



# Creating Multicultural Change on Campus

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RAECHELE L.  
**POPE**

AMY L.  
**REYNOLDS**

JOHN A.  
**MUELLER**

FOREWORD BY **CARYN McTIGHE MUSIL**

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# PRAISE FOR CREATING MULTICULTURAL CHANGE ON CAMPUS

"Most colleges and universities rate multiculturalism as an important goal. Few have plans for achieving it; much of what does occur is reactive and piecemeal. This is a book that offers institutions a remedy, providing a much needed guide for planned and comprehensive action."

—**Arthur Levine**, president of the Woodrow Wilson National Fellowship Foundation

"Acknowledging that awareness is not enough to create positive environments for diverse students, this book walks us through a change process at multiple levels. Individuals, groups, and institutions can use this framework to access their success and pinpoint areas of deficiency."

—**Vasti Torres**, dean of the College of Education, University of South Florida

"To demonstrate that acknowledging, understanding, and engaging with diverse others is not only the right thing to do educationally, politically, and socially, but actually possible to achieve, *Creating Multicultural Change on Campus* amasses in a skillful way much of the most significant scholarship on the matter. [...] The authors offer theories but wisely couple them with concrete practices, examples, advice, checklists, and constant reassuring words...."

—**From the foreword by Caryn McTighe Musil**, senior scholar and director of Civic Learning and Democracy Initiatives, The Association of American Colleges and Universities

## The Authors

**Raechele L. Pope** is an associate professor in the Higher Education program in the Department of Educational Leadership and Policy at the University of Buffalo.

**Amy L. Reynolds** is an associate professor in the Department of Counseling, School, and Educational Psychology at the University at Buffalo. She is also author of the Jossey-Bass book, *Helping College Students: Developing Essential Skills for Student Affairs Practice*.


**John A. Mueller** is a professor in the department of Student Affairs in Higher Education at Indiana University of Pennsylvania.

Together, Pope, Reynolds, and Mueller are co-authors of the book, *Multicultural Competence in Student Affairs*, published by Jossey-Bass.

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Cover Design: Michael Cook

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 Also available  
as an e-book

EDUCATION/HIGHER

ISBN: 978-1-118-24233-9





POPE  
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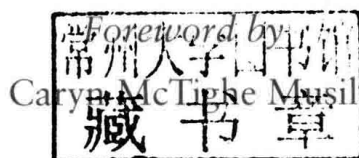
Raechele L. Pope

Amy L. Reynolds

John A. Mueller

With contributions from  
Timothy R. Ecklund and  
Matthew J. Weigand

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Published by Jossey-Bass  
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One Montgomery Street, Suite 1200, San Francisco, CA 94104-4594—[www.josseybass.com](http://www.josseybass.com)

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Library of Congress Cataloging-in-Publication Data has been applied for and is on file with the Library of Congress.

ISBN 978-1-118-24233-9 (cloth); ISBN 978-1-118-41948-9 (ebk.);  
ISBN 978-1-118-42112-3 (ebk.)

Printed in the United States of America

FIRST EDITION

*HB Printing*      10 9 8 7 6 5 4 3 2 1



CREATING MULTICULTURAL  
CHANGE ON CAMPUS







*We dedicate this book to ALL who devote their scholarship and their lives to multicultural and social justice issues in higher education and beyond. In particular, we are especially indebted to Harold Cheatham, Jane Fried, Lee Knefelkamp, and Marilu McEwen. We are forever inspired.*







## FOREWORD

THE UNITED STATES HAS BEEN a richly diverse country from its inception as a republic. However, in tension with its democratic ideals, those governing the nation have amassed a long and checkered history of legislating diversity out of American institutions. This began with our founding documents and continued through centuries of various ensuing laws such as the Naturalization Act of 1790 or the 1882 Chinese Exclusion Act or Jim Crow laws that re-inscribed white supremacy in the South after the Civil War. Women across colors, African Americans, Asians, indigenous people, Latinos, Catholics, Jews, the poor—all found themselves living circumscribed lives in the land of equal opportunity. Thus, exclusionary practices denied the nation the full and accurate rendering of its multicultural heritage.

