A SYSTEM APPROACH,

ONE SCHOOL DISTRICT APPROACH TO IMPLEMENTING A DIVERSITY

PLAN:

PERCEPTION OF BOARD MEMBERS, ADMINISTRATORS, PRINCIPALS, AND

TEACHERS ON

ADDRESSING RACE, ETHNICITY, AND SOCIAL ECONOMICS

A Record of Study

by

BILLY LEE YOUNG

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

December 2007

Major Subject: Educational Administration

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Approved by:

Chair of Committee,	Jean Madsen
Committee Members,	Toby Egan
	Patrick Slattery
	Luana Zellner
Head of Department,	Jim Scheurich

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ABSTRACT

A System Approach,

One School District Approach to Implementing a Diversity Plan:

Perception of Board Members, Administrators, Principals, and Teachers on

Addressing Race, Ethnicity, and Social Economics. (December 2007)

Billy Lee Young, B.S., Texas Southern University; M.Ed., Prairie View A&M

University

Chair of Advisory Committee: Dr. Jean Madsen

The intent of this study was to investigate a system approach to implementing a diversity plan in a chosen school district, with emphasis on (1) why a chosen school district utilized a systems approach in implementing a diversity plan to meet the needs of their ever changing ethnically diverse, disadvantaged, and multilingual population, (2) what process did the district use in meeting the needs of a diverse population, and (3) can a business model be transformed and used in an educational system to meet the needs of the internal forces as well as those external forces.

The Cox's Model for Cultural Change was used to analyze the district diversity plan. The district diversity plan had six categories while the Cox Model has five. According to the Cox Model, to have an effective organizational change the change effort should include all the five themes and sub- themes. The change effort should be continually assessed and refined over time in a process of continuous loop learning.

A qualitative case study methodology was used to collect and report the data for this study. The data collected in this study included intensive open-ended and follow-up interviews. The data sources were comprised of one board member, three administrators, four principals, and eight teachers. Of the sixteen participants, six members were of color and ten were European-American teachers, principals, and administrators. The constant comparative method was used to analyze the data.

In analysis, the themes utilized for this study, comparing the leadership of the board member, administrators, principals, and teachers, congruence in leadership as described by Cox did not exist. Failure to utilize all the elements of the Cox Model made Mayflower ISD Diversity Plan weak. Lack of communication across the district hampered Mayflower ISD to embrace diversity. The finding from this study using the three categories Leadership, Education, and Follow-Up revealed that it was lacking in continuity, understanding, implementation, guidance, and trust. In conjunction with the review of literature and an analysis of the data, the findings from this study reveal that the district will not meet its' overall objective of embracing diversity district wide.

DEDICATION

To my Father who is deceased, and who taught me the value of an education. I hear his voice saying, "I wish I had the opportunity to go back to school," which gave me the opportunity of fulfilling a childhood dream.

To my wonderful mother, thanks for going to class with me and sharing in the moment.

To my three children, thanks for your support and encouragement throughout this undertaking, and for giving needed suggestions, and for typing and proofing from time to time.

To my eight grandchildren and three beautiful great grandchildren, education is the way to the future, by all means inculcate this in your heart and take it seriously.

Finally, my deepest gratitude goes to my wife, Mary Ann, after thirty seven years of marriage, you are still the twinkle in my eyes. You are my best friend, I love you very much. Thanks for sharing this journey with me.

ACKNOWLEDGEMENTS

I would like to thank my chair, Dr. Jean Madsen, who has been with me from the start. She has been a mentor and advisor who added richness to this study. She has provided sound advice, insightful and honest criticism, practical guidance, considerable encouragement and humor. Her persistent and consistent challenges and our conversations have encouraged me to look beyond what is face value.

I would like to thank my other committee members: Dr. Luana Zellner for supporting me with her valuable insight, encouragement and for always having time for me, when I unexpectedly dropped in. Dr. Patrick Slattery who shared his knowledge, expertise and how to deconstruct matters, also for teaching me patience. Dr. Toby Egan who shared his expertise, feedback and understanding in systems and systems approaches. I want to acknowledge the study participants who so graciously gave their time while I conducted this research. Their openness and willingness to give of themselves allowed me to gain valuable insights into their perceptions of a system approach to implementing a diversity plan within their district. Without their generosity this study would not have been possible.

Finally, I am grateful to all those who had a helping hand in giving me the strength to complete this task. Thanks for the "good job", "keep up the good work", and the warmth and sincerity which you gave me. Thanks to my editor, transcriber and decoder for their professional help and time. In closing, to all my family members and friends, thanks for your love and support.

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CHAPTER I

INTRODUCTION

Schools in the United States are undergoing momentous changes as society transforms from an agrarian culture to one of a changing economic and social environment. Traditionally, schools in the past were more homogeneous. Population shifts are causing schools to become more ethnically diverse, disadvantaged, and multilingual.

According to Gay (1990), the pool of teachers has become more European-American, middle-class and female, while the student population includes a higher proportion of children of color and of lower socio-economic status. If the teaching population is to mirror an ever-changing school environment, districts must use a systems approach to hiring, promoting, and retaining a diverse workforce. A diversified workforce would create favorable working conditions and improve students' performance (Delpit, 1995).

Research on systems approaches, management of diversity, and implementation of a diversity plan has occurred in corporate organizations. Managing diversity has been noted to reduce turnover, improve productivity, and provide benefits to all participants

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This record of study follows the style of *The Journal of Educational Research.*

(Dass & Parker, 2000). In addition Cox (2001) states, that, well-managed diversity can add value to an organization by (1) improving problem solving, (2) increasing creativity and innovation, (3) allowing for organizational flexibility, (4) improving the quality of personnel through better recruitment and retention and (5) using effective marketing strategies, especially for organizations that sell products or services. Diversity impacts organization not only in the attitudes of employees but also with the achievement of organizational goals.

Educators can benefit from the corporate world's effort at tackling the issues of diversity by attracting, retaining, and effectively using people from diverse backgrounds and cultures. School districts must understand that diversity encompasses differences and similarities. Like corporate organizations, education is faced with the challenge of finding, recruiting, and retaining a high caliber and diverse workforce. In addition to those challenges, implementing a diversity plan may improve student success in regards to lower student failure rate, decreasing student dropout, and improving the overall success of low performing students.

The benefits resulting from implementing a strategic diversity plan create awareness; provides organizational management; build meaningful relationships; and understanding of potential intercultural effects for leaders. The intent of this study is to investigate and analyze how and why a school district located in South Central Texas used a systems approach in the development of a diversity plan.

Statement of the Problem

If schools are to be successful in managing diversity, will a systems approach present a possible solution? As educators move into the 21st century, increasing diversity among leaders and teachers is one of the major challenges facing schools. Schools operate within a structure of cultural and social reproductions that are embedded with levels of hegemonic ideology (Apple, 1990; Scheurich &Young, 1997). Most of the teaching population is overwhelmingly white and principally female (Grant, 1990). Quiocho and Rios (2000) claim that this ideology produces social inequality. Kennedy, Jung and Orlando (1986) reaffirm that students of color will make up the majority of a student population. Leaders and teachers must assume new roles and responsibilities in schools in meeting the needs of a diverse population.

Currently, there exists a limited amount of research on the implementation of a diversity plan in the educational system. Although the existence of diversity in the educational setting is widely recognized, it is too often viewed only in terms of legal compliance and human right protection. Additionally, those schools that have implemented such a plan have not published their processes, outcomes, and findings.

Purpose of the Study

The primary intent of this qualitative case study was to investigate and analyze the process used by a school district located in South Central Texas to develop and implement a diversity plan. Moreover, this study also ascertained the validity of using a systems approach in implementation of a diversity plan.

Research Questions

The answers to the following questions were sought in this study:

1. Why did Mayflower Independent School District utilize a systems approach in implementing a diversity plan to meet the needs of their ever changing ethnically diverse, disadvantaged, and multilingual population?

2. What process did the district use to meet the challenge of diversity?

3. Can a business model systems approach such as Cox's Model for Cultural Change be utilized in an educational system?

Operational Definitions

The definitions proposed for this qualitative study are as follows:

Diversity: A mixture of individual characteristics in the context of an interdependence human system whereby associated similarities and differences or perceptions of similarities and differences influence norms, behaviors, interaction and performance (Egan, 2001, Nkomo & Cox, 1996; Thomas, 1999).

MISD defines diversity as a view within a school system as inclusive of differences in human characteristics that affect a student's capacity to learn or interact in a school environment. These differences can be biological, environmental or social in nature (MISD 2003-2004, District Plan). Although MISD used a broad definition for diversity in the district mission statement, the interviews in this study focused on limited aspects of the diversity statement: race, ethnicity, and socio-economic status of students.

Organization Culture: Natural outgrowth of the social interactions that make up organizations. Cultures are collective phenomena that embody people's responses to the

uncertainties and chaos that are inevitable in human experiences (Trice & Beyer, 1993).

Organization Identity: That which is central, enduring, and distinctive about an organization's character (Albert & Whetten, 1985).

Organization Image: Notions involving the ways organization members believe others see the organization (Dutton & Dukerich, 1991).

Systems: A network of interdependent components that work together to try to accomplish the goal of the system (Deming, 1986).

Systems Theory: The elements of a system are highly interdependent so that change in one element requires adjustments in all the others if the system is to function effectively, survive and prosper (Katz & Kahn, 1978).

Methods

To meet the research goals, the researcher used a qualitative case study. Qualitative research is an umbrella concept covering several forms of inquiry that help us understand and explain the meaning of social phenomena with as little disruption of the natural setting as possible. A case study design is employed to gain an in-depth understanding of the situation and meaning involved. There is limited research on school districts implementing or developing a diversity plan for this dissertation the interest is in the process rather than the outcomes.

This approach, based on the principles of ethnographic research, was used to capture the richness of the unique interactions and experiences of the participants in the study (Erlandson, Harris, Skipper, & Allen, 1993, Hammersley & Atkinson, 1983;

Patton, 1990). Furthermore, this methodology provided an in-depth look into a systems approach in developing a diversity plan by a school district located in South Central Texas.

Prior to beginning this qualitative case study, the researcher sought the advice of the local Educational Service Center (ESC). This local ESC provides service to 16 counties and 59 districts, with only three districts having implemented a diversity plan. The district selected must have a stratified diverse student population and a superintendent who supports diversity. To clarify stratified diverse student population means the district must have students of color and a superintendent that support diversity, mean, leadership for diversity starts at the top without this leadership nothing will happen.

The researcher visited the three selected school district and spoke with each superintendent designee concerning the research proposal. The two districts that were not chosen met the initial criterion that was established; however, one district was in the early stages of developing a diversity plan. The other district was inundated with numerous requests from other outside researchers to do research in the district. The selected district for the study had implemented a diversity plan. The process had taken the district 10 years. The district also met the initial criteria by having a superintendent that believed in diversity and a stratified diverse student population.

To protect the identity of the district, the name was changed to Mayflower Independent School District (MISD). Although there are districts with the initials MISD in the State of Texas, this is a fictional name and does not represent any school district

within the state; however, all charts, diagrams, and tables represent information that is true of the district which participated in this study.

Data Sources

Data sources for this record of study were primarily personal interviews, researcher observations, a reflective journal, and a document analysis of the 2003-2004 Commitment to Excellence Plan. There were 16 subjects involved in this study. Data were collected over the course of one year. Prior to gathering data for this study, the researcher obtained permission from the appropriate district administrator and set up protocol established by the Institutional Review Board (IRB) of Texas A&M University (Belmont Report). Gall, Borg and Gall, (1996) and Erlandson et al., (1993) describe how gatekeepers and ethical issues should receive additional attention.

Data Collection

The purpose of the study was to investigate and analyze the process used by a school district located in South Central Texas to develop and implement a diversity plan. In this study the data will be collected through interviews, observations and written documents. Interviews were the primary source of data collection for this qualitative research.

Interviews

The researcher interviewed the Associate Superintendent for Curriculum and Development, the Human Resource Officer, principals and teachers, members of the diversity committee/team (past and present) as well as a board member. The interview

questions were created by the researcher. The interview questions were centered on the theme of Cox's Model for Cultural Change. The format for the interviews was formal, recorded, and later transcribed and coded for data analysis. The purpose of the interview was to understand the process used to develop and implement the diversity plan district wide.

Observations

Observation is another means of data collection in a qualitative research. What to observe is determined by several factors; the most important factor is the researcher's purpose in conducting the study. The researcher observed the physical setting of the schools involved and two diversity training sessions. The diversity training sessions were mandatory for the district.

Documents

The researcher utilized MISD Commitment to Excellence 2003-2004 District Plan. The district plan includes the District Needs Assessment for 2003-2004 and other vital information. This information helped the researcher better understand if the district acknowledges and embraces their diversity. In addition, the researcher's field notes helped bring additional meaning to the observations and taped recorded interviews which were later be transcribed.

Cox's Model for Cultural Change was selected for this study because what the group or organization needs is a comprehensive conceptual model that identifies the main activities needing attentions and shows how the activities relate to one another. Such a model provides a basic planning and control tool and bring coherence to what

otherwise would likely be fragmented efforts (Cox, 2001). See Appendix A for Cox's

Model for Cultural Change. According to Cox (2001) the model in Appendix A, depicts

a model for organizational change as a response to the challenge of diversity. This model

has been proven effective in businesses that wanted to make changes in their

organization to improve and enhance their diverse workforce.

Data Analysis

The constant comparative method together with theoretical sampling constitutes

the core of qualitative analysis in the grounded theory approach developed by Glasser

and Strauss (1995). All kinds of aids, such as memo writing, close reading and

rereading, coding, displays, data matrices and diagrams support the principle of

comparison. In the work of Glasser and Strauss (1995), constant comparison is important

in developing a theory that is grounded in data.

Tesch (1990) states the main intellectual tool is comparison. The method of

comparing and contrasting is used for practically all intellectual tasks during analysis:

forming categories, establishing the boundaries of the categories, assigning the segments

to categories, summarizing the content of each category, and finding negative evidence.

The goal is to refine the discriminative power of categories and to discover patterns.

Thematic analysis is a process for encoding qualitative information requiring an

explicit theoretical model. This may be a list of themes, sub-themes, indicators, and

qualifications that are causally related, or a combination of three forms (Boyatziz, 1998).

A theme is a pattern found in the information that describes and organizes possible

observations or interprets aspects of phenomenon. This may be identified at the manifest

level (directly observable in the information) or at the latent level (underlying the phenomenon) (Boyatziz, 1998).

By comparing the Cox Model and MISD Model, the researcher is able to do what is necessary to develop a theory more or less inductively, namely categorizing, coding, delineating categories, and connecting categories. The researcher decides what data will be gathered next and where to find data on the basis of provisionary theoretical ideas. In this way it is possible to answer questions from analysis of reflection of previous data.

The theme may be initially generated inductively from raw information, or generated deductively from theory and prior research. The compilation or integration of a number of codes in a study is often called a codebook (Boyatziz, 1998). The themes in this study will be based on Cox's Model for Cultural Change to determine administrators', principals' and teachers' response, perception and implementation using a systems approach in the implementation of a diversity plan.

Stanfield and Dennis (1993) argue that cross-cultural research considerations should be used when researching people of different ethnic backgrounds. The researcher must be sensitive to culture, class, and gender. To overcome possible cross-cultural barriers, multiple sources for data collection will be utilized to gather and analyze the data. When cross-cultural research is conducted, the researcher faces dilemmas that affect the establishment of trust and rapport with participants from different ethnic groups.

In this study, the issue of trust was crucial to all participants sharing their true perceptions of the diversity plan implementation by the district. This researcher believes that through several personal interviews, the participants felt comfortable, openly sharing honest information about the diversity plan. Only then through prolonged conversation did the researcher gain insight and understanding of the participants' perception without judgment.

Second, rapport is essential to creating an environment when dialogue between the participants and researcher was very fruitful and beneficial in this study. The researcher, from a different ethnic background than some participants in the study, had to be supportive and patient in assisting participants in overcoming any initial hesitation on their part. Obstacles such as fear of leaders, fear of members on the district diversity committee/team, and fear of retaliation on the job for candid remarks during interviews were addressed and quelled by the researcher during the interview process. The objective was to respect the rights and wishes of the participants while collecting valuable insightful data for the study.

Limitations

Limitations of this study follow:

1. The scope of this study is limited to only one Independent School District located in South Central Texas,

2. The findings of this study may not be generated to other districts,

3. This plan is a business model that was adapted to an educational setting. 4. In

the field of education there is limited research available on developing a diversity
plan and managing a diverse population.

5. A broad definition of diversity was used in MISD (Mayflower Independent
School District) to encapsulate the meaning; however, during the interviews, data
collection, and analysis of the data, the participants' perception focus was race,
ethnicity, and social economics status of the students in the district.

Significance of the Study

The intent of this study was to investigate the process used by a school district in
developing and implementing a district-wide diversity plan to meet the needs of the
district and its ever-changing, ethnically diverse, disadvantaged, and multilingual
population. The concept of diversity as it relates to education is a complex one. Many
students have thought of themselves as inferior because of their inability to learn in
traditional ways, or their inability to study due to the problem of poverty. Hopefully, by
understanding and working through differences, diverse students in the 21st century can
see a world full of possibilities rather than a universe full of problems (Shapiro, Sewell
& DuCette, 1995).

Educators must constantly examine and rewrite the structures and practices
which may have worked in the past but are no longer applicable to student success
today. Schools which are responding to external constraints based on their students'
ethnic composition and internal accountability demands from policy makers may benefit
from developing a systemic approach to addressing, engaging a diversity process. If
corporate organizations have had a positive outcome in implementing a strategic

diversity process, could a systemic approach in implementing a diversity plan be applicable for schools?

Even though theory and research suggest that diversity can be a resource to enhance organizational performance, there is a crucial distinction between merely having diversity in the workforce and developing the organizational capacity to leverage diversity as a resource. Attracting, retaining, and effectively using people of color are increasingly the top priorities of leaders in all kinds of organization: from high-tech firms to educational organizations, from governmental agencies to heavy manufacturing firms.

Overview of the Study

Chapter I provides the researcher with the intent of the record of study and a preview of its organization. The study topics will be expanded in subsequent chapters.

Chapter II provides a review of the current literature discussing the issues of diversity in organizations, and the challenges that are before them. Chapter II also provides Cox's Model for Cultural Change and shows how data regarding implementation of a diversity plan were coded and analyzed.

Chapter III summarizes the theoretical model used after data collection and analysis. Furthermore, the model details the selection procedures of schools, principals, and teachers who answered the guiding questions in this record of study.

Chapter IV describes the findings and analysis of implementing a diversity plan.

Chapter V includes summary and conclusions, for further qualitative study.

CHAPTER II

REVIEW OF LITERATURE

"Whereas ethnic pride wants one to turn inward, toward the talents and accomplishments of one's own group, diversity wants one to turn outward, toward the talents and accomplishments of all groups".

"The Law of Diversity" in Neil Postman's book, *The End of Education*, 1995

The intent of this qualitative case study was to investigate (1) why a chosen school district utilized a systems approach to implement a diversity plan to meet the needs of their ever-changing, ethnically diverse, disadvantaged, and multilingual population, (2) what process the district used to meet the needs of their diverse population, and (3) whether a business model can be transformed and used in an educational system to meet the needs of the internal forces (organization identity) as well as those external forces (organization image).

Research reveals that corporations which have responded to issues of diversity by implementing a strategic plan have recruited and retained a diverse workforce. It also improved their marketability with diverse populations and improved their workers' attitudes on issues of diversity (Cox, 2001). If corporate organizations had positive outcomes in implementing a strategic diversity process, could schools also use a systems approach to respond to issues of diversity?

The rationale for this literature is change. More specifically, can a business model be adopted into an educational system to improve the quality of diversity in education? The review of literature expounds (1) the impact diversity has on organizations and the field of education; (2) the effect diversity has on organization

culture, identity, and image; (3) theories surrounding organizational diversity, and (4) whether or not a systems approach can improve students' success and performance. Given today's increasingly diverse labor market, organizations that are best at attracting, retaining, and using the skills of diverse workers will enjoy a competitive advantage in as much as having various work groups working homogeneously in a heterogeneous environment. The question then becomes can an educational organization employ the system process that some businesses have incorporated to achieve success among students and professional personnel.

Meeting the needs of a diverse student body is one of the most persistent and daunting challenges facing educators at all levels. Will educational institutions ever successfully reach the goal of educational equity, particularly for a student body that is linguistically, culturally, and ethnically diverse? Delpit (1995) states that studies have shown that students of color and who are economically impoverished are not being educated in a system that is fair and equitable. Mainly because they are faced with teachers and administrators that do not look like them, talk like them, or live in the same social environment of their culture.

In the literature review, the following will be covered: (1) an introduction to diversity, (2) human culture (3) organizational culture, identity, and image effects of diversity in corporate organizations (4) organizational theories of diversity, (5) systemic approach to diversity, (6) a theoretical model for diversity, and (7) a summary of the literature. For this study, the researcher will examined the process one school district used in their development and implementation of a diversity plan. Cox's Model for

Cultural Change will be the theoretical framework for this study. The researcher's goal is to look at the process rather than the outcomes.

Introduction

What makes a corporation or an educational system good at managing diversity? The answer to this question has become increasingly complicated over the years.

Many employers acknowledge the importance of the increasing diversity in the labor force. They have begun to question the effectiveness of human resource systems that were largely designed for a more homogeneous workforce (Jackson, 1992). Several major workforce trends highlight the magnitude of cultural diversity that characterized the workforces of organization in the 1990's. According to Johnston (1991) the workforce in many nations of the world is becoming increasingly more diverse along such dimensions as gender, race, and nationality.

It is a well published fact that 45 percent of all new additions to the workforce in the 1990s were nonwhite (half of whom were immigrants mainly from Latin-America and Asian countries) and two-thirds of these were women (Cox, 1993). While race, ethnicity, and gender are the most recognized forms of diversity, there are other types. They include disability, family structure, sexual orientation, and ethnic culture. Each can affect an employee's attitude and behaviors in the work place (Kossek & Lobel, 2000). This is important to understand because the traditional work place is changing to represent more people of color, women, and individuals with different sexual preferences; which may cause problems for some. This will have an effect on how workers view the organization internally.

"Diversity" defined by Cox (2001) is "the variation of social and cultural identities among people existing together in a defined employment or market setting" (p.3). Nkomo and Cox (1996) define diversity as a mixture of people with different group identities within the same social system. Cushner, McClelland, and Stafford (1992) state recent conceptions of diversity are expanding to include differences based on gender, ethnicity, race, class, culture, age, and handicapping condition.

Egan (2001) suggests that many organizations have adopted definitions of diversity which are broad in scope. Wheeler's (1996) definition of diversity is that of individual characteristics in the context of an interdependent human system whereby associated similarities and differences, or perceptions of similarities and differences influence norms, behaviors, interactions, and performance. Finally, Thomas (1996) defines "diversity as any mixtures of items characterized by differences and similarities" (p.5). These differences can be biological, environmental, or social in nature.

In summarizing, diversity is a form of individualism, unique characteristics, beliefs and values. The term *diversity* refers to the presence in one population of a wide variety of cultures, ethnic groups, languages, physical features, socio-economic backgrounds, opinions, religious beliefs, gender identity, and neurology. For this paper diversity will be defined as a view within a school system as inclusive of differences in human characteristics that affect a student's capacity to learn or interact in a school environment. These differences can be biological, environmental or social in nature. The definition cited above is how MISD defined diversity for the district (MISD 2003-2004, District Plan). In using this broad definition it fits many characteristics; however, the

perception of those interviewed for this study focus entirely on race and ethnicity. Again using the definition which MISD used in their 2003-2004 District plans, diversity will have a limit meaning to race and ethnicity.

It is not to say that the other criterions mention above defining diversity are unimportant, it is only saying that during the interviews race, ethnicity, and social economics were discussed. It was mentioned often that race, ethnicity, and gender are the three major area of diversity. This dissertation will focus on two being race and ethnicity. Gender and sex is another area that needs considerable discussions because it is also misunderstood in the corporate world as well as in education.

Why is this information important to educators? In the area of instructional practice or pedagogy, a major report by the American Association of University Women (AAUW) (1991) has indicated that although it is almost two decades since Congress prohibited sex discrimination in education through the passage of Title IX, teachers continue to "have lower expectation for girls than for boys" (p.1). In fact, in the AAUW report a clear statement is made concerning the often unintentional but very real problem:

> Whether one looks at preschool classrooms or university lecture halls, at female teachers or male teachers, research spanning twenty years consistently reveals that males receive more teacher attention than do females. In preschool classrooms boys receive more instructional time, more hugs, and more teacher attention. The pattern persists through elementary school and high school. (p.68).

In the AAUW (1992) report evidence show that there is difference in the kinds of interactions associated with white and black children and their teachers. What is known from this report is that stereotypes do exist. According to Rosser (1989) black boys tend to be perceived less favorably by their teachers and are seen as less able than others students. Harris and Carlton (1990) adds they (black boys) have fewer verbal interactions with their teachers and yet are the recipients of four to ten times the amount of qualified praise as other students.

With black girls (AAUW, 1992) have less interactions with teachers than white girls, they attempt to initiate interaction much more often than white girls or than boys of either race. Flanagan (1993) reviews the overlap of gender and social class and concludes "Girls from lower SES families are at a distinct risk of being ignored as long as discussions of class exploitation do not include issues of gender segregation and vice versa, whether these discussions are about school, work, family or their intersections"(p. 373).

To answer the question what does this have to do with education. Research clearly shows that girls of all colors are not receiving the kinds of time, attention, and care that they deserve in our nation's classroom. Despite our increasing knowledge of gender issues, our awareness of sex discrimination cases, and the need for gender-fair education to include gays, lesbians, bisexuals, and transgender. There continue to be few curricular reforms, pedagogical changes, staff development modifications, recruitment initiatives, career restructuring programs, and empowerment improvements targeted for girls and women in education, even if it is broadly defined (Shapiro, et al.,

1995).

Gender fair education can make a difference and can help to change attitudes and break down biases. Gender fair education will not occur until teachers and school administrators are prepared in this area. Additionally, preparation in the category of gender will enable women teachers and male school administrators, who make up the majority of educators today, to begin to understand their students' and other constituencies needs (Shapiro, et. al., 1995). This is only a snap shot of gender and race much more is needed than what is mention here. Despite these findings on gender diversity, the implementation of the district diversity plan – as presented in interviews and data collection – focused exclusively on race, ethnicity, and socio-economic background of students. To reiterate this dissertations' focus is race, ethnicity, and socio-economics.

Many employer benefits of managing diversity have been noted in the literature (Cox & Blake, 1991). At the individual level, performance can be enhanced when negative, diversity related barriers to productivity are removed (Cox, 1993). When workgroup diversity is managed effectively, groups will develop processes that can enhance creativity, problem-solving, workgroup cohesiveness, and communication.

Despite these reported benefits, their realization has remained elusive for most firms. This is because traditional human resource strategies to manage diversity have largely been introduced piecemeal, lacking integration with other systems (Kossek & Lobel, 2000). Consequently, they do not change the culture to support the management heterogeneity and end up failing. The three predominant traditional human resource

approaches to managing diversity are: (1) diversity enlargement, (2) diversity sensitivity, and (3) cultural audit.

Diversity enlargement approaches increase the representation of individuals from different ethnic and cultural backgrounds in an organization (Kossek, Zonia, & Young, 1995). The newly hired employees are expected to assimilate into the existing corporate culture. The goal of the strategy is to create diversity by changing an organization's demographic composition and increasing the number of people of color in the firm.

Diversity sensitivity approaches acknowledge the existence of cultural distance and attempt to teach individual members about cultural difference through training (Ferdman, 1989). Often training sessions are held to help sensitize employees to stereotyped differences of various employee racioethnic and gender groups. The goal is to promote communication and understanding and to build relationships among different backgrounds.

Cultural audit generally tries to determine what is blocking the progress of the nontraditional employee. According to Morrison, Ruderman, and Hughes-James (1993) data is collected by a consultant through focus groups or surveys. The data determines various demographic groups' identification of the major obstacles they face in the current culture. Managing diversity is a mutual process, and the new culture must be designed to be inclusive to allow all members to contribute to their fullest potential.

Why is diversity such an important issue in an educational environment? Diversity as an educational issue challenges schools of education to prepare teachers,

counselors, administrators, and university faculty members who can ensure that all students receive an education that enables them to reach their maximum academic potential (Futrell, Gomez, & Bedden, 2003). Darling-Hammond, Wise and Klein (2001) state, if all children [students at every level] are to be taught, educators must be prepared to address the substantial diversity in experiences children bring with them to school, the wide range of languages, cultures, exceptionalities, learning styles, talents, and intelligences that in turn require an equally wide and varied repertoire of teaching strategies. Are schools of education willing to redefine themselves and make a commitment to address the challenges of diversity? In the succeeding topics, human cultures, organization culture, identity, and image will be discussed.

Human Culture

Human cultures emerge from people's struggles to manage uncertainties and create some degree of order in social life (Trice & Beyer, 1993). Their cultures provide organizational members with more or less articulated sets of ideas that help them individually and collectively to cope with all of these uncertainties. Cultures also help people to cope with uncertainties by providing them with accepted ways of expressing and affirming their beliefs, values, and norms (Trice & Beyer, 1993). This is possible because most human actions have dual consequences. They both accomplish certain technical and practical ends and express some subset of cultural meaning (Leach, 1968).

Cultures are collective phenomena that embody people's responses to the uncertainties and chaos that are inevitable in human experiences. According to Trice and Beyer (1993) these responses fall into two major categories. The first is the substance of

a culture-shared, emotionally charged belief system that are called ideologies. The second is cultural forms-observable entities, including actions, through which members of a culture express, affirm, and communicate the substance and cultural form. Out of these processes, culture grows. Cultures are a natural outgrowth of the social interactions that make up organizations.

