

## An Open Letter

# On the Importance of Diversity in Higher Education

America's colleges and universities differ in many ways. Some are public, others are independent; some are large urban universities, some are two-year community colleges, others small rural campuses. Some offer graduate and professional programs, others focus primarily on undergraduate education. Each of our more than 3,000 colleges and universities has its own specific and distinct mission. This collective diversity among institutions is one of the great strengths of America's higher education system, and has helped make it the best in the world. Preserving that diversity is essential if we hope to serve the needs of our democratic society.

Similarly, many colleges and universities share a common belief, born of experience, that diversity in their student bodies, faculties, and staff is important for them to fulfill their primary mission: providing a quality education. The public is entitled to know why these institutions believe so strongly that racial and ethnic diversity should be one factor among the many considered in admissions and hiring. The reasons include:

- **Diversity enriches the educational experience.** We learn from those whose experiences, beliefs, and perspectives are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment.
- **It promotes personal growth and a healthy society.** Diversity challenges stereotyped preconceptions; it encourages critical thinking; and it helps students learn to communicate effectively with people of varied backgrounds.
- **It strengthens communities and the workplace.** Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society; it fosters mutual respect and teamwork; and it helps build communities whose members are judged by the quality of their character and their contributions.
- **It enhances America's economic competitiveness.** Sustaining the nation's prosperity in the 21st century will require us to make effective use of the talents and abilities of all our citizens, in work settings that bring together individuals from diverse backgrounds and cultures.

American colleges and universities traditionally have enjoyed significant latitude in fulfilling their missions. Americans have understood that there is no single model of a good college, and that no single standard can predict with certainty the lifetime contribution of a teacher or a student. Yet, the freedom to determine who shall teach and be taught has been restricted in a number of places, and come under attack in others. As a result, some schools have experienced precipitous declines in the enrollment of African-American and Hispanic students, reversing decades of progress in the effort to assure that all groups in American society have an equal opportunity for access to higher education.

Achieving diversity on college campuses does not require quotas. Nor does diversity warrant admission of unqualified applicants. However, the diversity we seek, and the future of the nation, do require that colleges and universities continue to be able to reach out and make a conscious effort to build healthy and diverse learning environments appropriate for their missions. The success of higher education and the strength of our democracy depend on it.

## ENDORSEMENTS

AACSB - The International Association for Management Education  
 ACT (formerly American College Testing)  
 American Association for Higher Education  
 American Association of Colleges For Teacher Education  
 American Association of Colleges of Nursing  
 American Association of Collegiate Registrars and Admissions Officers  
 American Association of Community Colleges  
 American Association of Dental Schools  
 American Association of State Colleges and Universities  
 American Association of University Professors  
 American College Personnel Association  
 American Council on Education  
 American Indian Higher Education Consortium  
 American Medical Student Association  
 American Society for Engineering Education  
 APPA: The Association of Higher Education Facilities Officers  
 Association of Academic Health Centers  
 Association of American Colleges and Universities  
 Association of American Law Schools  
 Association of American Medical Colleges  
 Association of American Universities  
 Association of Catholic Colleges and Universities  
 Association of Community College Trustees  
 Association of Governing Boards of Universities and Colleges  
 Association of Jesuit Colleges and Universities

Coalition of Higher Education Assistance Organizations  
 College and University Personnel Association  
 Consortium on Financing Higher Education  
 Council for Advancement and Support of Education  
 Council of Graduate Schools  
 Council of Independent Colleges  
 Educational Testing Service  
 Hispanic Association of Colleges and Universities  
 Lutheran Educational Conference of North America  
 NAFA: Association of International Educators  
 National Association for Equal Opportunity in Higher Education  
 National Association of College and University Business Officers  
 National Association of Graduate and Professional Students  
 National Association of Independent Colleges and Universities  
 National Association of State Universities and Land-Grant Colleges  
 National Association of Student Financial Aid Administrators  
 National Association of Student Personnel Administrators  
 National Collegiate Athletic Association  
 National Council of Educational Opportunity Associations  
 NAWA: Advancing Women in Higher Education  
 The College Board  
 The College Fund/UNCF  
 The Education Trust  
 University Continuing Education Association

For further information, contact the American Council on Education at (202)939-9355.

**Overview of Paper #2:  
Methods for Promoting Diversity in Higher Education**

Purpose: This paper will answer the following question: What are some common principles of effective outreach and recruitment programs designed to increase minority access to colleges and universities and thereby foster diverse student populations, and what are some examples of the most effective programs?

Description of Paper:

Increasing minority access to higher education promotes many social benefits.... It also promotes many educational benefits for all students by creating diverse and, therefore, enriched learning environments. Despite the nation's focus on affirmative action, there are actually numerous programs being implemented to promote minority access and thereby diversity in higher education. This paper will identify key principles or strategies of outreach and recruitment programs designed to promote diversity in higher education and describe existing programs that are effectively implementing those strategies. For each strategy/principle, the paper will do the following:

- Describe the strategy, why it is important, and how it works to increase minority access to higher education;
- Give specific, persuasive examples of programs implementing the strategy that are effectively increasing minority participation, and thereby diversity, in higher education.

The paper should be an objective, intellectually honest, affirmative piece written for an intelligent layperson.

Suggested Outline (not meant to be directive or all-inclusive):

- I. Introduction: Beyond affirmative action in admissions, there are actually numerous programs being implemented to promote minority access and thereby diversity in higher education. The most successful of these outreach and recruitment programs begin early to promote high expectations by exposing students to future educational opportunities and provide support services including counseling, mentoring, tutoring, and information on financial aid for students who aspire to those opportunities....

- II. Strategies to Promote Diversity in Higher Education<sup>1</sup>: By examining programs that have shown success in increasing minority access to higher education by promoting high expectations and providing support services, it is possible to identify some key principles. Those principles include: beginning early; promoting college as a goal; providing personal, intensive, sustained support (such as tutoring, counseling, and mentoring); providing high quality information (such as information on appropriate coursework and financial aid options); promoting parental and community involvement; creating close connections between schools and colleges; linking these efforts to larger school reform efforts; etc....
  - A. Strategies to Increase Expectations: One of the biggest obstacles to minority student achievement is limited expectations.... One important component of successful outreach and recruitment programs is to overcome those limited expectations of and for minority students....
    - 1. Examples of Programs Promoting High Expectations for Minority Students: (These programs may include information and awareness programs; college-school partnerships; state-supported pipeline programs (e.g., Michigan's King/Chavez/Parks Initiative, New York's Liberty Partnerships Program); federal-supported pipeline programs (e.g., TRIO programs); summer bridge programs; community college bridge programs; financial aid; etc.)
  - B. Strategies to Support Student Achievement: Even minority students with high academic expectations often face limited educational opportunities.... Another key component of successful outreach and recruitment programs is to provide support services for students who aspire to achieve.... Such support services include counseling, mentoring, and tutoring....
    - 1. Examples of Programs Supporting the Achievement of Minority Students: (These programs may include information and awareness programs; college-school partnerships; state-supported pipeline programs (e.g.,

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<sup>1</sup> This section could be organized in several different ways. The most important thing is to clearly identify the key principles/strategies of successful outreach and recruitment programs and give concrete examples of programs implementing those strategies.

Michigan's King/Chavez/Parks Initiative, New York's Liberty Partnerships Program); federal-supported pipeline programs (e.g., TRIO programs); summer bridge programs; community college bridge programs; financial aid; etc.)

- III. Conclusion: Colleges and universities are involved in numerous programs that are working, in conjunction with affirmative action, to increase minority access and promote diversity in higher education....

**Overview of Paper #1:  
The Value of Diversity in Higher Education**

Purpose: This paper will answer the following question: What is the value of a racially diverse student body in higher education? In other words, assuming a diverse student body and assuming that a university uses that resource of diversity effectively, what benefits will accrue?

Description of Paper:

Regardless of opposing views concerning the use of affirmative action as a means to promote diversity at universities, there is widespread agreement that diversity is a valuable end to be pursued. However, the benefits of diversity and proof that those benefits can accrue have been poorly articulated. This paper will provide a conceptual overview of the potential benefits of diversity in higher education, focusing specifically on the benefits that accrue to all students. For each potential benefit of diversity, the paper will do the following:

- Describe the benefit, its importance, and why it flows from a diverse student body;
- Utilize statements by higher education leaders and others concerning the importance of the benefit and the role of diversity in realizing it;
- Provide anecdotes from teachers, students, and others to make the benefit as real as possible;
- Provide qualitative and, where available, quantitative evidence that diversity promotes the benefit.

The paper should be an objective, intellectually honest, affirmative piece written for an intelligent layperson.

Suggested Outline (not meant to be directive or all-inclusive):

- I. Introduction: Leaders in higher education have long believed that diversity within a university's student body, including, racial diversity, is a vital tool for providing all students with a complete educational experience....

II. Benefits of Diversity in Higher Education<sup>1</sup>

- A. Teaching and Learning: Racial diversity in the university context can promote several benefits related to teaching and learning. Racial diversity can improve substantive learning inside and outside of the classroom by providing diverse perspectives that enrich the learning environment. Racial diversity can also improve students' cognitive development and critical thinking skills by challenging students' existing perspectives and forcing students to think on and respond to those challenges....
- B. Advancement of Knowledge: Racial diversity in the university context can foster the advancement of knowledge by promoting study in new areas of concern....
- C. Business and the Economy: Racial diversity in the university context can teach students the tolerance and understanding necessary to function in diverse environments and the value of diverse perspectives. It can thereby prepare students to perform better in diverse business settings and to communicate effectively in our increasingly diverse U.S. marketplace and in the expanding global marketplace....
- D. Community and Society: Racial diversity in the university context can teach students how to interact comfortably with people who are different than them and thereby prepare students to be good neighbors and citizens in our diverse democratic society....

III. Conclusion: Reason and evidence indicate that racial diversity in the student body is a valuable educational resource. Universities should be encouraged to promote diversity and to use the resource effectively.

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<sup>1</sup> This paper should focus on the benefits that accrue to all students from a diverse learning environment. However, it is also important to recognize and briefly mention that there are also benefits that accrue from a different definition of diversity -- that of increasing minority access to higher education. Increasing minority access to higher education, regardless of the diversity of the institutions attended, likely promotes a host of benefits beyond the educational benefits of diversity. For example, increased minority participation in higher education can help overcome racial disparities in society (economic and otherwise) and can produce well-educated minority professionals who, it could be argued, can give U.S. companies a competitive edge in the global economy and can better serve minority communities in various sectors.

→ Couple of #'s

Comments on Draft Diversity Report -- 1st pass -- February 14, 1998

Overall

General outline

So, so, not great

Doing, good, but very  
racy / ethny

Not drastically different from mathtech

Not as focused and as powerful as could be

Was hoping for something more innovative, some new uses of data, something more gripping, something sharper and attention grabbing.

More in-depth anecdote

Would a slightly more assertive tone, with some quotable language.

Connections not sufficiently drawn back to diversity in higher education

Would like to see paper track more closely with the 4 bullets on page 3

Too many detours, like p. 7, 3rd par.

Too much emphasis on policies to promote diversity on campus, curriculum, etc., rather than the benefits of maintaining a diverse student body

Where studies are reported, included are some dubious measures of success -- need a more careful prioritizing of effective measures to use in explaining to a national audience.

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New Knowledge section --

pretty thin

Busines

need stronger connections to need for diversity in postsec

Is there data behind statements like those by Krol?

ditto for community and society section

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**DRAFT**

## **The Value of Diversity in Higher Education**

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

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Diversity in Higher Ed is Important Because . . .  
Not "how" compare are addressing issue of diversity

## The Value of Diversity in Higher Education

### Introduction and Purpose of Paper

Colleges and universities have sought to diversify their student bodies and faculties during the past 35 years. The initial focus of diversity efforts in higher education has been that of increasing access for African Americans and other ethnic groups who had been historically excluded from admission to white campuses. The earliest initiatives to increase minority access on predominately white campuses were prompted by desegregation mandates as well as social justice concerns grounded in democratic principles of equal opportunity and equality. Although the issue of equitable access remains a paramount concern, since the mid-1980s, concerns about the [persistence and academic success] of underrepresented students of color in higher education have become another important strand of diversity efforts. After years of framing this concern solely in terms of the academic background of individual students, colleges and universities have also acknowledged [ways in which institutions have not been prepared and structured for an increasingly diverse student body]. Ongoing incidents of racial and ethnic hostility directed toward students of color, alienation, lack of critical mass, absence of role models on campus, and curricular approaches which omitted content and perspectives that would engage students, have been identified as key issues that needed to be improved (Olivas, 1984, Duster, 1993, Hurtado, 1992, Smith, 1989, Smith, et al. 1997) Institutional responses that address these issues from a comprehensive perspective have evolved in the last ten years. With that has come increasing sophistication at looking at diversity as encompassing a number of dimensions that broaden the approaches and groups to which diversity refers.

