Institutional Diversity Policy Improvement Through the Lens of Black Alumni Stakeholder Leadership

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Research Questions
What are the underlying knowledge, motivation and organizational challenges and solutions that confronted the BAC in pursuit of their goal to develop an effective plan for diversity policy improvement leadership to increase and optimize enrollment yields for middle-income Black students?

Key Literature
Critical Race Theory
Institutional Policy Change:
Grassroots Team Advocacy
Disaggregated Data Inclusion
Institutional Leadership
Alumni Leadership Dynamics:
Servant Leadership vs. Transformational Leadership
Organizational Management:
Stakeholder Importance
Diversity Policy Frameworks
Behaviorism Theory
Motivation Theory
Socio-Cultural Theory

Methods and Data Analysis
Survey Instrument: 21 Participants
Interviews: 4 BAC Members
Document Analysis:
Disaggregated Data
Internal/External Discourse

Results & Findings
The cultural lens of Black alumni leaders should be considered to best attune diversity policy decision-making

Actual life experiences & cultural knowledge

Vested institutional relationships

Informed stakeholder voice

Proxy for institutional leadership advocacy for transformational and systemic policy change

Significance
Research up to this point has not investigated the leverage or utilization of cultural alumni group leadership as institutional stakeholders and partners.

Multicultural policymaking must include the cultural stakeholder lens to be valid and accountable.

DPLP is an effective framework for collaborative policymaking.

Areas for Future Research
The possible role of other cultural stakeholders in diversity policymaking – the rising issue of inclusiveness globally implores informed solutions regarding how it is to be accurately defined and resolved.

The grand challenge would be to elucidate how diversity policy improvement—with a cultural lens—could provoke effective solutions to eradicate institutionalized racism in higher education.