

THE DIVERSITY MERRY-GO-AROUND: PLANNING AND WORKING IN CONCERT TO ESTABLISH A CULTURE OF ACCEPTANCE AND RESPECT IN THE UNIVERSITY

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ABSTRACT

Heagolka University, a pseudonymous university in Anywhere, USA, is fraught with diversity-related litigations, lack of applicants from ethnic minority groups, and a mono-cultural curriculum in an overwhelming White majority community. This paper presents some proactive measures Heagolka—and other universities in a similar circumstance—may employ to begin diversifying its campus while uncovering the hidden discrimination that may exist in its hiring practices, curriculum, and policies. The article offers pragmatic recommendations for universities in taking steps to develop strategic planning plans and quality management practices so they may begin demonstrating respect for diversity by admitting more qualified ethnic minorities; attracting and retaining qualified administrators, faculty, and staff; diversifying curriculum; and enhancing their reputation for diversity.

INTRODUCTION

The following poem (Polka, 2007) provides a conceptual framework for educational planners to consider when designing programs, projects, strategies, and activities that accentuate diversity and promote the appreciation of differences:

Our Quest

*Several individuals have searched diligently for
Similar
patterns, structures, and expressions among
Diverse
people, things, and ideas,
In their quest for simple understanding.*

*Numerous others have made substantial plans to
Standardize
access, activities, and incentives among
Diverse
people, things, and ideas,
In their quest for simple understanding.*

*Many others have implemented forcibly with
Precision
programs, models, and assessments among
Diverse
people, things, and ideas,
In their quest for simple understanding.*

*Some others have evaluated wrongly, and
Rigidly
knowledge, attitudes, and skills among
Diverse
people, things, and ideas,
In their quest for simple understanding.*

*Others have self-righteously worked to
Homogenize
languages, cultures, and beliefs among
Diverse
people, things, and ideas,
In their quest for simple understanding.*

*Thus, all of us must begin now to
Humanize
histories, realities, and futures among
Diverse
people, things, and ideas,
In our quest for enriched understanding.*

*And, each of us must genuinely try to
Appreciate
difference, uniqueness, and individuality among
Diverse
people, things, and ideas,
In our grand quest for enlightened understanding.*

BACKGROUND INFORMATION

Heagolka University, a pseudonymous university, is in an area that is overwhelmingly White in racial composition and middle-class in socio-economic status. Members of its various academic and administrative departments allege that they cannot diversify the campus given the challenges to attracting more ethnic minorities within its faculty, staff, or student body. University leadership note that 95% of the faculty and 90% of the staff are White. Only 2% of the faculty of color is tenured. There has been a history of litigation at the University from ethnic minority faculty and staff on grounds of discrimination.

The University administration asserts that it is “colorblind”; it aims to hire faculty and staff who are well qualified and to admit students who meet its admissions criteria (which has not been overhauled since the 1960s). Yet, the admissions and hiring criteria have an adverse impact on candidates of color.

The University leaders believe that being colorblind provides equitable access to the University; they cannot comprehend why there is not a greater presence of faculty, staff, and students from underrepresented backgrounds. These leaders assert that they are in favor of diversity. But being in “favor of diversity” does not make anyone embrace diversity, just as being for humor does not make one laugh (Bullard, 1996). Accepting and celebrating diversity in the workplace is an on-going process. Too often university campuses take a carnivalesque approach to celebrating diversity. They believe it is a part of diversity awareness. This approach does not lead one to analyze his or her beliefs on diversity, and it does not trigger self-assessment practices that strongly convey the university supports diversity. Further, awareness is a benign, somewhat amorphous state of being without specific action or agency. One may be aware of a person’s presence in a room without knowing the person’s approximate height, weight, color of hair, or body frame. Thus, awareness can occur without actually focusing on the person at all.

That example raises the specter of people who treat diversity as an incantation, seeking instantaneous results for their campus as opposed to those who wish to confront the issues that foster and nurture diversity as the norm, not exception. Part of any university’s underlying goal is to recruit, retain, and graduate students who have developed intellectually, personally, ethnically, and culturally. In light of this commitment, faculty, administrators, staff, and all other persons affiliated with a university have an obligation to prepare students for the diverse world they will face upon graduating (Banks, 1999; Blum, 2002; Cortez, 1999; Morbarak, 2005).

