Developing C^5 for an Inclusive and Culturally-Responsive Leadership in Higher Education: Beyond the Language of Critique

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National Conference of Academic Deans
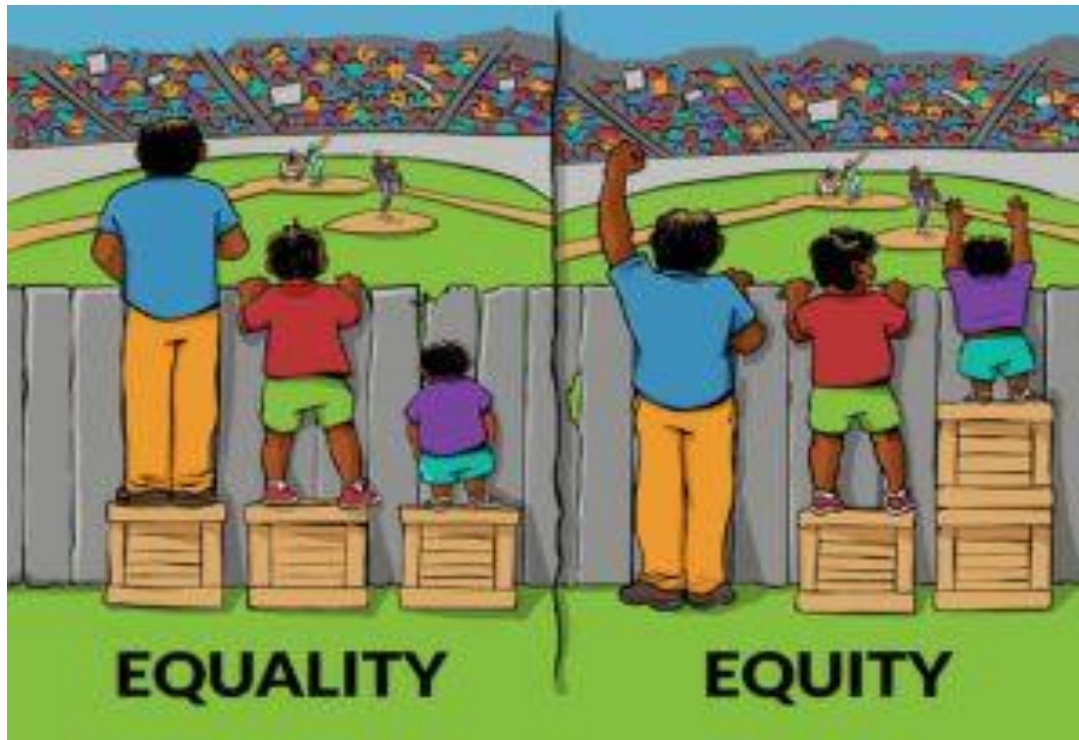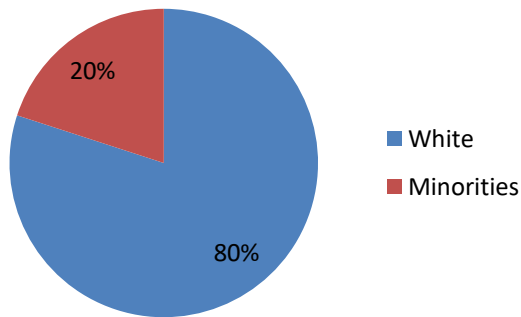July 17-19, 2019
University of Central Arkansas, Conway

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Students vs. Leaders Demographics in Higher Education

Leaders' Ethnicity Percentages

- White
- Minorities

20%

80%

Students' Ethnicity Percentages

- Other 9%
- Asian 6%
- Hispanic 16%
- Black 13%
- White 55%
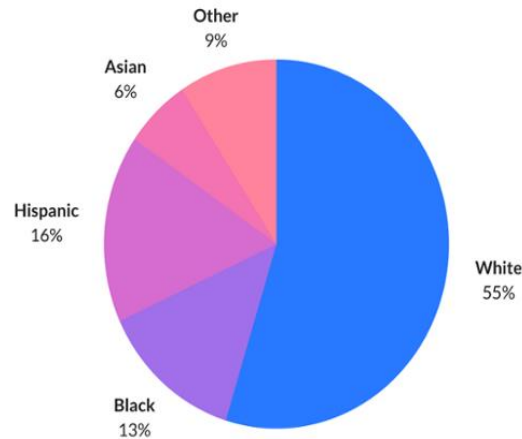
Leaders' Gender Percentages

