



Diversity Consciousness

Opening Our Minds to People, Cultures, and Opportunities

Fourth Edition

Richard D. Bucher
Baltimore City Community College

With contributions from
Patricia L. Bucher

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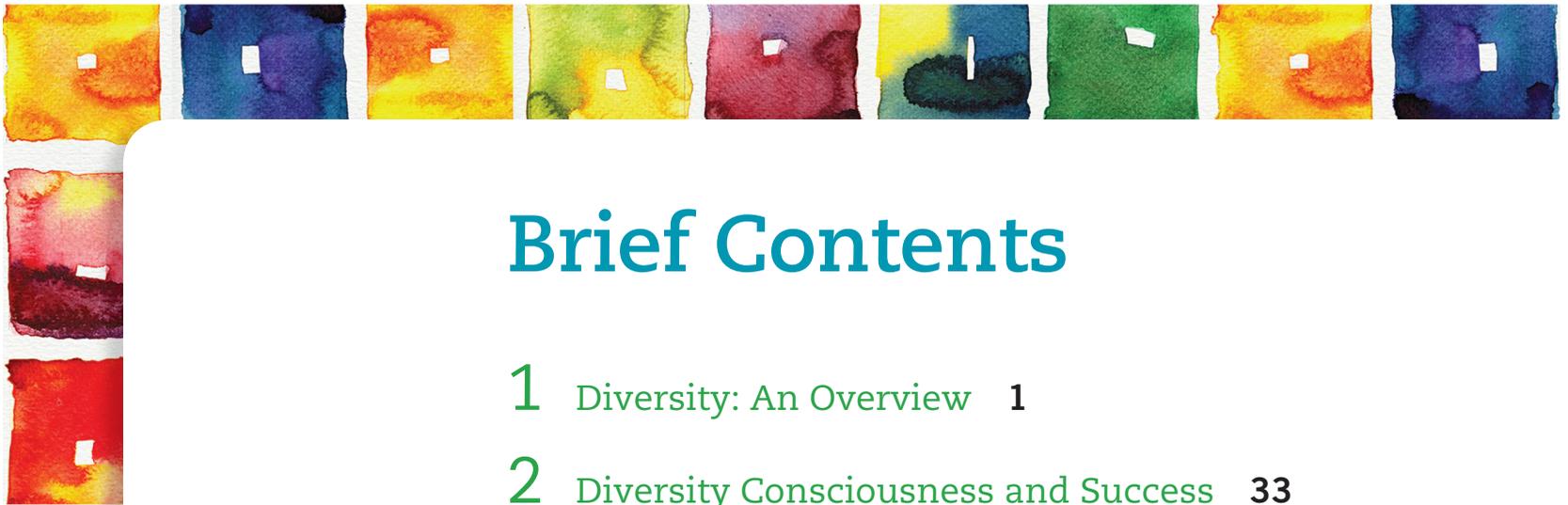
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About the Author

Richard Bucher, Ph.D. is an internationally recognized scholar, teacher, and author on the subject of diversity. He earned his doctorate from Howard University with a specialization in race and ethnic relations. Currently a professor at Baltimore City Community College (BCCC), he was honored as Maryland's Professor of the Year. Dr. Bucher is also the author of *Building Cultural Intelligence (CQ): Nine Megaskills* (Pearson).