In order for Heagolka University and others like it to make diversity an endemic part of its organization, all employees have to engage in an exploration of the collective prejudices, values, beliefs,

attitudes, and stereotypical notions they hold about persons from underrepresented groups (Maltbia & Power, 2008). It may be a discomfoting process, but this discomfort may be a necessary factor in the evolution of the university's community. It is an on-going process. Rather than making overly generalized statements about diversity or trying to avoid discussion of diversity, the process of becoming a diverse university should be constructed in a way that enables discomfoting conversations to take place in a secure and supportive work environment (Page, 2007). This paper examines proactive approaches that may be employed at universities as a part of a process of enhancing diversity initiatives.

Before any initiative is operationalized, the university must establish a strategic plan and apply quality management principles during and after its implementation. Kaufman, Herman, and Watters (2002) contend that, "strategic planning and quality management are two useful processes when applied consistently and correctly" (p. 173). The authors added that strategic planning involves establishing, modifying, or collapsing new objectives as a part of direction finding, while quality management enrolls

all organizational members—everyone—to deliver total client satisfaction and quality. Each person in the organization strives to continuously improve everything they use, do, and deliver. Individuals and organizations learn from mistakes, and use performance data to improve, not blame". (p. 175)

DOING SOME UNLEARNING

Just because Heagolka University is located in Anywhere, USA where the area is 95% majority population, does not mean that diversity does not exist in the community. As is often the case, a one-dimensional view of diversity exists on this campus, suggesting that diversity is just about race. It is imperative, however, for university stakeholders who desire to begin the diversity appreciation focus to uncover the various human and cultural differences that already exist within the university community. Figure 1.1 attempts to capture the range of diversity that is found at a university like Heagolka and within its respective community.

Essential university-wide attitudinal changes are more likely to occur as the result of longer-term diversity educational programs where everyone benefits. Reforms should not assume that there is no need for diversity discussions just because there are no blatantly negative comments made about underrepresented groups or because people are openly nice to each other.

Before any university can begin designing an initiative that demonstrates a comprehensive commitment to diversity, the specific needs related to the contextual human and cultural differences should be clearly articulated (Morbarak, 2005; Page, 2007). In addition, as noted by Hoy and Tarter (2008), the overall pattern of organizational decision making needs to center on the following four streams of events:

Problems . . . points of dissatisfaction that need attention, but are independent of solutions and choices. A problem may or may not lead to a solution, and problems may or may not be solved when a solution is accepted.

Solutions . . . ideas proposed for adoption, but they can sometimes exist independently of problems.

In fact, the attractiveness of an idea can stimulate a search for a problem to justify the idea.

Participants . . . organizational members who come and go. Problems and their solutions can change quickly because personnel can change rapidly.

Choice opportunities . . . occasions when organizations are expected to make decisions. Contracts must be signed, people hired and fired, money expended, and resources allocated. (p. 59)

Heagolka University certainly has its share of problems that do not have quick solutions. The University's participants—administrators, professors, support staff, students, alumni, and the community-at-large—can collectively assist in viewing the problems as choice opportunities. To assist in defining the issues at Heagolka University, the following questions, synthesized from ten diversity evaluation questions originally posed by Shireman (2003), may be useful: *What kind of students does our university attract? Why?* Key university personnel—or the leadership of departments within them—should investigate who chooses to matriculate at the institution. In doing so, the first part of the investigation

should include analyzing the demographic profiles of: (1) the counselors from secondary schools who recommend the university to students, (2) the students who obtained information about the University via the Internet, (3) the students who visited the University, and (4) the students who spoke with employers who hired University graduates. Institutional development personnel should then compare the results of the profiles to those students who actually applied, were admitted, and enrolled. Subsequently in this vein, personnel in the office of multicultural affairs can work together with other auxiliary staff at the University to attract more qualified students from various backgrounds to apply for admission.

