

**DIVERSITY IN HIGHER EDUCATION:
ITS IMPERATIVES, PROGRESS AND PROSPECTS**

and

**DIVERSITY IN HIGHER EDUCATION:
INSTITUTIONAL SUCCESS STORIES**

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The Imperatives Behind Diversity Policies

The imperatives which underlie diversity policy in higher education start with principled moral convictions about providing equal opportunity for all, including minorities, and particularly those who have or continue to face discriminatory practices in our society. These convictions extend to the desirability of providing diverse student bodies and educational experiences, which mirror the diversity found in the society's social and economic life.

These moral convictions are increasingly buttressed by demographic trends and growing global interdependence. Both trends underscore the critical importance of dealing effectively in higher education with an increasingly diverse student body and world in which the students will live. This paper will detail these trends and imperatives, describe the scope and progress of diversity in higher education, and identify the prospects and needs which lie ahead. Further, this paper will focus on racial and ethnic diversity because of the salience of the policy issues related to these distinctions.

In exploring the imperatives behind diversity, we will turn first to the impact of demographic trends, and then move to imperatives as seen by the business community and higher education leadership.

The Impact of Demographic Trends

Between 1995 and the middle of the next century, the middle series Census projections show approximately four fold increases in the total number of Hispanic origin and Asian/Pacific Islander residents in our population, a doubling of the African-American and American Indian/Eskimo & Aleut residents, and a much more modest increase in the total number of non-Hispanic white residents. In a brief generation and one half, these changes in total numbers will

bring about a sharp redistribution of the racial and ethnic make-up of the society. Residents of Hispanic origin will rise from about 10 to almost 25 percent of the total, Asian/Pacific Islanders will more than double their share, while the non-Hispanic white population share will drop by more than 20 percent, as shown in Table 1.

**Table 1: Resident Population, by Race: 1995 and Projections for 2010, 2030, 2050
[Percent Distribution]**

Year	White, Non-Hispanic	Black, Non-Hispanic	Hispanic	American Indian, Eskimo Aleut, Non-Hispanic	Asian, Pacific Islander, Non-Hispanic
1995	73.6	12.0	10.2	.7	3.5
2010	68.0	12.6	13.8	.8	4.8
2030	60.5	13.1	18.9	.8	6.6
2050	52.8	13.6	24.5	.9	8.2

Source: Statistical Abstract of the United State 1996. Table No.19.

While these demographic trends will not be evenly distributed across the country, the impact of different cultural heritage and interests will be significant on some areas and generally felt everywhere. And that impact will be extended to our domestic economic life in both consumer demand and the make-up of the workforce. These demographic changes are accompanied by the need for a better educated and trained workforce as the impact of new technology and the competitiveness of the global market escalate the level of quality required of American workers.

The recognition by the young population and their parents of the increasing demands of the labor market can be seen in the trends in college enrollment in recent years. Table 2 shows the trends in college enrollment rates of high school graduates, by race and ethnicity over time. These data represent college enrollment rates for individuals age 18 to 24 who graduated from high school during the preceding 12 months. It includes enrollment at both two-year and four-year institutions, and both part-time and full-time students. As shown, while whites and African-Americans have both increased their college participation rates significantly from 1980 through 1995, participation rates for Hispanic students have stayed about the same over time. The gaps

in participation rates between whites and African-Americans, and especially between whites and Hispanics, increased over this time period. Researchers have suggested that the high drop-out rates for Hispanic high school students contribute to the widening gap in their college participation rates.

**Table 2: College Enrollment Rates of High School Graduates
[Percent Distribution]**

Year	Total	White, Non-Hispanic	Black, Non-Hispanic	Hispanic
1980	49.3	49.9	41.8	52.7
1985	57.7	59.4	42.3	51.1
1990	59.9	61.5	46.3	47.3
1995	61.9	62.6	51.4	53.8

Source: National Center for Education Statistics, 1996 Digest of Education Statistics

The Economic Imperatives

The increasing globalization of the economy is motivating both domestic and internationally based companies to have a strong interest in a corporate culture and a workforce that understands and reflects diversity. National data are not organized to separate easily the corporate organizations and their workforces that are engaged in international commerce and increasingly diverse domestic markets from others. But the leadership of such companies is increasingly aware and vocal about their diversity needs.

Some state their sense of the value of diversity quite directly. John A. Krol, DuPont's president and CEO says: "We have proof diversity improves our business performance." And Valerie M. Crane, Bank of America's executive vice president states: "Bank of America treats diversity as a business initiative. It is a business imperative for us." Krol adds: "We are all comfortable listening to people who think like us. And we are uncomfortable at first with people who are not like us and challenge us, but that is what adds value." (The Conference Board, 1997) Pitney Bowes CEO Michael J. Critelli stated: "It is a business necessity. The ultimate question

is, how do we value it and optimize the attributes for competitive advantage? Any company that wants to be successful will have to do it." (Business Week, December 9, 1996)

Other business leaders perceive and express their thinking in different contexts. In General Electric's 1994 annual report, CEO Jack Welch urged a company with "boundaryless" behavior. "Boundaryless behavior is the soul of today's GE. Simply put, people seem compelled to build layers and walls between themselves and others, and that human tendency tends to be magnified in large, old institutions like ours. These walls cramp people, inhibit creativity, waste time, restrict vision, smother dreams, and above all, slow things down." (Business Week, December 9, 1996).

Some, like Pamela North of Lucent Technologies, see it in training terms: "Leaders, particularly executive leadership, have the least training today on the issues confronting diverse teams and workforces abroad.... If our organization has to put its time and money in any one direction, it is around executive development leadership to face the challenges of globalization." (The Conference Board, 1997) Others, like United Technologies Corporation, understand the effort and persistence required: "It is important to develop a strategy that is well balanced. Everything that is required for culture change cannot be accomplished in one or two years. It requires both a short-term and more importantly, a long-term commitment...." And some, like Price Waterhouse, express it in their marketing and recruiting: "... Our clients depend on us to look at their complex business problems from every possible angle. So it's no wonder we consider diversity crucial to our success, especially in the global marketplace of the 21st century." (Business Week, December 9, 1997)

These statements are but a small sample of business conviction on the importance of diversity in the workplace for both the domestic and global economies. As a more general matter, an American Management Association survey in 1995 estimated that half of all U.S. employers had instituted some kind of formal initiative to manage diversity. Thus, the two trends of globalization and the domestic demographic change provide strong undergirding for the increasing value of diversity in the society as a whole.

Imperatives for Higher Education

Diversity is increasingly critical for higher education institutions. The higher education institution imperatives emanate from institutional traditions, demographic projections and the views of higher education leaders

Higher education has a long tradition of putting a premium on open inquiry, which carries with it clear implications for valuing diversity. The demographic projections underscore that traditional conviction. If one takes the population projections for the age ranges of most interest to colleges and universities (youth and young adults, notwithstanding the growing demand for life-long learning), the changes in both the numbers and distribution of the prime college age population are even more stark than for the population as a whole.

Using again the middle series Census projections, Table 3 compares the prime college age population of 18-24 year olds between now (1995) and the year 2025. As is evident, the percent of non-Hispanic whites declines sharply, and even the absolute number declines; while the Hispanic and the Asian and Pacific Islander groups grow in the range of 100 percent or more, and other minorities increase by 30 percent. Thus, for institutions of higher learning, interest in diversity will become an increasing financial necessity as well as a matter of conviction.

Table 3: Resident Population, by Race: 1995 and Projection for 2025
[in thousands] (percent of total in parentheses)

	18-24 Year Olds	
	1995	2025
Total	24,932	30,372
White, Non-Hispanic	16,993 (68.2)	16,785 (55.3)
Black, Non-Hispanic	3,549 (14.2)	4,609 (15.2)
Hispanic	3,239 (13.0)	6,560 (21.6)
American Indian, Eskimo, Aleut, Non-Hispanic	221 (1.0)	304 (1.0)

Asian/Pacific Islander, Non-Hispanic	931 (3.7)	2,114 (7.1)
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Source: Statistical Abstract of the United States 1996. Table No. 22&24.

Higher education leaders are no less clear than corporate leadership about the value of diversity. In a November 18, 1997 faculty convocation address, President Leo J. O'Donovan of Georgetown University stated: "No education is a success if it invites you to interact only with those who think as you do. The great virtue of education is not that it teaches us mere knowledge but that it teaches us to learn and understand." "One of the best arguments for diversity is that the most powerful learning takes place when students' viewpoints are challenged, and that's what's happening to us," echoes Richard H. Hersh, president of Hobart and William Smith Colleges. (Leaderman, May 23, 1997) Addressing the American Council on Education, Harvard's President said: "It would be foolish to suggest that the lessons of diversity are easy, or that its educational benefits will always lead to harmony. At the same time, we need to remember that our national experiment in diversity has made remarkable progress during the past several decades and more, not least of all in our colleges and universities. There have been problems and shortcomings, but the achieved level of tolerance and respect, among tens and tens of thousands of students and others, has been extraordinary...it is our task to explain as thoughtfully as we can why student diversity is in fact central to the very process of education, and why students who are educated among a diverse group of peers are likely to be far more effective as citizens and leaders in a nation and world that are themselves diverse bristling with multiplicity." (Rudenstine, 1997)

This leadership identifies many aspects of the benefits of diversity from a higher education perspective. "Surely any university that wishes to claim a capacity to train leaders for this evolving world will want to educate students who come from many groups and backgrounds," said William G. Bowen, president of the Andrew W. Mellon foundation and former president of Princeton University (Bowen, 1995). "It is increasingly clear that recruiting and retaining greater numbers of ethnic minority students, faculty, and staff are not only legal requirements and political advantages; they are also critical measures of the quality of our

educational environments," say Mary K. Rouse and Roger Howard, Dean and Associate Dean of Students at the University of Wisconsin—Madison. (Rouse, No date)

Buttressing the clear importance of diversity in their minds, both educational and corporate leaders recognize that the achievement of student diversity in postsecondary education falls short of its desired goals and faces challenges. A recent RAND study interviewing 350 academic and corporate leaders in four major metropolitan areas reflected such shortfalls in the views of the corporate community interviewed. (RAND) These executives believed that educators were missing opportunities to connect to diversity within the community and internships or work-study experiences in international organizations. They felt that they could not rely on U.S. colleges and universities to provide them with workers who had the necessary skills for the global marketplace due to inadequate curriculum and diverse student mix. And with respect to challenges, Bowen in the same talk cited above said: "From the standpoint of public policy, my main concern is that the political currents of the day will endanger hard-won gains in broadening both choice and access for students from all but the wealthiest families. Only at our peril will we allow higher education to be resegregated along economic lines—or along racial lines, which is at least as great a danger."

Diversity in higher education must be realized, of course, at the level of individual students. Student development involves far more than knowledge and skills to include one's attitude, expectations and worldview. For the student, a successful experience with diversity in higher education includes a sharing of common societal aspirations and a well-developed appreciation of cultural differences. It is also likely to include enhancement of civic participation.

Students now, and likely into the foreseeable future, begin their higher education with a wide range of experiences related to diversity depending upon where they grow up and attend school. For many students, their collegiate experience affords them their first opportunity to interact with a diverse mix of students. Thus, higher education is an ideal time to reform or refine one's knowledge and perspective about the increasingly diverse world in which we will all live.

The Scope of Diversity

The preceding discussion of the imperatives underlying diversity make clear that diversity in higher education can be appropriately understood only by taking account of its meaning and impact for both students and institutions. As a recent literature review pointed out: "Institutions of higher education cannot deal with diversity issues merely by providing services to remedy student deficit. Instead, the institution must change to more adequately address educational issues and organize for a more diverse future." (Appel, et al, 1996)

Diversity in higher education also must be seen comprehensively. The concept of diversity extends to far more than access and admissions, important as those matters are as starting points in higher education diversity. It includes a supportive campus environment which provides opportunities to develop a wide range of relationships among students, faculty, staff and others such as guest speakers, alumni, and external mentors. As the synopsis of a literature notes: "The research literature in all its complexity tends to suggest that comprehensive institutional change addressing both campus climate and the curriculum is the right strategy for both minority and majority students." (Appel, et al,1996) As researcher Alexander Astin has pointed out, assessment of diversity in higher education should include: student characteristics at entry (inputs), institutional characteristics and student experiences while in higher education (environment), and student characteristics at exit (outcomes) (dubbed I--E--O by Astin, 1991).

As we develop in a companion paper— *Diversity in Higher Education: Institutional Success Stories*, diversity policies and programs in higher education fall into four major categories. The first of these is access, or the processes by which diversity in the student body is achieved. Diversity in its broadest sense encompasses potentially a wide range of differences—parental backgrounds, religion, home communities, income, gender, life experiences as well as race and ethnicity. With respect to access, it is well to remember that access goes beyond a formal admissions process to include a wide variety of institution-related factors and outreach activities through which individuals are motivated and assisted in seeking higher education opportunities.

A second category of diversity efforts in higher education is persistence, or helping students stay in college. About one half of all students entering 2- and 4-year higher education institution express an intention to gain a bachelor's degree. (U.S. Department of Education, 1997) Calculation of success is complex and difficult because of transfers and temporary dropouts; however, the losses are substantial, and differentially larger for minorities. Thus, the pursuit of diversity appropriately includes a dimension of persistence.

Numerous studies have documented that student retention is affected both by academic integration as indicated by grades, intellectual development, attendance, and faculty/student interactions and by social integration, which is defined as participation in campus student organization and extracurricular activities (Tinto, 1975; Fox, 1985; Pascarella & Terenzini, 1983; Anderson, 1984). Similarly, Astin (1984) developed a theory of involvement indication that the more students devoted physical and psychological energy to engagement in the academic and social culture of the college, the greater the potential for student success.

Tinto's (1975) student attrition model specifies that students enroll in college with a variety of individual attributes and background characteristics that have an effect on their academic expectations and commitments to achieving educational goals. By examining Tinto's theoretical model and integrating the literature on the background characteristics of college students, it is possible to draw meaningful connections between student characteristics and academic persistence (retention).

Tinto suggests that a student's perceptions are influenced by both the characteristics of the individual and the college environment. He stresses the fact that the perception of the individual is of primary importance as it reflects the individual's level of commitment to completing educational goals and to the institution at which he or she is enrolled. These commitments are related to the student's level of integration into the academic and social domains of the institution. Thus, Tinto's model suggests that the institutional context may have an impact on student retention which can lead to degree attainment.

Academic Integration. Academic integration is often referred to as a measure of the intellectual development of a student (Seale, 1984). Tinto's theoretical framework defines it as the individual's acceptance of the academic system as measured in terms of both grade performance and intellectual development while in college. Intellectual development represents an intrinsic form of academic integration that includes the student's personal development. It is the result of the person's assimilation into the academic system norms and values of the college and his or her level of cognitive complexity. Tinto's model posits that academic integration leads to academic persistence.

Students who are academically integrated into their colleges regularly attend classes and academic-related activities, interact with their instructors in and outside of class, regularly visit with their guidance counselors, effectively use the available academic support programs and student services, complete more of their homework assignments, and have better than average grades. In general, these students "fit in" to the academic culture of the college (Pincus, 1988; Rendon, Justiz and Resta, 1988; Cohen, Brawer and Bensimon, 1985). Unfortunately, student retention studies have examined the degree to which students are academically and socially integrated into the college environment and have found limited student integration (Iverson, Pascarella and Terenzini, 1984; Rendon, Justiz and Resta, 1988; Richardson et. al., 1983).

The student retention literature suggests that student characteristics coupled with institution-related factors can affect student retention. The literature also reveals that a large majority of students at community colleges do not persist long enough to achieve their intended educational goals including transfer to four-year institution (Grubb, 1989; Velez, 1985; McCool, 1984; Nora and Rendon, 1988; Donovan, 1984; Anderson, 1984). This finding is important given the large number of minority students who attend community colleges and the fact that academic persistence at two year colleges is necessary for transfer to a four-year institution. Similarly, minority student transfers between two and four-year universities can be helpful to maintain student diversity at four-year institutions.

Many reasons have been given for the extraordinarily high attrition and low degree attainment rates among minority college students. Astin focused on student involvement as a retention strategy and asserted that “the amount of physical and psychological energy that a student devotes to the academic experience” has a direct effect on whether the student will drop out of college (Astin, 1984). Low retention rates may also be explained by the fact that minority students often face family and financial pressures that wealthier students may not equally experience.

Social Integration. Several studies conducted with baccalaureate students have found that social integration has a direct effect on student persistence (Astin, 1977, Seale, 1984, Pascarella and Terenzini, 1979). Socially integrated students exhibit behaviors such as belonging to student organizations, assume leadership positions in student government and college committees, participate in student activities and campus events sponsored by the college, read the campus newspaper and bulletins, discuss academically related matters with other students, faculty and college staff, and generally perceive their college experience as positive (Pincus, 1988; Rendon, Justiz and Resta, 1988; Cohen, Braver and Bensimon, 1985).

Seale (1984) found that students who sought out faculty members for discussion of intellectual, social and campus issues were more satisfied with their total college experience than those students who failed to interact with the faculty and others at the college. Other studies similarly found that informal faculty/student interactions focusing on intellectual or course-related matters and/or discussions related to the student’s career plans contributed significantly to student persistence, especially at the freshman level. Pascarella and Terenzini (1983) found that the frequency of students’ informal, non-classroom interaction with the faculty had significant correlations with voluntary freshman year persistence/withdrawal decisions.

The analysis of student-related characteristics and institution-related factors that affect student diversity in postsecondary education suggests that students are not solely to blame for their under-representation in higher education. In fact, the research literature has suggested that

institution-related factors can deter students from making satisfactory progress and achieving their educational goals.

A third category of diversity undertakings are directed to teaching and learning which has implications for institutions, their faculty and students alike. Harvard's President Neil L. Rudenstine states: "Students benefit in countless ways from the opportunity to live and learn among peers whose perspectives and experiences differ from their own. A diverse educational environment challenges them to explore ideas and arguments at a deeper level -- to see issues from various sides, to rethink their own premises, to achieve the kind of understanding that comes only from testing their own hypotheses against those of people with other views." (Rudenstine, 1996) And William G. Bowen notes: "...my point is that enrolling a diverse class has potentially large educational benefits which spill over to many if not all students -- and that these benefits are widely appreciated." (Bowen, 1995) The implications for teaching and learning go not only to the interactions among students and faculty, but also to the content and structure of the curriculum and pedagogy.

The fourth category of objectives for diversity in higher education is the linkages to what come next for students graduating with terminal degrees or certificates, namely employment. This dimension of diversity is among the newest, and often goes beyond the constructs of most research about diversity. It is nonetheless increasingly a matter of concern and focus, and therefore included in this definition of the scope of diversity in higher education. As noted in the opening section, employers are interested in new employees being prepared for working in a diverse workforce and serving a diverse customer base; and at least some of those employers are critical of higher education failing to adequately prepare in preparing such a workforce.

Before departing from the discussion of the scope of diversity in higher education, it is important to point out two companion concepts that arise continuously in the literature and other discussions of diversity. The first important companion concept is the education and motivation of minority high school students about the value of higher education. The second important companion concept is quality. To some minds, diversity and quality are incompatible concepts.

To the contrary, in the research and in the advocacy concerning diversity, diversity and quality are complementary and twin goals to be pursued jointly.

In fact, within some advocacy higher education associations, discussions centered around “quality” have shifted from the old paradigm in which minority students and student affirmative action programs were blamed for “lowering” academic standards and reducing the quality of the overall student body. These organizations have begun to reform the issue sifting the responsibility from the student to the institution. Today, issues of “quality” are more institution-centered placing the responsibility on institutions to achieve “excellence” through diversity. In an institutional website, President William E. Kirwan of the University of Maryland states: “At College Park, our efforts to build excellence are inextricably linked to our efforts to increase diversity.... College Park must be a place where diversity is not only tolerated, but celebrated.” (available: <http://www.inform.umd.edu/Diversityweb/Profiles/divdbase/umd.html>)

Progress and Prospects in Diversity

Having explored the imperatives and scope of diversity, we now turn to the information and knowledge which is available to describe its progress and prospects. Diversity is a relatively new field of research and information gathering where national and systematic data are just beginning to catch up with our values and practice. Thus, as a recent literature review noted: “...while there is considerable literature that might be called principles of good practice, there is much less available that directly assesses the impact of these initiatives on the institution and even less that assesses the impact on students. It is a young literature in a formative stage.” (Appel et al, 1996)

Most of the information on the extent of diversity and its benefits comes from case studies and individual stories. However, there are some national databases that provide key information on minority student participation in higher education, and how this has changed over time. There are also some data available on the positive influence of diversity on student attitudes and behavior.

Information on Access

We know that an increasing number and percentage of minority students are planning to attend college directly after high school, enrolling in institutions of higher education, and receiving undergraduate degrees. As a result of these trends, the extent of diversity has increased significantly on American colleges' campuses over the last few decades. What follows are some summary statistics that describe these trends over time.

As shown in Table 4, the proportion of all high school seniors in minority groups who planned to continue their education at four-year colleges and universities directly after high school increased between 1972 and 1992, although between-group differences have remained fairly constant.