In the management literature, the concept of culture and climate are sometimes confused. Culture is not climate. Climate refers to the influence of the work group and organizational environment on employee behaviors and attitudes (Schneider & Reichers, 1983). Kossek and Zonia (1993) define diversity climate as the individual's perceptions and attitudes regarding the importance of diversity in the organization, and the perceived qualifications of women and racioethnic minorities. The two concepts, however, have distinctly different origins that give them rather different meanings (Trice & Beyer, 1993).

Effective cultural changes regarding diversity, states Thomas (1991) often result in changes in vision, traditions, symbols, management practices, and reward structures that value and promote diversity. Although change in organizational culture is critical for effective management of diversity, cultural changes require intensive and long-term efforts aimed at understanding the implicit core assumptions regarding diversity (Trompenaars, 1993).

Organizational Culture

Why is culture so important to diversity? According to Cox (1993) recognizing cultural diversity creates an environment which fully taps the potential of all individuals,

in pursuit of organizational objectives, without giving advantage or disadvantage to any person or group of persons. Cultural change is crucial for long term initiatives to meet the needs of the people and those stakeholders involved. In this part of the literature review, culture will be examined to include those elements of the culture that are fundamental, the roots from which behavior spring.

Organizational culture comprises the attitude, values, belief, norms and customs of an organization. Organizational culture is considered to be less tangible and more difficult to measure. Culture is important because it evolves around people and people make an organization.

Organizational cultures are part of an embedded micro and macro culture in terms of majority and minority groups (Harquail & Cox, 1994). Organizational cultures are often influenced by how workers are socialized and how they fit within the organization's core values. Culture is a vision, often unarticulated but shared by members of an organization (Ragins, 1995). This level of analysis involves the change that alters the organization's culture, which is defined as the basic assumptions, values, beliefs, and ideologies that define an organization's view of itself and its environment (Pettigrew, 1979; Schein, 1985). Trompenaars (1993) defines it as a phenomenon that is manifested in values, rituals, heroes, symbols, and practices. Trice and Beyer (1993) states it is a natural outgrowth of the social interactions that make up organizations.

Cox and Finley-Nickelson (1991) add that because values toward diversity are reflected in organizational culture, cultural change is an integral part of an organization's transformation to a pluralistic model that promotes diversity. Organizations with

pluralistic cultures avoid assimilation; instead they support the interdependence and preservation of subcultures within organizations (Cox, 1993). In a culturally pluralistic society including organizations, the mainstream culture respects minority cultures, appreciates diversity, and encourages cultural identity (Powell, Zehm, & Garcia, 1996).

Valuing diversity in organizations obviously requires changes in overt racist, sexist, and homophobic behaviors among members in an organization. Pettigrew and Martin (1987) insist that more insidious and subtle behavior exists and is more destructive than overt acts. These behaviors are called micro-inequities (Rowe 1990). These behaviors may or may not be intentional, but have the effect of excluding and marginalizing women and minority groups and ultimately undermining their self-confidence, performance, and development of power.

How does culture affect the identity of an organization? The study of identity is the next topic to be discussed. Identity characterizes those issues that are central, distinctive and enduring. It also summarizes how people in the organization view themselves as well as others in the organization. It establishes a sense of wants and needs.

Organization Identity

Organizational identity comprises those characteristics of an organization that its members believe are central, distinctive and enduring (Pratt & Foreman, 2000). If the identity is not clear and boundaries are uncertain, members in the organization may feel that their needs are not being met. When identity and needs are in conflict, the organization may experience serious internal division. Pratt and Foreman (2000) contend

that organizations have multiple organizational identities when different conceptualizations exist regarding what is central, distinctive, and enduring about the organization.

There may be multiple identity conflicts that occur within the organization that are not about the organization. Thus, social identity conflicts revolving around such issues as gender, race, and age would not constitute an organizational identity conflict—unless these issues were somehow inherent to the essential nature of the organization (Peteraf & Shanley, 1997). For an organization to have multiple organizational identities there must exist several different views about what is central, distinctive, and enduring about the organization.

In contrast, organizations also can have holographic multiple identities (Albert & Whetten, 1985) when each of the multiple identities inherent in the organization is held by all organizational members. In short, multiple organizational identities need not be antithetical, consciously held, or even shared by all members (Pratt & Foreman, 2000). Thus, identities are not common to all organizational members but instead are retained by specific subgroups.

Burke (1997) holds that the relationship between individuals and organizational identities is reciprocal: just as organizational identities can influence individual behavior, individual behavior can influence organizational identities. Albert and Whetten (1985) note that organizational identities may be altered when a young organization loses its founder or when any organization experiences drastic changes in its membership. Cheney (1991) argues that organizational elites can play a large role in managing

identity by shaping the beliefs of organizational members. The assumption is that managers can manage multiple organizational identities, and the effectiveness of this management process can have a wide-ranging impact on the organization (Ashforth & Mael, 1996; Dutton & Dukerich, 1991; Eccles, Nohria, & Berkley, 1992; Fiol, 1991).

Organization identities comprise the internal feelings of the organization. Organization identity must not be confused with organization climate. Organization climate refers to the influence of the work group and organizational environment on employee behaviors and attitudes. Organizational identity comprises those characteristics of an organization that its members believe are central, distinctive and enduring. However, organization image is how those outside the organization view the organization. Organization image is a powerful tool and keeps many organizations from reaching their maximum potential.

Organization Image

Finally, organizational image is the way organization members believe others (outside the organization) view the organization (Dutton & Dukerich, 1991). Dutton, Dukerich, and Harquail (1994) relabeled this particular definition to *construed external image* because it again looked at how people outside the organization saw it. Whetten, Lewis, and Mischel (1992) took issue with this definition and argued instead for defining image as the way "organizational elite" would like outsiders to see the organization. However, Bernstein (1984) held that image should be defined as a construction of public impressions created to appeal to an audience and not necessarily the attempt to represent some ostensible reality.

The images that members hold of their work organizations are unique to each member. A person's beliefs therefore may or may not match a collective organization identity that represents the members shared beliefs about what is distinctive, central, and enduring about the organization (Albert & Whetten, 1985). In addition, each member's own understanding of the organizations external image may or may not match the reputation of the organization in the minds of outsiders (Dutton et al, 1994).

People may feel proud to belong to an organization that is believed to have socially valued characteristics. When members believe that outsiders see the organization in a positive light, they bask in the reflected glory of the organization (Cialdinin, Borden, Thorne, Walker, Freeman, & Sloan, 1976). Strong organizational identification may translate into desirable outcomes such as intra-organizational cooperation or citizenship behaviors (Dutton et al, 1994).

The study of identity and image have become the subject of intensive organizational study, perhaps because both concepts are multilevel notions dealing with individual and organizational issues which can lend insight into character and behavior of organizations and their members (Gioia, Schultz, & Corley, 2000). Identity and image have acquired the status of key concepts employed to describe and explain individual and organization behavior (Whetten & Godfrey, 1998).

So why are organizational culture, identity and image so important to diversity? Diversity creates challenges and opportunities that are not present in homogeneous work groups. The challenge of diversity is to create conditions that minimize its potential to be a performance barrier while maximizing its potential to enhance organizational

performance. Since organizations are about people, what are some of the uniqueness they bring to the work place?

Organizational theories are about changes in organizations. The discussion on culture, identity and image show three essential elements about organization (1) culture is about people in an organization as they perceive themselves socially, (2) organization identities speaks of the internal characteristics of an organization that its members believe are central, distinctive and enduring, and (3) organization image is the external image or the way organization members believe others view the organization. When these three elements come into conflict the organization becomes dysfunctional. This dysfunction brings about a need for change. The next section to be discussed is organizational theories of diversity. Organizational theories can be beneficial; however, many in organizations see it as a potential crutch for many social groups.

Organizational Theories of Diversity

An organization, by its most basic definition, is an assembly of people working together to achieve common objectives through a division of labor. A group identity is a personal affiliation with other people whom one shares certain things in common. Such identities are central to how cultural diversity impacts behavior in organizations (Cox, 1994).

The presence of cultural diversity offers a number of potential benefits for organizations. It also presents certain difficulties that must be given attention in the management of diverse workgroups (Cox, 1994). Intergroup conflict in the context of cultural diversity has two distinguishing features: group boundaries and group

differences are involved, and conflict is directly or indirectly related to culture group identities (Cox, 1994).

Embedded intergroup theory has been used to study women and minorities in predominantly white organizations. The significance of embedded intergroup theory for understanding identity is its attention to the effects of diverse identities within a larger organizational context (Nkomo & Cox, 1996). Understanding embedded intergroups relations within the context of the organization is a complex problem whose difficulties are only recently being recognized.

According to Alderfer and Smith (1982), many organizations are comprised of two types of groups that exist within a given organization: (1) identity groups and (2) organization groups. An identity group is a group whose members share common biological characteristics, participate in equivalent historical experiences, are at times subjected to certain social forces, and hold similar world views (Alderfer & Smith, 1982; Nkomo & Cox, 1996). Because each person is viewed as a group representative, every individual's group membership can influence interactions with other groups (Alderfer, 1977). The most commonly recognized identity groups are those based on gender, family, ethnicity, and age (Alderfer & Smith, 1982).

An organization group is composed of members who share common organizational positions, participate in equivalent work experiences, and as a consequence have consonant worldviews. Organizations assign members to organizational groups based on division of labor and hierarchy of authority (Alderfer & Smith, 1982). Identity groups and organizational groups fit the criteria for the definitions

of a human group. The idea of groups begins with individuals who are interdependent, but moves to the collective (Alderfer & Smith, 1982). Certain organizational groups tend to be populated by members of particular identity groups (Alderfer & Smith, 1982).

According to the social identity theory, social identities are based upon the groups in which one participates (Hogg, Terry, & White 1995). An individual may have as many social identities as he or she has group memberships. In identity theory or structural symbolic interactionism, an individual's identities are at least partially composed of the roles he or she plays. Burke and Reitzes (1991) state individuals may have multiple role identities.

Each person is simultaneously a member of all of his or her identity and organizational groups. How group members relate to each other within their groups as a function of their own and others' expectations is highly dependent on the nature of inter-group forces that exist within the organization (Alderfer, 1982). Inter-group processes regulate how members treat and are treated by others, shape their perceptions, and help determine their socially-constructed realities (Bell, 1990). According to embedded inter-group theory, individuals and organizations are constantly attempting to manage potential conflicts arising from the interactions between members of identity groups and organizational groups (Nkomo & Cox, 1996).

Identity and identification are powerful terms (Albert, Ashforth, & Dutton, 2000). They speak to the very definitions of an entity—an organization, a group, and a person. Identity involves an entity asking, "Who am I?" or in the case of a collectivity, "Who are we?" Rather, within any single entity there may exist multiple answers and

multiple identities (Pratt & Foreman, 2000). An organization must reside in the heads and hearts of its members. In the absence of an externalized bureaucratic structure, it becomes more important to have internalized cognitive structure of what the organization stands for and where it intends to go, a clear sense of organizational identity. A sense of identity serves as a rudder for navigating difficult waters (Albert, Ashforth, & Dutton, 2000).

In the context of cultural diversity in organizations, intergroup conflict occurs between the majority group and the various minority groups represented, as well as the minority groups themselves. Furthermore, in the context of intergroup conflict, there are conditions that influence how the leaders, majority and minority groups will react to each other (Cox, 1994). A key ingredient of any organization's success is its ability to strategically utilize everyone and leverage performance-based measurement feedback as a competitive advantage. To sustain success, maintain high productivity levels, retain talented employees, create new systems, and keep it diverse customer base, an organization must know its strengths and weakness in order to improve its overall performance (Hubbard, 2004).

One of the most long-lived and successful ideas in the history of social psychology has been the so-called contact hypothesis (Allport, 1954). Its central premise is the way to reduce tension between groups. This is done by bringing them into contact with one another (Brewer and Brown, 1998). Festinger (1957) states one way to understand the conditions associated with the contact hypothesis is the dissonance theory first change the behavior then people's attitudes will change.

Frequency of contact is related to the opportunity for interaction (Islam &
Hewstone, 1993). In different settings, there are variations in the opportunities for
interaction. The quality of contact reflects the extent to which the contact is of equal
status, voluntary, intimate, and cooperative (Amir, 1969). Contact is rewarding only in
the context of perceived similarity.

Stephan and Stephan (1992) think it is useful to distinguish between threatening
and non-threatening contact. Threatening contact has been found to increase anxiety
about the intercultural contact, while non-threatening contact has been found to decrease
anxiety. Threat is linked to rejection of the other cultural group (Stephan, 1994). When
positive interactions are more frequent than negative ones, the relationships are likely to
move into a more intimate, satisfying phase, and are more likely to be accommodating of
one group in the direction of the position of the other group (Triandis, 1995).

The linkage between organizational culture and organizations theory of diversity
is change. In Deming (1994) he states "education, industry, and government should
interact as a system, with cooperation-win, win" (p.29). Accordingly a system model
includes encouragement for communication makes physical arrangements for informal
dialogue between people in various components of the company (educational system)
regardless of level of position and encourages continual learning and advancement. The
corporation or educational system can well afford to underwrite the cost of social
gatherings in outside locations.

<u>Systems</u>

The intent of the paper was to investigate a systems approach to implementing a diversity plan in an educational setting using a business model. In the review of literature it was shown that corporations are reaching out to embrace diversity as a mean to obtain organizational objectives (Morrison et al,1993). For some organizations, increasing diversity is viewed as an end in itself, that is, as a way to respond to environmental drivers, such as legal mandates or changing demographics (Kossek & Lobel, 2000). Organizations are made of people and people bring their identities to the organization. System thinking is about a network of interdependent components that work together to try to accomplish the aim of the system (Deming, 1994).

The primary issue that diversity must deal with is the difficulty for some to image and believe. The ability to utilize a diverse mixture of human and other resources to create a unique blend of strategy-focused solutions, by its very nature, creates an innovative competitive process that is difficult to copy-thus making it a competitive advantage (Hubbard, 2004). What does this mean about diversity within an organization and social theories?

Utilizing diversity as a strategic asset keeps an organization's competitive edge sharp for the long haul. This makes diversity a prime source of sustainable competitive potential. To realize this potential, however, diversity professionals (educators) must understand the organization's strategic plan for developing and sustaining this competitive advantage throughout the organization and its marketplace (stakeholders and shareholders). In order to gain its benefits, this diversity must be utilized (Hubbard,

2004).

Deming (1994) states a system cannot understand it self; therefore a transformation requires a view from the outside. Deming (1994) maintains it is a journey and with any journey there is an origin and a destination. The origin is the prevailing style of management, and the destination is the transformation. In order to complete this journey and transformation, one must have A System of Profound Knowledge according to Deming (1994).

A System of Profound Knowledge originates from outside of the organization and by invitation. A system cannot understand itself; the journey must have a leader. The System of Profound Knowledge is comprised of four components: (1) Theory of Knowledge, (2) Theory of Systems, (3) Theory of Psychology and (4) Theory of Variation (Deming, 1994)

The Theory of Knowledge means that management in any form makes a prediction. According to Deming (1994), theory is a window into the world. Theory leads to prediction. Without prediction, experience and examples teach nothing. An example of this theory in diversity is a superintendent who is interested in diversity. The superintendent gets the school board to understand the implications behind diversity. The superintendent makes a prediction by implementing a diversity plan district wide and students' achievement and outcomes will improve; as well as create awareness among staff; provide organizational management; build meaningful relationships among staff and students; and understand potential intercultural effects for leaders. The Theory of Knowledge teaches that a statement conveys knowledge if it predicts future outcomes

either right or wrong, and if it fits without future observations of the past.

The Theory of System is a complexity of interdependent components that strive to achieve the aim of the system. Without the aim, there is no system. The aim must be communicated and understood by everyone in the system. A school system consists of parents, students, teachers, administrators, support staff, and board members and other interested stakeholders and shareholders. It must be understood that improving a part without considering the entire system can have devastating effects; also, improving one part of the system without considering the other parts will also have the same overwhelming effects. One requirement of the system is interdependence between components the greater the interdependence, the greater the need for communication and cooperation.

The Theory of Psychology helps school people to understand other school people, and the interaction between people and circumstances, between students and teachers, between school administrators and teachers. The importance lies within our students who are human beings. In such all human beings have three zones, including students. Those zones are the goal of acceptance, the zone of indifference, and the goal of rejection (Lewis, 1993). Since diversity is a major topic among school officials and community members, it is important to get people to accept change, increasing their zone of acceptance. In doing this we decrease their zone of rejection. Diversity among students and staff is complex. Students come to school equipped with three basic addictions (1) security, (2) sensation, and (3) power. When initiating change, all three addictions must be taken in consideration, particular the security addiction (Lewis,

1993).

The Theory of Variations is relatively new to school administrators. Variation is present in all of life. No two items are exactly alike. A principal may say that his student population is 70 percent Black, 20 percent Hispanic, and the remainders are from many different cultures. Understanding the most common variation in this system, students of African American origin would be helpful in managing the school. If the principal did not understand the common variation in this system, the approach to take might be trial and error. There are two mistakes associated with variations (1) to react to an outcome as if it came from a special cause, when actually it came from a common cause of variation, (2) to treat an outcome as if it came from common causes of variation, when actually it came from a special cause. The question needs to be asked, is diversity a common cause or special cause?

A systems approach to diversity is more than pupils, teachers, school boards, parents and stakeholders and shareholders working ineffectively together but a process where these individuals work together to achieve the success of all stakeholders. It should be a system of education in which pupils from all walks of life, through their educational journey take ownership in learning. A systems approach to diversity is a win-win for all. However, if one component is absent or poorly conceived, the entire system is impractical (Lewis, 1993).

Cox's Model was selected for the theoretical framework because it has components about which Deming speaks which bring changes to a corporation or educational system. The Cox Model for Cultural Change also includes the following: (1)

a business model that uses educational term which can be readily adopted for educational use; (2) dealing with change in organizations; (3) research based information; (4) proven success; and (5) working with diversity. Cox's Model has proven to be successful in embracing diversity in the business community: therefore, it is being used in this study to see if it also works in an educational community.

Theoretical Framework

The theoretical premise for this study is Cox's Model for Cultural Change (Cox, 2001). Cox's Model is a system model that has all the components which Deming (1994) states that a system must have. Cox's model consists of five components. According to Cox (2001) an effective organizational change effort should include all the elements depicted in the flow chart (See Appendix A). As the flow of the arrows suggests, the change effort cycles through all of the elements and is continually assessed and refined over time in a process of continuous loop learning. The key to Cox's Model and Deming's theory is cooperation and communication. Without this cooperation and communication between components toward the aim of the organization, the system itself will fail.

In system thinking one realizes that a system is a network of interdependent components that work together to try to accomplish the aim of the system. A system must have an aim (Deming, 1994). This aim must be clear to everyone in the system and include plans for the future. The components need not all be clearly defined and documented. In essence a system must be managed. It will not manage itself. It needs cooperation between components towards the aim of the organization (Deming, 1994).

The aim of the system is for everybody to gain. The system must create something of value. The value in which it creates is the result. The intended results, along with consideration of recipients and of cost, mould the aim of the system. It is important that (1) managements determine those aims to manage the whole organization toward accomplishment of those aims and (2) it is the obligation of leaders to sponsor and energize the determination of the aim.

Cox's Model for Cultural Change

Cox's Model for Cultural Change has five components; within each component there are subcomponents. The five components are: (1) leadership (2) research & measurement (3) education (4) alignment of management systems and (5) follow- up. A brief description of each is given with its subcomponents.

Leadership

The first component is leadership. Leadership is behavior that establishes a direction of a goal for change (a vision) provides a sense of urgency and importance for the vision facilitates the motivation of others, and cultivates necessary conditions for achievement of the vision. Success requires many leaders. Leadership is the most essential element for change (Cox, 2001).

Under the leadership theme Cox (2001) provides six, subcomponents. The first is management philosophy. This is the goal, the sense of direction in which the leader want to take the organization. Management philosophy differs from the vision.

The vision of the organization is the ability to decide what is to be done and how to get there. The leader recognizes that they will not get there unless they can light a fire under the people with whom they have influence to embrace this vision for change (Cox, 2001). This is especially important for schools because of their diverse background with shareholders and stakeholders. If the shareholders do not agree with the importance of diversity everyone loses.

Organizational Design is a formal, guided process for integrating the people, information, and technology of an organization. Organizational Design is used to match the form of the organization as closely as possible to the purpose(s) the organization seeks to achieve. Through the design process, organizations act to improve the probability that the collective efforts of members will be successful (Autry, 1996).

Personal Involvement in diversity work shows personal commitment. If the change effort is to succeed, the norms of behavior must change, and the leaders must be the first to demonstrate this shift of behavior. Leaders must be able to walk their talk (Cox, 2001).

An additional task of leadership is the development of an explicit strategy for communicating to the organization about the developmental work on diversity. Three key factors for an effective communication strategy are (1) the nature of the work itself deals with sensitive and sometime emotional issues (2) many organization have several other initiatives involving cultural change occurring at the same time and (3) how, when, and to whom organizational data are collected as part of the development process should be communicated. Communication is also important to maintain momentum of the work

that goes on (Cox, 1994).

Finally, the last subcomponent of leadership is strategic integration. According to Cox (2001) four essential elements are involved. The first type of strategy integration that must occur is that of the diversity strategy with the overall mission of the organization. The second is establishing goals and action steps for managing diversity. The third is the placement of the strategy for managing people within the strategic framework. Finally, the fourth requirement is to ensure that the work on managing diversity becomes an integral part of the overall strategy for managing people in the organization.

Research and Measurement

The second component of the Cox Model is Research and Measurement. Research and Measurement is beneficial to education and schools because at the campus level individuals can see their contribution to increased awareness, improved feelings, and increased satisfaction among groups. At the district level, it is a real missed opportunity if these small contributions are over looked. The research and measurement in education on diversity is lacking. The most prevalent reason is that educational administrators simply do not know how to objectively measure diversity activities (Hubbard, 2004).

Research is the purposeful collection of data by which researchers can answer questions about some environmental element or phenomenon (Cox, 2001). Many types of data are needed, including measures of the organizational culture, traditional equal-opportunity profile data, analysis of attitudes and perceptions of employees, and data

that highlight differing career experiences of members from different cultural groups (Cox, 1994).

Research has three important uses. First, it is often helpful on surfacing issues and concerns that may be useful to address in the education process. Second, research is needed to identify areas of organizational culture, management practices, and interpersonal relations where changes are needed and to provide clues as to how to make these changes. Third, research is a means of evaluating the change effort. Thus one aspect of the research program should be to obtain baseline data on key indicators of the environment that can be updated periodically to assess progress (Cox, 1994).

Measurement means the use of research to keep score in the progress of a change initiative. This component is included in the model because successful organizational change work must be well-informed by relevant data, with results systematically measured at pertinent intervals during the process (Cox 2001).

One aspect of the research program should be to obtain baseline data on key indicators of the diversity environment that can be updated periodically to assess programs (Cox, 1994). Gathering data is helpful only in term of good or bad data. Cox (2001) states because there are few absolute standards of excellence in the area of organizational climate for people, benchmarking or calibration often requires some sort of comparison. Those areas are external benchmarking, internal benchmarking, and comparing data for the same work unit at different times and triangulation.

Measurement is valuable only if it focuses on true indicators of success. Cox (2001) states an old adage in business is that you get what you measure (p 70). Organization needs a formal plan of measurement for any major change effort. Finally, when measuring progress it is vitally important to have a consistently effective communications plan that keeps people apprised of action steps and the results received (Cox, 2001).

Education

Education is the third component of the cultural change model. The term "education" is used rather than "training" to signify that learning must be approached through a variety of methods (Cox, 2001). Although there has been a great deal of activity in the area of diversity training, early returns on its effectiveness are not encouraging (Rynes & Rosen, 1995; Nemetz & Christensen, 1996).

On managing change one must be cautious to the resistance of change. One reason for this resistance is fear among the majority group members that change will produce a zero-sum game in which others gain and lose (Cox, 2001). This resistance is partly due to a misunderstanding of diversity.

In the development of in-house expertise it is paramount for long- term success in organization change for the creation of internal resources to carry out education on diversity. The internal resources, trainers or facilitators in diversity must be skilled at dealing with issues that are (1) laden with emotions, such as prejudice and discrimination, (2) controversial, such as affirmative action, and (3) deeply personal, such as topics that touch on the spiritual life of participants (Cox, 2001).

In addressing the three learning processes associated with diversity, trainers of diversity must be aware of the objective. According to Cox (2001) if the objective of the training is to raise awareness, this is facilitated by the participant being self-reflective and hearing about the experiences and interpretation of others. If the objective is deeper knowledge, the participant is given new information concerning research about the subject. If the objective to change behavior, then the training must require participants to think about action steps for translating new insights into doing something differently as they perform their job.

Alignment of Management Systems

Alignment of Management Systems is the fourth components of an effective change model. The management systems include any organization policy, practice, rule or procedure. This covers the major Human Resources activities like recruitment, promotion, and development, as well as other conditions such as work schedules or the design of the physical work environment. All of these systems must be aligned with the goal of leveraging diversity. When this part of the change process gets short shrift or is omitted, the result is that the overall goals of the diversity effort are not realized (Cox 2001).

Cox (2001) states "there are few places where you have a greater opportunity to form a lasting impression about your commitment to making diversity an entrenched value of your organization's work culture than during the new-hire orientation process. You have a captive audience that is on ready alert to pick up signals that identify the priorities of your organization". (pp. 111-112). Many organizations are assisting new

hires with their socialization into the organization culture by assigning them "buddies" or mentors. According to Dreher and Cox (1996) this can be a high-impact practice and very helpful to career success.

Organizations have traditionally focused on how to more successfully target qualified people from underrepresented identity groups through recruiting. Some organization have encountered strong resistance from certain members of the workforce whose personal attitudes, beliefs, and personality traits lead them to oppose efforts to make the work place more inclusive of people who are different from the traditional social-cultural mix (Cox, 2001). In the recruiting effort, Henneman, Waldeck, and Cushnie (1996) labels similarity-attraction bias or simply similar-to-me a practice of Human Resource Officers. There are limits on the types of diversity that can be represented at high levels on a given recruiting team; however, a good mix among the cadre of people is a good start (Cox, 2001).

Some organizations have an incentive compensation plan that provides a level of monetary compensation beyond the base salary. Educational organizations have such a plan that is governed by each school district. If this kind of incentive compensation is available, it should be leveraged as a motivational tool to get work on managing diversity done at a high level of quality and at a reasonable pace (Cox, 2001).

Most organizations use some type of formal appraisal of job performance for all personnel. It is important to find an effective way to bring diversity competency into the process. It is vital to provide feedback to individual employees on how well they are supporting the diversity related goals of the organization (Cox, 2001).

Aligning career development practice with the goal of diversity competency requires giving attention to a variety of issues. Most educational organizations are small in comparison to larger corporations; however, a well executed job posting will helped in achieving diversity goals. Cox (2001) mentions three ways that a well executed job posting can help the diversity effort. First, it makes opportunities more visible so that qualified members of all identity groups can apply for them. Second, jobs posting requires a competitive screening process. Finally, a properly executed job posting plan requires a specific feedback to applicants on why someone else was selected in preference to them.

When the vision for diversity is fully realized, it should be commonplace for a candidate's reputation for dealing with diversity to be discussed at length during meetings where people are being evaluated for promotion or where their potential to do a higher level job is addressed. Promotion is a method for filling job vacancies with the most qualified candidates available. This is an extremely important accountability item, not only because of the incentive value of promotions but because people need to be screened on diversity competency in order to avoid putting people who are obstacles to the vision for diversity in positions of increased influence (Cox, 1993).

Follow-Up

The last component of Cox's Model is the concept of follow-up. This involves implementing action, establishing accountability for results, and capturing and recycling the learning so that the action steps become more and more precise. This component overlaps with all the others but is linked especially to the research and measurement

component. An effective organizational change effort should include all of the elements (Cox, 2001).

An effective leadership requires top leaders to proactively establish real accountability for results on diversity with their direct report. Many leaders leave the implementation of goals to others assuming that people will follow through. Leaders fail to understand that making these goals a part of the culture will require a deployment process and that it is up to them to make sure the process is being used. The result is that accountability will cascade down through the organization, leading to the kind of comprehensive follow-up effort that is needed to make change happen (Cox, 2001).

Mayflower Independent School District Diversity Model

The MISD Model for Implementing Diversity has six goals, each with objectives. Unlike Cox's Model which has five goals, each with objectives, MISD model does not cycle through all the elements. See appendix B through B-15 for MISD model. Some similarity does exist between the two models; a discussion of the two models will be given in Chapter IV.

Summary

The linkage between organization culture, identity, image, theories of organization diversity, systems, and Cox's Model for Cultural Change is *change*. The school district that participated in this study was going through severe changes. The district was changing from a rural agrarian culture to one that was becoming more diverse, economically challenged, and ethnically diverse.

Urban schools are constantly changing. The challenges in these schools are increasingly becoming more diverse and economically poorer children are attending these classrooms. MISD is a suburb that is located north of a large urban school district. MISD is facing the problems of a suburban school district.

The district was being challenged by it's economically, ethically, and socially diverse population while its staff remained homogenously inclined. Hiring, retaining and keeping teachers of color was a challenge because of the embedded culture and the climate of the surrounding staff, students, and shareholders involved. The district realized that their student populations, no longer mirrored its teaching population.

Schools are systems and Deming (1994) states a system cannot understand itself; therefore a transformation or journey must take place. This transformation or journey must be viewed from the outside. In order to complete this transformation one must have a "System of Profound Knowledge."