- Men
- Women

25%

75%
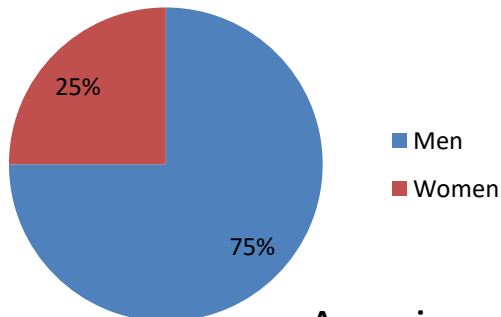
Students' Gender Percentages

- Female
- Male

43%

57%
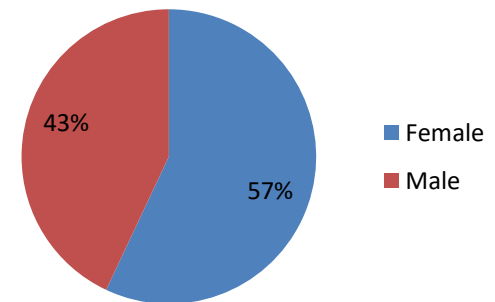
American Council on Education (2017); NCES (2016)

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What is culture?

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The term culture is defined within its socio-economic and political context and as part of such a context. It is viewed as a ***dynamic process within such context in which individuals are in a constant struggle for <u>representation and the need to have an authentic voice</u>***. (e.g. Sehlaoui, 1999, 2011, 2018; Giroux, 1992; Quantz, 1992)

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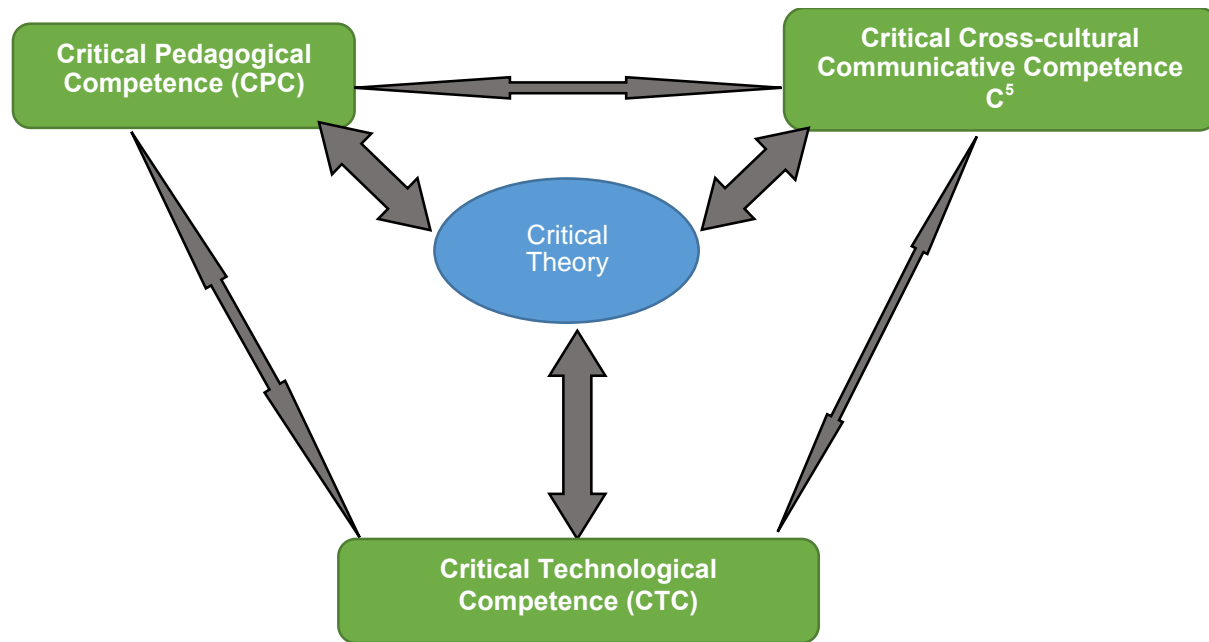
Figure 1. C^5, CPC, and CTC: A Dialectical Interactive Relationship
Source: Sehlaoui, 2011, 2018