Table 4: Percentage of High School Seniors Who Planned to Continue Their Education the Next Year

Race/ethnicity	4-Year Program		2-Year Program	
	1972	1992	1972	1992
Total	34	54	11	13
White, Non-Hispanic	35	55	12	12
Black, Non-Hispanic	32	52	5	11
Hispanic	11	20	11	26
Asian/ Pacific Islander, Non-Hispanic	47	65	18	12

Source: *Minorities in Higher Education*, NCES 97-372. Data sources: National Longitudinal Study of 1972, and National Education Longitudinal Study of 1988.

The distribution of college students across race/ethnicity groups has changed significantly from 1976 to 1994. As Table 5 shows, while only 16% of the enrollment in higher education in 1976 was from minority groups, in 1994 about one-quarter of the students came from minority groups. Hispanic college students are more likely to be enrolled in a two-year college than their white or African American peers.

Table 5: Total Fall Enrollment in Institutions of Higher Education

Type and Control of Institution and race/ethnicity of student	Percentage Distribution in 1976	Percentage Distribution in 1994
All Students		
White, Non-Hispanic	84.3	75.4
Black, Non-Hispanic	9.6	10.5
Hispanic	3.6	7.6
Asian or Pacific Islander, Non-Hispanic	1.8	5.6
American Indian/Alaskan Native, Non-Hispanic	0.7	0.9
Four-Year Institutions		
White, Non-Hispanic	86.6	78.3
Black, Non-Hispanic	8.7	9.9
Hispanic	2.5	5.5
Asian or Pacific Islander, Non-Hispanic	1.7	5.5
American Indian/Alaskan Native, Non-Hispanic	0.5	0.7
Two-Year Institutions		
White, Non-Hispanic	80.2	71.0
Black, Non-Hispanic	11.2	11.3
Hispanic	5.5	10.7
Asian or Pacific Islander, Non-Hispanic	2.1	5.7
American Indian/Alaskan Native, Non-Hispanic	1.1	1.2

Source: 1996 Digest of Education Statistics. Data Source: IPEDS.

The distribution of bachelor's degrees conferred across race/ethnicity groups has also changed significantly from 1976 to 1994. As shown in Table 6, while only 12% of the bachelor's degrees were conferred to students from minority groups in 1976-77, in 1993-94 about one-fifth of bachelor's degrees were awarded to students from minority groups.

Table 6: Bachelor's Degrees Conferred by Institutions of Higher Education

Race/Ethnicity of Student	Percentage Distribution in 1976	Percentage Distribution in 1994
All Students		
White, non-Hispanic	88.0	80.3
Black, non-Hispanic	6.4	7.2
Hispanic	2.0	4.3
Asian or Pacific Islander	1.5	4.8
American Indian/Alaskan Native	0.4	0.5
Nonresident Alien	1.7	2.9

Source: 1996 Digest of Education Statistics. Data Source: IPEDS.

As shown, in Table 7, the percentage changes in bachelor's degrees conferred were greatest for all groups of minority students, relative to whites.

Table 7: Bachelor's Degrees Conferred: Percent changes from 1981 to 1993

Race/Ethnicity of Student	Males: Percent change from 1981-1993	Females: Percent change from 1981-1993
White, Non-Hispanic	7.1%	27.7%
Black, Non-Hispanic	17.8%	35.5%
Hispanic	83.8%	131.5%
Asian or Pacific Islander, Non-Hispanic	150.3%	201.3%
American Indian/Alaskan Native, Non-Hispanic	44.1%	70.2%

Source: *Minorities in Higher Education*, NCES 97-372. Data Source: IPEDS.

Information on Student Attitudes and Campus Environment

Given that the extent of diversity has increased significantly on American college campuses over the last few decades, as shown in the previous section, what has been the effect on student attitudes and the campus environment? Most data on this topic come from case studies and individual anecdotes, but there have been a few systematic analyses of these issues. The main source of data has been from the Cooperative Institutional Research Program (CIRP) of the Higher Education Research Institute at the University of California, Los Angeles.

CIRP administers a survey to college freshmen at hundreds of two-year colleges, four-year colleges and universities annually. The CIRP survey is intended to furnish a comprehensive portrait of both the changing character of entering freshmen and American society at large. In addition to a wide range of student characteristics, including values and attitudes, the survey asks students their opinions on a number of diversity-related issues such as: (1) whether racial discrimination is no longer a major problem in America; (2) whether colleges should prohibit racist/sexist speech on campus; and (3) whether affirmative action in college admissions should be abolished. The students are also asked to rank a number of objectives including: influencing social values; helping others who are in difficulty; participating in a community-action program; helping to promote racial understanding; and, becoming a community leader.

For the freshmen class of 1985, CIRP also conducted a longitudinal follow-up of about 25,000 of these students four years later in 1989, and a somewhat smaller sample nine years later

in 1994. Faculty from the 217 four-year colleges and universities included in the sample were also surveyed, which allowed the gathering of information on institutional characteristics and objectives, including those related to diversity. The 1985 and 1989 data were analyzed by Alexander W. Astin to examine how students are affected by diversity and multiculturalism on campus (Astin, 1993).

With respect to the faculty survey, the faculty was asked their opinions on diversity issues related to the institution as a whole, as well as to their own individual research and teaching methods. The institutional variables include the extent to which the faculty believes that their institution is committed to the following goals: increasing the number of minority faculty; increasing the number of minority students; creating a diverse multicultural environment; and, developing an appreciation for multiculturalism. The faculty-level variables include information on whether the faculty uses instructional techniques that incorporate readings on racial and ethnic issues, and whether the faculty conducts research on racial or ethnic minorities. Astin has analyzed and provided descriptive information on these data. He shows positive and significant correlations between these variables and student outcomes, such as increased cultural awareness, and commitment to promoting racial understanding.

Astin found that the strongest positive effects of an institutional diversity emphasis were on the outcomes of cultural awareness and commitment to promoting racial understanding. The strongest positive effects of a faculty diversity emphasis were on the outcomes of cultural awareness and overall satisfaction with the college experience. Faculty diversity emphasis also had a positive effect on the student's chances of voting in the 1988 presidential election. In general, the variables on student diversity experiences were most often related to the outcomes of cultural awareness and commitment to promoting racial understanding. The largest number of positive effects was associated with the frequency with which students discussed racial/ethnic issues during their undergraduate years.

As Astin concludes, "The findings present a clear-cut pattern: emphasizing diversity either as a matter of institutional policy or in faculty research and teaching, as well as providing

students with curricular and extracurricular opportunities to confront racial and multicultural issues, are all associated with widespread beneficial effects on a student's cognitive and affective development. In particular, such policies and experiences are associated with greater self-reported gains in cognitive and affective development (especially increased cultural awareness), with increased satisfaction in most areas of the college experience, and with increased commitment to promoting racial understanding. Emphasizing diversity and multiculturalism is also associated with increased commitment to environmental issues and with several other positive outcomes; leadership, participation in cultural activities, citizenship, commitment to developing a meaningful philosophy in life, and reduced materialistic values."

Astin's more comprehensive studies about student attitudes and campus environment are complemented by other less comprehensive studies and other research. As a recent literature review concludes: "...recent research continues to powerfully support a focus on the following institutional changes: climate, curriculum, involvement of students, and faculty-student and peer-student interactions, along with continuing efforts to diversify faculty and staff members. Not only is student participation in diversity related to changes in attitudes, openness to differences, and commitments to social justice but it is also increasingly related to satisfaction, academic success, and cognitive development." (Appel et al, 1996)

Additional Information and Research in Progress

Much more case study work than identified in this paper has been accomplished. In the companion paper (*Diversity in Higher Education: Institutional Success Stories*), some of the promising practices are identified across the full scope of diversity policies and programs. Further, there is additional work already underway at both the case study and more systematic level, as well as a growing volume of effort to buttress what exists. This section reviews that work in progress and the important areas for continuing work.

With respect to the collection of systematic data, some of the most interesting questions can only answered with longitudinal data which, by definition, requires time to collect. The

Cooperative Institutional Research Program (CIRP) has collected but not yet analyzed a second follow-up to the class of 1985 data providing a nine-year follow-up picture of their circumstances and attitudes. The National Study of Postsecondary Faculty (NSOPF) includes collected, but not yet analyzed information from the 1992-93 wave on faculty opinion about various diversity related issues. Among the questions are attitudes about fair treatment of ethnic and racial minority faculty members and opportunities for advancement. The 1996 annual report of the Andrew W. Mellon Foundation released in the spring of 1997 calls attention to the Foundation's efforts to make use of its large College and Beyond database which provides detailed histories of students at 34 academically selective colleges and universities, some of which date back to 1951, consistent with its pledges of confidentiality and protection of privacy. (The Andrew W. Mellon Foundation, 1997)

Some polling of opinion which goes beyond reactions to admissions and affirmative action has also been conducted which indirectly or, more recently, directly solicits views related to diversity in higher education. For example, The Public Agenda Foundation prepared three reports for the California Higher Education Policy Center over the period 1993-1996 on attitudes about the California public higher education system. The reports were two surveys each of approximately 800 Californians, interspersed by 29 in-depth interviews with business, academic, political and other state leaders. While most of the questions and issues centered on the public system in general, the attitudes about dealing with an additional 488,000 new students in the 1994-2205 period (known as Tidal Wave II) carries with it substantial diversity overtones because of the large component of that growth attributable to Hispanic residents (a more than 50% increase in total Hispanic population between 1995 and 2010). In the 1996 survey, Californians least preferred (61 percent to 32 percent) to meet the growth by limiting access. (Immerwahr, 1997)

And more direct data about community opinion on diversity are also beginning to be collected, sponsored by the Ford Foundation. Such information collected in the state of Washington from a sample of 600 registered voters reflect a positive view about diversity in the society and for many, though not all, of the diversity initiatives being tried in postsecondary

education. Respondents, for example, uniformly support society's needs as described in the first section of this paper, the view that diversity education helps to bring society together, and a long list of specific diversity programs, but are more split on the motivation for and practical results of such activities, often depending upon the form of the question. (Elway Research Inc., 1997) And this type of polling is being extended to other locations.

Other work based on substantial data sets is beginning to appear. For example, one study of the class of 1982 from the national High School and Beyond data set provides evidence disputing claims that affirmative action harms intended beneficiaries by enticing minorities to colleges for which they are unprepared to meet the competition. (Kane, forthcoming) In some initial work on the College and Beyond data set, a study of minority under-performance relative to whites in selected elite institutions as measured by SAT and high school grade point averages cannot satisfactorily be explained by a host of observed background characteristics, and are, in the authors' opinions, most likely to be explained by what occurred during their higher education experiences. (Vars and Bowen, forthcoming)

In addition to the use of large longitudinal data sets, there are also some careful longitudinal studies at single institutions. For example, a 20 year matched-cohort study of affirmative action and other special consideration admissions at the University of California, Davis, School of Medicine reflected stronger performance on grade scores and National Board exams by regular admittees, but no significant differences on failure rates on core courses, graduation rates, residency evaluations or completions, or practice characteristics. Special consideration admissions represented 20% on average of the classes over 20 years (ranging from 10-45% per year), of which about 43% were under-represented minorities. Four percent of the regular admittees were underrepresented minorities. For example, 94% of the special admissions graduated as compared with 97% of the regular admissions.

A considerable volume of case studies have been directed to increased access, and the companion *Diversity in Higher Education: Institutional Success Stories* highlights several successful illustrations. The case work on effective strategies to keep students in college is

growing rapidly in recognition that completion of courses of study are a crucial element of effective access to higher education opportunities. Based on studies to date and other anecdotal data, one needs to recognize the special contribution of Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs) and Native American Colleges to student retention and minority completion rates. These institutions can serve as models for educating poor and minority students, and can assist majority institutions in establishing an institutional climate that sets academic expectations coupled with the necessary student and academic support, the presence of role models, high campus involvement and civic responsibility, and a caring environment. (Wolf, 1995; Townsend, 1994) These models may not transfer automatically to institutions with white majorities, but their components appear promising in many settings (Richardson, 1991; Richardson, Simmons, and de los Santos, 1987)

The work on the benefits of teaching and learning and the linkage to the workforce development are among the sparsest literatures so far, though we believe much more is in progress than has been yet documented. We provide selected illustrations in the companion volume. In particular, the linkage between the higher education and the employer community is a growing one.

In general, the literature reviews that we have examined suggest that the direction in which diversity initiatives are proceeding are promising and positive, and should be further explored and evaluated.

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**DIVERSITY IN HIGHER EDUCATION:
INSTITUTIONAL SUCCESS STORIES**

In the following paper, the process for selecting successful institutional strategies was as follows. First, we relied on references made during recent conferences on diversity; next, we used an American Council on Education reference book on higher education diversity resources. Third, we utilized several other recent sources of material on outstanding programs for increasing access (Westat, 1992) and for improving retention and enhancing teaching and learning (Skinner and Richardson, 1991; Appel et. al.). Each institution so selected was then contacted to obtain permission for citing its initiatives and to verify the material cited. We also asked each institution to provide additional detailed information and evidence of success, if available.

**DIVERSITY IN HIGHER EDUCATION:
INSTITUTIONAL SUCCESS STORIES**

Why Are Higher Education Institutions Striving for Diversity?

Most higher education leaders attach substantial value to the concept of diversity in the collegiate experience, and many are in the process of transforming their institutions from monocultural to multicultural. They have begun to understand that excellence in higher education is inextricably linked to success with their diversity agenda. Further, for the collegiate experience to maintain its importance for individuals and society they understand that the twin goals of inclusive access and educational excellence must be pursued simultaneously. The foundation for this judgment is based on some widely shared beliefs within the educational community:

- ❖ Education is the great equalizer. There is substantial evidence that persons with a higher education have higher wage jobs, higher socio-economic status, better health care and an overall better quality of life. Because of its importance and impact, higher education should be available to all those willing and able to seriously participate.
- ❖ Maintaining a diverse student body serves as an important educational resource because it enriches the intellectual dialogue in the classroom and college community. This diversity of opinions, views and student backgrounds helps to enhance the environment for learning.
- ❖ Student diversity in postsecondary education is also seen as a method for preparing students to live and work in an increasingly more pluralistic society. Institutions of higher learning have historically assumed a role in providing graduates with the requisite skills and knowledge to succeed in their chosen careers and to contribute to a diverse society. The principles of diversity in postsecondary education seek to teach students the importance of mutual respect, cultural identity, inclusivity and democracy. These teachings are essential for

achieving success in the work force and are vital to the success of our democratic nation and pluralistic society.

- ❖ The postsecondary experience influences not only a person's career interests and potential, but also the pursuit of leisure and the manner in which the individual interacts with, and participates in, society. Further, motivation and self-esteem, critically linked to educational attainment, contribute significantly to participation in the neighborhood, community, schools and the larger political society.
- ❖ Schools, the work force and society are becoming increasingly diverse. As a reflection of the broader society, it then follows that higher education must and will become more diverse.

Despite these widely shared beliefs within the higher education community, public opinion regarding the educational benefits of diversity has been somewhat controversial. Most of the current debate over diversity in postsecondary education has centered on the use of race in the admission process. Using traditional admission criteria and standards, higher education institutions have enrolled fewer students of racial/ethnic minority groups than their proportion in the U.S. population. This is especially true for African Americans, Hispanics and American Indians. In 1995, the college participation rates for those who graduated from high school in the last twelve months were 51.4% for African Americans, 53.8% for Hispanics and 62.6% for whites. (NCES Digest of Education Statistics, 1996, Table 179) And of those who are enrolled, a smaller proportion complete their postsecondary education programs than for other racial/ethnic groups. In 1995, the percent of those aged 25-29 who have achieved baccalaureate degrees are: 15.3% for African Americans, 8.9% for Hispanics and 26% for whites. (Bureau of the Census, P-20 Series, 1996.)

Both affirmative action programs and early outreach to middle schools and high schools have been pursued to increase applications for college admission by underrepresented minorities in an attempt to correct this imbalance. Affirmative action programs for college admission, however, are being hotly contested in the courts based on the presumptions that admitting more minority

students will compromise “academic standards” and that these programs discriminate against white students through reverse discrimination. It is not the purpose of this paper to present the evidence for or against affirmative action or to refute the charges of its critics. Rather, the starting point for this paper is the assumption that diversity in higher education is both a valuable and necessary condition for the continuation of a pluralistic, democratic society.

Given that higher education substantially contributes to lifelong learning and work force participation, what does racial/ethnic diversity contribute to the higher education experience? We begin by positing the following statements about the value of diversity in higher education:

- ❖ Diversity offers the opportunity for students to understand and appreciate life experiences of persons different from themselves.
- ❖ Diversity offers the opportunity for students to gain a richer understanding of multiple cultures and therefore multiple perspectives on family and work life, political beliefs, literature and the arts.
- ❖ Diversity, through classroom discussion, provides an opportunity for students to learn from a diverse set of voices and to more fully appreciate the influence of their own culture on in-and-out of classroom learning experiences. It also contributes to measurable changes in openness to cultural difference.
- ❖ Diversity provides opportunities to develop important collaborative “team player” skills so critical in subsequent work force participation.
- ❖ Diversity in higher education provides students with opportunities to develop important skills in self-expression that ultimately prepare them for active participation and leadership roles in their neighborhoods, communities and schools.

These potential “outcomes” of diversity in higher education are complex, and have been infrequently measured. Empirically powerful evidence that diversity brings about these outcomes is the subject of a three-year study just initiated by the Department of Education. Perhaps the largest study to date (Astin, 1991, based on 20,000 students and 25,000 faculty members), concludes that student growth and change over time and environmental factors, such as institutional characteristics and student experiences in college, are essential to an understanding of the contribution of diversity to the education of all students. Various

Department of Education databases also provide a substantial amount of information on specific aspects of student enrollment, such as financial aid and composition by race, ethnicity, gender and age.

In the meantime, numerous institutions, higher education organizations and foundations have been studying aspects of diversity in higher education. While most of these studies have been regionally or institutionally-based, or have included a relatively small number of institutional case studies, there are, nevertheless, many important lessons about how diversity is effectively pursued by institutions of higher education. The contributions to the knowledge base about the successful pursuit of diversity in postsecondary education are of two types: one, broad concepts about what works and what doesn't work that can be termed "theoretical contributions"; and two, research about specific institutional strategies used to create diversity initiatives on college campuses in order to serve a more diverse student body.

What is the Theory That Guides Institutions in Pursuit of Diversity?

Much has been written about the value and importance of diversity in higher education. These conclusions are chiefly based on both democratic ideals and demographic information about the current and projected growth of minority groups in the U.S. population, made particularly striking in contrast to the decline in the Anglo share of the population. Our schools, our workforce, and our society will be predominantly "minority" by the year 2060, according to demographer Leon Bouvier.

American higher education is undergoing a transformation from the type of system that served industrial society to one that can serve the needs of a post-industrial age. A large part of that transformation is based on the composition of the post-industrial society. State, institutional and national leaders in higher education have foreseen the necessity of adapting the higher education system in this country to serve the changing population. A review of the literature about diversity in higher education reveals several important guidelines that serve as an emerging "theory" about how institutions pursue diversity:

- ❖ *Excellence and diversity must be simultaneously pursued.* Higher education excellence can be maintained and enhanced in a diverse campus environment if institutions are firmly committed to both goals. This requires institutional leaders to recognize that in order to achieve the distinction of excellence, a college or university campus must attain excellence in its diversity efforts. All students, the higher education enterprise, and ultimately society will benefit from such institutional transformation. (Appel, et.al., 1996), (Richardson & Skinner, 1991)
- ❖ Ensuring “*fair outcomes*” in higher education for previously underrepresented minorities includes both access (enrollment) and completion (graduation). Institutions that admit larger numbers of minority students to aid their enrollment objectives must also provide a quality educational experience for these students and assist in overcoming any incoming educational deficiencies. (ECS, 1990), (Richardson & Skinner, 1991)
- ❖ *Institutions seeking to provide quality, diversity and fair outcomes for historically underrepresented minorities typically move through three stages* in pursuit of these goals – first, reducing barriers to participation by minorities; second, providing assistance for these students to stay in school and complete their educational programs; and third, adapting the curriculum, pedagogy and assessment practices to more accurately reflect and improve upon the strengths and weaknesses of all students. (ECS, 1990), (Richardson & Skinner, 1991)
- ❖ In this third stage of institutional development in pursuit of diversity (adapting the curriculum, pedagogy and assessment), *institutions capitalize on the strengths of diverse student bodies by utilizing the concept of “collaborative intelligences”*. This concept embodies a variety of perspectives on society and the individual and recognizes the interdependence of individual and collaborative intelligence. (AAC&U, 1997)

What are Some Effective Institutional Strategies in Pursuit of Diversity?

These three stages in the life cycle of an institution seeking diversity and quality aid in organizing information about the successful practices of institutions. It is important to understand that while the three stages are conceived as evolutionary, institutions that have reached the “third stage” must continue to explore the effectiveness of strategies used in achieving the first two stages – access and retention – with ongoing modification of those strategies in mind.

We have added a fourth stage to this model – *educating for global competence* – requiring effective strategies for establishing linkages with employers. Although work in this area is just beginning, institutions with a commitment to diversity understand the importance of higher education’s role in preparing the work force of the future. Such institutional leaders recognize that employers will require a work force that understands multicultural perspectives and is competent to work and serve globally.