The theoretical premise for this study is Cox's Model for Cultural Change (Cox, 2001). It is suggested that multicultural organization have specific characteristics that are different from most traditional organizational. It is also suggested that organizations wishing to maximize the potential benefits of diversity and minimize potential drawbacks, must transform monolithic and plural organization into multicultural ones.

Through this study, insight will be gained concerning a systems approach, process used to create an awareness to address issues of diversity within schools; and to establish a problem-solving process that impacts decision making for students, faculty,

and parents. It will identify goals and interventions to meet the needs of all students. Finally, the process will help improve attitudes towards diversity and organizational outcomes; and incorporate a perspective that promotes and sustains an organizational culture that understands and values diversity.

CHAPTER III

QUALITATIVE METHODOLOGY

Introduction

For this particular study, a qualitative case study was used. The approach, based on the principles of ethnographic research, was selected to capture the richness of the unique interactions and experiences of the participants in the study (Hammersley & Atkinson, 1983; Erlandson et al., 1993). Furthermore, this methodology provided an in-depth look into a board member's, administrators', principals' and teachers' perception concerning a systems approach to implementing a diversity plan district wide.

The theoretical premise for this study is Cox's Model for Cultural Change (Cox, 2001). According to Cox (2001) this model consists of five components: (1) leadership, (2) research & measurement, (3) education, (4) alignment of management systems, and (5) follow-up. The change effort cycles through all of the elements and is continually assessed and refined over time in a process of continuous loop learning.

Specifically, this qualitative study was to investigate: (1) why did the district create a district wide diversity plan, (2) was there a misdiagnosis by the district to create a diversity plan, (3) what process did the district use to meet the challenge of diversity, and (4) did the district fail to understand the shape of the learning curve for leveraging diversity among employees, students and community. The intention was not to evaluate the change model for work on diversity but to identify and analyze the processes in developing a diversity plan to manage both short and long-term goals to address issues of diversity to improve the school's effectiveness and outcomes.

Data Collection

The data collection phase consisted of interviews, obtaining documents from the first diversity meeting, attending a district diversity training provided by an outside agency, attending two in-school diversity training sessions given by community leaders and professors of higher education from the local university attending two subject area service meetings, and visiting all 22 schools in the district. The majority of the data came from interviews.

At least two interviews were conducted with each participant in his or her office, campus, or school during 2003-2004 school years. These interviews were structured to address the guiding questions while, at the same time, allow for open exchange that captured their understanding, ethnic difference, and direction for future interviews. The structure portion of each interview addressed specific aspects of the development of the diversity committee to achieve the district goal of implementing a diversity plan. Each interview lasted approximately one hour or less. The interview questions can be found in the Appendix D (for the principals) and Appendix E (for the teachers) of this record of study.

The initial interview allowed the researcher to establish a rapport through the sharing of participants' life stories and the spending of some time in their schools. The researcher gained a better understanding of the context in which the members worked. In this interview the members were asked to express their insight about themselves; their definition of diversity; their understanding of MISD Diversity Plan and its development; and what instrument they were using to assess the success of their school diversity

efforts.

The second interview gave the researcher the opportunity to follow up on any question that remained unclear or unanswered from the initial interview. It also allowed the researcher to asked questions from Cox Model for Cultural Change. Its purpose was to gain a deeper insight into ways which the diversity committee plans were to be implemented and future direction and goals for diversity committee. Questions focused on factors that encourage and support diversity through a strategic process.

In summary, the interview protocols and follow-up questions allowed the researcher to collect substantive data that provided insight into the understanding of implementing and developing a diversity plan. During these onsite interviews with four principals and eight teachers, the researcher collected impressions and data about ways in which their district provided for future research in looking at the issue of a systems approach to diversity.

Data Sources

District

The school district selected for this study was obtained through the help of the local ESC. The ESC serves 16 counties and 59 school districts. The investigator was informed that three districts met the profile of having a stratified diverse student population, a superintendent that supported diversity, and either implemented a diversity plan or was working toward developing a diversity plan.

The researcher visited the three school districts and spoke with each superintendent designee concerning the research proposal. The two districts that were not chosen met the initial criterion that was established; however, one district was in the process of developing a diversity plan but they were still in the early stages of development. The other district was inundated with numerous requests to do research in the district.

The district chosen for the study had implemented a diversity plan. The process had taken the district ten years and they were still making changes and modifications.. The district met the initial criteria by having a superintendent that believed in diversity and having a stratified diverse student population.

District Profile

The study took placed in a suburban school district surrounded by a large metropolitan area in the south. The majority of the district's student population was African American and Hispanic. Minority students in the district made up 59% (Appendix F, Table 1) of the total student population. The district number of professional teaching staff was 20% teachers of color and 80% European-American teachers (MISD Commitment to Excellence 2003-2004, District Plan and Appendix F, Table 2). The number of district teachers with five or fewer years of experience was 29%. The district turnover rate was at least 11% (MISD Commitment to Excellence 2003-2004, District Plan). To view the district teaching demographics by Ethnicity and Gender see Appendix F, Table 3 and 4.

There are 22 different campuses. The district offers Special Education for students age 3-21 and a Pre-K program is offered for disadvantaged 4 year old students. A Spanish bilingual program for grades Pre-K through 5th grade is in place as well as a Vietnamese bilingual class for grades 1-4. The city in which the district is located has a population of approximately 25,700.

The MISD Vision Statement for the future is to have students to be sensitive to others' needs and feel safe, both physically and emotionally. Due to a lack in representation of staff of color with a population that no longer mirror the staff, students of color feel isolated and also mistreated. Students was not the only one facing difficulty, staff of color also felt the pressure from others because of conformity. (Appendix F)

Selection of Participants

Administrators

After receiving approval from the Institution Review Board (IRB) of Texas A&M University and getting approval from the selected school district contact was made with the Superintendent designee. The designee informed the investigator that three administrator had a role in developing the district diversity plan. The designee made arrangement for the investigator to meet with (1) Associate Superintendent of Curriculum (2) the principal who headed the diversity committee after the Associate Superintendent, whom at that time was an assistant principal at an elementary school and (3) the Director of Human Resource who is the current chair of the district diversity committee and team. No other administrators were selected for this study because these three had the knowledge to discuss the development, process, and implementation of the

diversity plan. Each had an investment in the development of the diversity plan. Each agreed to be interviewed and was given an Interview Consent Form (Appendix G) and Audio-Taped Release Form (Appendix H). The Consent Form and Audio-Taped Release Form were given to all whom participated in this record of study.

Upon meeting with these three individuals they were delighted to share their experience of their involvement with diversity, their part in implementing diversity in the district, and help set the foundation for follow up interviews with the board member, principals and teachers. The selection of these three was by the superintendent designee which proved to be very vital. It was interesting because the Associated Superintendent referred the investigator to the principal and the principal referred the investigator to the Director of Human Resource. All three referred the investigator to the board member.

Board Member

This board member was referred to the investigator by the Associated Superintendent of Curriculum upon the initial interview and by the two other administrators on their initial interview. The board member had a significant impact in spear heading the discussion of diversity within the school district. Upon subsequent interviews the investigator was constantly referred to this board member. There was only one board member interviewed. This board member was selected because of his involvement with the development and implementation of the diversity plan. It does not appear that any other board member had an impact in the discussion or implementation of the diversity plan. The board member agreed to be interviewed. The interviewed took place in a local restaurant that was not located in the district. He also was given the

Interview Consent Form (Appendix G) and Audio-Taped Form (Appendix H).

Principals

There are 22 principals in this school district; only 21 letters were sent. Administrator 302 was not sent a letter because she was interviewed as an administrator. Prior to becoming an administrator with the district, Administrator 302 was an assistant principal at an elementary campus. Later she became a principal at a pre-kindergarten grades K, 1, & 2. After speaking with the superintendent designee, a letter of introduction was sent to each campus principal containing Appendix I (District Letter-Superintendent), introducing the investigator and the purpose of the visit; along with Appendix D (Principals Questions), E (Teachers Questions), and G (Interview Consent) with a stamped return envelope.

A personal visit was made to each campus with another letter, interview questions and a stamped self addressed return envelope in case the original letter was lost or misplaced. In meeting with each principal and encouraging their help and assistance, a deadline was established for returning the interview questions. A follow-up visit was made prior to the deadline date to encourage the principals' support.

Only four principals returned the questionnaire and an interview was established with them. Cox (2001) states leadership is the most essential element for change; without it, nothing happens. Since the principals (001, 002, 003, and 004) are the leaders of their campus it was important to understand how they saw diversity and how they were going to embrace diversity on their campus. MISD had five principals of color. Of the five principals of color, one Hispanic male, and one black female (Administrator

302) were actually interviewed and audio-taped by the interviewer.

Teachers

The district employs 1,029 teachers. The initial target for teachers for this research was to ask each principal for five teachers who demonstrated the district and campus philosophy of "Embracing Diversity". However; the investigator felt that only those teachers that the principals thought were exceptional teachers would be selected. The investigator spoke with the superintendent designee and to get a good representation from the teaching population, permission was granted to use the district technology email system.

The superintendent designee forwarded the request to each campus secretary with instructions and copy of the research (See Appendix I, District Permission Letter) and Appendix L (Participant's Notice Teachers). Those teachers interested in this research were to email the investigator using his email address. A deadline was also included in the email. Thirty teachers initially responded to the email. Those teachers were notified by email, and a copy of the teacher interview questions was attached as a document to the email (See Appendix E, Teacher's Interview Questions).

Once the investigator received the return questionnaire via email, an appointment was scheduled at the teacher's campus after school in his or her classroom. At the onset the teachers were extremely happy to participate in the research; however, only eight teachers returned the questionnaire and agreed to be interviewed. In meeting with the eight participants (one participate was interviewed at her home) they were given a package of information that included (1) Appendix E (Teacher's Interview Questions),

(2) Appendix G (Interview Consent Form), (3) Appendix H (Audio Tape Release Form), (4) Appendix I (District Permission Letter), and (5) Appendix J (Participation Consent Form). Prior to interviewing teachers on their respected campuses, a letter was forwarded to each campus principal concerning the interview (Appendix J).

Profile of Those Interviewed

A description of each of the interviewed is provided in Appendix K. It gives data concerning each participant's ethnicity, gender, years of experience, assignment, and if the participant was in or out of district. Administrator 301 was the Associate Superintendent of Curriculum and Instructions (has since retired) from the district. Administrator 303 is the Human Resources Officer. Both Administrator 301 and Administrator 303 were located at central office during the time of the interview.

Administrator 302 was an elementary principal during her interview; she was interviewed in her office. She was brought to central office to replace Administrator 301. Administrator 302 is now a campus principal at the new middle school in MISD.

All principals are actual campus administrators located on their home campus and will be designated with numbers beginning with 001. Principal 001 was a Middle School Principal. Principal 002 was an Alternative Campus Principal; whereas, Principal 003 and 004 are both Elementary Principals. The eight teachers involved in the study also have numbers beginning with 201. Teachers 201, 204 and 208 are middle school teachers teaching various subjects. Teachers 202, 203, 205, 206, and 207 are all elementary teachers located at various campuses.

Board Member

        The Board Member selected for this study came with high recommendations from all of the administrators including the gatekeeper. In speaking with the Board Member, he was first a member of the community. As he stated, he and other blacks in the community headed an organization called Friends of the Community. This organization was formed because M ISD did not respond to their needs.

Board Member - He was the first black male selected by any government entity in the district. Administrator 301 asked him to become part of the first diversity committee. According to Board Member a group called 'Friends in the Community' was hearing comments coming from African-American students concerning their treatment by MISD Administration and staff. Board Member believes that the district saw a storm brewing and they wanted to calm the storm. The district came up with a diversity sub-committee to calm the storm. He believes that the people who had the power were hoping that if given a carrot, then maybe the problem would go away, but going away was not an option.

Administrators

        The following is a brief description of the three administrators that were interviewed for their input in developing the diversity plan. The three participants were instrumental in developing the leadership, recruitment and training. They were members of the diversity committee and/or team.

Administrator 301-Administrator 301 was the first female interviewed for this record of study. She was the Associate Superintendent of Curriculum and Instruction and the first

committee chair of the diversity committee. She had been with the district for 15 years. She saw the district change from very small homogenous German Lutheran, Anglo-Saxon community to one that became very diverse. Administrator 301 felt by embracing the issue of diversity it can make the organization strong.

Administrator 302 - Administrator 302 replaced Administrator 301 as the committee chair of the diversity committee. Administrator 302 is a black female. She started her career as a teacher, became an assistant principal, and moved into Administration. Leaving administration, she became a principal of a pre-k campus. Administrator 302 directed the diversity committee toward the area of recruitment. She was approached by her principal concerning ways that she could help in terms of recruitment. Administrator 302 had written the principal a request and told her about thoughts and concerns regarding minority recruitment. Her principal forwarded that information to the superintendent of schools. Not too long after that, the district's diversity subcommittee started trying to formalize an action plan on strengthening its minority recruitment efforts. Administrator 302 is now a campus principal.

Administrator 303 - Administrator 303 is the Director of Human Resources, He is a black male that replaced Administrator 302 on the diversity committee. His responsibility was training and developing a true diversity module for the district. According to Administrator 303 diversity was a new focus for many people in the district. He felt with any new movement into a different area, the natural feeling is to put up a minor wall until you have proven that this is the best way to go.

Principals

The following is a brief description of the four principals involved in this record of study. Because they set the tone and culture for their campuses, it is important that they be apart of those interviewed.

Principals 001- Principal 001 had been employed by the district for sixteen years. Before coming to MISD, he taught for four years in another district and was a principal at a high school and junior high school. Principal 001 was instrumental in getting the district to focus on diversity because of his high minority population. Principal 001 is of Hispanic origin. Principal 001 was instrumental with the district for talking and leading others in diversity; however, he did not serve on the diversity team or committee. Principal 001 stays abreast on diversity by his continual reading, sharing his insight and attending diversity workshop.

Principal 002 - Principal 002 served as an Alternative Campus Principal. Principal 002 is not from this area. He stated that he grew up in a trailer park in Los Angeles. He started as a teacher with the district and became the principal of the alternative campus. Principal 002 has many challenges facing him because his students are assigned on a weekly basis. Normally his students are students that cannot make it on a mainstream campus. Principal 002 attended diversity workshops but did not participate on the diversity team or committee.

Principals 003- Principal 003 was a newly appointed principal to a 3-4-5 campus. Previously he was an assistant principal at a MISD high school. Prior to coming to MISD he was with another district located in central Texas. Principal 003 felt that the

diversity program was well over due for the district because of the district's changing demographics. Principal 003 also did not serve on the diversity team or committee.

Principal 004 - Principal 004 was the only female principal who wanted to participate fully in the study. She had over 40 years experience in education and 27 years with the district. Of those 40 years in education two were spent with Texas Educational Agency. Principal 004 stated her background growing up in South Texas helped her understand the issue of diversity. She believed that teachers, regardless of color, must have a missionary heart to help children of color. Principal 004 had considerable input with the diversity team and committee.

Teachers

The eight teachers interviewed are listed below. The teachers completed the teacher interview, and a follow-up interview was given. Of the eight teachers interviewed there were three males and five females. There were three middle school teachers and five elementary teachers. Seven teachers were interviewed at their respective schools and one was interviewed at her home. These eight teachers met the requirement to fill out the interview questions and were willing to be audio taped. All interviews on campus were done after school.

Teacher 201 - Teacher 201 was a first year middle school teacher, teaching six and eight grade science. She received her training through an alternative certification program. Prior to receiving her certification she was in the medical field for two years. She stated teaching was something that chose her. She was not told about diversity, because she was new to the district. Teacher 201 did attend the district diversity workshop.

Teacher 202 - Teacher 202 was a male third grade teacher. He had over 25 years of education in the public and private sector. He also administered two religious schools in the area. He believed diversity comes by the nature of the children themselves. He stated, "Any school private or publicly funded reflects the standards of the community that it serves. The school speaks volumes and continues either for the positive or for the negative." Teacher 202 did not participate on the diversity committee or team; however, he did attend the district diversity workshops.

Teacher 203 - Teacher 203 was the only African-American teacher willing to participate in this record of study. She was a second grade inclusion teacher with Special Education and English Second Language (ESL) students. She had been with the district for eight years. She stated that "as a black educator she had a tendency to try to really make sure that all children were successful in processing non-fiction stories. She believed in a lot of repetition and drills. She was a member of the Campus Advisory Committee (CAC) in Social Studies to make sure that the campus emphasizes the different cultures. Teacher 203 did not participate on the diversity committee or team; however, she attended the district diversity workshop training.

Teacher 204 - Teacher 204 was a middle school teacher with 27 years of teaching experience, 13 of those years had been with the district. Teacher 204 is a Hispanic female and served on the district diversity committee and team. She worked as student advocate which is similar to a social worker and taught three teen leadership classes. She stated:

I was very instrumental in that I was asked by our principal if I would be a part

of the diversity committee. So when they were organizing the Diversity

Committee for the school district, I was one of the first group committee

members. I'm probably the only member that has been there the entire time.

Initially, what we set out to do was to make a committee that was going to pay

attention to diversity in MISD for the long haul. We did not want to be a fly-by-

night committee. We wanted to make sure we did it right.

Teacher 205 - Teacher 205 was also a member of the district diversity committee. She is

a Title I teacher with 21 years of education experiences from another state and 12 years

with Texas. She had taught grades one through eight and had taught in an inner city

school where she was one of three Anglo teachers in an all African-American School.

She was at one school for 17 years, and it happened to be the school she graduated from.

She stated that, her learning about diversity came during 1974-1975. This was when

much racial tension in another southern state was at its height. It was her first time ever

being around African-American people as a part of their society, as opposed to them

coming into the white society. She stated:

I grew so much those three years to learn to understand African-American

culture especially at that time, but I think it was also a growing of my first

awareness, really, of how diverse our culture actually is. It was interesting; I

would never give that up. That experience was the best.

Teacher 206 - Teacher 206 had been with the district three-and-a half years. Before

teaching he worked with a non-profit organization for six years. Later he went back to a

local university to receive his teaching certification in elementary education. Teacher 206 moves students around in his classroom so that they interact with everyone and not just their buddies. Teacher 206 did not participate on the diversity committee or team but attended the district diversity workshops.

Teacher 207 - Teacher 207 had been with the district for six years. He originally started out working in the restaurant business. He is married to a teacher and did a lot of volunteer work in her classroom. In his classroom he mixes his seating chart based on ability level and ethnic background, so that all children have the opportunity to get to know children from different backgrounds and ability levels than their own.

Teacher 207 was part of the diversity team. Accordingly their job was to come up with a district mission statement concerning diversity. Getting the actual wording to the mission statement to a consensus was the hardest part. It seems everyone had the same idea right from the outset, but getting the right words to reflect what would apply district wide was really difficult.

Teacher 208 - Teacher 208 had been with the district six years; however, she had ten years of educational experience with a district located in North Texas. Teacher 208 did not participate on the diversity committee or team in MISD; however, she did participate on a diversity committee with another school district. The school which she came from was as equally diverse as the middle school she was with now. She stated that her old school they did a lot of role playing, being able to put themselves in the position of another ethnic person or group. See Appendix K, for Data Sources of Participants.

Data Analysis

The constant comparative method of qualitative analysis was used to make judgments about the interpretation of the data. The four stages to the constant comparative method are: (1) comparing incidents applicable to each category, (2) integrating categories and their properties, (3) delimiting the theory, and (4) writing the theory (Glaser & Strauss, 1999).The basic strategy of the constant comparative method is to do just what its name implies-constantly compare.

The researcher used the prior research-driven approach to identify themes and to develop a coding process (Boyatzis, 1998). The coding process was constructed by using the Cox Model for Cultural Change. The themes were given by Cox, and the data was analyzed using themes given.

As a way to bring about a collective interpretation in the data analysis, the researcher believed it was important to understand the complexities in collecting and analyzing cross-cultural research. Stanfield and Dennis (1993) assert that in race and ethnicity research, comparative analysis can be interpreted in a number of ways. They believe that researchers in mainstream disciplines rarely reflect on the effects of their own racial identities and how that influences their interpretations. There is also the norm in social sciences to assume that European American realities can be generalized to people of color. Stanfield and Dennis (1993) further that there are ethical considerations in researching people of color because of cultural, class, and gender differences, and a special sensitivity is required to study these discrepancies.

The researcher believed that trust is the most important issue involved in interviewing and collecting data. Prior to beginning this research all necessary steps were taken to ensure privacy and confidentiality. The researcher went to all 22 campuses and introduced himself to the campus principal and informed them of the purpose of the research. The gatekeeper and committee chair were kept abreast of the progress of this record of study. The researcher did all of the interviews. The analysis of the data was a collaborative endeavor between the African-American researcher and a female African-American colleague.

Validity, Reliability, and Ethics

As in any research validity, reliability, and ethics are major concerns. Every researcher wants to contribute results that are believable and trustworthy. The issues of credibility and transferability surface about the information gathered by the researcher. Why? Since the researcher's involvement and conversations with participants were intense, prolonged, and numerous about A Systems Approach to Implementing a Diversity Plan, his personal perceptions may have affected the process to some degree. However, the nature of engagement during this study provided him with unique and substantive insights into this research matter. Therefore, throughout this record of study, the researcher conducted this investigation to ensure validity and reliability in an ethical manner.

In order to ensure both internal and external validity and authenticity of this record of study, the following steps were employed: (1) submission of a proposal to the Doctoral Committee during its development of interview protocol and coding data; (2)

data were documented and analyzed from a variety of perspectives: board member, administrators, principals, and teachers: questionnaire, interviews, and emerging themes between participants as confirming and/or disconfirming evidences through the process of analysis, and research literature; (3) members of the Doctoral Committee had multiple opportunities to analyze all collected data, ask for other points of view, and/or address subjectively concerns to the researcher; (4) member checks took place with the participants by making transcriptions of interviews available for their review and reaction, asking for feedback on the researcher's role and techniques of data gathering, and/or discussing the relevance of the research with all participants; (5) multiple methods of data collection and analyses provided the fundamental means of triangulation; and (6) the rich detailed descriptions provided a base of information which allowed the researcher to concentrate on examining the particularities of the collected data and others an opportunity to use it in other contexts.

It was the researcher's duty to adhere to these safeguards and procedures to ensure that the issues of credibility, transferability, and authenticity were addressed throughout this record of study. The researcher believed that this methodology, as described earlier in this chapter, enabled him to meet the goals of the study and formulate a detailed description of perceptions faced by board members, administrators, principals, teachers, students, parents, and those stake-holder interested in Implementing a Diversity Plan. Although the challenges were many, the insights that were gained through such a study will be beneficial to both the researcher and other districts contemplating a process of implementing such a plan.

Limitations of This Study

The study was conceived as an exploratory investigation to investigate: (1) why the district created a district wide diversity plan, (2) was there a misdiagnosis by the district to create a diversity plan, (3) what process the district used to meet the challenge of diversity, and (4) did the district fail to understand the shape of the learning curve for leveraging diversity among employees, students and community.

Given the restricted focus of this study, the researcher identified a number of possible limitations. Although the pool of subjects was small and may not be generalized to all schools, the participants' experiences and perceptions provided much commonality in terms of themes and findings.

The researcher's limitations of this record of study include the following:

1). The scope of this study is limited to only one Independent School District.

2). The findings of this study may not be generalized to any other group than those interviewed.

3). Cox's Model for Cultural Change is a business model transposed to an educational setting.

4). In the field of education there is limited research available on developing a diversity plan and managing a diverse population.

5. The definition of diversity was broadly defined by the district; however, although MISD used a broad definition for diversity in the district mission statement, the interviews in this study focused on a limited aspect of the diversity statement: race,

ethnicity and socio-economic status of students.

Summary

The researcher believes that the methodology outlined in this chapter will enabled him to meet the goals of this record of study. Exploring the three questions through a series of qualitative procedures will provided a detailed description of implementing a diversity plan via a systems approach. The study explored who, what, why, and how a school district located in South Central Texas formulated a plan to address the ever-changing demography of the district. The challenges were many, but insight gained may allow other districts to look at, analyze, and formulate plans to meet the needs of their diverse community.

CHAPTER IV

FINDINGS AND ANALYSIS

The intent of this study was to investigate a systems approach to implementing a diversity plan in a chosen school district. Specifically the researcher wanted to examine (1) why a chosen school district utilized a systems approach in implementing a diversity plan to meet the needs of their ever-changing ethnically diverse, disadvantaged, and multilingual population, (2) what process did the district use in developing the diversity plan to meet the needs of a diverse population, and (3) can Cox 's Model for Cultural Change, which is a business model, proven to be successful in other settings, be adopted and used in an educational system to meet the needs of internal forces and external forces? The investigator was interested in the process, rather than the outcome, used by the district in developing and implementing their district wide diversity plan.

This chapter begins with a brief description of the themes and sub-themes used to analyze the data. This is followed by the data analysis by the board member, administrators', principals', and teachers' responses to the themes and sub-themes. Finally, a summary of the findings to answer the three guiding questions in the study is given to see if a systems approach can be utilized in implementing a diversity plan.

In this study three themes were used to formulate interview questions that each interviewee could respond to. Those themes also included sub-themes which supplied an in-depth or "thick description" of the responses. Cox's Model has five themes (Appendix A); however, the MISD Model had six themes (Appendix B-B15). Of those six themes, only three were similar to Cox's Model, those being Leadership, Education,

and Follow-Up (See Appendix C).

To provide a better understanding of the findings, the three themes that are similar are listed below. These three themes and sub-themes were found both in Cox's Model and Mayflower Impendent School District's (MISD) model. See Appendix A-1 Leadership.

1. Leadership is the behavior that establishes a direction or goal for change (vision) provides a sense of urgency and importance for the vision, facilitates the motivation of others, and cultivates necessary conditions for achievement of the vision. Leadership is the most essential element for change; without it, nothing happens. Leadership is the most important theme and includes the following sub-themes: (1) management philosophy, (2) vision, (3) organization design, (4) personal involvement, (5) communication strategy, and (6) strategic integration.

    A. Management Philosophy- a system of principles that describe attitudes of managers towards their responsibilities to the organization and its stakeholders.

    B. Vision- vision provides everyone in the organization with a shared mental framework in the direction in which the organization wants to proceed.

    C. Organization Design- all elements are strategically in place, so that the process flows smoothly.

D. Personal Involvement- members in key positions exhibiting

necessary changes for the implementation to take place.

E. Communication Strategy- methods utilized so communication

flows upward as well as downward.

F. Strategic Integration-how well will diversity be implemented

Cox (2001) states the key to an effective organizational change is effective leadership

that begins at the top.

The second theme which was common to Cox's Model is Education. Analysis of

the data revealed that in many ways the district attempted to follow the sub-themes in

education, but often did them inadequately. (Loden, 1996) states, that within every

organization, people respond to new ideas in distinct and predictable ways, based on

differences in individual tolerance of perceived risk.

In the behavioral science field, where research on change adoption abounds,

thousands of studies have been conducted documenting these classic human responses to

change. (Rogers & Shoemaker, 1971).   If the change effort is to succeed, the norms of

behavior in the organization must change, and leaders must be the first to demonstrate

this shift of behavior. (Cox, 2001). Under the category of Education there are four sub-

themes. They are listed below with a brief description of each.

2. Education is a central feature of any change effort. Education is used in

preference to training to signify that learning must be approached through a

variety of methods. The need for education is well established as a staple of organization change- and no less so for change related to diversity (Cox, 2001). See Appendix A-2 Education.

A. On Managing Change- how will those in the organization manage the change?

B. Development of In-House Expertise- will there be outside help to develop others for this sensitive position?

C.   Modification of Existing Training- what additional training will be needed or replaced to make this transition a success?

D.   Addresses the three Phases of the Learning Process

    1. Awareness

    2. Deeper Knowledge

    3.   Behavioral Change

Education is crucial in the reforming of any social project. Without the training, knowledge, support from outside agencies or consultants, the challenge for success will surely be out right failure. There have been a great deal of activity in the area of diversity training; early returns on its effectiveness are not encouraging (Rynes & Rosen, 1995).

The last theme to be analyzed which shows similarity between the two models is Follow-Up.   .

3. The principle aspect of follow-up is to establish accountability for results and to create explicit mechanisms for evaluation of effectiveness. In addition, both accountability and evaluation should be governed by the philosophy of continuous improvement. This means that the goal is full participation of all members and that adverse effects of group identity must be reduced to zero (Cox, 1994). See Appendix A-3. Below are the sub-themes for Follow-Up.

   A. Accountability- where does this responsibility lie?

   B. Continuous Improvement- what efforts are in place to measure success for further improvement?

   C. Reporting Process for Performance Results- what programs are in place to recognize departments for their performance of success with diversity?

   D. Knowledge Management Program- is the knowledge of diversity being shared effectively among staff, and are diversity programs being executed with success?

Listed above are all the themes and sub-themes which were used to analyze the data. Those themes are Leadership, Education, and Follow-Up. However, Cox (2001) states in order to have an effective change model the following needs to be in place: (1)

Leadership, (2) Research and Measurement, (3) Education, (4) Alignment of

Management Systems, and (4) Follow-Up (See Appendix A). When comparing Cox's

Model with MISD (See Appendix B-B15) there were only three themes apparent in both

(See Appendix C). Based on Cox's Model it would seem that MISD would not meet the

desired success in their change effort because they did not utilize all of the themes which

Cox (2001) stated. If districts in the future are to implement a systems approach to

diversity, it would be wise to follow the Cox model.