Problem Statement at the Individual Level

➢ Lack of Critical Cross-cultural Communicative Competence (C^5) leads to more conflicts that perpetuate the status-quo.

➢ Ignorance breeds more fear and anxiety.

➢ More powerful people impose their agendas/interests on the less powerful.

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Bringing Change at the Individual Level Through C^5 Professional Development

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A Critical Incident Process-Oriented Pedagogical Approach

Products and facts are in a constant flux of change.

Processes underlie ALL Human cultures.

Physical
Traits
Clothes
Language
Food

Emotions/Feelings
Expectations
Values
Thinking styles and Processes
Cross-cultural Communication Patterns
Cultural Processes

Interests
Needs and desires
Unresolved Issues from the past
Perception/Self-perception/Identity
Self-esteem

A Critical Incident Process-Oriented Approach, Source: Sehlaoui, 2011, 2018

Examples of C^5 Training Activities

(Adapted from Sehlaoui, 2011 & 2018)

➤ Walking Down the Street Activity

➤ Cross-cultural Dialogues

➤ Case Studies, Critical Incident Scenarios

➤ Matching Exercise: The stages of C^5 Continuum

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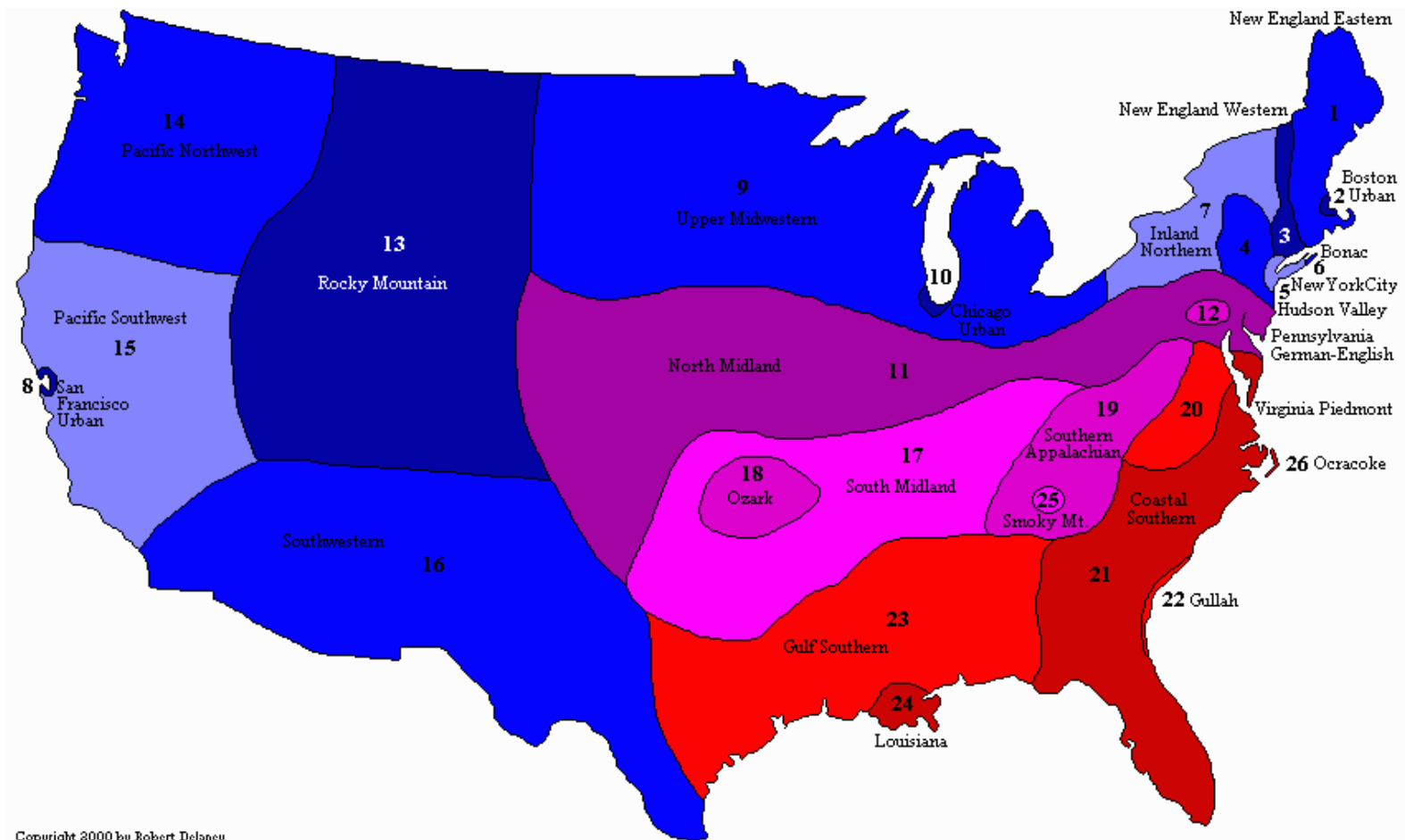
Projected US Demographics