Effective Institutional Strategies for Increasing Student Access to Postsecondary Education

Affirmative action is only one strategy for increasing access of historically underrepresented minorities to higher education. Many institutions have engaged in other successful strategies for increasing minority representation in the pool of applicants. Some of these successful strategies include: outreach to local high schools and middle schools through establishing school-university partnerships that include teacher education and professional development initiatives; participation of high school students in university-sponsored learning institutes, summer research and/or learning programs, and/or extracurricular career activities; early identification of promising college students by high school personnel and testing agencies and follow-on mentoring programs; institutional participation in college fairs and other recruitment efforts; and targeted recruitment and outreach to inner city high schools with high concentrations of minority students. The potential goals of such programs can include:

- ❖ To increase overall enrollment through closer collaboration with area high schools;

- ❖ To target high schools with large minority enrollments in order to increase the pool of minority applicants;
- ❖ To assist in preparing high school youth for postsecondary educational experiences;
- ❖ To provide guidance to high school youth on academic and financial requirements for attending college; and
- ❖ To help raise the educational aspirations of local youth.

There are numerous examples of creative approaches taken by institutions to increase the diversity in the pool of applicants. We highlight several of these below.¹

Strengthening access to higher education was a conference theme in “Educating One-Third of a Nation”, the sixth conference on this topic, held in Miami in October, 1997. The conference sponsors² were intensely interested in creative approaches to diversifying the applicant pool in the wake of recent setbacks to affirmative action.

Highlighted by Reginald Wilson, a Senior Fellow at the American Council on Education was an admissions strategy being implemented by the University of California.³

¹ The process for selecting successful institutional strategies was as follows. First, we relied on references made during recent conferences on diversity; next, we used an American Council on Education reference book on higher education diversity resources. Third, we utilized several other recent sources of material on outstanding programs for increasing access (Westat, 1992) and for improving retention and enhancing teaching and learning (Skinner and Richardson, 1991; Appel et. al.). Each institution so selected was then contacted to obtain permission for citing its initiatives and to verify the material cited. We also asked each institution to provide additional detailed information and evidence of success, if available.

² The conferences which served as sources of material on effective institutional diversity practices were: “Hopwood, Bakke and Beyond,” October 6-7, 1997, sponsored by the American Association of Collegiate Registrars and Admissions Officers; “Educating One-third of a Nation” Sixth Conference on Diversity in Higher Education, October 16-18, 1997, sponsored by the American Council on Education, the American Association of Colleges and Universities and the Ford Foundations’s Campus Diversity Initiative; and the Conference on Civil Rights of Latinos, December 5, 1997, sponsored by the Harvard Civil Rights Project, and the Tomas Rivera Institute.

³ Note that the University of California system serves as one example of a creative system-wide admission approaches. The University of Texas system has also recently adopted a policy to admit the top 10 percent of graduates from Texas high schools; the University of Michigan system has also utilized admissions standards to increase the pool of eligible minority applicants.

University of California System

In July 1995, the University of California Board of Regents adopted a resolution which called for the elimination of race and gender as a consideration in the admissions process. In July of 1996, the President of the UC system issued a new set of undergraduate admissions guidelines to go into effect in the Spring quarter of 1998 or in the Fall semester 1998 at UC Berkeley, which uses the semester system.

The entrance requirements established by the University require that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the University of California. When there are more UC eligible applicants than spaces available, the campus selects between 50 and 75 percent (compared to 40 to 60 percent under the old policy) of their students based on academic performance, as assessed by a review of the following: high school GPA, the depth and breadth of academic preparation, and scores on required standardized tests.

In the second step, the remaining 25 to 50 percent (not including those admitted by exception) are selected on the basis of academic achievement and personal achievement, as assessed through a comprehensive review of all information provided on the application, including academic performance as described above plus the following: extracurricular accomplishment, personal qualities such as leadership or motivation, and likely contribution to the intellectual and cultural vitality of the campus.

As part of the same resolution, the Regents voted to establish an Outreach Task Force to develop new strategies and sources of funding for programs to attract and provide additional academic support to minority and disadvantaged students attending UC. The 32-member task force includes representatives of the business community, the university, and other segments of education and organizations engaged in academic outreach. (<http://www.ucop.edu>)

Other examples of institutional strategies for increasing the pool of applicants feature early outreach programs, generally into middle and high schools. Several illustrative programs are described below.

Xavier University – Louisiana

Xavier sends more African Americans to medical school than any other institution in the country. Their pre-medical students are accepted into medical and dental schools at better than twice the national average. Ninety-two percent of the Xavier graduates who enter medical and dental schools become practicing physicians or dentists. Xavier also sends more African Americans to pharmacy school and has educated nearly 25 percent of the 6,000+ African American pharmacists practicing in the United States. Over the last six years, Xavier graduates have gone on to professional and graduate schools at a rate of almost 40 percent.

Xavier's recruitment success is based on extensive programs of early outreach to local high schools and middle schools. For example, the Xavier Summer Science Academy and other pre-college programs involve nearly 2,000 high school students each year.

Another program, the Model Institutions for Excellence (MIE) program is designed to enhance infrastructure at selected institutions to educate students who have been historically underrepresented in the fields of science, engineering, and mathematics (SEM). Currently, Xavier has a retention-to-graduation rate of approximately 55 percent of its SEM majors. One goal of the MIE program is to increase the retention rate to 75 percent through a series of activities, including establishing student resources and mentoring centers, implementing curriculum revisions and development, developing a financial assistance structure that will effectively address student and university needs, and other activities. With over 55 percent of the undergraduate enrollment consisting of SEM majors, significant retention increases could be realized by improving the rate of success of this specific population. (Source: Wilson, 1997; U.S. Department of Education, 1997; <http://www.xula.edu>)

University of Alaska at Fairbanks

In 1983 the University initiated the *Rural Alaska Honors Institute (RAHI)*, a program designed to better prepare Alaska Native students for postsecondary education. The program targets academically promising Alaska Native college-bound high school juniors and seniors. Approximately 50 students a year are selected through a competitive process to participate in a six-week summer institute funded by the University. During the summer institute, students can take up to 9 college credits and participate in numerous activities designed to integrate them into the campus environment and reduce their anxiety about the higher education system. The vast majority of students who participate in RAHI do go on to higher education and the majority of those students attend the University of Alaska system. Beyond increasing enrollment at the University, the program strives to increase retention by providing these students with support while they are attending school. RAHI is in the process of collecting data and conducting an analysis of the program. (Westat, December, 1992)

University of Texas at El Paso

One initiative, targeting low-income, potential first generation Hispanic females and their mothers, was begun in 1986 as a collaborative effort of UTEP, area school districts, and the El Paso YWCA. The program has grown from serving 33 girls from one school district in the first year, to serving 300 girls from all nine local school districts. To date, the program has served over 2,000 female Hispanic students and their mothers. Students are selected to participate in the intensive program after they have completed their 5th grade year. During the 6th grade, students participate in 1) an open house and campus tour to get acquainted with faculty and students from all departments; 2) a career day where 40 professional women from a wide range of professions introduce girls to career opportunities; 3) a leadership conference involving both lectures and ongoing community service and opportunities to assume leadership roles; and 4) a summer camp where the girls spend two days and one night on campus participating in academic and social activities. The participating school districts and campuses also provide a number of activities such as field trips to learn about careers, and workshops on the use of computers.

An evaluation utilizing focus groups conducted in 1994 found that the program has been successful in achieving its goal of increasing college aspirations and scores by Hispanic females. Preliminary findings from current research show that compared to a control group, the students who were participating in this program had higher high school GPAs, were enrolled in more college preparatory classes, and had a lower rate of pregnancy.

The institution has also aggressively pursued overall recruitment from local high schools. Its provisional admissions program and extensive articulation with neighboring El Paso Community College aid in the enrollment of significant numbers of minority students. From 1976 to 1986 the Hispanic enrollment rose from 26 percent of total undergraduate enrollment to more than 50 percent. (Richardson, Skinner, 1991)

Santa Ana CollegeCCalifornia

This Hispanic Serving Institution (HSI) is located in Orange County, California. It is projected that the district's population will be 71 percent ethnic minority by the year 2000. To increase this community's access to postsecondary education, Santa Ana College (formerly Rancho Santiago College) utilizes a multiethnic, multilingual staff and multilingual materials in their extensive outreach activities. Through programs such as Kinder Caminata, children as young as kindergarten age visit campus to be introduced to the postsecondary experience.

The institution also has collaborative projects with minority community groups and 12 school districts. During the academic year, 700-800 minority and low-income students from surrounding school districts visit Santa Ana College each week as part of their "College is My Future" program. Students tour the campus, visit classes and talk to faculty members. Another initiative called "Puente Project", which has a completion rate of 60 percent, offers writing instruction and counseling for Latino students. (Source: ACE, 1993; <http://www.rancho.cc.ca.us>)

There are also a growing number of mentoring and early intervention programs, initiated by school districts or state education departments, whose purpose is primarily to increase educational attainment and reduce dropout rates. Such programs tend to involve partnerships with community organizations and/or institutions of higher education. Highlighted below are some illustrative examples of those early intervention programs involving partnerships with higher education.

Advancement Via Individual Determination (AVID) San Diego, CA AVID is a college preparatory program that focuses on acceleration rather than remediation. The program aims to increase college enrollments among all students, but especially African American, Latino, Native American and low-income students, and to restructure teaching methodologies of schools to provide college preparatory courses in high school. Middle school students are also encouraged to take courses that will guide them toward a college preparatory curriculum. High school and college teachers jointly developed the curriculum. More than 30,000 students in almost 600 schools in 11 states are served by AVID. More than 92% of its graduates enroll in college, with 89% remaining in college for more than two years. (Source: U.S. Department of Education, 1997)	Early Identification Program, George Mason University, Fairfax, VA This program seeks to increase the number of minority students entering college. It involves a partnership between George Mason University and three local school districts, as well as several area corporations. Minority students with academic potential participate in a summer academic session at the university, and attend tutorial sessions at their high schools during the school year. Approximately 300 eighth and ninth graders are served annually. The program maintains information on courses taken, grades, SAT scores and college application status of participants. The program reports a 71% retention rate and a 95% college-going rate for those who completed four years in the program. (Source: U.S. Department of Education, 1997)
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Early Outreach Hispanic Math/Science Education Initiative, University of Chicago College of Education This program's goal is to increase the number of Latino students prepared to enter college and professional careers, through partnerships with the University of Illinois at Chicago, Malcolm X College, two local high schools and their feeder middle schools. Annually, about 175 students in grades 8 through 11 are served. To date, 81% of program participants have taken science and math courses in high school, 100% have completed high school, and 75% have gone on to college. (Source: U.S. Department of Education, 1997)	Liberty Partnerships Program, New York State Funded by the New York State Department of Education, this program provides partnership grants to postsecondary institutions, community organizations, industry, and schools/school districts to decrease the state's high school dropout rate. The partnership grants provide comprehensive services to at-risk students in grades 5-12, including academic support; academic, personal and family counseling; and college advisement. The school retention rate is about 98 percent. In 1996, the high school graduation rate was about 92%, with 70% of the graduates aspiring to attend college. (Source: U.S. Department of Education, 1997)
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Michigan Statewide Education System

In 1987, the Michigan legislature provided for a Department of Education-administered program to “achieve parity in the number of baccalaureate degrees awarded to students traditionally underrepresented in higher education” (Mission Statement). Called the Martin Luther King, Jr., Cesar Chavez, Rosa Parks Initiative, this statewide program provides funds to public universities to support retention strategies, and to participate in the Michigan College/University Partnership Program for increasing transfer of minority students from community colleges to four-year college/university programs. The program reports a 53.05 percent increase in the number of bachelor’s degrees awarded to minorities by Michigan’s public universities from 1987 through 1993. (Program materials)

In 1996, the State legislature expanded this effort to include early outreach to the 35 school districts with the highest percentages of African Americans, Latinos and Native Americans. (Public Act 295) Funds are provided to participating Michigan institutions to hold college day programs (including day, overnight or extended college preparatory experiences on campus).

It is not enough to increase access to college for racial and ethnic minorities. Recent trends in minority students’ educational attainment (as cited in ACE’s just released Fifteenth Annual Status Report on Minorities in Higher Education) indicate that institutions must offer assistance to these students so that they stay in school and complete their academic programs.

Effective Institutional Strategies for Helping Students Stay in College

Many institutions recognize that their incoming students differ in their level of educational preparedness for the college experience. Other potential barriers to success in the

academy include differences in cultural orientations, financial impediments and family responsibilities, particularly for older students. In order to maintain institutional quality and provide assistance to under-prepared students, institutions have devised numerous “helping strategies”. Some of these strategies include: increasing faculty advisement, faculty mentoring, peer tutoring, faculty tutoring, establishing effective tracking systems to monitor student academic performance and attendance, special counseling to aid with personal and financial impediments to school achievement, and enhancement of campus climate. The objectives of many of these efforts can include:

- ❖ Maintaining a supportive institutional climate that provides academic and social support systems for students requiring extra assistance;
- ❖ Helping students persist in school to completion of their programs;
- ❖ Transmitting the expectation that all students can succeed if adequately supported in their educational endeavors.

Following are some examples of programs at institutions that have successfully promoted minority student retention.

Boston CollegeChestnut Hill, Massachusetts

The AHANA (African-American, Hispanic, Asian and Native American) concept was first defined by Boston College in 1979 when students objected to the name “Office of Minority Student Programs” then used by the University, citing the definition of the minority as “less than.” The AHANA concept has now been adopted in various forms at over 30 institutions.

At Boston College, the Office of AHANA Student Programs (OASP) develops, implements and coordinates a variety of programs that support and enhance the academic performance of undergraduate AHANA students. These programs include activities such as tutorials, academic advising, personal and group counseling, performance monitoring, and career planning. The aim of these services is to help AHANA students to excel academically and to overcome feelings of alienation, isolation and loneliness.

According to the Director of OASP, “the most important achievement has been the complete reversal of a 17 percent retention rate in the late 1970s to a current retention rate of over 93 percent for the target group of students.” This target group is served by the Options Through Education Transitional Summer Program (OTE). OTE is a pre-college enrichment program annually serving 50-60 educationally and financially disadvantaged AHANA students who are highly motivated, potential achievers.

Students are chosen to participate in OTE by OASP staff reviewing applications of students who might otherwise not be able to attend Boston College. The average OTE student has an SAT score 400 points below the Boston College average. The intensive summer program familiarizes participants with Boston College’s academic and administrative resources, strengthens their scholastic skills and acquaints them with the campus and surrounding community. During their four years at Boston College OTE students are provided support, and their progress is closely monitored with early feedback from faculty (Source: ACE, 1993; <http://www.bc.edu>).

Mount St. Mary's College Los Angeles, California

Mt. St. Mary's mission includes educating women who were the first in their family to attend college. Through awarding leadership scholarships in the 1960's to minority students, MSAC diversified its student body to represent the demographic changes in the Los Angeles area. For undergraduates, the college offers both two-year associate in arts degrees at the downtown Doheny campus and four-year baccalaureate degrees at the Chalon campus in west Los Angeles. The alternative access program on the Doheny campus admits students who have low GPAs and poor test scores, but show potential for success in college as demonstrated through interviews. These students are often first-generation minority students who struggle with poverty, inadequate academic backgrounds and pressing family obligations. Approximately 68 percent of those who come as freshmen earn their associate degree in two years or transfer to a baccalaureate program. MSAC attributes its success to its emphasis on high expectations for student success. Students are tested, academic weaknesses are analyzed, and learning prescriptions are devised by the Learning Resource Center. Faculty and administration believe it is their role to intervene when a student is in difficulty. In addition, its Institute for Student Academic Enrichment provides career, personal and financial counseling; provides tutoring for courses and graduate exams; sponsors cultural events and facilitates discussions about the events; and offers workshops on study skills and reading and writing improvement. (Source: Sawchuk, 1991; Wilson, 1997; ACE, 1993)

Oklahoma City University Oklahoma

Oklahoma City University (OCU) is a private, independent university with an FTE of 1,800. The Office of Hispanic, Asian and Native American Services (HANA) was established in 1981-1982 to serve this population, with special emphasis on the Native American population in the surrounding area. The school actively recruits Native American students through outreach programs and a variety of scholarships funded by Honda, Coca-Cola and individual endowments. Since the development of the HANA Office, Native American enrollment has increased from an average of 8 students per year to approximately 135 students per year. In addition to increasing enrollment, the school, through a variety of support programs such as counseling, tutoring, financial aid, off campus community service for credit, summer bridge programs, and the type of personal attention available at a small institution, has increased the graduation rate of HANA students to 45 percent (approximately the average for the entire student body).

OCU's Native American Legal Resources Center enriches the opportunities of Native American students and students interested in pursuing careers in American Indian Law. The Center fosters paralegal training and internships linked with the state's tribal governments.
(<http://www.okcu.edu>)

The University of North Carolina System

According to a study conducted by the Quality Education for Minorities Network (AACRAO, 1997) and funded by the National Science Foundation, North Carolina has outperformed other states in achieving proportional representation of minorities among four-year college graduates. Among the many successful retention strategies listed were the maintenance of minority affairs offices, accessibility of faculty for academic advisement, peer study groups, peer tutoring and formal collaboration with business, state and professional organizations.

As an example, the UNC at Charlotte provides a special student advising program in which peer tutoring and advising is offered to freshmen minority students. In addition, since 1986 the institution has been offering a special summer bridge program, *University Transitional Opportunities Program (UTOP)*, to improve the retention rate of minority students. (ACE, 1993). Participants are randomly selected from minority enrollees and participate in seven hours of coursework and co-curricular activities designed to introduce students to campus and community resources. In 1996, UTOP students achieved an average GPA near that of the majority population.

An indication that the state system has been actively pursuing minority student participation and retention is the selection of UNC—Greensboro (using peer nomination and College Board retention data) as one of four institutions for the study of successful retention practices. (Appel, et.al. 1996)

Effective Strategies for Teaching and Learning in a Diverse Institution

In the previous stage in a diverse institution's life cycle, the focus is on *adapting the students* to the standards and culture of the institution. In the third stage, *institutions adapt* to their changing student bodies to capture the full educational potential. This involves changes in the academic essence of the institution – the curriculum, the pedagogy, and the assessment practices. Most institutions are at an “experimental stage” with regard to this level of diversity. There have been no known comprehensive evaluations of the educational benefits of diversity. Nevertheless, some strategies being pursued include: curriculum revision, particularly in the social sciences and humanities, where cultural perspectives significantly influence learning; increasing the diversity of faculty; altering pedagogical techniques to include more discourse, the representation of multiple perspectives in classroom discussions and in course reading lists and syllabi, and the increasing recognition of multiple learning styles and their impact on the teaching

and learning functions, such as a greater appreciation for the value of hands-on learning; and experimentation with assessment techniques and instruments that more adequately capture multiple teaching and learning styles.

The potential objectives addressed by such strategies include:

- ❖ To broaden and deepen learning experiences for all students;
- ❖ To provide a diverse faculty throughout all academic disciplines; and
- ❖ To transform the institution into a multicultural learning organization that provides superior academic experiences.

A recent study by Humphreys and Schneider (1997) focused on institutional efforts to transform the curricula to promote diversity. In their Winter 1997 *Diversity Digest* newsletter, Debra Humphreys and Carol Geary Schneider of the AAC&U reviewed curricular reforms at more than one hundred colleges and universities and reported the following findings:

- ❖ In more recent years, more campuses are infusing their curricula with domestic diversity issues as opposed to dealing with cultural diversity from an international perspective.
- ❖ Some institutions are also beginning to make more explicit the interconnections among the dynamics of pluralism in the U.S. and those globally.
- ❖ Many campuses are now instituting curricular requirements that address issues related to cultural diversity from both a domestic and international perspective.
- ❖ Early cultural diversity requirements frequently involved courses that dealt with one or more previously excluded or neglected identity groups. More recently, however, there has been a movement away from courses driven primarily by identity categories toward those that focus on systemic examinations of prejudice and discrimination.
- ❖ Campuses are beginning to see value in the inclusive definitions of diversity. Diversity

courses are being expanded to include issues of race, gender, social class, age, disability, sexual orientation and religious diversity.

- ❖ The design of new diversity courses is frequently incorporating new pedagogies such as experiential and analytical learning, cultural encounters, service learning, reflective journals, collaborative projects, linked courses, and a variety of other strategies designed to give students direct experience with the complexities of negotiating differences in a collective setting.
- ❖ Some campuses have decided that it is essential for students to make the connections between what they are learning about diversity in the classroom and what they are experiencing outside of the classroom.
- ❖ Many campuses are now working to achieve greater clarity in delineating learning goals for diversity courses. These goals now include not only the knowledge students had about the history and current status of previously neglected groups, but also the skills students need to function in a diverse world.
- ❖ Campuses are instituting faculty development efforts that range in scope from modest course development grants to ongoing summer institutes to sustain the vitality and continued growth of curriculum transformation.

Following are several examples of institutional strategies to transform the teaching and learning environment.