Overview of Findings

As a way to complete the study, the data was coded using themes and sub-themes

from Cox's Model for Culture Change (2001). The data collected from the participants

were coded and separated according to their descriptive nature and suitability to the

exploration themes and sub-themes for implementing a diversity plan. The data

collection sources included participants' interviews, on-site observations, the

researcher's reflective notes, and written artifacts. The researcher's findings were based

on the themes of Leadership, Education and Follow-Up from the following: (1) board

member's, administrators', principals', and teachers' responses to the themes and sub-

themes of Leadership (See Appendix A-1), (2) administrators, principals, and teachers'

response to the categories and properties of Education (See Appendix A-2), and (3)

board member, administrators', principals', and teachers' response to the categories and

properties of Follow-Up (See Appendix A-3).

The findings from this study revealed that only three of themes (Leadership,

Education, and Follow-Up) were utilized in MISD's implementation of their diversity

plan. The findings also revealed that the district was lacking in leadership, ownership, understanding, and implementation. In conjunction with the review of literature and an analysis of the data, the findings from this study revealed that Mayflower Independent School District, will not meet its' overall objective of embracing diversity district-wide. This finding was due in part of the limited number of participants both principals and teachers involved in this record of study.

Themes and Sub-Themes of Leadership

Leadership

Before talking about the required behavior and responsibilities of leaders, it may be useful to address the question of who the leaders are when working with diversity. According to Cox (2001) a leader is anyone who has influence with other people. Leadership starts at the top. It takes many leaders to make a change effort successful. Finally, leadership on issues of diversity must be comprehensive and not be delegated.

For MISD it was evident that during the initial process of initiating a diversity plan; there were issues with who would lead the plan. Findings indicated that only one board member was really involved in its development. Other members of the board gave this member sole ownership of this plan. There are various reasons for this; it could be that members of the board did not know how to address the issue of diversity or the needs of people and students of color. This may indicate that one of the biggest issues that hindered the plan was due to the leadership and overseeing of the plan.

It has been established that leadership is the most essential element for change without it, nothing happens. To be fully effective, leadership on diversity must start at

the top.   Document analysis of past board minutes revealed that during the implementation of the MISD diversity plan, the board member was the only one who took the diversity plan seriously, through his dialog to the diversity committee, diversity became a reality for the district.

The Associate Superintendent of Curriculum, two administrators, principals and teachers were considered the primary leaders for the district (Mayflower Independent School District). Teachers are often overlooked as leaders because in theory they do not have decision making capabilities to change or develop policy. For this paper teachers are included as leaders because they have influence with other people especially the young minds in their classroom (See Appendix A-1).

In the development of the MISD diversity plan, a board member, three administrators, four principals, and eight teachers were interviewed to get their perception of Cox's Model for Cultural Change using the three themes and sub-themes mentioned earlier in this paper. It would have been helpful to this dissertation, if more members were included in the sample. This includes additional board members, administrators, principals and teachers. Analysis of the data showed that everyone interviewed saw leadership as important, but each had their differences about what their roles were.

Board Member's Perception of His Leadership

It was apparent that only one board member viewed the MISD plan as important; however, he also viewed the MISD diversity plan as a carrot being dangled in front of the minority population. As the board member stated, "Give them a carrot and maybe

they will go away, but going away was not an option." He wanted to be a change agent and be viewed by other board members as willing to take up the torch for the MISD diversity plan.

Prior to the member elections, he was the first black to be elected to the MISD school board or the city where MISD is located. To show how the board member saw his leadership as a change agent, he stated, "I ran on the platform that I was trying to make a change in the district. Well not so much change, but move things forward."

The board member saw himself as changing the district from a small rural community to one that was changing demographically, economically, and becoming suburban rather than a rural agrarian community. He also saw himself as a champion for students of color especially African-American students, because of alleged mistreatment that these students were receiving from the administrative staff at MISD.

The Board Member also saw himself as bringing color to the leadership of MISD, because the only person of color working in the Central Office, at that time was his wife. Prior to being elected as a board member of MISD, he spent a considerable amount of time working with the diversity committee, setting the ground rules for the diversity team and what MISD should look like as far as the district meeting the needs of their diverse population.

Change for him was bringing MISD out of the dark ages of the 20th century. This meant changing the teaching population to meet the needs of a culturally diverse population. After the Million Man Walk in Washington D.C., he as a member of a local

religious group called "Friends of the Community and others from community became instrumental in the local politics of the community especially MISD because of unfairness and mistreatment of students and parents in decisions rendered by the city and school officials.

As a board member for nine years, the board member went from a member of the original diversity committee, to a member of the school board, later to become secretary of the board, vice president and finally president of the board. Through his transition an increase of teachers of color was added to the staff. Two females were promoted to principals of newly created elementary schools, and a black male was hired with a majority vote to lead one of the high schools. The district added three more elementary schools, one middle school, and another high school.

While the board member really felt he was attempting to make MISD a culturally relevant leadership team, by adding members of color to the leadership tem, he also realized that the board may not have been as progressive or supportive for change as many on outside of the board room would believe. The board member stated many of the members on the school board were reluctant to speak with him outside of school board business. There were three incidents that were related concerning the board congeniality toward the new board member. The first being the use of inappropriate or derogatory terms by other board members for humor or jokes. This includes the "n" word (nigger). As he stated;

> I told them at the first board meeting that we had. I told them just pointblank, I
>
> said, "Now, hey, you all know you can not use the word 'nigger' no more. I just

want to let you all know that. I do not know if you have used it, but I am just

telling you that in my presence it is unacceptable.

The second issue was the awarding of bids and contracts. He stated:

After I started hitting them on the bid process, I started realizing some of the

phone calls I started getting. I got a call from a couple of other board members

that normally do not have conversation with me at board meetings, I said, Oh

now my street ness says I have touched a nerve somewhere. My political savvy

says, I have touched a pocket somewhere. This simply means that the good old

boy system of awarding bids and contracts slowly started coming to an end.

The third situation came with him becoming school board president. Through his

nine year tenure the senior member on the board was elected as president of the board.

When it became his time to serve as president they wanted to change the format in order

to elect an Anglo female as school board president. His political savvy won him the job.

The three incidents mentioned show that MISD had serious problems working with

people of color or valuing diversity, and this was at the top.

Administrators' Perceptions of Their Leadership

Given the board member's perception of his leadership, the administrators

viewed their leadership differently. It appeared they were more concerned about the

implementation process and how it would affect their roles. There were similarities

among administrators in their perceived role as leaders in the leadership category.

Administrators saw themselves as pioneers in implementing a strategic process to

develop a diversity plan. They were not as radical as the board member because the board member was an elected official and saw himself as a change agent who challenged many of the practices that were before him. The three administrators only had limited authority to make and implement changes. Everyone in MISD was overwhelmed with the diversity plan, especially those who were hired by the previous superintendent. This implementation of the diversity plan would mean a change in behavior and trying something new.

The three administrators interviewed had an investment in the development and implementation of the diversity plan; they were given the task of organizing, researching, developing, and communicating to the District Academic Advisory Committee the Diversity Committee findings. Each member interviewed shared their thoughts of what their alleged responsibility was. However, each had limited knowledge concerning the magnitude in implementing a successful diversity plan. As one revealed, "The first thing that we did is decide what diversity was, because everyone was coming into the committee with a different idea.

Administrator 301 was given the task of developing the diversity team, its missions, its goals, and its objectives. Being the Associate Superintendent of Curriculum and Instruction because all students came under her umbrella, and based on her previous background of coming from a district where students of color were the majority and the teaching staff and administrative staff reflected MISD, she qualified to take on this task.

This assignment was given to her by the previous superintendent. Further, it was her responsibility to make sure that the diversity committee got off the ground. In

addition to being the Associate Superintendent of Curriculum and Instruction, Administrator 301 had the added task of putting a team of people together and developing the district diversity plan. She saw her leadership behavior as a pioneer in uncharted waters because many talked about diversity planning but few schools had developed such a plan. Later, Administrator 301 turnover the leadership of the diversity team to Administrator 302, it is not known what prompted this decision.

Administrator 302 was assigned and given the responsibility of implementing the diversity plan; however, she saw her leadership role in recruitment of teachers, especially teachers of color. She was selected because there were only two individuals of color as assistant principals. It was more of a color situation than what the individual knew about developing and implementing a diversity plan. Prior to Administrator 302 becoming the leader of the diversity team and assuming her duties in recruitment, only an Anglo male was performing this task. She was mentored by a principal who was also part of this research study.

Oddly, this administrator was an assistant principal at an elementary school. The odd thing about her appointment was of all the administrators and principals who could have been chosen to perform this strategic task, Administrator 301 selected a black female assistant principal to fulfill this responsibility. Not to downplay her qualifications, but an assistant principal? Again, give the people a carrot. This is a classic example of tokenism. After her tenure of heading the diversity team, she became principal at one of the elementary campuses, and later went on to become principal of a new middle school in MISD. Her initial job was to recruit and bring people of color to

MISD. The belief was that potential candidates of color would identity themselves with her due to her ethnicity and join the team at MISD (See Appendix A-1).

With the new recruitment issue, it meant she would now be in charge of making sure the district examined their hiring practices. She would have to examine why the district was unable to recruit administrators and teachers of color. She felt an incredible responsibility, but in many ways was unsure how to go about selling herself and selling the school district to potential candidates. Her frustration came in the form of how to sell the district, to both teachers and to administrators. She stated:

> One of the differences that I at least found in going out and recruiting was that most of what you found out there was young, they were in the early stages of their career, and they had not really established roots anywhere. On the positive side that can be fantastic. You, know, "Come make your home here in MISD. Let us grow with you. This is a great place for you to really sink your teeth into the career that you have chosen.

Another administrator who viewed his leadership in the area of Human Resource Department (HRD) was the current chair of the diversity committee. He viewed his role differently in the area of recruitment. He was the Human Resource Officer (HRO) for the district. His many job responsibilities were to recruit, train, and retain highly qualified staff of color.

Unlike Administrator 302, Administrator 303 was recruited from another district that was involved in talk concerning the implementation of a diversity plan. Sadly, the

similarity between Administrator 302 and 303 are they are both African American, both

new nothing of the plan which Administrator 301 created, and both were brought to

central office under the leadership of the board member. At this point because it has had

three leaders the plan and focus begin to be water down. The emphasis of embracing

diversity did not have the same appeal among the three administrators.

Administrator 303 appeared to be liked while he was given the charge of leading

this area. He did not really see the big picture of what he was to do because most of the

paper work or records were misplaced. He just envisioned minor changes in his

practices.

One of the things he was very clear about and that was change for the district in

policy and practice. He realized that if he was to be successful he had to walk very

lightly because he was the only African-American at Central Office. Administrator 302

returned to a campus as a principal at an elementary school. Change for this district was

not facilitated in a timely manner. His statement concerning change follows:

> Just like with any type of thing, any time you move kind of to a different area,
>
> sometimes the natural feeling is to kind of put up a minor wall there until you are
>
> proven that this is the best way to go, especially with the amount of workload on
>
> people and all the things that teachers have to do.

Each administrator interviewed had a specific function on the diversity

committee. Each was responsible for the success of the diversity committee and the

philosophy of "embracing diversity." However the board member saw the diversity team

as a ploy in not looking at the true issues which MISD was encountering. He made this statement: "What the people who had the power were hoping, is that, hey, if we gave them a carrot, then maybe they will go away." The carrot was the diversity committee which was part of a sub-committee. The "they" were the Friends of the Community, people of color, and the minority members of MISD. If the "they" would go away, MISD could return to normalcy.

For clarification all members interviewed are actual people affiliated with Mayflower Independent School District. Fictional names and numbers were given to those interviewed. Administrators 301, 302, and 303 were given the title administrators because they were all from Central Administration Office and were instrumental in the development of the diversity plan. When the reference is to administrators it is central office personnel.

The four principals interviewed in the study were campus administrators located on their respected campus. The four principals were also given numbers. Principal 001 was from a middle school campus. Principal 002 was located at the Alternative Campus. Both Principal 003 and 004 were at elementary campuses. Principals in this dissertation refer to campus principals located on their respected campus.

The teachers who participated in this study also were given numbers. Teacher 201,204 and 208 are middle school teachers. The remaining teachers 202, 203, 205,206, and 207 are all elementary teachers. Everyone interviewed were employed with the district when the interview took place. See Appendix K.

Principals' Perception of Their Leadership

The four principals (Principal 001, 002, 003, and 004) who were interviewed were somewhat perplexed about their leadership roles in implementation of the diversity plan on their respective campuses. A document review dated November 5, 1996, Subject: Getting Started, revealed that no principals were on the diversity committee or diversity team. This could have added to why the four principals understood diversity but were reluctant to implement the MISD plan.

Principals are normally always considered to be a vital part of any new program. Leaving campus administrators out of the loop on the diversity team did not make sense. Principals would add stability and know how best to carry out the diversity committee's wishes for implementing diversity on their campus. It may be assumed that the absence of campus leaders from the diversity team could have caused major confusion about embracing diversity and why the implementation process was not carried out. Again the document dated November 5, 1996 reveal that principals were not apart of this team or committee.

MISD's diversity plan was located in the 2003-2004 District Plan. This was where the district outlined how the diversity plan was to be implemented. It also told how the district philosophy of acknowledging and embracing our diversity was to be carried out. Only one principal interviewed for this study could speak about the district plan and the philosophy of the district. This leads to the belief that many did not have the plan or care about looking, reading, or discussing the model.

The four principals interviewed consisted of two elementary principals, one alternative principal, and a middle school principal. Each principal interviewed knew about diversity either from the school or through personal education. Each principal had been with the district for at least five years or more.

The newest principal, Principal 003, was an elementary principal who was promoted to the position coming from one of the high schools. He had been with the district for twenty one years. Everyone in the district knew him, and everyone knew that he was promoted to keep his wife in the district because she was leaving to become Associate Superintendent in a large school district located in South Texas. He was not concerned about diversity. His primary goal was to improve on the Texas Assessment of Knowledge and Skills Score (TAKS). His campus comprised the following make up: 62% were minority students, 37.9 % were economically disadvantage, and 85.5 % of the teaching staff was Anglo.

Another principal, Principal 004, with forty years of educational experience was a veteran elementary principal. She was unique; she stated "student came first". She mentioned that in order for students to come first she recruited teachers with a caring heart," by recruiting teachers with caring hearts they will value diverse students." Her campus represented most campuses in the district with a majority of diverse students and a majority Anglo teaching population. As she states: "First, my staff really is not as diverse as I would like for it to be, but I really look more at the needs of my students and teacher personalities and that kind of things."

It is believed that Principal 004 did value diversity; however, it would be wise for

her to follow the district protocol of having meeting with Anglo teachers prior to the beginning of school. It is easy to bring non-teachers of color prior to the beginning of the school year because most teachers have already committed to a district and have a contract. Principal 004 also added that the culturally and the financially impoverished students were hurting the most. Her campus was comprised 44.4% of the economically disadvantage, 60% of minority student, and an 89% Anglo teaching population. Finally, she closed by giving her opinion of the Mayflower ISD diversity plan:

> But to me, our district diversity plan right now is just words and its, way too generic, because basically, it just talk about the fact that we are going to value diversity. We are going to. Our goal is to help all children to succeed. The district needs to truly value diversity. Give more than lip service. If you do not understand it, you are not going to value it. We need to walk the walk.

This was a profound statement by this principal because it summed up why MISD would not achieve its goal of truly "embracing diversity". Principal 004 statements gave meaning to such terms as "walk the walk" "talk the talk" and "lip services". The statement shows the district needs to truly value diversity. From Principal 004 perspective the district was not valuing diversity because it did not truly understand diversity. The only thing that the district was doing was giving lip services to diversity.

The district was going through the motion. Cox (2001) makes this statement, "You have to know the area well in order to ask the tough question" (p.130). One needs to know more about diversity to get to the bottom of it? A person has to talk the talk and

that talk is diversity. He/she needs to walk the walk and that walk is the research behind diversity. In the long run, by having these things in place, those involved will not be caught off guard with a question concerning their diversity plan.

The third principal interviewed was a middle school principal (Principal 001). One could say this principal brought diversity to the district's attention. His campus was comprised of the following make-up: 68% minority students, 44.1 % economically disadvantage, 67.9 % Anglo teachers. At one time this campus was farthest away from Central Office and was receiving a tremendous amount of the new students coming into the district. With the influx of new students and changing demographics the principal and his staff started thinking out of the box concerning strategies for handling their new population.

Being a Hispanic principal with a large Hispanic population, he felt the need for a diversity plan. He felt there was need for diversity; however, from his knowledge through reading and living diversity, he felt his diversity was innate. He explains himself this way: "As a campus, if we are successful in valuing diversity, we will know it; we will see it and we will feel it."

Principal 001 and his campus faced a major challenge with his Hispanic female students who wore dark lip stick (black) and gothic hair arrangement. According to Principal 001, it made the female student look like death and cause considerable disruption in the classroom, dining facility, and campus. Principal 001 did not want to say this was gang relative nor had anything to do with a gang initiation.

As Principal 001 stated later it was only a trend. Since many on his campus had no experience working with students of color this incident had a major impact on his campus. He related that discipline referral to the office increased from Hispanic female students, fights between Hispanic female and other students occurred constantly. Hispanic females became more aggressive toward Anglo female teachers. Collectively he and his staff organized to find the cause of this trend. With support from teachers, friends and family the outcome was successful the trend eventually went away or stop showing on campus.

Many factors contributed to the success of the campus. Some of the female students were removed from the campus and sent to another campus. The older female students were placed at the High School because of their age. The younger Hispanic female students were given mentors and a Hispanic after school club was established for the young ladies with the focus being nutrition, health, education, counseling, tutoring and success for the future. There were other incidents at this school; this was the most significant. Principal 001 stated: "My diversity is more innate. I think it is just who I am. No one ever had to convince me of the need for it."

Being Hispanic and from south Texas, he knew first hand of poverty, discrimination, and the value of an education. What he wanted his students to believe was that they could overcome adversity. However, it was not going to be easy. He made this statement concerning the district diversity plan "The district must continue focusing on true diversity and must take actions that show that it really values diversity."

Just like the veteran elementary principal, Principal 001 also saw the district diversity plan as being generic. The key in his statement is "true diversity". Both principals wanted more from the chairs of the diversity committee. What both principals saw was the difference in student population, and they believed that they needed to understand the needs of the students if the district and the students were to be successful.

The last principal interviewed was the alternative campus principal (Principal 002). Young and energetic, he saw his role as returning students back to their home campus with good coping skills so they could control themselves and be able to manage their lives. This principal dealt with diversity weekly because new students arrived on his campus every Monday. When they arrived, that group made a team. How many arrive on Monday determined how many teams they would have.

Although he recognized diversity, he did not use the model which the diversity committee came up with. In lieu of the district diversity plan, he used Glasser. As he stated: "What we do here is we do lot of Glasser (1990) type stuff. That is preparing students to believe that they are capable of doing quality work in class. While they believe they are capable of doing quality work in class, all but a very few admit that they never done it and have no plans to do it in the future."

He felt that students' basic needs were more important than the diversity plan. In developing his needs assessment, he informed students that they were in charge of their life. He also wanted to know, how he, and his staff could help students achieve their goals and objectives. It is believed that this principal had a good understanding of diversity. From our interview he was knowledgeable of the district diversity plan and

share additional information concerning his background growing up in an area on the west coast. However, he chose not to use the district diversity plan because it may not have worked on his campus because he believed according to Glasser (1990) that his students can to him with five basic needs those being (1) survival (2) love (3) power (4) fun and (5) freedom. Accordingly, we must attempt to live in a way that will best satisfy one or more of those needs (Glasser, 1990).

Teachers' Perception of Their Leadership

Due to the lack of leadership from the principals concerning the issue of diversity on campus, teachers were confused to how they were to implement strategies in their classroom as well as on campus. The teachers interviewed wanted more information concerning diversity because they felt the burden would fall upon their shoulders especially with students of color who were not being successful on the state mandated test and potentially disruptive in the classroom. Just like the board member, they saw a shift in the student population, and they were willing to meet the challenge. However, they wanted guidance and directions from the campus leaders and district diversity committee.

It was revealed that (6) teachers were lost about their roles in carrying out the district plan. They felt this way because of the following factors: (1) the district plan was not explained to them by the campus leader, (2) a campus plan for implementing diversity was not in place because they did not understand the district plan, (3) training in diversity was an all day task which left many of teachers confused, and (4) there was a lack of communication across the district concerning a diversity plan, its implementation

and its transition. Many of the teachers interviewed did not know that the district had a diversity plan. One teacher made the following statement illustrating her confusion and frustration:

> Our student population was beginning to get more and more diverse as far as economics. We were beginning to have more and more people from different countries move into our area. This was something that we going to have to recognize and start doing something about it.

Unlike the board member, (3) administrators, (4) principals, teachers interviewed (8) saw the difference in their classroom. It was more realistic for the teachers because they saw the disadvantage daily. This became a concern for many teachers working with students of color, disadvantaged students, and the economically poor. Two teachers made the following comments concerning how they organized students in their classroom. They stated;

> (1) I move people all around periodically every week so they can interact with every single person in the classroom, instead of just their friends or their buddies or whatever. So in a sense, they are… I hate to use the word forced, but in a sense, they are, let us say, expected to interact with others in the class.

> (2) In my classroom, I mix my seating chart based on ability level and ethnic background, so that all the children have the opportunity to get to know children from different backgrounds and ability levels than their own. I feel that is important so that they can gain a better understanding of each other, whether it is

their culture or who they are. Hopefully by doing that, it will eliminate some stereotypes that typically start to develop in kids based on skin color, religion, and ethnic background.

The strategies used by both of these teachers were to arrange student by seating. Although both teachers' intentions were good, in putting students heterogeneously together, this may have caused more division and misunderstanding and potential class disruption. Students forced together because of skin color, religion and ethnic background and forced to separate from their friends or peers may cause disruption which will lead to further disruption of class (Foster, 1997).

In summary the Board Member saw the diversity plan as another attempt to silence people of color and minority parents in the school district. This was apparent when parents complained about alleged mistreatment of their student by administrators and staff (not to be confused with those interviewed). Parents were given the cold shoulder or told they could not do anything to change the decision because it was school district or campus policy. This was also shown when the group "Friends of the Community" attended a board meeting and was addressed by someone saying "What do y'all want?"

The Administrators (301, 302, and 303) saw the plan as a shot in the arm. It would give the district, at least on paper the appearance that they were addressing their needs for embracing our diversity. Each Administrator had different responsibilities as far as the diversity plan. Although the plan was designed to improve student success and bridge the gap between students and staff and staff and parents, the ultimate objective

was to improve student test scores.

The Principals (001, 002, 003 and 004) did not see the diversity plan from its' beginning. This could be for several reasons, but one of the reasons was that they were not included in the development of the plan to implement diversity district wide. Failure to have principals on the committee/team may have sabotaged the development and possible success of having an effective change model.

Teachers are resourceful. Having little understanding from the campus principals, they did things in the classroom to give support for embracing diversity. Most teachers did not know that the district had a diversity plan and that it was outlined in the 2003-2004 District Strategic Plans. Teachers did not understand how the district wanted them to "embrace our diversity".

Leaders come in many forms, with many styles and diverse qualities. It takes many leaders to embrace success in an organizational change such as implementing a diversity plan (Cox, 2001). There are several sub-themes under the title leadership, the first being Management Philosophy.

Management Philosophy

Management philosophy is the direction for implementation. This sub-theme of leadership deals with how MISD was to "embrace their diversity." The examination of the leadership category was somewhat vague because the leadership role for diversity was not truly articulated to the principals, teachers, or other members who had a leadership position in the district. Failing to get all the leaders involved resulted in the

following (1) not getting respected and knowledgeable personnel who desired to work in this particular area and (2) not getting personnel who were willing and had the ability to invest a significant amount of time. The biggest set back was not having principals on the diversity committee at the onset. The key to strong leadership as stated earlier, is the most essential component of the change process for managing diversity. Leadership starts at the top (Cox 2001).

The district philosophy for "embracing our diversity" was not defined so that everyone had a clear picture of what was meant by it. This philosophy should have given MISD the ethical commitment required to make good decisions at the district, campus and classroom level. Although each campus worked autonomously similarities should have existed. For MISD to "embrace diversity," they needed to embrace the decision that diversity would enhance the overall success of the organization (Thomas, 1991).

Here within lies the problem. Embracing diversity is a philosophical catch-all phrase (Cox, 2001). For organizations such as MISD to truly enhance this philosophy, they must accept the position that diversity will help our organization survive the 21st century and launch into the 22nd century. Managing diversity within an organization is part of a managerial process for developing an environment that works for all members of the organization, thereby enabling everyone to achieve their potential (Cox, 2001).

Board Member's Perception of Management Philosophy

The data from MISD revealed that prior to becoming a board member; he was a member of the diversity committee and saw the importance of diversity. Because of his

role as a board member and knowledge of diversity, he stood alone with his contemporaries in this matter. Making this statement, "The diversity team was a sub-committee of the Distract Academic Advisory Committee (DAAC), The Board Member believe that since it was a sub-committee of a committee that the district truly did not want to address the issues of implementing an effective diversity plan.

Administrators' Perception of Management Philosophy

The administrators' position was to manage the system of diversity as best as they could with the plan that the district diversity team formed. The philosophy to "embrace diversity" was distributed district-wide through the District Strategic Plan. In explaining "embracing diversity", an Administrator 301 stated:

> We have a whole objective in the long-range plan on diversity. It states MISD
> acknowledges and embraces our diversity and that each year the committee, the
> sub-committee, recommends objectives that go under that goal and then
> evaluates them. So over the years, we have addressed diversity in many ways.

Due to refinement of diversity, at the administrators' level, key players were omitted in the talk about diversity and embracing diversity. Since the concept of this paper is implementing diversity through a systems approach, Deming (1994) states, "It is management's job to direct the efforts of all components toward the aim of the system." (p. 50)

The first step is clarification: everyone in the organization must understand the aim of the system, and how to direct their efforts toward it. Thus it becomes

management's job to make sure everyone in the organization becomes successful to achieve the optimum success of the organization; this is where MISD fell short. As the leadership of diversity started being handed down from the Associate Superintendent, to Administrator 302, and finally to the current Administrator 303 continuity and authority began to disappear. Cox's (2001) theme echoes loud a clear "you can not delegate responsibilities." (p. 36) Due to the change in administration, the diversity loss some respect because the Associate Superintendent did not lead the team. Her replacements could not effect change or make policies.

Principals' Perception of Management Philosophy

Interviews with participating principals indicate that they did not implement the plan because they did not know what was expected of them as far as implementing the proposed plan on their campuses. When the principals were asked how they "embraced diversity," various answers were given.

The principals saw themselves performing diversity on their campuses by hosting ethnic days/nights. They attempted to be sympathetic to needs of their students by embracing the religious, social and cultural differences during such months as February (Black History Month), May 5, (Cinco de Mayo), and the religious festivals during the months of November and December. As Principal 002 stated:

> It is a philosophy that everybody has to do their part. I think the biggest thing is-
> especially with the kids. I look at the kids that I have to work with. There is
> ethnicity, but there is just the value, the background, the ideas, what they want to
> become. All of that is part of their diversity, too. So what you have to do is look

at every individual as an individual and see what their goals are, what they want

to achieve, and work together to help them meet that.

As summarized from interviews, principals lacked the understanding of the

district philosophy of "embracing our diversity," teachers and students failed to capture

the full impact of the plan being implemented by MISD. The principals saw the plan as it

was: "a plan." Because of this, perception there is no evidence that principals went out of

their way to get clarification or understanding. Mayflower, with its' professional staff

being majority Anglo and with a controlling influence by Anglo male, could be

considered a major barrier for this plan not becoming effective (Ipsaro, 1997).

Teachers' Perception Management Philosophy

Since the participating teachers did not know that the district had a diversity plan,

they were confused to what it looked like; how it was to be was implemented on campus

and in their respective classrooms, and how it was to improve student success. Most

teachers interviewed (8) five were clueless concerning diversity. Failure from their

campus principals to effectively communicate the importance of diversity caused

teachers to wonder if it was something to be valued. Those interviewed spoke in generic

terms concerning the issue of diversity. One teacher honestly stated she did not know the

district had such a plan

Teachers believed they would become social agents for the district, especially in

the area of nutrition, clothing, housing, religion, and medicine. The teachers revealed

that their role would change tremendously because of the management philosophy to

"embrace our diversity." One teacher made the following remark; this was outside the

realm of school. She explained:

> We kind of sat around and talked about diversity, what are some of the things that we can do in Mayflower to help people who come here from another area, other than Texas, to locate resources that would become available for these people, to help them find churches if they were religious and how find clothing if they did not have clothing.

This particular teacher saw her role on her campus as helping students of color especially those of Hispanic heritage. Being Hispanic background, she realized that more Hispanics were moving into the district and attending her campus. Some students as she stated did not have the necessities to begin class. So she took it upon herself to make sure that they got the necessary paper work completed to receive services from the district.

She also helped by opening a closet on campus that contained donated clothing from the community. She opened a store inside the school to make paper, pencils, and pens available to all students that needed supplies. These supplies were donated by teachers and vendors. In addition, she asked Spanish speaking teachers to help by adopting a Hispanic family in need by translating English documents into Spanish. Not all teachers felt this way: for most it went beyond their contract.

Since the philosophy of embracing diversity was not accomplished by the district, other problems were soon encountered. Cox (2001) states that all elements in his flow chart need to be implemented before you can have an effective change model. The

first major theme was "leadership," and the research showed that this was lacking in the implementation. The first sub-theme under leadership was "management philosophy." It appeared that no one in the organization understood the phrase "embracing our diversity." The next sub-theme under leadership is "vision." Senge (1990) acknowledged that when there is genuine vision, people excel and learn, not because they are told to, because they want to.