Though institutions continue to grapple with challenges of inclusion and equity for the benefit of individual students, higher education's experience over the past three and a half decades has generated a strong consensus among educators that diversity is essential to the educational missions of colleges and universities. The urgency with which many campuses are addressing issues of diversity is related directly to the role of institutions to educate students for the society in which they live, to develop capacities and skills necessary for leadership and work, and, more and more, to educate students to participate in the civic and professional roles they will have in society.

As the technological revolutions of the last two decades have changed society, colleges and universities of all types, have responded with dramatic shifts in programs, curricula, and faculty to ensure that higher education could fulfill its role in educating students to both function and help shape the technological needs of the present and future. Similarly, educators have come to understand that as the society becomes increasingly more diverse and more globalized, the educational imperative has expanded to focus on the impact of diversity on all students. In this latter context institutions are asking, much as they have with technology, how is it that all students need to be educated for an increasingly pluralistic society and interdependent world?

Campus diversity efforts, are directly linked to societal issues -- to the future of cities, communities, and to the larger civic democracy. In the context of these mandates, and indeed, for institutions to be viable and vital, will require structural (representation of various racial/ethnic groups and genders) diversity, curricular diversity, an expanded vision of scholarship, and the creation of institutions whose climates and level of interactions model the pluralism of America. As institutions have become more diverse there is, now, greater recognition that diversity has enriched them and the Nation as a whole.

} NO.

There is a growing body of research that addresses the broad notion of diversity in higher education. For those who note the rich body of literature, they often refer to a research agenda that is broadly concerned with curricular diversity and with access and retention of students and faculty of color in higher education. While this body of literature is rich in providing practitioners with general principles, effective strategies, and institutional practices --that is, research that has documented the growing changes in higher education and the changing demographics of the country and the student body, the literature is only now developing sufficient depth in looking at the educational outcomes of diversity and at direct links between the aspirations for diversity, the changes that have taken place, and the outcomes.

The concept of diversity, and the activities related to diversity, clearly encompass a broad set of dimensions, issues and activities (Smith et al., 1997). This paper focuses specifically on the importance of a racially and ethnically diverse student body for higher education and ultimately for society both conceptually and empirically. That is, does a racially diverse student population enhance all students' educational experiences and development, serve the interests of business and the economy, prepare students to be good citizens, and improve the development of knowledge? The empirical answer to this question is emerging, and the research community has begun to systematically document the educational benefits that accrue for all constituents in higher education. It explores the impacts of a diverse student body through multiple lenses in terms of the benefits that accrue:

- to students of color;
- to all students regardless of their racial or ethnic backgrounds;
- to the mission and quality of higher education institutions, as well as
- to the larger society and economy.

Each of these must be kept in mind when discussing the benefits of diversity. How does this benefit students from groups that were historically excluded; what implications might this have for all students, to the mission and quality of the institution, and to the larger society. To date, the early results suggest that when efforts to improve student diversity are done well, the benefits accrue at all these levels.

The basic premise underlying the paper is that appropriate conditions must be created by faculty, in the classroom and the campus community in general if the potential benefits of racial and ethnic diversity are to be fully realized. In other words, "racial diversity in the student body is not an end to itself," it is an objective that is sought only because it serves some goal beyond the achievement of diversity itself (Palmer, 1997). It is only in recent years that campuses and researchers have acknowledged the need to study the conditions under which campus diversity efforts will most fully be realized. Considering, however, that few educators or students have lived in the kinds of diverse communities present on most of our campuses, it is not surprising that colleges and universities are learning even as the changes are taking place (Duster, Smith, AACU). Sufficient research exists that indicates merely enrolling underrepresented students of color in institutions that are not prepared to successfully educate them or under conditions that impede education will only succeed in limited ways.

parenthetical  
in  
conclusion -

### **Demographic Context for Diversity Initiatives**

In part because of the changing demographics of the country, diversity has become a critical educational issue for institutions of higher learning. The student population has changed dramatically during the past 50 years and these demographic changes have had a significant impact on institutions of higher education. Although racial disparities in educational participation rates persist, American colleges and universities currently enroll and employ an unprecedented number and proportion of racial minorities (Carter and Wilson, 1997).

Between 1995 and the middle of the next century, 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 in 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

This persistent gap between the high school completion rate of Hispanic and white youth is just one indicator of the continuing inequities that people of color struggle to overcome.

There is a large body of research that identifies and monitors the societal forces and sources that either perpetuate or rectify inequities. Here, more recent findings show that while circumstances have improved since the 1960's, achieving equity, fairness, and justice continue to be elusive. In general, these studies have found that underrepresented students still confront barriers that obstruct their success in higher education (Carnoy, 1994; Brint & Karabel, 1989; Hacker, 1992; Velez, 1989).

Needless to say, without the presence of these students, the benefits of diversity cannot be realized. While this educational potential ought not be overlooked, institutions should develop policies and programs aimed at creating greater opportunity and at eliminating vestiges of past discrimination not only because it enhances student development, but because it is the right thing to do. In short, equal access and opportunity still deserve serious attention in the contemporary discourse on diversity.

It may be apparent, but it is worth noting, that higher education assumes a major role in preparing future workers and the professional talent of the country. Over one-third of all persons 18-24 high school graduates now attend college. Moreover, higher education is the location for the education of persons in business, management, and the professions as well as scientists and professors (Ottinger, 1991).

Chang and Hakuta (forthcoming) hold that these shifts in the student population, resulting in a broader distribution of racial minorities will increase both the probability of encountering difference and institutional accountability for improving the quality of these encounters. They identified the multicultural movement, high school bridge programs, aggressive student recruitment, retention programs, administrative leadership, and other campus initiatives as encouraging efforts to enhance diversity on campus.

Consequently, many believe that higher education is ideally suited to realize the benefits of diversity. Colleges and universities are provided with a population that is relatively more open to engaging in different experiences and new ideas. This is coupled with the fact that for many students, their college experience will be their first real encounter with a diverse population. In most regions of the country, students are studying with a far greater diversity of ethnic populations than ever before and coming to terms with their own ignorance and lack of familiarity with others.

### **Benefits from a Racially and Ethnically Diverse Student Group**

Higher education's experience over the past three and half decades with diversity has generated a strong consensus among educators, representing a broad spectrum of institutions, that diversity is essential to the educational missions of colleges and universities. Many leaders view a diverse campus as an educational resource comparable in importance to the library or research centers, citing ways in which diversity enhances the environment for learning (Rudenstine, 1996). They argue that having a racially diverse student population, faculty, and administration create a richer learning environment and is a vital component of the university experience. Student diversity has the potential to challenge the individual student and enrich the intellectual dialogue of a discipline, field of inquiry, or college community. (Astone & Nuñez-Wormack, 1990; Duster, 1993; Tierney, 1993; Sleeter & Grant, 1994).

An examination of college and university leaders' statements like those of the president of Harvard University, Neil Rudenstine and of the University of Michigan, president, Lee C. Bollinger are indicative of how higher education leaders view racial and ethnic diversity as a vital educational resource in terms of the academy's mission to transmit knowledge and seek new understandings.

A diverse educational environment challenges [students] 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. (Neil L. Rudenstine, *Why a Diverse Student Body is So Important*, *Chronicle of Higher Education* B1, Apr. 19, 1996).

The University of Michigan has been committed to providing an education that challenges students to become deeply and actively engaged in the pursuit of understanding -- an understanding of society, of the natural world, and of themselves. . . . Having students, faculty, and staff from diverse backgrounds, representing a wide range of perspectives and talents, is critically important not only for instilling a positive sense of community within and beyond the University but also for creating the most vital intellectual and educational atmosphere. Racial, ethnic, and gender diversity are critical components of this broader goal. (Lee C. Bollinger, *Climate and Character: Perspectives on Diversity*, 1997, p. 3.)

This strong commitment to racial and ethnic diversity as an essential part of higher education's mission and quality is shared by academic leaders of every type of institution as exemplified by a strong commitment to diversity made by a broad coalition of 23 higher education associations in 1996, and a more recent statement by the Association of American Universities (AAU). This organization includes 60 of the country's most prestigious research universities. In a statement that appeared in the *NY Times Newspaper* AAU pronounced its members' belief that diversity is "central to the very concept of education in our institutions' ... and that without diversity the quality and texture of education will be significantly diminished.

A very substantial portion of our curriculum is enhanced by the discourse made possible by the heterogeneous backgrounds of our students. Equally, a significant part of education in our institutions takes place outside the classroom, in extracurricular activities where students learn how to work together, as well as to compete; how to exercise leadership, as well as to build consensus. If our institutional capacity to bring together a genuinely diverse group of students is removed -- or severely reduced -- then the quality and texture of the education we provide will be significantly diminished (Association of American Universities, On the Importance of Diversity in University Admissions, *The NY Times Newspaper*, April 24, 1997, A27).

Faculty on many college and university campuses also indicate that creating a diverse campus environment is a high priority for their institution and that increased diversity does not yield underprepared students. Data from the 1995-96 Higher Education Research Institute Faculty survey show that half of the 34,000 faculty included in this study believe that "creating a diverse and multicultural campus environment" was a high priority for their college or university. Countering charges diversity opponents have levied about increased racial diversity negatively affecting the academic caliber of the student body, most faculty (70 percent) do not believe that promoting diversity leads to the admission of underprepared students (Astin, et al., 1997). Unfortunately, this survey did not probe further to question faculty about their perceptions concerning the direct benefits of racial diversity to their institutions and to students.

While these assertions are reasonable and the existing evidence about problems and solutions compelling, the public has demanded evidence that creating racial diversity is sound educational practice. In response, the research community has begun to systematically document the benefits of diversity.

Framing research as the benefits of diversity requires thinking about the goals of higher education. The goals and outcomes of higher education can be broadly conceptualized in a number of different ways. Certainly educational benefits such as knowledge, skill, and cognitive competencies are central. Colleges and universities are also directly involved in research and knowledge development, preparation for employment and careers, and preparation for civic participation. Each can in turn be viewed as a benefit to the individual student, the institution, the economy, and the society. This section will consider the research literature to date in each of these areas -- educational benefits, research and knowledge development, preparation for employment and careers, and civic participation.

### **Educational benefits**

Educational outcomes are most often defined in relation to academic success, general and specific cognitive competencies such as complex problem solving skills, content area skills, and related attitudes and values. Historically, these have also included broad educational purposes related to a well educated citizenry. In light of the increasing societal diversity and the globalization of society, many campuses have defined educational goals related to intercultural competencies and experience including the capacity to engage divergent points of view, the reduction of stereotyping, becoming aware of one's own identity and context along with others, developing a knowledge of specific groups and cultures outside and within the U.S., and developing a capacity to work as part of diverse teams to solve complex problems.

Many academics, therefore, assert that the argument for the necessity of diversity is perhaps stronger in higher education than in other contexts because of its mission to transmit the knowledge, competencies, and skills to students that allow them to become engaged and productive members of a complex and increasingly multiethnic society and to continuously push the frontiers of knowledge in new directions. This imperative is seen as no less important than that of equipping students with the skills and competencies to effectively function, and ultimately prosper, in a technological advanced society.

The first generation of research documents findings that show that when campuses genuinely value diversity and take it seriously, at all levels and in all parts of the campus, the quality of the environment is improved and there are benefits that accrue not only for underrepresented students but for all students (Appel, et al., 1996; Smith, 1997). In other words, research is beginning to affirm the widespread beneficial effects of efforts that provide access for and retention of underrepresented students in higher education and that address fundamental changes resulting from societal diversity through pedagogy, curriculum, campus services, leadership, and intergroup relations. The following section will highlight some of the compelling findings that have emerged from recent reports (Smith et al., 1997; Hurtado et al., forthcoming).

Several studies have demonstrated that multiple diversity experiences have a positive effect on an extensive array of highly valued educational outcomes. Most notably, Astin (1993) and Villalpando (1994), using similar measures and statistical methods, found that emphasizing "multiculturalism" through ethnic studies courses, cultural awareness workshops, cross-racial socialization, and discussing racial issues" to name just a few, is associated with widespread beneficial effects on a student's academic and personal development, irrespective of the student's race.