Dedication

**For my faith, family, friends, and students,
I am truly grateful and blessed.**



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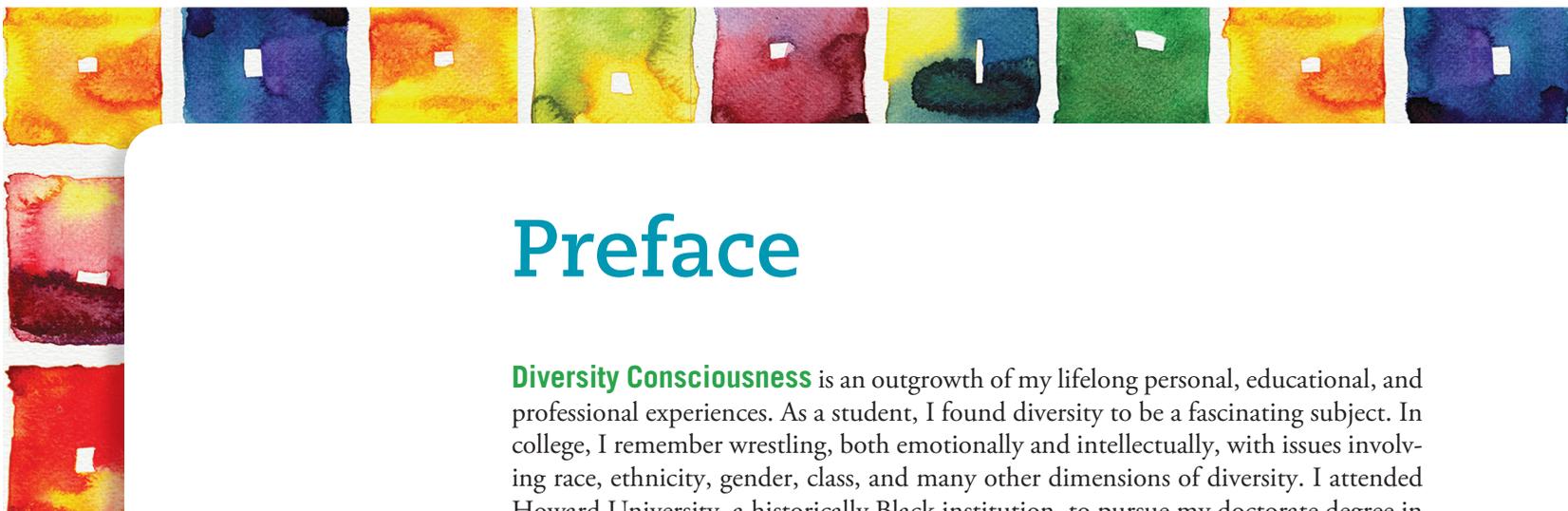
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Preface

Diversity Consciousness is an outgrowth of my lifelong personal, educational, and professional experiences. As a student, I found diversity to be a fascinating subject. In college, I remember wrestling, both emotionally and intellectually, with issues involving race, ethnicity, gender, class, and many other dimensions of diversity. I attended Howard University, a historically Black institution, to pursue my doctorate degree in the area of sociology. Howard offered me a wonderful opportunity to specialize in the area of race and ethnic relations. As a white male, this experience radically altered my thinking about diversity.

My experiences as a college professor have also been invaluable. For more than three decades, I have taught students from a rich variety of cultures and socioeconomic backgrounds at Baltimore City Community College (BCCC). More than anything, this experience continues to show me how learning, achievement, and personal growth as well as professional growth, depend on our ability to engage each other and value diversity.

In addition to my teaching, I served as the first director of BCCC's Institute for InterCultural Understanding (IIU). Nationally recognized for its work in diversity education, the IIU nourished an inclusive, international learning community of students, faculty, staff, and community members. My work with the IIU makes me more aware of the difficulty and importance of making students as well as educators more conscious of diversity and its central place in a high-quality education.

Furthermore, my work on two major grants broadened and deepened my knowledge base. The first grant, "Integrating the Scholarship on Women into the Curriculum," allowed me to evaluate critically what I teach and how I teach. Also, as director of the IIU, I created and helped direct a Kellogg/Beacon grant titled, "Promoting Intercultural Understanding Among Maryland Community Colleges." The grant was a collaborative effort on the part of BCCC and a number of other community colleges.

Another extremely important dimension of my own diversity is my family life. I am the father of a son who has autism. My son, as well as the rest of my family, provide me with daily reminders of the joys and challenges of diversity. Jimmy enriches our lives, helps keep us grounded, and brings our family closer together. Because of Jimmy, my family and I see and experience life differently. When she applied to college, my daughter Katie was asked to write about someone who has had a profound influence on her life. She wrote about Jimmy. "Growing up with my autistic brother, I have discovered more and more about myself and other people. He has shown me that not everything wonderful seems wonderful at first sight. When you have someone so different that is so close to you, you develop an uncommon compassion for others."

The aim of this book is two-dimensional. First, it examines the relationship between a person's success and his or her ability to recognize, understand, and value diversity. Success, as defined in this book, means achieving your goals, whatever they may be. A second aim is to explore how people can develop diversity consciousness and specific diversity skills such as teamwork, conflict management, communication, social networking, and leadership.

Diversity Consciousness introduces a perspective that is often absent or marginalized in academic courses and workplace training. In many instances, diversity issues

are dealt with superficially or treated as an afterthought. One common assumption is that people will learn about diversity “on the side” or “on their own.” Unfortunately, we may interpret this to mean that diversity is not central to our education or our success. This interpretation is not borne out by research. These studies, cited throughout the book, reveal that a wide range of diversity skills can be developed and are absolutely essential to success in college, the workplace, and beyond.

Throughout *Diversity Consciousness*, I use different terminology to refer to certain groups of people. For instance, I use the term Black as well as African-American, and Latino/Latina as well as Hispanic. Using a variety of terms is one way to acknowledge that we do not all agree on the labels we attach to human differences.

