and acts as a building block for meaning systems and organizational culture within the institution (VanBuskirk & McGrath, 1999; Bolman & Deal, 2003). The multiplicity of meaning embedded in the Diversity Statement and the need for interpretation by those to whom the symbol has meaning requires a shared knowledge and history of the importance of Diversity at the university (Alvesson & Berg, 2000; Rafaeli & Worline, 2000; VanBuskirk & McGrath, 1999). It is for this reason that I make the following recommendations for the Diversity Statement Taskforce.

The inclusion of Diversity into the University has been and continues to be a process with a beginning, a current status, and desire for the future. A discussion of the historical position of the University should occur and include recognition of its founding, the students it served, and the composition of the University leadership. Next, an understanding of the history of diverse students and faculty within the University needs to be developed. This includes influencing policies such as federal, state, governing body, and University policies; the development of Diversity programs and initiatives, and significant struggles of diverse members of campus. Timelines that identify the development of Diversity programs and initiatives as well as the history of the Diversity Statement should also be developed. Without this, committee members do not have a

common understanding, a shared vision, or the ability to identify what is needed at the University to further inclusive efforts.

Third, taskforce members need to have a common understanding of the term Diversity. As evidenced in my research, there is a great variety of definition for the term diversity. Whereas BSU uses categorical identification of diverse persons, ESU identifies a full-spectrum of experiences, UG identifies diversity as a mosaic, and UG merely uses the term Diversity as descriptive of faculty, gains, and programs. A common understanding of the term Diversity includes how Diversity is defined and who is considered diverse as well as understanding Diversity as a noun, a verb, a philosophy, and/or a value. Also important is an understanding of the programs, resources, and accommodations associated with Diversity. In all cases Diversity will need to be defined is such as way that it is measureable. Without this there is no way to evaluate whether the University is achieving success in becoming fully inclusive of all Diversity.

Fourth, taskforce members need to have an understanding of whether the University is a diverse community. In my research, two of the universities, BSU and ESU, identify themselves has having, or being, diverse. Contrasting to this, UG and UK both identify Diversity as something they desire to include, support, and/or embrace indicating they may not consider themselves diverse. The understanding of the University as being/not being diverse creates the focus of the entire Diversity Statement. Where universities that do not identify as diverse may focus on efforts to increase Diversity, deal with resistance to Diversity, and define why Diversity is important. Universities that recognize themselves as diverse may be more focused on meeting the

needs of all community members, ensuring the healthy growth and development of diverse members of the community, and seeking out new opportunities to more fully integrate Diversity.

If the University determines it is a diverse community, the next question that needs to be asked is how Diversity is evidenced at the University including diverse axiology, ontology, and epistemology. According to Banks (1993) and Bonilla-Silva and Zuberi (2008) discrimination against non-White ontology, epistemology, and axiology persists. The Taskforce should consider what norms, artifacts, and symbols identify the University as being diverse. Also, how diverse epistemologies are evidenced in the curricula, leadership, and the evaluation process for the University?

Fifth, conduct a review of relevant documents with members of the taskforce. This includes Mission, Vision, and Values Statements, HLC Diversity Statement, APLU Diversity Statement, and any other Diversity Statements or relevant mission statements within the University. The Mission Statement of the University is the primary guiding document for the development of the Diversity Statement. This includes understanding the vision and values of the University. As noted in my analysis, Diversity Statements that are largely disconnected from the Mission Statement have a decreased ability to guide decision-making and this may come at the expense of funding for future Diversity initiatives. Governing bodies also influence the content of the Diversity Statement by providing their own definition, philosophy, and values towards Diversity. These cannot be ignored in developing a Diversity Statement as the principles and philosophies set forth in these documents will be reflected in the University's Diversity Statement.

Sixth, determining what audience is being addressed in the Diversity Statement provides the vehicle for including the reader into the Diversity Statement. As seen in my analysis of the Diversity Statements, those Universities that did not identify an audience and make generous use of the terms “we” and “our” create confusion for the reader as they do not identify who we or our is. In determining the audience, consider all members of the University community and especially diverse members of the community as well as internal and external constituents. Once the appropriate audience has been identified, a simple salutation helps identify the audience and clarifies this for all readers of the Diversity Statement.

Understanding the history of Diversity at the University, determining whether the University community is diverse, understanding how Diversity is evidenced on campus, being knowledgeable of relevant documents, and understanding who the audience is are all essential to having the required background knowledge for a Diversity Statement taskforce to move forward in developing a Diversity Statement. From here, taskforce members can now focus on the content of the Diversity Statement.

Content. The Diversity Statement is recognized as a formal public document that articulates organizational contribution, purpose, philosophy and values as it relates to Diversity (Ayers, 2002; Cardona & Rey, 2008; David, 1989; Meacham & Gaff, 2006; Davis et. al., 2006). The content of the Diversity Statement might address each of these elements but, as noted earlier, each Diversity Statement is unique to the individual institution and how and if the taskforce chooses to address each issue is equally unique.

Each element serves as a guide to ensuring the Diversity Statement fully presents the position of the University community regarding Diversity.

Organizational philosophy and values are identified last in the listing of elements of the Diversity Statement. However, they are presented first as they are the underlying feelings that guide the contribution and purposes as related to Diversity at the University. Additionally, articulation of the philosophy and values guides behavior at the University and sets the tone and culture of the University as it relates to Diversity (Wilson, 1996). The Diversity Statement needs to align with the values of the University community and these values need to be evidenced in the contribution and purpose as stated within the Diversity Statement. In doing so, the results will be consistent and clear alignment between the actions set forth in the Diversity Statement, and the actions of the leaders and members of the University community. More than any other element of the Diversity Statement, the development of the stated philosophy and values must include the voice of University community members in order for the Diversity Statement to have relevance to the full community. Questions to consider include:

- What philosophy and values of Diversity do University community members hold?
- How is this evidenced in the University community?
- How are diverse axiology, ontology, and epistemology integrated into the University community?
- How is this evidenced in the Diversity Statement?
- How does the University community feel resistance to Diversity efforts should be addressed?

Next, contribution is described by Cardona and Rey (2008) as the organizations core competencies. These competencies typically describe the organizations product or services, characterize the organizations identity, and identify criteria for choosing the

means to realize the mission (Bart, 2001; Cardona & Rey, 2008; David, 1989; King & Cleland, 1978). The product, as related to Diversity, is the full inclusion of Diversity in the acquisition, transmission, and application of knowledge. Development of this concept implies the following questions:

- How is Diversity fully included in the acquisition, transmission, and application of knowledge?
- What measures, attitudes, or mindsets are in place to ensure full inclusion?
- How will, or did, the University reach full inclusion?

The focus in answering these questions should be on identifying the uniqueness of the University as it addresses full inclusion of diverse individuals in the application, transmission, and application of knowledge. The Diversity Statement should not be full of interchangeable parts that could easily relate to any University. Instead, identify for the reader why the character of this particular University is completely unique.

Last, organizational purpose describes the university's uniqueness in full inclusion of diverse individuals to enable the reader to distinguish it from other universities (Bolon, 2005; Busch & Folaron, 2005; Connell & Galasinski, 1998; David, 1989; Orwig & Finney, 2007).

- How is this University characterized differently from other University's in its inclusive efforts?
- What makes this University unique in its inclusion of Diversity?
- What sets the programs and services of this University apart from other universities?
- What unique criteria does this University use for determining full inclusion of diverse individuals?
- What are the unique, defined results for diverse individuals at this University?
- How does the University community make life different at this University, as compared to other universities, for diverse individuals?
- How does the University measure the success of its inclusive efforts?

In answering these questions, the taskforce will need to bear in mind that "purpose" will need to evidence setting out to accomplish something, efforts required to achieve the purpose, and defined results. Most of all, task force members must recognize that universities "don't exist to engage in specific activities; they exist to serve the interests of a certain group of people" (Carver, 2000, p. 20).

Contribution, purpose, and philosophy and values all contribute to creating a full and concise Diversity Statement. How and if the University chooses to address each element is up to the individual University. In all cases thorough consideration should be given to each element in order to ensure the taskforce has addressed the relevant issues for their University. However, great content alone does not make for a great Diversity Statement. Next, I consider avoiding situations that may limit the effectiveness of the Diversity Statement.

Limiting Factors. There are four potential limitations noted that may reduce the effectiveness of the Diversity Statement including a) sincerity claims, b) ascription of agency resulting in authorless disclosure, dependency, and intensification, c) not connecting to University activities, and d) inadequate dissemination on the website.

First, sincerity claims are those claims that come from the heart and are used to achieve legitimacy with significant constituents when developing the Diversity Statement (Delucchi, 2000). Avoiding all sincerity claims may not be possible when expressing philosophy and values. However, a balance of sincerity and veracity, or factual claims, must be reached in order to avoid having a Diversity Statement that does not provide tangible goals or outcomes. Where the discussion of philosophy and values may lean

towards sincerity claims, the discussion of contribution and purpose should lean towards veracity claims. This provides the reader with the feeling behind the Diversity Statement and the ability to become a part of actual goals and outcomes.

