

BRIDGING THE DIVIDE: THE CHALLENGE FOR LEADERSHIP
PROMOTING CULTURAL DIVERSITY IN CHRISTIAN UNIVERSITIES

Bridging the Divide: The Challenge for Leadership Promoting

Cultural Diversity in Christian Universities

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DSL Final Project

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Growing up we learned a little gem in primary school and I always took it seriously. It says:

*Labor for learning before you grow old
For learning is better than silver or gold
Silver and gold will vanish away
But a good education will never decay – Anon.*

First, thanks to my parents who always told their children that education was a priority. They also did not give up when as a child the doctor in Black River, St. Elizabeth (Jamaica) told them that I would not survive rheumatic fever. Well, they had the last laugh. Just look at me now. I wish they could be here to witness my accomplishments but they are in the best place now.

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Finally to Jesus Christ, my Savior and Lord, thank you for saving me at a very young age. I know that it was no accident and I continue to believe in Philippians 4:13.

To view a copy of my Final Project, please go to: www.fireworkstv.com/dahliacunningham.asp

CAVEAT

For the purposes of this paper, the writer would have substituted other words for *minority/minorities*; words such as, “people of color” or “non-whites” and others. This is in keeping with a growing opinion by many across ethnic and racial lines who feel the words are insulting, narrow and inaccurate. Most of the articles used for this study drew on those words so frequently that substituting them for others would have affected the natural flow of the work and made the writing stilted.

In summer 2002, “Boston City Council president Charles Yancey, introduced an ordinance to strike the word ‘minority’ from the official city lexicon” (Wiltenburg, 2002, ¶2). Yancey argues “The definition is ‘less than,’ and that implies not only numerically, but in terms of power, prestige, significance. If you're called that, you're going to feel less than. The term is demeaning” (Wiltenburg, ¶5). Also in a growing number of cities around the United States “the combined African-American, Latino, Native-American, and Asian-American populations total more than half the city (Wiltenburg, ¶7). Hence the words minority or minorities are used by default.

Wiltenburg, M. (2002). “Minority: What does it really mean?” Christian Science Monitor.
Retrieved July 28, 2006 from
<http://www.csmonitor.com/2002/0131/p14s01-idgn.html+%22politically+correct>

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Our lives begin to end the day we become silent about things that matter
 – Martin Luther King, Jr.

Bridging the Divide: The Challenge for Leadership Promoting

Cultural Diversity in Christian Universities

Background

Christian postsecondary education has a long history in the United States (US). Currently there are over 900 self-described religiously affiliated and accredited campuses across the United States. While these reflect a variety of different faith groups, the majority are four-year Christian universities and colleges.¹ Many institutions of higher education had their beginnings in Christianity. Several Historically Black Colleges and Universities (HBCUs), for example, were founded for distinct Christian purposes. "Black church groups such as the African Methodist Episcopal Church and also the African Methodist Episcopal Church Zion opened many HBCUs to reflect the outlook of their Christian founders, and their overriding goal was a Christian education for all students."²

Several of the HBCUs have since abandoned their original Christian mandate. Almost all the Ivy League schools in America, including Harvard, Princeton, Yale, Amherst and the College of William and Mary, but also the Universities of Chicago and Duke, started out as traditionally religious schools, that "abandoned their original faith."³ Yet many other universities still uphold their original Christian mandate and continue to offer Christian education both on campus and online.

¹ Schools in the USA. www.schoolsintheusa.com

² Historically black colleges and universities: Their place in American higher education by S. Komanduri, G. M. Murty & Julian B. Roebuck.

³ "Religious scholars in the academy: Anachronism or leaven?" A paper delivered at The Future of Religious Colleges. A conference held by the Taubman Center for State and Local Government and the Center for American Political Studies, Harvard University, October 6-7, 2000 by G. M. Marsden

These universities teach courses in Christian studies, Religious education, Theology, Christian leadership, Evangelism, Divinity, Pastoral studies among other Christian education courses and they teach more than just religious studies online. Online Christian universities offer courses, programs and curricula similar to those found in other online and campus-based colleges. One can earn associate, bachelor's or master's degrees from accredited Christian online universities which are founded on Christian background and values.⁴

Many of these Christian universities must meet the needs of a diverse student body, which includes students from up to 30 - 40 different religious affiliations. Diverse in character, Christian universities and colleges may therefore be non-denominational or attached to a specific tradition (such as Presbyterian, Wesleyan, Baptist, etc.). They offer various undergraduate and graduate degrees. Programs span religious and theological studies, including various types of practical ministry, as well as a range of liberal arts and professional programs offered from the perspective of a Christian worldview, including business, early childhood education, social work, and leadership.⁵ Many of the US's Christian universities and colleges have achieved national and international attention through their missionary and social outreach endeavors and continue to do so. Now there is the need for leadership to meet the demands of a growing multicultural student population in Christian universities.

Just a few years ago, the US Department of Education reported approximately two million students represented by the over 900 self-reported religiously affiliated institutions, with most of these schools being Christian universities and colleges. And the number of enrollments seems to keep growing; enrollment at religious-affiliated universities and colleges continues to

⁴ Online Christian Colleges & Universities. www.distance-learning-college-guide.com

⁵ Schools in the USA. www.schoolsintheusa.com

outpace the enrollment growth of other US higher education institutions.⁶ These universities attract a diverse student population and the trend promises to continue as a result of immigration practices.

The demographic profile of the United States has shifted significantly based on migration patterns; bringing with it a greater racial and ethnic mix. As a result there is a noticeable effect in universities especially in the composition of their student bodies. However, it can be observed that many university faculties do not reflect the multicultural changes in their student bodies. This paper examines some of the demographic shifts taking place in universities. It is argued that with the changes now taking place in universities around the US and the world, the leadership in universities needs to move toward fostering a paradigm shift which promotes more culturally diverse faculties in universities in order to enhance the learning process by providing students with a more well rounded cultural perspective, reflect the cultural, diverse, ethnic and racial make-up of the universities and prepare students for the challenges of globalization.⁷

It is important at the outset, to look at the extent of the demographic shift, in order to make the case for urgent action to increase the levels of multicultural faculties. The *Council of Economic Advisers for the President's Initiative on Race* notes that immigration has been a key factor in a demographic evolution taking place in the United States. "The estimated Hispanic population of the United States as of July 1, 2005 is 42.7 million, making people of Hispanic origin the nation's largest ethnic group."⁸ In recent years, Hispanics and other ethnic groups,

⁶ Schools in the USA.com. <http://www.schoolsintheusa.com/AboutChristianCollegesandUniversities.cfm>

⁷ Each of these three positive effects of promoting cultural diversity will be looked at in more details later, as well as a few more positive benefits.

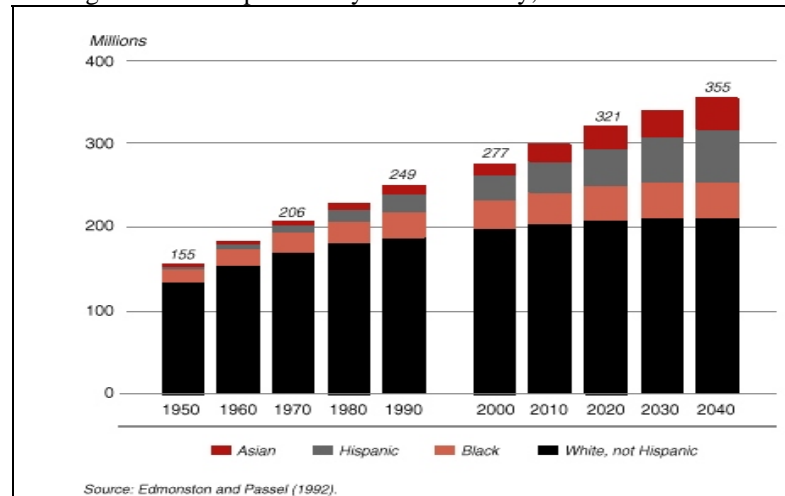
⁸ Hispanic Americans by the Numbers, <http://www.infoplease.com/spot/hhmcensus1.html>

which make up less than 50 percent of the population (including non-Hispanic blacks, Asians and American Indians), have each grown faster than the population as a whole.⁹

The chart below shows the demographic change in US population from 1950. The chart continues with a projection of the changes expected based on current trends, up to the year 2040. It can be seen that the most significant changes are among Asians, and Hispanics, followed by Blacks.

⁹ Hispanic Americans by the Numbers, <http://www.infoplease.com/spot/hhmcensus1.html>

Diagram 1: US Population by Race-Ethnicity, 1950-2040.



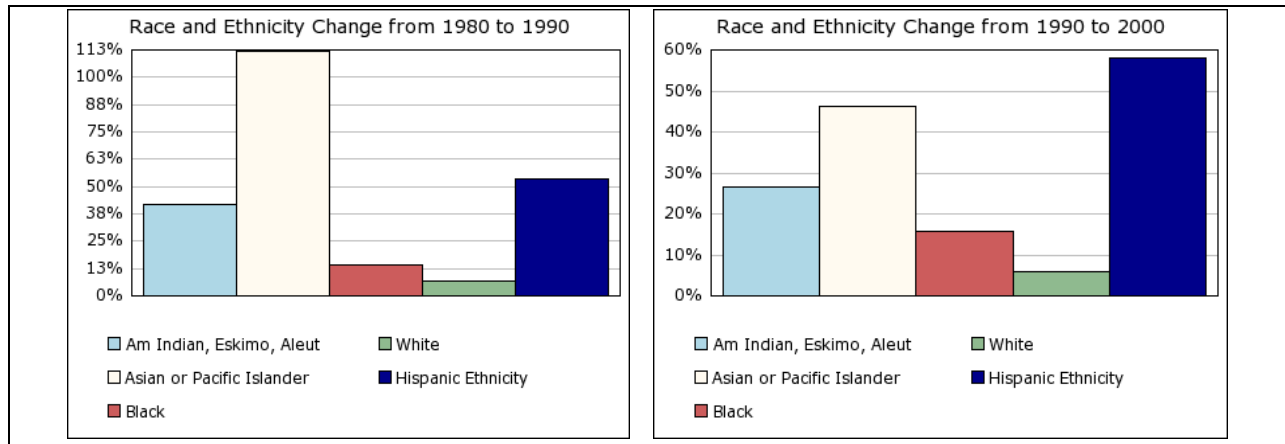
A comparison of changes in race and ethnicity change from the US 2000 census (see Diagram 2 below) shows that in the years 1980 to 1990, there were significant shifts among American Indians/Eskimo/Aleut (greater than 42% increase), Asian or Pacific Islanders (112% increase), Blacks (14%) and Hispanics (54%). Similar changes continued during the years 1990 to 2000, with the lowest levels of change being in the White population (below 7% change).

We have become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams
 – Jimmy Carter

Significant Shift in US Population

It can be noted from Diagram 2 that the greatest shift over the period has been a cross-hemisphere shift in which Asian and Pacific Islanders have grown by 112% and 46% respectively. Hispanics have also grown by 53% and 57 % respectively. This is a direct result of globalization. Another important thing to note is that the changes taking place reveal a reduction of the traditional “white” population.

Diagram 2: Demographic Shift in the US¹⁰



The above charts show the significant changes taking place in the American society, which fuels the various universities. However, the percentages may hide the fact that there are some 34 million Blacks and 35 million Hispanics in the population in the last decade, as seen in Diagram 3 below.