How socially and academically successful are the students? Key university personnel—or the leadership of departments within them—need to analyze the answers to the following questions: (1) Who

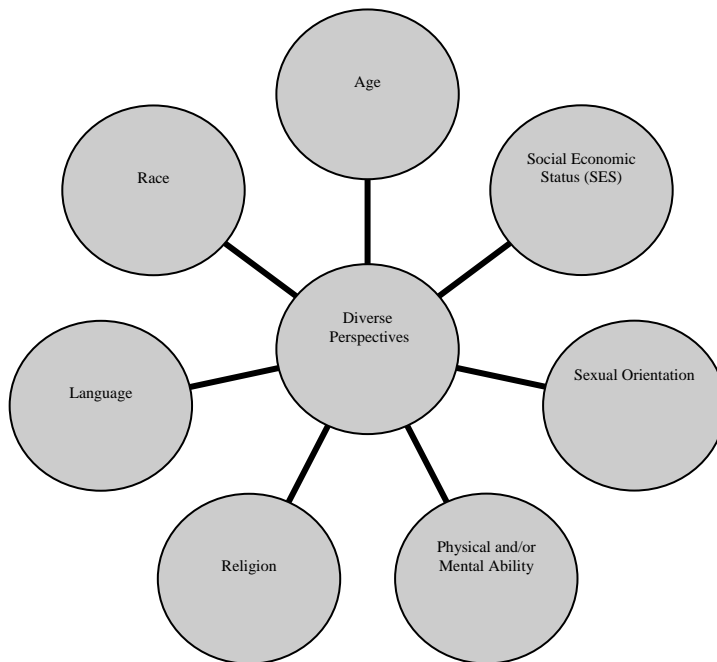


Figure 1. Kinds of diversity within Heagolka University and any other community

are the students that actively participate in leadership positions on campus? (2) Who are the students that are typically on academic probation? (3) Who are the students applying and admitted to graduate school? (4) Why is it that some students do not participate in any of the activities held on campus? (5) What are the differences in graduation rates of White students versus ethnic minority students? and (6) How does the university work with the community to create social events inclusive of culturally diverse perspectives?

What are some ways the university is spreading the news about the positive things it is doing in relation to diversity? When it is stated that, “Heagolka University is located in Anywhere, USA,” what stereotypes about the community does that statement instantly create? University leaders need to work together to dispel the stereotypes. If the students are applicants mainly from Anywhere and its surrounding area, dispelling the stereotype to enhance the university’s potential for attracting qualified ethnic minority students may be a more difficult task. The University director of multicultural or international affairs should play an intricate role in recruiting students inside and outside of Anywhere and working to keep them successfully matriculating at Heagolka.

Some university personnel may ask, “Why is it necessary to travel to various places to recruit students?” It is essential for the University leadership to regionalize and nationalize the positive diversity efforts of its organization to make them known in other places outside of Anywhere, USA. By highlighting the accomplishments and strategic plans related to diversity efforts, the university leaders may be able to

dismantle stereotypes and attract potential faculty, students, and staff to Anywhere.

Who are our faculty, staff, and administrative leaders within the university? Heagolka University, as similar real world institutions, may have a fine faculty, staff, and administrative team; however, like every university, there is always room for enhancement. Any person can be a positive role model for students; however, the experience at Heagolka University may be more difficult for individuals from underrepresented groups who have limited faculty, staff, or administration with similar human and cultural perspectives. The extent to which the leadership of Heagolka University attracts and retains faculty, staff, and administrators from underrepresented groups may be a primary indicator of the degree the University faculty, staff, and administration have fully embraced diversity outside of tokenism.

What are the racial and ethnic minority students and faculty saying about their experience at Heagolka University? Racial and ethnic minority faculty and students are some of the best recruiters of other racial and ethnic minority faculty and students. Heagolka should unite with the community to determine strategic ways to meet the cultural needs of these faculty and students. Given that the University is in an isolated area in Anywhere, USA, ethnic minority students need to feel connected with the Anywhere community. Most persons want to be around groups of people who share commonalities. Heagolka must be mindful that diversity celebrates difference but also *sameness*.