Second, ascription of agency removes power from the University community and gives it to the named entity, University. This is done by making statements such as, “the University creates programs ...” or “the University is committed to ...” (University K, 2011d; B State University, 2011h). Avoiding this situation can be accomplished by ensuring every reference to the University fully identifies of whom is being spoken. By amending the above statements to recognize which area is responsible for creating programs, i.e., the Office of Inclusion, or recognize that it is the members of the University community who are committed to inclusivity, the power to create, change, provide, or commit remains with the departments and members of the University rather than being given over to the University. Results of the ascription of agency include a) authorless disclosure b) dependency, and c) intensification. Authorless disclosure is described as the lack of identifying who, or what body, determined philosophies, values, goals, and outcomes as set for the in the Diversity Statement. This is easily overcome by identifying the authors of the Diversity Statement, or providing evidence of the Diversity Statement being approved/adopted by each of the University estates. Dependency creates the situation where the members of the University community become dependent on the University to provide them with the actions or qualities that seemingly only the University can provide. Identifying departments and areas of the University responsible for programs, services, and actions mitigates this situation. Last, intensification occurs, as

the University becomes the provider of service rather than services themselves being a part of Diversity efforts. Services at the University exist to fulfill the many functions of the University. An example is religious services provided for different religions represented in the student body. Identifying these services as responsible for enhancing religious inclusivity rather than the University enhancing religious inclusivity decreased the likelihood of intensification.

Third, it is essential for the Diversity Statement to connect to activities of the University in order for to be relevant. This begins with connecting to the mission of the University as discussed earlier. Following this, the Diversity Statement needs to connect with policies and procedures currently in place and with any programs or services identified within the Diversity Statement. A Diversity Statement that is largely disconnected from any of the above has the potential to fail based on a lack of relevance with the rest of the institution.

Fourth, proper dissemination of the Diversity Statement is essential to ensuring its ability to act as a public guiding document. This includes locating the Diversity Statement in multiple intuitive areas such as with other mission documents, with other University policies, and with other University Diversity initiatives. On the website, links to the Diversity Statement should be evidenced in all the locations identified above. Additionally, a direct link from the main University webpage and from the websites search engine makes the Diversity Statement easily accessible for all constituents and identifies the importance of the Diversity Statement.

Post-Creation. After the Diversity Statement has been developed give consideration to its marketing, maintenance, and effectiveness. As noted under the potential limitations, dissemination on the website and appropriate areas throughout the University is essential. In addition to this, efforts should be made to inform the entire community of its existence so that is becomes and remains relevant to the University community. This could be accomplished by incorporating presentation and/or discussion of the Diversity Statement at orientations, annual trainings, and readings at large-scale University community events. Most importantly, it should be prominently displayed in the offices of the University leadership, common areas, and areas of congregation. In doing so, the importance of the Diversity Statement and the philosophies and values stated within are communicated to the University community. In summary, a marketing plan for the Diversity Statement is not out of realm for full dissemination to occur.

Next, maintenance of the document is considered. Keeping the Diversity Statement visible and relevant requires more than a one-time effort. It requires the identification of key personnel who can ensure the integrity of the website links; inclusion in orientations, meetings, and gatherings; and periodic review of the Diversity Statement. Review of the Diversity Statement should be indicated on the Diversity Statement by identifying the date of review and potentially those members present at the review.

Last, but perhaps most important, is considering how the taskforce will ensure the Diversity Statement is effective in its role as a public guiding document. Efforts to ensure its dissemination and maintenance will aid in this but consideration should be given to

how the taskforce will determine whether the Diversity Statement is aiding in the maintenance or disruption of inequality at the University.

Conclusion. In conclusion, the creation of a Diversity Statement is a powerful opportunity for the University to come together and fully explore its feelings, values, and thoughts as related to Diversity at the University. Appropriate planning for the taskforce to fully explore how the University wishes to identify contribution, purpose, philosophy, and values will ensure a quality Diversity Statement that speaks to all constituents of the University. Additionally, the creation of a quality Diversity Statement has the potential to be a guiding document to the disruption of inequality.

Future Study

As indicated in the literature review, only a few studies of Diversity related documents exist. Most notable are the works of Iverson (1992) and Chan (2005), both of which focus on how University documents continue to subordinate Diversity in the University. Both of these studies used qualitative methods to examine how content in University documents places Diversity in a position of subordination. A third study by Meacham and Gaff (2006) identifies University mission statements as essential in providing "an effective framework for curriculum development, allocation of campus resources, and assessment of programs" for Diversity initiatives at the University (p. 8). Through my analysis of Diversity Statement, I find the same to be true of the Diversity Statement.

I believe my research has provided a way to evaluate the Diversity Statement. Based on current research for this project there are many opportunities for future

research, both qualitative and quantitative, on the Diversity Statement. This study provides an opening into Diversity Statement research that could lead to future study in many different ways. Questions for future researchers might include:

- In what ways - marketing, decision-making, or standards of conduct – does the Diversity Statement impact the University?
- What is the process used by universities to develop or update their Diversity Statement?
- How well disseminated is the Diversity Statement? Are student, faculty, staff, and other internal and external constituents aware of the contents of the Diversity Statement?
- How do diverse members of the University community interpret the Diversity Statement? What meaning is made of its existence and content?
-
- What is the history of the Diversity Statement at the University? When was the first statement developed? How and why is the Diversity Statement updated?

Additional related research could include the following:

- How do changes in legislation or accrediting body requirements affect the content of the Diversity Statement?
-
- What effect would the application of the suggested framework for developing Diversity Statement have on the development of a University Diversity Statement?

Future studies of the Diversity Statement are warranted as the Diversity climate changes within the University based on legislative actions, changing societal and student population, and generational changes occur within the faculty and staff of the University.

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Appendix A: State Demographics

University B

Race	State
Asian/Native Hawaiian/Pacific Islander	2.90%
White	81.30%
Black or African American	4.00%
Hispanic/Latino	20.70%
Two or more races	3.40%
American Indian or Alaska Native	1.10%
Nonresident Alien	
unknown/other	7.20%

University E

Race	State
Asian/Native Hawaiian/Pacific Islander	2.40%
White	78.90%
Black or African American	14.20%
Hispanic/Latino	4.40%
Two or more races	2.30%
American Indian or Alaska Native	0.60%
Nonresident Alien	
unknown/other	1.50%

University G

Race	State
Asian/Native Hawaiian/Pacific Islander	1.90%
White	86.10%
Black or African American	4.50%
Hispanic/Latino	9.20%
Two or more races	2.20%
American Indian or Alaska Native	1.00%
Nonresident Alien	
unknown/other	4.30%

University K

Race	State
Asian/Native Hawaiian/Pacific Islander	2.30%
White	86.20%
Black or African American	6.30%
Hispanic/Latino	5.90%
Two or more races	1.80%
American Indian or Alaska Native	1.00%
Nonresident Alien	
unknown/other	2.80%

Appendix B: Faculty Trends

University B

Tenure Track Faculty by Ethnic Origin

	Fall 05		Fall 06		Fall 07		Fall 08		Fall 09	
Asian/Pac. Islander	55	6%	56	6%	56	6%	59	6%	64	6%
Black	12	1%	13	1%	13	1%	12	1%	14	1%
Hawaiian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	26	3%	30	3%	30	3%	34	3%	39	4%
Multi-Racial	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native American	7	1%	7	1%	6	1%	6	1%	5	0%
Total Minority	100	11%	106	11%	105	11%	111	11%	122	12%
International	21	2%	27	3%	36	4%	38	4%	49	5%
Non-Minority	812	87%	796	86%	801	85%	824	85%	848	83%
Total Faculty	933		929		942		973		1,019	
Tenure Track Faculty by Gender										
Male	697	74%	661	72%	665	71%	677	71%	693	70%
Female	248	26%	251	28%	268	29%	277	29%	296	30%
Total	945		912		933		954		989	

University E

Faculty Headcount by Race/Ethnicity: All Faculty

	Fall 05		Fall 06		Fall 07		Fall 08		Fall 09	
White	2241	79%	2324	78%	2351	77%	2364	76%	2339	76%
All Other Racial/Ethnic		15%	484	16%	505	17%	538	17%	543	18%
Black	143	5%	154	5%	148	5%	150	5%	146	5%
Asian/Pac. Islander	203	7%	238	8%	261	9%	287	9%	290	9%
Amer. Indian/AK Native	19	1%	20	1%	20	1%	20	1%	20	1%
Hispanic	63	2%	72	2%	76	2%	81	3%	87	3%
International	172	6%	181	6%	191	6%	200	6%	199	6%
Total Faculty	2841		2989		3047		3102		3081	

Faculty Headcount by Rank and Gender: Tenure System

Male	1331	70%	1345	69%	1356	69%	1366	68%	1375	68%
Female	582	30%	616	31%	619	31%	644	32%	658	32%
Total Faculty	1913		1961		1975		2010		2033	