The results have been visible everywhere—from who could vote to who could govern; from who could own property to which humans were considered property; from who could claim citizenship to who could bring their families legally into the fledgling or contemporary nation. Education suffered the same debilitating patterns, especially our colleges and universities. This book is about the residual effects of old habits and old legacies on educational institutions and how difficult these intellectual and behavioral shackles are to break free from. But even more so, this book is about the transformative role colleges and universities can play in a diverse democracy when they are purposeful about cultivating multicultural engagement, knowledge, values, and skills.

Historically, higher education became a site where inclusion and exclusion played out, whether on the same campus or in the development of parallel institutions marked for excluded groups that resulted in the creation of women's colleges, Catholic colleges, historically black colleges, tribal colleges, and more recently Hispanic-serving institutions. As anthropologist Renato Rosaldo said, "Conflicts over diversity and multiculturalism in higher education are localized symptoms of a broader renegotiation of full citizenship in the United States" (*Culture and Truth: The Remaking of Social Analysis*, 1993).



To demonstrate that acknowledging, understanding, and engaging with diverse others is not only the right thing to do educationally, politically, and socially, but actually possible to achieve, *Creating Multicultural Change on Campus* amasses in a skillful way much of the most significant scholarship on the matter. Higher education has been no stranger to radical transformations in this last half century, even though it is more typically mocked by its critics for being so bound in its ways and resistant to change. The democratization of higher education in the twentieth century is one of the century's most triumphant narratives. In 1902, only 3% of Americans had college degrees, but by the celebration of the millennium, some 75% of those who graduated from high school went on to college for some period.

But what kind of environment did these newcomers enter? And what skills did they and the old-timers—whether students, faculty, administrators, or staff—need to navigate productively in the multicultural swirl they all found themselves in? Too often the faces changed, but the syllabus and scholarship remained the same. Or the faces changed, but the policies and practices did not. Or the faces changed, but the deeper assumptions, norms, and expectations remained rigidly in place. This book pays tribute to the four decades of scholarship describing the theories of multicultural organizational change and individual development as well as the thousands of campus professionals who invented ways to tap diversity as an asset rather than a liability.

But its authors—Raechele L. Pope, Amy L. Reynolds, and John A. Mueller—who are scholars as well as savvy practitioners, tackle an even tougher question with their new book. They want to change not only individuals but also institutions, right down to the mortar between the bricks. Some thought it would be enough to change the students' faces. End exclusionary practices that shut some people out of a college education and we have solved the problem. But it did not solve the problem, as *Creating Multicultural Change on Campus* is proof.

So they have set about in a methodical way to offer some theoretical frameworks for deep-down change. They refer to it as second-order change. It is this level of change, layered on first-order change, that leads to multicultural institutions. Such institutions, in turn, offer students the very experiences they will need if they are to thrive and contribute to a diverse and often contentious United States and globe: experiences in grappling seriously with multiple perspectives, deepening their knowledge of historical and cultural legacies different from their own, and cultivating sophisticated skills in working collectively across differences to create solutions to messy, complex problems. The authors offer theories



but wisely couple them with concrete practices, examples, advice, checklists, and constant reassuring words that all this demanding effort is an evolutionary process with fits and starts and sometimes backtracking or outright failure. Their most insistent point is to keep at it.

Most refreshing is their assertion that relying only on individual change, while necessary, is not sufficient. We need new knowledge, awareness, values, and skills at the group level as well as the individual level. And even pairing those two, while necessary, is not sufficient. We need to invest in altering practices and understandings at the institutional level as well.

This final comprehensive approach that is, as they say, "systematic, planned, and sustained," needs also to encompass both first-order and second-order changes. These authors gently lead readers to not settling for anything less, while persuading us that such changes are actually possible. They manage to do so despite orchestrated, richly financed anti-affirmative action movements, despite resurgent and virulent nativism, despite inadequate funding to pay for a college education, despite thinking education is a delivery system of UPS-packaged courses that can land on your doorstep or in your computer to be consumed like a box of chocolates or a Harry and David fruit basket.

