

# Introducing A New University President

Dr. Charlita Shelton was appointed to president of University of the Rockies, a graduate school specializing in master's and doctorate degree programs in Psychology, in October 2008. The national initiative to establish Dr. Shelton as a leader of diversity in higher education served as a powerful tool in promoting the university and attracting graduate degree students.

The public relations program included editorial news media coverage, industry expert commentary, by-lined articles and white papers, speaking engagements and national award nominations. We discovered her passion for diversity in higher education; developed her platform; and launched her appointment to president with an East Coast Media Tour, including *The Chronicle of Higher Education*, *Inside Higher Ed* as well as other national outlets.

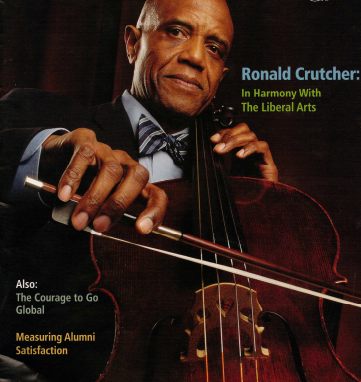
In less than two years, secured more than 200 media hits; arranged and promoted four national speaking engagements; and identified and wrote nominations resulting in five national diversity awards. Today, Dr. Shelton is established as a thought leader who brings recognition and acclaim to the university.



WRITER 2011

# The Presidency

THE AMERICAN COUNCIL ON EDUCATION'S MAGAZINE FOR HIGHER EDUCATION LEADERS



**Ronald Crutcher:**  
In Harmony With  
The Liberal Arts

Also:  
The Courage to Go  
Global

Measuring Alumni  
Satisfaction

WRITER 2011

# The Presidency

ON THE COVER  
**16** Diversity Across the Boundaries: A Case for Liberal Education in the 21st Century  
By **Ronald A. Crutcher**, *Western College*

THE CAPACITY TO THINK INDEPENDENT THOUGHT WITH SOCIAL RESPONSIBILITY AS FUNDAMENTAL TO A LIBERAL EDUCATION. Here, Crutcher expresses the benefits for college and university students of receiving a liberal education, albeit the rapid pace and complexity of change in today's global economy. **KENNETH RYAN** and **LAWRENCE BROWN** share additional insights and perspectives on the value of a well-rounded education.

**FEATURES**

**22** **Leaders for the World: Advancing the Frontiers of Knowledge in Times of Economic and Social Turmoil**  
By **Lee Ann S. Stone**, *Michigan State University*

Responding to "The World's Uncertainty," Stone and her institute have created a hybrid course for meeting the university's duty to foreign partners in an effort to enhance understanding and find innovative solutions for some of the world's most pressing problems.

**28** **Social Justice: Creating an Inclusive University Culture**  
By **Charlita Shelton**, *University of the Pacific*

How can postsecondary institutions create an environment that not only welcomes, but also actively pursues a diverse demographic? Shelton advocates for this change, and shares methods to make it a reality.

**34** **Ask the Alumni**  
By **Helen Conroy**, *University of Colorado*

As the pressures of a changing landscape and a changing economic outlook and universities face new and old challenges, how do recent alumni members of institutions by the American Council on Education feel that levels of satisfaction among alumni?

**COLUMNS**

**13** **From the President**  
By **Gregory K. Wilson**

**12** **Legal Watch**  
By **John C. Van Dyke**

**31** **By the Numbers**  
By **John C. Van Dyke**

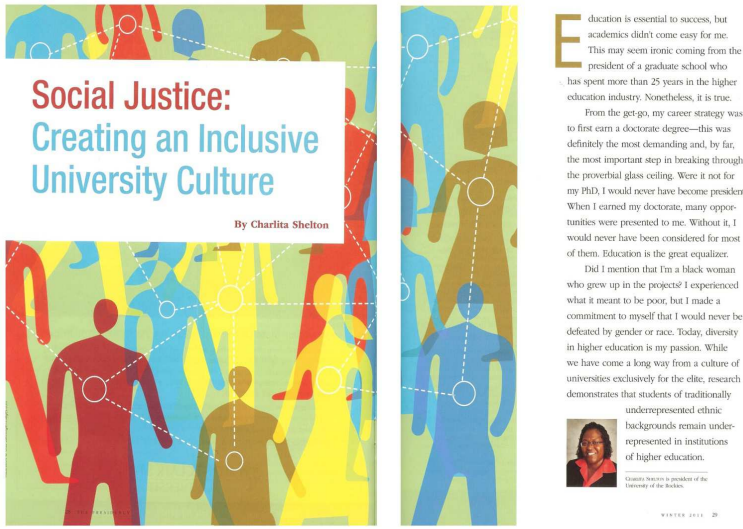
**DEPARTMENTS**

**38** **100 Years of Liberal Education**  
By **John C. Van Dyke**

**41** **End Note**  
By **John C. Van Dyke**

## Social Justice: Creating an Inclusive University Culture

By Charlita Shelton



Education is essential to success, but academics didn't come easy for me. This may seem ironic coming from the president of a graduate school who has spent more than 25 years in the higher education industry. Nonetheless, it is true. From the get-go, my career strategy was to first earn a doctorate degree—this was definitely the most demanding and, by far, the most important step in breaking through the proverbial glass ceiling. Were it not for my PhD, I would never have become president. When I earned my doctorate, many opportunities were presented to me. Without it, I would never have been considered for most of them. Education is the great equalizer.