University G

Full-time Faculty by Tenure Status, Ethnicity and Gender

	Fall 05		Fall 06		Fall 07		Fall 08		Fall 09	
Asian/Pac. Islander	95	9%	102	10%	108	10%	115	11%	125	11%
Black , Non-Hispanic	24	2%	25	2%	24	2%	22	2%	23	2%
Hispanic	36	3%	34	3%	32	3%	35	3%	39	4%
Native American/Alaskan	7	1%	8	1%	8	1%	7	1%	7	1%
White, Non-Hispanic	895	85%	891	84%	896	84%	891	83%	908	82%
Total faculty	1,057		1,060		1,068		1,070		1,102	
Male	824	78%	825	78%	823	77%	822	77%	850	77%
Female	233	22%	235	22%	245	23%	248	23%	252	23%
Total faculty	1057		1060		1068		1070		1102	

University K

Full-time Faculty by Tenure Status, Ethnicity and Gender

	Fall 05		Fall 06		Fall 07		Fall 08		Fall 09	
Black , Non-Hispanic	53	2%	53	2%	51	2%	48	2%	45	2%
Asian/Pacific Islander	197	9%	203	9%	216	10%	229	11%	231	11%
American Indian	11	0%	12	1%	13	1%	13	1%	12	1%
Hispanic	74	3%	74	3%	77	4%	79	4%	76	3%
White/Unknown	1,885	85%	1,868	85%	1,841	84%	1,809	83%	1,811	83%
Total Faculty	2,220		2,210		2,198		2,178		2,175	
Faculty Headcount by Gender										
Men	617	28%	638	29%	643	29%	648	30%	663	30%
Women	1,603	72%	1,572	71%	1,555	71%	1,530	70%	1,512	70%
Total Faculty	2,220		2,210		2,198		2,178		2,175	

Appendix C: Enrollment/Retention Rates

Institution Name	Aug 04	Aug 05	Aug 06	Aug 07	Aug 08	Aug 09
Percent of total enrollment that are Asian/Native Hawaiian/Pacific Islander						
University B	3	3	3	4	3	3
University E	5	5	5	5	5	5
University G	2	3	3	3	2	3
University K	3	3	3	3	4	3
Percent of total enrollment that are White						
University B	80	79	78	83	76	76
University E	75	75	74	74	73	71
University G	82	82	82	80	80	80
University K	93	93	93	92	89	88
Percent of total enrollment that are Black or African American						
University B	2	2	2	2	2	2
University E	8	8	8	7	7	7
University G	2	2	2	2	2	2
University K	1	1	1	2	2	2
Percent of total enrollment that are Hispanic/Latino						
University B	5	5	6	7	6	6
University E	3	3	3	3	3	3
University G	2	3	3	3	3	3
University K	2	2	2	2	2	3
Percent of total enrollment that are American Indian or Alaska Native						
University B	1	1	1	2	1	2
University E	1	1	1	1	1	1
University G	1	1	1	1	1	1
University K	1	1	1	1	1	1
Percent of total enrollment that are Nonresident Alien						
University B	3	3	3	0	3	3
University E	7	7	8	8	9	10
University G	7	6	6	6	6	6
University K	0	0	0	0	0	0
Institution Name	Aug 04	Aug 05	Aug 06	Aug 07	Aug 08	Aug 09
Percent of total enrollment that are Race/ethnicity unknown						
University B	6	7	7	3	8	7
University E	1	1	1	2	2	2
University G	4	4	4	5	5	5
University K	0	0	0	0	2	2

Appendix D: Graduation Rate Trends

Institution Name	Aug 04	Aug 5	Aug 06	Aug 07	Aug 08	Aug 09
Graduation rates, Graduation rate, Asian or Pacific Islander						
University B	52	46	58	69	62	52
University E	65	72	73	73	75	73
University G	43	57	54	65	67	69
University K	82	15	12	19	17	13
Graduation rates, Graduation rate, White, Non-Hispanic						
University B	65	65	65	63	64	64
University E	89	92	90	91	91	95
University G	63	65	64	65	64	64
University K	80	79	79	81	83	83
Graduation rates, Graduation rate, Black, Non-Hispanic						
University B	58	45	49	53	57	57
University E	69	72	71	72	70	79
University G	45	42	9	51	44	46
University K	54	57	57	56	60	56
Graduation Rates, Graduation rate, Hispanic						
University B	58	50	60	54	56	59
University E	49	55	58	55	59	55
University G	47	42	41	41	53	57
University K	9	16	16	16	15	10
Graduation rates, Graduation rate, American Indian or Alaska Native						
University B	48	52	50	64	57	50
University E	45	39	53	45	63	53
University G	19	50	39	50	78	29
University K	19	0	18	7	3	0
Graduation rates, Graduation rate, Nonresident alien						
University B	50	38	83	39	80	68
University E	63	69	58	72	66	62
University G	24	63	68	47	61	69
University K	15	15	8	43	25	25
Graduation rates, Graduation rate, Race/ethnicity unknown						
University B	60	49	63	62	62	65
University E	67	75	61	66	79	85
University G	68	61	55	59	60	48
University K						16

Appendix E: Demographic Definitions

BSU			
STATE POPULTION	FACULTY*	ENROLL/RETEN	GRAD
Ntv Hawaiian/Pac Islander	Asian American	Asian/Ntv Hawaiian/Pac. Islander	Asian or Pacific Islander
Black or African American	Black	Black or African American	Black, non-Hispanic
Hispanic or Latino	Hispanic	Hispanic/Latino	Hispanic
Am. Indian/Alaska Native	Native American	American Indian or Alaska Native	Am. Indian/Alaska Native
Nonres Alien/International	International	Nonresident Alien/International	Nonresident Alien
Some other race		unknown/other	Race/ethnicity unknown
White	Non-Minority	White, Non-Hispanic	White, Non-Hispanic
*FACULTY is defined as Tenure-track faculty by Ethnic Origin			
ESU			
STATE POPULTION	FACULTY*	ENROLL/RETEN	GRAD
Ntv Hawaiian/Pac Islander	Asian	Asian/Ntv Hawaiian/Pac. Islander	Asian or Pacific Islander
Black or African American	Black	Black or African American	Black, non-Hispanic
Hispanic or Latino	Hispanic	Hispanic/Latino	Hispanic
Am. Indian/Alaska Native	Native American	American Indian or Alaska Native	Am. Indian/Alaska Native
Nonres Alien/International	International	Nonresident Alien/International	Nonresident Alien
Some other race		unknown/other	Race/ethnicity unknown
White	Caucasian	White, Non-Hispanic	White, Non-Hispanic
* FACULTY is defined as Faculty Headcount by Race/Ethnicity			
UG			
STATE POPULTION	FACULTY*	ENROLL/RETEN	GRAD
Ntv Hawaiian/Pac Islander	Asian or Pacific Islander	Asian/Ntv Hawaiian/Pac. Islander	Asian or Pacific Islander
Black or African American	Black, Non-Hispanic	Black or African American	Black, non-Hispanic
Hispanic or Latino	Hispanic	Hispanic/Latino	Hispanic
Am. Indian/Alaska Native	Native American/Alaskan	American Indian or Alaska Native	Am. Indian/Alaska Native
Nonres Alien/International		Nonresident Alien/International	Nonresident Alien
Some other race		unknown/other	Race/ethnicity unknown
White	White, Non-Hispanic	White, Non-Hispanic	White, Non-Hispanic
* FACULTY is defined as Full-Time Faculty by Tenure Status, Ethnicity and Gender			
UK			
STATE POPULTION	FACULTY*	ENROLL/RETEN	GRAD
Ntv Hawaiian/Pac Islander	Asian	Asian/Ntv Hawaiian/Pac. Islander	Asian or Pacific Islander
Black or African American	Black	Black or African American	Black, non-Hispanic
Hispanic or Latino	Hispanic	Hispanic/Latino	Hispanic
Am. Indian/Alaska Native	American Indian	American Indian or Alaska Native	Am. Indian/Alaska Native
Nonres Alien/International		Nonresident Alien/International	Nonresident Alien
Some other race		unknown/other	Race/ethnicity unknown
White	White/other	White, Non-Hispanic	White, Non-Hispanic
* FACULTY is defined as Headcount of Faculty & Staff by Gender and Race/Ethnicty			

Appendix F: Observational Protocol

Level 1 Questions – Questions of the individual diversity statement

Develop a listing of Common Themes within Diversity Statements by coding the 11 universities from the Preliminary sample. This will later be used to evaluate the 4 Diversity Statements selected for the final sample.

1. Using the Common Themes within Diversity Statement provide descriptions for each Theme as appropriate for each Diversity Statement in the final sample and provide quantitative analysis of the findings for the terms diversity, university and inclusive.
    a. What are the images of the university in the Diversity Statement?
    b. What are the images of diversity in the Diversity Statement?