Specifically, these diversity oriented activities and experiences have the strongest positive effect on a student's overall college satisfaction, commitment to racial understanding, and level of cultural awareness. Additionally, emphasizing diversity and multiculturalism have positive associations with a student's commitment to environmental issues, participation in cultural activities, leadership skills, citizenship, and commitment to developing a meaningful philosophy in life. By contrast, diversity is negatively associated with materialistic values, the belief that racial discrimination is no longer a problem in America, and with the belief that an individual can do little to change society. Based on these findings, both researchers, through separate studies, conclude that an institutional commitment to diversity through multiple activities that provide students with curricular and extracurricular opportunities to confront racial issues, is a sound educational value because it improves student's cognitive and affective development.

The above findings are confirmed by other studies that have either analyzed different data or employed different research methods. Considerable literature suggests that serious engagement of diversity in curriculum, along with integrating out-of-class to classroom opportunities, have a significant positive impact on students' knowledge and attitudes toward diverse points of views, experiences, histories and cultures, as well as their involvement in and commitment to education (Smith et al., 1997). For example, multicultural requirements and other coursework and workshops dealing with racial and ethnic issues have been found to advance positive racial interaction (Lopez, 1993), cognitive development (Adams & Zhou-McGovern, 1994), awareness of diverse perspectives and experiences (Duster, 1995), prejudice reduction (Bidell et al., 1994, Sparks & Verner, 1993; Moore & Reeves-Kazelski, 1992; Garmon, 1996), and positive attitudes toward campus diversity initiatives (Springer et al., 1996). These educational effects, educators hold, appear to help students become more aware of their own identity in the context of others, which could increase their capacity to talk about difficult issues across cultures and to establish meaningful cross-racial relationships (Smith, 1997).

In evaluation studies conducted on campuses developing courses and programs focused on intergroup relations, results have been confirmed. The following are comments which suggest the benefits for students of diverse backgrounds:

"I'm also in a sociology class that's ~~dealing~~ with diversity and so is my English class. I get frustrated sometimes because a lot of people are misinformed about all minorities."

*Bender*

"I have learned to deal more directly with conflict situations, to give constructive feedback, and to not just let things happen and let them pass me by."

"There's so many different activities going on that one can participate in. Such as all the different groups... that Korean Association, Indian Association...I mean, there is so many groups that one can join. You know, just to build up their nationality."

*Mina  
definitely  
Lynn*

"Being here, you get to meet a lot of different people from all ethnic groups and hopefully learn something in the process. There are so many programs and so many people that you could become involved with that it's easy to learn about different ethnic groups."

"I live in a hall with five Blacks and three Hispanics. This is a big change from my all-White neighborhood of Bethesda, Maryland. I am good friends with all of them. My hall is one of the closest I know. We are all very different, but I have been impressed with the amount of understanding between us".

"With Black people, it has opened my eyes, because since there are some here, I got to know about the group as a whole better. So, now I'm comfortable around them so that has helped."

"The class has allowed me the ability to improve my communication skills when dealing with conflict situations."

"Previously, I had given little thought to the fact that as a white male no matter what my social or political orientation is, I am part of a dominant group within society."

"It's just that there's so many people. You meet so many different people from all over the world, so, it's just so many people coming together just to learn."

"This kind of a class should be made more available to the majority of the students at this university (midwestern). So many people have stereotypes about Latinos and, with a class like this, more accurate information would be available."

"It is interesting to learn more about people from different backgrounds. I learned a lot from other students. The class structure provides a positive atmosphere. Giving Latinos and non-Latinos the opportunity to learn from each other is the most positive aspect of the class."

"We talked about everything. I love to talk. I feel like I can go out to (the campus) and just be myself -- a Latina. I now realize that it doesn't matter what others think about me, as long as I like who I am--a Latina. I am even more proud of who I am."

"The first lesson I learned was how few Latinos I knew in general, and even fewer Latinas. This made me begin to question why this is so" (Schoem et al., 1996).

While the above studies show that diversity oriented activities and experiences such as attending cultural awareness workshops, taking ethnic studies, socializing with someone of a different race, discussing racial issues in class, etc. are positively associated with educational outcomes, only some focus on the direct impact of mixed students. Others investigate the results of programs or courses.

Many, such as cultural awareness workshops assume however, student diversity in the class, or activity, particularly those that rely on discussion of issues and attitudes.

Nevertheless, other research has made this link —the diversity of students is directly related to the development and availability of initiatives related to curriculum changes and programs.

In a study on campus racial climates and educational outcomes, Hurtado (1990) found that the percentages of African American and Latino students are positively associated with institutional commitment to diversity as perceived by all groups of students, regardless of institutional type. She interpreted this to mean that perceptions of institutional commitment are favorable in environments where there is a strong presence of racial minorities. A strong institutional commitment to diversity, as noted previously, is associated with widespread beneficial effects on student development. By extension, Hurtado's empirical findings suggest that a substantial proportion of underrepresented students may have a beneficial impact on educational outcomes through its positive effect on improving institutional commitment to diversity. Perhaps, because institutions of higher learning can not afford to ignore contemporary shifts in the racial landscape, these shifts can potentially create greater commitment to diversity.

To investigate the educational implications of racial diversity more systematically, Chang (1997) analyzed a national longitudinal database and statistically controlled for salient factors. He found that a racially diverse student body has a direct positive effect on the individual student's likelihood of both socializing with someone of a different racial group and discussing racial issues. What is especially noteworthy about these two college experiences is that they have been shown by both Astin (1993) and Villalpando (1994) to have a positive effect on educational outcomes. Chang confirmed previous findings that socializing with someone of another racial group positively affects retention, overall college satisfaction, intellectual self-concept, and social self-concept. Likewise, discussing racial/ethnic issues has a positive effect on the same four educational outcomes.

Since racial diversity has a direct positive effect on both of these student behaviors, inferences regarding the potential value of racial diversity may be drawn. Chang argues that when there is a diverse student body, the environment tends to enhance chances that students will socialize across racial groups and discuss racial issues. The more diverse the student body, the more conducive the environment is to these multicultural/diversity-oriented practices and student behaviors. In turn, these experiential characteristics of a racially diverse campus can have a positive impact on retention, overall college satisfaction, intellectual self-confidence, and social self-confidence among all students.

The findings support the significance of a racially diverse student body for the development of many of the programs being studied and for the important educational benefits that result. The research also supports much of the social science literature which suggests that the fullest benefits of these student diversity can and do emerge in the context of institutional commitment, intentional efforts to optimize cross-racial interactions, and with the use of effective strategies for promoting learning and teaching. In order to reap the rewards of diversity, constructive opportunities to explore new relationships and to discuss difficult issues must be maximized. Given the current climate, these activities rarely take place

altogether easily, but require genuine risk and courage. Unless institutions actively assist in this process, students may not develop a comfort level to engage in diversity and will loose out on this valuable experience. Those students who do engage may be intellectually challenged by these unique activities and relationships, and the learning that occurs may well extend to other aspects of a student's academic life. Thus, Chang concludes that institutional efforts to create a racially diverse student population, whereby opportunities for cross-racial interaction and discussion of racial issues are maximized for all students, is sound educational practice and can potentially enhance student development.

In exploring issues related to campus climate and linking student diversity to institutional missions, Hurtado and associates (forthcoming), identify some important elements of the climate and suggest that they include, but are not limited to, an institution's historical legacy of inclusion or exclusion of various racial/ethnic groups, its numerical racial representation, the prevalent perceptions and attitudes between and among groups, as well as the quality of intergroup relations on campus. They argue that most campuses tend to focus on only one element of the climate, but all elements require attention if the potential benefits of diversity are to be realized. For example, conflict can arise with increases in the enrollments of underrepresented groups, presumably because there is increased competition for limited resources (Altbach, 1991; Blalock, 1967; Fossett & Kiecolt, 1989). The tension and alienation that might result can negatively impact students' sense of belonging and retention in college (Hurtado & Carter, 1994; Jackson, & Swan, 1991; Tafalla et al., 1993; Smedley, Meyers, & Harrell, 1993), impair academic adjustment (LeSure, 1993), and lower overall college satisfaction (D'Augelli & Hershberger, 1993).

However, Hurtado and associates contend that campuses can minimize these effects or use conflict to challenge students by creating a more "student-centered environment" that affords more opportunities to seriously engage in diversity. For example, creating structured cooperative classroom activities for racially mixed groupings have been shown

to change negative attitudes toward stigmatized social groups and to increase cross-racial interaction, under optimal conditions for intergroup contact (Braddock, 1995; Desforges, et al., 1991; Schofield, 1995; Slavin, 1990).

### **Creation of New Knowledge and Links**

Integral to the mission of higher education are its responsibilities to not only transmit existing knowledge but also the creation of new knowledge, which means that the curriculum should reflect the best and most current thinking in all knowledge domains (García and Smith 1996). From this perspective, diversity in all its multiple dimensions has pushed the academy to explore new and more complex intellectual and cultural fields of knowledge. During the past three decades, increased student diversity has been connected to major intellectual and moral movements that have raised important questions about the production and transmission of knowledge (Hurtado 1997). Similarly, a series of developments related to ethnic studies and women's studies began to provide important scholarship that has pushed virtually every discipline to rethink the questions it asks, the methods it uses, and the standards by which excellence is judged (García and Smith 1996).

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Other studies have shown that student and faculty diversity has an impact on teaching and learning. Studies reviewed by Hurtado (1996) suggest that increased student diversity leads to increased research on learning styles and new research on student issues in learning. Findings by Hurtado (1997) and Milem (1997) focus on the impact of faculty diversity on the content and delivery of knowledge in the classroom. Hurtado found that faculty of color and women faculty have distinct teaching styles that influence both the content and delivery of knowledge in the classroom. Milem's research reveals that the personal characteristics of faculty, including race, are important predictors of their willingness to use active learning methods, to incorporate multicultural readings, to conduct research on race, ethnicity, or gender related topics, or to attend or design a racial awareness workshop. He found that being African American, American Indian, and/or

Mexican American tend to be positively associated with their willingness to engage in the aforementioned classroom and research activities, and that being Asian American or white serve as negative predictors. The finding from this study is particularly important because the studies previously discussed by Astin (1993) as well as those by Villalpando (1994) clearly indicate that faculty emphasis on diversity in courses has positive effects on students' cognitive development, attitudes and perceptions, levels of satisfaction with their college experience, and on how students plan to engage in diversity issues after college (Smith et al. 1997).

Perhaps because of all the potential benefits demonstrated by recent studies on diversity, many colleges and universities have voluntarily increased faculty and staff diversity, developed new academic support programs and student organizations, established ethnic and women's studies programs and begun revising educational policies and curricula to reflect the composition of their student bodies and more broadly, of human experiences and perspectives. These value-added developments, researchers argue, enrich the campus community and improve the quality of the academic experience for all students.

### **Diversity as an Economic and Business Imperative**

As the minority population continues to grow, along with corporate and societal demands for more diverse and multiculturally competent professionals, the need to educate more people of color will become even more pronounced. "For decades, the huge reservoirs of human capital represented by the nation's black and Hispanic citizens have gone largely untapped while the United States economy has been weakened by the material costs of the economic and political disenfranchisement of these people" (*Three Realities, Minority life in the United States*, Business-Higher Education Forum, American Council on Education, 1990). This loss of human potential and their corresponding productivity has great economic consequences to keeping America strong. To illustrate this point consider the January 16, 1998 remarks by Chairman of the Federal Reserve Board, Alan Greenspan

speaking about "the challenges and opportunities associated with achieving diversity throughout the ranks of the American business and financial community" at the Wall Street Project Anniversary Conference of the Rainbow/PUSH Coalition.

"I would like to address two aspects of the issue of underemployment of minorities: first, the implications of ignoring the potential that exists and, second, the need to encourage young people to seek the types of education and training that will meet the demands of work in the twenty-first century.

Regrettably, when faced with choices among otherwise similarly educated or experienced job candidates, some may simply select those with whom they are more comfortable by dint of familiarity—those who come from the same schools, who belong to the same clubs, or who are recommended by their colleagues—rather than look deeper into the unfamiliar for untapped talent. A similar tendency may explain at least some of the large disparity in mortgage application acceptances between whites and minorities that was investigated by the Federal Reserve System and others in recent years. After accounting for the obvious differences in income, assets, and previous credit histories, a significant gap remained.