¹⁰ Data is from the Census year 2000, copyright 2006 by Experian/Applied Geographic Solutions <http://www.freedemographics.com/AllocateOnline.srct> – Retrieved 11/8/2008

Diagram 3: Demographic Shift

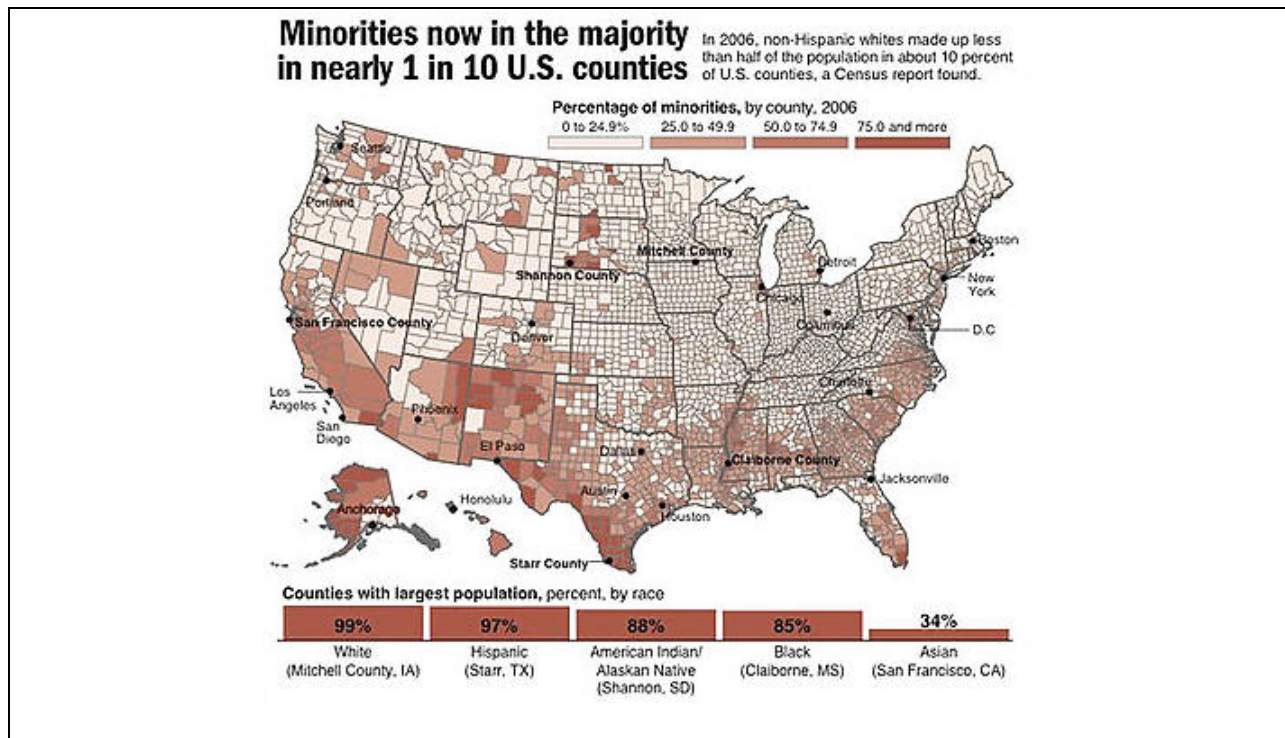
			Percent Change		Percent Change
	1980	1990	1980 to 1990	2000	1990 to 2000
American Indian, Eskimo, Aleut	1,378,738	1,958,777	42.1%	2,475,956	26.4%
Asian	3,429,040	7,270,823	112.0%	10,641,833	46.4%
Other	6,726,165	9,804,230	45.8%	15,359,073	56.7%
Black	26,338,642	29,986,018	13.8%	34,658,190	15.6%
White	186,878,591	199,686,676	6.9%	211,460,626	5.9%
Hispanic Ethnicity	14,538,161	22,353,238	53.8%	35,305,818	57.9%

Demographic shift and Migration patterns

This demographic shift is a direct result of migration patterns. The shift is so significant that the US Times in August 2007¹¹ reported “nonwhites now make up a majority in almost one third of the most populous counties in the country and in nearly one in 10 of all 3,100 counties.”

¹¹ The US Times, (August 9, 2007). Hispanic Growth Becoming USA Majority
http://ustimes.us/hispanic_growth_becoming_usa_majority.htm

Diagram 4: Minorities now Majority



The face of US cities has therefore permanently and irreversibly changed as a result of global migratory patterns. As the world becomes more of a smaller entity as a result of globalization, diversity will become more of the norm than the exception as diversity now exists in most communities, societies, workplaces, and almost every facet of society. The world is no longer as big as it once was; it has become a global community. This changing face of the demography of the US is being reflected in the student bodies in universities.

The time is always right to do what is right
- Martin Luther King, Jr.

Violation of Civil Rights Act

It is posited that a lack of cultural diversity within university faculties is a direct violation of Title VII of the Civil Rights Act, which prohibits employment discrimination. Gregory Price, in the article *The problem of the 21st century: Economics faculty and the color line*, argues for

example, that Title VII is not enforced among institutions that typically hire Ph.D. economists for research and or teaching jobs. His research among 106 Ph.D. granting economics departments found that more than 92 percent of these institutions do not employ Black Ph.D. economists.

Price categorizes the disparity between the numbers of black populations in universities and the faculties (or more appropriately, lack of faculty) as “vulgar.” He notes that the top five states with as much as 37 percent Blacks have never hired a black economics faculty member.¹² It is therefore seen that as far as race is concerned, universities are significantly lacking in diversity. However, while race is of primary importance, and as a result of the preceding statistics, will be a leading focus of this study, cultural diversity is more than just a matter of race.

The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences
- Anonymous

Exploring the Definition of Diversity

What is meant by cultural diversity? Definitions abound. However, diversity simply means difference or variety. It takes on various meanings depending on the context in which it is used. Broadly defined, cultural diversity can be understood as referring to differences in age, ethnic heritage, gender, physical ability and qualities, religious beliefs, and sexual or affectional orientation.¹³

It should be noted, however, that diversity in non-religious universities does not mirror diversity in Christian universities. As an example of this, the University of Connecticut’s equal opportunity policy states that:

¹² The problem of the 21st century: Economics faculty and the color line by Gregory N. Price (2006).

¹³ Diversity and Effective Leadership in Multicultural Workplaces by I. Parvis (2003)

Individuals are not excluded from participation, advancement, or other privileges of employment due to race, color, ethnicity, religious creed, age, sex (including pregnancy), sexual orientation, marital status, veteran status, national origin, ancestry, mental retardation, physical disability, including blindness, past or present history of mental disability, learning disability, criminal record, genetic information or other factors which cannot lawfully be the basis for employment actions, unless otherwise proposed by law.¹⁴

Another non-religious university, Portland State, includes in its Equal Opportunity policy “sex or gender, gender identity and gender expression, sexual orientation.” Such statements that include a sexual orientation clause are commonplace in non-religious institutions. However, this research focuses on Christian universities and many of these have equal opportunity policies that are tailor-made for religious institutions in accordance with the US Constitution. For example, Regent University’s Equal Opportunity Policy restricts the employment of persons who are known to be gay.¹⁵ As a result of these prohibitive statements of faith that are based on the Bible, and personal belief, sexual or affectional orientation will not be considered in this study of multicultural diversity.

Similarly, many Christian institutions are not religiously pluralistic and hold only to the Christian faith as expressed in the Bible and permitted by the first amendment, which permits the free exercise of religion.¹⁶ The inclusion of “religious belief” will therefore also not be considered in this research on multi-culturally diverse universities.

¹⁴ Equal Opportunity Policy, University of Connecticut, Paragraph 2:
http://diversity.uconn.edu/affirmaction/pdfs/affirmativeaction_nondiscrimination.pdf

¹⁵ Equal Opportunity Policy, Regent University, Clause 3: Afford equal opportunity to applicants, students and employees without regard to gender and consistent with a scriptural family policy, recognizing that God created mankind male and female (Gen. 1:27) (as determined at birth and not subject to change), and recognizing that God instituted and defined the family as the primary civil institution of human governance, designating a specific authority structure within the home (Eph. 5:22-23; 1 Pet. 3:1-7).
http://www.regent.edu/admin/hr/policies/handbook_employment.cfm

¹⁶ US Constitution: First Amendment. <http://caselaw.lp.findlaw.com/data/constitution/amendment01/05.html>

While age and physical disabilities each are important to diversity and each presents their unique challenges, they essentially make the definition too broad to be useful here. Age, for example leads to many discussions of how to attract a younger group of faculty members as well as engaging the “millennial generation.” Disabilities require further research into infrastructural changes and specific accommodations. Also, age and disabilities do not necessarily suggest different cultures. It is therefore argued that both age and disability, while being important should be dealt with in separate more focused studies. Another important aspect of diversity is gender, but this also presents many issues which also demand its own study. Multi-culturally diverse universities in this study will therefore be interpreted as universities that advocate and encourage the integration of people of different ethnic and racial groups.

Real diversity which includes a strong sense of unity will never become a reality until each of us, on a daily basis look for ways to find strength in differences...

A good university learns and lives by [this]

- Dr. Walter Wendler, Former Chancellor, Southern Illinois University Carbondale

Diversity in Christian Universities

Earlier it was mentioned that globalization is changing the American landscape as far as diversity throughout the society is concerned. As society changes, the face of the population of university students has also been changing. The Journal of Blacks in Higher Education estimates that between 2005 and 2016, Black enrollment is expected to increase by some 30%.¹⁷ The Journal further reports that there has been significant growth in enrollment of Blacks in Christian Colleges between 1997 and 2007.¹⁸ However, there remain significant disparities among

¹⁷ Journal of Blacks in Higher Education, January 10, 2008, retrieved from <http://www.jbhe.com/latest/index011008.html>.

¹⁸ Black Enrollment at Christian Colleges are on the rise. Journal of Blacks in Higher Education August 7, 2008. <http://www.jbhe.com/latest/index080708.html>

university faculties. Similar disparities can also be seen among religious, and in particular, Christian universities.

Black representation in Schools of Theology

The Journal of Blacks in Higher Education reports that black faculty are better represented at graduate schools of theology than in other fields of higher education. The Journal cites the Association of Theological Schools (ATS) in the United States and Canada, headquartered in Pittsburgh which represents 254 member institutions and include Protestant, Roman Catholic, and Orthodox institutions, and shows that there is a significant discrepancy between the numbers of all faculty and the percentages of Black, as displayed in Diagram 6 below.

Diagram 5: Head Count Enrollment in MDiv Programs by Racial/Ethnic Groups (ATS - US)

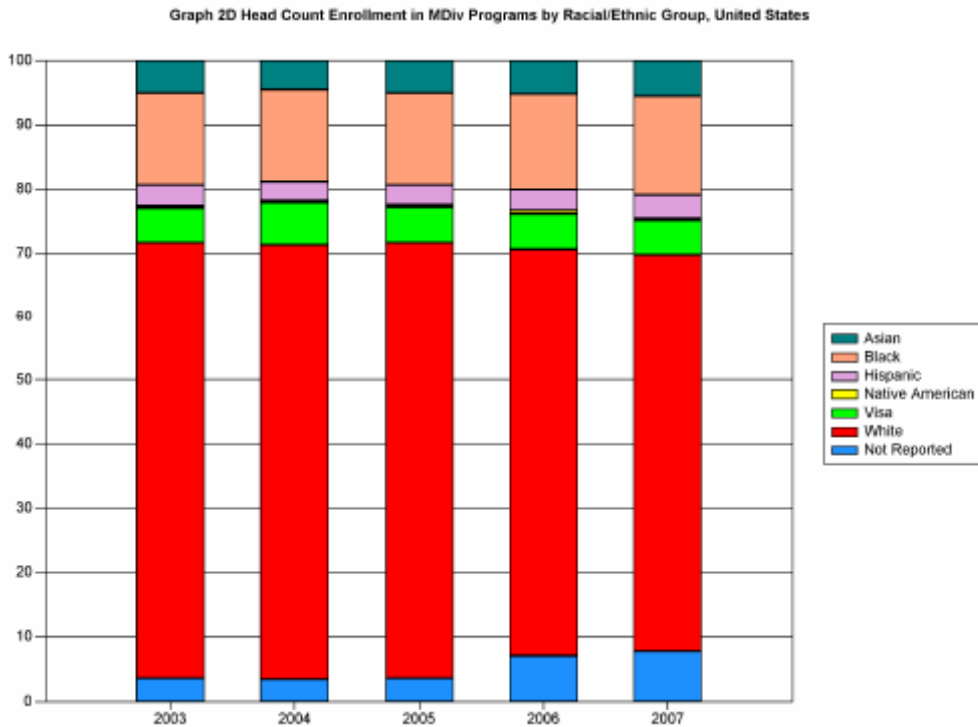
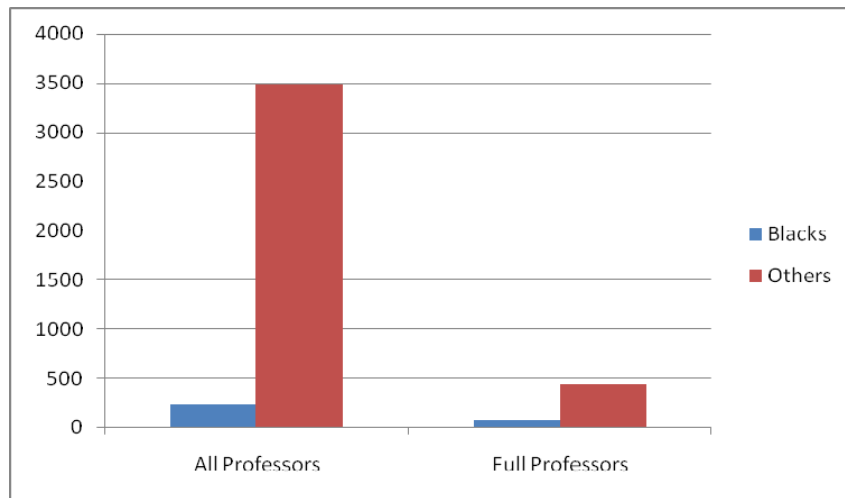