Arizona State UniversityCTempe

ASU has been known for its early initiatives to improve access and retention for students of color. Project Prime, begun in 1987 in collaboration with the Educational Testing Service and the Hispanic Higher Education Coalition, seeks to reach underrepresented minorities while in high school, particularly those with an interest in math and science. (Westat, 1992) With support from the National Science Foundation, the University also has a program to increase minority student retention known as the Coalition to Increase Minority Degrees.

This initiative sponsors a math-science honors program for minority students which targets the production of 182 minority Ph.Ds per year in engineering, science and math by the year 2001 – a 400% increase over current levels. (Source: ACE, 1993) Richard Richardson,

cited by Wilson in October, 1997, has developed a list of “Seven Principles of Good Practice”, addressing the University’s teaching and learning practices:

- ❖ Student-faculty contact
- ❖ Cooperation among students
- ❖ Active learning (hands-on)
- ❖ Prompt feedback, especially early warning of problems
- ❖ More time on task
- ❖ High expectations, and
- ❖ Diverse ways of learning.

Iowa State University Ames

Beginning in the 1997-99 catalog, all undergraduate students are required to fulfill graduation requirements in two areas: U.S. Diversity and International Perspectives. The goal of these requirements is to help prepare students to meet the challenges of responsible citizenship and effective professional roles in a culturally diverse global community. The focus of the U.S. diversity requirement is the multicultural society of the United States, and aims to provide students with insights that enhance their understanding of diversity among people in the U.S. Courses designated to meet the ISU "U.S." requirement must address significant manifestations of human diversity within U.S. society. Examples of courses that might meet this requirement include those on the works of U.S. authors of a particular racial or ethnic group previously neglected in the curriculum or courses on the history of the civil rights movement in the United States. Students are required to take three credits of coursework in both U.S. Diversity and International Perspectives. (McTighe Musil, 1997; <http://www.public.iastate.edu>)

Harvard University Cambridge, Massachusetts

In addition to its extensive efforts to recruit and retain minority students, Harvard undertakes a number of initiatives to encourage minority faculty development, and to diversify its curricula.

The Graduate School of Education's Native American Program is designed to prepare Native Americans to fulfill positions of leadership in education and includes Native leadership development in all disciplines. In 1995, the program received a show of support from the President of Harvard and was named an inter-faculty initiative. The program works with all nine schools within Harvard to develop Native American related courses. In addition, the program administers a university-wide *Native American recruitment initiative* in collaboration with Harvard's admissions office. In 1995-96, Harvard's Native American enrollment increased 12 percent from the previous year and projections show that the 1996-97 enrollment has increased another 8 percent.

The Minority Postdoctoral Fellowship Program in the School of Public Health attempts to increase the representation of minorities available to fill faculty positions at other institutions, and the Kennedy School of Government sponsors several national leadership forums for African American and Hispanic public administrators.

Harvard Medical School's Faculty Development and Diversity (FDD) initiative was created in January 1995 to connect the myriad of diversity initiatives underway at the medical school. FDD is committed to working toward increased faculty and trainee diversity by expanding recruitment efforts, supporting retention of underrepresented minority faculty and trainees, and helping overcome any barriers to promotion that exist for minorities and women. (Source: ACE,

Sources, pg. 128-9; <http://harvard.edu>).

Oregon State UniversityCCorvallis, Oregon

The Indian Student Affairs Office, once part of the Office of Multicultural Affairs, operates numerous programs that strive to enhance University awareness of American Indian students, faculty and staff, increase the number of American Indian students on campus, assist American Indian/Alaska Native students from the admission process on through their graduation, improve the quality of the education they receive while on campus, and provide resources for the development of a racially and ethnically relevant curriculum.

Students are required to take a specified number of courses infused with issues of diversity. To help faculty who were interested in incorporating diversity into their current curriculum, the university provided voluntary seminars.

Oregon State-Wide is a distance learning program run by the Office of Continuing Higher Education. Through this program, which is in its first year of operation, the University works with nine federally recognized tribes to develop curricula that incorporate each individual tribe's history and culture. (Source: ACE, 1993; <http://www.osu.orst.edu>)

North Seattle Community CollegeCWashington

In 1992, NSCC developed a five-year plan that included the creation of a climate that "affirms and endorses our diversity." (1990 college mission statement) In operationalizing this plan, the college awarded several grants to faculty and staff to develop courses that would satisfy the campus' multicultural requirement with student learning outcomes that could demonstrate multicultural competence. The diversity curriculum requirement further stipulated that such courses promote an understanding of cultural/ethnic/racial differences and similarities in the U.S. and focus on at least three of the five predominant cultures of the U.S. – African-American, Asian American, Chicano and Latino American, European American and Native American – and their role in the formation of the American experience. Multicultural courses were also required to provide opportunities for group activities in which students gain experience in dealing with perspectives other than their own and consider the multidimensional nature of cultures. Finally, instructors were encouraged to assist students in dealing constructively with issues of cultural/ethnic diversity and conflict. (*Diversity Digest*, Fall, 1996)

The college revised its institutional diversity goals in 1997, to include enrollment, retention, completion, faculty and staff employment, and institutional climate, with specific action plans for each goal. In addition, several course syllabi posted on the diversity web also indicate that the institution is implementing the five-year diversity plan begun in 1992. (<http://www.inform.umd.edu>)

More examples of successful curricular models can be found on AAC&U's diversity web at <http://www.inform.umd.edu/diversity> web.

Effective Strategies for Establishing Linkages with Employers

Corporations are increasingly pursuing diversity initiatives due to the changing demographics of the U.S. and the cultural changes occurring in the work force, the growth of multinational enterprise and the changing nature of available domestic and international jobs. There is also a growing recognition that "diversity skills" are an important contributor to work quality and productivity. Institutional-corporate linkages for the preparation and recruitment of workers who are properly prepared for the challenges of an increasingly diverse society have only recently been initiated.

The American Council on Education (ACE) formed a Business-Higher Education Forum in 1978 to examine issues of "mutual concern to the corporate and higher education communities and to develop ways the two sectors can collaborate for the benefit of society." (ACE membership brochure, 1997). Recently, the Forum has focused its domestic efforts on the development of "high-performance" workplaces through its Task Force on High-Performance Work and Workers: the Academic Connection. The Task Force's primary concern has been the preparation of workers with postsecondary education for entry into the work force.

The Ford Foundation has developed an initiative to promote greater links between institutions and corporations. Called the "Campus Diversity Career Roundtable", this initiative has been sponsoring such roundtables to encourage greater dialogue and raise awareness. Both institutions and corporations have a lot to gain by this process:

- ❖ Institutions learn about the skills valued by corporations and what they see as the weaknesses in new recruits.

- ❖ Corporations learn how institutions are preparing their students for participation in a diverse workforce.

The Foundation has assembled a package of materials and protocols for schools to use in organizing these roundtables.

A few other examples of institutionally initiated efforts to place their graduates with employers seeking diversity skills follow.

University of VermontCBurlington

Notable for its early recognition of the value of a multicultural education to employers, the University's Graduate College promotes the professional development of "multicultural undergraduates" at the University and other institutions by securing funding for their graduate education and professional development as well as their post-graduate placement in significant positions in higher education. (Source: ACE, 1993)

University of WashingtonCSeattle

The Minority Job Placement Program has two objectives. First, the program provides career guidance and job placement services such as counseling, resume and interview assistance, internships, and job referral programs to students. Second, the program works with employers to provide assistance to companies trying to diversify their workforce. The program develops methods, such as workshops and career days, for companies to communicate with minority students. Career day started out in 1970 with 10 companies interested in engineering graduates and has grown to include 100 companies interested in graduates from all programs. In addition, the Program works with employers to develop internship programs, which often lead to full time employment after graduation for minority students.

The Minority Education Division of the Graduate School participates in the Western and National Name Exchange, a consortium of 27 institutions that collects and exchanges the names of minority juniors and seniors annually. The primary purpose of this effort is to assist in graduate education recruitment. (Source: ACE, 1993)

A study conducted by Constance Crawford, an assistant professor at Ramapo College of New Jersey, Mahwah, examined student attitudes toward diversity and their expectations for their future work place. The study results, based on approximately 230 students at the college, concluded that: "most students preferred to work in an environment that encouraged diversity. They preferred to work in companies where the management team consisted of diverse individuals, but many were realistic in their expectations for the work place they are entering." (Crawford, 1997, pg. 169)

The foregoing examples of successful institutional practices in attaining and maintaining diversity provide many useful guidelines for other institutions that may not be as advanced in their pursuit of diversity. Some key lessons learned from the diversity literature and from examples of institutions that have succeeded with their diversity initiatives are:

- (1) Achieving excellence in diversity involves all aspects of campus life, from a diverse student body and faculty, to efforts to provide a climate and academic support system that is hospitable to all students, to institutional transformation of the teaching and learning environments.
- (2) Students thrive both socially and academically in institutions that provide appropriate academic support coupled with high expectations for success; this can only be accomplished in institutional environments that welcome diversity and promote its enhancement through committed leaders.
- (3) Institutions are increasingly turning to early outreach to middle and high schools for mentoring, raising students' expectations, and identifying potential minority applicants.
- (4) Postsecondary institutions are becoming more aware of their responsibility to prepare all students for active participation in (a) a global economy requiring a higher level communication and technical skills beyond those provided at the high school level; and (b) a

more pluralistic society

However, much work remains in demonstrating the educational benefits of diversity. The research to date has not produced such empirically powerful evidence. What is required to answer these questions is cross-institutional, longitudinal research that can be generalized beyond the individual institution and research on all students and their learning and subsequent outcomes. The study recently commissioned by the Department of Education begins to undertake this task. This work must be continued beyond the three-year span of the study and into the workplace, where certain important outcomes of diversity in higher education will be tested.

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TWO YEARS OF COLLEGE & LIFELONG LEARNING FOR ALL STUDENTS

"Confronting the Odds: Students At Risk & the Pipeline to Higher Education" (December 1997) looks at critical junctures in the pipeline to college enrollment where at-risk high school graduates leave at higher rates than their counterparts not at risk. It also identifies factors that contribute to at-risk students' successful navigation of the pipeline to college enrollment. Among the findings:

- * About 58% of 1992 high school graduates had 1 or more risk factors, 32% had 1 risk factor, 16% had 2, and 9% had 3 or more.
- * Among 1992 high school graduates with no risk factors, 58% successfully navigated the pipeline to enrollment in a 4-year college, compared with 30% of students at risk.
- * The number of students' friends with plans to attend a 4-year college was strongly associated with enrollment outcomes. Students who enrolled in a 4-year college were much more likely to report that all or most of their friends planned to attend (80%), compared with those who enrolled in other postsecondary education (60%) or who never enrolled (49%).

For more highlights & the full report, please see:
<http://nces.ed.gov/pubs98/98094.html>

Comments on Mathtech's 1st Draft -- December 31, 1997

Paper 1:

Need to keep in mind, above all, that this report is about THE IMPORTANCE OF HAVING A RACIALLY AND ETHNICALLY DIVERSE STUDENT BODY IN HIGHER EDUCATION. Describing what "diversity" means, and how diverse institutions currently are, are secondary. It is not about how to attain diversity.

Tone too removed, too clinical. Should focus on what we do know and believe, while acknowledging that there is more to learn. It should be declarative, bolstering where possible with statistics.

Should start with a compelling quote from a higher education leader that captures many key ideas.

Need to keep in mind that we are not just talking about more minorities in higher education, but more diverse campuses

Possible intro: Over the past generation, the U.S. higher education community, along with many other leaders and policy-makers, has firmly adopted the view that student diversity, and in particular racial and ethnic diversity, is vital to the long-run success of higher education in this country. This report takes a fresh look at this issue, describing what we mean by diversity in higher education and asking why so many colleges, universities and policymakers place such a premium on bringing together students from different racial and ethnic backgrounds, and why diversity in higher education is important to the nation's future.

why important to students, to institutions, to employers

Organization doesn't seem right -- focus on why diversity contributes to better teaching and learning gets lost.

Main components to "why so important" include:

1. Important to role of higher education in helping society deal with Demographic change

Colleges and universities are mediating institutions in our society. They help us successfully deal with successive waves of change, including technological and demographic change. One of the great challenges and opportunities facing U.S. society is the increasingly diverse nature of its population. Higher education can help equip minorities and non-minorities for this future. For this future to succeed, higher percentages of minorities must get the postsecondary education that opens up opportunity. Higher education can also help majority whites understand, appreciate, and thrive in this changing environment.

Need to emphasize increase in non-white population, rather than relative decline in the white population.

2. Important to role of higher education in helping equip the nation and its people to succeed in a changing economy, one becoming more high-tech and with more diverse markets -- both international and domestic.

Preparing students to understand, produce, and market goods to a growing range of customers with tastes, traditions, backgrounds and experiences, whether its a burgeoning Hispanic-American population in the Southwest or the vast markets of Asia.

3. Enriches the educational experience of all students

Important to heightening rigor, richness of ideas across the university, and to contributing to the quality of the experience for individual students -- meeting and interacting with people from different backgrounds, exchanging different views borne of different experiences, etc.

Section sort of quotes higher ed leaders without really fleshing out **why** this is true, and then section on individual students is practically an afterthought. In some ways, this is they key to the whole paper -- why it is in the interests of all students (not just minorities) to attend diverse institutions.

Need a vignette/testimonials from teachers who can talk about how expands the range of potential views and from students who can explain how much more they have learned from being in a diverse classroom. Could get a quote from Pam Karlan.]

The Rudentstine quote should probably go here, rather than back in "the meaning of diversity."

The Meaning of Diversity

This section gets too theoretical and is off track. At some point, there should be an acknowledgement the benefits of having a racial and ethnically diverse student body takes more than admitting such students, but fully integrating them in the life of the institution, and insuring that teaching and curriculum and other aspects of campus life are arranged to respect and draw out their potential contributions. What is not needed is a whole section of different "components of diversity" in higher education.

Extent and Benefits of Diversity

This section doesn't work well on its own. Instead, the data and findings should be used selectively to bolster the main areas of why diversity is important.

Usage of survey findings need to be much more carefully selected. We need to assume a broad, critical audience, that will appreciate growth in leadership, citizenship, ability to have better race relations, etc., but will react against trends that smack of "multiculturalism," watering down of traditional curricula, activism, rejection of materialism, etc. The benefits highlighted should be the ones that nobody can contest.

Again, need to focus on the benefits, especially for students but also for institutions and for society at large.

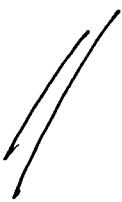
Additional Info and Research

There should be a brief, generic statement, or paragraph, at the most, acknowledging that much work is underway to further explore benefits and that more is needed, but a detailed summary of the different research projects is simply not needed.



Employer Initiatives

It isn't clear what is contemplated here, but anything that is used should be used in order to illustrate why diversity is important to employers, such as by promoting creativity and contributing to success in the fast changing economy, and how that reflects back on institutions of higher education. We do not need examples here of successful partnerships or the like for their own benefit in this report. Again, the focus is on THE VALUE OF DIVERSITY IN HIGHER EDUCATION. The message here is something like that employers prefer students who have graduated from diverse institutions because of the broader perspectives that they bring.



Report 2:

KEEP IN MIND THAT THIS REPORT IS ABOUT SUCCESSFUL STRATEGIES FOR ACHIEVING DIVERSITY IN HIGHER EDUCATION. It is not about why diversity is important, but how you get there. So much of first 2 1/2 pages is not needed.

Theory that Guides Institutions

This section is far too theoretical. The layout of this paper should be fairly simple:

Aside from admissions, which is not the subject of this report, there are two key aspects to achieving a diverse student body:

Increasing access through reducing barriers/Outreach and recruitment

Thoughtful explanation of key aspects of effective programs (should overlap significantly with guiding principles of mentoring initiative)

Description of exemplary programs

Assisting students to stay in school

Brief explanation of key aspects of effective programs

Brief description of exemplary programs

Note, but do not get into a lengthy discussion of two additional points: that the impact of these policies is bolstered by reflecting the interests and talents of diverse student body in the curriculum, and by drawing strong connections from the postsecondary institution to students' economic lives during and post-college.

 Need to do a much better job of elucidating key aspects of effective outreach/recruitment/mentoring/partnership programs, and out structuring the description of examples. There is little meat in the lead in and no thought given to how these are presented.

 UC example: focus on report on outreach and recruitment NOT admissions policies.

Many of the examples are unclear, and not enough seem of general applicability. Few especially seem to reflect a large state institution reaching out to broad range of minority students, but including black students.

Helping students stay in college

In better shape, but overall principles too minimally explained, and too many/too large examples. Need to focus on what kinds of help students need and get.

Effective strategies for teaching and learning

This is too detailed, and as written is too readily attacked as lowering standards/undermining a traditional education. Description needs to focus on teaching approaches that foster diversity that also are understood as rigorous. For example, "multiple learning styles" and "hands-on-learning" is something more typically associated with K-12 schools, and sometimes skeptically at that. Need to convey a sense that this doesn't involve melting down the traditional curriculum into a multicultural blur.

Some of these examples seem of limited appropriateness for this report.

Employer linkages

Again, treatment of this needs to be very limited, given the focus of the report on strategies to foster diversity in higher education, not strategies to foster diversity in the business world (although clearly the one contributes to the other).

Final paragraph is disconnected from the purpose of this paper.

December 24, 1997

Theda,

Attached are drafts of the two papers prepared by Mathtech on diversity in higher education. Unfortunately, both Dan Morrissey and I will be on leave until January 5, 1998. I think Alan will be around--he doesn't believe in vacation--and Dan and I will be happy to discuss next steps when we return next year.

Hope you have a great holidays and new year.

Dan Goldenberg

Attachment

cc: Alan Ginsburg
Dan Morrissey

**DIVERSITY IN HIGHER EDUCATION:
[WHY ARE WE INTERESTED AND WHAT DOES IT MEAN?]**

and

**INSTITUTIONS' PURSUIT OF DIVERSITY IN HIGHER EDUCATION—
SUCCESS STORIES**

**U.S. Department of Education
Planning and Evaluation Service**

**DIVERSITY IN HIGHER EDUCATION
WHY ARE WE INTERESTED AND WHAT DOES IT MEAN?**

**DIVERSITY IN HIGHER EDUCATION
WHY ARE WE INTERESTED AND WHAT DOES IT MEAN?**

The Value of Diversity

[The value of diversity is anchored in principled convictions about equality, opportunity and fairness and the growing realities of domestic demographic change and a global economy.]
These values are reflected at three different levels of importance to higher education.

At the broadest level, diversity is increasingly important in our national domestic society and to our economic well-being. This is particularly clear in our demographic change, the changing needs of our economy and the vision of our business leaders.

Between 1995 and the middle of the next century, the middle series Census projections show approximately five fold increases in the total number of Hispanic origin and Asian/Pacific Islander residents in our population, a doubling of the black and American Indian/Eskimo & Aleut residents, and a much more modest increase in the total number of non-Hispanic white residents. In a brief generation and one half, these changes in total numbers will bring about a sharp redistribution of the racial and ethnic make-up of the society. Residents of Hispanic origin will rise from about 10 to almost 25 percent of the total, Asian/Pacific Islanders will more than double their share, while the non-Hispanic white population share will drop by more than 20 percent, as shown in Table 1.

**Table 1: Resident Population, by Race: 1995 and Projections for 2010, 2030, 2050
[Percent Distribution]**

Year	White, Non-Hispanic	Black, Non-Hispanic	Hispanic	American Indian, Eskimo Aleut, Non-Hispanic	Asian, Pacific Islander, Non-Hispanic
1995	73.6	12.0	10.2	.7	3.5
2010	68.0	12.6	13.8	.8	4.8
2030	60.5	13.1	18.9	.8	6.6
2050	52.8	13.6	24.5	.9	8.2

Source: Statistical Abstract of the United State 1996. Table No.19.

While these demographic changes will not be evenly distributed across the country, the impact of different cultural heritage and interests will be significant on some areas and generally felt everywhere. And that impact will be extended to our domestic economic life in both consumer demand and the make-up of the workforce. These changes are overlaid by two other important trends which reinforce both the challenge the nation faces and the value of diversity. The first of these trends is the need for a better educated and trained workforce as the impact of new technology and the competitiveness of the global market escalate the level of quality required of American workers.

The recognition by the young population and their parents of the increasing demands of the labor market can be seen in the trends in college enrollment in recent years. Table 2 shows the trends in college enrollment rates of high school graduates, by race/ethnicity over time. These data represent college enrollment rates for individuals age 18 to 24 who graduated from high school during the preceding 12 months. It includes both two-year and four-year institutions, and both part-time and full-time students. As shown, while whites and blacks have both increased their college participation rates significantly from 1980 through 1995, participation rates for Hispanic students have stayed about the same over time. The gaps in participation rates between whites and blacks, and especially between whites and Hispanics, increased over this time period.

**Table 2: College Enrollment Rates of High School Graduates
[Percent Distribution]**

Year	Total	White, Non-Hispanic	Black, Non-Hispanic	Hispanic
1980	49.3	49.9	41.8	52.7
1985	57.7	59.4	42.3	51.1
1990	59.9	61.5	46.3	47.3
1995	61.9	62.6	51.4	53.8

Source: National Center for Education Statistics, 1996 Digest of Education Statistics

The second overlapping trend is the rapidly increasing globalization of the economy motivating employers to have a strong interest in a corporate culture and a workforce that understands and reflects diversity. National data are not organized to separate easily the corporate organizations and their workforces which are engaged in international commerce and increasingly diverse domestic markets from others. But the leadership of such companies is increasingly aware and vocal about their diversity needs.