Upon detailed examination, the data showed that those clearly qualified for a loan, or clearly not qualified, were accepted, or rejected, independent of race. **The gap may have stemmed at least partly from the extent to which those reviewing loan applications, mainly whites, were prone to give more assistance to whites than to minorities in correcting application deficiencies in marginal applications.** I believe it is reasonable to surmise that, if minorities had had the same advantages of application enhancement, the banks would have uncovered many additional, profitable lending opportunities.

I was reminded during a recent visit with Jesse Jackson of a related episode half a century ago: the confrontation just after World War II of the decades-old racial discrimination in major league baseball. At that time, the leagues were somewhat less than "major" in that a significant segment of baseball talent was excluded. **I suspect that many league owners realized that hiring black ballplayers could enhance their teams' competitive skills, an improvement that would eventually show up at the box office and on their financial bottom line.** Of course, in the late 1940s, aside from those prone to prejudice, most owners were simply more comfortable with the status quo, taking the path of least resistance, that is, doing nothing. Almost as bad, were the procrastinators, who saw what needed to be done but were dilatory. Fortunately, Branch Rickey was neither. He had the courage of his convictions and was smart enough to know that, in bringing Jackie Robinson into the major leagues, he was moving ahead of his fellow owners and could thereby gain an advantage. It also was the right thing to do.

I do not want to argue that minorities today are being excluded systematically from our business and financial major leagues in the same way that black ballplayers were blocked from baseball half a century ago. However, I believe that, like the major league owners, business and financial industry decisionmakers are subject to some inertia in expanding their vision to seek talent wherever it lies. Our experience with mortgage applications is one that underscores the role that free market competitive pressures can play in undermining discrimination and improving the profitability of business activity. **Discrimination is patently immoral, but it is now increasingly being seen as unprofitable."**

Now, demographic changes mandate new approaches to bringing all of our citizens into the educational and economic mainstream. 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 the nation's diversity. Unfortunately, a national data are not organized to easily separate the corporate organizations and their workforces that are engaged in international commerce and domestically, include a diverse workforce. A 1994 study by the U.S. Department of Labor stated that "companies with the best equal opportunity/affirmative action records have the highest profit margins" (in *Critical Conditions, Hispanic*, August, 1996). Similarly, a 1995 study conducted by the American Society for Training and Development found businesses that employ and effectively manage a diverse workforce have a competitive advantage in the global marketplace (BNAC Communicator 1995). Findings from this study, *The American Mosaic: An In-Depth Report on the Future of Diversity at Work*, show that although homogeneous workforces work more harmoniously, they are less creative and less competitive. The study predicts that the American workforce will become even more diverse as companies compete for global markets.

Although racial, ethnic and gender diversity is still not reflected in top management jobs, (Glass Ceiling Report 1995), corporate and government leaders are increasingly aware of and vocal about the need for a diverse workforce. In 1995, Labor Secretary Robert B. Reich suggested that most business leaders know that they cannot afford to rely exclusively on white males for positions of leadership, and that a diverse workforce helps employers

reflect the marketplace and their customers, which is good for business. "Narrowing the pool of talent from which they draw is -- among other things -- a blunder in competitive tactics" Reich asserted (BNAC Communicator 1995; p. 8).

In speaking about the challenges and opportunities associated with achieving diversity throughout the ranks of the American business and financial community, Chairman Alan Greenspan noted that:

**"unless minorities can have access to all forms of capital from which to create wealth, they will be denied the full benefits of our vibrant economy, in which all should be able to participate. Looking ahead, more generally, we must find ways to prepare the more racially and culturally diverse pool of young people who will be flowing into jobs and operating businesses in the twenty-first century.... The success of our future business leaders will depend on their capacity to develop and apply new technology and to rearrange physical reality to achieve products and services more highly valued by consumer. [We must] encourage our business and financial leaders to work harder to identify opportunities to put underutilized talent to work productively and profitably. It is good for business. It is good for our society. And—it is the right thing to do."**

Increasingly, pronouncements from corporate leaders 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).

*Good, but what is it?*

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 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 student diversity in postsecondary education and in the society as a whole.

These statements focus on increasing the diversity of the workplace. Others also underscore the importance of preparing all workers/employees to function in a diverse work setting. A recent RAND study, "Educating a Globally Prepared Workforce," (Tora Bikson, 1996), studied both corporate leaders and educational institutions in terms of business needs and educational goals. Firms called for multicultural competence including openness to other cultural values, ability to perform in a variety of contexts, foreign language fluency and broad based capacity to understand the role of culture, history, and geography. The corporate leaders pointed out the shortfalls on the academic side including the inability of campuses to maximize the opportunities that campus diversity provided for cross cultural learning. While campuses have the potential, many corporate leaders believe

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that not enough is done in this area. The earlier evidence of the beneficial learning which comes from working in diverse groups, dealing with diversity issues in the workplace, etc. positions the training responsibility of the academic sector.

### **Community and Society**

In preparing the leaders of the next century it is imperative that the talent pool from which the Nation draws be diverse in representation as well as in understandings. A California university administrator interviewed by the Citizens' Commission on Civil Rights expounds on this point.

It seems very important that if we are to have leaders that are going to lead all of America that that leadership should come from all of America. . . . Educators have known for centuries that an educated person is not just someone who knows something in one area or just understands the world from one perspective. (Administrator at the University of California, Santa Barbara as cited Corrine M. Yu and William L. Taylor, *The Resource: An Affirmative Action Guide*, 1996, p. 19A.)

Education leaders such as Harold T. Shapiro, president of Princeton University, also argue that institutional quality and higher education's mission of preparing students for leadership and civic responsibility in a rapidly expanding global society is greatly enhanced within racially and ethnically heterogeneous campus environment.

We may wish it were otherwise, but color and ethnic background continue to have a crucial impact on the experiences, perspectives and opportunities of Americans. I continue to believe that special efforts to enroll excellent students of color will strengthen the quality of Princeton's programs, better enable us to meet important University objectives, and allow us to play a part in moving us all to a more just and productive society. This continuing commitment to educate talented students from the broadest range of backgrounds and experiences seems to me important in its own right, important for the quality of our educational programs and to achievement of our civic responsibilities, and important for the affirming message it sends to young people in disadvantaged and underrepresented communities that we recognize and value their talents and the enormous contributions they can make to Princeton and to the society we exist to serve. (Harold T. Shapiro, President, Princeton University, "Affirmative Action: A continuing discussion -- A continuing commitment," *Princeton Weekly Bulletin* October 16, 1995).

Gerhard Casper, Stanford's president, underscores the importance of diversity at Stanford. "First we want a rich educational environment to challenge our students...Second we want to be faithful to our task to educate leaders for a diverse and complex society -- a society that will, we hope, overcome the undue tendencies toward stratification."

Well educated minority professionals also can help to better serve minority communities; especially, in critical areas such as health care and other personal service industries where cultural and linguistic competence is necessary to the delivery of quality services. To illustrate this point consider the data from the Association of American Medical Colleges (AAMC) 1996 Graduating Student Questionnaire which reveals that underrepresented minority graduates were four times more likely to indicate that they planned to practice in areas characterized as "socio economically deprived" than other graduates (AAMC Fact Sheet, Vol.1 No. 11, June 20, 1997). Additionally, over half of underrepresented minority graduates who planned careers as generalists (i.e. general family practice, general internal medicine, and general pediatrics) stated a willingness to practice in underserved regions. By comparison, only about 25% of non-URMs graduates entering generalists fields were willing to serve in such areas.

Among the most compelling issues involved in higher education's efforts to educate all students to function in a pluralistic society is the civic issue. The formal work being done on campuses throughout the country on inter-group relations, and conflict resolution all attempt to address the mutually important goals of pluralism and unity. Many have suggested that these efforts go to the heart of civic democracy and will pave the way for an educated citizenry prepared to engage in the complexities inherent in communities throughout the country.

In a 1994 study, "Governance and Diversity: Findings from Los Angeles," (Derek Okubo, National Civic League, 1994), that took place 6 months after the Los Angeles disturbances, focus group participants throughout the city responded to a question -- "The Diverse Society: Can it be governed?"

"When the city is burned down, then [suddenly] there is access." An African American focus group participant.

"This is the only country I know where we encourage other ethnicities to take over our culture." Anglo focus group participant.

"We are just guest stars in the history books." African-American Focus Group Member.

"All of us are a product of the educational system. And the educational systems do not address the experience of the Asian-American here (in America.)" Asian-American focus group participant.

"There is money for police but no money for schools." Latino youth focus group participant.

The results of this study reflect the significance of campus based efforts to not only address inequities and create campuses that serve the diverse communities of the society but to assist all students in the development of skills which engage issues of community, democracy, and civic society.

It would appear that these efforts are supported by broad based public opinion. Indeed, a recent poll conducted by the National Conference, "Taking America's pulse," revealed that 91% across all racial and ethnic groups agreed that "it is important that people from different groups learn to understand and appreciate the lifestyles, tastes, and contributions of each others groups." Nine in 10 endorse the teaching of cultural diversity in the schools. An overwhelming 87% agree that "If America wants to be competitive in the world, it is in our self interest to educate and give job training to racial minorities." At the same time, the study revealed divergent views across racial groups about the status of justice in the society.

## Conclusion

As legal battles continue to raise the stakes, researchers have accelerated their efforts to empirically document the impact of diversity on higher education. There are indeed complex contemporary research needs in this area, and this complexity is becoming increasingly evident as more research uncovers the impact and multiple dimensions of diversity (Smith, 1997b). The list for future research is long and supporting future studies is imperative. Despite the need for more rigorous and systematic studies, existing findings tend to show that when campuses genuinely value diversity and take it seriously, at all levels and in all parts of the campus, the quality of the environment is improved and there are benefits that accrue for all students. Research also points to the educational significance of creating opportunities to establish meaningful cross-racial relationships and to critically examine racial issues. Although current academic knowledge regarding diversity is limited yet compelling, it is clear, however, that higher education is in an advantageous position to realize any or all potential benefits of diversity. Institutions ought to effectively utilize this valuable resource to advance their educational mission and to achieve academic excellence. As colleges and universities and the larger societies they mirror become increasingly more diversified, the impact of diversity will not just be a political, legal, or research question, but may very well determine whether or not we will be one nation, one people, with one common destiny.

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## Comments on February Draft of Outreach and Recruitment Paper

### Opening/General

1. Theda -- Do you have complete rollout package for High Hopes?
2. Lots of red flag/buzzwords early on. Too much academic jargon.
3. Point is not to editorialize on affirmative action programs, but to focus on other approaches.
- 4. History on Berkeley not needed, and tries to sweep in issues that we have already determined are not the focus of this piece.

### Section 1

1. We do not need a framework for analyzing student diversity. We need a framework that identifies the different components of effective outreach and recruitment programs.
2. Need to focus on what successful programs do, not what they are not -- e.g. the (at times conflicting) material about cultural deficits.
3. Full page figures indicating "separate cultures,," etc. absolutely not helpful.
4. "Model of democratic access" is too grandiose, although some of the specifics are useful (not all seem directly on point here). We need to keep this simple and practical -- focus on what works for outreach and recruitment programs.
5. Longitudinal nature of access/K-12: Some of this is too defeatist and buzzword-filled, although some of this is on point. Paper should focus more on what to do and address these issues more implicitly.
6. Graduation rates paragraph makes no sense.
- 7. Overall, this is too focused on the California experience.
8. What is the "A-F" curriculum?
9. This list of findings has much that is useful, but should focus on those findings that are relevant and would be addressed by effective outreach and recruitment efforts/partnerships; some of these could be grouped. Many of the "lists" in this look like checklists rather than smaller, coherent sets of issues.
10. More should be made of the overall point that it is important to try to increase the pool of college-eligible young people and to increase the rate at which they continue on to college, and that these efforts are mutually reinforcing. This is the kind of general point that should be made

more up front.

### College Barriers:

1. Interesting that it doesn't come out and say "tuition increases" have been a problem. Does not in the least acknowledge investments that have been made at the federal level, and in some states (like GA) to deal with this. Also does not address the perception problem -- i.e., the low actual cost of a community college education.
2. Once again, much of this is getting into the post-enrollment retention piece. The focus of this is supposed to be outreach and recruitment. This is not the place to deal with "Euro centered curriculum," and "straight row seating," nor "cultural assaults" or "animate or inanimate objects."
3. Again, why isn't there more that builds on the comment sense of the next to last sentence on page 13?

### Section II: Key Principles

1. Same problem as identified as before: this reads like a checklist, instead of being thoughtfully organized and systematic.
2. Introduction is minimal. We should not wait to get to page 14 to get into this type of material.
3. Rework statements on culture of minority students.
4. Assessments should be designed to help determine whether programs work and how they can be improved.