Diagram 6: Comparison of Black in ATS Schools vs. Other Faculty



In the graph above, for the 2007-2008 academic year there were 3,725 faculty members at these institutions. Of these, 236, or 6.3 percent were black, far less than the population of blacks in these institutions. In comparison, blacks are 5 percent of the faculties at all institutions

of higher education in the United States. There are 83 black full professors at these 254 schools. They make up 5.2 percent of all full professors.

But this is not true in Evangelical circles. One will find a small number of African descent professors in some conservative seminaries. For example in the Southern Baptist Convention (SBC), the number of black professors is few. The SBC reports that they have six seminaries and a seminary extension program serving over 13,400 students providing theological training for men and women and the report says that there are approximately seven black professors.¹⁹

It seems that the Evangelical institutions are less willing to promote diversity among their faculty. This refers not only to professors of African descent specifically, but rather a reference to non-Anglo professors. On the other hand, so-called non-conservative schools such as Vanderbilt Divinity School, Emory Graduate School of Religion, Duke Divinity School, Yale Graduate School of Religion, Princeton Theological Seminary, and Harvard Divinity School etc. promote both racial and ethnic diversity both in their student and faculty bodies.²⁰ What's wrong with other evangelical schools, one might ask? Are these institutions simply resistant to assimilate racial and ethnic integration?

Christian Colleges/Universities and Black Enrollment

Elizabeth Redden writes in *Christian colleges grow more diverse* that historically, the evangelical colleges that comprise the Council for Christian Colleges and Universities have not been magnets for black students. A new analysis from *The Journal of Blacks in Higher*

¹⁹ Black faculty are better represented at graduate schools of theology than in other fields of higher education.

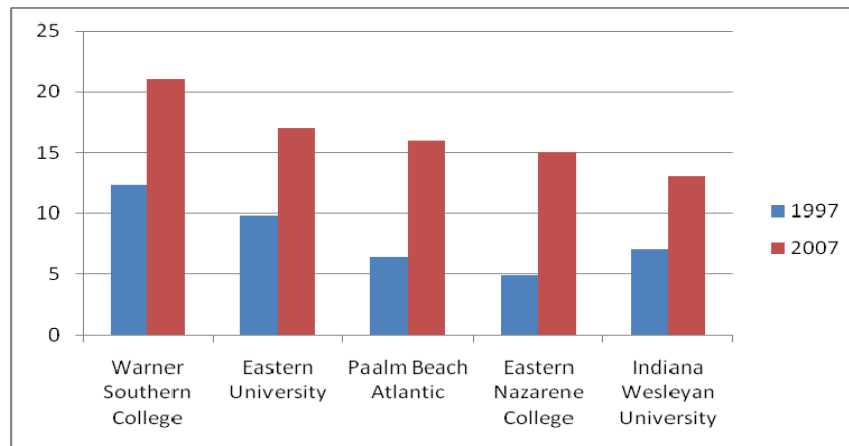
²⁰ Black faculty are better represented at graduate schools of theology than in other fields of higher education.

Education suggests that this is changing with some Protestant colleges recording staggering increases in black student enrollments over the last decade.²¹

According to Redden, Christian colleges recording large increases in black enrollments between the years 1997 and 2007 include Warner Southern College in Florida, Eastern University in Pennsylvania, Palm Beach Atlantic University in Florida, Eastern Nazarene College in Massachusetts and Indiana Wesleyan University as is depicted in the diagram below.

²¹ Christian colleges grow more diverse by Elizabeth Redden (2008)

Diagram 7: Percentages of increase in Black Enrollment in Christian Colleges



These figures of growing Black enrollment contrast with several other Christian Colleges in which the enrollment remains below one percent. These universities include Calvin, Northwest Christian, George Fox and Huntington. However, in general, the percentages of Black students have gone up, helping to create the discrepancy between student enrollment and faculty. This discrepancy is unfortunate, especially considering that Christian Universities have a spiritual mandate to work together with different people.

While I know myself as a creation of God, I am also obligated to realize and remember that everyone else and everything else are also God's creation
 - Maya Angelou

Spiritual Mandate for Diversity

Christian universities should lead the way in the push towards more diversity because Christians have a spiritual mandate to love regardless of race, ethnicity, color or creed. The Bible, for example in Deuteronomy calls on the people of God to “walk in all His ways and love him” (Deut. 10:12). It teaches that God “shows no partiality nor takes a bribe” and “loves the stranger, giving him food and clothing” (Deut. 10: 17-19). In this case, the “stranger” represents a person from a different ethnos or ethnicity. Similarly, Jesus embraced the stranger (a Samaritan woman – John 4: 1-29). Jesus also shared a parable that shows that a neighbor is not necessarily

one who is of the same racial background, a fellow citizen or a kinsman, but anyone in need of one's help (Luke 10:25-37). The apostle Paul in Galatians declares that "there is neither Jew nor Greek, there is neither slave nor free, there is neither male nor female; for you are all one in Christ Jesus" (Galatians 3: 28).

Another important passage that is often overlooked in discussions on diversity is 1 Corinthians 12. This passage looks at unity and diversity in the human body as an example of how the Holy Spirit gives different gifts to the church, the body of Christ. However, coming midway in the passage is a verse that curiously seems out of place "For by one Spirit we were all baptized into one body – whether Jews or Greeks, whether slaves or free – and have all been made to drink into one Spirit" (1 Corinthians 12: 13). This verse may be the key to understanding the entire passage, as Paul discusses how important it is to have each part of the body operate in order that the entire body may function as a unit.²² According to Dr. Mark DeYmaz, "We must recognize that diverse people have been called not only to worship God, but to walk and work together as one in and through the local church (1 Corinthians 12: 12-27)."²³ It is important not just for Christians to work through the church for diversity, but in every facet of society, including Christian universities.

²² This is one of the main arguments presented by Dr. Mark DeYmaz, founding pastor of the Mosaic Church of Arkansas, in his book "Building a Healthy Multi-ethnic Church." Mosaic Church is an economically diverse and multiethnic church in which large percentages of both Black and White Americans, as well as men and women from about 30 nations currently worship God together.

²³ Building a healthy multi-ethnic church: Mandate, commitments and practices of a diverse congregation, Mark DeYmaz (2007)

It is not getting people of different ethnic groups to worship together that is the most important evidence of reconciliation but rather it is getting them to eat together
Pastor Daniel Backens, Senior Pastor, New Life Providence Church, Virginia Beach, VA.

Leading by Example

Yet Christian universities lack the multicultural composition which would qualify them as being diverse. Hence, in regards to cultural diversity, many Christian universities such as Regent (which will be drawn on as a case study later on in this research), rather than obeying its biblical mandate for diversity and leading by example, are led by non religious institutions such as the University of Connecticut and Portland State University. These universities both have distinct diversity policies, stated as important values of their universities, alongside their equal opportunity policies. For example, the University of Connecticut's diversity policy states:

Diversity is a concept by which value is placed on the differences of the people who make up our workforce. These differences include both primary dimensions (e.g. race, gender, age, religious creed, national origin, etc.), and secondary dimensions (e.g. geographic location, marital status, work background, etc.) characteristics of groups of people within an organization.²⁴

It is important to note that these diversity values go beyond affirmative action requirements as prescribed by law, though these policies may be a byproduct of strong multiethnic awareness, fostered by affirmative action policies. According to David Bernstein, professor of the George Mason University, School of Law, private institutions “are allowed to determine their own admissions policies, including affirmative action, free from government interference”²⁵ based on expressive association rights.

²⁴ Diversity policy, University of Connecticut
http://diversity.uconn.edu/affirmation/pdfs/affirmativeaction_nondiscrimination.pdf

²⁵ Let private colleges practice affirmative action by David Bernstein, Cato Institute (2003).
http://www.cato.org/pub_display.php?pub_id=3137

While the purpose of this study is not to promote affirmative action, it is interesting to note the correlation between Bible-based Christian universities (mostly private, with no affirmative action) and a lack of multicultural diversity, versus those public universities which do well with multicultural diversity and the presence of affirmative action policies. Therefore, it may be further argued that there is a correlation between the decisions made by leadership as far as their adoption of policies which promote diversity and the success of these universities attaining a greater level of diversity among faculty.

*If your actions inspire others to dream more, learn more,
do more and become more, you are a leader
- John Quincy Adams*

Diversity and Leadership

It is no surprise that leaders who embrace diversity policies attain greater success with diversity. These are leaders who do not rely on a diversity fairy to create an atmosphere where diversity thrives. However, embracing certain policies does not necessarily reduce the challenges to be faced. One of the great challenges facing organizations is getting all employees to realize that to become the best, they need to embrace diversity. Developing diversity is more than a two-hour class; it involves workshops, role models, one-on-ones etc. But most of all, it involves a heavy commitment by university's leadership.²⁶

At the 1996 CAUSE annual conference in San Francisco, Patricia Battin in accepting the award for *Exemplary Leadership and Information Technology Excellence*, said that we face two important professional obligations today, obligations which are critical to the financial and intellectual survival of our institutions of higher education, they are diversity and leadership: diversity because it is not only morally right, but also demographically smart as the traditional

²⁶ Developing Diversity. <http://www.nwlink.com/~donclark/leader/diverse.html>

talent pool continues to shrink; and the assurance of leadership succession to guide our institutions through a confusing transformational period in which there is no longer a stable, bureaucratic structure to compensate for lack of leadership. Battin believes that the two best methods to achieve these goals are affirmative action programs - defined as actively seeking out talent wherever it may reside and formal mentoring programs.²⁷

Affirmative action policies are still necessary to remedy past and current discrimination, and also because the current job market is not a meritocracy. As John K. Wilson puts it, "Cronyism, personality conflicts, and outright bias are present throughout academia when choices for faculty and tenure decisions are made behind closed doors on the basis of highly subjective evaluations."²⁸ Therefore while universities have become more and more diverse through migration, and the multicultural composition of schools changes, these changes are not reflected in the faculty of those universities, which remain predominantly non-diverse.

Diversity Challenge for Leadership

The leadership in organizations will play a key role in incorporating diversity into the design of the organization. Facilitating suitable responses to diversity in the workplace is an objective that must be met in order to ensure effective organizational outcomes in both domestic and international markets. The diversity challenge for leadership in organizations is to facilitate work situations that allow and encourage respect and appreciation for diverse individual characteristics.