PRESENTING A CASE FOR DIVERSITY

Change is a difficult process. But, as the adage goes, that if [university leaders] do what they have always done, they will get what they always got. Heagolka is aware of their problems with attracting and retaining ethnic minority faculty, staff, and students. Barclay (1996) posits that institutional leaders cannot

ignore these problems, hoping they will resolve themselves and disappear. One must wonder if our historical patterns of exclusion and differential treatment are so deeply ingrained in the fabric of [the Heagolka University] society that they will hinder [it] from capitalizing on the strength of [its] growing diversity. (p. 49)

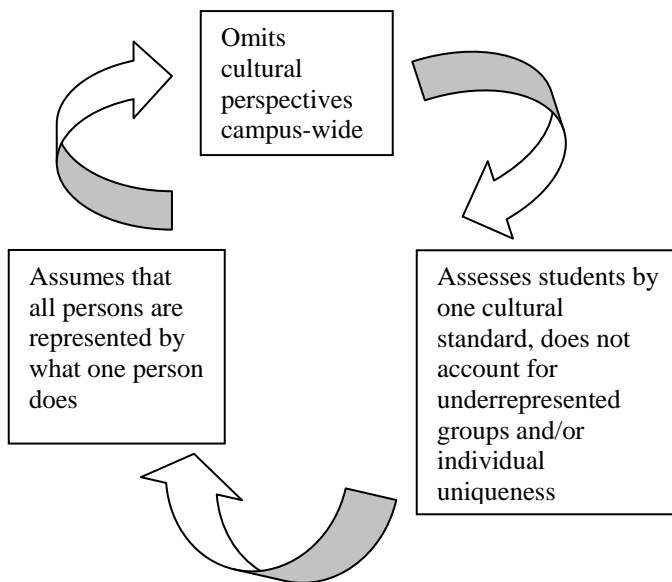


Figure 2. Effects of Colorblindness

Figure 2 illustrates the cycle of negative effects of colorblindness. These effects of colorblindness have lead Heagolka to place a bandage on that which actually requires surgery. The first director of

multicultural affairs was recently hired at Heagolka to be a part of the president's cabinet in its 150-year history. That is a positive step in overcoming the diversity malaise that has impacted that university. The director and her respective strategic planning team, consisting of students, faculty, administrators, alumni, members of the community, members outside of the community, and others, can develop a proposal to the president's cabinet and board to pursue an ongoing diversity recruiting initiative. Some elements of that plan may include emphasizing:

1. The "Past Prouds"
2. Issues to avoid
3. Becoming diversity-smart

Change is rarely an easy process, but it is a process that begins with individuals and then spreads throughout the organization (Flanagan & Booth, 2002). Some persons within an organization, however, do not wish to disrupt the status quo (Thomas, 2007). The task of the diversity strategic planning team is to convince the president's cabinet and board of the necessity of change to enhance all diversity initiatives (Maltbia & Power, 2008).

Emphasizing the Past Prouds

No university wishes to be known as one that discriminates on the basis of race, religion, gender, age, and so on. But an absence of blatant acts of racism, religionism, sexism, and/or ageism does not mean that these *isms* do not exist. The University has to assess its institution-wide discriminatory practices. Further, Kirkham (1996) suggests:

The reporting relationships, business practices, policies, and even the physical structure of any workplace are based on the cumulative experiences of that organization: the people who have made up the workforce over time, the larger culture they have created, and the total context in which the organization operates. (p. 25)

Heagolka University's mission statement states that it does not discriminate on the basis of race, creed, or sexual orientation, but it took the University 150 years to hire a director of multicultural affairs. But focusing on the University's deficits does not make the president's cabinet or the community naysayers feel empowered to change the future. It is one reason why the *past prouds* should be emphasized. Heagolka University has had strong programs and recognition from the *ABC World Report*. It has increased its ethnic-minority enrollment by 2% within the past year, and it is affordable. These elements may be emphasized to set a foundation for the issues the diversity strategic planning team may wish to address (Konrad, 2006).