### Section III:

1. Lengthy set of assumptions and limitations largely unnecessary or not helpful.
2. Seems like little more than a listing -- very little value-added here. Odd structure -- tiny bit on sponsorship/collaboration/programmatic emphasis, then mostly just a listing within 3 types of programmatic emphasis.
3. As it should, this piece draws on the work done in California. However, this work uncritically repeats the categorization that CA did which is only moderately helpful -- need to sharpen up/clarify better than CA did different distinctive attributes of programs. "Student centered"/Student centered with financial assistance/student centered and school centered, etc." are pretty vague. Need to focus more thoughtfully on what happens in these partnerships.
4. Examples uneven. Some are excellent, with fairly complete info. Some give you no sense of what actually happens in the program, and whether they assist whole classes of students or just

those that are identified as “college material.” Some have virtually no info on success. Generally there needs to be a thoughtful winnowing and framing of these. Need to focus on those that are most relevant and most powerful.

5. Although it isn’t perfect, one of the best write-ups per se is of project GRAD. Need not all be this long, but it provides more meat than some of the others. Is there a mentoring component to this? Puente write-up is better than many, as well.

6. In the final product, I don’t think I would include the laundry list at the end. If programs are really good, they should get a longer write-up and go into the main text. If they aren’t, we shouldn’t hold them up as a model. Need to be sensitive to maintaining some geographic balance and urban/rural balance as examples get finalized.

Conclusion:

Doesn’t add much. Needs to be better done or dropped.

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**Institutional Outreach and Early Intervention Programs  
that Promote Student Access, Diversity and College Eligibility**

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

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# **Institutional Outreach and Early Intervention Programs that Promote Student Access, Diversity and College Eligibility**

## **Introduction and Purpose**

As a new century dawns, a paradoxical situation involving two competing trends is having an extraordinary impact on American education. The first trend is an <sup>explosion of</sup> ~~explosion of~~ <sup>expanding diversity</sup> multiculturalism in American society that is spilling into the nation's educational system.

~~Rendón and Hope (1996) note that a cultural revolution is slowly shaping this nation, with signs of this trend already emerging.~~ In the 1980s, about twice as many immigrants as in the previous decade migrated into the U.S. About 84% were from Asia, the Caribbean, and Latin America. By beginning of the year 2000, California and New Mexico will be the first "majority minority" states in the continental United States. Students of color are expected to make up 24% of the under 18 population by 2012, a 5% increase from 1990. By 2010, these students will represent more than half of the population 18 years of age and younger in seven states, including California, Florida, Texas and New York. States such as Mississippi, New Jersey, and Illinois are projected to have a youth population more than 40% minority. In 22 of the largest urban school districts, and in some two- and four-year colleges, students of color are already the majority.

Demographic shifts are occurring at a time that a second trend is shaping. Public sentiment over who should gain access to college is changing. The Hopwood case in Texas, the passage of Proposition 209 in California, and the adoption of resolution SP-1 in the University of California system all have one thing in common: the reversal of Affirmative Action as the nation has known it. The chilling effect of these changes is still being felt, as reflected in a decline in applications and admission of minority students. At stake is the preservation of access for historically underrepresented groups.

### **Diversity and Access: The Berkeley Case**

The example of the Berkeley campus of the University of California illuminates the quandary created through these competing trends. In its early beginnings in 1868, the campus was dominated by Americans of European descent. But even then, the 1868 Organic Act founding the University of California provided for the notion of having all portions of the state enjoying equal privileges. Geographical diversity was extended to ethnic, gender, and socioeconomic diversity in 1974. And in 1988, the Regents of the University of California expanded the mandate for diversity not only to the University as a whole, but to each campus of the University.

Beginning in the 1970s and accelerating in the 1980s, Berkeley went through the most dramatic transformation in its ethnic, cultural, and racial undergraduate student body of any major university in the nation, and perhaps the world. In only nine years, the undergraduate student composition shifted from 66% White in 1980 to less than 45% White in 1989. Certainly, this demographic shift in student enrollment produced both benefits and conflicts around the issues of race and ethnicity. On the one hand, there were those who advocated the value-added idea that students from diverse backgrounds could bring new, rich experiences that could produce a more informed, knowledgeable college graduate that could function in a global context and in a multicultural environment. The education of California's minority populations was linked to strengthening the state's economy and overall well-being. Diversity was valued as a way to provide opportunity and social mobility to all sectors of society (Institute for the Study of Social Change, 1990).

However, the change in student body also brought political controversies that divided students, administrators, and faculty. There was a demand for ethnic studies and a more diverse faculty. The fiercest contestation of the benefits of diversity occurred when Berkeley and the University of California became divided over the issue of Affirmative Action. According to a report issued by Berkeley's Institute for the Study of Social Change (1990): "Well into the 1960s, almost every applicant to the Berkeley campus who met the eligibility requirements and who applied was admitted. However, competition had become so fierce in the 1980s that, by the end of the decade, only sixteen percent of those applying and meeting the eligibility requirements were admitted" (p. 5). Intergroup relations became strained. Asians saw Affirmative Action as a pattern of selective reduction in Asian American admissions. Some Asians and Whites, who saw themselves becoming a minority, questioned the "fairness" of the policy, feeling the policy subverted the university's meritocratic principles, and some thought African Americans and Chicanos were less qualified given that special academic/retention programs were being set up for these students.. Even some African Americans and Chicanos had their own reservations about Affirmative Action. After a bitter debate in July 1995, the University of California Board of Regents passed resolution SP-1, a policy that eliminated consideration of race, ethnicity, and gender in admissions.

The question then became, how would the University of California stay true to its founding intent that the student body reflect the diversity of the state? Recognizing the potential negative impact of SP-1 on student diversity, the Regents established an Outreach Task Force to identify ways in which the university could make prospective students aware of, and prepared for, the educational opportunities of the University. In other words, without the use of race, ethnicity, and gender as "plus" factors in admissions, SP-1 greatly magnified the role of university outreach to schools and communities as the primary vehicle by which to achieve a demographically diverse student body. The challenge for the University became evident, yet complex: How to adhere to the goal of diversity even as the means for realizing that goal had been dramatically altered (Outreach Task Force for the Board of Regents of the University of California, 1997).

The Berkeley case study serves to illuminate two critical issues. The first is that colleges and universities throughout the nation have an opportunity to address the question of how to preserve access for underrepresented groups while not violating new policies that prohibit the use of race, ethnicity, and gender in the college admission process. The second is that increased student diversity brings both benefits and complex challenges that touch the heart and soul of institutional life. *Student diversity affects not only admissions policies and practices such as Affirmative Action, student recruitment, and university outreach to schools and communities. Student diversity can also positively impact the college and university curriculum, retention programs, intergroup relations, campus climate, and the composition of faculty and staff.*

### **Purpose**

This paper examines issues related to minority student access to postsecondary education by focusing on—**institutional outreach and early intervention programs that promote readiness for college**. Section I of this paper presents a conceptual framework for analyzing student diversity, barriers to minority student access, and assumptions used for analyzing diversity initiatives. Section II focuses on identifying and describing programmatic initiatives that colleges and universities corporations and foundations are currently using to expand access through student recruitment and early outreach and intervention in feeder schools.

## SECTION I

### A Framework for Analyzing Student Diversity

Matthews (1996) notes that one of the assumptions that guided federal and state policy development for minority students in the past was based on a cultural deficit model. Minority students were assumed to be lacking the background, skills, motivation, or talent to be successful in the educational arena. It was thought that a segregated society created numerous barriers to school success (i.e., barriers that were financial, cultural, social, and legal in nature). Individuals from minority cultures could succeed in colleges and universities only to the extent that they were able to separate from their culture and to learn and adopt the values, behaviors, and traditions of this new world.

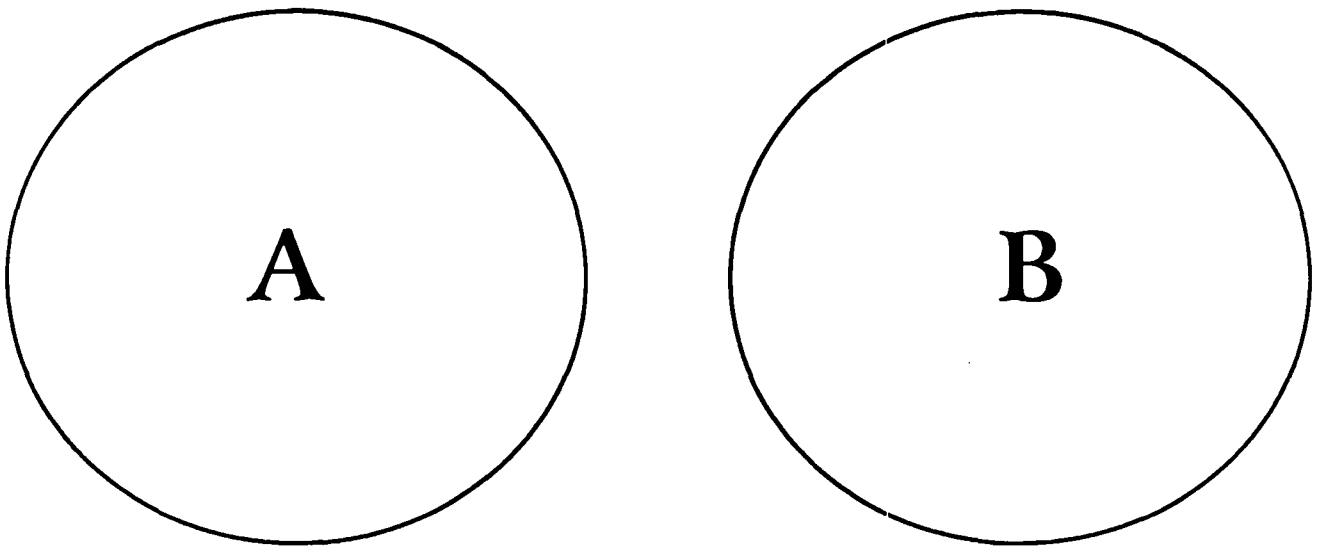
The cultural deficit model was replaced by the cultural difference model which viewed the minority and majority worlds as separate and distinct. Valentine (1971) believed that the weakness of the cultural difference model was the assumption that individuals could experience different cultures only as mutually exclusive alternatives. Valentine used Polgar's (1960) research on American Indians to explain that minority individuals had the capacity to step in and out of the repertoires of two cultures (Figure 1) that were seen as distinct and separate. de Anda (1984) supported the view that minority individuals should not be viewed as having deficits. Nor should these individuals be viewed as being unable to function in both the minority and majority worlds. Moreover, de Anda believed that individuals could function in two different cultures (majority and minority) if the majority world reflected the values, perceptions, beliefs, and norms of the minority culture. In other words, *dual socialization* could be possible to the extent that there was convergence between the two cultures (Figure 2).

Employing de Anda's model to higher education outreach, the focus of access and retention would be *not* on isolating student deficits or expecting students to totally separate from their cultures in order to attain academic success. Rather, the focus would be on building bridges to bring the world of the student and the world of college together.

In line with the premises of de Anda's theory, Rendón (1997) proposed a model of democratic access (Figure 3) addressing the entire K-college continuum. Rendón focused on systemic issues to be addressed at each step of the educational continuum. The model also stressed the interconnection among schools, colleges and universities and the building of a strong academic foundation and a shared culture of academic achievement.