Diversity Consciousness possesses seven key features that make it relevant, meaningful, and useful. This book is:

1. *Learner-Oriented.* It is infused with genuine anecdotes and perspectives that represent a broad range of diversity, serving as a sounding board for people from a wide variety of educational, social, and ethnic backgrounds. One distinguishing feature is the integration of real-life “perspectives” throughout each chapter. They provide a wealth of insight that we need to digest, reflect on, and share. As you read this book, you will recognize everyday struggles, stories, and achievements. For example, “running” case studies appear at the end of each chapter. Three individuals are followed throughout the book. After reading about their personal experiences dealing with complex issues and situations involving diversity, you are asked to analyze each specific case study.
2. *Success-Oriented.* More and more employers are realizing that diversity awareness and skills are crucial because they result in greater teamwork, creativity, productivity, and profit. Those who have a solid grounding in the area of diversity have more to offer their employers. Research shows that diversity is not some feel-good issue. Increasingly we realize that diversity consciousness—awareness, understanding, and skills in the area of diversity—relates strongly to individual, group, and organizational success.
3. *Focused on Personal Growth and Empowerment.* The book emphasizes the importance of educating oneself in the area of diversity. The process begins with one’s own background and culture and then extends to others. In addition, the book views diversity education as a never-ending process rather than an event—a process that requires self-reflection and evaluation, patience, practice, and a strong commitment. Although education of this nature is hard work, it pays off regardless of who you are or where you come from.
4. *Grounded in Research.* A growing number of studies have examined the impact of education or training in the area of diversity. For example, research indicates that college students who are exposed to diversity issues are more apt to be culturally sensitive, satisfied with college life, and develop an array of cognitive skills. Similarly, a number of companies report that diversity education programs are making a measurable difference in worker creativity and productivity. These kinds of studies are important because they move us beyond anecdotal evidence. Research can help us evaluate the impact of educational strategies and specific diversity skills.
5. *Based on an Inclusive Definition of Diversity.* Rather than limiting diversity to gender, race, and ethnicity, *Diversity Consciousness* examines differences of all kinds, as well as their interrelationships.

6. *Oriented Toward the Value of Diversity.* Throughout our lives, many of us have been taught that diversity is a problem rather than a valuable resource. Traditionally, the focus has been on minimizing or denying differences rather than rethinking how we approach differences. To be successful, we need to develop a new kind of thinking that enables us to appreciate diversity and use it to benefit ourselves and others.
7. *Versatile.* This book is used extensively in both online and classroom courses, in workplace training and professional development programs, and in a variety of other venues both in the United States and abroad.

This work on human diversity integrates personal and organizational perspectives, research, and theories while discussing teamwork, communication, leadership, conflict, social networking, and other issues in the workplace, at school, and in the community. *Diversity Consciousness* empowers students by helping them develop a mindset which will enable them to be more successful in the 21st century.

New to This Edition

- **NEW! Now a 4-color interior design.** More appealing and accessible to readers.
- **NEW! Colorful and engaging infographics, tables, images, and photos throughout.** New visuals aid learning and support diverse learning styles.

Personalized Learning with MyStudentSuccessLab

NEW! MyStudentSuccessLab (www.mystudentsuccesslab.com) is a Learning Outcomes based technology that promotes student engagement through:

- Full Course Pre- and Post-Diagnostic test based on Bloom's Taxonomy linked to key learning objectives in each topic.
- Each individual topic in the Learning Path offers a Pre- and Post-Test dedicated to that topic, an Overview of objectives to build vocabulary and repetition, access to Video interviews to learn about key issues 'by students, for students', Practice exercises to improve class prep and learning, and Graded Activities to build critical thinking skills and develop problem-solving abilities.
- Student Resources include Finish Strong 247 YouTube videos, calculators, and Professionalism/Research & Writing/Student Success tools.
- Three Student Inventories are also available to increase self-awareness, and include Golden Personality (similar to Meyers-Briggs, gives insights on personal style), ACES (Academic Competence Evaluation Scales) (identifies at-risk), and Thinking Styles (shows how they make decisions).

Personal and Professional Relevance

- **NEW! Greater focus on more dimensions of diversity.** For example, there is greater coverage of issues that relate to social class and generational differences.
- **NEW! New examples and stories shared in "Another Perspective" feature.** Brief profiles, personal experiences, and relatable moments that connect students to new and different ways of understanding other perspectives and experiences.