Some state their sense of the value of diversity quite directly. John A. Krol, DuPont's president and CEO says: "We have proof diversity improves our business performance." And Valerie M. Crane, Bank of America's executive vice president states: "Bank of America treats diversity as a business initiative. It is a business imperative for us." Krol adds: "We are all comfortable listening to people who think like us. And we are uncomfortable at first with people who are not like us and challenge us, but that is what adds value." (The Conference Board, 1997) Pitney Bowes CEO Michael J. Critelli stated: "It is a business necessity. The ultimate question is, how do we value it and optimize the attributes for competitive advantage? Any company that wants to be successful will have to do it." (Business Week, December 9, 1996)

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Other business leaders perceive and express their thinking in different contexts. In General Electric's 1994 annual report, CEO Jack Welch urged a company with "boundaryless" behavior. "Boundaryless behavior is the soul of today's GE. Simply put, people seem compelled to build layers and walls between themselves and others, and that human tendency tends to be magnified in large, old institutions like ours. These walls cramp people, inhibit creativity, waste time, restrict vision, smother dreams, and above all, slow things down." (Business Week, December 9, 1996).

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Some, like Pamela North of Lucent Technologies, see it in training terms: "Leaders, particularly executive leadership, have the least training today on the issues confronting diverse teams and workforces abroad.... If our organization has to put its time and money in any one direction, it is around executive development leadership to face the challenges of globalization." (The Conference Board, 1997) Others, like United Technologies Corporation, understand the effort and persistence required: "It is important to develop a strategy that is well balanced.

Everything that is required for culture change cannot be accomplished in one or two years. It requires both a short-term, and more importantly, a long-term commitment....” And some, like Price Waterhouse, express it in their marketing and recruiting: “... Our clients depend on us to look at their complex business problems from every possible angle. So it's no wonder we consider diversity crucial to our success, especially in the global marketplace of the 21st century.” (Business Week, December 9, 1997)

These statements are but a small sample of business conviction on the subject of diversity, and help to demonstrate the important trend toward a global economy and the associated need for diversity. An American Management Association survey in 1995 estimated that half of all U.S. employers had some kind of formal initiative to manage diversity. Thus, the two trends of globalization and the domestic demographic change provide strong undergirding for the increasing value of diversity in the society as a whole. It is well to keep in mind that these growing trends are built upon an older tradition in the United States of central importance since World War II and imbedded in yet older national precepts of seeking to provide equality of opportunity for all residents in America.

Turning from the value as seen in the society at large, diversity is increasingly important to higher education institutions. The growing importance at the higher education institution level can also be seen from institutional traditions, demographic data projections and the statements of higher education leaders and other reactions from outside the higher education institutions.

Higher education has a long tradition of putting a premium on open inquiry, which carries with it clear implications for valuing diversity. The demographic projections underscore that traditional conviction. If one takes the population projections for the age ranges of most interest to colleges and universities (youth and young adults, notwithstanding the growing demand for life-long learning), the changes in both the numbers and distribution of the prime college age population are even more stark than for the population as a whole.

Using again the middle series Census projections, Table 3 compares the prime college age population of 18-24 year olds between now (1995) and the year 2025 and the age grouping

which will subsequently feed higher education institutions (0-17 year olds). As is evident, the percent of non-Hispanic whites declines sharply, and even the absolute number declines; while the Hispanic and the Asian and Pacific Islander groups grow in the range of 100 percent or more, and other minorities increase by 30 percent. Interest in diversity will become an increasing financial necessity as well as a matter of conviction. 7

Table 3: Resident Population, by Race: 1995 and Projection for 2025
[in thousands] (percent of total in parentheses)

	0-17 Year Olds		18-24 Year Olds	
	1995	2025	1995	2025
Total	68,740	80,783	24,932	30,372
White, Non-Hispanic	45,679 (66.5)	42,528 (52.6)	16,993 (68.2)	16,785 (55.3)
Black, Non-Hispanic	10,173 (14.8)	12,741 (15.8)	3,549 (14.2)	4,609 (15.2)
Hispanic	9,674 (14.1)	19,085 (23.6)	3,239 (13.0)	6,560 (21.6)
American Indian, Eskimo, Aleut, Non-Hispanic	674 (1.0)	856 (1.1)	221 (1.0)	304 (1.0)
Asian/Pacific Islander, Non-Hispanic	2,543 (3.7)	5,573 (6.9)	931 (3.7)	2,114 (7.1)

Source: Statistical Abstract of the United States 1996. Table No. 22&24.

Higher educational leadership is no less clear than corporate leadership about the value of diversity. In a November 18, 1997 faculty convocation address, President Leo J. O'Donovan of Georgetown University stated: "No education is a success if it invites you to interact only with those who think as you do. The great virtue of education is not that it teaches us mere knowledge but that it teaches us to learn and understand." "One of the best arguments for diversity is that the most powerful learning takes place when students' viewpoints are challenged, and that's what's happening to us," echoes Richard H. Hersh, president of Hobart and William Smith Colleges. (Leaderman, May 23, 1997)

This leadership identifies many aspects of the benefits of diversity from a higher education perspective. "Surely any university that wishes to claim a capacity to train leaders for

this evolving world will want to educate students who come from many groups and backgrounds,” said William G. Bowen, president of the Andrew W. Mellon foundation and former president of Princeton University (Bowen, 1995). “It is increasingly clear that recruiting and retaining greater numbers of ethnic minority students, faculty, and staff are ~~not only legal requirements and political advantages; they are also~~ critical measures of the quality of our educational environments,” say Mary K. Rouse and Roger Howard, Dean and Associate Dean of Students at the University of Wisconsin—Madison. (Rouse, No date) In an institutional website, President William E. Kirwan of the University of Maryland states: “At College Park, our efforts to build excellence are inextricably linked to our efforts to increase diversity.... College Park must be a place where diversity is not only tolerated, but celebrated.” (available: <http://www.inform.umd.edu/Diversityweb/Profiles/divdbase/umd.html>)

Buttressing the clear importance of diversity in their minds, both educational and corporate leaders recognize that the achievement of diversity falls short of its desired goals and faces challenges. A recent RAND study interviewing 350 academic and corporate leaders in four major metropolitan areas reflected such shortfalls in the views of the corporate community interviewed. (RAND) These executives believed that educators were missing opportunities to connect to diversity within the community and internships or work-study experiences in international organizations. They felt that they could not rely on U.S. colleges and universities to provide them with workers who had the necessary skills for the global marketplace. [And with respect to challenges, Bowen in the same talk cited above said: “From the standpoint of public policy, my main concern is that the political currents of the day will endanger hard-won gains in broadening both choice and access for students from all but the wealthiest families. Only at our peril will we allow higher education to be resegregated along economic lines—or along racial lines, which is at least as great a danger.”]

The third level at which the value of diversity is realized is, of course, at the level of the individual student. The source of its growing importance flows from the trends and development described above in the changing demands for the workforce and the development of readiness for life in a more diverse society. Individual development involves far more than knowledge and

skills to include one's attitude, expectations and world view. For the student, a successful experience with diversity in higher education includes a sharing of common societal aspirations and a well-developed appreciation of cultural differences. It is also likely to include enhancement of civic participation. }

Students now and likely into the foreseeable future begin their higher education with a wide range of experiences related to diversity—some quite sophisticated and many much more limited. Higher education is an ideal time to ~~reform or~~ refine one's knowledge and perspective about the increasingly diverse world in which we will all live.

The Meaning of Diversity

The preceding discussion of the values seen in diversity make clear that diversity in higher education can be appropriately understood only by taking account of its meaning and impact for both students and institutions. As a recent literature review pointed out: "Institutions of higher education cannot deal with diversity issues merely by providing services to remedy student deficit. Instead, the institution must change to more adequately address educational issues and organize for a more diverse future." (Appel, et al, 1996) }

Diversity in higher education also must be seen comprehensively. The concept of diversity extends to far more than access and admissions, important as those matters are as starting points in higher education diversity. It includes campus life and a wide range of relationships among students, faculty, staff and others such as guest speakers, alumni, and external mentors. As the synopsis of a literature notes: "The research literature in all its complexity tends to suggest that comprehensive institutional change addressing both campus climate and the curriculum is the right strategy for both minority and majority students." (Appel, et al, 1996) As researcher Alexander Astin has pointed out, assessment of diversity in higher education should include: student characteristics at entry (inputs), institutional characteristics and student experiences while in higher education (environment), and student characteristics at exit (outcomes) (dubbed I--E--O by Astin, 1991).

As we develop in a companion paper—*Successful Institutional Diversity Strategies*, the major components of diversity in higher education fall into four major categories. The first of these is access, or the processes by which diversity in the student body is achieved. Diversity in its broadest sense encompasses potentially a wide range of differences—parental backgrounds, religion, home communities, income, gender, life experiences as well as race and ethnicity. While all are real, this paper concentrates on ethnicity and race, particularly since it, along with gender, have previously been the basis of officially sanctioned discriminatory behavior that limited equal opportunity. With respect to access, it is well to remember that access goes beyond a formal admissions process to include a wide variety of outreach activities through which individuals are motivated and assisted in seeking higher education opportunities. }

A second major component of diversity in higher education is persistence, or helping students stay in college. About one half of all students entering 2- and 4-year higher education institution express an intention to gain a bachelor's degree. (U.S. Department of Education, 1997) Calculation of success is complex and difficult because of transfers and temporary drop-outs; however, the losses are substantial, and differentially larger for minorities. Thus, the pursuit of diversity appropriately includes a dimension of persistence. Helping students stay in college moves simultaneously in two different directions. One element, often referred to as campus life, includes activities directed at making students welcome and a part of campus life, participation in civic activities, a variety of personal support services, and direct efforts to deal with inter-group tensions. A second parallel element, often under the heading of academic support, is directed at a variety of special assistance and tutoring to help individual or groups of students cope with what may be a new set of educational demands and requirements.

A third component of diversity in higher education is its impact on teaching and learning which has implications for institutions, their faculty and students alike. Harvard's President Neil L. Rudenstine states: "Students benefit in countless ways from the opportunity to live and learn among peers whose perspectives and experiences differ from their own. A diverse educational environment challenges them to explore ideas and arguments at a deeper level -- to see issues from various sides, to rethink their own premises, to achieve the kind of understanding that comes only from testing their own hypotheses against those of people with other views." ✓

(Rudenstine, 1996) And William G. Bowen notes: "...my point is that enrolling a diverse class has potentially large educational benefits which spill over to many if not all students -- and that these benefits are widely appreciated." (Bowen, 1995) The implications for teaching and learning go not only to the interactions among students and faculty, but also to the content and structure of the curriculum and pedagogy.

The final component of higher education diversity is the linkages to what come next for graduating students, namely employment. This dimension of diversity is among the newest, and often goes beyond the constructs of most research about and definitions of diversity. It is nonetheless increasingly a matter of concern and focus, and therefore included in this definition of the meaning of diversity in higher education. As noted in the opening section, employers are interested in new employees prepared for diversity, and at least some of those employers are critical of higher education in preparing such a workforce.

Before departing from the discussion of the meaning of diversity in higher education, it is important to point out two companion concepts which arise continuously in the literature and other discussions of diversity. The first important companion concept is motivation, which arises constantly in connection with effective performance and achievement by students in higher education. Motivation is a regular component of efforts to improve access and persistence in the pursuit of diversity. The second important companion concept is quality. To some minds, diversity and quality are conflicting concepts. In the research and in the advocacy concerning diversity, diversity and quality are complementary and twin goals to be pursued together.

The Extent and Benefits of Diversity

Having explored the principled convictions and emerging realities that underlie the values seen in diversity and the comprehensive meaning of the term as it relates to higher education, we now turn to the information and knowledge which is available to describe its extent and its benefits. Diversity is a relatively new field of research and information gathering where national and systematic data are just beginning to catch up with our values and practice. Thus, as a recent literature review noted: "...while there is considerable literature that might be called principles of

good practice, there is much less available that directly assesses the impact of these initiatives on the institution and even less that assesses the impact on students. It is a young literature in a formative stage.” (Appel et al, 1996)

Most of the information on the extent of diversity and its benefits comes from case studies and individual stories. However, there are some national databases that provide key information on minority student participation in higher education, and how this has changed over time. There are also some data available on the positive influence of diversity on student attitudes and behavior.

Information on Access

We know that an increasing number and percentage of minority students are planning to attend college directly after high school, enrolling in institutions of higher education, and receiving undergraduate degrees. As a result of these trends, the extent of diversity has increased significantly on American colleges campuses over the last few decades. What follows are some summary statistics that describe these trends over time. 7.

As shown in Table 4, the proportion of all high school seniors in minority groups who planned to continue their education at four-year colleges and universities directly after high school increased between 1972 and 1992, although between-group differences have remained fairly constant.

Table 4: Percentage of High School Seniors Who Planned to Continue Their Education the Next Year

Race/ethnicity	4-Year Program		2-Year Program	
	1972	1992	1972	1992
Total	34	54	11	13
White, Non-Hispanic	35	55	12	12
Black, Non-Hispanic	32	52	5	11
Hispanic	11	20	11	26

Asian/ Pacific Islander, Non- Hispanic	47	65	18	12
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Source: *Minorities in Higher Education*, NCES 97-372. Data sources: National Longitudinal Study of 1972, and National Education Longitudinal Study of 1988.

The distribution of college students across race/ethnicity groups has changed significantly from 1976 to 1994. As Table 5 shows, while only 16% of the enrollment in higher education in 1976 was from minority groups, in 1994 about one-quarter of the students came from minority groups. Hispanic college students are more likely to be enrolled in a two-year college than their white or black peers.

Table 5: Total Fall Enrollment in Institutions of Higher Education

Type and Control of Institution and race/ethnicity of student	Percentage Distribution in 1976	Percentage Distribution in 1994
All Students		
White, Non-Hispanic	84.3	75.4
Black, Non-Hispanic	9.6	10.5
Hispanic	3.6	7.6
Asian or Pacific Islander, Non-Hispanic	1.8	5.6
American Indian/Alaskan Native, Non-Hispanic	0.7	0.9
Four-Year Institutions		
White, Non-Hispanic	86.6	78.3
Black, Non-Hispanic	8.7	9.9
Hispanic	2.5	5.5
Asian or Pacific Islander, Non-Hispanic	1.7	5.5
American Indian/Alaskan Native, Non-Hispanic	0.5	0.7
Two-Year Institutions		
White, Non-Hispanic	80.2	71.0
Black, Non-Hispanic	11.2	11.3
Hispanic	5.5	10.7
Asian or Pacific Islander, Non-Hispanic	2.1	5.7
American Indian/Alaskan Native, Non-Hispanic	1.1	1.2

Source: 1996 Digest of Education Statistics. Data Source: IPEDS.

The distribution of bachelor's degrees conferred across race/ethnicity groups has also changed significantly from 1976 to 1994. As shown in Table 6, while only 12% of the

bachelor's degrees were conferred to students from minority groups in 1976-77, in 1993-94 about one-fifth of bachelor's degrees were awarded to students from minority groups.

Table 6: Bachelor's Degrees Conferred by Institutions of Higher Education

Race/Ethnicity of Student	Percentage Distribution in 1976	Percentage Distribution in 1994
All Students		
White, non-Hispanic	88.0	80.3
Black, non-Hispanic	6.4	7.2
Hispanic	2.0	2.0
Asian or Pacific Islander	1.5	1.5
American Indian/Alaskan Native	0.4	0.4
Nonresident Alien	1.7	1.7

Source: 1996 Digest of Education Statistics. Data Source: IPEDS.

As shown, in Table 7, the percentage changes in bachelor's degrees conferred were greatest for all groups of minority students, relative to whites.

Table 7: Bachelor's Degrees Conferred: Percent changes from 1981 to 1993

Race/Ethnicity of Student	Males: Percent change from 1981-1993	Females: Percent change from 1981-1993
White, Non-Hispanic	7.1%	27.7%
Black, Non-Hispanic	17.8%	35.5%
Hispanic	83.8%	131.5%
Asian or Pacific Islander, Non-Hispanic	150.3%	201.3%
American Indian/Alaskan Native, Non-Hispanic	44.1%	70.2%

Source: *Minorities in Higher Education*, NCES 97-372. Data Source: IPEDS.

Information on Student Attitudes and Campus Environment

Given that the extent of diversity has increased significantly on American college campuses over the last few decades, as shown in the previous section, what has been the effect on student attitudes and the campus environment? Most data on this topic come from case studies and individual anecdotes, but there have been a few systematic analyses of these issues. The main source of data has been from the Cooperative Institutional Research Program (CIRP) of the Higher Education Research Institute at the University of California, Los Angeles.

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CIRP administers a survey to college freshmen at hundreds of two-year colleges, four-year colleges and universities annually. The purpose of the CIRP survey is to provide a comprehensive portrait of both the changing character of entering freshmen and American society at large. The survey covers a wide range of student characteristics: parental income and education, ethnicity, and other demographic items; financial aid; secondary school achievement and activities; educational and career plans; and values, attitudes, beliefs and self-concept. The students are also asked their opinions on a number of diversity-related issues such as: (1) whether racial discrimination is no longer a major problem in America; (2) whether colleges should prohibit racist/sexist speech on campus; and (3) whether affirmative action in college admissions should be abolished. The students are also asked to rank a number of objectives including: influencing social values; helping others who are in difficulty; participating in a community-action program; helping to promote racial understanding; and, becoming a community leader.

For the freshmen class of 1985, CIRP also conducted a longitudinal follow-up of about 25,000 of these students four years later in 1989, and a somewhat smaller sample nine years later in 1994. Faculty from the 217 four-year colleges and universities attended were also surveyed, which allowed the gathering of information on institutional characteristics and objectives, including those related to diversity. The 1985 and 1989 data were analyzed by Alexander W. Astin to examine how students are affected by diversity and multiculturalism on campus (Astin, 1993).

With respect to the faculty survey, the faculty were asked their opinions on diversity issues related to the institution as a whole, as well as to their own individual research and teaching methods. The institutional variables include the extent to which the faculty believes that their institution is committed to the following goals: increasing the number of minority faculty; increasing the number of minority students; creating a diverse multicultural environment; and, developing an appreciation for multiculturalism. The faculty-level variables include information on whether the faculty uses instructional techniques that incorporate readings on racial and ethnic issues, and whether the faculty conducts research on racial or ethnic minorities. Astin has analyzed and provided descriptive information on these data. He also

shows positive and significant correlations between these variables and student outcomes, such as increased cultural awareness, and commitment to promoting racial understanding.

Astin found that the strongest positive effects of an institutional diversity emphasis were on the outcomes of cultural awareness and commitment to promoting racial understanding. The strongest positive effects of a faculty diversity emphasis were on the outcomes of cultural awareness and overall satisfaction with the college experience. Faculty diversity emphasis also had a positive effect on the student's chances of voting in the 1988 presidential election. In general, the variables on student diversity experiences were most often related to the outcomes of cultural awareness and commitment to promoting racial understanding. The largest number of positive effects was associated with the frequency with which students discussed racial/ethnic issues during their undergraduate years.

As Astin concludes, "The findings present a clear-cut pattern: emphasizing diversity either as a matter of institutional policy or in faculty research and teaching, as well as providing students with curricular and extracurricular opportunities to confront racial and multicultural issues, are all associated with widespread beneficial effects on a student's cognitive and affective development. In particular, such policies and experiences are associated with greater self-reported gains in cognitive and affective development (especially increased cultural awareness), with increased satisfaction in most areas of the college experience, and with increased commitment to promoting racial understanding. Emphasizing diversity and multiculturalism is also associated with increased commitment to environmental issues and with several other positive outcomes; leadership, participation in cultural activities, citizenship, commitment to developing a meaningful philosophy in life, and reduced materialistic values."

Astin's more comprehensive studies about student attitudes and campus environment are complemented by other less comprehensive studies and other research. As a recent literature review concludes: "...recent research continues to powerfully support a focus on the following institutional changes: climate, curriculum, involvement of students, and faculty-student and peer-student interactions, along with continuing efforts to diversify faculty and staff members. Not only is student participation in diversity related to changes in attitudes, openness to differences,

and commitments to social justice but it is also increasingly related to satisfaction, academic success, and cognitive development.” (Appel et al, 1996)

Additional Information and Research in Progress and Needed

Much more case study work than identified in our paper to this point has been accomplished. In a companion paper, we identify some of the promising practices across the spectrum of components of a comprehensive perspective of diversity (*Successful Institutional Diversity Strategies*). In addition, there is additional work already underway at both the case study and more systematic level, as well as a growing volume of effort to buttress what exists. This section reviews that work in progress and the important areas for continuing work.