Vision

A vision provides everyone in the organization with a shared mental framework of with what needs to be accomplished along with some general guidelines about how to go about it (Cox, 2001). The ability to decide what is to be done is one way of expressing the leadership requirement of vision, a picture of what needs to be accomplished, along with some general guidelines about how to go about it. Cox's model on using a systemic process for implementing a diversity plan requires a vision that guides its implementation (Cox, 2001).

Cox (2001) state that most diversity efforts fail on three accords, the first being misdiagnosis of the problem; second, wrong solution (that is, failure to use a systemic approach; and, third, failure to understand the shape of the learning curve for leveraging diversity work

So what does this mean for MISD diversity plan? Due to the implementation of diversity into this highly interdependent system without changing or making adjustments in other parts of the system diversity itself will not survive. In other words due to the lack of support, lack of knowledge and implementation, MISD diversity plan failed

(Deming, 1994). Deming (1994) further states: "Anything less than direction of best efforts of everyone toward achievement of the aim or aims of the whole organization is a direct verdict toward failure to achieve best overall results (p.52)."

Board Member's Perception of Vision

The Board Member, being an active member in the community, saw the growth within the district with new businesses, vast construction of new homes, and new faces coming into the district. Due to the tremendous growth of the district, the board member saw a heterogeneous group working collectively with the district to enhance the overall success of the district by embracing diversity.

Developing an effective diversity plan and embracing the district philosophy of embracing diversity MISD would not have to sacrifice the quality of education that they were accustomed. Like most parents, the board member's vision of MISD was to improve their children's academic success and not sacrifice the educational quality through the diversity plan. The board member stated:

> I believe most parents felt and still feel they moved to Mayflower on purpose and they did not want to sacrifice any of the educational quality just to get a certain kind of picture. I think, we need to look farther, look wider, look in different places, consider other strengths that could be used to allow our quality to stay the same, if not increase, but at the same time welcoming in some different faces. And that is what we have been trying to do.

The board member wanted the district to grow with respect to diversity in the classroom and administratively. The vision was to change from the once homogeneous setting to a more heterogeneous setting by incorporating more people of color. The district already had students of color. The board member saw his vision as helping MISD transform to a district of the future.

Administrators' Perception toward Vision

Administrator 301 helped develop the vision for the district and the tone for diversity. As the administration shifted to Administrator 302, she had a different perception towards her role and the vision of embracing diversity. Administrator 302 saw her role as bringing qualified people to the district and not necessarily embracing the philosophy of the district.

On the other hand, Administrator 303's task was the recruitment, retention, and implementation of a training model to help teachers move from the awareness stage of diversity to deeper understanding of diversity and behavior change toward diversity. When Administrator 301 departed the diversity committee and handed over responsibilities to Administrator 302 and 303, the authority that came with Administrator 301, disappeared with Administrator 302 and 303. The district resorted to the old habits in recruitment according to Administrator 301. She stated:

> The first year that we made recruitment as a goal, we progressed toward that goal steadily bringing qualified teachers of color to the district. During the past couple of years, we have not made as great of a stride. As a matter of fact, we have probably gone back, because as you know, the colleges are not graduating

teachers that are in a minority.

Principals' Perception toward Vision

A couple of principals shared their visions. The first principal shared his vision as what needed to be done on his campus. The principal being on an Alternative Campus thought by using Glasser (1990) this may help with his organization and the students he received each week. In doing so he articulated the following:

My vision, kind of like I said, is that you have an environment that takes everybody on themselves and looks at, what we do here. We do a lot of Glasser type stuff that is needs assessment. What are these kids needs? You know what their needs are. They have their basic needs. But then, what are their goals? What we do is we take their real world, what's in their world right now, so this is what you are given. Okay? Right now, this is the starting point. This is what you want your world to look like. How can we help you get there? And you are in charge of your life. You are in charge of these two worlds. And if you want to get from A to B, there are some things you are going to need to get there. How can we help? But that is going to be different for every single person. And so, the vision really is to help these people achieve their goals and help them get control and be able to manage their lives and have a successful lives and be happy, really.

Although Glasser (1990) theory was being utilized, this principal saw his vision through his students' reaction. In Glasser (1990) "Control Theory," students can control their own behavior, and that all people need a sense of belonging, freedom, power, and fun. His vision was that once they returned to their home campus they would make

appropriate choices. The second principal concluded, "The vision for the district should continue to keep diversity on the top of the list of everybody's concerns". Like most campuses, in MISD, there were a large number of students of color with a high percentage of white teachers. Even though this principal accepted the district vision of diversity, diversity was not on their campus among the teaching staff. This was another area in which the district needed to define the vision.

Teachers' Perception toward Vision

Regarding the vision of the diversity team and its philosophy about diversity one member of the diversity team expressed the following concern:

We actually had people retire from being on that committee. Initially, what we set out to do was we set out a committee that was going to pay attention to diversity in MISD for the long haul. We knew we wanted to do that. We did not want to be a fly-by-the-night committee. We wanted to make sure that we did it right.

Teachers did not have a clear understanding of the vision. Those who read the District Strategic Plan 2003-2004, did not know how to implement the diversity plan because they had no direction from the principals. Principals took a hands-off approach until further information was given to them concerning how the district wanted them to embrace diversity.

Organization Design

In creating a shared vision and demonstrating their personal commitment, leaders

of the change effort must create an organization structure to shepherd the change process

(Cox, 2001). The design of the organization helps support the implementation plan

provided that key elements are in place such as personnel, policies, and procedures.

There was tremendous disagreement in how the board member, administrators,

principals, and teachers viewed the design of the organization.

Board Member's Perception of Organization Design

The Board Member saw the organizational design not being favorable to

minorities. He related three incidents that showed how he saw the organizational design.

The first two were with the old superintendent concerning the removal of the only

minority in an administrative role. In talking with the board member there was no love

lost between he and the former superintendent because of his demeanor. The board

member stated;

> Several statement by the superintendent illustrated insensitivity. For example
>
> when the superintendent talked about an African-American male he removed as
>
> vice principal, he talked about how happy the guy was with it. He continued by
>
> saying, that kind of upset me because of the tone that he was using The way he
>
> approached me (Board Member) his statement was offensive, in terms of, "Hey
>
> you do not have any African-Americans in positions as it is. The first thing you
>
> want to do is remove an African-American.

The board member was relating to the superintendent that the only minority the

district had in a leadership position was being removed only because he was black while

similar white administrators and teachers whose performances were poor still maintained

their positions. The second incident with the old superintendent came when the board member went to see the superintendent concerning the hiring and firing of minorities. This was the board member's account;

> So we talked about hiring and firing. I am trying to figure out, hey, why is it so easy to fire black people (i.e. males) and to remove black principals? Are you trying to tell me that there are no whites' people in that category? The first thing I told him was, "Hey you know what? Look at the numbers. The district is changing. Hell, I am here. The district is changing right in front of your own eyes.

> In speaking with the superintendent on this occasion, the board member was frustrated because of the number of minority teachers and administrators leaving or being transferred because of evaluations or lack of a support system, this lead to the third encounter. The third incident was his observation of a lack of a support system for teachers of color. He addressed this issue because there were no administrators of color. He stated;

> What program do we have to support teachers of color? Then we started realizing, you know what? There is no support system. So if you had a problem with perhaps an Anglo teacher, that Anglo teacher still had more pulled in the district and more access to high level supervision than the African-American and other teachers of color.

Cox (2001) made a similar comparison with that of the board member. Cox states, "Any type of change encounter resistance some type more than others. My experience with change to create a welcoming environment for diversity suggests that there is more than the usual amount of resistance and that resistance is especially likely to come from majority culture group members. One reason for this accelerated resistance is fear among majority group members that change will produce a zero-sum game which others gain and they lose (p.60)."

Administrator's Perception toward Organization Design

The Assistant Superintendent of Curriculum (Administrator 301) was the only top level administrator involved in the development of the diversity plan. She was charged with creating a strategy, selecting members and tools for managing diversity and serving as an expert resource to facilitate the implementation of the strategies at the district and campus level. Her first agenda was to establish a diversity committee. She stated the following:

> The diversity committee was a sub-committee of our District Advisory Council, and our DAC is our district site-based decision making committee. So this Diversity Committee met regularly during the year. So one of the first things we did on the committee was to define what diversity meant to MISD. Mayflower was not changing ethnicity. Mayflower was changing in the level of economic status of parents, the educational level of parent. Our special education population was growing. So every way you looked at diversity Mayflower was growing. We looked at four things (1) staff, (2) resources, (3) curriculum, and (4)

training.

From this committee after approval from the District Advisory Council principals and teachers would be able to develop strategies for implementing diversity on campus and in the classroom. Because there was no clear indication of what was to be done principals and teachers responded differently.

Principals' Perception toward Organization Design

Principal 002 saw the organization design as what he needed on his campus to support his diverse student population. He stated;

> Well, as far as leading them or organizing them, I guess the biggest diversity is the student population, because here weekly, depending on who just get sent that week. The way we deal with it that who ever comes in that week, that a squad. So automatically, there is this kind random grouping that comes in, and then we do a lot of team work with the kids.

Without any separation or pre-conceived knowledge of the students; students were put together regardless of ethnic, cultural or academic make up. He felt this random placement helped the organization because students were placed by arrival versus being placed by academic ability, race, or ethnicity.

Teachers' Perception toward Organization Design

On the other hand, the teachers saw the organization design as, how they treated their diverse students in the classroom. What did they need to do to make diverse students successful not only in life, but in their classroom, specifically on the Texas

Assessment Knowledge and Skills (TAKS) test? Teachers saw themselves being responsible for the success of implementing the diversity plan in the classroom. Various classroom techniques and strategies were used by the teachers in the classroom to accommodate their diverse student population and to make the plan work.

The board member saw the organization design as not having the right people in place to shepherd in diversity. He explained that everyone in the design was hired by the former superintendent and had the same mindset. This is why at the onset that he described the diversity committee as a carrot for him and other minorities in the community. This perception created obstacles and issues in the retention, recruiting, and hiring of minorities. Hiring a more diverse faculty became difficult because a traditional White male was doing the vast majority of recruiting at Historically Black Colleges and Universities. When it came to retention, it was the, biased White male who held the final decision for retaining the employees of color.

The administrators believed that the diversity committee would have things in place so the campuses could usher in the diversity plan. One thing apparent at this level was that no one was talking diversity. As documented through interviews, principals were not talking diversity at the campus level. Most campuses were inviting professional people to come and talk about diversity to their staff.

At the classroom level it depended on the senior teacher. Fox example Teacher 205 was a Hispanic teacher and a campus leader. Her principal promoted the plan because of his interest in diversity. Due to his interest, she was able to communicate diversity throughout the campus. If the change effort is to succeed, the norms of

behavior in the organization must change (Cox, 2001).

Personal Involvement

Personal Involvement is the fourth sub-theme under leadership. Personal Involvement starts from the top, and the leader must be the first to demonstrate this behavior. Personal involvement means more than just being involved. It means setting to new behaviors and attitudes that reflect the management philosophy of embracing diversity. It also means being willing to commit time and effort to ensure the philosophy becomes a reality. It appeared that some of those interviewed were committed personally to make the diversity change effort work; however, it appeared that some interviewed only gave lip service to diversity.

Cox (2001) states that nothing kills the ability to lead faster than hypocritical behaviors. If the change effort is to succeed, the norms of behavior in the organization must change, and leaders must be the first to demonstrate this shift of behavior. It is important for leaders to model the new behavior that distinguishes diversity competence from incompetence.

Board Member's Perception towards Personal Involvement

Prior to being voted to the board the board member was a member of the diversity committee. He was selected to the committee because of his out spokenness concerning diversity. According to the board member he was ask to become a member of this newly formed diversity committee by Administrator 301. The board member showed his personal involvement by first being involved with a group called the "Friends in the Community," which was religiously based. He states the following:

Through the Friends in the Community we were just concerned that we were

getting a lot of static. Static may not be the right word, but there was a lot of

comments coming from students that went to school there about treatment of

African American. Also, we have quite a few professional workers and they

talked about their experience in dealing with administration.

The board member's personal involvement started with the diversity team. As

noted from his statement, his involvement initially began with concerns about African

American students and parents in relation to administration. This was prior to his

becoming a board member. As stated he was a member of the original diversity team,

later he became a board member. His perception of the diversity committee was that it

was a "carrot," and the powers-that-be were hoping that it would go away.

Administrators' Perception towards Personal Involvement

Although the three administrators involved had involvement with the diversity

committee; they did not share views on how personally they were involved outside of

their administrative duties. One administrator spoke concerning her personal role in

recruiting. She stated;

It gave us access to more folks in here in Central Texas that we might not have

had access to before. We were able to travel more. I was able to participate in

another coop with historically black universities and colleges and get some

success and that was through Louisiana, so get some access to some minority

candidates there.

This administrator, lacking in communication with members of color, knew the importance of recruiting diversity because she was now heading the diversity committee. Her personality lacked the charisma needed to recruit people of color. She was later replaced; for her efforts she was promoted to campus principal, giving MISD their first black principal.

Principals' Perception of Personal Involvement

In interviewing principals the expression on their faces indicated "I believe in diversity"; however, their actions and responses indicated, "I do not have a clue about diversity." However, a principal of Hispanic heritage showed his personal support of diversity by stating;

> I think mine is just innate. I think it is just who I am. Nobody has ever had to convince me of the need for diversity. I do not participate in formal educational training. I do read a lot about diversity. It is one of those goals that I do not have to write down. It is just me.

Principal 001 was extremely interesting because of his Hispanic background. If diversity was to have a beginning in MISD, one could say it started on his campus. Being a Hispanic male with many years of experience related that because of his diverse background, no one needed to convince him for the need of diversity. His Hispanic background provided him knowledge and insight to issues of diversity. Because of his demonstrated sensitivity, he recognized and addressed the needs of many students with alternative life styles not in keeping the perceived traditional student.

His personal involvement and support was obvious with the many expressive paintings of minority students throughout the campus. His campus was the first to help parents who were unable to speak or understand the English language seek help through the many social agencies. His campus was first to say to the district, "Hey, we are changing." Although his campus was first to addressing issues encounter by the district, the district did not heed his warning. When the diversity committee was formed he was not asked to become apart of the committee.

The principals interviewed all stated that diversity was important. Some shared the various activities that they had on campus recognizing students' heritage and ethnicities. Some talked about doing their job and staying focused on the needs of their students. However, many could not be specific about how they were personally involved in changing to meet the management philosophy of "embracing diversity."

Teachers' Perception of Personal Involvement

The teachers were confused concerning their personal involvement. There is an expression, "So as the leadership goes, so does the troop." Hersey and Blanchard (1993) states leadership is the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation. Because the principal did not have a good handle on how the district wanted them to embrace diversity the teachers had a more difficult time. The teachers received their direction from the principals. Teachers appeared to adopt the behavior of their campus leader. This was shown by a teacher who served on the diversity committee and also had a principal that believed in diversity. She stated the following;

I have a good rapport with my kids, and I have a rapport with a lot of the students in the capacity that I work. I have breakfast duty, and I am constantly checking the pulse of the school. I am involved with different clubs and organizations.

If any teacher interviewed resembled Cox's Model for Cultural Change, she would be it. Being of Hispanic background, she not only championed for students, she also championed for parents and teachers. She believed that diversity was more than a school problem, but a community problem.

Cox (2001) states the following criteria should be considered in selecting members for the diversity team or committee: (1) highly respected and knowledgeable, (2) has a personal interest in the work and a desire to serve, (3) has knowledge about diversity or a high motivation to learn about it, and (4) has a willingness and ability to invest a significant amount of time in the work. This teacher exhibited all the criteria which Cox stated. She went beyond the "call of duty." She was also a team member of the Hispanic principal. More will be discussed of the teacher under the topic of education.

Personal Involvement means rolling up your sleeves and getting down and dirty. This means removing any old thinking habits and getting involved (Cox 2001). MISD personnel starting from the top lacked this personal involvement. If administrators and principals were unable to show personal involvement, then how were those in supporting roles to comprehend and implement the district philosophy of "embracing diversity"?

Personal Involvement shows that the organization has bought into the idea and philosophy of diversity. The sixth sub-theme of Cox's Model for Cultural Change is communication strategy. According to Cox (2001) the challenge for leaders is to clearly communicate the details of how the potential benefits of diversity specifically apply to the organization.

Communication Strategy

Communication strategy means strategies are in place so information can flow smoothly. The challenge is too clearly communicate the details to show the potential benefits. Communication can be verbal, written, electronic (i.e. email), digital display, or through district or campus newspaper. Communication should flow upward, downward, and outward (Cox, 1993). The diversity team demonstrated their positive efforts to implement change by using the district inter-office mail system and the district electronic system to inform staff of various diversity meeting.

However, at the campus level information concerning diversity was not posted on the bulletin boards or teachers' work room. This was important because posting of information on bulletin boards/teachers workroom increases the participation in implementing the diversity plan with good or negative feedback and give awareness of what is taking place. It gives everyone in the organization an opportunity to participate and promote change (Cox, 2001)

Board Member's Perception of Communication Strategy

The board member did not express his thoughts or feelings of the communication strategies that were in place when reviewing communication strategies. Most of the

communication that he was involved with was through the diversity committee. Once he became a board member the communication came through the administrator who was in charge of the diversity efforts.

Administrators' Perception of Communication Strategy

Through the diversity committee, the administrator in charge used the various communication displays that the district utilized. Most of the passage concerning diversity went through electronic passage. The district established a website, concerning the mission and philosophy; the campus newspaper informed the community how to access the webpage to view the diversity work efforts.

Principals' Perception of Communication Strategy

The four principals interviewed all suggested that they communicated verbally with staff concerning issues of diversity. Not knowing exactly what they were to communicate, most principals talked about how they communicated to staff, teachers, and students on their respective campus. One principal replied concerning his communication in this manner:

> I try to lead by observing a lot; by talking a lot to both staff and students; by
>
> listening to parents; by finding out first hand what the needs are so that we can
>
> determine the appropriate goals. I have a lot of discussions with different people
>
> about diversity.

Another principal stated;

> I want to have a relation with my students. However, one student stated I do not

understand, because I am white. I can understand that. I want to be honest. There

is a barrier that I have to work with. Some kids may talk with me just because

they have put me in a box and said, "This is what this guy is all about". He just

likes every other administrator.

Another principal stated:

I am a very firm believer in working collaboratively with staff and working

together and trying to be a leader from within, rather than just from the top

giving dictates.

Principals found it hard to communicate with anyone concerning diversity unless

they were knowledgeable in that area. Shtogren (1999) states "the function of leader is to

cope with change, to lead change; skills are needed for creating an attractive vision of

the future and making it a real possibility. The test of a good leader is the achievement of

intended change in system and people (pp.2-3). The challenge for a leader is to clearly

communicate the details of how the benefits of diversity will improve the effectiveness

of the organization. Memos and interviews highlighted principals' insecurities in how

the district wanted them to embrace the concept of diversity.

Teachers' Perception on Communication Strategy

Conversation with teachers indicated that there were no clear directions

concerning communication from principals. Teachers used various strategies in the

classroom to accommodate their diverse populations. Teachers saw themselves

communicating verbally to their students concerning the issue of diversity. One of the

teachers interviewed gave the following statement:

> If you are trying to communicate to that diverse group, you have to constantly
>
> change the medium of your message, because the receiver is constantly in flux.

Another teacher mentioned:

> So I just know what I need to do to make sure those children are successful, in
>
> the way I talked to them, in the way I treat them.

Teachers did the only thing they knew how to do, and that was to follow the existing pattern of relating to their students. Some teachers worked out of the box by bringing parents in to talk to their class about their heritage and beliefs. Others basically did nothing to promote or embrace diversity

It is apparent that when it came to the issue of embracing diversity, MISD had a concept but did not know how to use or implement the concept or they did not have a consistent knowledge of information or direction. Earlier a principal mention that people must be able to walk the walk and talk the talk concerning diversity; however, it is the perceptions from those interviewed that those in MISD could not walk the walk or talk the talk. Being involved in change of this magnitude requires great fortitude. Too often leaders fail to achieve this (Cox 2001). Demonstrating commitment to change by personal actions sends a strong message (Cox, 2001).

Emphasizing the challenge for leaders again, it is to clearly communicate the details of how the potential performance benefits of diversity specifically apply to their organization. Too many leaders do not do their homework and therefore can not provide

more than a superficial explanation of the link between managing diversity and success

(Cox 2001). Once administrators, principals, and teachers are comfortable with the

content of diversity, they must take the initiative to actually deliver the message. This

must be done often and with conviction (Cox, 1993). This is another area which

Mayflower failed to convey the message. Finally, in the leadership theme, the last sub-

theme under leadership is strategic integration. Cox (2001) stated that one of the most

serious sources of failure or suboptimal results for diversity change work is the failure to

successfully integrate the work on diversity with the strategy of the organization.

Strategic Integration

Strategic Integration is the last sub-theme of the Leadership Category. Although

the last, it is one of the most important without it failure is in sight. Strategic Integration

asks how an organization can successfully integrate diversity and if the strategy for

managing people is well integrated with the other components of the overall

organization strategy. Cox (2001) gives a short quiz concerning strategic integration

concerning diversity; the quiz is listed below (p. 50):

1. Can leaders in the organization explain specifically why success at managing

diversity will help with accomplishment of the organization main educational

objectives?

2. Is it widely understood that the time horizon for high-priority work on diversity is

longer than one or two year?

3. Can leaders explain in clear terms how managing diversity fits with other key

initiatives of the people strategy of the organization?

4. Are there mechanisms for communication and shared learning among people and groups working on various aspects the strategy for managing people?

5. Is the strategy for managing people well integrated with the other components of the overall organization strategy?

For MISD the answer to some of these questions is no. Accordingly, Cox (2001) states if an organization answered no to any of the questions, then it has to work on strategic integration. It is apparent that Mayflower needed work on strategic integration. What were the problems with strategic integration? First, only top management understood the importance of diversity. The objective of "embracing diversity" was not clearly understood by middle management, campus leaders or teachers. Failure to adequately communicate the importance of diversity causes members in the organization to view diversity as the flavor of the month.

Secondly, leaders at the campus level could not clearly explain to staff why diversity fit in with the overall objective of the campus mission nor could they explain how it related to the overall objective of the district. Finally, no one talked about diversity among teachers, staff, campuses and district personnel. It appeared as if it was a taboo subject that was left alone until in service day.

Achieving strategic integration means first having diversity strategy with the overall mission of the organization (Cox 2001). This means explaining why having students and faculty of different genders, national origins, religions, races, and so on has

the potential to improve the quality of teaching and research. Another important implication of strategic integration is that it establishes goals and action steps for managing diversity as a part of strategic planning. It should therefore involve a long-term time horizon for development and implementation of the levels of change (Kossek & Lobel, 2000).

Another aspect of strategic integration is the placement of the strategy for managing people within the strategic framework for bottom line educational result. This means making clear the priorities for managing people that are required in order to make other aspects of the educational strategy plans achievable (Cox, 2001). Finally, strategic integration is to ensure that the work on managing diversity becomes an integral part of the overall strategy for managing people in the educational organization (Cox 2001).

Board Member's Perception toward Strategic Integration

The board member saw this as being important because he explained that diversity should be interwoven throughout the organization and not just in one department. He further stated that diversity should start at the top and go to the bottom as well as from the bottom to the top. He also explained that diversity should be immersed throughout the threads of the organization. The board member stated;

> As a member of the diversity committee and a member of a group called the Friends of the Community," I expressed a concern for making sure that our staff population was close to mirroring our student population as possible without sacrificing any of the quality that we had come to expect from Mayflower teachers.

The board member saw the integration of diversity as not filtering throughout the organization. He and others believed that strategic integration was the purpose of the diversity plan. He explained that diversity should be everywhere in the organization with no stone in the organization left unturned. The board member saw a new beginning in as much that the district community was rapidly changing in their student makeup and parents' social and economic makeup. With this in mind the board member stated to the old superintendent, "Hell! The district is changing right under your nose and you do not recognize it. I'm here, that should be an indication." Here the board member was validating to the former superintendent that changes had already taken place because he felt to recognize that change he as a leader could not be effective.

Administrators' Perception toward Strategic Integration

With approval from the District Advisory Committee, administrators acknowledged diversity through the Social Studies Curriculum. Students at all levels would be able to discuss differences and see themselves through their ethnicities, through history, and through world culture. The fallacy was students saw and recognized diversity, but they did not see the district recognizing or promoting diversity because of the lack of teachers and administrators of color or who looked like them.

Principals' Perception toward Strategic Integration

Due to their limited knowledge principals could not see the effectiveness of strategic integration. Strategic Integration asks how an organization can successfully integrate diversity, and if the strategy for managing people is well integrated with the other components of the overall organization strategy. Failure to integrate this

component at the campus level left teachers to believe that this was another flavor of the month, another hoop they must jump through. As one principal restated the objective:

It is part of the district's strategic plan. It is part of our district goals and objectives. We need to keep it there.

This principal saw strategic integration as being part of the district strategic plan, goals, and objective. If diversity was to ever work it would need to be kept on the mind and heart of everyone in the district and not give it lip service.

Teachers' Perception toward Strategic Integration

Strategic Integration shows how diversity can be integrated throughout the organization especially at the campus level. Teachers saw strategic integration as making significant changes within the district. As one teacher stated:

Significant changes has occurred in MISD based on a systemic approach to looking at diversity, defining what diversity is in MISD and establishing a committee that is responsible to the Site-Based Decision Making Committee in the district that looks at the state of current affairs, where we are right now, where we need to be, and what is going to get us there.

Another teacher commented;

We are in the midst right now of working on our next five-year strategic plan for the district. I think that our goal for maintaining and embracing diversity is going through a similar five year cycle. We set up the initial framework.

The teachers viewed strategic integration through the Site-Based Decision

making team. Through the site-based team the affairs of the district and the direction of diversity would be explored. Due to realignment every five years, diversity would either become important or just another flavor of the month.

Summary of Leadership and Sub-Themes

There were six sub-themes discussed; without these sub-themes being effectively introduced in the organization, success is minimal. Those sub-themes under the theme "Leadership" are (1) developing a management philosophy, (2) creating a vision for the organization, (3) organization design, (4) personal involvement, (5) communication strategy, and (6) strategic integration. Fulfillment of the theme "Leadership" alone with its six sub-themes will go a long way toward making the change effort to diversity successful.

In the development of an effective diversity plan and implementation of such plan strong leadership is needed. It is a given that leadership starts at top and that it cannot be delegated. To have an effective change in the organization many leaders are needed. Just like leadership, education is the next major theme to be discussed. Education is some sort of training or educational program for employees.

So, what does this say about MISD implementation of their diversity plan? According to Cox (2001) all themes in his model most be utilized in order to have an effective change. MISD attempted to utilize all facets of the leadership theme and sub-theme, but fell short of reaching the goals of implementing their diversity plan.

Themes and Sub-Themes of Education

Education

Education is the second major theme in creating a successful diversity plan. Education is the central feature of any change effort. Rynes and Rosen (1995) state much of the work that has taken place to date under the label of diversity training has failed to produce any lasting impact. They have shown that only about one-third of diversity training efforts are viewed as creating lasting results in the organization using them. See Appendix B-1.

The purpose for education or training is to enhance the organization opportunity for success. The critical content of the educational training ensures that certain key messages, such as the connection between diversity competency and organizational performance, get reinforced throughout the change process. For example, Cox (2001) states canned training programs should be avoided in favor of training that is customized to fit the organization (p. 80).

One application of this idea is that the content be well matched to the organization's learning objectives. When the objective is to help people learn to respond to the challenge of diversity, the change process would be much more emphasized. In addition it increases the chances that the most important subject matter will receive attention and provide linkage between topics for coherence. Another point that Cox (2001) makes is to tailor the topics to fit the diversity dimensions that are most salient in the organization. This means identity specific content such as race, gender, or persons with disabilities.

Board Members' Perception of Education

Although not directly involved in the education process or training, the board member saw training as beneficial. The concerned was that the training appeared limited to teachers and not to administrators and principals. Through the educational process hopefully many of the attitudes would change (Shapiro, et. al., 1995).

Administrators' Perception of Education

All three administrators were in favor of the educational training. However, the majority of the work rested with Administrator 303, an Assistant Principal, and Teacher 204, who helped devise the training module and the teachers of teachers' module. This module was in the long range planning and now in the implementation phase. The initial phase had outside consultants to come in and help with the implementation.

Principals' Perception of Education

Again the principals had no direction concerning what the training would consist of. They were omitted in the development of the module and the choices of what teachers would be successful in training other teachers in diversity. It appears the district failed to use one of their vital resources; again those being the campus administrators. This showed a weakness of leadership.

Teachers' Perception of Education

Through the various comments made by teachers concerning education, they were all in support of the educational training which they were to receive. Teachers saw themselves being empowered with training that would help with students of color. Finally, teachers were getting something to, as the old expression goes "sink their teeth

into it." Finally according to (Shapiro, et. al., 1995) a model that teacher could benefit from.

There are four sub-themes that reinforce the education theme. They are (1) on managing change, (2) development of in-house expertise, (3) modification of existing training and (4) addressing all three phases of the learning process. The first sub theme is on managing change. Managing change means planning and implementing organizational systems and practices to manage people so that the potential advantages of diversity are maximized while its potential disadvantages are minimized. See Appendix A-2.

On Managing Change

In many organizations change is difficult, and this perception may be due to a generally high level of discomfort with change itself. It may be due to a lack of firsthand knowledge and experience with diversity or not knowing enough about other cultures to make an informed decision to value diversity. The more biased and ingrained one's belief system is against culture diversity, the greater one's perception of risk is likely to be.