Issues to Avoid

Oftentimes, the people in the Heagolka community, as in similar communities throughout the United States, have a challenging time breaking the paradigm of an institutionally discriminatory culture (Dulio, O'Brien, & Klemanski, 2008). The University, as an institution, is directionless about what to do. Barclay (1996) asserts "there is still a reluctance to admit the deep-rooted nature of discrimination, prejudice, racism, and sexism that continue to pervade our society. Until we can admit this reality, developing a solution becomes very difficult" (p. 49). The director of multicultural affairs and strategic planning team must help the University by addressing, not avoiding, these issues.

In making a case to the president's cabinet of Heagolka University, the director of multicultural affairs and the strategic planning team members should present the issues the University wishes to avoid, which are: attrition, withdrawal of alumni support, litigation, under-preparation of students, and an unfavorable reputation.

All of Heagolka's students benefit from diverse perspectives being present on campus; otherwise, the University creates a campus atmosphere of diversity *unawareness*. The effects of it are cultural blindness, bad publicity, litigation, "fudging" of accreditation information related to diversity, and a loss of tuition revenue. For example, if ethnic minorities perceive that Heagolka University is discriminatory in its practices, those students may not apply or withdraw, resulting in lost tuition revenue. Subsequently,

Heagolka's ethnic minority and some White alum may withdraw their financial support of the University, perceiving that diversity and the appreciation of difference is not welcomed. This, leads to negative perceptions about the University, which can, in turn, reduce student applications. Yet, more importantly, losing students from ethnic minority groups leads to the under-preparation of all students for the diverse world that exists around them.

Some faculty members may be aware of the litigious history associated with this University. It has been hit with multiple lawsuits by *qualified* ethnic minorities who applied for positions but were not considered for an interview; or obtained an interview, but, were denied an offer for the position, as the position was given to another who was clearly less qualified. In this instance, diversity unawareness can create a litigious work environment, further damaging the University's reputation.

Becoming Diversity-Smart

Corporations benefit from having a diverse workforce. Any university that does not have a diverse student body, faculty, staff, and administrators is suffering from the effects of *diversity disregard*. Diversity disregard can lead to bad publicity, litigation, misleading student organizations, disingenuously reporting accreditation information as it relates to diversity, and a loss of money.

General Motors provides a vivid example of the impact of diversity disregard. The company attempts to sell the car model *Nova* in Spanish-speaking countries. Yet, "*No va* means 'no go' in Spanish. Had even one employee who knew Spanish and Spanish culture been present to provide guidance, GM could have saved a great deal of money" (Hayles & Russel, 1997, p. 2). Another example Hayles and Russell noted is: "The team that marketed Gerber baby food in Africa made the picture on the label a black-skinned baby, yet sales in Africa were very few. Customers there expected labels that pictured the product, not the consumer. Gerber's losses were substantial" (p. 2). In our contemporary "Global Village" it is imperative that all cultural perspectives are considered and that students are well prepared to appreciate differences between and among people (Brief, 2008; Brislin, 2008).

As with the two examples from business, Heagolka University's losses have been substantial. Recruiting ethnic minorities to the University would mean (a) more tuition dollars, (b) increased enrollment, (c) the potential of greater alumni support, (d) greater diversity, and (e) enhanced public reputation. The enhanced diversity would help the students learn more about persons from underrepresented groups and vice versa. The accrediting agencies that review the programs of Heagolka include diversity components within their evaluation criteria. It is quite difficult for universities that do not take a proactive approach to integrating diversity to meet the standards of their accrediting bodies. Therefore, it is critical that the strategic planning team articulate and record their plans and actions to improve the appreciation of differences. Previously the information reported was misleading to give an appearance of diversity, but, in reality, it was not incorporated into university functions nor assimilated into the university's culture.

So in sum, some of Heagolka's current issues are: (a) developing means to attract qualified diverse faculty, staff, administrators, and students; (b) providing funding/scholarships to qualified White and ethnic minorities; (c) analyzing the relationships between White faculty and diverse students across academic, social, professional and interactive ends; and, (d) retaining diverse faculty and students. This is in an effort to eradicate lawsuits. This University needs to revisit its vision and mission statement on diversity and then develop diversity-related goals and institutional policies and procedures to: (a) increase recruitment efforts and enrollment of students of color; (b) develop more culturally competent graduates; and, (c) establish a strategic planning committee at the grassroots level to monitor growth via the change process.