- **NEW! Chapter 6 Social Networking**, including the multiple Learning Outcomes. Examines how social networking interrelates with diversity and diversity consciousness. In addition to looking at the social context of networking, this chapter provides insight into how we can diversify our online networks, and extend their reach and power.
- **REVISED and UPDATED! Chapter 9 Preparing for the Future**, focuses on inclusion and its relationship to diversity, inclusion in the workplace, the values and behaviors of Millennials, future challenges (Demographic shifts, Leveraging technology and global connections, Finding common ground, Continuing potential for divisiveness and hope), and future opportunities.

End-of-Chapter Applications

- **REVISED and UPDATED! End-of-chapter case studies.** Follows three individuals throughout the book. Requires students to assess each specific case, and familiarizes them with the complexities and nuances of issues and situations involving diversity.
- **REVISED and UPDATED! End-of-chapter exercises.** Includes experiential, online, and research-oriented activities.

References and Research

- **NEW! Fully updated and revised references and research.** Moves beyond anecdotal evidence by seamlessly integrating many research studies derived from real-life organizations and circumstances, as well as new data from the U.S. Census and Pew Research Center.
- **REVISED! Even more grounded in research that directly relates to success in the workplace.** Highlights the positive impact of education/training in the area of diversity, i.e., how students' ability to engage, understand, and discuss diversity issues helps make them more diversity conscious and productive on the job.

As you read the book, remember that it is designed to help you do more than just learn about diversity. Regardless of your feelings about diversity, try to approach the book with an open mind. Rather than simply taking in what you read, get involved and stretch yourself intellectually and emotionally. One way to do this is to respond to journal questions. Whenever you see  or any time you feel a need to record something in writing, place an entry in your journal. Writing in a journal reinforces your learning, records your thoughts, and provides a basis for further reflection.

Try to open your thinking to different points of view. Take time to reflect on what you read and how it relates to you. Imagine how the world might be viewed by people who do not look, think, and act like you. Wrestle with the subject matter. If what you read makes you feel uncomfortable, that is okay. It is an inevitable part of the learning process. Finally, share your thoughts and feelings and learn to listen carefully and respectfully to others—even when it is difficult.

I welcome feedback from students, faculty, employees and employers, or anyone else who might read this book. You may e-mail me at rdbucher@aol.com; write to me at Baltimore City Community College, 2901 Liberty Heights Avenue, Baltimore, MD 21215, and access my Web site at diversityconsciousness.com. Also, you may keep in contact with me through my blog (<http://www.diversityconsciousness.com/blog>)

or connect through Facebook (<https://www.facebook.com/diversityconsciousness>) for relevant, current postings.

INSTRUCTOR RESOURCES

Online Instructor's Manual

This thoroughly revised and updated manual provides a framework of ideas and suggestions for online and classroom activities, journal writing, pedagogy, resources, and online implementation including MyStudentSuccessLab recommendations.

Online PowerPoint Presentation

A comprehensive set of PowerPoint slides can be used by instructors for class presentations and also by students for lecture preview or review. The revised PowerPoint presentation includes summary slides with overview information and infographics for each chapter. These slides help students understand and review concepts within each chapter.

ABOUT THE STUDENT EDITOR

My name is Tiana L. Davis. My initial perception of the world was shaped by growing up in a single-parent home in Baltimore, Maryland. As I began to participate in various community actions and volunteer projects, my views of the world started to change. I began to understand that the world should focus more on unity, less on elitism, classism, and hierarchy as it pertains to humanity. My college education involving the liberal arts has also shaped not only how I perceive the world but also how I perceive myself in it. I am currently a student at the University of Baltimore, majoring in Simulation and Digital Entertainment. My goal is to open a design firm that focuses on products geared towards young Black females.

ABOUT THE CONTRIBUTOR

Patricia L. Bucher is a graduate of Skidmore College and received her master's degree in mathematics education at McDaniel College. She has over 60 additional hours of graduate work in the areas of learning differences and behavior management. A former curriculum specialist and staff developer, she recently retired from teaching mathematics and computer science at Montgomery County Public Schools (MCPS). The student population of MCPS, located in suburban Washington, DC, is one of the most racially and ethnically diverse in the nation. MCPS serves more than 150,000 students speaking 138 different languages. Currently, Pat is an adjunct faculty member at Frederick Community College.

Pat is an experienced, highly innovative educator. She regularly presents workshops on diversity and cultural intelligence. She has also received local and national recognition for her teaching excellence. As a diversity consultant for the Maryland State Department of Education, she reviewed and revised an online algebra course in order to make it more inclusive.