With respect to the collection of systematic data, some of the most interesting questions can only answered with longitudinal data which, by definition, requires time to collect. The Cooperative Institutional Research Program (CIRP) has collected but not yet analyzed a second follow-up to the class of 1985 data providing a nine-year follow-up picture of their circumstances and attitudes. The National Study of Postsecondary Faculty (NSOPF) includes collected, but not yet analyzed information from the 1992-93 wave on faculty opinion about various diversity related issues. Among the questions are attitudes about fair treatment of ethnic and racial minority faculty members and opportunities for advancement. The 1996 annual report of the Andrew W. Mellon Foundation released in the spring of 1997 calls attention to the Foundation's efforts to make use of its large College and Beyond database which provides detailed histories of students at 34 academically selective colleges and universities, some of which date back to 1951, consistent with its pledges of confidentiality and protection of privacy. (The Andrew W. Mellon Foundation, 1997)

Some polling of opinion which goes beyond reactions to admissions and affirmative action has also been conducted which indirectly or, more recently, directly solicits views related to diversity in higher education. For example, The Public Agenda Foundation prepared three reports for the California Higher Education Policy Center over the period 1993-1996 on attitudes about the California public higher education system. The reports were two surveys each

of approximately 800 Californians, interspersed by 29 in-depth interviews with business, academic, political and other state leaders. While most of the questions and issues centered on the public system in general, the attitudes about dealing with an additional 488,000 new students in the 1994-2005 period (known as Tidal Wave II) carries with it substantial diversity overtones because of the large component of that growth attributable to Hispanic residents (a more than 50% increase in total Hispanic population between 1995 and 2010). In the 1996 survey, Californians least preferred (61 percent to 32 percent) to meet the growth by limiting access. (Immerwahr, 1997)

And more direct data about community opinion on diversity are also beginning to be collected, sponsored by the Ford Foundation. Such information collected in the state of Washington from a sample of 600 registered voters reflect a positive view about diversity in the society and for many, though not all, of the diversity initiatives being tried in postsecondary education. Respondents, for example, uniformly support society's needs as described in the first section of this paper, the view that diversity education helps to bring society together, and a long list of specific diversity programs, but are more split on the motivation for and practical results of such activities, often depending upon the form of the question. (Elway Research Inc., 1997) And this type of polling is being extended to other location.

Other work based on substantial data sets is beginning to appear. For example, one study of the class of 1982 from the national High School and Beyond data set provides evidence disputing claims that affirmative action harms intended beneficiaries by enticing minorities to colleges for which they are unprepared to meet the competition. (Kane, forthcoming) In some initial work on the College and Beyond data set, a study of minority under-performance relative to whites in selected elite institutions as measured by SAT and high school grade point averages cannot satisfactorily be explained by a host of observed background characteristics, and are, in the authors' opinions, most likely to be explained by what occurred during their higher education experiences. (Vars and Bowen, forthcoming)

In addition to the use of large longitudinal data sets, there are also some careful longitudinal studies at single institutions. For example, a 20 year matched-cohort study of

affirmative action and other special consideration admissions at the University of California, Davis, School of Medicine reflected stronger performance on grade scores and National Board exams by regular admittees, but no significant differences on failure rates on core courses, graduation rates, residency evaluations or completions, or practice characteristics. Special consideration admissions represented 20% on average of the classes over 20 years (ranging from 10-45% per year), of which about 43% were under-represented minorities. Four percent of the regular admittees were underrepresented minorities. For example, 94% of the special admissions graduated as compared with 97% of the regular admissions.

A considerable volume of case studies have been directed to increased access, and the companion *Successful Institutional Diversity Strategies* highlights several successful illustrations. The case work on effective strategies to keep students in college is growing rapidly in recognition that completion of courses of study are a crucial element of effective access to higher education opportunities. Based on studies to date and other anecdotal data, one needs to recognize the special contribution of Historic Black Colleges and Universities (HBCUs) and Hispanic Serving Institutions (HSIs) to retention and completion high expectations coupled with support, the presence of role models, high involvement and civic responsibility, and a caring environment. (Wolf, 1995; Townsend, 1994) These models may not transfer automatically to majoritarian institutions, but their components appear promising in many settings (Richardson, 1991; Richardson, Simmons, and de los Santos, 1987)

The work on the benefits of teaching and learning and the linkage to the employer community are among the sparsest literatures so far, though we believe much more is in progress than has been yet documented. We provide selected illustrations in the companion volume. In particular, the linkage between the higher education and the employer community is a growing one.

NOTE: AT THIS POINT, OUR INTENTION IS TO INCLUDE TWO TO FOUR EXAMPLES OF INITIATIVES COMING FROM EMPLOYER INITIATED ACTIVITIES. WE LACK A ROUNDED PICTURE OF EMPLOYER INITIATIVES PARTICULARLY WITH RESPECT TO RECRUITING AND PARTNERSHIPS WITH

HIGHER ED INSTITUTIONS. WE ARE PURSING IBM, XEROX AND CORNING.
HECTOR __ WE KNOW YOU HAVE IDENTIFIED COCA-COLA AND AETNA. WE
WILL BE UNABLE TO GET TO OUR CONTACTS UNTIL AFTER CHRISTMAS.
HECTOR IF YOU CAN HELP, PLEASE CALL.

In general, the literature reviews that we have examined suggest that the direction in which diversity initiatives are proceeding are promising, and should be further explored and evaluated.

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**INSTITUTIONS' PURSUIT OF DIVERSITY IN HIGHER EDUCATION—
SUCCESS STORIES**

In the following paper, the process for selecting successful institutional strategies was as follows. First, we relied on references made during recent conferences on diversity; next, we used an American Council on Education reference book on higher education diversity resources. Third, we utilized several other recent sources of material on outstanding programs for increasing access (Westat, 1992) and for improving retention and enhancing teaching and learning (Skinner and Richardson, 1991; Appel et. al.). Each institution so selected was then contacted to obtain permission for citing its initiatives and to verify the material cited. We also asked each institution to provide additional detailed information and evidence of success, if available.

December 23, 1997

INSTITUTIONS' PURSUIT OF DIVERSITY IN HIGHER EDUCATION—SUCCESS STORIES

Why Are Higher Education Institutions Striving for Diversity?

Most higher education leaders attach substantial value to seeking diversity in the educational experience they offer for their students, their institutions, and the larger society. The foundation for this judgment is based on some widely shared beliefs:

- The postsecondary experience influences not only a person's career interests and potential, but also the pursuit of leisure and the manner in which the individual interacts with, and participates in, society. Further, motivation and self-esteem, critically linked to educational attainment, contribute significantly to participation in the neighborhood, community, schools and the larger political society.
- Because of its importance and impact, higher education should be available to all those willing and able to seriously participate. For the postsecondary experience to maintain its importance for individuals and society, the twin goals of access and quality must be pursued simultaneously.
- Schools, the work force and society are increasingly diverse. It follows that higher education must and will become more diverse.

The widespread agreement that surrounds these beliefs does not, however, extend to the strategies for pursuing quality and diversity in higher education. Using traditional admission criteria and standards, higher education institutions have enrolled fewer students of racial/ethnic minority groups than their proportion in the U.S. population. This is especially true for African Americans, Hispanics and American Indians. In 1995, the college participation rates for those who graduated from high school in the last twelve months were 51.4% for African Americans, 53.8% for Hispanics and 62.6% for whites. (NCES Digest Education Statistics, 1996, Table 179) And of African Americans and Hispanics who are enrolled, a smaller proportion complete their postsecondary education programs than for other racial/ethnic groups. In 1995, the percent of those aged 25 – 29 in 1995 who have achieved baccalaureate degrees are 15.3% for African Americans, 9.3% for Hispanics and 26% for whites. (Carter & Wilson, 1996-97)

Diversity programs have been pursued by many institutions in an attempt to correct this imbalance. Affirmative action programs for college admission, however, are being hotly contested in the courts based on the presumptions of reduced quality in the higher education institutions and reverse discrimination. It is not the purpose of this paper to present the evidence for or against affirmative action or to refute the charges of its critics. Rather, the starting point for this paper is the assumption that diversity in higher education is both a valuable and necessary condition for the continuation of a pluralistic, democratic society.

Given that higher education substantially contributes to lifelong learning and work force participation, what does racial/ethnic diversity contribute to the higher education experience? We begin by positing the following statements about the value of diversity in higher education:

- Diversity offers the opportunity for students to understand and appreciate life experiences of persons different from themselves.
- Diversity offers the opportunity for students to gain a richer understanding of multiple cultures and therefore multiple perspectives on family life, work ethics, political beliefs, literature and the arts.
- Diversity, through classroom discussion, provides an opportunity for students to more fully appreciate the influence of their own culture on learning experiences. It also heightens awareness of cultural differences.
- Diversity provides opportunities to develop important "team player" skills so critical in subsequent work force participation.
- Diversity in higher education allows students to develop important skills in self-expression that ultimately prepare them for active participation and leadership roles in their neighborhoods, communities and schools.

These potential "outcomes" of diversity in higher education are complex, and have been infrequently measured. Empirically powerful evidence that diversity brings about these outcomes is the subject of a three-year study just initiated by the Department of Education. Perhaps the largest study to date (Astin, 1991, based on 20,000 students and 25,000 faculty members), concludes that student growth and change over time and environmental factors, such as institutional characteristics and student experiences in college, are essential to an understanding of the contribution of diversity to the education of all students. Various

Department of Education databases also provide a substantial amount of information on specific aspects of student enrollment, such as financial aid and composition by race, ethnicity, gender and age.

In the meantime, numerous institutions, higher education organizations and foundations have been studying aspects of diversity in higher education. While most of these studies have been regionally or institutionally-based, or have included a relatively small number of institutional case studies, there are, nevertheless, many important lessons about how diversity is effectively pursued by institutions of higher education. The contributions to the knowledge base about the successful pursuit of diversity are of two types: one, broad concepts about what works and what doesn't work that can be termed "theoretical contributions"; and two, research about specific institutional strategies in pursuit of diversity.

What is the ~~Theory~~ That Guides Institutions in Pursuit of Diversity?

Much has been written about the value and importance of diversity in higher education. These conclusions are chiefly based on both democratic ideals and demographic information about the current and projected growth of minority groups in the U.S. population, made particularly striking in contrast to the decline in the Anglo share of the population. Our schools, our workforce, and our society will be predominantly "minority" by the year 2060, according to demographer Leon Bouvier.

American higher education is undergoing a transformation from the type of system that served industrial society to one that can serve the needs of a post-industrial age. A large part of that transformation is based on the composition of the post-industrial society. State, institutional and national leaders in higher education have foreseen the necessity of adapting the higher education system in this country to serve the changing population. A review of the literature about diversity in higher education reveals several important guidelines that serve as an emerging "theory" about how institutions pursue diversity:

Way too theoretical

- *Quality and diversity must be simultaneously pursued.* Higher education quality, expressed as student achievement outcomes, can be maintained and enhanced in a diverse campus environment if institutions are firmly committed to both goals. This requires both institutional leadership and changes in the learning environments. All students, the higher education enterprise, and ultimately society will benefit from such institutional transformation. (Appel, et.al.), (Richardson & Skinner, 1991)
- Ensuring “*fair outcomes*” in higher education for previously underrepresented minorities includes both access (enrollment) and completion (graduation). Institutions that admit larger numbers of minority students to aid their enrollment objectives must also provide a quality educational experience for these students and assist in overcoming any incoming educational deficiencies. (ECS, 1990), (Richardson & Skinner, 1991)
- *Institutions seeking to provide quality, diversity and fair outcomes for historically underrepresented minorities typically move through three stages* in pursuit of these goals – first, reducing barriers to participation by minorities; second, providing assistance for these students to stay in school and complete their educational programs; and third, adapting the curriculum, pedagogy and assessment practices to more accurately reflect and improve upon the strengths and weaknesses of all students. (ECS, 1990), (Richardson & Skinner, 1991)
- In this third stage of institutional development in pursuit of diversity (adapting the curriculum, pedagogy and assessment), *institutions capitalize on the strengths of diverse student bodies by utilizing the concept of “collaborative intelligences”*. This concept embodies a variety of perspectives on society and the individual and recognizes the interdependence of individual and collaborative intelligence. (AAC&U, 1997) ?
 & lucky

What are Some Effective Institutional Strategies in Pursuit of Diversity?

These three stages in the life cycle of an institution seeking diversity and quality aid in organizing information about the successful practices of institutions. It is important to understand that while the three stages are conceived as evolutionary, institutions that have reached the “third stage” must continue to explore the effectiveness of strategies used in achieving the first two stages – access and retention – with ongoing modification of those strategies in mind.

We have added a fourth stage to this model – effective strategies for establishing linkages with employers. Although work in this area is just beginning, institutions with a commitment to diversity understand the importance of ensuring that the “value-added” on a diverse campus be appreciated and rewarded by potential employers.

Effective Institutional Strategies for Increasing Access

Affirmative action is only one strategy for increasing access of historically underrepresented minorities to higher education. Many institutions have engaged in other successful strategies for increasing minority representation in the pool of applicants. Some of these successful strategies include: outreach to local high schools and middle schools through establishing school-university partnerships that include teacher education and professional development initiatives; participation of high school students in university-sponsored learning institutes, summer programs, and/or extracurricular activities; early identification of promising college students and mentoring programs; institutional participation in college fairs and other recruitment efforts; and targeted recruitment and outreach to inner city high schools with high concentrations of minority students. The potential goals of such programs can include:

- To increase overall enrollment through closer collaboration with area high schools;
- To target high schools with large minority enrollments in order to increase the pool of minority applicants;
- To assist in preparing high school youth for postsecondary educational experiences;
- To provide guidance to high school youth on academic and financial requirements for attending college; and
- To help raise the educational aspirations of local youth.

There are numerous examples of creative approaches taken by institutions to increase the diversity in the pool of applicants. We highlight a couple of these below.¹ Strengthening access to higher education was a conference theme in "Educating One-Third of a Nation", the sixth

¹ The process for selecting successful institutional strategies was as follows. First, we relied on references made during recent conferences on diversity; next, we used an American Council on Education reference book on higher education diversity resources. Third, we utilized several other recent sources of material on outstanding programs for increasing access (Westat, 1992) and for improving retention and enhancing teaching and learning (Skinner and Richardson, 1991; Appel et. al.). Each institution so selected was then contacted to obtain permission for citing its initiatives and to verify the material cited. We also asked each institution to provide additional detailed information and evidence of success, if available.

conference on this topic, held in Miami in October of this year. The conference sponsors² were intensely interested in creative approaches to diversifying the applicant pool in the wake of recent setbacks to affirmative action. Highlighted by Reginald Wilson, a Senior Fellow at the American Council on Education was an admissions strategy being implemented by the University of California.

² The conferences which served as sources of material on effective institutional diversity practices were: "Hopwood, Bakke and Beyond," October 6-7, 1997, sponsored by the American Association of Collegiate Registrars and Admissions Officers; "Educating One-third of a Nation" Sixth Conference on Diversity in Higher Education, October 16-18, 1997, sponsored by the American Council on Education, the American Association of Colleges and Universities and the Ford Foundations's Campus Diversity Initiative; and the Conference on Civil Rights of Latinos, December 5, 1997, sponsored by the Harvard Civil Rights Project, and the Tomas Rivera Institute.

University of California System

In July 1995, the University of California Board of Regents adopted a resolution called SP1, which called for the elimination of race and gender as a consideration in the admissions process. In July of 1996, the President of the UC system issued a new set of undergraduate admissions guidelines to go into effect in the spring quarter of 1998 or in the fall quarter 1998 at UC Berkeley, which uses the semester system.

The entrance requirements established by the University require that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the University of California. When there are more UC eligible applicants than spaces available, the campus selects between 50 and 75 percent (compared to 40 to 60 percent under the old policy) of their students based on academic performance, as assessed by a review of the following: high school GPA, the depth and breadth of academic preparation, and scores on required standardized tests.

In the second step, the remaining 25 to 50 percent—not including those admitted by exception—are selected on the basis of academic achievement and personal achievement, as assessed through a comprehensive review of all information provided on the application, including academic performance as described above plus the following: extracurricular accomplishment, personal qualities such as leadership or motivation, and likely contribution to the intellectual and cultural vitality of the campus.

As part of the same resolution, the Regents voted to establish an Outreach Task Force to develop new strategies and sources of funding for programs to attract and academically prepare minority and disadvantaged students to attend UC. The 32-member task force includes representatives of the business community, the university, and other segments of education and organizations engaged in academic outreach (Sources: Wilson, 1997; <http://www.ucop.edu>).

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Why all
this
material
on
admissions?

Other examples of institutional strategies for increasing the pool of applicants feature early outreach programs, generally into middle and high schools. Several illustrative programs are described below.

There is a whole report on this which I have provided to staff.

Xavier University – Louisiana

Xavier sends more African Americans to medical school than any other institution in the country. Their pre-medical students are accepted into medical and dental schools at better than twice the national average. Ninety-two percent of the Xavier graduates who enter medical and dental schools go on to become practicing physicians or dentists. Xavier also sends more African Americans to pharmacy school and has educated nearly 25 percent of the 6,000+ black pharmacists practicing in the United States. Over the last six years, Xavier graduates have gone on to professional and graduate schools at a rate of almost 40 percent.

Xavier's recruitment success is based on extensive programs of early outreach to local high schools and middle schools. For example, the Xavier Summer Science Academy involves nearly 2,000 high school students each year.

Another program, the Model Institutions for Excellence (MIE) program is designed to enhance infrastructure at selected institutions to educate students who have been historically underrepresented in the fields of science, engineering, and mathematics (SEM). Currently, Xavier has a retention-to-graduation rate of approximately 55 percent of its SEM majors. One goal of the MIE program is to increase the retention rate to 75 percent through a series of activities, including establishing student resources and mentoring centers, implementing curriculum revisions and development, developing a financial assistance structure that will effectively address student and university needs, and other activities. With over 55 percent of the undergraduate enrollment consisting of SEM majors, significant retention increases could be realized by improving the rate of success of this specific population. (Source: Wilson, 1997; U.S. Department of Education, 1997; <http://www.xula.edu>)

University of Alaska at Fairbanks

In 1983 the University initiated the *Rural Alaska Honors Institute (RAHI)*, a program designed to better prepare Alaskan Native students for postsecondary education. The program targets academically promising Alaskan Native college-bound juniors and seniors. Approximately 50 students a year are selected through a competitive process to participate in a six-week summer institute funded by the University. During the summer institute, students can take up to 9 college credits and participate in numerous activities designed to introduce them to Western society and reduce their anxiety about the higher education system. The vast majority of students who participate in RAHI do go on to higher education and the majority of those students attend the University of Alaska system. Beyond increasing enrollment at the University, the program strives to increase retention by providing these students with support while they are attending school. RAHI is in the process of collecting data and conducting an analysis of the program. (Westat, 1992)

University of Texas at El Paso

One initiative, targeting low-income, potential first generation Hispanic females and their mothers, was begun in 1986 as a collaborative effort of UTEP, area school districts, and the El Paso YWCA. The program has grown from serving 33 girls from three school districts in the first year, to serving 300 girls from all nine local school districts. To date, the program has served over 2,000 female Hispanic students and their mothers. Students are selected to participate in the intensive program after they have completed their 5th grade year. During the 6th grade, students participate in: 1) an open house and campus tour to get acquainted with faculty and students from all departments; 2) a career day where 40 professional women from a wide range of professions introduce the girls to career opportunities; 3) a leadership conference involving both lectures and ongoing community service and opportunities to assume leadership roles; and 4) a summer camp where the girls spend two days and one night on campus participating in academic and social activities. The program then provides ongoing activities, such as financial aid workshops, field trips to learn about careers, and programs to provide hands on computer training. (Westat, 1992)

An evaluation utilizing focus groups conducted in 1994 found that the program has been successful in achieving its goal of increasing college aspirations and access by Hispanic females. Preliminary findings from current research show that compared to a control group, the students who were participating in this program had higher high school GPAs, were enrolled in more college preparatory classes, and had a lower rate of pregnancy.

The institution has also aggressively pursued overall recruitment from local high schools. Its provisional admissions program and extensive articulation with neighboring El Paso Community

Santa Ana College—California

This Hispanic Serving Institution (HSI) is located in Orange County, California. It is projected that the district's population will be 71 percent ethnic minority by the year 2000. To increase this community's access to postsecondary education, Santa Ana College (formerly Rancho Santiago College) utilizes a multiethnic, multilingual staff and multilingual materials in their extensive outreach activities. Through programs such as Kinder Caminata, children as young as kindergarten age visit campus to be introduced to the postsecondary experience.

The institution also has collaborative projects with minority community groups and 12 school districts. During the academic year, 700-800 minority and low-income students from surrounding school districts visit Santa Ana College each week as part of their "College is My Future" program. Students tour the campus, visit classes and talk to faculty members. Another initiative called "Puente Project", which has a completion rate of 60 percent, offers writing instruction and counseling for Latino students. (Source: ACE, 1993; <http://www.rancho.cc.ca.us>)

high school?

9/16/97 → There are also a growing number of mentoring and early intervention programs, initiated by school districts or state education departments, whose purpose is primarily to increase educational attainment and decrease dropout rates. Such programs tend to involve partnerships with community organizations and/or institutions of higher education. Highlighted below are some illustrative examples of those early intervention programs involving partnerships with higher education.