Figure 1

# Two Separate Cultures



**A = Majority Culture**

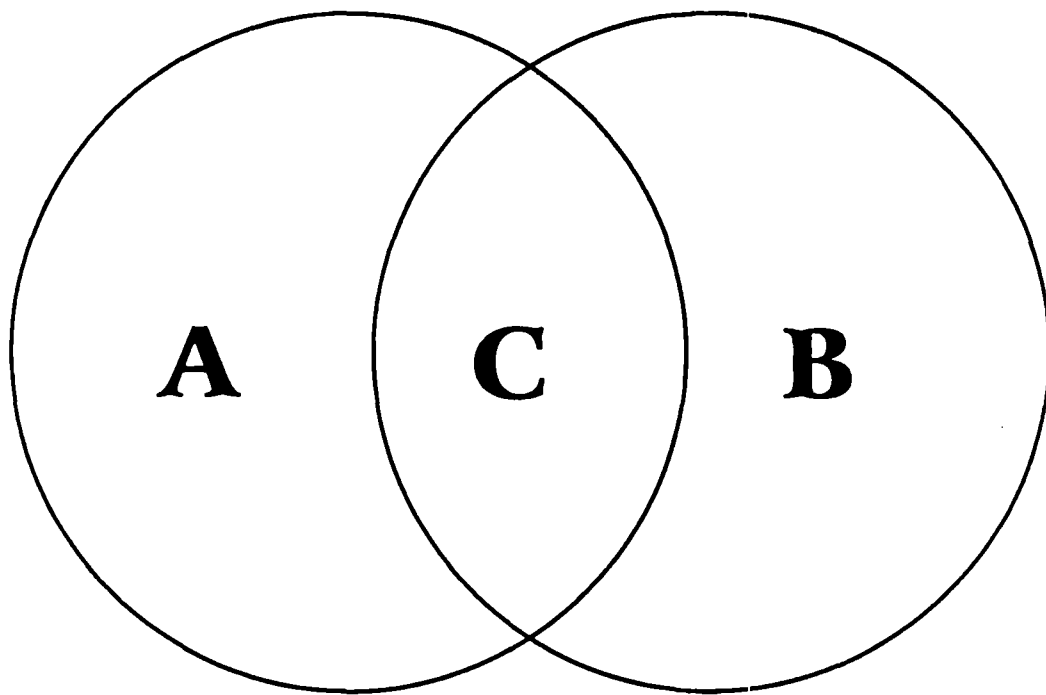
**B = Minority Culture**

**Source: de Anda, 1984**

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Figure 2

# Biculturation



**A = Majority Culture**

**B = Minority Culture**

**C = Shared Values and Norms**

Source: de Anda, 1984

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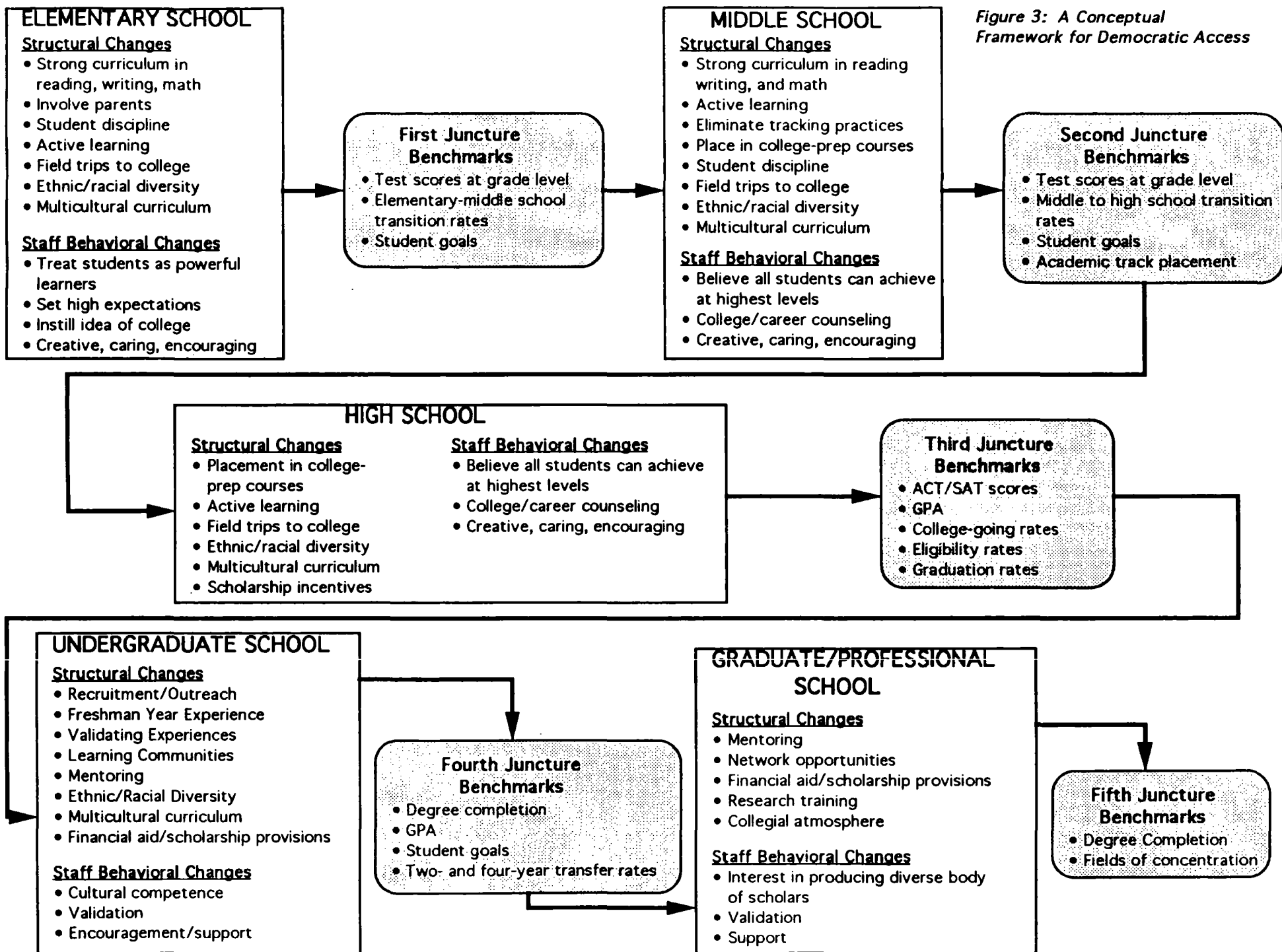


Figure 3: A Conceptual Framework for Democratic Access

According to Rendón (1997), "*Democratic access* ensures that all students, regardless of social background, race/ethnicity or gender, are provided a fair and equal opportunity to graduate from high school, enter the college of their choice, graduate from college, and enter and graduate from the graduate or professional program of their choice" (p. 11). Rendón's model presents a longitudinal view of access, as discussing access simply as a college entrance issue would seriously misrepresent the matter. Democratic access has the following components (Rendón, 1997):

1. Based on democratic principles. Because there are students who are not yet equal partners in the educational playing field, there is a need to eradicate barriers to access and preserve opportunities for the disadvantaged. While recognizing and respecting individual talents, the collective success of Americans is the primary focus.
2. Is longitudinal, incorporating the entire educational system, from kindergarten through graduate and professional school. The focus is not only on college entry or completion, but on improving the academic progress of students at every transition point in the educational pipeline.
3. Seeks to transform institutional structures and staff behaviors and attitudes. At each stage of the pipeline, structural changes need to be made in the curriculum to build a strong foundation of academic skills in reading, writing, and math. Pedagogy should be changed to ensure that students find a lively, exciting teaching environment. Staff should provide encouragement, support, and validation.
4. Clearly communicates what students need to go to college. Students are told exactly what it is they need to be college-eligible at very selective, selective, and non-selective institutions (i.e., test scores, GPA, college-prep courses, etc.)
5. Gives students *real choice*. When students complete high school, they ought to have the luxury of choosing a particular college, selective or non selective, after weighing the pros, cons, and consequences of making their choice. They should also know the academic requirements of different fields of study.
6. Provides financial resources. Disadvantaged students who become college-eligible should not be shut out of college because they cannot afford tuition. Scholarships, grants, and other forms of financial aid should be provided.

7. Documents progress through assessment. At each transition point, data should be available to document improvements (i.e., test scores, GPA's high school graduation rates, college-going rates, degree completion rates, etc.).

### **The Longitudinal Nature of Access: Pre-College to College Barriers**

By the time minority students get to the 12th grade, it is too late to improve college eligibility or to increase the number of students who are ready for college. Access is shaped very early in a student's life. This section describes pre-college to college barriers to access.

#### **Pre-College Barriers**

Access to college begins in the socioeconomic context of the home environment. Students of color have been the victims of neglect and inequitable opportunity in educational attainment. A child born in poverty usually means deficiencies in nutrition and health. It means lower quality social, emotional, and educational conditions that affect a child's self-esteem, language, cognitive abilities, world view, values, personality, and future relationships. It means attending segregated, poorly funded schools with scarce resources. It means being labeled "remedial" and "at-risk" (Nora, Rendón, and Cuadraz, 1998; President's Advisory Commission on Excellence for Hispanic Americans, 1996; Rendón and Hope, 1996). Orfield and Ashkinaze (1991) explain that there is a sharp contrast between ghetto/barrio life and middle/upper class life that most Whites fail to understand. Literally thousands of students grow up in poverty and find that birth is destiny. Their communities are removed from academics and these students often don't know anyone who has ever gone to college.

#### **K-12 Barriers**

Poor children tend to fall behind in reading, writing, science and math early in their schooling. They also have a high rate of absenteeism. African Americans, American Indian/American Natives, and Hispanics are more likely than Whites and Asians to be suspended from school. Systemic barriers work against poor students who attend poorly funded schools where they get the least of the best the nation's educational system has to offer. Inequities in tax-based funding is one of the key issues affecting the academic progress of students throughout the k-12 system. Schools in poor districts operate with outmoded curricula, lack computers, and hire the least trained teachers. Poor and minority children are often tracked into nonacademic programs of study that do not lead to college. Instead of being challenged with high

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expectations, students engage in mundane tasks such as circling letters on dittos. Failure to take college-prep courses has devastating consequences. Not only is access to college jeopardized, it disqualifies students for entry-level jobs in high-tech industries (Kozol, 1991; Oakes, 1985; Rendón & Hope, 1996).

It is important to note here that contrary to popular belief, minority students do have high academic aspirations. In a study of 6th, 8th, 10th, and 12th grade students in 16 urban schools, Rendón and Nora (1996) found that all students (regardless of race/ethnicity and gender) placed a high importance on graduating from high school, going to college, and graduating from college. However, aspirations began to diminish by the time they reached high school.

Equally important is that high school graduation rates have improved dramatically. Carter and Wilson (1997) cite that in 1995, the graduation rate for Whites was 81.9%, compared to African Americans at 76.9% and Hispanics at 58.6%. However, these rates were calculated for the 12th grade graduating class and did not take into account the dropout behavior that occurred at earlier stages. In a study of urban students in 16 cities (Rendón et al., 1996) the overall mean high school graduation rate of students from the 9th to the 12th grade was only 38%. Rates were highest for Asians (46%), followed by Whites (39.8%) and African Americans (37.9%). Rates were lowest for American Indians (30.3%) and Hispanics (30.2%).

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Geiser (1996) conducted a longitudinal study of the progress of 10th graders. He pointed out that the University of California did a reasonably good job attracting and enrolling minority and majority students who became college-eligible. However, the pool of Black and Chicano college-eligible students was very small due to differential rates of high school graduation and completion of the A-F curriculum. Geiser concludes that "[t]he message is that low eligibility is the fundamental obstacle to broadening participation of groups that are currently underrepresented in the UC student body" (p. 12). Hayward, Brandes, Kirst, and Mazzeo (1996) identified barriers to college-eligibility in California, including:

||

1. Lack of information, especially among families that are not native speakers of English. Parents lack information about courses students need to take to qualify for college, the necessary level of performance required in these courses, admissions policies, application procedures, and availability of financial aid.

2. Reductions in counseling and advisement, given severe budgetary constraints in California elementary and secondary schools. Also, in low-performing schools, many counselors do not place a high priority on college preparation and do not advise students to take challenging courses.
3. Tracking and ability-grouping practices that place Black and Latino students into course-taking patterns which do not permit them to later gain entrance into four-year colleges and universities.
4. Test requirements, given that disproportionate numbers of historically underrepresented students do not take the SAT or the ACT. When they do take them, they tend to score significantly below their White and Asian counterparts.
5. Disproportionate enrollment of Black and Latino students in the less-demanding general education or vocational education curriculum. These students rarely have access to the high-level mathematics, science, and English courses essential to college success. Of particular importance as a barrier is algebra, the gateway course to the pre-college mathematics curriculum. In low-income areas, schools may not offer a rigorous, comprehensive curriculum taught by competent and knowledgeable teachers.
6. Under-prepared teachers, especially in schools with large numbers of historically underrepresented students. These teachers are frequently teaching outside their major fields and are likely to have emergency credentials.
7. Fewer successful role models for students who can shape high aspirations, expectations, and motivation. Minority students are likely to live in communities removed from academics that contain few adults who can serve as cultural translators, mediators, and role models to help students negotiate the difficult path to college. Further, teachers, counselors, and administrators in many low-performing schools take little action to increase eligibility rates among their students. Sometimes cultural and family pressures foreclose access. Peer groups may not be supportive of students with high ambitions.
8. Soaring costs of higher education that discourage students and families from seeing higher education as a realistic option.