After graduating from Skidmore College, Pat had a brief career as a music teacher, which included teaching children with severe developmental and behavioral problems. She soon found out that those years would prove invaluable to her after giving birth to her first child, Jimmy, who has autism and mild cerebral palsy. The next 14

years she spent at home teaching her own son whom many labeled as unteachable. Jimmy can now read, watch over his finances, and hold a job. Pat says, “Those years of trying to reach and teach my son taught me more about flexible thinking and creative pedagogy than any other experience of my life.”

During that time, she also became a passionate advocate for children with developmental disabilities. Pat created a camp in Carroll County, Maryland, where none existed for children like her son, started a parent support group, and lobbied locally as well as nationally for better educational opportunities for children with disabilities. She was the recipient of the “Carnation Volunteer of the Year for Central Maryland.”

A NOTE ABOUT THE INFOGRAPHICS

My wife, Patricia Bucher, is the creator of the new infographics in this revision. Her computer skills, creativity, and teaching expertise came together to create these visual representations of data. These engaging and relevant infographics serve as learning aids, bringing data “to life” and making it possible to more readily process complex information and see as well as interpret patterns and trends.

IN APPRECIATION

This book has been a true team effort, from its inception to the final product. Indeed, it “takes a village” to write and revise a book such as this. I am deeply indebted to so many people.

First, I want to thank all the students from many different educational institutions who have taught me so much and are such a big part of this book. In particular, I would like to acknowledge the valuable contributions of current and former students of mine at Baltimore City Community College (BCCC). I would be remiss if I did not mention my wonderful student editor, Tiana Davis of Baltimore City Community College and the University of Baltimore. She has “stretched me,” and taught me a great deal about diversity by sharing her thoughts and life experiences. Her contributions to the fourth edition are significant.

In addition, the help of colleagues and friends has been invaluable. These people include numerous individuals at BCCC and those with whom I network. Particularly, I am indebted to Jim Lynch and Chikao Tsubaki. Furthermore, two mentors who continue to shape my thinking and fuel my passion are BCCC Professor Emeritus Walter Dean and the late Professor Emeritus of Religious Studies at McDaniel College, Dr. Ira Zepp.

My job is made that much easier by an extremely strong, supportive team at Pearson. Although I cannot name everyone, there are four people to whom I am especially indebted. They are Shannon Steed, Senior Development Editor; Katie Mahan, Acquisitions Editor; Ron Hampton, Project Manager; and Amy Judd, Executive Marketing Manager. Each of these individuals provided me with the encouragement, support, and guidance I needed, but also the freedom to explore and create. Their expertise, probing questions, suggestions, and exceptional listening skills bring out the best in me. Equally important, I enjoy working with each of them, and appreciate their genuine interest and concern for me and my life away from writing. Over the years, I have developed a close working relationship with a diverse team of individuals in Student Success and Career Development at Pearson.

This relationship is based on trust and a strong commitment to promote the value of diversity and inclusion in everything we do.

Alice Barr, Executive Sales Representative and Manuscript Consultant at Pearson, is someone who has been pivotal in my development as a writer. Before I gave serious consideration to writing a book, Alice and I got to know each other and our families, and our friendship has grown over the years. She encouraged me to try my hand at writing and she continues to provide me with advice and support whenever I reach out to her. My relationship with Sande Johnson, a former Executive Editor of mine at Pearson, made me a better writer. Sande has played a pivotal role in the success of *Diversity Consciousness*. I feel very fortunate that both Alice and Sande took such a personal interest in me.

For every edition, I have had the luxury of working with a very diverse and knowledgeable group of reviewers. Their input has been extremely helpful. The reviewers for the fourth edition include LaVonne Fox, University of North Dakota, and Nanci Howard, Coastal Carolina University.

A number of other people have also made significant contributions. As I researched and wrote the chapter on social networking, Tom Hessen and J. D. Douglas, both of whom have a strong background in technology and business, provided valuable insight. Additionally, I continue to correspond with a large number of educators, businesspersons, and leaders throughout the country. I cherish both their support and insight.

I would like to express my deep gratitude to members of my family. Every day they teach me something new and different about diversity. My son, Jimmy, and my daughters, Katie and Suzy, help me laugh at myself and keep my priorities in order. My mother, who is now living in the Ithaca, New York area, and my late father, a teacher as well as a prolific writer, as well as my sisters and brother, provided me with my first lessons in valuing diversity.

Finally, my wife, Pat, has been the person who has supported me the most. While revising this book, I have continually asked questions of her. Somehow she always finds the time to help, whether it is providing another perspective, helping me with a computer question, creating thought-provoking images, or pushing me to probe deeper. Without Pat's help, this book and this revision would never have been written.

Richard D. Bucher