Members interviewed saw the need for change because of the growth of the district and because of the new students they were getting on their campuses and in their classrooms. However, change was not easy because many of the staff did not understand the change process. Loden (1996) states:

It is no overstatement to say that understanding the dynamics of change are

essential to the successful implementation of all valuing diversity efforts. Yet,

sadly, few organizations have applied proven change adoption principles to

diversity implementation. As a result, the fundamental paradigm shift required

for full adoption of this new concept has been unnecessarily delayed.(p. 37).

Board Member's Perception on Managing Change

The Board Member perception on managing change again was one of out spoken

ness. Here the Board Member stated some facts concerning demographic data;

We had probably 98% all Anglo teachers in 1997. So we started this sub-committee

talking about diversity, talking about the variation of diversity. You know, not just race.

You know, we started talking about the socioeconomic that have an impact on diversity.

We started talking about the level of education impact on diversity. We start talking

about lifestyles having diversity. So what we were doing was educating not only the

community, but we were educating ourselves and staff administration on diversity. The

fact of the matter is diversity was here right now in front of you.

Here the board member was expressing a new idea about diversity. Within every

organization, people respond to new ideas in distinct and predictable ways based on

differences in individual tolerance of perceived risk. The board member wanted

everyone to see that MISD had 98% Anglo Teachers with a student of color population

being 59.4%. As the board member stated diversity was there in front of them and

change needed to take place. Somewhere an effective dialogue needed to take place.

Administrators' Perception on Managing Change

The Administrators saw change as something the district needed to do. The three administrators involved with the development of the diversity plan saw this as an area that had not been explored. Since the development of the diversity team three administrators were involved. Administrator 303 was currently in charge of implementing, developing, recruitment and training. He stated the following regarding change:

> Well, I would not say resistance necessarily, but I probably would [say] a better word that would be it was a new focus for many people. Just like with any type of thing, any time you move kind of a different area, sometimes the natural feeling is to kind of put up a minor wall there until you are proven that this is the best way to go.

In analyzing this Administrator 303 statement, "he is saying when an innovation or change like valuing diversity is introduced into an organization many people, including managers, principals, and teachers do not all immediately want to adopt it. Instead, this change is typically greeted with enthusiasm by some, skepticism by many, and even hostility by a few. While there is always a small group ahead of the curve when it comes to accepting a new idea, most people will only adopt the value of diversity after satisfying themselves that this change is not just the flavor of the month or a fad."

Principals' Perception on Managing Change

At the campus level the principals saw managing change as not implementing

anything but being aware of what was not taking place. As a campus leader explained:

> It is there, because if I see that there is a need, and if that need is coming from
> not understanding the diversity or not valuing the diversity or not making
> changes, then I am going to start asking myself, "Okay, what is going on? Why is
> it going on? What needs to be involved? What are the steps that we need to take
> to get where we need to be? Who needs to be involved?" Let us get the plan
> rolling.

This perception came from the Hispanic principal who saw earlier that there was
a need for change. Because of his background he recognized the need for change and
started making change on his campus by getting key people involved. Due to his
personal knowledge and the large influx of students of color being assigned to his
school, he knew the importance of change.

One principal stated the following, "Yeah, and I find that if you hire the right
people, you go after the right people and do some training, that they want to improve."
This principal missed the boat. Although recruiting is important it is only a small part of
developing and implementing a diversity plan. What is disturbing is that he said "to hire
the right people." For MISD the right people were Anglo Female.

Another principal stated, "Our new superintendent is a woman and an African-
American. I think there are administrators being pulled in from different ethnicities,
from minority groups, but I think it could be better." This principal felt that since an
African-American female was running the school district that the perception of the

district would change.

The new superintendent was voted in with a 7-0 vote. Her background was in Curriculum and Instruction, and although she had the 7-0 vote she only lasted three years. One of the problems that the new superintendent noticed was that the curriculum was not in alignment and that the Associate Superintendent was extremely weak in the area of curriculum development and implementation. Knowing this information helps one to understand why MISD diversity plan would not become successful.

Teachers' Perception on Managing Change

The teachers' perception saw the change as a needed help. They were somewhat frustrated at the educational training which they received. Most teachers interviewed saw the training lacking in depth. Although they enjoyed the training, more was needed for them to express themselves and received feedback. Each campus had a diversity representative; however, because of change most teachers did not know who their diversity representative was. Several teachers' comments were similar to this one, "I respect people of color who have said, "We have got to have something, because something is better than nothing." We run the risk of regression instead of progression."

Another teacher stated:

> I think we need to bring more of the minorities in. And I hate to even say
> minorities, because minorities really is not … The Caucasians are not in majority
> here as far as student population. But as far as faculty and administrative, they
> are in the majority. I think we need too… If I were a student here, I definitely

would like to see more of the minority in the administrative end and in the classroom.

Out of dissatisfaction a teacher stated, "With these bad kids, we want to do this. With these good kids, we want to do that. We want to get more involved with the parents. It was always a general breakdown." This was a new teacher (Anglo) who received and Alternative Certification and was hired extremely late. In speaking with her, she did not know that the district had a diversity plan. Her campus had a large student of color population. No one on campus was assigned to her as a mentor. She was told that TAKS scores needed to improve.

All the teachers interviewed saw a need for change. They were frustrated because the training which they were receiving was not addressing their needs. As stated earlier the purpose for education or training is to enhance the organization opportunity for success. How long does it take to change the culture? Diversity implementation in many organizations takes a considerable amount of time. In many respects, the valuing diversity paradigm challenges attitudes and assumptions that have built up over a period of time and been passed down through generations. Valuing diversity is neither easily understood nor readily adopted in an organization.

The first sub-theme of education was managing change. Change for MISD would not come over night and would not be easy. Given the information that was collected, only a minimal change was taking place. The next sub-theme is development of in-house expertise. This theme helps the organization focus on people in the organization that truly value diversity.

Development of In-House Expertise

According to Cox (1994) most organizations found it advantageous to have outside trainers assisted with the workshops, at least for some initial period of time. However, for economic reasons as well as to build commitment, it is highly recommended that in-house expertise be developed for use in completing the training. However, there should also be a high criteria for those selected as educators or facilitators.

Individuals selected for facilitator of diversity education must be skilled at dealing with issues that are (1) laden with emotion, such as topics relating to experiences with prejudice and discrimination, (2) controversial, such as affirmative action, and (3) deeply personal, such as topics that touch on the spiritual life of participants (Cox, 2001). The necessary qualities go beyond strong facilitation and include empathy, the ability to maintain balance when dealing with controversy, the ability to foster trust and create a sense of safety for participants, and the willingness to do just the right amount of self-disclosure (Cox, 2001).

In addition Cox (2001) believes that, because diversity brings some special requirements in terms of facilitation, steps should be taken to prepare for them. First, select facilitators very carefully. Second, give extra preparation to training, using "what if" scenarios. Third, facilitators should have some knowledge of intercultural differences, especially for the national origin groups that are most prevalent in the particular, work population. Fourth, it helps to use multiple trainers whenever possible. This doubles the probability of having a trainer who is prepared to handle any sensitive

situation that may arise.

According to Cox (2001) the issue of using external and internal facilitators is an important issue. There are pros and cons for both; the most central factor is to have the necessary level of expertise. MISD created a culturally diverse team consisting of outside consultants and internal trainers working together to improve the success of the organization. This was done because they did not have the necessary level of expertise.

Board Member's Perception on Development of In-House Expertise

There was no comment regarding the Development of In-House Expertise from the Board Member.

Administrators' Perception on Development of In-House Expertise

In developing the diversity plan one of the goals was to develop an In-House expertise as well as a trainer of trainer program. In developing this area the following comments was given by one of the administrators, "To enhance our expertise we immediately developed our resources material. We developed our professional library in central office for both administrators and teachers." This was done because MISD did not have a professional resource center for professional development in the area of diversity. By doing this, professionals in the district could utilize this valuable resource center.

Administrator 301 continued by stating, "One of our long range plans was to develop a very specific module for MISD which our teachers would attend that would be very specific for MISD. This module is what we want all teachers to be aware of."

Administrator 302 commented:

> Teacher 204 and an Assistant Principal from the same campus helped
>
> Administrator 303 work extremely hard to get the training component in there. I
>
> think it is just all going to cycle back in there. There probably will be at least one
>
> additional component, and that will be maintaining what we got and recruiting."

Administrator 303 added:

> The training module we are developing is going to be a full two-day training
>
> module of workshops related to all different areas of diversity. Two days will be
>
> tough to get all that in, but we are going to cover the highlights.

The administrators were quite happy with their long range plan of developing a training module for the teachers in MISD. At this writing it is not known how this training module is doing. Administrator 301 has retired. Administrator 302 is back on campus as a middle school principal. The Assistant Principal who helped with the details of the module is no longer with the district.

Principals' Perception on Development of In-House Expertise

Two principals responded to the development of in-house expertise. Both saw benefits in developing the module introduced by the diversity team. In theory, this would be a great opportunity for principals to step up to the plate and give some sound information concerning their working relationships with parents and students of color. Again principals were omitted.

One principal stated:

We can draw upon peoples' differences in a very good and positive way. So I

have invited some speakers to come in and I will continue to do that. I guess I

would like to see more very specific plans. I know that there are a number of

very good speakers out there from all different cultures and ethnicities, and I

would like to see us have a calendar of those people coming in a talking with us

and working with administrators and staff.

Another principal added:

We are making a lot of efforts which I feel really good about in addressing the

issues of diversity, but as far as the impact, we do not have an instrument that is

assessing the impact, and I would like to see that. Right now it is basically

surveys, and talking to people to get feedback, I would like to see something

more formal.

All the principals saw the need for training. They believed that those involved

could learn from a variety of people. As one principal stated, that he brought guest

speakers on campus to speak. Some noticeable speakers were community leaders,

ministers of various denominations, political leaders, and university professors who have

an expertise in the area of diversity.

Teachers' Perception on Development of In-House Expertise

Teachers looked at the development of in-house expertise as being good. They

had input concerning the training. According to one teacher, at the beginning it was just

a handful of qualify teachers who could become in-house experts. This could become a

bad point because some teachers may believe others were not taking advantage of the

information or divulging confidential talk or information held in privacy.

She stated:

> We were asked by MISD to come up with a training of trainers. Kind of what
>
> that is going do is that going to shift some of the workshop staffing and trainers
>
> around, which is good, because right now, there are probably just a handful of us
>
> that do it.

Another teacher stated:

> I think at the classroom level, and again, being a first year teacher, I know I have
>
> all these different resources at my fingertip to do all these different things. I think
>
> that at the classroom level, as long as we know what is available to us, we can
>
> certainly get out there and make those improvements for ourselves, because I
>
> have not met a single teacher who has said, "I am done. I am as good a teacher as
>
> I am gonna be.

Another teacher added:

> I am on the Social Studies Committee and we have to make sure that we do
>
> things emphasizing different cultures.

A teacher added this comment concerning the training:

> Days where we all come together and sit for half the day and listen to somebody.
>
> Then they take it, they write it down, get a book, they take it home, and it sit on

the shelf. Maybe they internalize some of it.

Developing a training module is not easy because certain personnel are needed. Cox (2001) discussed the personnel needed for this type of position. As one teacher stated because she was on the Social Study Committee this brought additional agony for her because they must emphasize all cultures. The last teacher saw frustration because once the training was over, discussion ended. Later in discussing "Follow-Up", Cox explains a new concept call "Knowledge Management Program".

Cox (2001) affirms unless management creates layers of people in the organization with true expertise on the topic of diversity the change effort will stall. This means going beyond the Human Resource Department. A cadre of carefully picked people from various functions and organizational levels should be prepared as the trainers. The creation of internal resources to carry out high quality education on diversity issues is paramount for long term success in organization change. Again the importance is to enhance the organization chances for success.

While there is always a need for expert knowledge, no one can claim to be an expert on diversity. The topic is simply too broad to be understood in the span of one lifetime. When educators and facilitators of change position themselves as all knowing or as morally superior, they shut off the dialogue that is a necessary step in the adoption process (Loden, 1996).

Without a safe environment and the free exchange of diverse opinions, mutual understanding and agreement become unattainable goals. The results become passive

resistance and stifling silence. The creation of internal resources to carry out high-quality education on diversity issues is paramount for long term success in organization change. Ending the discussion of development of in-house expertise, the next sub-theme is modification of existing training.

Modification of Existing Training

Modification of existing training includes any training that will help make the new training a success. What needs to take place is an understanding of the new training that all will receive. Hopefully, the new training in MISD would usher in an acceptance of the district philosophy to embrace diversity. This included acceptance from top administrators, principals, and teachers. However, this was to be new training, there was not yet need for modification.

Board Member's Perception of Modification of Existing Training

The Board Member gave no comment regarding Modification of Existing Training.

Administrators' Perception of Modification of Existing Training

Administrator 301 hoped that the new training that Administrator 303, the Assistant Principal, and Teacher 204 worked on would be a success. At this time the researcher can not ascertain the success of the new training. However, the administrator made this comment, "Everyone will have to go through the new training. The new training will cover two days. There is a lot of material to cover." Administrator 301 also commented:

For the first time, we have certain training that is required of teachers in MISD. In the past we have had only one requirement and that has been brain compatible instruction. We have now extended our requirement to attend 12 hours of brain compatible instruction, differentiation, TESA Training, and diversity training. Now teachers will be required to attend 12 hours of diversity training.

Reading this and according to Administrator 301, the only personnel for whom this training is required are teachers. The concept of diversity is for everyone in a leadership position or who has control or influence over others.

Principals' Perception of Modification of Existing Training

It is interesting that the principals had no idea about existing training in their district. One conclusion is that the administrator in charge of the diversity team failed to contact principals and ask for their input. Throughout this paper principals at the elementary, middle, and high school were omitted or not consulted for their opinions or ideas. The question still remains "Why"?

Teachers' Perception of Modification of Existing Training

Teachers felt the training was long and sometimes boring. A concern of the teachers was that they received no feedback. Since many of the teachers did not know their campus diversity representative it was hard for them to see the benefit. This was echoed by a teacher after attending diversity training. She stated:

We have had several sessions where someone comes in a talk, but as far as nitty-gritty, no. Days where we all come together and sit for a half the day and listen to

somebody. Then they take it, they write it down, get a book, they take it home, and sit it on the shelf. Maybe they internalize some of it, I do not know. But we need something to give feed back. We have no means of communicating our thoughts and feelings.

Teachers had no avenue of making suggestions concerning the necessary training needed in order to meet the educational theme of improving the success of students and making a difference in the organization. This truly bothered some of the teachers interviewed because they were being held accountable for their diverse student population. The final sub-theme under Education is addressing all three phases of the learning process.

Addressing All Three Phases of the Learning Process

The three phases of the learning are (1) awareness (2) deeper knowledge and (3) behavioral change. The three phases deal with diversity training and how in-depth the training should be. At the present MISD is in the awareness phase of their training. Awareness will be the first phase discussed.

Awareness

Awareness in diversity training is the easiest of the three. If the object of the training is to raise awareness, this is facilitated by content that requires the participant to be self-reflective and to hear experiences and interpretation of others. Loden (1996) explains awareness in this manner:

In order to increase empathy and cross-cultural understanding, awareness

training encourages people to share personal histories and compare their own

experiences with those of others. An underlying assumption of this training is

that individuals who participate can increase their knowledge, ability to

empathize, and their understanding of the differential impact of the corporate

culture by sharing stories and learning about others' experiences, frustrations,

challenges, and joys.

Loden (1996) is expressing that to have an effective awareness program for

implementing diversity people must understand cross-cultural history and contribution,

alone with sharing their personal history. Hopefully, those involved in the training will

come away from the training with a new understanding of diversity.

Board Member's Perception on Awareness

Board Member understood that MISD had a long way to go to remove some of the

barriers that were in place. He related some incidents that showed that MISD was not

aware what was taking place in the district.

He related the following:

So what happen is that 25 (twenty-five) of us together, 25 black males in the

community and went to a school board meeting. We will never forget the words

that the superintendent said, "What y'all want"? We kind of looked at each other.

The Board Member and the other 24 black males saw the superintendent as being

a West Texas Anglo Male who could not see the district changing. It was extremely

funny hearing the Board Member tell this story. Later during this same school board

meeting, the local authority was called in because they felt that a riot was going to take place. This incident set the precedent for MISD, because more "Friends of the Community" started going to board meetings and questioning some of the decisions made by the board.

Administrators' Perception of Awareness

The administrator saw awareness as being important because teachers and principals were placing students of color at the Alternative Learning Center because of perceived violations of the Student Code of Conduct. She stated the following:

If we can make them aware of how they are viewing behavior in the classroom… It is not that it is okay to misbehave. That is never okay; but, if we can make teachers more aware of how their expectations may be started affecting student behavior or student achievement, if we can make some of our diversity training cause administrators, teachers, aides and educational staff more aware of how we interact with students, it's not certain things that we think about should not happen should happen, its just that we will be able to hopefully be able to interact more appropriately with people that we are trying to reach, and we can raise them to a higher level of achievement.

The administrator involved stated that the majority of teachers were requesting students of color be removed from their class either to be placed at the Alternative Campus or expelled from school because of continuous misbehavior that was minor in nature but because of the students' background and ethnicity that alternative placement was warranted.

Principals' Perception of Awareness

Principals at the campus level acknowledged that their campuses were not as diverse as they wanted them to be. They used such things as recruitment, but there were not enough candidates in the pool from which to choose. The truth is the Site Based Team rejected most of the candidates because they did not sound or look like them. It is the researcher's perception that principals did not do a lot to encourage diversity or promote diversity. One principal stated:

I have started this year in just making people aware of diversity and that diversity is good.

Another principal stated:

My staff is really is not that diverse as I would like for it to be. I really look at the needs of my students and teachers personalities and that kind of things.

This is just lip service, hiring someone of color means taking a chance, stepping out of the box of complacency. Many principals hid behind the Site Base Team decision, or they philosophized that the candidates were not out there. The two principals' comments showed that diversity was not part of their agenda.

Teachers' Perception on Awareness

Teachers felt they knew something about awareness because they saw it in their classrooms every day. However, the vast majority of teachers could not relate to their students of color. This has a significant importance because if teachers were still using the "one method fits all," they were behind times, much like the superintendent who

could not see the district changing in front of his face. Teachers voiced their awareness concerning students in their classrooms and their own ethnicity. For example, one teacher stated;

> Being that I am a black educator, I have a tendency to try to really make sure those children … well, really all of the children, but I know that sometimes our children have a hard time in processing non-fiction stories.

Another teacher showed her awareness by stating:

> I realize that children in Hispanic cultures, children in Asian cultures, for them to look at you when you are getting onto them are very bad. They are supposed to look down. They should be ashamed. They should not look at your face to do anything. Some of them will even laugh as a way of showing that they did something wrong and that they should atone for it in their own way, that is kind of what the laughter is. So I have learned from the different culture to look at the way I talk to children, the way I discipline children, even the way I teach.

One teacher summed awareness up by stating:

> There has to be awareness before there is deeper knowledge, and there has to be deeper knowledge before there is behavioral change. MISD, we are in the awareness stage still, even though we have had this diversity committee for eight some odd years.

Awareness on the teachers' part included such things as being sensitive to the learners' needs, also recognizing one ethnic background and heritage. Teachers appeared

to have an edge on the perception of awareness. MISD wanted a program that was going to involved all members of the organization. What Loden (1996) described above about awareness is what MISD wanted for the organization. However, awareness training has its downfall if it is done the way MISD implemented their program. Cox (2001) mentions two key elements for training; these are time and the other method of instruction.

Time signifies a major reason for lost effectiveness with diversity training. Failure to provide sufficient time to accommodate the training objective and training situation causes for poor performance. With MISD training, a training seminar was giving for grade levels pre-K thru 5, and another was also given the same day for grade 6-12. The problem encountered here, besides time, was method of instruction, participants, group size, scope and mix. In keeping with MISD's theme for education and examination of each of the problems is discussed.

Time

As stated, a major reason for lost effectiveness with diversity training is failing to provide sufficient time to accommodate the training objectives and training situation (Cox 2001). A major problem encountered on MISD's training day was that it was an all day session lasting six hours with one hour for lunch. The training was given by an outside consultant that lectured and presented some personal experiences.

There were about 600 people in this group after lunch only about 200 returned to hear the remaining talk concerning awareness. Three factors made this unproductive (1) length of the program (2) size and (3) lack of participation from the audience, Cox

(2001) states a factor affecting the amount of time needed to do effective training on diversity is the level of participant response desired that is, whether you are trying to foster learning at an intellectual (cognitive) level, an emotional level, or spiritual level. Each of these represents successively deeper levels of learning, and accordingly, will take more time to reach and fulfill.

Method of Instruction

According to Cox (2001) the method or format of instruction takes in such things as the amount of lectures versus participant interaction and the vehicles of learning. A prominent feature of adult learning is to minimize the use of lecture and maximize the use of discussion among participants. For diversity training these discussions are invaluable, as they provide opportunities for participants to hear, firsthand, how people of other social and culture backgrounds think and feel differently than other participants (Cox, 2001).

Like other forms of training, diversity education benefits from the use of a variety of learning vehicles such as films, case analyses, role plays, and small-group discussions. All of these tools are useful, but each can also be ineffective if overused (Cox 2001).

The method of instruction that MISD receive on this training day was a historical account of a black man from southeast Texas. The lecture was good; however, not much time was given for feedback and questions that many teachers had. The training session ended with little accomplishment because many were confused on how to implement this individual philosophy and background in their classroom.

Participants

Several key, interrelated issues pertain to the participants in diversity education. These include how large the group should be, the scope of job types and the levels to be covered, the mix of participants in individual training sessions, and the selection and preparation of participants (Cox, 2001). The participants for this training were primary (elementary teachers) and secondary (middle and high school teachers). The training was mandatory for all primary and secondary teachers within MISD.

Group Size

Cox (2001) states while taking into account the need for organizations to make every reasonable effort to save cost, diversity training classes should be in the range of 15 to 25 people; however, there are contingencies that affect this to some degree. In many situations maintaining a smaller-size group is crucial to meeting the learning objectives. When planners continue to push for large group sizes, they are not serious about learning but rather view diversity education as simply a "do it quick, check it off, and move on" activity.

Both groups for MISD were extremely large. It is a fair assessment that the primary group (elementary teachers) had about 700 participants, while the secondary group (middle and high school teachers) comprise of about 350 participants. Although mandatory by the district the numbers decrease (for primary teachers) when they returned from lunch. It is not known how many teachers from the secondary group returned.

Scope

Scope in this context refers to the breadth of job types and organizational levels to be covered by the diversity education. It is customary to have all employees participate in basic diversity awareness education, but organizations sometime limit participation to salaried members or even to people in managerial jobs (Cox, 2001).

The scope for this training was for all teachers both primary and secondary school teachers. In addition secretaries and counselor were also invited. Although this appeared to be awareness training, staff members from MISD were confused with the presenter and how he presented the information.

Mix

Mix refers to the level of variety in types of jobs and organizational levels that are represented in any one session of the training. The impact of decisions about scope and mix on the cost of education is usually straightforward, but less well understood is the impact of these decisions on the execution of the training itself. MISD diversity committee chose to have it on this day because it was an in-service day and they had the use of the new high school (Cox, 2001).

Deeper Knowledge

Cox (2001) states deeper knowledge builds on one's knowledge and awareness of diversity. If this is to take place the education may center on research or work others have done on diversity. Most at this stage read or attends classes to stay abreast in the area of diversity or social responsibilities. Only the Board Member addressed the issue of deeper knowledge. He stated the following, "Diversity from my perspective is

something you have to live. You cannot just talk about it. It is something that you have to live." Some people get a revelation by talking; others get it by listening to others talk. According to the board member, in order to get a deeper understanding of the diversity, a person has to live it.

Behavioral Change

This is the most difficult in the educational training. Behavioral change means stripping off the old personality and taking a new one. If the objective is to change behavior, then the training must require the participants to think about action steps for translating new insights into doing something differently. This one is the most difficult to achieve. Those interviewed did not comment on behavioral change.

Summary of Education and Sub-Themes

Despite the very lackluster record to date of sustained results from diversity training efforts, the use of education in this area as a major lever of change remains vital. According to Loden (1996) most people enter the workplace with a multicultural knowledge deficiency. They are often unaware and uncomfortable when dealing with others diverse core identities.

To build support for valuing diversity and to help bridge these gaps, awareness training is often used to introduce employees to the benefits of understanding and respecting cultural diversity. While training can increase openness and support for change, it is not a panacea.

MISD made gains in the theme of Education. This could be possible because they were educators, and wanted the best for themselves and their students. Although Loden (1996) mentions some deficiency in training, this was to be expected from Mayflower because it was the beginning. As mentioned earlier the results have not ended concerning their module make-up and trainers of trainers. The last theme to be analyzed is Follow-Up. Although the last, it is one of the most significant components in the change process. Follow-Up checks the effort and performance of diversity it is the checks and balances of the organization.

Themes and Sub-Themes of Follow-Up

Follow-Up

Follow-Up is the last theme in the model for organizational change. The principle aspects of follow-up are to establish accountability for results and to create explicit mechanisms for evaluation of effectiveness. In addition, both accountability and evaluation should be governed by the philosophy of continuous improvement. This means that the goal is full participation of all members, and that adverse effects of group identity must be reduced to zero (Cox, 1994).

Cox (2001) states the ubiquitous problem of lack of follow-up on change initiatives occurs in part because many top leaders deal with diversity strategy only by communicating a set of values and expectations such as "We will show respect to all people", "We will ensure equal opportunity", "We will not tolerate harassment", "We will value the richness of diversity", and so on. They then leave the implementation of these goals to others, assuming that all people will follow through. They fail to

understand that making these goals a part of the culture will require a deployment

process and that it is up to them to make sure the process is being used (p. 128).

This is where MISD failed to capitalize on their objective of embracing their

diversity. As Cox (2001) stated they failed to make this a part of the culture. In other

words embracing diversity was a phrase that had beautiful words but no real follow-

through. Top leaders assumed that the Associate Superintendent would follow through

with this set of values of "embracing our diversity."

Board Member's Perception of Follow-Up

Board Member in the beginning saw the diversity plan, diversity team, and

meeting as another opportunity for those in control to control. He mentioned earlier that

the diversity team was a carrot.

Administrators' Perception of Follow-Up

The administrators saw follow-up as a challenge. Although there were no

immediate plans to evaluate the effectiveness of the organization except through the

performance of TAKS, they saw the plan as being beneficial because it would ultimately

become part of the regular on going process of the organization. With everything in

place, the administrators saw a better organization and one that could be easily

evaluated.

Principals' Perception of Follow-Up

Principals saw a need for follow-up; however, they played it safe by not doing

anything other principals were not doing. They saw a need but did not want it to become

part of their evaluation process. Once it became part of the process, they would become accountable for effective implementation on their campus. No longer would it be a teachers' responsibility for the implementation and change.

Teachers' Perception of Follow-Up

Teachers saw follow-up as being important because they would have something to measure their success on the diversity effort. At the time they were interviewed there was no feedback. Without this feedback, teachers were isolated as to what worked and what did not work. Teachers saw feedback as continuous improvement.

The follow-up component of diversity work requires that the change process be monitored and that the changes ultimately become part of the regular ongoing process of the organization. Under the follow-up theme there are four sub-themes which include the following: (1) accountability, (2) continuous improvement, (3) reporting process for performance results, and (4) knowledge of management system. Like many organization changes diversity requires accountability and control.

Accountability

Accountability simply means where the responsibilities lie. Members of MISD saw change such as diversity "as the flavor of the month" (Cox, 2001). This is so because the leadership failed to maintain any consistency of attention to the change objectives.

Board Member's Perception of Accountability

Board member saw accountability as the reason why he ran for office. The

"Friends of the Community" played an important part in the development or getting diversity off the ground. As he stated, "we were concern." Since the organization was an African-American church, they wanted MISD to be supportive of them and people of the community.

Administrators' Perception of Accountability

Most everyone interviewed stated that they had a responsibility for the success and implementation of the diversity plan and that they made sure that they did everything possible to make it a success. The administrators involved saw themselves as personally responsible for the success of the diversity plan because it was a reflection on them. As one administrator stated:

> Well, the Diversity Committee is pulled more from… not just the campuses. There are community members and parent representatives on the Diversity Committee as well, so it is a sub-committee of the DAC with all representatives under it. The administrative input on diversity and the look, as you call it, at diversity would come through the DAC, where the campus administrators as well as central office administrators on the DAC. I lead the DAC, so I oversee the long-range planning. So I am responsible for the success of the diversity plan.

Accordingly, the accountability of the diversity team and its members lay with her (Superintendent of Curriculum and Instruction). The success of the implementation of diversity rested with district and everyone involved who had leadership of people. The Associate Superintendent may have had some guilt in not utilizing everyone in leadership positions or coming up with an effective plan that would "embrace our

diversity."

Principals' Perception of Accountability

A question concerning accountability was put to all principals involved in this study. It was asked only to the principals because they evaluated members on their team. The question:

If diversity was important, should it become part of your evaluation?

It was amazing to see that all the principals answered "no" to the accountability question. Some of their responses are as follows:

No, this should not be a part of the evaluation process.

It would be unfair to many campus administrators.

I have not seen it.

It is strong in that we speak about it a lot. We discuss it a lot. And I am trying to remember. I do not think it is on our evaluation form. I do not remember seeing it there. So I would say it is strong, but maybe not as strong as it could be.

Accountability brings responsibility. Since many of the principals lacked the understanding of what it took to embrace diversity, they felt it would be wise to leave it alone. Since there was no measurement for it a success, maybe it would go away. When it came to accountability one principal also responded in this manner:

We talk a good game about diversity but we need to walk the walk. It is the school board and untimely the superintendent. We are sure that the superintendent divides out certain responsibilities to the Central Office staff. At

the campus level the principals are untimely responsible, while the teachers are

responsible in their classroom.