Sometimes the strategic planning decisions may connect by chance to the appropriate diversity solutions. Cohen, March and Olsen (1972) initially labeled such a chance decision-making model as the "garbage can" approach. Hoy and Tarter (2008) further extended the applications of the "garbage can" approach in their guide to solving problems of practice in education. They contend that sometimes educational change agents will find solutions to problems by realizing that previous attempts at problem-solving in their respective institutions created a series of solutions that may not have been used initially but are still "in the hopper" waiting for the right problem to emerge. Hoy and Tarter further clarified this concept of chance in problem-solving by positing,

Actually a hope-chest metaphor rather than the garbage-can metaphor may be more apt because these ideas are not garbage but rather good ideas that teachers and administrators hope will be implemented. Therefore, they are kept alive in the hope chest, not buried in the garbage can. (p.63)

Consistent with the above hope chest metaphor, a sincere commitment can be demonstrated by the educational leaders at Heagolka University for establishing a diversity curriculum, initiating a comprehensive focus on appreciating differences of all kinds, working with other university doctoral programs that have ethnic minorities to attract them to consider Heagolka for employment post-graduation, and providing on-going diversity workshops (Clements & Jones, 2002; Morbarak, 2005) as part of their diversity “hope-chest.” In addition, to make their diversity hopes become reality and to set the climate for change at Heagolka University, the members of the president’s cabinet may be specifically assigned to complete the following tasks:

Job Title	Diversity Charge
President	Circulate diversity directives to the institution as they relate to the vision and mission of the University. Lead a review and revision of all University policies and procedures to promulgate an authentic appreciation of human and cultural differences throughout the University.
Vice President	Provide the Director of Multicultural Affairs entrée to faculty to assess what diversity-themed courses exist and how to develop more; require all freshman students to take a designated minimum number of credit hours in diversity-themed courses, beginning with their first semester.
Director of Institutional Development	Assist analyzing/presenting diversity data campus wide; work with Media Relations in developing strategies for presenting diversity data.
Director of Multicultural Affairs	Facilitate diversity initiatives; assist admissions officers with recruiting diverse students.
Director of Enrollment Management	Develop an ethnic minority recruitment plan (outside of Anywhere, USA); assist in promoting learning opportunities leading to the success and retention of diverse students.
Director of Media Relations	Highlight the accomplishments of diverse faculty, staff, and students; analyze how effective the multicultural initiatives are in the regional marketing campaign.

Figure 3. Example of President’s and Cabinet’s Responsibilities Pertaining to Diversity

Subsequently, the university administration would be strategically planning to improve the diversity at its institution using the “hope-chest” approach to solve non-inclusive historical practices. Even if the desired changes in diversity are slow and meet expected resistance, at least solutions have been identified and may be used sometime in the future (Thomas, 2007). And, as Hoy and Tarter stated, “Although the garbage-can [read “hope-chest”] metaphor is an apt description of the ways some decisions are reached, it may not be as common in most public elementary and secondary schools as in universities. . .” (p. 64). But, they contended that, “The *garbage-can model* suggested that, especially in organizations where uncertainty is high and coordination loose, fortuitous events often influence the way decisions are made” (p. 74).

Hopefully, diversity improvement ideas, such as provided in the above Figure 3, “float” for only a brief time until people agree that the above solutions are good for institutional diversity problems and a

fortuitous match is made (Hoy & Tarter). Consequently, the hope-chest ideas for diversity will then have served a useful purpose.

The Bottom Line

Heagolka has to examine the environment it has created over the years and ensure that their “middle-class, dominant culture students see their own taken-for-granted values and styles and the institutional arrangements with which they are so familiar as simply illustrations of ‘culture in action’” (Larkin, 1995). Vogt (1997) states “although education has a general tendency to promote tolerance by increasing commitment to civil liberties, it also promotes commitment to orderly, nondisruptive political procedures and to the values of white-collar, educated people” (p. 62). Overcoming prejudicial attitudes involves analyzing our beliefs about people, things and ideas that we perceive are different from us (Harvey & Allard, 2008). How is it possible for students to analyze some of their beliefs about racism, ageism, sexism and other human and cultural discriminations when some university administrators, faculty, and staff who are perceived by their students to be role models, avoid teaching about these matters as part of Heagolka culture?