"Census projections show that by the census of 2050, **the United States will no longer have a clear white majority—at least as we define "white" today**. **53%** of the population will be multiracial or nonwhite, compared with less than **40%** currently. Because the growth of the nonwhite population is driven more by fertility than by immigration, researchers believe this racial shift will occur even if the federal government enacts new immigration restrictions. "If you reduced new immigration to zero, you'd still see growth in immigrant communities, more so than in white, native-born communities," said Randy Capps, director of research for U.S. programs at the Migration Policy Institute. (POLITICO, 2018)

Both Systemic and Individual Factors Contribute to our Problematic Situation

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Statement of the Problem at the Systemic Level

According to Chun and Evans (2018), continued hegemonic perspectives, practices, policies, and procedures used by university and college administration and faculty have failed to develop a **_representative_** leadership that is **_responsive to the needs of diverse students and faculty_**.

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Higher Education Challenges

According to research, most minority administrators, faculty, and students in many institutions face this challenge (Chun & Evans, 2018; Gordon, 2000). As a result, they tend to either disengage or leave/drop out!

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Diversity as a Marketing Tool Only

Diversity is often used as a **marketing** tool to showcase an institution in a positive light, rather than given priority and incorporated in a ***systemic*** manner to become part of the institutions' strategic agenda.

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Diverse Academic Leaders Challenge

Even when a minority faculty member has the ability to lead and possesses the qualities identified by researchers as it relates to leadership and success, the presence of stereotypes, racism, and biases often prevail over positive leadership characteristics that a minority individual holds (Chun & Evans, 2018; Gordon, 2000; Sehlaoui, 2019).

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Losses and Drawbacks of Lack of Diversity and Inclusion in IHE

- Serious Violation of Federal and State Laws,

- Supporting Hegemonic Functions of Education

- Disconnect with Real Life,

- Increase in Drop-out Rates among Students,

- Loss of Human Capital,

- Waste of Resources and Efforts, and

- Reactions, Demonstrations, and Disruption of Institutional Functions and Learning.

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Conclusion

We need to create/use/have:

- Top-down processes and strategies for organizational change,

- Bottom-up processes and strategies for organizational Change,

- Safe positive environment built on **trust**,

- Sustained efforts and networking and continuous professional development activities to impact change, and

- On-going assessment of the effectiveness of diversity and inclusion strategic educational plans.

