



PRINCIPLES AND STANDARDS OF GOOD PRACTICE TO ACHIEVE DIVERSITY AND MULTICULTURALISM AT HBCUS

INTRODUCTION

Why Should HBCUs Become More Multicultural and More Diverse?

We live in an increasingly diverse nation in a progressively more interdependent and technological, globally constricting world. Today, most new jobs require a postsecondary education. To meet the nation's employment needs will require training a more diverse and technologically-competent workforce. The projected labor market needs and demographic shifts into 2004 and beyond dictate a re-examination of who will receive and who must be able to access and achieve a postsecondary education.

The number of high school graduates is growing and is becoming increasingly diverse. By 2007-2008, 43% of graduating seniors will be racial and ethnic minorities. By 2014 approximately 50% of the students "Knocking at the College Door" will be traditionally underrepresented minorities. (WICHE)

Historically and predominately black colleges and universities are among the most diverse colleges and universities (ACT report). To sustain their foremost position in higher education diversity, and retain the edge in preparing students to work and live in a globally interdependent world, HBCUs like Traditionally White Institutions (TWIs) must do more to foster and reap fully the educational benefits of diversity and multiculturalism. HBCUs must transform to shore up their base and capture a broader share of the higher education market.

Higher Education is a challenging business. As with other enterprises, if higher education institutions, including HBCUs, do not transform in today's highly competitive market, they will become obsolete. They must take measured, disciplined steps to attain and/or sustain multiculturalism and diversity in a world driven by new social, economic, technological and demographic realities. HBCUs and their partners who educate disproportionate numbers of traditionally underrepresented students must lead the nation in the preparation of individuals to take their rightful places as leaders and contributors to

their communities throughout the nation and beyond its boundaries. Lastly, today's challenges present an opportunity for HBCUs to exemplify the ways in which colleges and universities can successfully and seamlessly implement the principles of multiculturalism and diversity while advancing their primary missions and serving their historical base.

PRINCIPLES AND STANDARDS

The *Principles and Standards of Good Practice to Achieve Multiculturalism at HBCUs* are not indisputable rules, nor are they specific instructions for use at particular HBCUs. These principles are intended to be integrated into everyday tasks and interactions with majority (African-American) and minority (other race) students, faculty, administrators and staff. They are also intended to assist in shaping how we think about our responsibilities, communicate our vision to others and engage in the active pursuit of diversity and multiculturalism.

GENERAL PRINCIPLES

I. HBCUs' diversity efforts include education as an instrument of liberation to expand opportunities for all.

- HBCUs stimulate –through education—individual initiative, critical thinking, self-determination, excellence and leadership as keys to their commitment to multiculturalism ideas and institutional possibilities.
- HBCUs are committed to encouraging the interest and active participation of students, faculty, administrators and staff from underrepresented groups, including Caucasian-Americans, Latinos, Asian-Americans, individuals from foreign countries and others.

II. HBCUs' diversity efforts are assessed and evaluated regularly.

- HBCUs conduct needs assessments to determine current diversity tolerances and to identify who needs to be served by the program.
- HBCUs conduct process evaluations to determine if the curriculum is consistent with the goals and objectives of their diversity programs.
- HBCUs conduct outcomes evaluations to determine if students are more aware of social interactions as a result of the program.
- HBCUs conduct cost-effectiveness evaluations to determine the best means to support diversity programs.
- HBCUs integrate diversity and multiculturalism in their strategic planning initiatives.

III. HBCUs' diversity efforts help students, faculty, administrators and staff to develop multicultural perspectives and tolerances for differences.

IV. HBCUs' diversity efforts forge collaborative endeavors that advance diversity and multiculturalism.

- HBCUs involve all aspects of the community (students, faculty, administrators, staff, businesses, civic leaders, et al.) in their diversity efforts.
- HBCUs develop structures (teams, committees) that support diversity.
- HBCUs develop internal relationships between programs (interdisciplinary) and external relationships between partner institutions including Hispanic-serving Institutions, Tribal Colleges and majority colleges and universities to support collaboration.

V. HBCUs' diversity efforts build a supportive environment for inclusiveness and diversity.

- HBCUs work to ensure that all educational programs, facilities and employment opportunities are open and accessible to all.
- HBCUs use their resources to work toward the creation of a community that is open to everyone.

VI. HBCUs' efforts to promote diversity and multiculturalism prepare students for global citizenship.

- HBCUs work to create a global culture woven deeply into the community.
- HBCUs work to internationalize the curriculum and living environment in order to enhance students' appreciation for the cultural diversity of the world and the relationship between global issues and local events.

HOW MAY HISTORICALLY BLACK COLLEGES AND UNIVERSITIES TRANSFORM?

I. HBCUs retain their core values and missions, while articulating a clear vision and strategy for these times:

- HBCUs remain true to their mission of educating students who are traditionally underrepresented as the result of *de facto* or *de jure* segregation or discrimination on the basis of race, ethnicity, color, religion, immigrant status, socio-economic status, geography, or unequal educational opportunities in elementary and secondary education.
- HBCUs prepare and widely publish their institutions' values, core purpose and mission.
- HBCUs clearly define their institutional missions and institutional strengths within the context of today's and tomorrow's realities: e.g.

HBCUs should ask themselves, “At what is the institution better than its competitors?”

- HBCUs balance their diversity efforts with the maintenance of their traditional base of first-rate African-American and other faculty, administrators and staff.
- HBCUs clearly articulate their diversity goals and seek to achieve the desired “critical mass” in ways that are consistent with current law and judicial mandates.
- HBCUs reaffirm their traditions and culture – as do majority institutions of higher education, while inviting others to benefit from these traditions and to grow as students in and of the culture.

II. HBCUs integrate the principles of diversity and multiculturalism into their strategic planning, administrative management and curricular offerings.

- HBCUs include diversity and multiculturalism principles in their professional development, hiring, advancement and recruitment programs.
- HBCUs are mindful of diversity and multiculturalism principles in their student recruitment, enrollment, retention and pipelining efforts.
- HBCUs regularly communicate their missions *and* their commitment to diversity and multiculturalism within their communities and abroad.
- HBCUs integrate the principles of diversity and multiculturalism in the curriculum, teaching opportunities and research, and reward efforts to promote inclusion and cultural diversification.
- HBCUs engage every department in the “multiculturalization” process.
- HBCUs engage alumni and parent organizations in the “multiculturalization” process.
- HBCUs offer opportunities for the exchange of cultures and traditions in housing arrangements, dining, social-cultural activities, international travel and student/ faculty exchange programs.
- HBCUs engage diversity experts, organizational development professionals and mentors where necessary to assist in the change process.

III. HBCUs’ exemplary policies and practices to promote multiculturalism and diversity are shared with their colleagues in the spirit of cooperation and collaboration.

The following are institutions that have very structured programs that others may wish to examine and adopt according to their needs:

- Diversity recruiting: Alcorn State University, Office of Admissions, Emmanuel Barnes, Director of Admissions, 601-877-6147.

- Faculty Development, Codes of Conduct, Articulation; International Strategic Planning: Jackson State University, Joseph Martin Stevenson, Ph.D., Provost and Fellow, Institute for Higher Education Policy, WKKF MSI Leadership Fellows Project, jstevenson@jsums.edu; Ally Mack, Ph.D., Director, MS Consortium for International Development and Director of International Programs, Jackson State University, 601-979-3791.
- Recruitment, Course offerings aligned with “global” perspective: Alabama State University, Evelyn M. White, Vice President, Academic Affairs, 334-229-4231.