Thoughts to Consider

Reverend Martin Niemoller provided sound words of advice: “In Germany, the Nazis first came for the Communists, and I didn’t speak up because I was not a Communist. Then they came for the Jews, and I didn’t speak up, because I wasn’t a Jew. Then they came for the trade unionist, and I didn’t speak up because I wasn’t a trade unionist. Then they came for the Catholics, and I didn’t speak up because I was Protestant. Then they came for me, and by that time, there was no one left to speak for me” (Niemoller, 1945). Universities have to begin asking themselves: If we were put on trial for our commitment to diversity, would there be enough evidence to convict us? (Clements & Jones, 2002).

Another valued reference for this paper is the following pledge from the Anti-Defamation League that could and should be the first action that authentic diversity-minded individuals and institutional strategic planning teams recite, agree to, and internalize in order to make our university and world a better place for ALL:

A World of Difference

I pledge from this day onward to do my best to interrupt prejudice and to stop those who, because of hate, would hurt, harass or violate the civil rights of anyone. I will try at all times to be aware of my own biases against people who are different from myself. I will ask questions about cultures, religions and races that I don’t understand. I will speak out against anyone who mocks, seeks to intimidate or actually hurts someone of a different race, religion, ethnic group or sexual orientation. I will reach out to support those who are targets of harassment. I will think about specific ways my school, other students, and my community can promote respect for people and create a prejudice-free zone. I firmly believe that one person can make a difference and that no person can be an “innocent bystander” when it comes to opposing hate.

By subscribing to this pledge, I recognize that respect for individual dignity, achieving equality, and opposing anti-Semitism, racism, ethnic bigotry, homophobia, or any other form of hatred is a non-negotiable responsibility of all people. (Anti-Defamation League, 1999)

SUMMARY AND DIVERSITY STRATEGIC PLANNING RESOURCES

Each of us, as educational planners and community leaders, must authentically embrace the appreciation of our human and cultural differences so as to serve as genuine role models and to facilitate a more civilized culture wherein individuals are not discriminated against because they are “different” (Clements & Jones; Cox, 2001; Davidson & Fielden, 2003). We each possess the “Power of One” and each of us can make a difference in our world by internalizing the values of diversity and recognizing the inherent dangers associated with the perspectives of homogeneity and standardization. We need to reflect upon the various ways that underrepresented groups have been maltreated and disrespected at our various institutions and in our specific workplace and we must individually pledge to do something about

it. If not, the contemporary mini-holocausts of hate may, again, evolve into another major holocaust. History has a habit of repeating itself unless we individually and collectively intervene to change the course.

As planners and leaders we have the power and the responsibility to provide valuable service to others who are working in their contexts to change discriminatory mindsets. We have the experience and the resources to help others make a difference and, thus, continue to advance a more humane world. The following note from a Nazis Holocaust survivor given to a teacher on the first day of a new school year sums up our view of the significance of valuing an appreciative humane approach to education:

Dear Teacher,

I am a survivor of a concentration camp. My eyes saw what no man should witness:

Gas chambers built by learned engineers.

Children poisoned by educated physicians.

Infants killed by trained nurses.

Women and babies shot and burned by high school and college graduates.

So I am suspicious of education.

My request is: Help your students become human. Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns. . .

Reading, writing, arithmetic are important

Only if they serve to make children more humane. (Author Anonymous)

To assist you in planning to make a difference at your institutions and workplaces, we have provided a listing of some valuable diversity references, in addition to those used for this paper, which we have found to be very helpful in developing programs, projects, strategies and/or activities that accentuate diversity and promote the appreciation of difference. Of course, our recommended list is limited by our own experiences so we encourage you to assist us in facilitating a more respectful and appreciative world by adding references that you have used to our list and communicating them to us via e-mail so that we may continue to develop a veritable diversity resource cornucopia we may all use in our quest for enlightened understanding.

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