One principal put the key in accountability by adding:

I think, unfortunately, if something is not monitored, then to me that means that it

is not important enough to be monitored.

From this principal's perspective he summed the feeling of most of the principals

in the district. Diversity was a subject not many people were interested in. Once people

started talking diversity the subject become race, have and have not, which led to a

misunderstanding concerning diversity.

Teachers' Perception of Accountability

The teachers responded to accountability much the same way as the principals

responded. They saw accountability coming from the superintendent, curriculum

coordinator, principals, and finally themselves. The following are some of their

statements:

As far as like the superintendent or a curriculum person or somebody like that.

The definitely the superintendent is in charge.

Classroom level for diversity is the teacher.

It depends on who the leader of the campus is. You have some schools with

more minority than other schools. This is very important to the leader. Then you

have school that dance around the issue of diversity. They say, "Well, I really try

to do the best", but I do not think the commitment is there.

Effective leadership means more than making a statement such as "we will embrace diversity." Often leaders fail to understand that making a statement such as this a part of the overall culture will require a deployment process and that it is up to the leaders to make sure the process is being used (Cox, 2001). This deployment process calls for leaders to proactively establish real accountability for results on diversity with their direct reports. The result will be that accountability will cascade down through the organization, leading to the kind of comprehensive follow-up effort that is needed to make change happen.

According to Cox (2001) the need to develop a meaningful way to include diversity competency as a rated item in the formal performance evaluation process is important when seeking organization improvement. Most organizations use some type of formal appraisal of job performance for all personnel in salaried jobs and sometimes also for people in hourly jobs If the organization is not using a formal job performance rating, it is important to provide feedback to individual employees on how well they are supporting the diversity related goals of the organizations. This thinking leads to the next sub-theme: continuous improvement.

Continuous Improvement

Continuous Improvement simple means that once everything is in place there needs to be devices in place to measure the success of the organization in their implementation of diversity. It is necessary to evaluate the extent in which the organization is following the process that brings some degree of constancy to the efforts and is likely to lead to success. It should be mentioned that the norms of continuous

improvement dictate that the work on diversity is never done.

Continuous improvement has two main ideas, in mind. The first being that the evaluator has to know the area well in order to ask the tough questions to you or of the subordinates concerning diversity. The second, the organization must establish norms of continuous improvement for critical goals. Leaders must invest the time to learn enough about diversity to ask detailed questions during planning reviews. It is equally important for them to take some responsibility to investigate how people are pursuing change. They can do this by asking specifically about the deployment of the change process and not just about what results are being achieved. The journey of continuous improvement is a refining process and a journey to ever higher levels of achievements (Cox 2001).

Board Member's Perception of Continuous Improvement

The Board Member made no comment referring to continuous improvement.

Administrators' Perception of Continuous Improvement

Administrators saw continuous improvement in the area of TAKS, but the TAKS was only a small part of the diversity plan. Earlier it was stated that the purpose of developing the diversity plan was the success of all students and that people of color would be proud to be associated with an organization that valued them. Administrator 301 stated that improvement had been made but this improvement was in the State Testing area. She explained:

> We have been able to maintain a very high level of achievement. We have been
>
> recognized for four years. We have not had a drop in our achievement, even with

the rise in low socioeconomic gains in the district. So we have been able to maintain.

Administrator 303 adds:

"So if we do not look at our system, if we can not identify what in our system needs to change no tweaked, because tweaking is not going to get us there. We have been tweaking for decades. We have to do some massive changes. There is a higher percentage of minority staff members out there that are teachers and administrators. Still not really where we want to be yet, and so we are still actively working on it."

Prior to the new version of the State Test MISD was a Recognized School District; however, this status was dropped with the newer version. Many in administration felt that their jobs were in jeopardy because of the new test. Although they had success in the beginning of recruiting qualified applicants of color, soon they resorted to old habits.

Principals' Perception of Continuous Improvement

With the failure of incorporating diversity district-wide, principals continued doing what they thought was best: following the pursuit of others or doing nothing. The following comment was made by a campus principal:

So if it is important enough, then it will be monitored. One way to monitor it is through evaluations. And so you can not monitor it during evaluation without having discussion.

But has far accountability, a lot of it is there, it is a lot trust in this district, and I feel good about that. There is a good side and a bad side to that. One, when you trust that, hey, you are doing what you supposed to, sometimes if somebody is not, there is nothing to say, "Hey you know what? You need to get on the stick and keep it done.

Principals did not see continuous improvement. What they saw was the attitude of "let's not make any waves until the district makes clear what we are to do." Talk the talk was the principals' key. As long as they could escape from the difficult questions, they could also walk the walk.

Teachers' Perception of Continuous Improvement

Teachers felt that continuous improvement should come from the Curriculum Department. Here are some of their statements:

The district goal is to make us good by focusing on the individual students. That is what I have seen coming through. So I think that at the district level they are accountable for continuous improvement through the Curriculum Department.

But I think that needs to be followed up on the campus level and then followed up in the classroom. I do think that it originally lies with the district level.

Teachers want to improve themselves and generally improve the district. So if they are aware of these things, we are accountable for our continuous improvement.

Again most teachers felt continuous improvement came from the curriculum

department. However, the curriculum department is as strong as the Associated Superintendent of Curriculum. Due to her limited knowledge concerning diversity and how to implement diversity in the district, through the curriculum many teachers as well as principals were at a loss.

Reporting Process for Performance Reporting

Reporting process for performance reporting is keeping score. This helps in facilitating more precise goal-setting and in strengthening performance management efforts. Reporting process for performance reporting can either be done quantitatively or qualitatively. The easiest is by walking around and doing visual observation. This includes talking to people about what they see and what they think regarding the climate of diversity. By all means this process must be done.

Board Member's Perception toward Performance Reporting

The board member made no comment regarding performance reporting.

Administrators' Perception toward Performance Reporting

Administrators felt they were doing extremely well in the area of performance reporting. They felt that they had maintained a high level of achievement. However, data showed a decrease in the area in which they wanted to improve: the area of recruitment and retention. Administrator 301 shed light on the subject by stating:

> The first year that we made that as a goal we progressed toward that goal steadily
> year after year. We made great strides in that, during the past couple years we
> have not made as greater stride. As a matter of fact we have probably gone back,

because as you know, the colleges are not graduating teachers that are minority.

Mayflower ISD declined in their performance in recruiting, staffing, and retention of personnel of color. It was easy for them to revert back to the earlier status.

Principals' Perception toward Performance Reporting

Principals should be held accountable for performance on their campus. If they meet their objectives of implementing diversity effectively on their campus, they should be rewarded as well as their staff for going beyond the call of duty. One principal acknowledged this process by stating:

> The one thing that I would like to see is-I have my vision and I have my ideas, but I never assume that I know everything. I think some feedback from different people coming around saying, "Hey, you are on focus with this. This is great. Keep going that way." Or "something is kind of flagged up here. It is kind of standing out, and you might want to look at this." And sit down and look with somebody. So I think as far as accountability, just some feedback from people would help.

Teachers' Perception for Performance Reporting

Teachers did not have an understanding of a new performance rating. They only knew of the PDAS. Since principals did not know, the teachers also did not know.

Performance reporting or keeping score is important for facilitating more precise goal-setting and for strengthening performance management efforts. It is also important because there is a human need to measure results of what one is accomplishing against

some known yardstick of goodness (Cox, 2001).

McClelland (1961) states that people will work harder on the goals of a diversity change effort when they have some tangible goal targets to shoot for and if they can see how they are doing, partly because they feel better when there is tangible evidence in achievement. The psychological and emotional value of keeping score, even if early results are not encouraging, should not be underestimated. In MISD, the teachers were requesting this information from the principals, educational trainers, and administrators.

Knowledge Management Program

The knowledge management program is the last sub-theme and also a new concept in management literature. The interest in the knowledge management concept is occurring in part because organizations have learned that being more efficient at learning and sharing information and especially sharing experience can be a significant competitive advantage (Trussler, 1998). Only one member of the diversity team knew anything concerning this concept.

Cox (2001) states the term knowledge management is being used to label a system to promote the sharing of knowledge throughout the organization. He states sharing knowledge more effectively and improving the execution of programs initiatives applies well to managing diversity efforts. In order to have success in this area three elements are needed (1) senior management support, (2) the need for a culture that is supportive of sharing knowledge and (3) the use of multiple channels.

Senior management support according to Cox (2001),is essential for any change effort to succeed. The axiom "get senior management support" needs to happen to create good knowledge management in the organization. When top leaders understand the importance of retaining and distributing knowledge as a competitive tool, make this a priority in their communication with their direct reports, and support it with appropriate resources: the likelihood of developing an effective knowledge management process is greatly increased.

The need for a culture that is supportive of sharing knowledge is the second factor which Cox (2001) speaks about. In an open culture people are accustomed to a free flow of information to and from people outside their immediate work area or department that is helpful to their current project. If the organization has a culture that freely shares information across organization boundaries, this will be a major help in getting knowledge management to work.

The third and final success factor is the use of multiple channels. The core issue to multiple channels is increasing the movement of knowledge among people in the organization. Cox (2001) points out that it is important to avoid the trap of thinking that the appointment of an organization diversity officer alone will fulfill the need for knowledge transfer regarding the work on diversity.

Board Member's Perception toward Knowledge Management Program

In his response he showed that he opened the eyes and minds of other board members. He felt that his "street ness" or "street savvy" affected not only the nerves of other board members but also the pocket of some. He stated:

After I started hitting them on the bid process, I started realizing some of the

phone calls I started getting. I got calls from a couple of other board members

that normally do not have conversation with me at the board meeting.

Through his "savvy-ness" other things began to happen within the district.

Through his openness, members of the community who were distant from the

educational process became more involved to challenge not only the status quo, but also

the "good old boy and girl" concept. The key to his success, although he may not have

realized it, was how he shared information, his knowledge, and how he collectively

brought meaning of diversity to MISD.

Summary

In summary, the intent of this study was to investigate a systems approach to

implementing a diversity plan in a chosen school district. Specifically the researcher

wanted to examine (1) why a chosen school district utilized a systems approach in

implementing a diversity plan to meet the needs of their ever-changing, ethnically

diverse, disadvantaged, and multilingual population, (2) what process the district used in

meeting the needs of a diverse population, and (3) if a business model can be

transformed and used in an educational system to meet the needs of the internal forces

(organization identity) as well as those external forces (organization image). The

investigator was interested in the process, rather than the outcome, that the district used

in developing and implementing their diversity plan district wide.

The findings from this study using the three categories Leadership, Education,

and Follow-Up revealed that there was a void in leadership, understanding,

implementation, guidance, and trust. In conjunction with the review of literature and an

analysis of the data, the findings from this study reveal that MISD will not meet its

overall objective of embracing diversity district-wide. In order for MISD to meet their

expected outcome to "embrace diversity" an overhaul of their plan must be made to

represent the five categories of Cox Model along with its properties.

In conjunction, the three guiding questions can now be answered.

Question 1

"Why did a chosen school district utilize a systems approach in implementing a diversity

plan to meet the needs of their ever-changing ethnically diverse, disadvantaged, and

multilingual population?"

The district chose to develop and implement "A Systems approach in

Implementing a Diversity Plan" district-wide because of its ever-changing

demographics. Once a farming community, overnight it transformed into a suburb. A

school district with less than 800 students now had a student population fewer than

17,000 students. With these 17,000 students new challenges increased daily.

One of the many challenges was how to work with students of color and the

economically poor. MISD has a student of color population of 59% with a teacher

population that was 79% Anglo. With the discrepancy in the student and professional

staff, along with suggestions from a community group called Friends of the Community,

discussion began concerning the treatment of minority students and a restructuring of the

administrative and professional staff. This restructuring included the hiring, promotion,

and retaining of members of color. Also in this restructuring, the lines of

communications were developed for parents to enhance their students' chances for

success in the education process.

Question 2

 What process did the district use to meet the challenge of diversity?

The district used a systems approach for implementation of their diversity plan

because diversity created challenges and opportunities that are not found in homogenous

work groups, like MISD. MISD wanted to create their diversity plan because the

challenge of managing diversity created conditions that minimized its potential to be a

performance barrier while maximizing its potential to enhance organizational

performance. In addition, MISD wanted to develop the following areas (1) recruitment

and retention of teachers of color, (2) open areas for parental involvement in committees

in areas such as attendance, advisory, and curriculum, (3) design a curriculum relevant

for their student population, (4) use culturally relevant instructional practices, (5)

provide staff development that incorporates a diverse perspective, (6) promote team

collaboration surrounding students of color, (7) create support systems for students and

teachers of color, (8) encourage awareness of students' of color needs, and finally, (9)

create a community partnership. MISD saw themselves as pioneers in the area of

diversity because of the limited research concerning diversity implementation in public

schools.

Question 3

Can a corporate model from an organization system be utilized in an educational system?

Schools that have implemented such a plan (diversity) have not published their processes, outcomes, and finding. On the other hand businesses have had numerous successes in implementing such a plan in their organization. Deming (1994) relates that a system is a network of interdependence components that work together to try to accomplish the aim of the system. Is an educational organization a system? If the educational organization has an aim, then it is a system. A system creates something of value. It is important that the aim never be defined in terms of specific activity or method. It must always relate to a better life for everyone.

Can a corporate model from an organization system be utilized in an educational system? The answer to this question is a resounding "yes." Cox's Model for Cultural Change (2001) is a model that has been used in other business endeavors. (See Appendix A) The result has been successful in many of the businesses which utilized all the components of the change model.

In most organizations, the representation of culture groups in the overall work population, and especially in the most powerful positions, is highly skewed. Thus for nations and organizations that subscribe to a creed of equal opportunity, a major motive for investing in managing diversity initiatives is that it is morally and the ethically the right thing to do. Moreover, it is certainly prudent to include, among the many goals of

the organization, social responsibility objectives such as promoting fairness and

improving economic opportunity for underachieving members of society (Cox, 1994).

CHAPTER V

SUMMARY AND CONCLUSION

Summary

The intent of this qualitative case study was to investigate (1) why a chosen school district utilized a systems approach to implement a diversity plan to meet the needs of their ever-changing, ethnically diverse, disadvantaged, and multilingual population, (2) what process the district used to meet the needs of their diverse population, and (3) if a business model can be transformed and used in an educational systems to meet the needs of the internal forces as well as those external forces.

In addressing question (1), the district was changing from an agrarian culture to one that was becoming ethnically diverse, and the district found itself slowly adapting to meet the needs of the stake holders, due to this change the members of the community felt that the needs of the students were not being met. The teaching population did not reflect the student population, which created problems for both students and staff. These problems eventually spilled over into the community, which prompted an organization called "Friends of the Community" to be developed.

The "Friends of the Community" was headed by an individual who was a member of the diversity team and later became a board member of MISD. The diversity team established the philosophy, "MISD would acknowledge and embraces our diversity" which would be adopted by the district. The goal being that all students in MISD would become successful. More so every student would be validated and made to

feel that they were important and would contribute to the overall mission of the district.

The purpose of an organization to implement a diversity plan is to utilize all members to become an asset to the organization. In other words, the potential advantage of implementing a diversity plan is to maximize the potential of people while minimizing the potential disadvantages. In addition to implementing a diversity plan, all employees and students contribute to the organizational goals and achieve their full potential.

In responding to question (2), the process the district used to meet the needs of their diverse population is outlined in Appendix B through B-16. Appendices B10, B11, and B12, address the issue of acknowledgement and embracement of our diversity. Using Cox's Model, these themes would follow under Leadership, Education, and Follow-Up. A constant comparative analysis was used to analyze the data in each of the themes and sub-themes under: Leadership, Education, and Follow-up and a comparison were done with each interviewee: board member, administrators, principals, and teachers, to get their perception on how the district implemented their diversity plan.

Finally in addressing question (3), Cox (2001) states" an effective organizational change effort should include all of the elements depicted in his Change Model (Appendix A). He continues by adding the flow of the arrows suggests, the change effort cycles through all of the elements and is continually assessed and refined over time in a process of continuous loop learning."(p18). Since Cox Model has been proven successful in business it would appeared that this model would be successful in an educational environment. However, since there is limited research on school districts

using such an approach and if a school district has implemented such a plan their finding has not been published.

Cox Model appears to have those essential ingredients which would be useful in developing a diversity plan. The model use terms which are synonymous to the field education and easily understood in any organizations which want to develop such a plan. Cox Model has been proven successful in businesses that have implemented this plan. This model is about organizational change and attracting, retaining, and effectively using people in all kinds of organization (Cox, 2001).

Overview

This case study examined why a chosen school district created a district-wide diversity plan; what process the district used to meet the challenge of diversity; and if a business model could be utilized in an educational system. The importance of this study was to show that schools are becoming ethnically diverse, disadvantaged and multilingual while their teaching population remain European-American, middle-class and female. Because of this shift, European-American teachers are facing difficulties in working with people of color and teaching students from diverse backgrounds. This is not to say that European-American teachers cannot teach students of color.

Finally, it appears that culturally relevant pedagogy, such as implementing a diversity plan, and requiring fairness and respect for all, is not a top priority for educational leaders. As a result educational systems have what is called talk the talk concerning diversity and diversity issues and lack the walk that goes along with the talk.

This hurts not only the organization but those who are entrusted in its care. The lack of knowledge in implementing such a plan can cause irreparable harm to our nation's schools with little chance for recovery (Cox, 2001).

With the understanding that a large number of female European-American teachers are taking the helm of the classroom, they [teachers] must be prepared to deliver the high quality instruction and relate to their ever-changing classroom environment. If teachers are not ready, the victims will be ethnically diverse, disadvantaged, and multilingual and students of color. These are the ones that need help the most.

The results of the study, lead to the following discussion concerning the MISD Diversity Plan. Leadership is the most essential element for change; without it nothing happens. In the military there is saying, "You can delegate authority but you can not delegate responsibilities." It was mentioned earlier that leadership starts at the top. In the study MISD leadership began with the superintendent. To prevent any derailment, the superintendent should have placed a high priority of excellence in managing diversity. It was also mentioned that leadership requires many leaders. MISD fell short of this by delegating the sole responsibility of implementing their plan through the Superintendent of Curriculum and Instruction (Administrator 301) and two other administrators (Administrator 302 and 303). It appeared from the top to the lowest level of the organization that no one took ownership of the diversity implementation.

Leadership is a cooperative effort. The superintendent could have identified members of his decision making team, such as other superintendents and/or directors, to be coalition builders. In return, a network of middle managers and key individuals would

have been prepared to show leadership on managing diversity and heighten the chances

for success. The CEO in education (superintendent) should be the head of the main

operating units, which have primary responsibility for breakthrough progress on

diversity. If not, the change effort is doomed to fail.

As far as the sub-themes of leadership there are many concerns. First, the

management philosophy to "embrace our diversity" was not clearly understood or

defined throughout the organization. Lack of understanding the philosophy caused

many not to know how or at what length to "embrace our diversity." The vision of the

organization was not articulated. This kept everyone from having a shared vision of

implementing diversity. It appeared that that the vision was placed haphazardly in the

organization.

The organization design had many flaws. The Board member saw the

organizational design as flawed because of the previous superintendent. As the board

member stated, MISD still had administrators in positions hired by the previous

superintendent.

In the area of education, Rynes and Rosen (1995) state much work that has taken

place to date under the label of "diversity training" has failed to produce any lasting

impact. Typically, the education program begins with a one to three-day workshop

focusing on increasing awareness and sensitivity to diversity issues. It is highly desirable

for this training to begin with the senior managers and then proceed throughout the rest

of the organization. It appears that MISD took the opposite approach by starting with

teachers. Teachers were moderate engaged in the training because they saw no

relevance. It was another day off for some.

In its long range strategic planning Administrator 301 and 302, saw diversity training as being imperative. The diversity training model was outline in MISD Strategic Planning (Appendix B-11). Cox (1995) mentions due to economic restrains and to build commitment it is highly recommended that in-house expertise be developed for use in completing the training. MISD was attempting this objective. This objective was to be online for the coming school year. MISD was seeking individuals who had subject matter expertise as well as good facilitation skills in order to provide the highest quality education on this topic.

In MISD, the follow-up category of Cox's Model appeared to be lacking in all four sub- themes. Under accountability, which refers back to leadership, MISD had no means of evaluating the effectiveness of their leaders and teachers to see if they were attempting to implement the diversity plan.

For continuous improvement and reporting process for performance results, nothing was given to show if the district had improved in their philosophy of embracing diversity. Again this refers back to leadership because there was no real or true accountability from district leaders to incorporate. As Cox (2001) mentioned, diversity was viewed as the flavor of the month.

The performance result or keeping score was nonexistent. Keeping performance results is important for facilitating more precise goal-setting and for strengthening management efforts. More importantly, people who show ownership for diversity tend to

do better when they see tangible rewards posted of their efforts as covered in the literature.

The term "knowledge management program" means sharing knowledge throughout an organization. There are obvious benefits of sharing knowledge about managing diversity. However, these benefits are exacerbated when there is no enterprise level resource for coordinating work on managing diversity especially when you have subunits of organization such as the schools in MISD.

The follow-up component of diversity work requires that the change process be monitored and that the change ultimately become institutionalized. Like other management efforts, work on diversity requires accountability and control. The accountability for preserving the change must be established with every manager and, with specific objectives related to diversity. Changes in the performance appraisal and reward process of the organization to reinforce the importance of meeting these diversity objectives should also be included.

Finally, there are two themes which MISD did not respond to. The two themes are the cause for MISD not meeting its objective of "embracing diversity." The themes of Research and Measurement and Alignment of Management Systems are the two which MISD failed to incorporate in their diversity plan. Citing Cox (2001) the change effort should include all the elements depicted in the diagram (See Appendix A).

MISD like most Independent School districts relied heavily on the state testing for its diversity. Although useful, it does not measure the perception and attitudes of all

stakeholders involved in developing a diversity plan. Hubbard (2004) states there are several reasons why quantification is lacking.

Many academic processes have never been applied to the process of diversity. Some believe that objective measurement is simply inappropriate for diversity work. Regardless of size or type of an organization, both research and measurement are necessary elements for the change process.

The final category which caused MISD not to meet their objective is Alignment of Management Systems. This category is a comprehensive assessment of the organizational culture and human resources management system of the organization. This component has the following sub-themes (1) work schedules and physical environment, (2) orientation, (3) recruitment, (4) performance appraisal, (5) compensation and benefits, (6) training and development, and (7) promotion.

These seven sub-themes are important. Cox (2001) states, to welcome and leverage diversity must be done in a systems approach, that is, with recognition of the organization as a social system with interdependent components (Deming, 1994). Deming (1994) states, organization are social systems, and changing them requires that all major components of the system be reviewed and changed to achieve alignment. Those interviewed gave the following comments concerning Align Organizational Systems and Practices.

Board Members' Perception on Alignment of Management Systems

We started going out of town to recruit. We were going to the predominately

black colleges. On these recruiting trips we start taken assistant principals of color which made a different. Changing the faces to have the face look more like someone who would be willing to take an opportunity, take a chance on coming to MISD.

Administrators' Perception on Alignment of Management System

We had started branching out somewhat to some historically black universities and colleges, going a little deeper into South Texas, a little farther east.

One of the differences that I at least found in going out recruiting was that most of what you found out there, they were young, they were in the early stages of their career, they had not really establish roots anywhere.

There had never been really been a need to go out and recruit anyone for any reason.

We are not finding the African-American's. We are not finding Hispanics. We are having a hard time getting bilingual teachers.

Teachers' Perception on Alignment of Management Systems

If you do not have competent people, then you need to go out and get them.

Does the staff reflect the population? No.

Administrator 301 talked about hiring staff that reflected the student population; there was an abundance of discussion about hiring competent staff.

Administrator 303 works very hard at recruiting and getting out there, but he can

have different files on his desk of qualified minority teachers, ultimately, it is the

principals that go through it and decide who to talk to.

We desperately are looking for people of other cultures to come and teach on our

campus, but it is very difficult to find them.

All interviewed stated that recruitment was important. However, on the initial

recruiting team certain men were selected for the duty of recruiting. These men had an

idea what they wanted MISD to look like and that was "similar to me" (Cox 2001). Once

MISD changed the method in their recruitment practice, they began having success in

their recruitment effort. A good mix on dimensions such as gender, national origin, age,

and work specialization form a good basic recruiting team. This was highlighted by the

Board Member, Administrator 301, 302, and 303, along with many of those interviewed.

Appendix M shows MISD teaching population ethnicity and gender.

In summary MISD should be commended on their efforts in developing and

implementing a diversity plan even though they failed short of their goal of embracing

diversity. MISD did not have guidance because other districts had not published their

findings concerning development and implementation of such a plan. MISD was all

alone in this endeavor. MISD failed in every category that Cox (2001) stated is needed

in order to have a successful change effort.

When everything fails there is more at stake than just the inability to realize the

vision for change. The integrity of leadership was severely compromised when they

made the statement, "We are going to embrace our diversity" and they did not. Cox

gives a successful change model that is researched base, educationally friendly, about diversity, and change, and has been proven in the business world.

Recommendation

This researcher recommends that additional studies are needed utilizing all of the components of Cox's Model for Cultural Change be conducted. It is also recommended that the term diversity be interpreted to include (race, sex, gender, and ethnicity). The definition should also make note of gays, lesbians, bisexuals, and transgender. In addition to the definition of diversity, it is also recommended that more individuals be involved in the study to get a good represented picture. Finally the district or district chosen should have been working towards diversity for at least two years. Cox (2001) states those organizations that have committed time and energy to the work of diversity is in it for the long haul.

Limitations of Study

The purpose of this study was to investigate a system approach to implementing a diversity plan in a chosen school district. In the interview process the participants focus was mainly on race, ethnicity, and socio-economics. The researcher wanted to investigate the district implementation of their diversity plan. The perception of those interviewed, diversity was about race, ethnicity and socio-economics. Although the district used a broad definition for diversity in the district mission statement, the interviewees in this study focused on limited aspect of the diversity statement.

Conclusion

In closing, when nations and their organizations espouse beliefs such as (1) people are the most valuable resources; (2) every person will be treated with dignity; and respect, and (3) there will be equal employment opportunities for people of all social-cultural groups, they take upon themselves a moral obligation to fulfill these promises. The quest to create organizational excellence by managing diversity is more than a call to maximize economic performance. It is, in part, a call to bring integrity to the governments and the organizations and to the people who lead them (Cox, 2001)

Developing an implementing a diversity plan is an educational reform. Normally, educational reforms are embedded in one form or another of political ideology. Regardless of politics, as an educator our effort is to honor each student we come in contact with. We are reminded that our educational system is changing. Traditional schools in the past were more homogenous. Schools of today are more ethnically diverse, disadvantaged, and multilingual.

We as educators need to understand and recognizes the difference of those we teach. A commercial from the United Negro College Fund states "A mind is a terrible thing to waste." If we are not willing to change the strategies in which we have now to meet the demands of our ever changing ethnically diverse population, than we are wasting a beautiful mind.

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APPENDIX A

Cox's Model for Cultural Change

Leadership
- Management philosophy
- Vision
- Organization design
- Personal involvement
- Communications strategy
- Strategic integration

Follow-Up
- Accountability
- Continuous improvement
- Reporting process for performance results
- Knowledge management program

Research & Measurement
- Preliminary diagnostics
- Comprehensive culture assessment
- Baseline data
- Benchmarking
- Measurement plan

Alignment of Management Systems
- Work schedules and physical environment
- Orientation
- Recruitment
- Performance appraisal
- Compensation and benefits
- Training and development
- Promotion

Education
- On managing change
- Development of in-house expertise
- Modification of existing training
- Address all three phases of the learning process

A-1 Categories and Properties of Leadership

Leadership is the behavior that establishes a direction or goal for change (vision) provides a sense of urgency and importance for the vision, facilitates the motivation of others, and cultivates necessary conditions for achievement of the vision. Leadership is the most essential elements for change without it, nothing happens. (Cox, 2001)	
	Properties
Management Philosophy	A system of principles that describe attitudes of managers toward their responsibilities to the organization and its stake holder.
Vision	Vision provides everyone in the organization with a shared mental framework in the direction in which the organization wants to proceed.
Organization Design	Is the design of the organization ready for the needed change and are all elements strategically in place?
Personal Involvement	Are members in key position exhibiting necessary changes for implementation to take place?
Communication Strategy	What methods are in place so that communication can flow upwards as well as downward?
Strategic Integration	How will diversity be implemented throughout the organization to have the most impact?

A-2 Categories and Properties of Education

Education is a central feature of any change effort. Education is used in preference to training to signify tat learning must be approached through a variety of methods. The need for education is well established as a staple of organization change and no less for change related to diversity. (Cox, 2001)	
	Properties
On Managing Change	How will those in the organization manage the change and will there be the necessary help for those who have a problem with change?
Development of In-House Expertise	Will there be outside help to develop others for this sensitive position?
Modification of Existing Training	What additional training will be needed to replace and enhance the new training?
Addresses the Three Phases of the Learning Process	1. Awareness 2. Deepen Knowledge 3. Behavioral Change

A-3 Categories and Properties of Follow-Up

Follow-Up The two principal aspect of follow-up are to establish accountability for results and to create explicit mechanisms for evaluation of effectiveness. In addition both accountability and evaluation should be governed by the philosophy of continuous improvement. This means that the goal is full participation of all members, and the adverse effects of group identity must be reduced to zero. (Cox, 1994)	
	Properties
Accountability	Where does the responsibility lie?
Continuous Improvement	What efforts are in place to measure success for further improvement?
Reporting Process for Performance Results	What programs are in place to recognize department for their performance of success with diversity?
Knowledge Management Program	Is the knowledge of diversity being shared effectively among staff and program being executive with success?