G.M. Coombs writing in *Meeting the leadership challenge of a diverse and pluralistic workplace: Implications of self-efficacy for diversity training*, believes that the incorporation of self-efficacy principles into diversity training or the development of diversity self-efficacy may

²⁷ Diversity and leadership: Mentoring builds leaders of the future by Patricia Battin (1996)

²⁸ The Myth of Political Correctness by John K. Wilson (1995)

prove an effective solution to the diversity dilemma facing today's organizations. The writer also believes that the ability of organizations to create and sustain competitive advantage through diversity requires refocused leadership with respect to organizational change strategies aimed at managing diversity effectively in 21st century organizations.²⁹

Prejudices, it is well known, are most difficult to eradicate from the heart whose soil has never been loosened or fertilized by education; they grow there, firm as weeds among rocks
- Charlotte Bronte

Reasons for Shortage of Multiculturally Diverse Faculty

Reasons cited for the shortage of black faculty³⁰ include institutional racism, failure of affirmative action policies, low numbers of black Ph.D.s declining emphasis on recruiting and retaining minority graduate students, and a discouraging job outlook for new doctorate holders.³¹ According to the United Negro College Fund's Frederick D. Patterson Research Institute, African Americans who receive doctorates are more likely to choose colleges and universities for their initial places of employment than their peers from other racial groups.³²

Universities have a long way to go before their faculties will reflect their student populations or the diversity evident in society.

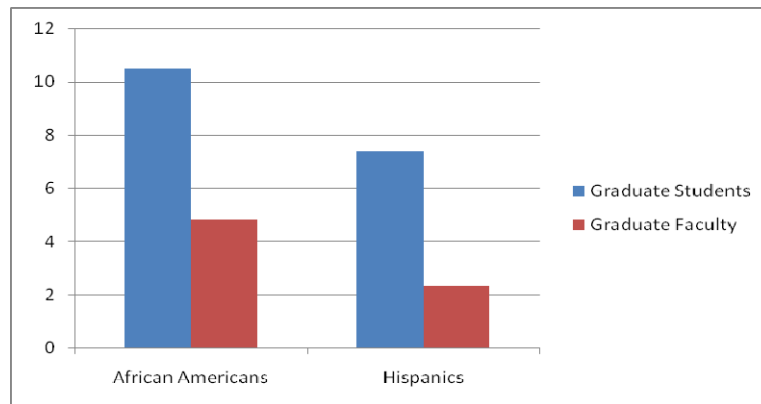
²⁹ Meeting the leadership challenge of a diverse and pluralistic workplace: Implications of self-efficacy for diversity training by G. M. Coombs (2002)

³⁰ About 4% of U.S. faculty in 1980 were Black

³¹ Western Michigan University's Black College Program, Swelling the Black Faculty Cohort by Earl M. Washington (2000)

³² Black Issues in Higher Education by Cheryl D. Fields (2000)

Diagram 8: 1993 Percentage of Black Faculty to Students



Deborah J. Carter & Reginald Wilson found that in 1993, 10.5% were African American graduate students while only 4.8% of full-time faculty members were African Americans. During the same year, 7.4% of graduate students were Hispanics, while 2.3% of full-time faculty members were Hispanic. Just 10.5 % of undergraduate students and 4.8 % of full-time faculty members were African American. That same year, 7.4 percent of undergraduate students and 2.3% of full-time faculty members were Hispanic. The research team also found that while 34.6% of white faculty were full professors, only 23 percent of faculty of color had attained full professor status.³³

*Now is the accepted time, not tomorrow, not some more convenient season.
It is today that our best work can be done.
-W. E. B. DuBois*

The Importance of Diverse Faculties

Over the past several decades, American higher education has undergone a remarkable expansion and democratization. In 1900, only four percent of high school graduates attended college. Today, 75 percent of high school graduates will spend at least some time in college.³⁴ With this greater democratization of higher education, comes greater access to education by

³³ Minorities in higher education by Deborah J. Carter & Reginald Wilson (1996)

³⁴ The struggle for identity and community on college campuses by Ruth Sidel (1994)

previously underserved groups, often as a result of affirmative action in the student population. However, this proactive approach particularly among the student population has created an imbalance, in that affirmative action practices have not been pursued with as much rigor among faculty members.

Critics of affirmative action in higher education have suggested that proactive efforts to diversify the pool of minority and women faculty members are unnecessary and or unfair. Evidence suggests, however, that current efforts to diversify college faculty are, in fact, both fair and badly needed if higher education is to adequately serve America's current and future students.³⁵

Multiple perspectives in Universities

To serve current and future student populations, multiple and diverse perspectives in background, ways of looking at the world, understanding of cultural differences, etc., are needed at every level of college and university teaching and governance. The more diverse university faculties are, the more likely it is that all students will be exposed to a wider range of scholarly perspectives and to ideas drawn from a variety of life experiences. Arguably, a diverse faculty will mean better educational outcomes for all students. It is also important that universities transform what and how they teach to better serve new students and to prepare all students for an increasingly diverse world. Since white women and minority faculty are also frequently those who take scholarship and teaching in new directions, their presence on campus also makes this goal easier to attain.³⁶ Despite some progress, white women and ethnic minorities are still

³⁵ Faculty Recruitment in Higher Education: Research Findings on Diversity and Affirmative Action by Debra Humphreys

³⁶ Faculty Recruitment in Higher Education: Research Findings on Diversity and Affirmative Action by Debra Humphreys

grossly underrepresented among college faculty. Aggressive recruitment efforts are still needed to achieve equity among college faculty.

Johnson Afolayan in *The implication of cultural diversity in American schools* asserts that because of the diversity in the American population, educators need to be sensitive to the cultural elements that may affect students' performance.³⁷ This understanding and recognition of the sensitive nature of the situations which a multicultural school population presents are best realized through deliberate focus on recruitment of people of color which will affect both faculty and students as they work together in diversely multicultural institutions.

Rona Halualani of San Jose State University, for example, pursued a three year qualitative research in which she conducted 80 in-depth interviews in order to learn how culturally different students make sense of their interactions with other cultures. She found that “multicultural university students have complex and multilayered interpretations of intercultural interaction that are shaped in part by surrounding ideologies of diversity, specific definitions of culture, and perceptions of the nationality, race, or ethnicity.”³⁸ The description of these feelings as complex is apt, and is an important reason for a diverse faculty as there are sensitive issues that can never be fully realized by a predominantly monochromatic faculty.

Fulfillment and Underrepresentation

Sensitivity to the deep feelings of people of color being able to identify with those who are their instructors in colleges, for example, is one area that is often overlooked by the predominant culture. That is, students of color may not openly express their feelings of disappointment with not being fully represented on university faculties, but there are often quiet feelings of a lack of fulfillment based on underrepresentation. This lack of fulfillment may be

³⁷ *The implication of cultural diversity in American schools* by Johnson A. Afolayan (1994).

³⁸ *How do multicultural university students define and make sense of intercultural contact: A qualitative study (abstract)* by Rona Tamiko Halualani (2008).

seen in lower levels of registration by people of color in programs with fewer faculties of people of color. Gregory Price for example, in *The problem of the 21st century: Economics faculty and the color line* questions whether in the case of economics “the ongoing underrepresentation reflect demand side factors such as discrimination in hiring or supply side factors such as an anemic pipeline of black Americans earning economic doctorates.”³⁹

Subtleties of feelings exist among people of color and other groups that may never be expressed, but lay below the surface and can only be satiated by seeing someone like each group in the place of power, in this case the faculties in universities. Therefore, as the society goes through a demographic shift, universities need to recognize that whether overtly or covertly expressed, a changing demography in student population requires a change in the diverse composition of university faculties.

Human diversity makes tolerance more than a virtue; it makes it a requirement for survival
- Rene Dubois

Demographic Shifts in Universities

The PhD Project⁴⁰ an informational network for African Americans, Hispanic Americans and Native Americans who are interested in getting more information about business doctoral programs states that a number of doctorally-qualified [professors of color] at U.S. business schools, stagnant for a generation, has now doubled in just eight years. This progress is due largely to the efforts of The PhD Project, a sweeping initiative to diversify university business school faculties. In 1994, the year of The PhD Project’s founding, there were only 294 doctorally-qualified professors of color at U.S. business schools; now there are 588. However, this remains a small percentage of the total faculty in these business schools and in other

³⁹ The problem of the 21st century: Economics faculty and the color line by Gregory. N. Price (2006).

⁴⁰ The PhD Project - <http://www.phdproject.org/considering.html>

institutions, the percentage of non-Whites continues to trail behind the multicultural demographic shift.

Robert Weisbuch writing in the report *Diversity and the Ph.D.*, reports that the Ph.D.s who lead the way in the world of thought and discovery are far more monochromatic than the population. Though there has been some increase in the percentage of people of color receiving Ph.D.s he said, "The fact remains that doctoral programs have made significantly less progress in diversifying than have business and government."⁴¹ At the same time, the *Woodrow Wilson Study* published in the *New York Times*, May 2005 suggests that increasing diversity in faculties will become all the more difficult because financial support for underrepresented students in Ph.D. programs is shrinking.⁴²

Weisbuch makes an important observation, and while his study shows how there are lower percentages of non-Whites taking Ph.D.s, an important question needs to be asked: In this age of globalization and advancement among different ethnicities, *why* is the percentage of non-Whites in doctoral programs not increasing at the pace of the advancement of non-Whites in other important sectors of society? Could the answer be along the lines of the old adage – like attracts like? Could an absence of non-White faculty in universities be a push factor of non-White students away from these institutions? In investigating the lack of a multicultural faculty at Princeton, K. Greenwood found a link between faculty and student population percentages. He reported that a more diverse faculty offering a richer spectrum of courses might help attract more non-White students.⁴³

⁴¹ Woodrow Wilson National Fellowship Foundation (2005a), *Diversity and the PhD: A Review of Efforts to Broaden Race and Ethnicity in US Doctoral Education*

⁴² Woodrow Wilson National Fellowship Foundation (2005a), *Diversity and the PhD: A Review of Efforts to Broaden Race and Ethnicity in US Doctoral Education*.

⁴³ Princeton is still a too-white campus by K. Greenwood (1999)

Changes in Black enrollment in Christian universities

The following diagram highlights the changes in demographics among Christian universities as far as Black students are concerned. It shows the significant growth in Black enrollment, though a similar increase in Black faculty has not been reported.

Diagram 9: Black Enrollment in Christian Colleges⁴⁴

Institution	State	Black Enrollments	
		1997	2007
		Survey	Survey
Belhaven College	MS	16.9%	41.0%
Nyack College	NY	13.3	33.0
Montreat College	NC	3.7	23.0
LeTourneau Univ.	TX	5.7	22.0
Warner So. College	FL	12.2	21.0
Eastern University	PA	9.7	17.0
Palm Beach Atl. Univ.	FL	6.4	16.0
Eastern Nazarene College	MA	4.9	15.0
Indiana Wesleyan U.	IN	7.0	13.0

Source: JBHE analysis of U.S. Department of Education statistics.

Chart © *The Journal of Blacks in Higher Education*.

It may be seen that globalization and increasing access to colleges has opened up new doors for students of color. This sort of demographic shift is too dramatic for universities to continue to rely on a pool of White male workers to fill the teaching positions in universities. Based on this demographic modification taking place in the United States population, the composition of university faculties should change to more multicultural diverse ones in order to provide a more complete educational experience for students.

Therefore, in order to continue in the globalization trend there has to be a move towards leveling the playing field in universities by embracing diversity as a fundamental requirement to the successful running of universities. It appears that many countries accept diversity and heterogeneity as natural and as a source of opportunities and strengths rather than as a necessary

⁴⁴ Black Enrollment at Christian Colleges are on the rise. *Journal of Blacks in Higher Education* August 7, 2008. <http://www.jbhe.com/latest/index080708.html>

evil.⁴⁵ Yet the US seems to be lagging behind especially in the composition of their universities. Leaders in these institutions will require openness, operating on the premise that cultures can be different without being better or worse than one another; a dedication to becoming well-informed about different values.