In summary, it is important to expand the number of high school graduates and the pool of students who are college-eligible. Because access is an outcome of a long series of academic and social experiences that begin in home environments and early schooling experiences, a focus on improving college-eligibility is more than helping 12th graders get into college. It is about expanding the pool of college-eligible students through university outreach strategies that target students in the early grades to eradicate barriers, to instill the idea that college is a viable option, and to ensure that certain requirements be fulfilled in order to attend college (Rendón, 1997).

### College Barriers

Financial aid is critical to access, especially for minority students from working-class origins. However, economic trends during the 1980s and 1990s reduced college affordability. Federal Pell grants, the key source of scholarship aid for low-income students, increased at a much slower level than the cost of college tuition in the 1980s. The share of income required to pay for college has risen most for poor families who have no reserves to draw on and are reluctant to secure loans that will exacerbate family debt (Rendón, 1987; Barton, 1997). Studies by Stampen and Cabrera (1988), Cabrera, Stampen, and Hansen (1990), and Cabrera, Nora, and Castaneda (1992) reinforce the importance of financial assistance in the persistence process.

college for  
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Beyond financial aid, institutional cultures and practices affect student retention rates. Given that many students of color are first-generation, the first in their family to attend college, making the transition is both a time of excitement and trauma. The passage to college involves cultural dislocation and relocation, a disjunctive process that is both internal and external (Rendón, 1996). It is a time students separate from family and friends, break family codes of unity, learn new values, traditions and conventions of the academy, assume a new identity and negotiate multiple worlds (i.e., ghetto/barrio, family, work, college). Jalomo (1995) found that students needed the assistance of cultural translators, mediators and role models to decipher and manipulate the values, beliefs, and norms of higher education.

To complicate matters, these students have often been told they will not amount to very much and come to college expecting to fail. For these students, finding a validating and hospitable campus climate are essential to persistence. However, on most college campuses White faculty have a limited understanding of minority cultures, employ a Euro-centered curriculum, and use teaching strategies such as lecture, fierce competition, and straight row seating that are intimidating to students. While getting involved in institutional life has been found to be essential to retention, many minority students who have been invalidated in the past are

reluctant to ask questions or to take the initiative to get involved (Jalomo, 1995; Terenzini, Allison, Gregg, Jalomo, Millar, Rendón, and Upcraft, 1993) . They expect active reach-out and intervention in order to get involved. Consequently, Rendón (1994) proposes the importance of validation, where faculty and staff take an active role in the academic and social life of students, as necessary for promoting involvement and persistence.

Padilla, Treviño, Gonzales, and Treviño (1997) found that many minority students feel culturally or racially isolated given lack of minority role models or mentors, a curriculum that excludes minority perspectives, and lack of visible minority support programs. Many minorities leave college due to "cultural assaults" (Zambrana, 1988) to their sense of identity and self-esteem. Connecting the world of the student to the world of college means that students must be able to find animate and inanimate objects in the new culture that might evoke a sense of comfort that originates in their early upbringing. That is why special programs such as Black History Month, ethnic studies, and Cinco de Mayo celebrations become important (Rendón, 1996).

In summary getting students ready for college requires having a philosophical framework to guide diversity initiatives and an understanding of the multiple barriers that restrict access at every step of the educational continuum. Educators and policy makers must also have a clear understanding that improving college eligibility requires university outreach to feeder schools in the early grades, giving students the information they need to know what it takes to be college-eligible and preparing students with a strong foundation of academic skills. This comprehensive approach assures not only greater opportunities for access to college, but an expansion in the numbers of students who become college-eligible.

## SECTION II

### Key Principles of Early Intervention Programs

Early intervention programs that link colleges and universities with schools and communities are diverse with regard to support, breadth and depth of the initiative, and programmatic emphasis. Yet a number of key principles underlie these initiatives. A review of early intervention programs, especially those that have been evaluated (Hayward et al., 1996; Fenske, Geranios, Keller, & Moore 1997; Opuni, 1996; Gandara, 1996) provides a number of key principles that help to make these programs work. The programs:

- order
1. **Provide a "bridge" function**, connecting the world of the student to the world of college. Given that the culture of most minority students is quite the opposite of the world of college, many students find they need validation, encouragement, and support to navigate college and university life. Student-centered programs are valued by students, parents, faculty and staff.
  2. **Focus extensively on academic preparation.** Getting students ready for college necessitates a strong foundation in reading, writing, and math. Specialized tutoring, academic enrichment programs such as Saturday classes and workshops, as well as summer programs are targeted at this goal.
  3. **Set high expectations and build the mindset that a college education is a real possibility.** An academic culture is built and sustained. Students are viewed as learners with great potential to succeed.
  4. **Focus on early reach out and progressive intervention**, given that the performance gap between advantaged and disadvantaged students begins early and widens quickly. These outreach programs are designed to provide specific interventions of specific intervals throughout the K-16 experience.
  5. **Provide administrative and intellectual leadership**, as evident with someone appointed to be in charge and commitment from school and university leaders, i.e., Project GRAD.

6. **Are well-integrated with K-12 schools**, instead of operating at the margins. Programs can have positive effects, school-wide, if the K-12 leadership and faculty have a sense of ownership.
7. **Are comprehensive, as opposed to fragmented.** Program components such as academic preparation, college information, student support services are successful not as separate activities, but in the manner in which they are connected in a school-wide effort.
8. **Work with a feeder system of schools**, ~~as opposed to all schools in the city and state~~. A key exemplary feature of the Project GRAD model is linked to the focus on a specific corridor of elementary schools and a middle school that feed a high school.
9. **Augment academics with student support services** such as role models, counseling and advisement, social and personal development.
10. **Provide for family involvement.** Programs such as Arizona State's Hispanic Mother/Daughter Program, among others, actively involve parents in their children's education. In AVID and Project GRAD, parents of 9th grade students sign a "contract" promising to keep their student in the program and in the college track program throughout high school.
11. **Give students a head start**, allowing them to take college courses while still enrolled in high school. Programs such as Arizona State's ACE allows high school sophomores to take college classes during their junior and senior year at a community college, earning between 15-22 credits.
12. **Provide for financial assistance.** Students are provided with scholarships and/or with information to obtain financial aid.
13. **Provide students with the essential information they need to be college-eligible** (i.e., have an acceptable high school GPA, take the required college-prep course sequence, take and earn an acceptable score on the SAT or ACT, etc.).

- 14. Build an assessment design into the program.** While program evaluation is lacking in most programs, it is likely that those with an assessment component such as Project GRAD and the Puente Project will generate more credibility and increase the potential for replication.

Maybe will  
help determine  
how to  
improve  
process

## SECTION III

### **Institutional Outreach Strategies and Early Intervention Programs Designed to Increase Access, Diversity, and College Eligibility**

*"I also ask this Congress to support our efforts to enlist colleges and universities to reach out to disadvantaged children starting in the sixth grade so that they can get the guidance and hope they need so they can know that they, too, will be able to go on to college."*

--President Clinton, State of the Union address, January 27, 1998

In this section, examples of specific strategies designed to increase access, diversity and college eligibility will be presented. Before describing the initiatives, assumptions and limitations will be presented.

#### **Assumptions Used for Analyzing Diversity Initiatives**

This paper is written employing the following assumptions. } ?

1. [ Rather than viewing students as having cultural deficits, they are viewed as having strengths - in their language, their art, music, and literature, their high expectations which need to be realized, and their hopes and dreams for the future.
2. Diversity is not a zero-sum game. The most effective institutional reform tactics should not be geared toward creating opportunities for some groups at the expense of others, thereby intensifying inter-group conflict.
3. In the reform process, colleges and universities should balance viewing students as victims of discrimination and exclusion, thereby providing services to remedy student deficits, with greater attention to transforming institutional cultures and practices. ?
4. Institutions of higher education must change in order to organize for a more diverse future and to expand access opportunities to historically underrepresented groups.
5. Higher education is on the right path in its efforts to deal with diversity through the development of initiatives that foster recruitment, access opportunities, student achievement, retention, and intergroup relations.

## Limitations

The limitations of presenting diversity initiatives are as follows:

1. While the sheer number of programs can be bewildering, little evaluative evidence exists to document what makes the programs effective. Where evidence exists, it is often sparse and diffuse.
2. Very few diversity projects build in a formal assessment design.
3. Given lack of evaluation data, questions could be raised about the rigor of the data and the validity of the results.
4. Despite the lack of data, much has been learned about special programs that can inform future efforts from a few programs that have extensive evaluations and from the experiences of individuals that have worked in these programs over the course of several years. Notwithstanding the diminished level of confidence with program evaluation, it is possible to build on what is now known in planning future strategies.

## Profiles of Effective Institutional Outreach Strategies and Early Intervention Programs

Institutional outreach strategies may be categorized with regard to 1) sponsorship, 2) breadth and depth of collaboration, and 3) programmatic emphasis.

***Sponsorship.*** Early intervention programs have been initiated with support from one or two agencies and organizations, although they later generate additional support from multiple sources. The initiatives may have the following kinds of sponsorship: programs established and supported by philanthropic agencies, federally-supported programs, state-sponsored programs with matching federal support, entirely state-supported programs, corporate-supported programs with matching funds, college/university-supported initiatives.

***Depth and Breadth of Collaboration.*** Early intervention programs vary according to depth and breadth:

1. City-wide K-16 collaboratives involving schools, colleges and universities, business and industry, community-based organizations and elected officials. These initiatives focus on systemic change, including early intervention in schools beginning in the early grades and sustained until students enter college (i.e., Ford Foundation's Urban Partnership Program, the Pew Charitable Trusts Community Compacts Program, and the National Science Foundation's Urban Systemic initiative.)
2. Collaborations involving institutions of higher education and feeder schools (i.e., Mathematics, Engineering and Science Achievement (MESA) program, Arizona's Mother/Daughter Program, Maryland's College Preparation Intervention Program).

***Programmatic Emphasis.*** A review of the University of California's outreach programs (Hayward et al., 1996) produced the following clusters of programs. These categories will be employed to provide examples of effective early intervention programs. The programs are categorized as follows:

- 1. Programs that are primarily student-centered to provide services directly to students. Common features are academic enrichment and support, parental involvement, counseling, advisement, information on college admissions, and motivation.**

### **Aetna's Saturday Academy**

To help adolescents become productive adults and effective leaders, Aetna recognized that disadvantaged and minority students need a stimulating learning environment and an opportunity to consider higher education. In 1984, Aetna's vision for the Saturday Academy was to create a program that would make students eager to succeed in subjects like math and science. Parents would attend classes and learn with their children, increasing support for learning at home as well as raising educational expectations by linking academic achievements with future economic success. In cities across the United States, Aetna has been helping at-risk, inner-city kids and their families by establishing Saturday Academy programs. Each Saturday Academy site creates a partnership between the public schools, the local Aetna office, and a college or university chosen for its accessibility and commitment to community outreach. These collaborative efforts aim to improve academic outcomes of students in city schools by addressing the following goals:

- Provide academic enrichment opportunities for middle-school students in math, science communications, and computers.
- Raise educational aspirations by exposing students to the link between school and economic success.
- Empower parents to become more effective in helping their children achieve their academic potential.
- Encourage and increase minority and disadvantaged student enrollment in college.

By 1994, seven Aetna Saturday Academies had taken root in Atlanta, Charlotte, Hartford, Los Angeles, Middletown, Milwaukee, and Washington, DC. More than 5,000 middle-school students and their parents were enrolled by that year in programs at these sites. Supported by a grant from Aetna, the Institute for Education Leadership (IEL) in Washington, DC, conducted a year-long evaluation of all seven Saturday Academies. The evaluation assessed the Saturday Academy program model and the program's impact on students. How successfully program components were implemented was determined by looking at differences between sites and comparing responses. The IEL study, as described in this report, reinforces that assumption that all students can learn at high levels as long as they're given the opportunity and the support to excel. Saturday Academy gives average kids a reason to hope and plan for a better future and a chance to gain strength from people who believe in them. It that's what it takes to succeed, then every kid deserves a chance. *results?*

### **Mother/Daughter Program, Arizona State University**

The goal of the Hispanic Mother/Daughter Program is to increase the number of Hispanic women who complete a four-year college degree. The program uses a team approach which involves mothers directly in the educational process. The students' academic and personal progress is monitored from eight grade through completion of the bachelor's degree. Multiple services are offered including:

- Eleven evening sessions over a period of four months to introduce 8th grade students and parents to the university and provide information needed for successful completion of high school and university matriculation.
- All-day campus visits to Arizona State University.
- Academic counseling, tutoring, social and personal development through one-on-one sessions with high school advisors and/or group meetings at individual high schools.
- Monthly high school workshops addressing issues that affect students during their high school years. Workshops cover topics such as values and decision-making, teen pregnancy, cultural awareness, violence in society, etc.
- Monthly Mothers' Support Group meetings to discuss pertinent issues related to their daughters' educational growth and to plan fund-raising efforts.
- Transition assistance for high school seniors to ensure they have completed all necessary paperwork and followed required procedures for successful matriculation into the university.
- Job opportunities, as well as academic, financial aid, and personal advising.
- Early outreach scholarships to incoming freshmen and community college transfers.