2. Identify Common Functions of Diversity Statements from the literature review and analysis each Statement to determine whether they display these Common Functions
    a. Does the Diversity Statement fulfill the Common Functions?

3. Identify Potential Limitations of the Diversity Statement from the literature review and analysis each Statement to determine whether they display these Potential Limitations.
    a. What limitations does the Diversity Statement display, if any?

Level 2 Questions – Questions of the individual case

1. Review individual Mission Statements to determine whether principles set forth in the Diversity Statement are seen in the Mission Statement (Level 2d Protocol).
    a. Do the Mission Statement and Diversity Statement indicate continuity that would suggest they are in accordance with each other?

2. Evaluate images on appropriate diversity pages.
    a. What types of equity are displayed and what belonging messages area displayed in the Diversity Statement?

3. Develop individual institutional data to compare enrollment/retention numbers with state population and identify trends in enrollment/retention, graduation, and staffing rates.
    a. Does the university population mirror that of the state in which the university is located?
    b. Are there trends in enrollment/retention, graduation, and staffing rates that identify agreement/disagreement with the stated values, philosophy, and/or goals identified in the Diversity Statement.

Level 3 Questions – Questions of the pattern of findings across multiple cases

1. What are the patterns that can be identified across cases?
2. What meaning can be made of these patterns?

Level 4 Questions – Questions of the entire study

1. Using the information gathered in Levels 1-3, can the DS be viewed as maintaining or disrupting inequality in the university?

Level 5 Questions – Conclusions

1. What are the conclusions drawn from this study?
2. What implications of the conclusions can be made for a potential framework for writing DS can be made?
3. What future studies need to be considered to further this research?

Protocol - Expanded Level 2

Common Themes within Diversity Statements

Diversity	
1. Identification of diversity	Describes how the university interprets the term 'diversity'
2. Categories of diversity	Identifies those categories of people identified as diverse
3. Reasons for Diversity	
a. Positive Consequences	Classifies the positive benefits of experiencing/interacting with diversity
b. Necessary for graduation/employment	Describes diversity and the ability to interact with diversity peoples as a necessary skill for graduation and future employment
c. Avoidance of negative consequences	Identifies the necessity of diversity to ensure a better future
d. A value	A stated value of the university
e. Achievement of goals	Diversity as something that can help the university achieve its goals
University as . . .	
4. Acting upon	Describes actions the university takes towards diversity
5. Possessor	Identifies university as the possessor of diversity
6. Provider	Recognizes the university of as provider of opportunity
7. Acknowledging	Recognition of past discrimination/exclusion of certain peoples from higher education

Common Functions of the Diversity Statement

Does the Diversity Statement function in the following ways?
Provide consensus or purpose in the allocation of resources towards inclusive efforts?
Set a general tone or climate with regards to diversity?
Facilitate the development of objects, work structure, and tasks as related to diversity on campus?
Focus the organization on what is and what is not important as it relates to diversity?
Promote shared expectations as related to diversity?
Affirm organizational commitments towards diversity?

Potential Limitations of the Diversity Statement

Does the Diversity Statement identify veracity claims or sincerity claims?
Does the DS ascribe agency to the university? If so, is there evidence of the following:
Authorless Disclosure
Dependency
Intensification
Does the Diversity Statement connect university activities to the Diversity Statement?
Is the Diversity Statement adequately disseminated on the website?

Appendix G: BSU Diversity Statement

University Diversity Plan

Context Statement

In 1988, the American Council on Educations Commission on Minority Participation in Education and American Life issued its report One Third of a Nation. In that report the Commission stated: America is moving backward - not forward - in its efforts to achieve the full participation of minority citizens in the life and prosperity of the nation. (*One Third of a Nation*, a Report of the Commission on Minority Participation in Education and American Life (Washington, DC: American Council on Education & Education Commission of the States, 1988), p.3.) Accordingly, there was a call for rededication by all segments of society to overcoming the current inertia and removing the remaining barriers to full participation of education and in all other aspects of American life. (Ibid, p.5.)Two years later *B State University* developed its first five-year Diversity Plan. That plan and the one that followed it in 1998, were attempts to respond to the concerns identified by the ACE in a holistic institution-wide manner. While both plans looked at diversity in a broad context they also recognized the need to be mindful of those whose exclusion from the academic enterprise in all its facets served to limit their participation in American life and work.

Ten years after the ACE report the following statement served to further elaborate on the value and need for diversity in Higher Education.

Diversity broadly includes not only race and gender but the connections between these and other sources of identify such as religion, ethnicity, age, sexual {orientation}, class and ability. It encourages forms of learning that deepen and enrich the ways we connect across our differences. The American Association of colleges and Universities challenge higher education to think more deeply about what individuals learn from their experience of campus ethos and how that learning in turn constrains or enriches the quality and vitality of American communities. The research shows that when a campus makes—and is viewed by its students as making—a significant commitment to diversity, all students gain educationally.

--American Commitments: Diversity, Democracy, And Liberal Learning, The American Association of Colleges and Universities, 1998, Page 2

This position was affirmed in the United States Supreme Court decision in the case of *Grutter v Bollinger et. al*. In the majority opinion Justice OConnor states Effective participation by members of all racial and ethnic groups in the civic life of our Nation is essential if the dream of one Nation, indivisible, is to be realized. Justice OConnor further states Just as growing up in a particular region or having particular professional experiences is likely to affect an individuals

views, so too is ones own, unique experience of being a racial minority in a society, like our own, in which race unfortunately still matters. At another point in her opinion she states: By virtue of our Nations struggle with racial inequality, such students {minority} are both likely to have experiences of particular importance to the Law Schools mission, and less likely to be admitted in meaningful numbers on criteria that ignore those experiences (Grutter v. Bollinger, 539 U.S.[2003]). The need to include individuals who offer these perspectives is also consistent with the role and mission of a land-grant institution such as *BSU*.

Looking at the history and philosophical basis of the land-grant system one cannot help but note the commitment to increased access inherent in the legislation. In the middle of the 19th Century this access was intended for those who due to economic or social condition had not been offered full participation in the academic enterprise. Subsequent acts in the 1890's and 1990's continued the tradition of expanding access. As we enter the 21st Century it is not inconsistent to look at ways the land-grant mission can be used to provide access to new audiences seeking to gain the opportunities afforded by higher education. The benefits derived from an educational environment that includes individuals reflective of all aspects of our society cannot be overstated. It is only in such an environment that individuals from all walks of life come together to prepare themselves most effectively for their roles in a global society.
The University makes the following statement of commitment as a necessary element to the furtherance of its role and mission as a land-grant institution and defines diversity in the following way:

BSU *is committed to enhancing its diversity in all its forms: through age, different ideas and perspectives, disability, ethnicity, gender identity, national origin, race, religious and spiritual beliefs, sex, sexual orientation, and the socioeconomic and geographic composition of its faculty, administrative professionals, staff and students. Given the historic and legal discrimination that has existed in American society particular emphasis needs to be placed on the inclusion of individuals who are members of groups that have been excluded, i.e. racial/ethnic minorities, women in non-traditional areas and persons with disabilities. The University strives to foster for its members recognition of their role as citizens in the global community with greater understanding of cultures and perspectives different from their own.*

The University's efforts to enhance diversity will require a genuine commitment, persistent effort, active planning, resources and accountability for outcomes on the part of all members of the University community.

The goals of the Diversity Plan are designed to support and further this commitment.

Revised 2/9/05

Appendix H: Location of BSU Diversity Statement

University B - Main Page

More About

Our University					
1					
2 Administration		Administration			
3 Diversity	Diversity @ University B	1			
4	1	2			
5	2	3			
6	3	4			
7	4	University B Administration			
8	5	1			
Resources	6	2			
1	7	3			
2	8	4 VP of University Operations	Areas of Oversight		
3	Programs & Resources	5	1		
4	1	6	2		
5	2	7	3		
Finding Information	3	8	4		
1	4	9	5		
2	5	10 VP of Diversity	6		
3	6	11	7		
4	Finding Information	12	8		
	1	University Governance Groups	9 Office of Equal Opprtnty		
	2	1	10		
	3	2	11		
	4	3	12		
		4	13		
		Related Information	14 Office of Plcy & Cmplnc	About	
		1 Vision, Mission, Values	15	Learn More About OPC	
			16	Mission	
			Resources	Getting Around Our Website	
			1	1 Policy Library	A-Z
			2	2	Diversity
			3	3	University Diversity Plan Statement
			Finding Information	4	

Appendix I: BSU Mission Statement

Our University

Vision, Mission and Values

The Board of Governors of the *BSU System* adopted the following vision, mission and values statements on April 5, 2005.

A. The Vision that inspires us:

The *BSU System* will be the premier system of public higher education in the nation.