The path of least resistance and least trouble is a mental rut already made. It requires troublesome work to undertake the alternation of old beliefs.
- John Dewey

A Brief Look at Regent University

Acknowledging the drastic demographic changes that are affecting higher education, universities must respond comprehensively to the moral, social, and political issues of diversity and multiculturalism as they affect individual institutions.⁴⁶ Multiculturalism must be dealt with as part of the normal operations of Christian universities and should become fundamental to the commitment to educational opportunity.

The question is “to what extent are Christian universities committed to developing multi-culturally diverse faculties?” A commitment to a multicultural faculty is translated into actual recruitment, rather than some intangibles. Therefore, it is possible to examine the statistics of university faculties to determine their commitment level. One of the leading graduate Christian universities in the United States is Regent University in Virginia Beach. While official figures are difficult to attain, a close examination of the school’s website reveals the following⁴⁷:

There are about 205 faculty members. Of this number, 86.3 percent are White, 6.3% are Black, 5.4% are Latino and 2% are Asian. Of the seven graduate schools of Regent University,

⁴⁵ The management of international enterprises: A socio-political view by M. H. Tayeb (2000).

⁴⁶ Managing diversity through faculty development by M. A. Wunsch & V. Chattergy (1991)

⁴⁷ Regent University website: www.regent.edu

the Schools of Government and Communication are the least multi-culturally diverse, with 100% and 98 % White faculty respectively. The chart below shows the actual figures for each school.

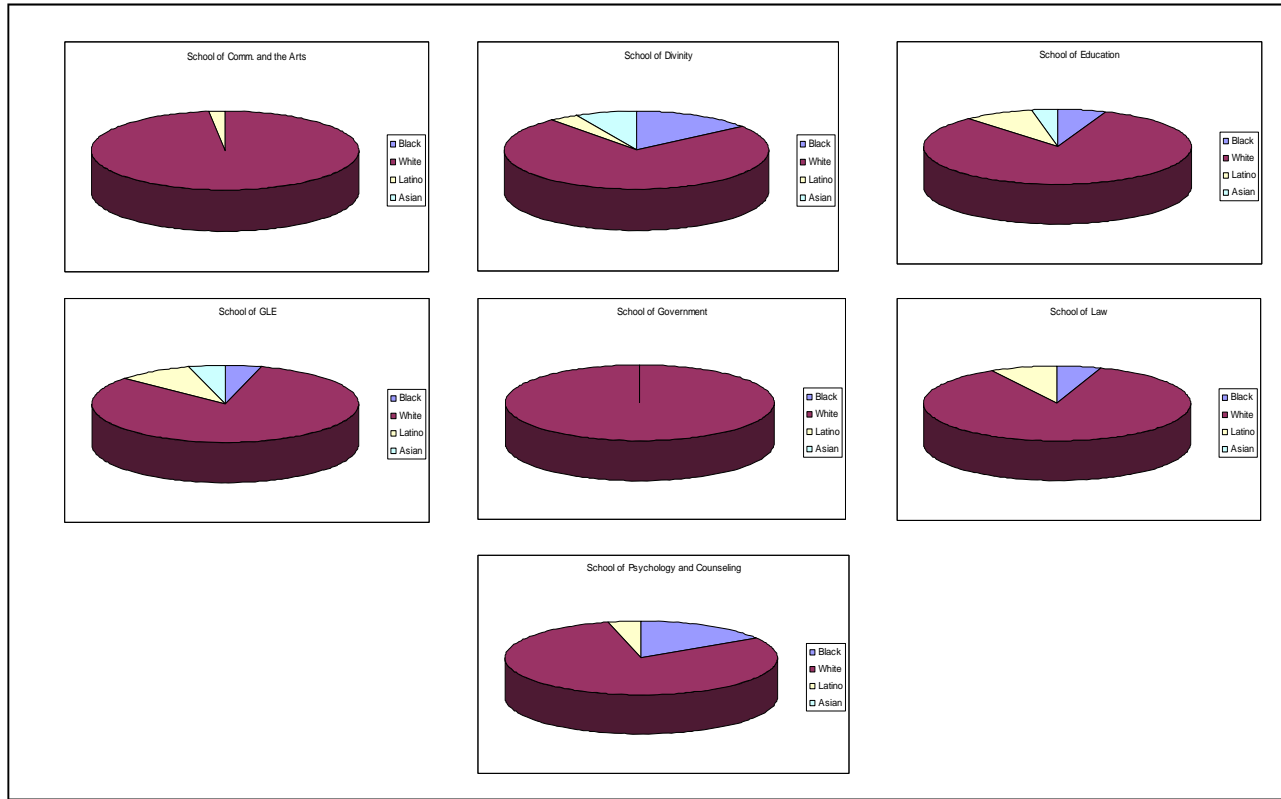
Diagram 10: Diversity in Regent University Graduate Schools

Regent University Graduate Schools	Black	White	Latino	Asian	Male	Female
School of Communication and the Arts	0	47	1	0	37	11
School of Divinity	4	20	1	2	23	4
School of Education	2	28	3	1	20	14
School of GLE	1	18	2	1	17	5
School of Government	0	12	0	0	11	1
School of Law	2	32	3	0	30	7
School of Psychology and Counseling	4	20	1	0	13	12
Total	13	177	11	4	151	54
Percentages of Total Population	6.3	86.3	5.4	2	73.6	26.4

Taking a closer look at the breakdown of each school, it may be observed that the School of Communication and the Arts has a total of 48 professors; 37 male and 11 female. Of these, 47 are White and only one Latino. The School of Divinity has a total of 27 professors, 20 White compared to four Black and one Latino. In the School of Education, there are 34 professors with 28 White, two Black, three Latino and one Asian. The School of Global Leadership and Entrepreneurship (GLE) has a total of 22 professors, 17 White, two Latino, one Black, and one Asian, out of a total of 22 professors. The School of Government has 12 professors who are all White, (one being female). Of the 37 School of Law professors, 32 are White, two Black, and three Latino. In the School of Psychology and Counseling, out of a total of 24 professors, there are 4 Blacks, 20 Whites and one Latino; 13 of these are males and 12 females.

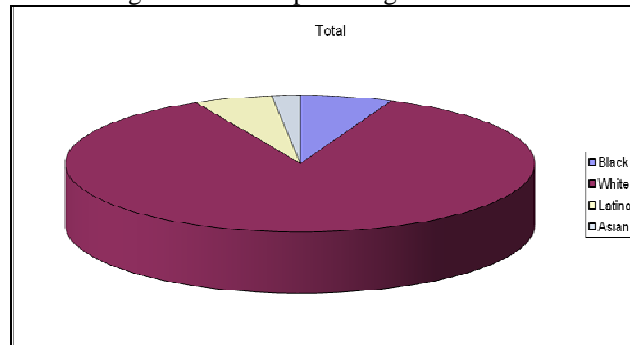
The breakdown, presented in Diagram 10 below gives a vivid picture of the level of integration among the various schools. Of all the schools, the School of Divinity is the most diverse, with 26 percent being non-White, while in the School of Counseling, 20 percent are non White, though there are no Asian faculty members.

Diagram 11: Ethnic Breakdown of Schools.



Overall, it can be noted that Regent University with its motto: “Christian Leadership to Change the World” falls short of being a leader in diversity, with 13.7 percent non-White faculty. The total percentages for each school are graphically presented in Diagram 11 below. If Regent is to live up to its motto, there needs to be adjustments at the leadership level in order for the university to be able to improve the total percentage of racial mix in order to serve its growing diverse population of students in this age of globalization.

Diagram 12: Total percentages of racial mix



Christian Leadership to Change the World...?

Based on a US Census release in 2008, it can be noted that there is a contrast between what exists at Regent University in comparison to what is taking place in the Hampton Roads area of Virginia Beach where the university is located. The *Virginian Pilot*, one of the leading newspapers in Virginia Beach reports that the nation's Hispanic population increased 1.4 million to reach 45.5 million on July 1, 2007, or 15.1 percent of the estimated total U.S. population of 301.6 million.

National and state estimates by race, Hispanic origin, sex and age released by the U.S. Census Bureau also show that the Hispanic population exceeded 500,000 in 16 states. Hispanics remained the largest minority group, with blacks (single race or multiracial) second at 40.7 million in 2007. The black population exceeded 500,000 in 20 states. Blacks were the largest minority group in 24 states, compared with 20 states in which Hispanics were the largest minority group. Blacks were followed by Asians, who totaled 15.2 million; American Indians and Alaska Natives, who totaled 4.5 million; and Native Hawaiians and Other Pacific Islanders, with one million. The population of whites (single race and not of Hispanic origin) totaled 199.1 million.⁴⁸

⁴⁸ U.S. Census releases latest figures on race, Hispanic origin, *The Virginian-Pilot*, May 1, 2008

Regent University compared to Two other Universities

To truly realize its motto, Regent University needs to be ahead of other universities, particularly non-religious universities. At the University of Connecticut, for example, it was found that significant progress has been made in the ethnic and racial composition of their full time faculty. Of the 1,165 full time faculty members, 16.1% are members of ethnic and racial groups such as Asian Americans, Native Americans, African Americans, and Latinos, which is a significant increase from 1985, when just 7% of the faculty were from such groups. The percentage of full time faculty members from underrepresented groups (Native Americans, African Americans, and Latinos) increased from 3.5% in 1985 to 7% in 2002.⁴⁹ As colleges and universities seek to meet the demands of a multicultural faculty, there will also be a need for faculty development to meet the demand.

One university which seems to be proactive in seeking to recruit and retain multicultural faculty is Portland State University's Graduate School of Education. They have made multicultural and inclusive education a central focus. To this end, the University actively:

- (1) Recruits and supports diverse students
- (2) Seeks faculty who represent diversity and who have worked in multicultural settings
- (3) Monitor curriculum and teaching to assure that they model and promote culturally responsive and reciprocal practices
- (4) Engage in professional development activities that confront and challenge institutional racism.⁵⁰

⁴⁹ <http://www.diversity.uconn.edu/multi enrollment.html>

⁵⁰ <http://diversity.pdx.edu/president.php>

America is not like a blanket - one piece of unbroken cloth. America is more like a quilt - many patches, many pieces, many colors, many sizes, all woven together by a common thread
- Rev. Jesse Jackson

Advantages of Multicultural Faculties

It has been argued that shifts in demographics have necessitated changes in diversity of universities, in particular Christian universities. It has been established that diversifying university faculties is a civil rights requirement and a spiritual mandate. However, this does not mean that diversifying universities will be easy, or that the transition will be without significant challenges. Therefore, it is important to examine both the advantages and disadvantages; that is the strengths or weaknesses inherent in such a change as well as the opportunities the transition will bring and the possible threats to success. A SWOT analysis provides a tool which evaluates strengths, weaknesses, opportunities and threats. Diagram 13 below presents an analysis of the advantages and disadvantages of diversity in universities.

Diagram 13: Faculty Diversity SWOT Analysis

HELPFUL	HARMFUL
<p style="text-align: center;"><i>Strengths</i></p> <ul style="list-style-type: none"> • New ideas from greater cross section of faculty • Increase the faculty pool • New teaching styles • Enhanced learning experience for students • Multicultural student body • Increase in minority students • Enhance creativity • Increase amount of available talent • Different perspectives • Create rich social environment • More role models • Enriched intellectual environment • Improved counseling and mentoring • Offer a richer spectrum of courses • Good Community Image 	<p style="text-align: center;">Weaknesses</p> <ul style="list-style-type: none"> • Lower number of qualified minorities • Additional financial cost • Lack of supportive environment for minority faculty • Lack of student training on diversity • Lack of vision and effort by administration • Low involvement of old faculty in decision-making of new staff • Low morale among stakeholders • Reactive more than proactive
<p style="text-align: center;">Opportunities</p> <ul style="list-style-type: none"> • Alliance with other state and private institutions • Acquiring bright new administrators and faculty • Community outreach • New innovative thinking • Growing international base of students • Potential for growing new streams of income (facility rental, consulting, etc.) • Recruitment of local and state students 	<p style="text-align: center;">Threats</p> <ul style="list-style-type: none"> • Shortage of minority faculty • Bad chemistry between old and new staff • Faculty and staff departure • Financial debt • Major lawsuits • Market changes • More intense competition from other institutions for faculty • Politics • Student and faculty apathy • Student body departure

The SWOT analysis gives a good overall picture of both the advantages and disadvantages. The strengths and opportunities outweigh the weaknesses and threats but with careful planning, many of the challenges to diversifying Christian universities can be overcome.

