

Figure 3.2: Organizational Stages on the Path to Multiculturalism
 Source: Chesler, Lewis & Crowfoot, CHALLENGING RACISM IN HIGHER EDUCATION: PROMOTING JUSTICE. Rowman & Littlefield, NY, 2005. (p. 70-72).

Organizational Dimension	Monocultural	Stage Transitional	Multicultural
Mission	Deliberate exclusion of diverse issues and people. Exclusive focus on Western tradition.	Diverse student and faculty membership sought. Diversity and educational quality are linked.	Diverse student and faculty body and service to underrepresented groups valued. Diversity and academic excellence are linked. Global and social justice perspective advocated. Need expressed for change in societal arrangements.
Culture	White, male, and Eurocentric norms prevail. Prejudice and discrimination unquestioned and prevail. Assimilation into dominant traditions encouraged. Individual merit and responsibility for performance emphasized.	White and male norms questioned but prevail. Prejudice and discrimination lessened but continue. Comfort/tolerance for minorities sought. Group identities reified in separate student groupings/programs.	Campus incidents of discrimination constantly confronted publicly and negatively sanctioned. Alternative norms embraced. White, male, and Eurocentric symbols changed. Group identities synthesized with a transcendent community.
Power	White and male throughout. Others excluded or at the bottom of faculty/staff ranks. Access to "the club" limited. Strong hierarchy. No designated responsibility for diversity agenda in admissions, hiring, retention, advancement.	A few minority members reach middle staff and faculty levels. White and male leaders sponsor minority and women faculty/staff. Narrow access to positions of power. Conflict occurs between change advocates and power-holders. Special staff/office for diversity programs. Bureaucratic innovations undertaken.	Multicultural teams of faculty and staff leaders. Relatively flat and multilevel decision-making, with wide access—including students. Different decisional styles valued. Multiple centers of power engaged. Multicultural initiative in all units/levels seen as line function. Departments/colleges accountable for progress on minority hiring, success.

Figure 3.2--Continued

Organizational Dimension	Monocultural	Stage Transitional	Multicultural
Membership	Exclusionary. Token minority presence.	Minority recruitment office exists. Culturally assimilated minority women included.	Plural representation guaranteed. Plural sense of community.
Social Relations/Social Climate	Segregated social events. Communication occurs within racial/gender groups. No external intergroup contact. Lack of trust across group boundaries. Emphasis on order and low level of conflict. Traditional management and meeting style.	Distant but cordial intergroup relations. Informal circles open to assimilated minorities. Communication on deeply held issues mostly within social identity groups. Some external intergroup social contact. Cooperation and conflict occur among identity groups Attention to intergroup processes.	Proactive inclusiveness in class, dorms, and external relations. Homogeneous and heterogeneous student and faculty groupings coexist. Much communication across race/gender lines. Conflict resolution mechanisms widespread.
Technology	Curriculum rooted in Western and classic traditions. People required to adapt to the existing technology, which is seen as culture-neutral. Segregated work and study teams common. Traditional definitions of research excellence prevail.	Discussion occurs about ways traditional pedagogy may not fit/serve/reflect diverse groups' needs/styles/histories. Desegregated work teams occur. Cultural critiques surface of established research and teaching methods. Innovative curricular designs supported.	New pedagogies adapt to diverse groups' needs/styles and contributions. Integrated work teams cherished. Curricula responsible to different groups' traditions/histories. Active pursuit of plural forms of research responsive to minority communities and their epistemologies.
Resources	No special funds for diversity programs. Traditional recruitment paths and admissions criteria.	Special funds for diversity events. Recruitment focused on promising people of color and women. Retention efforts focused on minorities. Alternative admissions criteria.	Diverse membership a priority. Multicultural programs built into unit budgets. Multicultural retention and mentoring programs common. Multiculturalism a priority for resource development/use. Funds available for students in need.
Boundary Management	Traditional separations of work and home. No external socializing with diverse peoples. Fit in external market and cultures is a priority.	Changing demographics of markets/clients/suppliers/members recognized. Support for external socializing. Contradictions and conflicts in local community life acknowledged.	Work and home conflicts resolved creatively. Minority suppliers and markets sought. New external cultures and municipal policies advocated. Global focus. Multicultural vision and mission exported to peer institutions.

Figure 8.2: The Road to Multiculturalism (in Primarily White Colleges and Universities)

Factor	Monocultural	Stages	
		Transitional	Multicultural
Interest in Multicultural Change	Little interest unless pressed on survivability Low overt conflict	Social acceptability Fuller utilization of resources Taking advantage of special markets Adapting to external or internal pressure and resolving overt conflict	Equity and justice Belief in bottom-line rhetoric and growth potential Empowerment and organizational improvement
Major Multicultural Goals	Diverse racial composition of student body Assimilate students of color	Establish diversity training for faculty and administrators Recruit and retain students of color Modify curriculum in a pluralistic direction Hire faculty and staff of color Integrate student life	Change organizational mission Recruit and retain administrators of color Change curriculum to achieve multiculturalism Use broad range of pedagogies Promote student self-direction
Constituencies for Change	Few External voices and pressures Some internal minorities	Some internal cadres A few leaders from the dominant coalition Cautious and informal faculty and administrative voices Legal claimants Students of color	The dominant coalition Strong and fully represented internal cadres People of color and whites together Internal and external forces joined
Major Change Strategies by High Power Groups ----- by Low Power Groups	Countersuit Some managerial listening and adjustment ----- Litigation External demand or protest Coercion from below	Management diversity-training and awareness programs Organization development Affirmative-action programs Administrative mandates Assessments and audits ----- Litigation Negotiations among interest groups Protest and pressure Student-community alliances Innovations on the margins Work stoppages	Continuous (re)education of individuals and the organization Rewards for change advocates Multicultural norms and leadership Problem-solving groups Coalition formation Revision of policies and structures Combating external social oppression Multicultural organization development

Source: Chester, Lewis & Crowfoot, CHALLENGING RACISM IN HIGHER EDUCATION: PROMOTING JUSTICE. Rowman & Littlefield, NY, 2005. (p. 172).