APPENDIX B

Mayflower Independent School District
District Plan
2003-2004

Goal 1: MISD has a curriculum based on "best practices" and meets the academic and career needs of all students.

Objective 1: Ensure that MISD has a K-12 mathematics program that reflects research-based practices.

ACTIVITIES	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINE
Add a secondary math Professional Development Specialist	Approx. $40,000-$50,000 Federal Funds	Math Coordinator	Summer 2003
Implement newly revised curriculum at grades 2 through Geometry through training and a review of assessments.	None	Principal, Dept. Chair, Math Coordinator and Prof. Dev. Specialists	On-going
Continue training in: . Texteams . State Academics . CAMT . Understanding Math Software . "Hands-on math activities" . Navigating the Standards	Federal Funds $7,500 and D of C budget $2,500	Math Cord., Prof. Dev. Specialists	Summer 2003-Summer 2004
Support district AP Grant to provide more students access to upper level math courses.	None	Math Coordinator	On-going 2003-2004
Improve math instruction in summer school through training and development of structure.	Summer School materials - 4300 D of C budget	Math Coordinator and Prof. Dev. Specialists	Summer 2003 and school year 2003-2004
Provide opportunities for vertical meetings between elementary/middle and middle/high.	Sub. Cost of $2,600 D of C budget	Math Coordinator	2003-2004 school year

Evaluation of the Objective:
 . District assessments indicate a high degree of student mastery of the TEKS.

B-1 Mayflower Independent School District
District Plan
2003-2004

Goal 1: MISD has a curriculum based on "best practices" and meets the academic and career needs of all students.

Objective 2: Address the instruction of the varied learning needs of students in the classroom.

ACTIVITIES	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINE
Intervention and modification training will be provided to campuses.	Staff Time	Sp. Ed. Staff	On-going
TESA training model will train up to 90 additional staff members.	$30,000 - Title II	Assist. Supt., C & I and trained principals	August, 2003 - May'04
Continue the following trainings: . Brain Compatible Instruction . Emotional Intelligences . CRISS . Diversity . Differentiation	$1,400 D of C $1,500 Title II	Sciences Coordinator, Human Resource Coordinator English/Lang. Arts Coordinator, Sp. Ed. Director	Summer, '04
Promote inclusion of special needs students in accordance with the student's IEP & LRE.	-0-	Campus Staff Sp. Ed. Staff	On-going

Evaluation of the Objective:
. Campus SST minutes reflect attention to varied student needs. . Percent o identified Sp. Ed. Population in line with state and national percentages and a decrease of MISD students in self-contained Sp. Ed. Instructional settings for more than 50% of the day. . Increase in Sp. Ed. Students taking TAKS. . Improvement in TAKS performance of Sp. Ed., LEP, dyslexia, low socio economic students.

B-2 Mayflower Independent School District
District Plan
2003-2004

Goal 1: MISD has a curriculum based on "best practices" and meets the academic and career needs of all students.

Objective 3: Ensure that appropriate services are provided for at-risk students.

ACTIVITIES	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINE
Review and revise district procedures for identifying and serving at-risk readers in order to better coordinate services.	SCE and regular funds	Fed. Programs ELA Coordinator	August 2003
Provide training for tutors and teaching assistants in effective teaching practices.	Federal, Bil/ESL ARI and Sp. Ed. Funds	ELA Coordinator Federal Programs ELA Prof. Dev. Spec.	On-going
Implement Reading Initiative for 4th grade students.	ARI and Federal Funds	ELA Coordinator Federal Programs	August 2003
Incorporate CARE Classroom language arts model with repeating 9th grade students.	$3,500, SCE Funds	ELA Coordinator Federal Programs	August 2003
Offer Project CRISS to secondary teachers.	$1,500 SCE Funds	ELA Coordinator Federal Programs	On-going
Train staff in the implementation of "No Child Left Behind".	Federal Funds	Federal Programs	On-going
Utilize campus SST procedures effectively.	-0-	Sp. Ed. Dir. Principals	On-going
Systemize the monitoring and reporting of student progress on the TAKS objectives throughout the year.	$20,000-$30,000, state, federal, and local funds	Testing Coordinator Asst. Supt. For C&I	March, 2004

Evaluation of the Objective:
 ̣Increase in TAKS performance for LEPS, low SES students, CARE students, and 3rd gr. ARI students. ̣Pre-Post scores for students served by SCE & Title I. ̣Pre-Post scores for ARI students. ̣Reduction of disciplinary AEP repeaters. ̣Reduction in dropouts and increase in completion rates.

B-3 Mayflower Independent School District
District Plan
2003-2004

Goal 1: MISD has a curriculum based on "best practices" and meets the academic and career needs of all students.

Objective 4: Investigate career pathways through Career and Technology opportunities.

ACTIVITIES	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINE
Design improvement plans for existing CATE programs.	Ex. Dir. Of Technology	Staff Time	Spring, 2003
Promote CATE programs articulated with Higher Ed. Institutions.	Ex. Dir. Of Technology	Staff Time	2003-04
Promote participation in career related offerings outside MISD such as student internships and cooperatives.	Ex. Dir. Of Technology	Staff Time	2003-04
Investigate and design vertical curricular pathways to support student career choices.	Ex. Dir. Of Technology	Staff Time	2003-04

Evaluation of the Objective:
 Number of students enrolled in "articulated" courses. Increase in the number of students participating in Career/Technology courses. The existence of a visual indicating the available career pathways in MISD.

B-4 Mayflower Independent School District
District Plan
2003-2004

Goal 2: MISD has a progressive technological infrastructure that supports all instructional and administrative needs.

Objective 1: Provide and utilize technology solutions to meet the specific needs of instructional, administrative, and other district programs.

ACTIVITIES	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINE
Investigate technology solutions to connect home and school, such as online access to grades and attendance.	Staff Time	Ex. Dir. Of Technology	2003-04
Implement a district-wide purchasing and training program that provides calculators for K-12 mathematics classes.	Staff Time/Tech Allotment $45,000	Ex. Dir. Of Technology Math Coordinator	2003-04
Begin implementation of the new software infrastructure(email, file services, web services, etc).	Staff Time/Bond Funding	Ex. Dir. Of Technology	2003-04
Continue implementation of the new wide area network.	Staff Time/Bond Funding	Ex. Dir. Of Technology	2003-05

Evaluation of the Objective:
 . An increase in the number of initiatives utilizing or enhanced by technology. . An improvement in the student to calculator ratio.

B-5 Mayflower Independent School District
District Plan
2003-2004

Goal 2: MISD has a progressive technological infrastructure that supports all instructional and administrative needs.

Objective 2: Utilize technology to promote the connection between the district and its students, parents, and the community.

ACTIVITIES	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINE
Promote communication to parents, students, and staff through technology such as we pages, electronic newsletters, list serves, and electronic calendars.	Staff Time	Ex. Dir. Of Technology	2003-04
Promote bilingual versions of all district or campus electronic communication and ensure web page compliance for special needs population.	Staff Time	Ex. Dir. Of Technology	2003-04
Provide a suggested Technology Supply List that includes items such as software titles, home use rights, calculator information, etc, to encourage technology use at home.	Staff Time	Coordinator Instr. Technology	2003-04
Investigate a district-wide program to provide technology access to all District families.	Staff Time	Ex. Dir. Of Technology	2003-04
Promote the use of the MISD web site as a communication tool between all MISD staff.	Staff Time	All Administrators	2003-04

Evaluation of the Objective:
  100% of the district's campuses maintain a school website.   An increase in the number of campuses utilizing a parent list serve.   Electronic communications in Spanish will increase.
  Increased use of the MISD website by staff and community

B-6 Mayflower Independent School District
District Plan
2003-2004

Goal 2: MISD has a progressive technological infrastructure that supports all instructional and administrative needs.

Objective 3: Incorporate technology experiences in all curricular areas to engage students, enhance learning and positively impact student productivity and performance.

ACTIVITIES	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINE
Develop and implement a technology application curriculum for elementary campuses that emphasize computing skills.	Staff Time/Tech. Dept. Funding	Coordinator Instr. Technology	2003-04
Develop and implement a Computer Ethics and Safety program for all levels.	Staff Time/Tech. Dept. Funding	Coordinator Instr. Technology	2003-04
Promote the use of technology in all curriculum areas through programs such as: Language Arts - promote typed reports.	Staff Time	Coordinator Instr. Technology	2003-04
Pursue elective content area integration using Presentation Stations.	Staff Time	Coordinator Instr. Technology	2003-04
Investigate online learning tools.	Staff Time	Coordinator Instr. Technology	2003-04
Collaborate with curriculum coordinators to design textbook adoption and curriculum writing processes which include technology integration.	Staff Time	Coordinator Instr. Technology	2003-04

Evaluation of the Objective:
 . The number of technology experiences in revised curricular areas increases.

B-7 Mayflower Independent School District
District Plan
2003-2004

Goal 2: MISD has a progressive technological infrastructure that supports all instructional and administrative needs.

Objective 4: Ensure the effective use of technology for all district employees.

ACTIVITIES	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINE
Provide staff development for applications included in the new software infrastructure (email, file services, web services, etc)	Staff Time	Coordinator Instr. Technology	2003-04
Continue the training program for K-12 Presentation Stations using the materials developed during the Middle School Presentation Station training.	Staff Time	Coordinator Instr. Technology	2003-04
Continue Proficiency training for all staff including customized training for administrative staff.	Staff Time	Coordinator Instr. Technology	2003-04

Evaluation of the Objective:
  ̣ A decrease in requests for repairs labeled as user error ̣ An increase in requests for assistance in using technology for analysis, synthesis, and evaluation.

B-8 Mayflower Independent School District
District Plan
2003-2004

Goal 4: MISD has a well-informed public, staff, and student body actively supporting its schools.

Objective 1: Create mechanisms which will improve and enhance external and internal communications in the district.

ACTIVITIES	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINE
Develop customer service training opportunities for staff.	D of C budget	Asst. Supt. For Curriculum	Summer/Fall 2003
Explore the possibility of an internal staff newsletter.	None	Dir. Of Technology and Dir. Of Public Information	Fall 2003
Explore the possibility of having an external terminal located in the community business to provide 24 hr. internet access for parents.	Computers	Dir. Of Technology and Dir. Of Public Information	Spring 2004
Establish an email system to communicate to parents at the campus and district levels.	New email system	Dir. Of Technology	Fall 2003
Investigate improvement of communication to the Hispanic community, in print and electronically.	None	Bilingual Specialist and Dir. Of Technology	Fall 2003

Evaluation of the Objective:
  ֗ Gather electronic data indicating the increased use of the MISD website. ֗ Statistics on number of households receiving district newsletter. ֗ Increase in number of communications in Spanish.

B-9 Mayflower Independent School District
District Plan
2003-2004

Goal 5: MISD acknowledges and embraces our diversity

Objective 1: Make the teacher and administrator population more reflective of the overall student population.

ACTIVITIES	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINE
Further communicate the "Tomorrow's Teacher" - grow our own teacher program.	Staff Time	H.R. Coordinator	On-going
Continue targeting recruiting resources for specified populations.	Local Funds	H.R. Coordinator	On-going

Evaluation of the Objective:

   Employment and student population statistics

B-10 Mayflower Independent School District
District Plan
2003-2004

Goal 5: MISD acknowledges and embraces our diversity

Objective 2: Develop a staff diversity-training model.

ACTIVITIES	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINE
Identify the desired outcome of the training.	Staff Time	Diversity Sub-Committee	Fall, 2003
Identify the diversity competencies in the TEKS and in each subject area.	Staff Time	Diversity Sub-Committee	Fall, 2003
Develop a plan of action and timetable, delineating: ˏ Module topics ˏ Number of days per module ˏ Module activities ˏ Budget/cost per module	Staff Time	Diversity Sub-Committee	Dec, 2003
Received approval form the DAAC PD Committee and the Assist. Supt. For C & I		Diversity Sub-Committee	Dec, 2003
Implement appropriate modules in the 2004 summer training program.	$1000.00 D of C budget	Diversity Sub-Committee	Feb, 2004

Evaluation of the Objective:

ˏ A diversity-training model is completed and is included in the 2004-2005 training program.

B-11 Mayflower Independent School District
District Plan
2003-2004

Goal 5: MISD acknowledges and embraces our diversity

Objective 3: Ensure that the social studies curriculum develops functional relationship skills among all its students, and incorporates the teaching of the roles of various cultures in the history and development of our community, state, and nation.

ACTIVITIES	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINE
Assemble a cadre of researchers.	-0-	Social St. Coordinator	
Cadre will locate 2-3 programs (commercial products or ones developed by other districts) that develop functional relationships among diverse populations.	C & I budget	Social St. Coordinator and cadre	
Cadre will compile resources of histories of European, African, American Indian & Asian impacts on U.S. history and development.	C & I budget	Social St. Coordinator and cadre	
Social Studies curriculum writers will incorporate ideas from #2 & #3 above into newly developing Social Studies curriculum at all levels.	C & I budget	Social St. Coordinator and teachers	
Lessons wit be tested on CBA's	C & I budget	Social St. Coordinator and teachers	

Evaluation of the Objective:

 Functional Relationship lessons and History of Cultures lessons will be coded for easy identification in Social Studies curriculum. Questions from CBA's will be coded and identified for future evaluation.

B-12 Mayflower Independent School District
District Plan
2003-2004

Goal 6: MISD maintains safe, disciplined, and nurturing campus environments conductive to student learning.

Objective 1: Reduce violence through appropriate prevention strategies.

ACTIVITIES	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINE
Each campus will identify and train core teachers to comply with SB1196.	Sp. Ed. Budget	Principal and trainers	2003-04
Continue character education programs	Safe and Drug Free	Campus staff	2003-04
Provide necessary intervention programs for students in need.	Campus budget	Campus counselors & administrators	2003-04
Investigate current discipline programs and actions I the context of continued improvement.	Staff Time	District Directors of Admin. Services & campus administrators	2003-04
Extend district/campus "Safe & Civil Schools" efforts to further an awareness of the language and objectives of the program.	Campus & D of C budgets	Directors of Admin. Service & Supervisor of 504	2003-04

Evaluation of the Objective:

 ˌ Comparison data from previous yea's violence report. ˌ "Safe and Civil Schools" data from campuses operating" Foundations".

B-13 Mayflower Independent School District
District Plan
2003-2004

Goal 6: MISD maintains safe, disciplined, and nurturing campus environments conductive to student learning.

Objective 2: Promote healthy, appropriate, and planned staff and student responses to crisis situations.

ACTIVITIES	*RESOURCES* NEEDED	STAFF RESPONSIBLE	TIMELINE
Update and implement campus Crisis Plan annually.	Time allocation	Dir. Of Admin. Services Campus Administrators	2003-04
Assist and train staff to reduce reactions of students to crisis situation.	District budget	Dir. Of Admin. Services Campus Administrators	2003-04
Provide students and parent with information about community and school resources available if a crisis occurs both individually and collectively.	District and campus budget	Dir. Of Admin. Services Campus Administrators	2003-04

Evaluation of the Objective:

Reaction time to "staged" crisis situations improves. Action responses to "staged" crisis situations are appropriate.

B-14 Mayflower Independent School District
District Plan
2003-2004

Goal 6: MISD maintains safe, disciplined, and nurturing campus environments conductive to student learning.

Objective 3: Address obesity and Type 2 Diabetes through promoting healthy eating and exercise habits for students.

ACTIVITIES	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINE
Distribute outreach materials to students	Posters, pamphlets	Health/Science Coordinator	August 2003-May 2004
Work with district nursing staff in developing outreach programs.	Curriculum	Health/Science Coordinator & Sp. Ed. Supervisor	August 2003-May 2004
Work with cafeteria staff in the promotion of healthy food choices	Posters, pamphlets	Health/Science Coordinator & Aramark Food Director	August 2003-May 2004
Distribute outreach materials and in-service to parents and community groups.	Posters, pamphlets, staff time	Health/Science Coordinator & Sp. Ed. Supervisor	August 2003-May 2004

Evaluation of the Objective:

 Conduct a pre/post survey of student behaviors at the elementary, middle, and high school levels.

 Gather medical evidence from district nurses. Gather information from the sales of school

cafeteria food.

APPENDIX C

Similarities Between Cox's Model and Mayflower Independent School District

Leadership

- Management philosophy
- Vision
- Organization design
- Personal involvement
- Communication strategy
- Strategic integration

Education

- On managing change
- Development of in-house expertise
- Modification of existing training
- Address all three phases of the learning process

Follow-Up

- Accountability
- Continuous improvement
- Reporting process for performance results
- Knowledge management program

APPENDIX D

Principals' Questions

The purpose of this interview is to gather information from principals, to gain insight on the development of "A Systems Approach to Implementing a Diversity Plan" in MISD. The goals of this study are to describe, expand, and understand the process of implementing a diversity plan campus/district wide. **As the confidentiality agreement with each member participants, the superintendent and board members will not see your responses.**

1. Tell me how you lead and organizing your diverse staff and student population?
   a. As a leader what can you do to strengthen your own leadership to create a diversified organization?
   b. Please finish this statement, "If we are successful in valuing diversity the district must/campus must?"

2. Did you have any input in the development of PISD diversity plan? If you did not, what elements would you add to make an inclusive diversity plan?

3. What instrument are you using on your campus to assess the success of your school diversity efforts?

4. Have you participated in an educational training program that discusses:
   a. awareness
   b. deeper knowledge
   c. behavior change

5. Is the campus goals aligned with the district plan 2003-2004, i.e. PISD Goal # 5, Objective 1: Make the teacher and administrator population reflective of the overall student population?

6. Who is accountable for continuous improvement:
   a. district level
   b. campus level
   c. classroom

7. How strong is the accountability for managing diversity in the district? Do you agree with this statement, "When the vision for diversity is fully realized, it will be commonplace for a candidate reputation for dealing with diversity to be discussed at length during meetings where people are being evaluated for hire, retention or promotion?" Why or Why not?

APPENDIX E

Teachers' Questions

The purpose of this interview is to gather information from teachers, to gain insight on the development of "A System Approach to Implementing a Diversity Plan" in MISD. The goals of this study are to describe, expand, and understand the process of implementing a diversity plan campus/district wide. **As the confidentiality agreement with each member participants, your principals, superintendent, and board members will not see your responses.**

1 Tell me more how you organize a diverse student population.

2 Did you have any input in the development of MISD diversity plan? If you did not, what elements would you add to make an inclusive diversity plan?

3 What instrument are you using in your classroom to assess the success of your school diversity efforts?

4 Have you participated in an educational training program that discusses?
   a. awareness
   b. deeper knowledge
   c. behavior change

5 Are the campus goals aligned with the district plan 2003-2004, i.e. PISD Goal # 5, Objective 1: Make the teacher and administrator population reflective of the overall student population?

6 Who is accountable for continuous improvement?
   a. district level
   b. campus level
   c. classroom

7. Would you like to add anything?

APPENDIX F

District Profile

Table 1: Demographics Chart Students:

Students	Population	Ethnicity Percentage
White	6,724	40.6 %
African American	3,473	21.0 %
Hispanic	4,906	29.7%
Native American	67	00.4%
Asian/Pacific Islander	1,374	08.3%

Table 2: District Professional Staff

Professional Staff	Count	Percentage
Teachers	1,028.7	59.7%
Professional Support	148.4	8.6%
Campus Administration	53.0	3.1%
Central Administration	19.7	1.1%
Educational Aides	134.1	7.8%
Auxiliary Staff	337.7	19.6%

District Profile (Continued)

Table 3: District Teaching Staff by Ethnicity

Ethnicity	Count	Percentage
African American	64.2	6.2%
Hispanic	123.9	12.0%
White	820.7	79.8%
Native American	4.9	0.5%
Asian/Pacific Islander	14.9	1.4%

Table 4: Teaching Population by Gender

Gender	Count	Percentage
Males	209.0	20.3%
Females	819.7	79.7%

APPENDIX G

Interview Consent Form

I hereby grant my consent to be interviewed by Billy L. Young, a doctoral student, at Texas A&M University. The interview process should take about four months to conclude and focus on the effectiveness of "A Systems Approach to Implementing a Diversity Plan."

I understand that: 1) The explicit purpose of the interviews is allow Billy L. Young to gain insights about my opinions, perceptions, and observations regarding "A Systems Approach to Implementing a Diversity Plan." 2) The interviews and survey results will be used as part of the research in his record of study for Ed.D. Program at Texas A&M. 3) These interviews are strictly voluntary on my part and I will not receive any financial compensation for my participation. 4) I will be interviewed individually and in small groups with other diversity committee members from my district. 5) Interviews will be scheduled at my convenience. 6) Identification of participation and school will be kept confidential and **will not affect my current or future employment with the district.**

I understand that the non-invasive nature of the study and the careful selection of information insure no risks to the participants in this project. I understand that I have the option not to participate in the audio taped interviews. My refusal to be audio taped does not impact my participation in the study

This research study has been reviewed and approved by the Institution Review Board (IRB)- Human Subjects in Research, Texas A& M University. For research-related questions regarding subjects' rights, the IRB maybe contacted through Dr. Michael W. Buckley, Director of Research Compliance, Office of the Vice President for Research at (979) 458-4067 (mwbuckley@tamu.edu <mailto:mwbuckley@tamu.edu>**).**

I have read and understand the explanation provided to me. I have all my questions answered to my satisfaction, and voluntarily agree to participate in this study.

I have been given a copy of this consent form.

_____   _____
Signature of Participant   Date

_____   _____
Signature of Investigator   Date

For further information regarding this study please contact:

Billy L. Young   Dr. Jean Madsen
607 Clearwater Trail   Education Administration and Human Resources
Round Rock, Texas 78664   Texas A&M University 77843-4226
512-388-1264   979-845-2421
byoung31@austin.rr.com   jamadsen@tamu.edu.

APPENDIX H

AUDIOTAPE RELEASE FORM
I voluntarily agree to be recorded during for the study conducted by Mr. Billy L.

Young. I understand that all tapes will be used only for clarification and only Mr.

Young will have access to them. These tapes will be identified with coded

identification. All tapes will be kept for three years and will be secured. After data is

collected the tapes will be erased.

I have been given a copy of this consent form.

Signature of the Subject _____ Date_____

Signature of Investigator _____Date_____

REFUSAL TO BE AUDIOTAPE

I do not agree to be recorded during the study conducted by Mr. Billy L. Young. I

understand I (will/will not) receive compensation, course credit, etc.) by such a

refusal. By refusing to be audio taped, I understand that I (may/may not) continue to

participate in the study.

I have been given a copy of this refusal form.

Signature of Subject _____Date_____

Signature of Investigator _____ Date_____

APPENDIX I

DISTRICT PERMISSION LETTER -SUPERINTENDENT

Superintendent of Schools (Principals)
Your District
City, State

Dear Principal of Your Elementary/Middle/High School:

I am a doctoral student at Texas A&M University. I am doing a study entitled "A Systems Approach to Implementing a Diversity Plan." I am requesting your permission to contact and interview you at your school during the next three months.

The purpose of the study will be to examine participants' perception and views concerning the process used to implement a diversity plan in your school district and school. I plan to use an introductory questionnaire and interviews to ascertain information from administrators, principals, teachers and board members. The result of the study will be used by the cooperating superintendent and principals to establish inclusive environments to meet the needs of the ethnically diverse staff.

This research study has been reviewed and approved by the Institution Review Board (IRB)-Human Subjects in Research, Texas A&M University. For research-related questions regarding subject's rights, the IRB may be contacted through Dr. , Coordinator, Office of the Vice President for Research and Associate Provost for Graduate Studies at (979) 845-1812)

I am requesting your permission to contact and interview teachers at your campus school about their perceptions. Prior to the initial interview, each participant will receive consents forms to participate in the study and be audiotape.

If you have any questions, please feel free to contact me at (512) 388-1264 or email me at byoung31@austin.rr.com <mailto:byoung31@austin.rr.com>. Thank you in advance for your assistance and support.

Sincerely

Billy Young

Enclosure: Copy of superintendent's permission letter, questionnaire, and principal's questionnaire, and self-addressed, stamp envelope.

APPENDIX J

PARTICIPATION CONSENT FORM
Principal of Urban Schools
Any School
City, State & zip code

Dear Principal,

I hereby grant my consent to allow Billy L. Young, a doctoral student at Texas A&M University, to contact and interview teachers at my campus for the purpose of research related to his record of study on "A System Approach to Implementing a Diversity Plan."

I understand that: 1) the explicit purpose of the interviews is to allow the researcher to gain insights about the process involved in developing and implementing a diversity plan district wide. 2) The data from the interview will be used as part of the research in his study for the doctoral program at Texas A&M University. 3) These interviews are strictly voluntary on the part of the participant. The results will be kept confidential and not affect current or future employment in the district or at the school.

_____
Principal's Signature

Enclosure: Self-addressed, stamped envelope for return of this form.

APPENDIX K

Data Sources of Participants

ID NUMBER	ETHNICITY	GENDER	YEARS OF EXPERIENCE	ASSIGNMENT	OUT OF DISTRICT
Board Member	AA	Male	7	Board Member	No
Admin 301	EA	Female	15	Ass. Supt. Curr.	Yes
Admin 302	AA	Female	14	Principal	No
Admin 303	AA	Male	15	Dir. of HR	Yes
Prin. 001	H	Male	20	M/Principal	No
Prin. 002	EA	Male	15	A/Principal	Yes
Prin. 003	EA	Male	21	E/Principal	No
Prin. 004	EA	Female	40	E/Principal	No
Teach 201	EA	Female	1	Middle School	Yes
Teach 202	EA	Male	25	Elementary	No
Teach 203	AA	Female	8	Elementary	No
Teach 204	H	Female	24	Middle School	No
Teach 205	EA	Female	33	Elementary	No
Teach 206	EA	Male	4	Elementary	Yes
Teach 207	EA	Male	6	Elementary	No
Teach 208	EA	Female	16	Middle School	Yes

AA= African American; H= Hispanic; EA= European American; M=Middle School; A=Alternative Campus; E= Elementary; Ass. Supt. Curr. = Associate Superintendent of Curriculum; Dir. of HR= Director of Human Resources

APPENDIX L

Participants' Notice Teachers

Dear Teachers,

_____, Director of Legal and Administrative Services and

_____, Director of Public Information have given me permission, to

do a questionnaire and interview members of MISD teaching staff. Your participation

will allow me to gain valuable insights into your thoughts about "A Systems Approach

to Implementing a Diversity Plan." All responses, per Texas A& M University

guidelines and practices, will be kept strictly confidential and non-accessible to your

principal, superintendent or board members.

   You are encouraged to:

   1) Complete and return the coded questionnaire.

   2) Participate in at lease two interviews that will last no longer than 45 minutes.

  I would appreciate your affirmative response to participate in this study. Only those

teachers who respond will be contacted. Remember your participation is strictly

voluntary. Once I receive confirmation from you, your questionnaire, alone with other

documentations will be send to you.

  You may contact me via email byoung31@austin.rr.com. I will need a contact

number or address. Once I receive your completed questionnaire, I will contact you to

schedule an interview time. Again, thanks for your time and consideration.

                                Sincerely,

                                Billy L. Young,

                                Researcher

APPENDIX M

Mayflower Independent District School Teacher's Population by Ethnicity and Gender

S.Y	Total	AA	Hisp.	White	NA	A/PI	Male	Female
2004 2003	1028.7	64.2	123.9	820.7	4.9	14.9	209	819.7
2003 2002	1018.9	61.0	118.7	822.3	4.0	12.8	200.8	818.1
2002 2001	1025.2	60.6	109.8	841.9	3.9	9.0	199.2	826.0
2001 2000	940.6	37.0	66.8	824.8	1.0	11.0	178.5	762.1
2000 1999	869.1	24.4	60.	776.2	1.0	7.4	165.3	703.8
1999 1998	810.5	31.5	50.6	721.6	1.0	5.9	161.4	649.1
1998 1997	722.9	19.0	40.0	657.9	1.0	5.0	136.4	586.5
1996 1995	596.1	14.0	27.5	552.6	1.0	1.0	108.4	487.7
1995 1994	553.7	11.0	18.0	523.7	0.0	1.0	93.9	459.9
1994 1993	511.2	11.0	14.9	483.2	0.0	2.0	72.8	438.3
1993 1992	454.4	10.5	10.0	433.9	0.0	0.0	64.9	389.5

SY=School Year; AA =African American; Hisp.=Hispanic; NA=Native American;
A/PI=Asian/Pacific Islanders

VITA

Billy L. Young was born in Pineland, Texas. He is the third child of Isaiah Young Jr. and Esther Lee Cauley Young. After graduating from Phillis Wheatley High School in 1966, he attended Texas Southern University, Houston, Texas on a football scholarship. He received a Bachelor of Science Degree in Physical Education and Health in 1971. Prior to becoming an educator he served in the United States Army and was stationed in Germany.

Following his military service he was employed with the Greenville Detention Center, Greenville, South Carolina; The Bureau of Prisons, Ashland, Kentucky; and Travis County, Sheriff Department, Austin, Texas. During the time he was employed as a Correctional Officer, he realized that the majority of inmates in prisons were black, without a High School Diploma. He subsequently left his employment and started substitute teaching with the Round Rock Independent School District and was later hired by the district as a teacher/coach in March, 1987.

In June 1992, he received his Master's Degree in Counseling and Mid-Management from Prairie View A&M University. In 1996, he attended his first class at Texas A&M University receiving his doctoral degree in Education Administration in December 2007. Presently he is an Adjunct Professor at Austin Community College.

Name   Billy Lee Young

Address   Department of Education Administration
                              C/O Dr. Jean Madsen
                              Texas A&M University M.S. 4226
                              College Station, TX 77843