B. The Mission that guides our decisions:

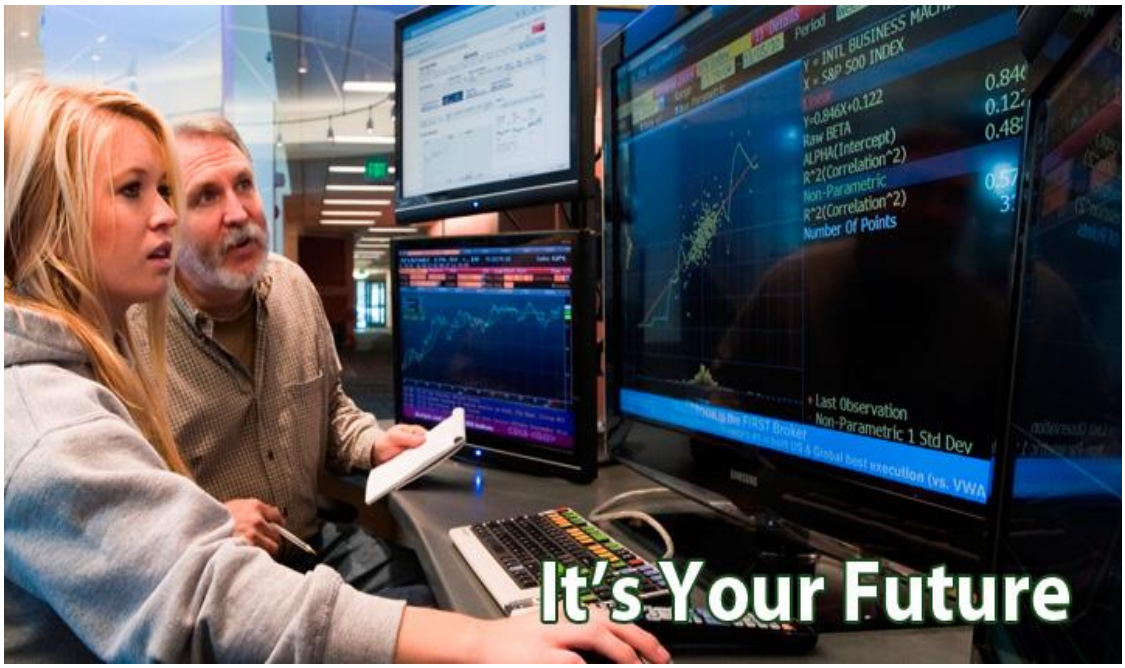
System Mission: The *BSU System* is committed to excellence, setting the standard for public higher education in teaching, research, and service for the benefit of the citizens of *B State*, the United States, and the world.

BSU Mission: Inspired by its land-grant heritage, *BSU* is committed to excellence, setting the standard for public research universities in teaching, research, service and extension for the benefit of the citizens of *B State*, the United States, and the world.

C. The Values that support our operating practices:

Be ACCOUNTABLE
Promote CIVIC RESPONSIBILITY
Employ a CUSTOMER FOCUS
Promote FREEDOM OF EXPRESSION
Demonstrate INCLUSIVENESS and DIVERSITY
Encourage and reward INNOVATION
Act with INTEGRITY and MUTUAL RESPECT
Provide OPPORTUNITY and ACCESS
Support excellence in TEACHING and RESEARCH

Appendix: J: BSU Pictures



BSU – Admission Page, Picture 1

BSU – Admission Page, Picture 2

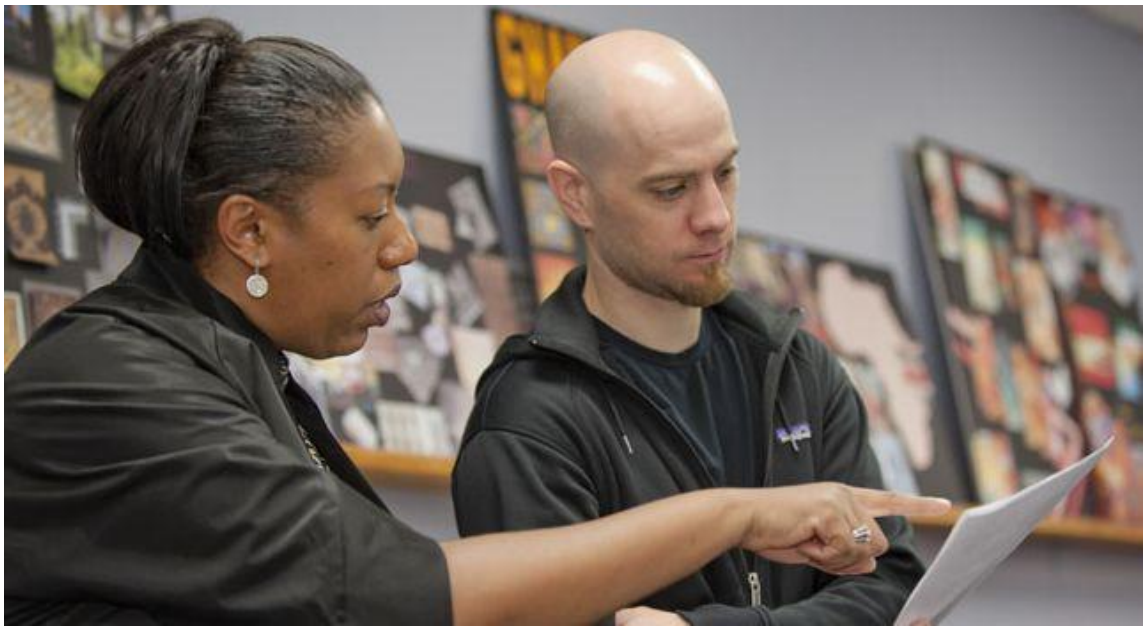
BSU – Admission Page, Picture 3

BSU – Admission Page, Picture 4

BSU - Diversity Page, Picture 5

BSU - Diversity Page, Picture 6

BSU - Diversity Page, Picture 7



BSU - Diversity Page, Picture 8

Appendix K: ESU Diversity Statement

President's Statement on Diversity and Inclusion

E State University is guided by values that are embedded in our rich heritage as a leading land-grant university and our current position as a world-grant institution among the best universities in the world. Foremost among our values is inclusion.

At *ESU* we take great pride in our diversity. Valuing inclusion means providing all who live, learn and work at the university the opportunity to actively participate in a vibrant, intellectual community that offers a broad range of ideas and perspectives. To benefit from our campus' diversity, we must embrace the opportunity to learn from each other. At *ESU* we welcome a full spectrum of experiences, viewpoints and intellectual approaches because it enriches the conversation and benefits everyone, even as it challenges us to grow and think differently.

Valuing inclusion benefits *ESU* scholars who advance knowledge by exploring the vast range of questions that result from our differences. It benefits our employees by creating a stronger work environment that draws on various points of view. And it benefits our students by enriching their learning experience and better preparing them to function as effective citizens. Employers and graduate and professional schools are seeking people who are culturally competent and have the skills to function in a global society. We all have the opportunity to gain these experiences and skills at *ESU*.

Our commitment to inclusion means we embrace access to success for all and treat all members of the extended *ESU* community with fairness and dignity. We recognize that cross-cultural interactions may sometimes create moments of surprise or discomfort. But when perspectives clash, we have an individual and shared responsibility to guard against behaviors that demean or otherwise harm individuals and our community. A strong campus community is characterized by respect for, and civility toward, one another.

Throughout this year, *ESU* will provide opportunities for the campus community to share ways in which we can become more inclusive. Join me as we build a welcoming community.

Appendix L: ESU Mission Statement

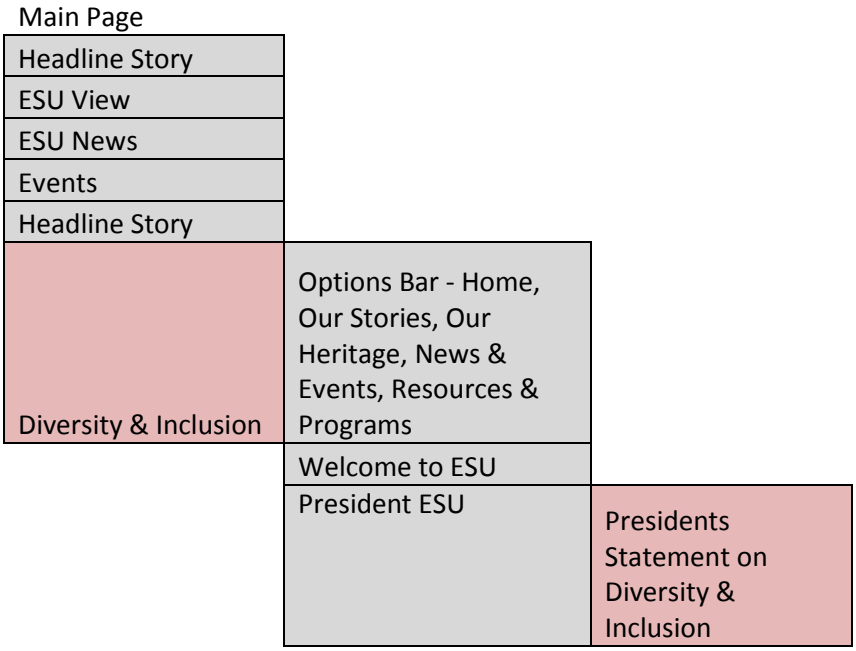
The following statement was approved by the Board of Trustees on April 18, 2008.