Pope, Reynolds, and Mueller understand that democracy is at stake in this multicultural experiment that began to go amiss several centuries ago. They argue with their book that the multicultural experiment can begin in earnest now with everyone fully present across the table from one another, curious, engaged, trading ideas, working together to figure out solutions for pressing common issues. But like our country and its laws, policies, and protections, colleges and universities need at the institutional level to be rewired. We need updated programming: 1776.2 or perhaps by now 1776.8. *Creating Multicultural Change on Campus* offers a founding document for how to do that.

CARYN MCTIGHE MUSIL  
Senior Scholar and Director  
of Civic Learning and Democracy Initiatives  
The Association of American Colleges and Universities







## PREFACE

IN 2004, JOSSEY BASS PUBLISHED our book *Multicultural Competence in Student Affairs*, which focused on the principles of multicultural competence and described the integration of multicultural awareness, knowledge, and skill into the core competencies of student affairs professionals. Now, 10 years later, after much thought, we have decided that a different book is needed that expands our understanding of individual multicultural competence and provides a framework for creating multicultural change at the institutional level. Although we still believe that individual multicultural competence is a necessary prerequisite to effective and efficacious practice on college campuses, we also know that it is not sufficient to creating truly multicultural campuses.

This book is not an updated version of the earlier book, nor is it a prequel or sequel. Instead it is a completely different approach that examines institutional practices and uses planned change strategies to transform the campus. Our goal is to offer a deeper understanding of the institutional policies and practices that are essential for creating inclusive, welcoming, and affirming campus environments. It introduces theory, strategies to assess current multicultural policies and practices, and a practical framework for effective campus-wide interventions. More specifically, multicultural organization development (MCOD) theory and the multicultural change intervention matrix (MCIM) are explored in depth. MCOD theory, while grounded in organization development, provides tools and practices that can infuse multicultural principles into the everyday operations of higher education institutions. MCIM is a framework developed to help practitioners conceptualize and integrate MCOD theory into their work. This book provides practitioners with a rich understanding of both MCOD and the MCIM and how both can be used to appropriately and accurately assess the environment, identify or diagnose key issues, design effective interventions, and evaluate outcomes.

This book is not designed to be a “one-size fits all” or cookbook approach to creating a campus that fully embraces and enacts multicultural values and practices. Rather, it offers a conceptual framework on which multicultural change can occur at the micro (e.g., program or



department) or the macro (e.g., division or institution) levels. Although books are available that discuss the need to create campuses that are supportive of underrepresented students, these important books tend to take a rather singularly student-centered approach, with much less attention given to practitioners, faculty, or institutional policies or practices. More recently, a growing base of literature has focused on how to develop multicultural competence among professionals working in higher education. What is needed now, and what this book provides, is a comprehensive focus on MCOB theory, strategies, and best practices for higher education professionals who are responsible for enacting multicultural change at the departmental, division, and university levels.

This book complements and adds a new dimension to multicultural competence by extending the principles of individual multicultural competence to organizational structures, policies, and practice. Although multicultural awareness, knowledge, and skills are important for all higher education professionals, these competencies can be even more effective in creating change when incorporated with an understanding of institutional barriers and organization strategies and tools. This book encourages student affairs practitioners, higher education administrators, and faculty to more fully explore what theories and strategies are necessary for creating long-lasting and meaningful multicultural change. This book also extends the profession's understanding of multicultural competence for higher education professionals and further clarifies the specific knowledge base and skills needed to create institutional multicultural change. By providing good practice examples using the MCIM, higher education professionals will have a more concrete and applied understanding of what it takes to create a campus that integrates multicultural values, policies, and practices into every aspect of the institution.