Diversity without unity makes about as much sense as dishing up flour, sugar, water, eggs, shortening, and baking powder on a plate and calling it a cake
 - C. William Pollard, Author of *The Soul of the Firm*

Challenges to Multicultural Faculties

The statistics presented earlier relating to the lack of diversity among graduate students are indicative of what is to be expected in universities. If graduate students receiving PhDs are on the decline then it follows that diversity in universities will therefore not be realized. Attracting multicultural faculty to Christian universities should be deliberate so that potential teachers of other races and cultures will be encouraged to apply for positions. Non-White faculty members often regard the academy as a place that principally fosters the needs and interests of their White male counterparts.⁵¹ Hence, recruitment of multicultural faculty should be built into the design of all Christian universities to help alleviate these reservations and also to effect positive change.

Creative and innovative ways of thinking are needed about how universities can best address the transformation of their schools into multicultural student campuses. This will require new leadership styles, creating governance structures that foster community building, innovative ways to teach and to assess student learning, inventive ways of creating a curriculum of inclusion, and new ways of attracting and retaining multicultural faculty and staff that reflect the changing profile of students.⁵²

Value based Policies needed

One common misconception regarding the increase of multi-culturally diverse faculties in organizations is that if a university for example is open to having people from different ethnic

⁵¹ Black faculty women in the Academy: History, status and future by S. Gregory (2001)

⁵² A handbook on the community college in America: Its history, mission, and management by Baker, Dudziak & Tyler (1994).

backgrounds and cultures, sooner or later, that university will magically become multicultural. However, the *multicultural fairy* is a myth. A willingness to have multicultural faculty will not translate to staffing unless this is backed by an action plan and a commitment to evaluate an organization's progress toward meeting goals and objectives that have been clearly defined and are also measurable.

Recruitment policies in Universities

The leadership in the universities needs to include a policy of recruitment to fill new positions from different ethnic groups. However, such a policy needs to go beyond merely affirmative action policies. While affirmative action operates through a quota system in order to "level the playing field," the type of policy here is more value based, where a premium is placed on working towards attracting a different multi-culturally diverse population, rather than just meeting numerical targets.

This policy of recruitment could include a process of advertising among non traditional sources such as in *Historically Black Colleges and Universities (HBCUs)* for African American and even internationally (to be done on a global scale) thereby affording potential applicants who qualify, equal opportunity. In the 21st century, online learning has made it possible for recruitment of faculty across international borders.

Workplace-based Learning and Mentoring

Universities can also focus more on offering students workplace-based learning experiences that demonstrate the need for continuous learning, encouraging students to explore new career interests through research with faculty, summer employment, and mentoring and internship programs. Gertrude Fraser, Vice Provost for Faculty Advancement at University of Virginia says that mentoring clearly has become important for recruitment and retention that

although the University's schools and departments have academic mentoring, to promote broader networking, her office hosts informal gatherings across disciplines that bring together new faculty with more seasoned professors.⁵³

Universities must also provide their faculty with the necessary tools for adapting to the workplace of the 21st century. Faculty management teams can also encourage other faculty members to participate where appropriate in strategic planning, hiring of new faculty, curriculum reviews, and ongoing interaction with potential employees in graduate training.

Although Black women have gained greater access to faculty positions in U.S. institutions of higher learning over the past 20 years, their status has not been elevated substantially. Black women professors typically held an array of academic roles. Not only were they teachers but often also trusted colleagues, sought-after advisors, involved committee members, and forceful community advocates.⁵⁴ This is despite the lower rewards and remuneration. Compounding this is the issue that the support systems for non-White faculty in many universities are often lacking. In the article, *Mentors and protégés: A critical review of the literature*, it is noted that White faculty men have traditionally benefited from support groups (formal or informal) whereas these groups have been all but non-existent for non-White groups.⁵⁵

Whatever the approach toward creating diverse universities, it will certainly not be simple. Changing laws and expectations is the easier part of moving toward diversity in organizations; the hard part is changing the myriad everyday behaviors and assumptions that

⁵³ Preparing for future faculty needs to begin now: Mentoring important for recruitment and retention, <http://www.virginia.edu/insideuva/2000/32/program.html>

⁵⁴ Black faculty women in the Academy: History, status and future by S. Gregory (2001)

⁵⁵ Mentors and protégés: A critical review of the literature by S. Merriam (1983)

often unintentionally exclude, demean, and limit the prospects of a culturally diverse organization.⁵⁶

White males and Reverse discrimination

For diversity initiatives to succeed, organizations will need to work with White males to help them understand that models of diversity are based on inclusion, not exclusion. That is, diversity programs do not seek to displace White males, but rather to prepare workers and managers to work in heterogeneous environments where everyone can compete equally for organizational resources.⁵⁷ It is important to understand that diversity initiatives, just like affirmative action, if implemented properly, will not lower standards. It is time to correct those misguided assumptions that people of color, White women and other protected-class persons are unqualified for their jobs based on culturally biased indicators of performance and culturally biased validation scales.⁵⁸

Even liberal commentators have accepted this myth of the *Great White Hopeless Male*, standing with Ph.D. in hand on the unemployment line, begging for a level playing field.⁵⁹

Philosopher Richard Rorty declares, "It is quite true that if you are a recent Ph.D. in the humanities or social sciences, your chances of finding a teaching job are very good if you are a Black female and pretty bad if you are a White male."⁶⁰

The statistical evidence strongly suggests that White males are not the victims of reverse discrimination. *The National Research Council* reports that a 1992 survey of full-time faculty found that White males tend to hold the higher-paying jobs at research universities, while women and people of color fill the ranks of less prestigious colleges. The faculty breakdown at research

⁵⁶

⁵⁷ Cultural diversity programs to prepare for work force 2000: What's gone wrong? By N.M. Riccucci (1997)

⁵⁸

⁵⁹ The myth of political correctness: The conservative attack on higher education by J.K. Wilson (1995)

⁶⁰

universities was as follows: White males, 66.5 percent; White women, 21.0 percent; African Americans (both men and women), 3.2 percent, and Hispanics (both men and women), 1.9 percent. By contrast, at low-paying two-year colleges (the only category where White men were not the majority of the faculty), 6.1 percent of the teachers were Black, 4.1 percent were Hispanic, and 37.7 percent were White women. This statistical evidence demonstrates that people of color and women hold the least desirable university jobs presenting minimal if any threat to White males.⁶¹

Opportunity is missed by most people because it is dressed in overalls and looks like work
- Thomas A. Edison

Recruitment and Retention

In order for universities to become more diverse in their faculties they must give serious attention to recruitment and retention. The article *Faculty and staff recruitment and retention* explains that the recruitment and retention of a diverse faculty and staff remain one of the most difficult challenges facing American higher education. One of the prevailing ideas about diversifying the faculty involves myths that impede the search process. There are myths that act as barriers to progress in hiring and promoting faculty. Some are listed below:

- (1) Institutions cannot compete for minority Ph.D.s who are sought after and offered high salaries
- (2) No qualified candidates exist
- (3) Faculty of color would not want to come to a given institution
- (4) Faculty of color will leave for more money and prestige
- (5) Recruiting faculty of color takes away opportunities for white faculty candidates.⁶²

⁶¹ Faculty and staff recruitment and retention - <http://www.ewu.edu/x3752.xml> 10/15/08

⁶² <http://www.ewu.edu/x3752.xml> 10/15/08

Many innovative strategies are proposed that universities can adopt to recruit and retain diverse faculties. These strategies may include:

- (1) **Mission Statement:** Clearly articulate the mission of the institution or department as it relates to and is served by diversity, such as changing demographics of the student body and or the need to educate all students about diversity
- (2) **Scholarships:** Articulate why it is important to recruit diverse faculty who have expertise in a discipline or area that adds to the diversity requirement of the curriculum
- (3) **Active Searches:** Abandon passivity in searches if the need is to recruit a diverse faculty. The standard practice of issuing highly specialized job descriptions, advertising, seeking written recommendations, and sending form letters does not work well for this purpose. The most successful approaches involve personal contact with candidates after the search committee or administrator has become familiar with candidates' areas of interest and fit for positions. In addition, faculty and administrators from underrepresented groups should serve as important resources for searches
- (4) **Diverse Search Committees:** Select a diverse search committee. The search process in which faculty committees look for multiple talents and potential fit with an institution is by necessity complex and subjective. Having a diverse search committee helps in gaining access to and evaluating candidates of different backgrounds, making it less likely that search committees will overlook talented individuals with non-traditional kinds of experience
- (5) **Clear standards and procedures in regard to tenure.**⁶³
- (6) **Personal Support and Mentoring**

⁶³ Faculty and staff recruitment and retention - <http://www.ewu.edu/x3752.xml> 10/15/08

A good mentoring program would send an important message that faculty development is essential to the university. The University of Southern California (USC), recognizing the importance of having diversity (ethnic and gender) within all faculty as well as within all administrative ranks proposed a mentoring program which would have the following characteristics:

- (1) Establish a mentoring program consistent with the university's organizational structure
- (2) The mentoring program would be highly visible, publicized, and available to all junior faculties so that being mentored is not viewed as a sign of less competence
- (3) Mentors would be senior faculty, not only able to advise faculty in regard to his/her research career but also provide help with achieving an appropriate balance between research, teaching and service and assist the faculty member with establishing his/her own professional network
- (4) An incentive or reward system would be established for mentors including recognition for exceptional effectiveness in the role.⁶⁴

We embrace the idea that there is beauty in diversity and accept it as a new way of loving our neighbors, despite socio-economic, racial and ethnic backgrounds
 - Dr. Mark DeYmaz – Founding pastor of the Mosaic Church of Central Arkansas

Other Strategies for Recruitment

- (1) Implementing short-term appointments or exchanges of minority faculty from historically black colleges and universities. This strategy seeks to provide role models and assists in future recruiting efforts of minority graduate students
- (2) Seeking out individuals who are currently outside of academia
- (3) Creating part-time opportunities for minority individuals

⁶⁴ Senate White Paper on Under-represented Minority Faculty Hiring, Retention and Promotion

- (4) Creating postdoctoral fellowships as an enticement to minorities for permanent faculty positions
- (5) Hiring minority individuals prior to completion of the dissertations and providing support for completion of the degree
- (6) Creating a visiting scholars program or distinguished lecturer program and extending invitations primarily to under-represented minority scholars.

If we cannot end now our differences, at least we can help make the world safe for diversity
 – John F. Kennedy

Recommendations

In the two previous sections, the areas of recruitment and retention of a diverse faculty were examined. Recruitment and retention are two of the primary areas that need to be closely monitored if transition to a diverse faculty is to be successful. However, there are several other important recommendations that would be helpful to any Christian university that wishes to make a successful transition. It is important that universities see this as a long term goal, with several short term measurable steps. Recommendations:

- (1) Make cultural diversity an official policy of the university
- (2) Educate second level university leaders of the changes being effected
- (3) Host a mandatory institution-wide event, to inform the university of the changes
- (4) A university-wide diffusion of information (campaign) regarding the change
- (5) Host several diversity seminars
- (6) The active hiring of a more multi culturally diverse staff.
- (7) Enact an active retention plan for these new faculty members.

The first step is to “Make it official.” What this means is that the primary leadership of the Christian university needs to determine that diversity is an important value of the university,

and where necessary, make changes to the charter of the university, the university's employment manuals, diversity statements, etc. Primary leadership refers to the president, vice presidents and board of directors/regents, etc. The way forward with this initial step is to appoint a diversity committee, which would be given a specific timeframe (preferably no more than one semester) to make the adjustments to the policy statements of the university. Once these statements are created and ratified by the board of directors /university leaderships, the necessary changes should be made. It is important here that the committees be given a limited time to work, as it is possible for decisions on this to roll over from semester to semester, without ever coming to a conclusion. However, by affixing a limited time period, the urgency of the transition can be conveyed.