E State University, a member of the Association of American Universities and one of the top 100 research universities in the world, was founded in 1855. We are an inclusive, academic community known for our traditionally strong academic disciplines and professional programs, and our liberal arts foundation. Our cross- and interdisciplinary enterprises connect the sciences, humanities, and professions in practical, sustainable, and innovative ways to address society's rapidly changing needs.

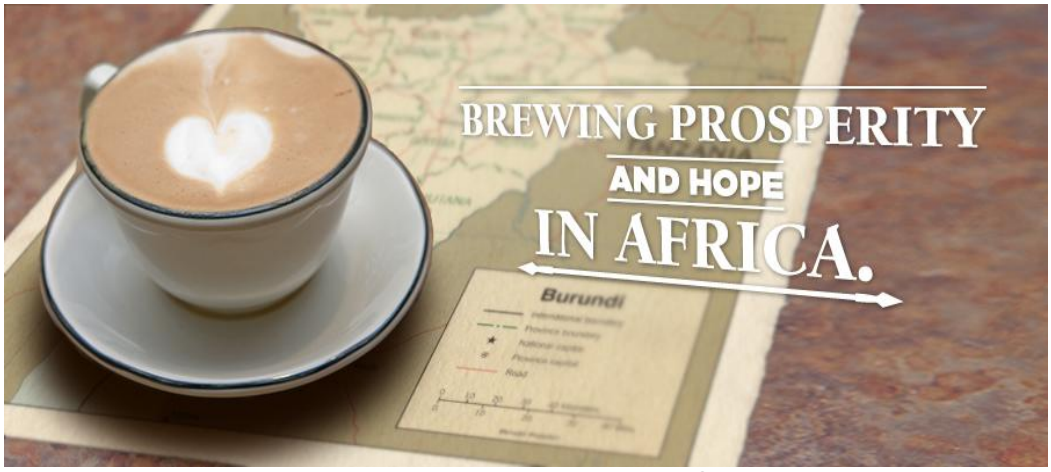
As a public, research-intensive, land-grant university funded in part by the state of *E*, our mission is to advance knowledge and transform lives by:

- providing outstanding undergraduate, graduate, and professional education to promising, qualified students in order to prepare them to contribute fully to society as globally engaged citizen leaders
- conducting research of the highest caliber that seeks to answer questions and create solutions in order to expand human understanding and make a positive difference, both locally and globally
- advancing outreach, engagement, and economic development activities that are innovative, research-driven, and lead to a better quality of life for individuals and communities, at home and around the world

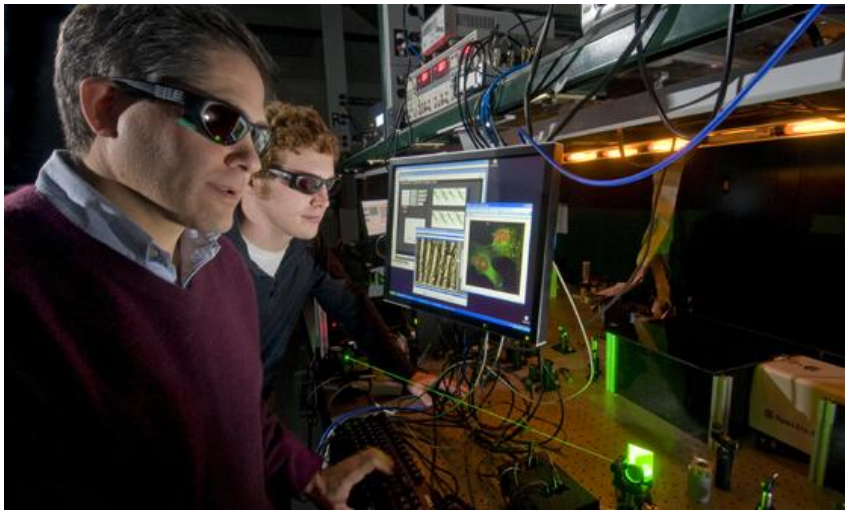
Appendix M: Location of the ESU Diversity Statement



Appendix N: ESU Pictures



ESU – Main Page, Picture 1



ESU – Admissions Page, Picture 2

ESU – Admissions Page, Picture 3

ESU – Admissions Page, Picture 4

ESU – Admissions Page, Picture 5

ESU – Diversity Page, Picture 6a, 6b, 6c, and 6d

Appendix O: UG Diversity Statement

President's Statement on Diversity

As we stand at the threshold of a new millennium, we, as the educators of the University of G, must stand ready to incorporate new ideas and concepts that are vital to the development of our nation as it continues its leadership role in an ever-developing global economy. We must take stock of what makes us a great state and develop those areas that have yet to receive our full commitment, both as an institution, and as individuals. One of the most important of these areas has to do with multiculturalism and diversity.

We, the people of the State of G, are a mosaic of ethnicities, languages, and lifestyles. We live in an age when we must treat the various cultures and languages in our state as assets, not as weaknesses. At this point in our history, we would do a great disservice to our future generations if we were to encourage people to think that knowing only one culture and speaking only one language would be enough to remain competitive in an age when technology and the internet have brought us all closer together as a world-wide family.

As the individuals who have been charged with leading the University of G in this new century, we hereby set forth the following overarching goals:

- Support a university-wide effort to recruit and retain the best students, faculty, and staff from diverse backgrounds;
- Work toward an enrollment representation on each campus of the University of G that is reflective of the state population of each group; and
- Prepare students to become productive, capable citizens in a world of diverse cultures.

We at the University of G will strive to:

- Create campus climates where acceptance and respect are encouraged and modeled, so all members of the educational community enjoy equitable opportunities for professional and personal fulfillment.
- Support programs that explore and honor the experiences, perspectives and contributions of G's increasingly diverse communities.
- Create truly diverse communities of faculty and staff that reflect both our multi-cultural society and individual differences and achieve among faculty and staff representative numbers of groups historically denied equal access because of race or gender.
- Create truly diverse communities of students that reflect both our multi-cultural society and individual differences and achieve among students representative numbers of groups historically denied equal access because of race or gender.

We are the University of G. As the population of our state develops, we must be prepared to change to better meet the needs and address the issues of our increasingly diverse

communities. This is not a utopian world, and we must understand that we will be faced with challenges from those who would rather look backward than forward.

However, we must remember that what transpires in the next decade, in the next century, and in the next millennium will depend on the seeds of equality, justice, and opportunity that we plant today.
These goals are in keeping with Board of Regents Policy Goals Pertaining to Equity for People of Color which were originally issued February 1993 and re-confirmed February 1997 and with LB 389 - 1997.

President L. Dennis Smith

Appendix P: UG Mission Statement

The Role of the University of G

The University of G, chartered by the Legislature in 1869, is that part of the University of G system which serves as both the land-grant and the comprehensive public University for the State of G. Those responsible for its origins recognized the value of combining the breadth of a comprehensive University with the professional and outreach orientation of the land-grant University, thus establishing a campus which has evolved to become the flagship campus of the University of G. UG works cooperatively with the other three campuses and Central Administration to provide for its student body and all G-ans the widest array of disciplines, areas of expertise, and specialized facilities of any institution within the state.

Through its three primary missions of teaching, research, and service, UG is the state's primary economic developer and intellectual center providing leadership throughout the state through quality education and the generation of new knowledge. UG's graduates and its faculty and staff are major contributors to the economic and cultural development of the state. UG attracts a high percentage of the most academically talented G-ans and the graduates of the University form a significant portion of the business, cultural, and professional resources of the State. The quality of primary, secondary, and other post-secondary educational programs in the state depends in part on the resources of UG for curricular development, teacher training, professional advancement, and enrichment activities involving the University's faculty, museums, galleries, libraries, and other facilities. UG provides for the people of the state unique opportunities to fulfill their highest ambitions and aspirations thereby helping the state retain its most talented youth, attract talented young people from elsewhere, and address the educational needs of the non-traditional learner.

The University of G has been recognized by the Legislature as the primary research and doctoral degree granting institution in the state for fields outside the health professions. Through its service and outreach efforts, the University extends its educational responsibilities directly to the people of G on a statewide basis. Many of UG's teaching, research, and service activities have an international dimension in order to provide its students and the state a significant global perspective.