**Advancement Via Individual Determination (AVID)
 San Diego, CA**

AVID is a college preparatory program that focuses on acceleration rather than remediation. The program aims to increase college enrollments among all students, but especially African American, Latino, Native American and low-income students, and to restructure teaching methodologies of schools to provide college preparatory courses in high school. Middle school students are also encouraged to take courses that will guide them toward a college preparatory curriculum. High school and college teachers jointly developed the curriculum. More than 30,000 students in almost 600 schools in 11 states are served by AVID. More than 92% of its graduates enroll in college, with 89% remaining in college for more than two years. (Source: U.S. Department of Education, 1997)

**Early Identification Program, George Mason
 University, Fairfax, VA**

This program seeks to increase the number of minority students entering college. It involves a partnership between George Mason University and three local school districts, as well as several area corporations. Minority students with academic potential participate in a summer academic session at the university, and attend tutorial sessions at their high schools during the school year. Approximately 300 eighth and ninth graders are served annually. The program maintains information on courses taken, grades, SAT scores and college application status of participants. The program reports a 71% retention rate and a 95% college-going rate. (Source: U.S. Department of Education, 1997)

**Early Outreach Hispanic Math/Science Education
 Initiative, University of Chicago College of Education**

This program's goal is to increase the number of Latino students prepared to enter college and professional careers, through partnerships with the University of Illinois at Chicago, Malcolm X College, two local high schools and their feeder middle schools. Annually, about 175 students in grades 8 through 11 are served. To date, 81% of program participants have taken science and math courses in high school, 100% have completed high school, and 75% have gone on to college. (Source: U.S. Department of Education, 1997)

Liberty Partnerships Program, New York State

Funded by the New York State Department of Education, this program provides partnership grants to postsecondary institutions, community organizations, industry, and schools/school districts to decrease the state's high school dropout rate. The partnership grants provide comprehensive services to at-risk students in grades 5-12, including academic support; academic, personal and family counseling; and college advisement. The school retention rate is about 98 percent. In 1996, the high school graduation rate was about 92%, with 70% of the graduates aspiring to attend college. (Source: U.S. Department of Education, 1997)

It is not enough to increase access to college for racial and ethnic minorities. Recent trends in minority students' educational attainment (as cited in ACE's Fifteenth Annual Status Report on Minorities in Higher Education) indicate that institutions must offer assistance to these students so that they stay in school and complete their academic programs.

Effective Institutional Strategies for Helping Students Stay in College

Institutions recognize that their incoming students differ in their level of educational preparedness for the college experience. Other potential barriers to success in the academy include differences in cultural orientations, financial impediments and family responsibilities, particularly for older students. In order to maintain institutional quality and provide assistance to under-performing students, institutions have devised numerous “helping strategies”. Some of these strategies include: increasing faculty advisement, faculty mentoring, peer tutoring, faculty tutoring, establishing effective tracking systems to monitor student academic performance and attendance, special counseling to aid with personal and financial impediments to school achievement, and enhancement of campus climate. The objectives of many of these efforts can include:

- Maintaining institutional academic standards through the provision of extra assistance to students experiencing academic difficulties;
- Helping students persist in school to completion of their programs;
- Transmitting the expectation that all students can succeed if adequately supported in their educational endeavors.

Following are some examples of programs in institutions that have successfully promoted minority student retention.

Boston College, Chestnut Hill, MA

The AHANA (African-American, Hispanic, Asian and Native American) concept was first defined by Boston College in 1979 when students objected to the name "Office of Minority Student Programs" then used by the University, citing the definition of the minority as "less than." The AHANA concept has now been adopted in various forms at over 30 institutions.

At Boston College, the Office of AHANA Student Programs (OASP) develops, implements and coordinates a variety of programs that support and enhance the academic performance of undergraduate AHANA students. These programs include activities such as tutorials, academic advising, personal and group counseling, performance monitoring, and career planning. The aim of these services is to help AHANA student to excel academically and to overcome feelings of alienation, isolation and loneliness.

According the Director of OASP, the most important achievement has been the "complete reversal of a 17 percent retention rate in the late 1970s to a current retention rate of over 93 percent for the target group of students." This target group is served by the Options Through Education Transitional Summer Program (OTE). OTE is a pre-college enrichment program annually serving 50-60 educationally and financially disadvantaged AHANA students who are highly motivated, potential achievers. Students are chosen to participate in OTE by OASP staff reviewing applications of students who might otherwise not be able to attend Boston College. The average OTE student has an SAT score 400 points below the Boston College average. The intensive summer program familiarizes participants with Boston College's academic and administrative resources, strengthens their scholastic skills and acquaints them with the campus and surrounding community. During their four years at Boston College OTE students are provided support, and their progress is closely monitored with early feedback from faculty (Source: ACE, 1993; <http://www.bc.edu>).

age 3

Mount St. Mary's College, Los Angeles.

Once a predominantly white, upper middle class institution, this college is now remarkably diverse as a result of changing area demographics. For undergraduates, the college offers both two-year associate in arts degrees on the downtown Doheny campus and four-year baccalaureate degrees on the Chalon campus in west Los Angeles. The alternative access program on the Doheny campus admits students who have low GPAs and poor test scores, but show potential for success in college as demonstrated through interviews. These students are often minority students who are the first in their families to attend colleges and must struggle with poverty, inadequate academic backgrounds and pressing family obligations. Approximately 68 percent of those who come as freshmen earn their associate degree in two years or transfer to a baccalaureate program. MSMC achieves such success by focusing on student success. Students are tested, academic weaknesses are analyzed, and learning prescriptions are devised by the Learning Resource Center. Faculty and administration believe it is their role to intervene when a student is in difficulty. In addition, its Institute for Student Academic Enrichment provides career, personal and financial counseling; provides tutoring for courses and graduate exams; sponsors cultural events and facilitates discussions about the events; and offers workshops on study skills and reading and writing improvement. (Sources: Sawchuk, 1991; Wilson, 1997; ACE, 1993)

Oklahoma City University

Oklahoma City University (OCU) is a private, independent university with an FTE of 1,800. The Office of Hispanic, Asian and Native American Services (HANA) was established in 1981-1982 to serve this population, with special emphasis on the Native American population in the surrounding area. The school actively recruits Native American students through outreach programs and a variety of scholarships funded by Honda, Coca-Cola and individual endowments. Since the development of the HANA Office, Native American enrollment has increased from an average of 8 students per year to approximately 135 students per year. In addition to increasing enrollment, the school, through a variety of support programs such as counseling, tutoring, financial aid, off campus community service for credit, summer bridge programs, and the type of personal attention available at a small institution, has increased the graduation rate of HANA students to 45 percent (approximately the average for the entire student body).

OCU's Native American Legal Resources Center enriches the opportunities of Native American students and students interested in pursuing careers in American Indian Law. The Center fosters paralegal training and internships linked with the state's tribal governments. (<http://www.okcu.edu>)

The University of North Carolina System

According to a study conducted by the Quality Education for Minorities Network (AACRAO, 1997) and funded by the National Science Foundation, North Carolina has outperformed other states in achieving proportional representation of minorities among four-year college graduates. Among the many successful retention strategies listed were the maintenance of Minority Affairs Offices, accessibility of faculty for academic advisement, peer study groups, peer tutoring and formal collaboration with business, state and professional organizations.

As an example, the UNC at Charlotte provides a special student advising program in which peer tutoring and advising is offered to freshmen minority students. In addition, since 1986 the institution has been offering a special summer bridge program, *University Transitional Opportunities Program (UTOP)*, to improve the retention rate of minority students. Participants are randomly selected from minority enrollees and participate in seven hours of coursework and co-curricular activities designed to introduce students to campus and community resources. In 1996, UTOP students achieved an average GPA near that of the majority population. (ACE, 1993)

An indication that the state system has been actively pursuing minority student participation and retention is the selection of UNC—Greensboro (using peer nomination and College Board retention data) as one of four institutions for the study of successful retention practices. (Appel, et.al.)

whom?

BY

Effective Strategies for Teaching and Learning in a Diverse Institution

In the previous stage in a diverse institution's life cycle, the focus is on *adapting the students* to the standards and culture of the institution. In the third stage, *institutions adapt* to their changing student bodies to capture the full educational potential. This involves changes in the academic essence of the institution – the curriculum, the pedagogy, and the assessment practices. Most institutions are at an “experimental stage” with regard to this level of diversity. There have been no known comprehensive evaluations of the educational benefits of diversity. Nevertheless, some strategies being pursued include: curriculum revision, particularly in the social sciences and humanities, where cultural perspectives significantly influence learning; increasing the diversity of faculty; altering pedagogical techniques to include more discourse, the representation of multiple perspectives, and the increasing recognition of multiple learning styles, such as a greater appreciation for the value of hands-on learning; and experimentation

many of them will be less rigorous

with assessment techniques and instruments that more adequately capture multiple teaching and learning styles.

The potential objectives addressed by such strategies include:

- To broaden and deepen learning experiences for all students;
- To provide a diverse faculty throughout all academic disciplines; and
- To transform the institution into a multicultural learning organization that provides superior academic experiences.

Arizona State University

ASU has been known for its early initiatives to improve access and retention by minorities. Project Prime, begun in 1987 in collaboration with the Educational Testing Service and the Hispanic Higher Education Coalition, seeks to reach underrepresented minorities while in high school, particularly those with an interest in math and science. (Westat, 1992) It also has a program to increase minority student retention known as the Coalition to Increase Minority Degrees.

This initiative sponsors a math-science honors program for minority students which targets the production of 182 minority Ph.Ds per year in engineering, science and math by the year 2001 – a 400% increase over current levels. (Source: ACE, 1993) Richard Richardson cited by Wilson in October has developed a list of “Seven Principles of Good Practice”, addressing the University’s teaching and learning practices:

- Student-faculty contact
- Cooperation among students
- Active learning (hands-on)
- Prompt feedback, especially early warning of problems
- More time on task
- High expectations, and
- Diverse ways of learning.

Iowa State University—Ames, IA

Beginning in the 1997-99 catalog, all undergraduate students are required to fulfill graduation requirements in two areas: U.S. Diversity and International Perspectives. The goal of these requirements is to help prepare students to meet the challenges of responsible citizenship and effective professional roles in a culturally diverse global community. The focus of the U.S. Diversity requirement is the multicultural society of the United States, and it aims to provide students with insights that enhance their understanding of diversity among people in the U.S. Courses designated to meet the ISU "U.S." requirement must address significant manifestations of human diversity within U.S. society.

Examples of courses that might meet this requirement include courses on the works of U.S. authors of a particular racial or ethnic group previously neglected in the curriculum or courses on the history of the civil rights movement in the United States. Students are required to take three credits of coursework in both U.S. Diversity and International Perspectives. (McTighe Musil, 1997; <http://www.public.iastate.edu>)

Along w/ in
addition
to
traditional
subjects

Oregon State University—Corvallis, OR

The Indian Student Affairs Office, once part of the Office of Multicultural Affairs, operates numerous programs that strive to enhance University awareness of American Indian students, faculty and staff, increase the number of American Indian students on campus, assist American Indian/Alaska Native students from the admission process on through their graduation, improve the quality of the education they receive while on campus, and provide resources for the development of a racially and ethnically relevant curriculum.

Students are required to take a specified number of courses that have issues of diversity infused in them. To help faculty who were interested in infusing diversity into their current curriculum, the university provided voluntary seminars.

Oregon State-Wide is a distance learning program run by the Office of Continuing Higher Education. Through this program, which is in its first year of operation, the University works with nine federally recognized tribes to develop curricula that incorporate each individual tribe's history and culture. (Source: ACE, 1993; <http://www.osu.orst.edu>)

Harvard University—Cambridge, MA

In addition to its extensive efforts to recruit and retain minority students, Harvard undertakes a number of initiatives to encourage minority faculty development, and to diversify its curricula.

The Graduate School of Education's Native American Program is designed to prepare Native Americans to fulfill positions of leadership in education and includes Native American leadership development in all disciplines. In 1995, the program received a show of support from the president of Harvard and was named an inter-faculty initiative. The program works with all nine schools within Harvard to develop Native American related courses. In addition, the program administers a university-wide *Native American recruitment* initiative in collaboration with Harvard's admissions office. In 1995-96, Harvard's Native American enrollment increased 12 percent from the previous year and projections show that the 1996-97 enrollment has increased another 8 percent.

The Minority Postdoctoral Fellowship Program in the School of Public Health attempts to increase the representation of minorities available to fill faculty positions at other institutions, and the Kennedy School of Government sponsors several national leadership forums for African American and Hispanic public administrators.

Harvard Medical School's Faculty Development and Diversity (FDD) initiative was created in January 1995 to connect the myriad of diversity initiatives underway at the medical school. FDD is committed to working toward increased faculty and trainee diversity by expanding recruitment efforts, supporting retention of underrepresented minority faculty and trainees, and helping overcome any barriers to promotion that exist for minorities and women. (Sources: ACE, 1993; <http://harvard.edu>).

In the 1993 *Sources* there were few projects listed for curriculum, and no categories for teaching and learning. The few curriculum projects were generally targeted to serving minority students explicitly, i.e. not typically directed to enriching the curricular exposure of all students. As mentioned previously, this is a relatively new area of endeavor.

Effective Strategies for Establishing Linkages with Employers

Corporations are increasingly pursuing diversity initiatives due to the changing demographics of the work force, the growth of multinational enterprise and the changing nature of available jobs. There is also a growing recognition that "diversity skills" are an important

contributor to work quality and productivity. However, the academy has not tended to view “job placement” as one of its functions. Institutional-corporate linkages for the preparation and recruitment of workers with diversity skills have only recently been initiated.

The Ford Foundation has developed an initiative to promote greater links between institutions and corporations. Called the “Campus Diversity Career Roundtable”, this initiative has been sponsoring such roundtables to encourage greater dialogue and raise awareness. Both institutions and corporations have a lot to gain by this process:

- Institutions learn about the skills valued by corporations and what they see as the weaknesses in new recruits.
- Corporations learn how institutions are preparing their students for participation in a diverse workforce.

The Foundation has assembled a package of materials and protocols for schools to use in organizing these roundtables.

A few other examples of institutionally initiated efforts to place their graduates with employers seeking diversity skills follow.

University of Washington, Seattle

The Minority Job Placement Program has two objectives. First, the program provides career guidance and job placement services such as counseling, resume and interview assistance, internships, and job referral programs to students. Second, the program works with employers to provide assistance to companies trying to diversify their workforce. The program develops methods, such as workshops and career days, for companies to communicate with minority students. Career day started in 1970 with 10 companies interested in engineering graduates and has grown to include 100 companies interested in graduates from all programs. In addition, the Program works with employers to develop internship programs, which often lead to full time employment after graduation for minority students.

The Minority Education Division of the Graduate School participates in the Western and National Name Exchange, a consortium of 27 institutions that collects and exchanges the names of minority juniors and seniors annually. The primary purpose of this effort is to assist in graduate education recruitment. (Source: ACE, 1993)

University of Vermont, Burlington

Notable for its early recognition of the value of a multicultural education to employers, the University's Graduate College promotes the professional development of "multicultural undergraduates" at the University and other institutions by securing funding for their graduate education and professional development as well as their post-graduate placement in significant positions in higher education. (Source: ACE, 1993)

The foregoing examples of successful institutional practices in attaining and maintaining diversity provide many useful guidelines for other institutions that may not be as advanced in their pursuit of diversity. However, much work remains in demonstrating the educational benefits of diversity. The research to date has not produced such empirically powerful evidence. What is required to answer these questions is cross-institutional, longitudinal research that can be generalized beyond the individual institution and research on all students and their learning and subsequent outcomes. The study recently commissioned by the Department of Education begins to undertake this task. This work must be continued beyond the three-year span of the study and into the workplace, where certain important outcomes of diversity in higher education will be tested.

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Non-Remedial Affirmative Action in Higher Education: A Framework for Assessing the Value of Diversity

I. Legal Standard Governing Affirmative Action

- A. Strict Scrutiny: To implement affirmative action, a university must have a strong basis in evidence to support the belief that its affirmative action program serves a compelling interest and is necessary to achieve that interest.

II. Policy Framework for Reconceptualizing the Legal Debate

A. The Case of Non-Remedial Affirmative Action in University Admissions

The Model	I <i>Student</i>	II <i>Institution</i>	III <i>Society</i>	IV	V
Goals/Interests of Higher Education	Promote teaching and learning	Promote development of knowledge	Enhance civic values	Remedy the lack of essential-service providers in under-served communities	Remedy racial stratification in society
Objective	Promote racial diversity in the student body (ensure a "critical mass" of minority students)	Promote racial diversity in the student body	Promote racial diversity in the student body (ensure a "critical mass" of minority students)	Promote racial diversity in the student body (increase minority representation)	Promote racial diversity in the student body (increase minority representation)
Strategy	Race-based affirmative action in admissions	Race-based affirmative action in admissions	Race-based affirmative action in admissions	Race-based affirmative action in admissions	Race-based affirmative action in admissions
Design	Race used as a single "plus" factor	Race used as a single "plus" factor	Race used as a single "plus" factor	Race used as a single "plus" factor	Race used as a single "plus" factor

Social/Student
Economic
Gender

B. Questions Raised By Framework

- Which, if any, of the above interests are likely "compelling?"
- Does racial diversity promote the goals identified above? *Where is the evidence?*
- Is racial diversity necessary to promote those goals? If so, what level of diversity is necessary?
- Is affirmative action necessary to achieve racial diversity?
- Do the educational benefits that accrue from racial diversity in the student body outweigh the costs associated with the use of affirmative action?

III. Suggested Next Steps

- Use the tool of racial diversity more effectively.
- Evaluate the importance of racial diversity more rigorously (i.e., answer the questions listed above).

Diversity Works

The Emerging Picture of How Students Benefit

Daryl G. Smith

with

Guy L. Gerbick, Mark A. Figueroa, Gayle Harris Watkins,
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Claremont Graduate University



AAC&U

Association
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Liberal
Learning

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Executive Summary

In reviewing research on the impact of diversity on students in higher education, we have combed research reports from numerous sources to compose a picture of our current understanding of the value to students of diversity on campus. While many studies reviewed for this report evaluate the practices employed by individual institutions and their programs, others use national databases and multi-institutional studies to provide an empirical foundation for the development of individual initiatives.

Over time, the research traces a movement from focused concern for the access, retention, and success of underrepresented students in higher education to broader concerns about the effects of increasing demographic, cultural, and social changes on the educational context as a whole—campus services, intergroup relations, pedagogy, the curriculum, and institutional purpose. While concern for the continuing underrepresentation of certain groups of students remains high on the research and institutional agenda, the analysis of campus diversity now also includes new developments in climate, curriculum, scholarship, institutional practice, and mission. As fundamental changes resulting from societal diversity are felt throughout an institution and its constituencies, multi-faceted and ongoing evaluations of the impact of these changes become essential.

Campus leaders are also exploring what institutional changes are needed to successfully educate a diverse student body to live, work, and excel in a complex and pluralistic society. These changes mean more than just the successful adjustment of new categories of students to a given institution. They include as well how institutions must be altered if they are to better educate and prepare all students for a changing world.

While conclusions about successful strategies for implementing broad-based changes are preliminary, the published research literature nonetheless warrants a number of statements about “what works” in campus diversity efforts.

1. Overall, the literature suggests that diversity initiatives positively affect both minority and majority students on campus. Significantly, diversity initiatives have an impact not only on student attitudes and feelings toward intergroup relations on campus, but also on institutional satisfaction, involvement, and academic growth.

2. Programs which focus on the transition to college are important for the recruitment, retention, and academic success of underrepresented students. The apparent success of honors approaches for at-risk students suggests that the differences between cultural and academic transitions need to be clearly addressed in the design of transitional and special support programs.

3. Mentoring programs, involving both student peers and faculty, consistently result in improved adjustment, retention, and academic success rates for their participants. Faculty involvement with students produces similar results. | k

4. The evidence grows showing that involvement in specialized student groups, such as ethnic residential theme houses, support centers, and academic departments benefits students of color and others. Indeed, these activities appear to contribute to increased satisfaction and retention, despite prodigious commentary of their negative effect on the development of community on campus. |

5. Though specialized student support programs and campus community have been pitted against each other, research results suggest that institutional commitment to both contributes to the educational success of all students. These findings underscore the capacity of individuals, groups, and institutions to thrive through an acknowledgment of multiple affiliations and identities on campus.

6. Contrary to widespread reports of self-segregation among students of color on campuses, the research finds this pattern more typical of white students. Students of color interact more with dominant students than the reverse.

7. Opportunities for interaction between and among student groups are desired by virtually all students and produce clear increases in understanding and decreases in prejudicial attitudes. Such opportunities also positively affect academic success. The conditions under which interactions among individuals are likely to be beneficial include institutional support, equal status, and common goals. | b

8. Increasing numbers of campuses are recognizing the significance of creating opportunities for intergroup dialogue as part of diversity efforts. However, the conditions for effective dialogue cannot be assumed and the necessity of sustaining difficult dialogues has become increasingly urgent. There appear to be significant numbers of instances where institutions and groups are "talking past" one another. While the literature reviewed here focuses on campus initiatives with students, it is likely that evaluating the conditions for dialogue among other constituencies, including faculty and administrators, is equally important.