Before venturing any further, it is important that we explicitly share some of our underlying assumptions, which ultimately shape how we define some key multicultural constructs. Ten years ago when we wrote *Multicultural Competence in Student Affairs*, we highlighted the absence of a broadly accepted definition of the term *multicultural*. Although such unified language and understanding still does not exist, the term *multicultural* has come to symbolize a more universal and inclusive definition, which incorporates race, ethnicity, language, gender, sexual orientation, religion, social class, disability, as well as other differences. We believe that such inclusivity is a good thing. At the same time, we are also acutely aware of increasing pressures to describe our world as post-racial, post-gender, even post-sexual orientation. Many individuals cite the advancements that have occurred, including increased opportunities for women



and people of color as well as expanded rights for lesbian, gay, bisexual, and transgender (LGBT) individuals, as reasons why extra attention paid to diversity is no longer needed. Our perspective is quite different. We have no interest in living in a post-racial, post-gender, or post-sexual orientation world, but we are interested in living in a post-racism, post-sexism, post-heterosexism world in which differences are celebrated and social injustices are eradicated. For that reason, we embrace both cultural specific and universal definitions of multiculturalism concurrently.

We also continue to believe that all of our social identities, including race/ethnicity, gender, social class, religion, age, sexual orientation, and abilities, shape who we are and how we view the world. All of us are multidimensional and experience the world, others, and ourselves in complex and dynamic ways. Part of our reality is influenced by our daily experiences with privilege, power, and prejudice. When we experience microaggressions that chip away at our self-image or bias that blocks our opportunities, our lives are diminished. When our privileges are unexamined and we lack complexity in our understanding of how power truly works and how we perpetuate bias and inequality even without trying, our connection to others is weakened.

With those definitions and assumptions, some related beliefs also need to be elucidated. We believe in multicultural competence and the attention it focuses on the need for all individuals to develop the multicultural awareness, knowledge, and skills necessary to work with individuals who are both culturally different and similar. However, whereas multiculturalism is essential to creating multicultural change in higher education, it is not enough. It is inadequate because of our tendency to either oversimplify complex concepts or to assume that everything is quantifiable or measurable. In reality, multiculturalism is a process and not a destination in terms of both developing our own multicultural competence and creating multicultural change on our campuses. Whether we are striving to increase the diversity on our campuses or address multicultural issues through our policies, procedures, or practices, these efforts take time and rarely unfold in a linear, always forward-moving trajectory. Additionally, when we discuss multicultural competence, the focus is often internal, including our level of individual awareness, knowledge, and skills. However, to create multicultural change, the focus must also be external and include topics such as campus climate, race relations on campus, recruitment, and social justice. Finding the right balance between ensuring that individuals have the requisite multicultural competence and providing adequate campus support, dedication, and infrastructure to create lasting multicultural change is essential.



The primary purpose of this book is to assist administrators and practitioners in their efforts to create multicultural change on their campuses. Specifically, it (1) offers a model of multicultural change for higher education practitioners who work in offices that directly serve students; (2) applies this model to individuals working at entry, mid-level, and senior-level positions at diverse types of institutions; and (3) presents specific examples of effective practice as well as provides useful case studies that will help practitioners apply MCOB theory to their work.

## Audience

This book was created for higher education professionals, primarily those who work directly with students on a daily basis at college and university campuses across the country. *Creating Multicultural Change on Campus* is a practical text designed to provide insight, knowledge, and even some tools to help higher education administrators create effective and meaningful multicultural change on their campuses. This book is relevant for all higher education professionals and departments, especially those that directly serve students. Some of the essential offices (e.g., educational opportunity program [EOP], athletics, enrollment management, academic support) serving students are often left out of the campus conversations on creating multicultural change. That these offices become part of the dialogue and change efforts occurring on campuses across the country is essential for student success. This book will serve all levels of higher education professionals, from new and entry-level practitioners to senior administrators who work at diverse institutions that vary by size, location, type, and even investment in multicultural change. Higher education professionals also may use this book for their own personal or professional development to augment their own multicultural awareness, knowledge, and skills.

Likewise, this text may be useful for faculty members who teach multicultural classes or are involved in multicultural change efforts on their campuses. It is appropriate for graduate students enrolled in higher education administration or student affairs preparation programs. This book also may prove valuable for higher education or student affairs administration courses, particularly those focused on administration or strategic planning, which are attempting to infuse multicultural subject matter into course content. In addition, this book can be used in the diversity or multicultural courses that increasingly are being offered in student affairs and higher education administration programs.