The Missions of the University of G

The role of the University of G as the primary intellectual and cultural resource for the State is fulfilled through the three missions of the University: teaching, research, and service. UG pursues its missions through the Colleges of Architecture, Arts and Sciences, Business Administration, Education and Human Sciences, Engineering, Hixon Lied

College of Fine and Peforming Arts, Journalism and Mass Communications, Law, the University-wide Graduate College, and the Institute of Agriculture and Natural Resources which includes the College of Agricultural Sciences and Natural Resources, the Agricultural Research Division, the Cooperative Extension Division, and the Conservation and Survey Division. Special units with distinct missions include the University Libraries, Extended Education and Outreach, International Affairs, the Lied Center for Performing Arts, the Bureau of Business Research, G Educational Telecommunications, the Sheldon Museum of Art and Sculpture Garden, the University of G State Museum, the University of G Press, the Water Center, the G Forest Service, the G State-wide Arboretum, and Intercollegiate Athletics.

To capitalize on the breadth of programs and the multidisciplinary resources available at UG, a number of Centers exist to marshal faculty from a variety of disciplines to focus teaching and research on specific societal issues and to provide technical assistance for business and industry in order to enhance their ability to compete in world markets. Additionally, interdisciplinary programs promote integration of new perspectives and insights into the instructional research and service activities.

The University of G promotes respect for and understanding of cultural diversity in all aspects of society. It strives for a culturally diverse student body, faculty, and staff reflecting the multicultural nature of G and the nation. UG brings international and multicultural dimensions to its programs through the involvement of its faculty in international activities, a student body that includes students from throughout the world, exchange agreements with other universities abroad involving both students and faculty, and the incorporation of international components in a variety of courses and curricula.

Teaching, research, and service take on a distinctive character at the University of G because of its status as a comprehensive land-grant university. These traits permit opportunities for the integration of multiple disciplines providing students more complete and sophisticated programs of study. Its land-grant tradition ensures a commitment to the special character of the State and its people.

The faculty is responsible for the curricular content of the various programs and pursues new knowledge and truths within a structure that assures academic freedom in its intellectual endeavors. The curricula are designed to foster critical thinking, the re-examination of accepted truths, a respect for different perspectives including an appreciation of the multiethnic character of the nation, and a curiosity that leads to life-long learning. Additionally, an environment exists whereby students can develop aesthetic values and human relationships including tolerance for differing viewpoints.

Appendix Q: Location of UG Diversity Statement

Main Page

"UG"	1			
Visitor	2			
Propsective Student	Administrative Units	Office of the Chancellor		
Current Student	4	1		
Faculty/Staff	5	2		
Research & Innovation	6	Chacellor's Commission on the Status of Women		
	7	4		
		5		
		Equity, Access & Diversity Programs	Search Procedures	
		6	Discrimination & Harassment Policies	
		7	Faculty/Staff Disability Services	
		8	Policies & Reports	US Dept of Education - Office for Civil Rights
		9	Diversity Resources	UNL Campus
		10		Board of Regents
		11		Office of the President
		12		Statement on Diversity
		13		5-Yr Plan to Increase Faculty Diversity
		Office of Academic Affairs		
		Business & Finance		
		Institutute of Agriculture & Natural Resources		
		Research & Economic Development		
		Student Affairs		

Appendix R: UG Pictures

Picture 1 – Admissions-Apply Page

Picture 2 – Admission-(Mascot) Experience-Diversity Page

Appendix S: UK Diversity Statement

Provost's Diversity Statement

Dear Members of the Campus Community:

We live in a diverse society that is increasingly interconnected with the political, cultural and economic interests of people in other parts of the world. Educating graduates who are prepared to live in this global environment requires that we foster and celebrate the diversity among human beings and cultures. Students must continually extend their reach. At UK we have made significant progress in our efforts to create a campus that reflects the diversity of our society and the world beyond it. We have organized our major diversity programs into one division, established a fourth Posse partnership that will have a STEM focus, channeled funds into an initiative to increase faculty diversity on campus, and increased need-based funding through The *Location* Initiative for Undergraduates and the *X Scholarship* campaign. In addition, programs such as the *X Champions* and *X Internship* programs have allowed us to build international relationships and exposed our campus community to a wider range of perspectives and cultural backgrounds.

UK is, and will continue to be passionately committed to a diverse and inclusive learning environment. Despite the deep budget cuts that we face in the next biennium, we will protect our diversity gains as much as possible. I will continue to work with the Vice Provost for Diversity and Climate, with our deans, our faculty, staff and students to strengthen existing programs and to seek additional resources so we might expand our efforts. I encourage all of you to become involved.

Sincerely,

Provost & Vice Chancellor for Academic Affairs

Appendix T: UK Mission Statement

The University of K-Location is the original University of K, created at the same time K achieved statehood in 1848. It received K's land grant and became the state's land-grant university after Congress adopted the Morrill Act in 1862. It continues to be K's comprehensive teaching and research university with a statewide, national and international mission, offering programs at the undergraduate, graduate and professional levels in a wide range of fields, while engaging in extensive scholarly research, continuing adult education and public service.

The primary purpose of the University of K is to provide a learning environment in which faculty, staff and students can discover, examine critically, preserve and transmit the knowledge, wisdom and values that will help ensure the survival of this and future generations and improve the quality of life for all. The university seeks to help students to develop an understanding and appreciation for the complex cultural and physical worlds in which they live and to realize their highest potential of intellectual, physical and human development.

It also seeks to attract and serve students from diverse social, economic and ethnic backgrounds and to be sensitive and responsive to those groups which have been underserved by higher education. To fulfill its mission, the university must:

1. Offer broad and balanced academic programs that are mutually reinforcing and emphasize high quality and creative instruction at the undergraduate, graduate, professional and postgraduate levels.
2. Generate new knowledge through a broad array of scholarly, research and creative endeavors, which provide a foundation for dealing with the immediate and long-range needs of society.
3. Achieve leadership in each discipline, strengthen interdisciplinary studies, and pioneer new fields of learning.
4. Serve society through coordinated statewide outreach programs that meet continuing educational needs in accordance with the university's designated land-grant status.
5. Participate extensively in statewide, national and international programs and encourage others in the University of K System, at other educational institutions and in state, national and international organizations to seek benefit from the university's unique educational resources, such as faculty and staff expertise, libraries, archives, museums and research facilities.
6. Strengthen cultural understanding through opportunities to study languages, cultures, the arts and the implications of social, political, economic and

technological change and through encouragement of study, research and service off campus and abroad.

7. Maintain a level of excellence and standards in all programs that will give them statewide, national and international significance.
8. Embody, through its policies and programs, respect for, and commitment to, the ideals of a pluralistic, multiracial, open and democratic society.

Revised statement, adopted June 10, 1988, UW System Board of Regents

Appendix U: Location of UK Diversity Statement

Main Page

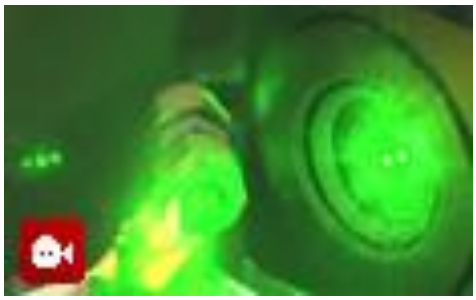
Main Options		
1		
2		
Student Life	Diversity	Provost's Diversity Statement
4		
5		
6		
7		

Or access via: Main Page

Feature Sites	
1	
In Focus	
1	
2	
3	
4	
5	
6	
About UK	
1	
2	
3 Diversity	Provost's Diversity Statement
4	
Have a Question	
1	

Appendix V: UK Pictures

Picture 1 – main webpage



Picture 2 – main webpage

Picture 3 – main webpage

Picture 4 – Admission page

Picture 5 – Diversity page

Appendix W: Cross-Case Analysis Summary

Analysis Item	BSU	ESU	UG	UK
Demographics				
State population (in millions)	5.0	9.8	1.8	5.6
Student population	22,000	41,000	22,000	38,000
Common Themes within Diversity Statements				
Diversity				
1. Identification of diversity	no	yes	yes	yes
2. Categories of diversity	yes	no	no	no
3. Reasons for Diversity				
a. Positive Consequences	X	X	X	
b. Necessary for graduation/employment			X	
c. Avoidance of negative consequences				
d. A value		X	X	
e. Achievement of goals			X	X
University as . . .				
4. Acting upon	X	X	X	X
5. Possessor	X	X		
6. Provider		X	X	
7. Acknowledging	X		X	
Quantitative				
University	4	8	1	2
Diversity	2	2	5	5
Inclusion	1	0	0	1
Common Functions of the Diversity Statement				
Does the Diversity Statement function in the following ways:				
Provide consensus or purpose in the allocation of resources towards inclusive efforts?	X		X	X
Set a general tone or climate with regards to diversity?	X	X	X	X
Facilitate the development of objects, work structure, and tasks as related to diversity on campus?	X		X	
Focus the organization on what is and what is not important as it relates to diversity?	X		X	
Promote shared expectations as related to diversity?	X		X	
Affirm organizational commitments towards diversity?	X	X	X	