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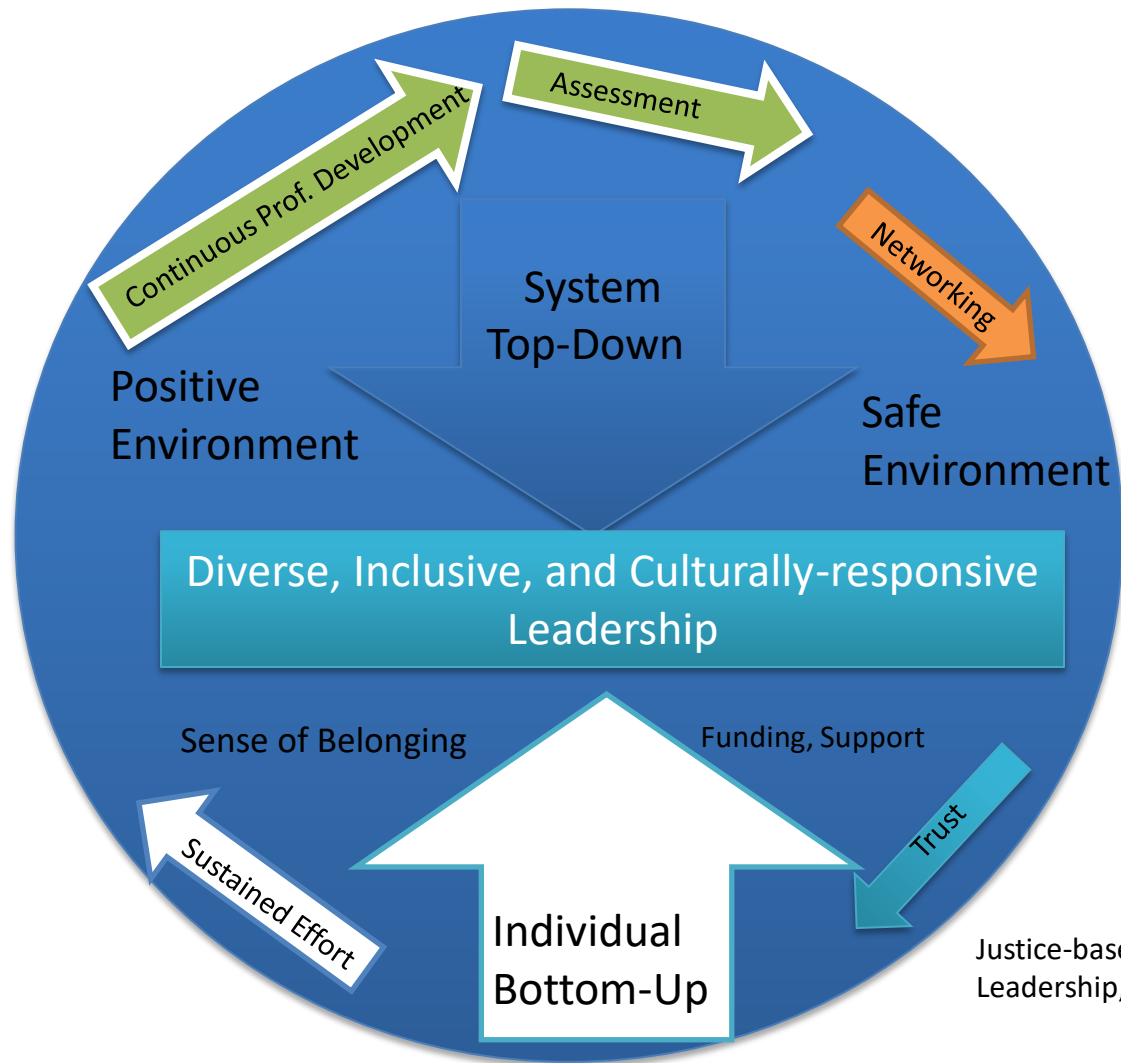
Justice-based and Culturally-response Leadership, Source: Sehlaoui, 2018

Thank you for being here to honor and celebrate diversity and inclusion as a group of compassionate leaders who are pushing the frontiers of IHE to improve the quality of life, lift the cultural barriers, and expand the possibilities for our nation and future generations. Stay in touch and let's connect! My contact info is on the next slide.

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