The second step is to educate second level university leaders of the changes being effected. By second level university leaders, it is meant deans of the various schools, the human resources director, etc. This can be done in a one day seminar for these leaders, who will in turn convey the information to those who report to them. The time frame for step two would be the beginning of the semester following the work of the diversity committee. The reason for this to take place at the beginning of the subsequent semester is that it is better to make major changes at the very beginning of a semester rather than in mid-stream, when teachers may be bogged down by grading, or other school assignments.

Step three would be to host a mandatory institution-wide event, to inform the university of the changes. This needs to be no more than a special assembly of a few hours, in which the president would inform the university body of the update in policies of the university. It is important for this initial event to be high powered and positive, rather than negative (we have been doing a bad job, so let's change). This session should include a Q&A session, in which the

hierarchy of the university answers any initial questions the faculty and staff may have. One very important point here is that this session should not be too long; it is an update/informative meeting, rather than one that would allow for all the issues of race and the transitions to be fully explored. This cannot be done in one session, and it is important to allow the faculty and staff time to absorb the news about the transition, before going into any lengthy discussions of heavy issues related to the transition. The timetable for this assembly would be one to two weeks following the meeting with the second level leadership.

The important fourth step is a university-wide diffusion of information regarding the change. This needs to be a comprehensive internal media campaign. This campaign needs to follow immediately after the university wide faculty and staff meeting mentioned in step three. This step would include email blasts to all staff and faculty, the presentation of fact sheets regarding the changes, and town hall meetings, hosted by deans of various schools in the university. This step is the all important step, as it is in this step that the proper expectations will be established, major objections will be answered, misinformation corrected and fears allayed. This step should be continued for the rest of the semester.

Running concurrently with step four is step five, which is the presentation of a diversity seminar. This is where information such as those derived from this study, can be presented to the staff. This project is aimed at helping to provide resource information for seminars such as this one. The seminar will include PowerPoint presentations of the situations that have necessitated the need for more diversity, video clips on people's reaction to diversity, an overview of the demographic shifts taking place, interviews with diversity experts, workshops and presentations of some of the challenges to be expected. It is recommended that several of these seminars be held to allow for different members of staff to attend, as time permits.

Step six of the recommendation comes at the end of the second semester, into the break between semesters, which is the active hiring of a more multi-ethnically diverse staff. In the case of most universities, new faculties are generally hired towards the end of a semester, in order to have the faculty member available to begin at the start of the subsequent semester.

In other words, the recommendations are aimed at helping a university to jumpstart the transition over the period of one year (two semesters). However, it is expected that it will be a gradual process with a sense of urgency. What this means is that there needs to be a sense of urgency in attracting a multi-ethnically diverse staff, but at the same time, the university should not expect to make a complete transition in just one year. A more realistic goal would be to look at the demographics of the communities in which the university is located and having an active plan aimed at having the universities reflect these communities, say in three years.

Phase seven of the recommendations is to enact an active retention plan for these new faculty members, as explained above. This stage of course, would include continued diversity training as challenges may arise as the university becomes more diverse, as well as mentoring of staff members, etc. These recommendations are by no means a comprehensive list, but present a step by step guide for helping a university transition to a more multi-ethnically diverse faculty; steps that will help universities respond to the significant challenges ahead.

We have the ability to achieve, if we master the necessary goodwill, a common global society blessed with a shared culture of peace that is nourished by the ethnic, national and local diversities that enrich our lives.

Mahnaz Afkhami - Founder and President

Women's Learning Partnership for Rights, Development, and Peace

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APPENDIX A: Ivy League Universities

- Brown University
- Columbia University
- Cornell University
- Dartmouth College
- Harvard University
- University of Pennsylvania
- Princeton University
- Yale University

Available at: <http://www.miskatonic.net/university/ivy.html>

APPENDIX B: Historically Black Colleges and Universities (HBCUs)

List of Historically Black Colleges and Universities

Listing of 4 Year Public and Private Institutions - Alphabetical order by state

4-Year Public Institutions	State	Organization
Alabama A&M University http://www.aamu.edu/	Alabama	4-year Public
Alabama State University http://www.alasu.edu	Alabama	4-year Public
University of Arkansas at Pine Bluff http://www.uapb.edu	Arkansas	4-year Public
University of the District of Columbia http://www.udc.edu/	District of Columbia	4-year Public
Delaware State University http://www.desu.edu	Delaware	4-year Public
Florida A&M University http://www.famu.edu	Florida	4-year Public
Albany State University http://www.asurams.edu/index.php	Georgia	4-year Public
Fort Valley State University http://www.fvsu.edu	Georgia	4-year Public
Savannah State University http://www.savstate.edu	Georgia	4-year Public
Kentucky State University http://www.kysu.edu	Kentucky	4-year Public
Grambling State University http://www.gram.edu	Louisiana	4-year Public
Southern University A&M College http://www.subr.edu	Louisiana	4-year Public
Southern University at New Orleans http://www.suno.edu	Louisiana	4-year Public
Bowie State University http://www.bowiestate.edu	Maryland	4-year Public

Coppin State College http://www.coppin.edu/	Maryland	4-year Public
Morgan State University http://www.morgan.edu	Maryland	4-year Public
University of Maryland Eastern Shore http://www.umes.edu/	Maryland	4-year Public
Alcorn State University http://www.alcorn.edu	Mississippi	4-year Public
Jackson State University http://www.jsums.edu	Mississippi	4-year Public
Mississippi Valley State University http://www.mvsu.edu	Mississippi	4-year Public
Harris-Stowe State University http://www.hssu.edu	Missouri	4-year Public
Lincoln University http://www.lincolnu.edu	Missouri	4-year Public
Elizabeth City State University http://www.ecsu.edu/	North Carolina	4-year Public
Fayetteville State University http://www.uncfsu.edu/	North Carolina	4-year Public
North Carolina A&T State University http://www.ncat.edu/	North Carolina	4-year Public
North Carolina Central University http://www.nccu.edu/	North Carolina	4-year Public
Winston-Salem State University http://www.wssu.edu	North Carolina	4-year Public
Central State University http://www.centralstate.edu/	Ohio	4-year Public
Langston University http://www.lunet.edu	Oklahoma	4-year Public
Cheyney University of Pennsylvania http://www.cheyney.edu/	Pennsylvania	4-year Public
Lincoln University http://www.lincoln.edu	Pennsylvania	4-year Public
South Carolina State University	South Carolina	4-year Public

http://www.scsu.edu/		
Tennessee State University http://www.tnstate.edu/	Tennessee	4-year Public
Prairie View A&M University http://www.pvamu.edu	Texas	4-year Public
Texas Southern University http://www.tsu.edu	Texas	4-year Public
Norfolk State University http://www.nsu.edu	Virginia	4-year Public
Virginia State University http://www.vsu.edu	Virginia	4-year Public
Bluefield State College http://www.bluefieldstate.edu	West Virginia	4 year Public
West Virginia State University http://www.wvstateu.edu	West Virginia	4-year Public
University of the Virgin Islands http://www.uvi.edu	U.S. Virgin Islands	4-year Public

4-Year Private Institutions	State	Organization
Concordia College Selma http://www.concordiaselma.edu/	Alabama	4-year Private
Miles College http://www.miles.edu/	Alabama	4-year Private
Oakwood University http://www.oakwood.edu/	Alabama	4-year Private
Selma University http://www.selmauniversity.org	Alabama	4-year Private
Stillman College http://www.stillman.edu/	Alabama	4-year Private
Talladega College http://www.talladega.edu/	Alabama	4-year Private
Tuskegee University http://www.tuskegee.edu/	Alabama	4-year Private
Arkansas Baptist College	Arkansas	4-year Private

http://www.arkansasbaptist.edu		
Philander Smith College http://www.philander.edu	Arkansas	4-year Private
Howard University http://www.howard.edu	District of Columbia	4-year Private
Bethune-Cookman University http://www.bethune.cookman.edu	Florida	4-year Private
Edward Waters College http://www.ewc.edu	Florida	4-year Private
Florida Memorial University http://www.fmuniv.edu/	Florida	4-year Private
Clark Atlanta University https://www.cau.edu/	Georgia	4-year Private
Interdenominational Theological Center http://www.itc.edu	Georgia	4-year Private
Morehouse College http://www.morehouse.edu	Georgia	4-year Private
Morehouse School of Medicine http://www.msm.edu/	Georgia	4-year Private
Morris Brown College http://www.morrisbrown.edu	Georgia	4-year Private
Paine College http://www.paine.edu/	Georgia	4-year Private
Spelman College http://www.spelman.edu/	Georgia	4-year Private
Dillard University http://www.dillard.edu	Louisiana	4-year Private
Xavier University of Louisiana http://www.xula.edu	Louisiana	4-year Private
Rust College http://www.rustcollege.edu	Mississippi	4-year Private
Tougaloo College http://www.tougaloo.edu	Mississippi	4-year Private
Bennett College http://www.bennett.edu/	North Carolina	4-year Private

Johnson C. Smith University http://www.jcsu.edu/	North Carolina	4-year Private
Livingstone College http://www.livingstone.edu	North Carolina	4-year Private
Shaw University http://www.shawuniversity.edu/	North Carolina	4-year Private
St. Augustine's College http://www.st-aug.edu/	North Carolina	4-year Private
Wilberforce University http://www.wilberforce.edu/	Ohio	4-year Private
Allen University http://www.allenuniversity.edu	South Carolina	4-year Private
Benedict College http://www.benedict.edu/	South Carolina	4-year Private
Clafflin University http://www.clafflin.edu	South Carolina	4-year Private
Morris College http://www.morris.edu/default.aspx	South Carolina	4-year Private
Voorhees College http://www.voorhees.edu	South Carolina	4-year Private
Fisk University http://www.fisk.edu/	Tennessee	4-year Private
Knoxville College http://www.knoxvillecollege.edu	Tennessee	4-year Private
Lane College http://www.lanecollege.edu/	Tennessee	4-year Private
Lemoyne-Owen College http://www.loc.edu	Tennessee	4-year Private
Meharry Medical College http://www.mmc.edu	Tennessee	4-year Private
Huston-Tillotson University http://www.htu.edu	Texas	4-year Private
Jarvis Christian College http://www.jarvis.edu	Texas	4-year Private
Paul Quinn College	Texas	4-year Private

http://www.pqc.edu/		
Southwestern Christian College http://www.swcc.edu/	Texas	4-year Private
Texas College http://www.texascollegeonline.net	Texas	4-year Private
Wiley College http://www.wileyc.edu/	Texas	4-year Private
Hampton University http://www.hamptonu.edu/	Virginia	4-year Private
Saint Paul's College http://www.saintpauls.edu/	Virginia	4-year Private
Virginia Union University http://www.vuu.edu	Virginia	4-year Private
Virginia University of Lynchburg http://www.vulonline.us/	Virginia	4-year Private

US Department of Education – List of HBCUs – White House Initiative on Historically Black Colleges and Universities.

Available at: <http://www.ed.gov/about/inits/list/whhbcu/edlite-list.html>

APPENDIX C: Top 10 Christian Colleges

1. Wheaton College (IL)

Wheaton College, located in Wheaton, IL is an “academically rigorous Christian liberal arts college.” It is ranked 9th in the nation for total number of graduates. This interdenominational college is known for its small classes, as its students/faculty ratio is 12:1.

2. Bethel College (IN)

An evangelical Christian college affiliated with the Missionary Church, Bethel is located in Mishawaka, Indiana. Bethel offers a wide variety of undergraduate and graduate programs. It is also known for winning national championships and has a great number of spiritual activities.

3. Azusa Pacific University (CA)

Located in the San Gabriel Valley in California, Azusa Pacific University is an evangelical Christian university that offers a wide array of academic programs. The University currently offers 50 undergraduate, 21 graduate, and 6 doctorate programs.

4. Evangel University (MO)

Evangel University, located in Springfield, Missouri, offers 80 programs in 10 academic departments. The student/teacher ratio is 17:1. There is a strong focus on community service and faith-based activities. They also have a strong sports program and numerous student-interest groups.