Potential Limitations of the Diversity Statement				
Does the Diversity Statement identify veracity claims or sincerity claims?	sincerity	sincerity	veracity	both
Does the DS ascribe agency to the university? If so, is there evidence of the following:	yes	yes	no	no
Authorless Disclosure	X	X		X
Dependency	X	X		
Intensification	X			
Does the Diversity Statement connect university activities to the Diversity Statement?	no	no	yes	yes
Is the Diversity Statement adequately disseminated on the website?	no	yes	no	yes
Website pictures				
Equity Parameters (types of equity displayed)				
Gender	X	X	X	X
Race	X	X	X	X
Ethnicity	X	X	X	X
Religion				
Sexual Orientation				
Physical				
Messages				
Belonging	X	X	X	X
Safety	X	X	X	X
Equality	X	X	X	X
Roles	X	X		X
Equity Approach				
Negative				
Null	X	X	X	X
Contributive/Additive	X	X	X	X
Transformational/Social Action				

Appendix X: Framework

Preparation

The Diversity Statement serves as a public guiding document with multiple purposes (King & Cleland, 1978; Sevier, 2003; Doolittle, Horner, Bradley, Sugai, & Vincent, 2007; Meacham & Gaff, 2006). The first purpose of the Diversity Statement is to set a general tone or climate with regards to Diversity; second, to provide consensus or purpose in the allocation of resources towards inclusive efforts; third, to facilitate the development of objects, work structure, and tasks as related to Diversity on campus; fourth, to focus the organization on what is and what is not important as it relates to Diversity; fifth, to promote shared expectations as related to Diversity; and sixth, to affirm organizational commitment toward Diversity.

Identify who will write the Diversity Statement

Diversity Statements with a singular author may be perceived as displaying only the goals and philosophies of that individual rather than that of the University community.

Recommendation	Representative members from all areas of the University
Outcome	Formation of a Diversity Statement Taskforce
Charge	To represent all members of the University in the development of the Diversity Statement

Develop shared knowledge for Taskforce members

A shared understanding of the history and current position of Diversity within the University is essential to developing a relevant Diversity Statement. The inclusion of Diversity into the University has been and continues to be a process with a beginning, a current status, and desire for the future. Only through all members of the Diversity Statement taskforce having shared knowledge of the history and importance of Diversity at the individual University can they then begin to clarify for all University constituents the position of the University on Diversity.

1. The historical position of the University including recognition of its founding, the students it served, and the composition of the University leadership.
2. The history of diverse students and faculty within the University, including:
   a. Influencing policies including federal, state, governing body, and University policies; programs; and struggles that have effected diverse members of the University community,
   b. A timeline identifying the development of programs and initiatives for diverse members. as well as the history of the University Diversity should also be developed
   c. A history of the University Diversity.
   d. A common understanding of the term Diversity including how Diversity is defined and who is considered diverse; understanding Diversity as a noun, a verb, a philosophy, and/or a value; and an understanding of the programs, resources, and accommodations associated with Diversity.

Outcome:

In all cases Diversity will need to be defined is such as way that it is measureable. Without this there is no way to evaluate whether the University is achieving success in becoming fully inclusive of all Diversity.

Identify whether the University is considered a diverse community.
Understanding whether the University identifies as a diverse community creates the focus of the entire Diversity Statement. Where universities that do not identify as diverse may focus on efforts to increase Diversity, deal with resistance to Diversity, and define why Diversity is important. Universities that recognize themselves as diverse may be more focused on meeting the needs of all community members, ensuring the healthy growth and development of diverse members of the community, and seeking out new opportunities to more fully integrate Diversity.
Identify how Diversity is evidenced at the University.
1 What norms, artifacts, and symbols identify diversity of axiology, ontology, and epistemology at the University? 2 How are diverse epistemologies evidenced in the curricula, leadership, and the evaluation process for the University?
Content of the Diversity Statement *The Diversity Statement is recognized as a formal public document that articulates organizational contribution, purpose, philosophy and values as it relates to Diversity (Ayers, 2002; Cardona & Rey, 2008; David, 1989; Meacham & Gaff, 2006; Davis, Ruhe, Lee & Rajadhyaksha, 2006). The content of the Diversity Statement might address each of these elements but each Diversity Statement is unique to the individual institution and how, and if, the taskforce chooses to address each issue is equally unique. Each element serves as a guide to ensuring the Diversity Statement fully presents the position of the University community regarding Diversity.*
Organizational philosophy and values
Organizational philosophy and values are the underlying feelings that guide behavior at the University and set the tone and culture of the University as it relates to Diversity (Wilson, 1996). Guiding Questions 1 What philosophy and values of Diversity do University community members hold? 2 How is this evidenced in the University community? 3 How are diverse axiology, ontology, and epistemology integrated into the University community? 4 How is this evidenced in the Diversity Statement? 5 How does the University community feel resistance to Diversity efforts should be addressed?

Contribution

Contribution is described by Cardona and Rey (2008) as the organizations core competencies. In the case of the Diversity Statement, contribution describes how the institution will realize full inclusion of diverse peoples.

Guiding Questions

1 How is Diversity fully included in the acquisition, transmission, and application of knowledge?

2 What measures, attitudes, or mindsets are in place to ensure full inclusion?

3 How will, or did, the University reach full inclusion?

Organizational purpose

Organizational purpose describes how the university is unique in its inclusive efforts, meaning how does the reader identify this university from other university's (Bolon, 2005; Busch & Folaron, 2005; Connell & Galasinski, 1998; David, 1989; Orwig & Finney, 2007).

Guiding Questions

1 How is this University characterized differently from other University's in its inclusive efforts?

2 What makes this University unique in its inclusion of Diversity?

3 What sets the programs and services of this University apart from other universities?

4 What unique criteria does this University use for determining full inclusion of diverse individuals?

5 What are the unique, defined results for diverse individuals at this University?

6 How does the University community make life different, as compared to other universities, for diverse individuals?

7 How does the University measure the success of its inclusive efforts?

Consider Potential Limitations

Potential limitations of the Diversity Statement include overrepresentation of sincerity claims, ascription of agency, lack of connection of University activities, and improper or insufficient dissemination. The presence of these limitations may reduce the ability of the Diversity Statement to be effective in guiding decision making and disrupting inequality.

Sincerity Claims

Sincerity claims are those claims that come from the heart and are used to achieve legitimacy with significant constituents when developing the Diversity Statement (Delucchi, 2000).

1 A balance of sincerity and veracity, or factual claims, must be reached in order to avoid having a Diversity Statement that does not provide tangible goals or outcomes.

Ascription of agency
Ascription of agency removes power from the University community and gives it to the named entity University and may result in authorless disclosure, dependency, and intensification. Considerations 1 Ensure each reference to the University fully identifies of who is being spoken. 2 Identify who, or what body, determined the philosophies, values, goals, and outcomes as set for the in the Diversity Statement. 3 Ensure the University community is not dependent on the University to provide the community with the actions or programs identified in the Diversity Statement. 4 Ensure the University does not become the provider of service rather than services themselves being a part of Diversity efforts.
Connection to University Activities
The Diversity Statement must connect to University activities in order for to be relevant. Considerations 1 Ensure the mission statement and Diversity Statement are well aligned. 2 Ensure the Diversity Statement aligns with current University policies and procedures identified within the Diversity Statement. 3 Ensure the Diversity Statement aligns with current programs or services identified within the Diversity Statement
Proper Dissemination
Proper dissemination ensures the Diversity Statement is able to act as a public guiding document. Considerations 1 Location – multiple intuitive areas such as with other mission documents, with other University policies, and with other University Diversity initiatives. 2 Website – direct links from the main University webpage and website search engine.

Post-creation Considerations

After the Diversity Statement has been developed give consideration to its marketing, maintenance, and effectiveness.

Marketing

Developing a marketing plan for the Diversity Statement will help to ensure the Diversity Statement in fully integrated and implemented.

1. Ensure the Diversity Statement has a presence on the website and in appropriate areas throughout the University.
2. Efforts should be made to inform the entire community of the existence of the Diversity Statement.
3. Incorporate presentation and/or discussion of the Diversity Statement into orientations, annual trainings, and readings at large-scale University community events
4. Prominently display the Diversity Statement in the offices of the University leadership, common areas, and areas of congregation.

Maintenance

Over time the Diversity Statement may seemingly slip into obscurity due to neglect. To maintain its power as a guiding document the Diversity Statement requires proper maintenance.

1. Identify key personnel who can ensure the integrity of the website links; inclusion in orientations, meetings, and gatherings; and periodic review of the Diversity Statement.
2. Review of the Diversity Statement – identify an appropriate schedule for review and indicate this on the Diversity Statement

Effectiveness

The prime goal of the Diversity Statement is to act as a guiding document that aids in disrupting inequality. Efforts should be made to determine how the University will decide whether or not the Diversity Statement is effective in disrupting inequality.

1. What methods will the taskforce use to determine whether the Diversity Statement is aiding in the maintenance or disruption of inequality at the University.