Did I mention that I'm a black woman who grew up in the projects? I experienced what it meant to be poor, but I made a commitment to myself that I would never be defeated by gender or race. Today, diversity in higher education is my passion. While we have come a long way from a culture of universities exclusively for the elite, research demonstrates that students of traditionally underrepresented ethnic backgrounds remain underrepresented in institutions of higher education.

**Charlita Shelton is president of the University of the Pacific.**

WINTER 2011 25

### Assess curriculum for learning outcomes that incorporate diversity, knowledge, skills, and attitudes.

Personally—elements that shape and form a person's persona. The new layer includes the *Austral Dimensions*—culture, diversity, and so on, ethnicity, race, and gender. The final test is *Attitudinal Dimensions*. This could be geographic location, the personal, or religious preferences. The last layer is the *Organizational Dimensions*. This could be management status, division/departments, political association, ethnicity, or study location.

In my experience, remarkably often covering these dimensions in teaching, individuals who feel that they are not otherwise included in the diversity challenge learn from great and their level of commitment. What became this model demonstrates that diversity is not an add-on university because separate from the learning, not embedded in it at the University of the Pacific, diversity means we encourage students of all cultures and experiences to work higher learning opportunities and to learn from one another.

All individuals must believe that they are diverse in their own way and contribute to the university's "spirit" of people who bring a level of richness to their environment. Before trust can be established, they must first talk to the world (not just themselves) about their inclusion and value. It is not that "the diverse individuals" are to be diverse, it is the entire organization that must embrace the complexity of interesting value systems, we build a mandatory training session for all employees, offered multiple times over the course of several months. The primary purpose of this Diversity training was to develop a shared culture that promotes a culture of embracing diversity and multiculturalism in our institutions. From that point forward, we have been working through dialogues engaged from 30 to 38 people. Each group was encouraged to dialogue and exchange ideas of what is diversity and how it affects their lives within the workplace.

After completing the workshop, participants submitted an evaluation form. Shortly thereafter and the following week, I received their responses. Nearly 90 percent said their knowledge and skill level had increased by at least 50 percent after the training.

I also ran a program of recruitment events to support diversity initiatives. Faculty developed the student body, including an diversity in creating a diverse campus, a practice initiative to recruit underrepresented faculty and staff, as well as students, in particular.

In addition, curriculum development should be part of the diversity initiative. Assess curriculum for learning outcomes that incorporate diversity, knowledge, skills, and attitudes. Focus on those learning outcomes that promote an inclusive learning environment. Develop a shared culture that promotes a culture of embracing diversity and multiculturalism in our institutions. From that point forward, we have been working through dialogues engaged from 30 to 38 people. Each group was encouraged to dialogue and exchange ideas of what is diversity and how it affects their lives within the workplace.

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## DiversityBusiness.com

From Super Model to Role Model

The Diversity of Our World Matters



### Building Trust Across Diversity

By Dr. Charlita Shelton  
President, University of the Pacific

**MORE AND MORE** companies and organizations are taking diversity seriously and are creating diversity departments within their organizations. Diversity officers are in turn instituting diversity initiatives with the goal of creating an inclusive work environment.

For individuals in an organization to embrace the concept of diversity, a level of trust needs to be established. Trust is formed when an organization shows commitment to diversity by allowing employees fear of being judged or ridiculed because of cultural or personal differences.

Diversity training raises the consciousness of employees and is one way to break down barriers. Individuals need to have an understanding of each other's norms, values, and belief systems. Everyone from an intern to the CEO needs to understand that they shape them as human beings. We are all different, and those differences make us all diverse.

In the past when I have conducted diversity training, I had participants who were reluctant to voice their perspective, because they perceived diversity training as something that only addressed people of different race and ethnicity. For example, a white male may not understand how an instructor on the danger of diversity if he has a professional career that somehow he is not a diversity person. In actuality, diversity is all inclusive.

Diversity officers Martha Lewis and Judy Ramese adapted a model called the "Four Dimensions of Diversity." These dimensions are described as:

- Personal Dimensions:** These include age, ethnicity, race, and gender. These are elements considered to be obvious.
- Personal Dimensions:** This could be geographic location, marital status, work experience, educational background, or religious preferences.
- Organizational Dimensions:** These include areas such as management status, division/departments, political association, ethnicity, or work location.
- Attitudinal Dimensions:** These include age, ethnicity, race, and gender. These are elements considered to be obvious.

Immediately after covering these dimensions in training, individuals who felt that they may not otherwise be included in the dialogue with regard to diversity toward their good and their level of trust increased. Why? Because diversity is inclusive of everyone!

To build trust across diversity lines, an understanding of what diversity is becomes important. All individuals must believe that they are diverse in their own way and contribute to an organization's "spirit" of people who bring a level of richness to their environment. Before trust can be established, they must first talk to the world (not just themselves) about their inclusion and value. It is not that "the diverse individuals" are to be diverse, it is the entire organization that must embrace the complexity of interesting value systems, we build a mandatory training session for all employees, offered multiple times over the course of several months. The primary purpose of this Diversity training was to develop a shared culture that promotes a culture of embracing diversity and multiculturalism in our institutions. From that point forward, we have been working through dialogues engaged from 30 to 38 people. Each group was encouraged to dialogue and exchange ideas of what is diversity and how it affects their lives within the workplace.

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## CELEBRATING 25 YEARS

# Diverse

ISSUES IN HIGHER EDUCATION

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