5. Biola University (CA)

Biola University is located in Southern California. This Evangelical Christian university offers 145 academic programs in six schools. The university places a heavy emphasis on community service.

6. Palm Beach Atlantic University (FL)

Located in Palm Beach, Florida, this Christian university places an emphasis on growing academically, spiritually, and socially. Academics are anchored in faith. There is also an emphasis on community service, as each student must contribute 45 hours of community service per year.

7. Judson University (IL)

Judson University in Elgin, Illinois is an evangelical Christian college offering small classes and connections between students, faculty, and staff. The college offers 60 majors and 4 masters’ programs. It is also focusing on becoming a more “green” university, with one of the greenest academic buildings in the country.

8. Bethel University (MN)

Located in St. Paul, Minnesota, Bethel University is a Baptist university. It is not to be confused with Bethel College in Indiana. The school offers degrees in over 100 fields. There are also several faith-based social groups and Bible studies offered on campus.

9. Southeastern University (FL)

Located in Lakeland, Florida, Southeastern University is an Assemblies of God affiliated school that has 44 degree programs. There is also an emphasis on community service, in that students are required to give back to the community each year.

10. Judson College (AL)

Not to be confused with Judson College in Illinois, this Judson College is the nation's fifth oldest women's college. This Baptist College, located in Alabama, offers women a chance to gain an excellent education with a focus on mission, faith, and confidence.

Top 10 Christian Colleges by Kelli Mahoney

Available at: <http://christianteens.about.com/od/schoolstuff/tp/tencolleges.htm>

APPENDIX D: Black Faculty at Nation's Highest-Ranked Universities (2007)

	Full-Time Faculty		Percent Black
	Total	Black	
Emory University	2,710	184	6.8%
Columbia University	3,477	214	6.2
Univ. of N.C.-Chapel Hill	4,690	279	5.9
University of Michigan	2,681	145	5.4
Brown University	658	34	5.2
Vanderbilt University	811	39	4.8
Northwestern University	998	46	4.6
Dartmouth College	597	25	4.2
Georgetown University	1,202	48	4.0
Duke University	2,664	105	3.9
University of Virginia	2,102	79	3.8
Washington University	859	33	3.8
Johns Hopkins University	3,677	130	3.5
Cornell University	1,594	53	3.3
Carnegie Mellon Univ.	823	26	3.2
University of Chicago	2,207	71	3.2
Harvard University*	2,959	93	3.1
Univ. of Pennsylvania	2,468	77	3.1
Univ. of Calif.-Los Angeles	1,825	55	3.0
Mass. Inst. of Technology*	968	28	2.9
Yale University	3,384	99	2.9
Wake Forest University	1,305	37	2.8
Princeton University	741	21	2.8
Univ. of Calif.-Berkeley	1,518	40	2.7
Stanford University	1,806	46	2.5
Rice University	598	12	2.0
Univ. of Notre Dame	853	17	2.0
Calif. Inst. of Technology*	282	4	1.4

*Declined to participate in the 2007 JBHE survey. Data is from a similar survey conducted in 2005.

Source: JBHE RESEARCH DEPARTMENT.

Black Faculty in Higher Education: Still Only a Drop in the Bucket
 Available at: http://www.jbhe.com/features/55_blackfaculty.html

APPENDIX E: The US Faculty Profile Remains Largely White

Despite 30 years of affirmative action, and contrary to public perceptions, the American faculty profile, especially at preeminent universities, remains largely white and largely male.

Supplemental statistics to “[Forum: Faculty Diversity](http://forum.harvardmagazine.com/2002/03/faculty-diversity.html),” in the March-April, 2002 edition of *Harvard Magazine*. Available at: <http://harvardmagazine.com/2002/03/faculty-diversity.html>

Table 3: FACULTY, BY RACE				
	1989		1997	
	Persons of Color	Whites	Persons of Color	Whites
Total Faculty	10%	90%	17%	83%
Full-Time Faculty	11%	89%	13%	87%
Part-Time Faculty	10%	90%	13%	87%
Full-Time Faculty at Research Universities	8%	92%	9%	91%
Tenured (among full-time faculty)	NA	NA	43%	54%
Full Professors	8%	92%	11%	89%
Blacks, Hispanics, Native Americans	4%	96%	5%	95%
Full Professors in Science & Engineering	NA	NA	24%	76%
Blacks, Hispanics, Native Americans	NA	NA	6%	94%
<i>NA=Not Available</i>				

APPENDIX F: Student Diversity

Table 1: STUDENT DIVERSITY, 2000-2001

Institution	Women Students	Minority Students
Amherst	48%	25%
Dartmouth	48%	25%
Harvard	46%	34%
Princeton	49%	26%
Williams	45%	25%
Yale	49%	28%

APPENDIX G: Percent of Doctoral Degrees In 2000 By Race

Table 10: PERCENT OF DOCTORAL DEGREES IN 2000, BY RACE

	All	Business	Education	Engineering	Humanities	Life Sciences	Physical Sciences	Prof'l Fields	Social Sciences
Native American	0.6	0.6	0.9	0.3	0.4	0.4	0.5	0.2	0.7
Asian	7.8	9.5	3.1	17.5	4.3	11.4	10.5	5.7	5.4
Black	5.9	5.9	12.4	3.2	3.7	3.7	2.8	9.5	6.5
Hispanic	4.3	2.9	5.0	3.1	4.7	4.0	3.4	3.7	5.0
White	79.3	78.9	77	73.5	84.4	78.5	80.5	79.3	80

APPENDIX H: Percentage Tenured Faculty By Race, 1989 & 1997

Table 11: PERCENT TENURED FACULTY, BY RACE, 1989 and 1997						
	1989			1997		
	Total	Men	Women	Total	Men	Women
Total	71	75	59	73	77	63
White	72	76	60	75	80	64
Total	61	63	57	64	68	56
Minority						
African American	61	63	59	61	64	57
Hispanic	64	66	58	64	68	59
Asian American	60	61	54	66	70	54
Native American	67	71	57	63	71	51

APPENDIX I: Percentage Full-Time Faculty by Race and Institutional Type, 1992

Table 12: PERCENT FULL-TIME FACULTY, BY RACE AND INSTITUTIONAL TYPE, 1992

	Total	Public Research	Private Research	Public Doctoral	Private Doctoral	Public Comp	Private Comp	Private L. Arts	Public 2- Year
White	86.5	88	83.7	87.5	84.1	82.7	91.3	90	85.5
Black	5.2	2.8	5.0	3.1	4.9	9.1	3.5	5.4	6.2
Hispanic	2.6	2.2	2.1	2.5	3.7	2.6	1.3	4.1	1.4
Asian	5.2	6.9	9.0	6.1	7.1	5.1	3.3	2.8	3.3
Native American	0.5	0.1	0.2	0.8	0.2	0.5	0.2	0.5	1.0

APPENDIX J: Black Representation in Ph.D. Economics universities (Price, 2006).

Table 2
Representation of Black Economists as of January 1, 2006
On Ph.D Granting Economics Departments
Ranked by the National Research Council

1995 NRC Rank	Economics Department	Total Faculty	Total Black Faculty	% Black Faculty
1	Harvard	52	1	.0192
2	University of Chicago	29	0	0.0000
3	MIT	37	0	0.0000
4	Stanford	39	0	0.0000
5	Princeton	53	1	.0188
6	Yale	53	3	.0577
7	University of California- Berkeley	59	0	0.0000
8	University of Pennsylvania	22	0	0.0000
9	Northwestern	61	1	.0164
10	Minnesota	29		0.0000
11	UCLA	48		0.0000
12	Columbia	43	0	0.0000
13	Michigan	52	2	.0385
14	Rochester	25	0	0.0000
15	University of Wisconsin- Madison	33	1	.0303
16	University of California- San Diego	37	0	0.0000
17	New York University	43	2	.0465
18	Cornell	38	0	0.0000
19	California Institute of Technology	11	0	0.0000
20	Maryland	37	1	.0270
21	Boston University	31	0	0.0000
22	Duke	36	1	.0278
23	Brown	30	1	.0333
24	Virginia	27	0	0.0000
25	University of North Carolina- Chapel Hill	30	2	.0666
26	University of Washington	27	0	0.0000
27	Michigan State	37	1	.0270
28	Illinois	39	0	0.0000
29	Washington University	21	1	.0476
30	Iowa	23	0	0.0000
31	University of Texas- Austin	36	0	0.0000
32	Johns Hopkins	13	0	0.0000
33	Texas A&M	26	1	.0385
34	Pittsburgh	26	0	0.0000
35	Ohio State	40	1	.0250
36	Iowa State	46	0	0.0000
37	Arizona	23	0	0.0000
38	University of California- Davis	26	0	0.0000
39	SUNY-Stony Brook	13	0	0.0000
40	Southern California	36	0	0.0000
41	Florida	18	0	0.0000
42	North Carolina State	28	1	.0357
43	Boston College	28	0	0.0000
44	Indiana	28	1	.0357
45	Pennsylvania State	30	0	0.0000
46	Rice	20	0	0.0000
47	George Mason	26	1	.0385
48	Vanderbilt	34	0	0.0000
49	University of California- Santa Barbara	32	0	0.0000
50	Purdue	25	0	0.0000
51	Massachusetts	24	3	.1250
52	Rutgers	30	0	0.0000
53	City University of New York	61	0	0.0000
54	Georgetown	29	1	.0345

Table 2—continued
 Representation of Black Economists as of January 1, 2006
 On Ph.D Granting Economics Departments
 Ranked by the National Research Council

1995 NRC Rank	Economics Department	Total Faculty	Total Black Faculty	% Black Faculty
55	Colorado	27	0	0.0000
56	Syracuse	33	2	.0606
57	Houston	25	0	0.0000
58	SUNY-Buffalo	20	0	0.0000
59	Southern Methodist	20	0	0.0000
60	Claremont	5	0	0.0000
61	Oregon	19	0	0.0000
62	Florida State	32	1	.0312
63	Georgia	18	0	0.0000
64	Kentucky	20	0	0.0000
65	South Carolina	16	0	0.0000
66	SUNY-Binghamton	21	0	0.0000
67	Arizona State	23	0	0.0000
68	George Washington	30	0	0.0000
69	Georgia State	33	1	.0303
70	Illinois-Chicago	24	0	0.0000
71	University of California- Riverside	21	0	0.0000
72	American University	23	1	.0435
73	Kansas	22	1	.0454
74	Auburn	14	0	0.0000
75	Clemson	21	0	0.0000
76	Wyoming	15	0	0.0000
77	Southern Illinois	10	0	0.0000
78	SUNY-Albany	20	0	0.0000
79	Tennessee	16	0	0.0000
80	Tulane	12	0	0.0000
81	Notre Dame	24	0	0.0000
82	Louisiana State	15	0	0.0000
83	Washington State	30	1	.0333
84	Connecticut	26	1	.0385
85	Hawaii-Manoa	17	0	0.0000
86	Oklahoma State	14	0	0.0000
87	Nebraska	16	0	0.0000
88	University of Wisconsin- Milwaukee	22	1	.0454
89	Lehigh	15	1	.0667
90	Utah	21	0	0.0000
91	Temple	25	0	0.0000
92	West Virginia	17	0	0.0000
93	Missouri	19	0	0.0000
94	Northern Illinois	11	1	0.0000
95	Alabama	15	1	.0667
96	Fordham	16	0	0.0000
97	Cincinnati	13	0	0.0000
98	University of Texas- Dallas	19	1	.0526
99	Howard University	16	6	.3750
100	Colorado State	17	0	0.0000
101	New Hampshire	17	0	0.0000
102	Rensselaer Polytechnic Institute	8	0	0.0000
103	Colorado School of Mines	9	0	0.0000
104	Utah State	21	0	0.0000
105	Clark University	8	0	0.0000
106	Northeastern	15	1	.0667
TOTAL:		2785	44	
AVERAGE:			.4245	.0158
MEDIAN:			0.0000	0.0000

APPENDIX K: Diversity Resources List

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