9. The evidence continues to grow that serious engagement of issues of diversity in the curriculum and in the classroom has a positive impact on attitudes toward racial issues, on opportunities to interact in deeper ways with those who are different, on cognitive development, and on overall satisfaction and involvement with the institution. These benefits are particularly powerful for white students who have had less opportunity for such engagement. |

10. Recent research on the significance of the institutional commitment to diversity suggests that the perception of a broad campus commitment to diversity is related to increased recruitment and retention of students from under-represented groups. | k

11. This perception of a broad campus commitment to diversity is also related to positive educational outcomes for *all* students, individual satisfaction, and a commitment to improving racial understanding.

12. Evidence in the literature suggests that comprehensive institutional change in teaching methods, curriculum, campus climate, and institutional definition provides educational benefits for both minority and majority students. Comprehensive diversity initiatives, beyond their capacity to improve access and retention for underrepresented groups, are related to satisfaction, academic success, and cognitive development for *all* students.

13. Special mission institutions—historically black colleges and universities (HBCUs), American Indian controlled colleges, women's colleges, and Latino/a serving institutions are important in higher education for the student groups they serve. High expectations, belief in students' ability to succeed, community involvement, and the presence of role models seem to play crucial parts in their well-documented success.

14. While reports of successful diversity initiatives are encouraging, more cross-institutional studies are needed. Moreover, the deeper studies which are emerging from individual campuses will continue to expand what we know about effective strategies, about the differential impact of certain strategies for different student groups, and about the apparent relationship between addressing the needs of underrepresented students through particular programs and initiatives, while at the same time addressing institutional issues through broad based strategies.

15. We also need more clear analysis of what students need to know and do to function in a diverse workplace and global society, and what part they can play in developing healthy, respectful communities.

Review of focus group data to help give shape to early college awareness campaign

Contacting and confirming organizations for their support of early college awareness and the steps we advocate:

Collaborations -- definite and potential:

National Middle Schools Association (NMSA)
National Association of Secondary School Principals (NASSP)
National Association of Elementary School Principals (NAESP)
American School Counselor Association (ASCA)
The College Board
National Forum to Accelerate Middle Grades Reform (speak with them in September as agenda item for January)
Association of Community College Trustees
American Association of Community Counselors (AACC)
American Mathematical Association of Two-Year Colleges (AMATYC) [See grant proposal: National Initiative in Diversity]
NEA and AFT
AASA
Chief State School Officers, etc.
Higher Ed. orgs -- ACE, AASCU, etc.
NCEOA
PTA
Boy Scouts/Girl Scouts
Religious groups; ecumenical councils
Boys and Girls Clubs of America
Big Brother/Big Sister
Court TV
TCI, Inc.
ALL PFIE groups

Mentoring:

Major groups, such as One-on-One
Federal interagency groups: one mentoring program sponsored by Dept. of Justice; other by President's Interagency Council on Women
AARP/NRTA
NEA Retired Teachers

The Field:

Specific linkage: examples of community college/middle school relationships

Premises -- review and add others
Research and statistics

The Importance of Diversity in Higher Education

due date: mid-December

length: 20-30 pages

tone: scholarly w/ advocacy

format: text, data tables and side bars

Purpose of meeting: To determine what data sets and resources exist so as to get a sense of what it will take to produce the report.

MAIN POINTS:

Colleges and universities that promote diversity can greatly contribute to improving race relations in the 21st Century and to creating a stronger, more just, and more united American community.

Increased racial and ethnic diversity can yield substantial educational benefits for *all* students.

By bringing together students of different backgrounds, colleges and universities are teaching students critical lessons about how to live and work together, and they are exposing students to new perspectives that enrich the learning environment.

Increased minority participation in higher education can also help overcome racial disparities in society by providing quality education to traditionally underserved groups.

There are many colleges and universities across America that have developed and are continuing to develop policies and programs that can foster diversity.

PROPOSED TIMELINE:

ODS develops specifications	11/21
PES (with contractor?) develops rough draft	12/4
Rough draft circulated	12/5
Second draft developed (w/ input from program offices)	12/10
Clearance process	12/?!
Printing	

Diversity in Higher Education
Why Are We Interested, What Does It Mean and How Is It Pursued?

Paper One: Why Are We Interested and What Does It Mean?

I. The interest in diversity: what is the underlying problem?

A. The social context in which Americans live and work now and increasingly in the future will reflect diversity in the individuals with whom they interact and have relationships.

1. The increased diversity of the domestic population over the next 50 years.
2. The rapid globalization of the economy which we are already experiencing.
 - a. Need for a better trained, more skilled workforce.
 - b. Need for diversity in the workforce, in both domestic and multinational companies.
3. Our long tradition of seeking to provide equality of opportunity.

B. What needs are institutions pursuing diversity seeking to address?

1. Students arriving with limited perspectives or sensitivities in dealing with diversity.
2. Low educational attainment of some minorities.
3. High minority attrition.
4. Low levels of civic participation.
5. Need for enhanced collaboration across ethnic and racial differences, and enhanced appreciation of cultural difference.

C. Higher education experiences are an ideal time to reform or refine one's knowledge and perspective about the diverse world in which we live.

II. How should diversity in higher education be understood?

1. It should be seen comprehensively in all aspects of the educational process and from both an individual and institutional perspective.

2. In institutional terms, it should encompass admissions, pedagogy and curriculum, campus life and a wide range of relationships among students, faculty, professional staff and others (guest speakers, alumni, mentors, etc). And it should be seen as a process affecting individual behavior, values and one's world view.

3. Diversity in its broadest sense can encompass differences in parental background and geographic location, life experiences, gender and other dimensions as well as ethnicity and race. While all are important, this paper concentrates on ethnicity and race, particularly since it, along with gender, have previously been the basis of officially sanctioned discriminatory behavior that limited equal opportunity.

4. The costs and benefits of diversity should be understood in both individual and institutional terms. For individuals, benefits should be expected to be reflected in attitudes, civic participation and perhaps academic performance during the educational experience, and in attitudes, civic participation and perhaps job choice and performance subsequently. Benefits --particularly non-economic benefits -- would be expected to be realized by students from both the majority and minority populations. The costs would be expected to be realized by those denied admission to particular institutions (a small number according to Kane, forthcoming). For institutions, the benefits of diversity should be reflected in the richness and quality of their academic and campus life, and for the institution's contribution to the achievement of graduates in an increasingly diverse society. The institutional costs would be expected to be reflected in the disappointment of rejected applicants and their families.

NOTE: There are two points which might be introduced in this or the following section depending on how one feels about either (1) clarification of popular misunderstandings or (2) avoidance of issues which drag one back into the admissions/affirmative action public controversy. The first point involves the relatively limited number of college students to whom the costs apply (Kane estimates them as a small fraction of the students in selective four-year colleges (selective four year colleges are approximately 20% of total four-year institutions)). The second involves the suspicion that standards of performance (or quality) are weakened to accommodate diversity. While such weakening is theoretically possible, there is a variety of anecdotal evidence that it does not need to occur, and minority students with appropriate student services perform up to expectations in some settings.

III. What do we know about the extent of diversity and its benefits?

A. While considerable conceptual and individual case study work has been done to sort out the complex issues surrounding diversity, diversity in its broadest context has been a matter of principled conviction rather than a topic of comprehensive research and data collection.

1. Only for admissions is there a comprehensive and coherent set of national data about diversity of the higher education student bodies.

2. Some substantial data have also been collected from freshmen about student attitudes and campus life (CIRP data from UCLA), with follow-up samples after four and nine years, thus providing a picture after college completion and on into employment experiences. CIRP also possesses survey data on faculty diversity which may subsequently be able to be linked with students.

3. There is some moderately substantial data about aspects of diversity such as the Ford Foundation sponsored collection of Washington state data about public attitudes on diversity and a longitudinal study of one public medical school which sought to examine the performance of certain students entered under affirmative action guidelines versus all others in their educational and subsequent performance (not much difference on publicly available indicators). While interesting and useful, it lacks sufficient scope to be powerful and conclusive.

4. The remaining information is anecdotal and individual case studies from which much can be learned, but nothing can be safely generalized. Such work can be culled from academic and journalist articles and books plus speeches of higher education leaders and perhaps some useful information from some employers.

B. Because of the growing controversy about race-based admissions, the trends and perceived needs for diversity, more extensive and comprehensive work has been initiated, little of which is likely to provide the systematic and comprehensive information of the kind most wanted, but some of which may provide important insights and all of which will add to the insufficient information base we now possess. This includes a substantial study launched by the Department to assess the state of knowledge, chronicle promising practices and formulate a research agenda. Such work includes:

1. Careful case study work assessing the dimensions and attitudinal or academic performance impact of diversity efforts beyond admissions.

2. Exploration of all extant data bases -- public or private -- which may shed light on the impact of diversity on the educational experience. We are unable to identify any comprehensive public data bases on diversity, though some may be of partial help; and efforts are being made to explore proprietary data sets.

3. Exploration of public and private data sets concerning economic returns to education or employment opportunities reflecting plausible correlations to diversity in the educational experience.

C. There are some dimensions of diversity for which there appears to be little research of any kind, or the work is not sufficiently systematic and comprehensive to meet perceived knowledge needs which should be considered for initiation. These dimensions include:

1. Cross institutional longitudinal research which can be generalized.
2. A focus on all students and their learning and subsequent outcomes.
3. Research on interactions of students in classrooms and of faculty with students.
4. Institution-level research directed particularly to strategies and legal contexts.

Paper Two: How Is It Pursued?

I. Introduction

A. We will describe what it is that institutions are doing to pursue ethnic and racial diversity, particularly that which goes beyond the selection or admission processes.

B. There is a considerable body of anecdotal literature about practices and some studies directed to tangential subjects which provide glimpses of current practices. Little of the empirical experience has been subject to rigorous evaluation or assessment of the permanence of the innovations. From that literature and our knowledge of work in process, we can summarize some illustrative practices.

C. As noted in the prior paper, there are many areas of wanted systematic empirical knowledge about diversity where work is just getting started or not yet begun. NOTE: Because of the desire for two papers which may be read independently, there will necessarily be some repetition with Section III in Paper One.

II. Institutional strategies: concepts and experiences

A. Strategies for increasing access.

B. Strategies to help students stay in school.

C. Strategies for increasing learning in a diverse institution.

D. Post associate or baccalaureate efforts: postgraduate education and employment counseling, networking and exposure/integration.

Passport to College

*An innovative business-education-family-community partnership
serving California's Inland Empire*

Background:

After two years of pilot testing, ***Passport to College*** was initiated in the Fall of 1996 to increase the college-going rate in the Riverside Community College District in Inland Southern California. Currently, only 34% of Riverside county's high school graduates go on to public higher education--far below the state average of 54%. If left alone, as one of the fastest growing regions in the country, the impact that this will have to the economic competitiveness of the region will be devastating.

Program Description:

Passport to College is an innovative collaboration of Riverside Community College, the Riverside County Office of Education and six area unified school districts (Alvord, Corona-Norco, Jurupa, Riverside, Moreno Valley, and Val Verde) who together with the active commitment of businesses and individuals throughout the region, seek to make the dream of an education possible for an entire class of students enrolled in the Riverside Community College District. Nearly 50% of all participating students meet the income guidelines to qualify for a free or reduced lunch and are underserved or at risk (some school sites are significantly higher). The ethnic composition of the district is 60.8% Caucasian, 25.8% Hispanic, 7.8% African-American, 4.7% Asian; 0.6% American Indian, and 0.3% other. The region's minority population is expected to surpass 50% by the year 2000.

Passport to College has been designed as a model program targeting each of the more than 11,500 students enrolled in 5th grade (now in the 6th grade) at the program's inception--the Class of 2004. The program's three-pronged approach involves teachers, students, and parents, each of whom plays an integral role in the educational system, in a continuum of activities and services along the students journey from 5th to 12th grade. ***Passport to College*** is under the direction of Riverside Community College's Student Services Department, which works closely with the designated ***Passport to College*** liaison and lead teacher selected from each participating school district. To streamline implementation, each of the 105 participating elementary/middle schools has designated a ***Passport to College*** contact teacher. RCC student ambassadors serve as effective mentors for participants. They are selected and trained by Riverside Community College staff. Similarly, community, business, and civic leaders who participate in ***Passport to College*** program activities also serve as mentors. Mentoring is one program area which we would like to expand.

Passport to College activities are held at Riverside Community College, each of the 105 elementary and secondary school sites, and in the homes of participating students to reinforce college as not only an attainable option *but an expectation*. ***Passport to College*** goals include:

1. GOAL: To increase the college-going rate of students in the Riverside Community College District Class of 2004.
2. GOAL: To increase the ethnic diversity of area college students to more accurately reflect the area's population.
3. GOAL: To better prepare the class of 2004 to successfully graduate from high school and to attend college.
4. GOAL: To encourage family unity and instill the importance of educational attainment for our future workforce.

5. GOAL: To form educational-business-community-family partnerships.
6. GOAL: To eliminate cost as a factor prohibiting college attendance by guaranteeing a two-year scholarship to RCC for every student who completes ***Passport to College***.

Highlights of the first year include:

- 7,000 students, families, teachers, and community leaders attend the October 26, 1996 Kick-Off Celebration
- 11,237 5th graders toured the RCC campus
- 180 one-hour classroom presentations by RCC staff, students, and alumni
- 9 teacher training workshops were held for all 5th grade teachers
- 31 1-2 hour parent meetings were held in English and Spanish (20-200 people at each meeting)
- 100+ community professionals agreed to participate in ***Passport to College*** activities
- 4 area four-year institutions: the University of California-Riverside, La Sierra University, the University of Redlands, and California Baptist College, have all agreed to partner in ***Passport to College***, offering between \$1,500 - \$5,000 per year in additional scholarship support for participating students wanting to complete their undergraduate degrees.

Evaluation of ***Passport to College*** is under the direction of Riverside Community College's Office of Institutional Research. The evaluation design is a collaborative effort of participating partners with assistance from the California Educational Research Cooperative (CERC) at the University of California-Riverside. The study will use a quasi-experimental design to assess whether changes in attitudes and behavior have been effected and whether the program is meeting its objectives. Data from Year I student and parent questionnaires is currently being compiled.

An active campaign is underway to raise \$1.5 million to support ***Passport to College*** programmatic and scholarship support for the Class of 2004. This includes support for one full-time staff position at Riverside Community College (additional staffing is contributed by the College and participating districts). To date, approximately \$870,000 in private support has been raised from more than 150 individuals, corporations, and community groups. The approximate cost for program and scholarship support for one student is \$1,500.

For additional information, contact:

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PASSPORT TO COLLEGE

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PASSPORT TO COLLEGE

As of November 18, 1997

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Alvord Unified School District
 California Baptist College
 Corona-Norco Unified School District
 Jurupa Unified School District
 La Sierra University
 Moreno Valley Unified School District
 Riverside Community College
 Riverside Community College Foundation
 Riverside County Office of Education
 Riverside Unified School District
 Twenty-Third District PTA, Riverside County
 University of California, Riverside
 University of Redlands
 Val Verde Unified School District

Endorsing Community Organizations

Bank of America - Inland Empire Advisory Board
 Circle City Kiwanis Club of Corona
 Circle City Rotary Club of Corona
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 Corona Fire Department
 Corona Firefighters Association
 Corona Police Officers Association
 Junior League of Riverside
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Theda_Zawaiza @ ed.gov

12/18/97 02:44:00 PM

Record Type: Record

To: William R. Kincaid

cc:

Subject: conference call on reports

Bill and Bill:

I think it would be helpful if we held a conference call before the holidays to make sure we are all operating from the same outline, with the same assumptions, timelines, etc. Please let me know of your availability next week.

In a nutshell, the first report is designed to look at the benefits of diversity in higher education to students, institutions, and society/economy with empirical evidence as well as strong qualitative documentation (e.g., student belief surveys, Conference Board, Public Agenda, Ford Foundation.)

The second report, successful approaches that foster diversity will focus on ACCESS to higher education (IIA in the outline), incorporating to a large extent, the work already done at ED on outreach and recruitment.

Other issues we need to discuss are how we will handle HBCUs, community colleges, etc.

I look forward to hearing from you shortly.

Theda
202-401-1039

Bill Morrow

Please fax to Theda
Zawada at
401-3095
Comments
from Bill

Diversity in Higher Education
Why Are We Interested, What Does It Mean and How Is It Pursued?

Paper One: Why Are We Interested and What Does It Mean?

I. The basis of diversity: what is its value?

A. The value of diversity is reflected at three different levels and is anchored in both principled conviction and growing realities.

1. At the broadest level, diversity is increasingly important in our national society and to our economic well-being.

a. The increased diversity of the domestic population over the next 50 years.

b. The rapid globalization of the economy which we are already experiencing.

(1) Need for a better trained, more skilled workforce

(2) Need for diversity in the workforce, in both domestic and international companies

(3) The testimony of business leaders

c. Our long tradition of seeking to provide equality of opportunity.]

2. At the higher education level, diversity is increasingly important because of society's needs described above (both source of students and needs of graduates) and fulfilling their role in research and scholarship.

Needs of
employers

a. Educational tradition to encourage open inquiry.

Growing in
wide range of viewpoints
& experiences.

b. The testimony of education leaders.

3. At the individual level, diversity is increasingly important to preparation for the workforce, readiness for life in a diverse society and expanding one's world view.

a. Sharing of common societal aspirations and cultural differences.

b. Enhancing civic participation.

- c. Higher education experiences are an ideal time to ~~reform~~⁹ or refine one's knowledge and perspective about the diverse world in which we live.

II. How should diversity in higher education be understood? ?

1. It should be seen comprehensively in all aspects of the educational process and from both an individual and institutional perspective.
2. In institutional terms, it should encompass admissions, pedagogy and curriculum, campus life and a wide range of relationships among students, faculty, professional staff and others (guest speakers, alumni, mentors, etc). And it should be seen as a process affecting individual behavior, values and one's world view.]
3. Diversity in its broadest sense can encompass differences in parental background and geographic location, life experiences, gender and other dimensions as well as ethnicity and race. While all are important, this paper concentrates on ethnicity and race, particularly since it, along with gender, have previously been the basis of officially sanctioned discriminatory behavior that limited equal opportunity. idigitm
in the U.S.

III. What do we know about the extent of diversity and its benefits?

- A. Available information to reinforce principled convictions and emerging realities. Mostly to be found in case studies and individual stories; however, national or systematic data is beginning to catch up with our values and our practice.
1. Access data (IPEDs, et al.).
 2. Student attitudes and campus environment data (CIRP data).
- B. Additional data which are being developed or may become available.
1. More long-term data on attitudes and outcomes in ~~diversity~~^{diverse} settings.
 2. More information on postgraduate experience.
 3. More information on employment demand and economic returns to higher education assuming diversity.
 4. Community and public opinion data (Ford Foundation data).

5. More systematic data on effective approaches to assure persistence and completion of higher education opportunities.

C. The case study and individual stories are substantial across many areas of interest. General categories are:

1. Access (most work done)
2. Persistence (growing body of work available)
3. Learning (most needed to be expanded)
4. Long term consequences (most needed to be expanded)
5. Institutional strategies (growing body of work; more needed)

IV. Considerations: What matters need constructive work to achieve diversity values?

A. Harmonizing societal and higher education institution values with individual fairness in access.

1. The limited nature of the issue to selective institutions (the Kane data)
2. The nature of the choices

B. Underperformance and persistence

1. Some spectacular improvement, but one size does not fit all (examples: Title III institutions and majoritarian institutions)
2. The importance of motivation and expectations
3. The implications for resources

C. The importance of language in public reaction

1. Polls and ballot questions
2. Barriers to intergroup communication and motivation

D. Strengthening our national knowledge base

Paper Two: How Is It Pursued?

Still don't see the
clear emphasis on
II A and what types of
strategies will be
discussed
that are
relevant

I. Introduction

- A. We will describe what it is that institutions are doing to pursue ethnic and racial diversity, particularly that which goes beyond the selection or admission processes.
- B. What needs are institutions pursuing diversity seeking to address?
 - 1. Students arriving with limited perspectives or sensitivities in dealing with diversity.
 - 2. Low educational attainment of some minorities.
 - 3. High minority attrition.
 - 4. Low levels of civic participation.
 - 5. Need for enhanced collaboration across ethnic and racial differences, and enhanced appreciation of cultural difference.
- C. There is a considerable body of anecdotal literature about practices and some studies directed to tangential subjects which provide glimpses of current practices. Little of the empirical experience has been subject to rigorous evaluation. From that literature and our knowledge of work in process, we can summarize some illustrative practices.
- D. As noted in the companion paper, there are many areas of wanted systematic empirical knowledge about diversity where work is thin. NOTE: Because of the desire for two papers which may be read independently, there will necessarily be some repetition with Section III in Paper One.

II. Institutional strategies: concepts and experiences

Bulk of chapters
will come

- A. Strategies for increasing access (including both higher education sponsored and other strategies).
- B. Strategies to help students stay in school.
- C. Strategies for increasing learning in a diverse institution.
- D. Post associate or baccalaureate efforts: postgraduate education and employment counseling, networking and exposure/integration.