Source: Lopez, R. (1997) Description of the Hispanic Mother/Daughter Program, Arizona State University, Tempe, AZ.

### **Achieving a College Education (ACE) Program, Maricopa County Community Colleges, Arizona**

ACE is a collaborative two-plus-two-plus-two program originally established in 1987 with seed money from a grant initiative sponsored by the Maricopa County Community College District. The purpose is to increase the numbers of minority, economically disadvantaged, and

at-risk students who attain baccalaureate degrees after successfully completing high school and college degrees. ACE has successfully collaborated with high schools in two districts and Arizona State University to enhance retention and graduation.

High school sophomores who desire to attend college are recruited for ACE. An attempt is made to admit students from each of the four quartiles of academic achievement, so that students can be admitted based on their potential to achieve success, regardless of their previous academic record. Students then attend college classes during their junior and senior years. The early recruitment allow students to better take advantage of their high school curriculum to prepare for college. During junior and senior years, students can earn between 15-22 community college credits. After graduation from high school, students enroll in a seven-semester sequence, which includes summer school, consisting of transferable coursework. Students can achieve an Associate of Arts degree within two years after completing 64 credits. Students then transfer to one of the three state universities to complete the baccalaureate during the subsequent two years.

Combined with the program is a component for parents which requires them to become participants along with their children. Seminars are held for parents and they are given information about the value of a college education, parenting skills, financial aid, and the stresses of pursuing an education. As a result, some parents choose to pursue their own education.

Arizona State University in conjunction with South Mountain Community College offers a transfer bridge program for the students during their third or fourth summer in the program. The program provides enrollment in a university level course and a combination university orientation-transfer information component, a one week residence hall experience and orientation ACE parents to the university through a tour and a presentation by the ASU Minority Parent Association. The Summer Institute at ASU helps familiarize students with the campus and encourages student transfer to that institution.

The Achieving a College Education Program has been very successful in retention and transfer. Of the first group of students recruited in 1988, 98% have received a high school diploma; 64% went to college, and 2% entered the Armed Forces. On average, each ACE student attempts 13.08 college credit hours and has an average GPA of 3.007. Seventy three percent of the students are minority and 62% are the first in their families to attend college. The ACE Program received the Innovator of the Year award from the Maricopa County Community College District in 1989 and by the League for Innovation in 1990.

### **California Outreach Programs**

Recognizing that it was important to recruit underrepresented students from local communities, the University of California system office instituted several outreach programs aimed at increasing the number of historically underrepresented students while also providing them with the tools necessary to succeed in collegiate studies. In the evaluation of their efforts they found that the primary barrier to access for these students was their academic preparation. In short they discovered that these students were either not enrolled in the appropriate courses to prepare them for the University or were not excelling in these courses. As a result of these findings the University of California instituted campus-based and system-wide programs in order to help them achieve their goal of admitting underrepresented students into the University. The following programs form a part of California's Outreach Programs: Early Academic Outreach Program (EAOP), Mathematics, Engineering and Science Achievement (MESA), and the College Readiness Program.

### **1. Early Academic Outreach Program (EAOP)**

EAOP represents the first system-wide program implemented with the specific goal of increasing the number of under represented students at the University of California system. This program operates on all eight UC campuses and works with 131 school districts. It is aimed at junior high schools students and counsels them to take the necessary courses for University admission. In addition, the program includes academic skill development, motivational activities and parent involvement activities. In 1995, out of 7,777 EAOP seniors, 47 percent of them were eligible for University admission. *Volunteers?*

### **2. Mathematics, Engineering and Science Achievement (MESA)**

MESA is another system-wide program which is characterized by the strong partnership it represents. The partnership includes the University of California, business and industry, other higher education institutions and K-12 education. The goal is to increase the number of under represented students in math based fields. It is offered to K-12 students through 20 MESA school-centers. The latest report states that 12,000 students in 295 elementary, middle and high schools are currently being assisted through this program. Through the MESA program, the targeted high school students are enrolling in advanced mathematics and/or physics courses.

### **3. College Readiness Program**

Another partnership includes the California State University and the California Department of Education. As is previously noted in this report it is crucial that students complete algebra by the end of the ninth grade if they are to be prepared to enter higher education. In addition, it is necessary that students have strong English skills in order to succeed. This program focuses on low-college going rate students and targets these students in the transition from elementary school to middle school. The goal of the program is to capture these students and enroll them in college-preparatory programs that instills in them the academic rigor and the aspirations to attend higher education.

### **Maryland's College Preparation Intervention Program**

This program is sponsored by the Maryland Higher Education Commission. It focuses on middle grade students who are likely to attend college. In partnership with local school systems, higher education institutions, parents, business and industry, non-profit organizations and community groups this program provides academic and counseling support.

### **City University of New York, LaGuardia Community College - Middle College High School**

In 1971 a collaborative high school/college program was established at LaGuardia Community College. This program, which is still in existence today, is an alternative high school which serves urban youth. Housed on the LaGuardia Community College facilities, Middle College admits prospective ninth grades who have been identified as high risk individuals with college potential. The data indicate that about 85% graduate and of these 75% go on to college. Some of the unique elements include the fact that students spend 1/3 of each year working outside the school on internships. Furthermore, students can enroll in college courses at LaGuardia at no cost, obtain high school credit and apply for transfer credit after graduation to other colleges.

## INROADS

INROADS is a private service foundation that helps train and place minority youth in business and prepare them for corporate and community leadership. It concentrates on African Americans, Hispanics and American Indians who have grade point averages of 3.0 or better. Begun in the 1970s, INROADS now has more than 3,000 high school and college students nationwide., 800 sponsoring corporations, and 22 host universities. It is funded through sponsorship fees, foundation grants, and contributions. INROADS boasts more than 1,000 graduates pursuing professional and managerial careers along with 2,600 students in college. The program is built on a series of commitments. High school students have to participate in year-long tutoring and counseling, and enroll in six weeks of summer school. College students have to participate in four-year long internships with summer work experience at a local corporation, remain in good academic standing, and set goals for their careers. Failure in any area leads to dismissal. Sponsors agree to develop opportunities, assign a mentor to each student, pay an annual sponsoring fee, and cover the interns salary. A 1985 survey of sponsors found that more than half believe the services were above expectation and more than 90 percent recommended participation to other companies. (Source: INROADS, Inc. Los Angeles, in Three Realities, ACE, 1990).

## Xavier University's Models for Institutional Excellence

*for all students of African American* 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 5<sup>th</sup> grade year. During the 6<sup>th</sup> 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 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>)

- 2. Programs that link student-centered approaches with financial assistance.**  
The uniqueness of these programs is the strong emphasis on providing scholarships or grants or providing students with information to access financial aid.

### **Math-Science Honors Program, Arizona State University**

The Math-Science Honors Program is an intensive academic program that provides motivated students the opportunity to begin university mathematics and science studies before graduation from high school. The program is designed to provide a successful university experience for students from lower-income families and to enhance the prospects for future academic success. During the summer program, participants live on the Arizona State University (ASU) campus and enroll in a university level mathematics or science course for college credit. Tuition, room, and board are paid by ASU.

All participants take a placement exam to determine the course in which they will be enrolled. Students attend classes six hours per day, homework is assigned daily, and quizzes are given twice a week. Daily problem solving sessions are held and additional tutoring is provided in the evenings.

### **California Student Opportunity and Access Program (Cal-SOAP)**

Through this program, which is coordinated by the Student Aid Commission, competitive grants are awarded to consortia of high schools, postsecondary institutions, and community agencies. The various program centers provide services spanning the range of college-preparatory activities including assistance with financial aid, tutoring, skill development, campus visits, parent involvement, and test preparation.

### **State Early Intervention Scholarship Programs**

These programs were established based on a previous program that matched both state and federal funds to support students in both academic and financial assistance.

In these state programs students are required to begin participation in early grades. In order to be eligible for financial assistance, most of the states that have implemented these programs require students to meet behavior standards, maintain an above-average grade point average and take a prescribed college preparatory curriculum.

### **New York, Liberty Partnership Program**

This New York State Program is designed to improve high school completion rates and to encourage at risk students to enroll in postsecondary education and/or obtain employment. During the school year and in the summer the program works with both students and their parents. The activities include academic, career, financial and personal counseling, skills assessment, tutoring, mentoring, health screening, enrichment, cultural and recreational activities, and program referrals.

### **TRIO Programs**

The TRIO Programs are federal programs designed to increase entry into higher education for first generation and low income college students. Of particular note is the Student Support Services program which provides opportunities for academic development and assists students with basic college requirements. Notably, this program provides assistance in securing admission and financial aid. In addition to this service, it also provides basic skill instruction, tutorial services, personal counseling, mentoring, information about career options and instruction for those with limited English skills.

- 3. Programs that are both student-centered and school-centered. They combine direct student services with staff development and other programs to improve the school's curriculum and instruction.**

### **Project GRAD, Houston, Texas**

After many years of searching for solutions that could significantly improve academic performance and college-going rates in Houston's inner-city schools, in 1993-94 a comprehensive, school-community collaborative model was initiated: Project GRAD. The Executive Director is Jim Ketelsen, former CEO of Tenneco. The Project has multiple funding sources, including a large grant from the Ford Foundation. Among the numerous reasons for success are Project GRAD's exemplary features:

*A Feeder System Model.* Project Grad targets two vertical feeder systems of schools - the Davis (predominantly Hispanic) and Yates (predominantly African American) corridor. The feeder system assures consistency throughout the K-12 system in terms of materials, classroom management, curriculum in reading and math, and collaborative learning. For example, the Davis cluster includes one high school, one middle school, and seven elementary schools. The idea is to create K-12 systemic change as opposed to fixing one school at a time.

*A Common Curriculum and Classroom Management Program.* The major components of Project GRAD are: 1) Success for All, an elementary school reading, writing, and language skills program; 2) Consistency Management and Cooperative Discipline, a discipline, self-responsibility, class-management, and parental involvement program for all school levels; 3) MOVE IT MATH, a mathematics program in the elementary and middle schools; and 4) Communities in Schools, a social services and case management program in place at all school levels. Teachers and administrators are trained to use these programs.

*High Expectations and Promise of Reward.* Tenneco provides a \$1000 per year scholarship for four years in any college or university to graduating seniors. Students are very explicitly told what they have to do to get a Tenneco Scholarship: graduate from high school, take a minimum of three years of math, including Algebra I, Geometry and Algebra II, maintain a 2.5 GPA in core academic subjects, attend two summer institutes, at the University of Houston-Downtown, and graduate on time with his/her class. The Tenneco Scholarships program, referred to as the Contract, is signed by the student and parents.

*Documentation of Success.* Prior to Project GRAD only 20% of the high school graduating class at Davis High School went to college. In 1997, over 70% of the graduating class qualified for scholarships. Statewide TAAS test scores have improved dramatically. In 1997, 72% of tested elementary students passed math, compared to 60% in 1996 and 44% in 1994. In middle school, 57% of tested students passed math, compared to 42% in 1996 and 21% in 1995. Reading scores have also improved significantly. Of the elementary students tested, 74% passed in 1997, versus 64% the previous year. In middle school, 63% passed the reading test in 1997, versus 47% in 1995 (Shoecraft & Shoecraft, 1997, June 26). What is quite significant is it took only three to four years to generate these increases, substantiating that where there is leadership (Jim Ketelsen is the champion of this project), organization, training, funding, and commitment to change, success can occur with relative speed.

*Modest Cost.* The cost of Project GRAD is \$3.5 million at the Davis corridor and averages to approximately \$200 per student, a modest investment considering the significant returns.

Source: Opuni, K. October 4, 1996. Program Evaluation Report.

## **Puente Project, University of California**

The Puente Project (Puente means "bridge" in English) was initiated in 1981 at Chabot Community College in Hayward, California, by Felix Galaviz, a counselor, and Patricia McGrath, an English teacher, who became concerned about the high dropout rate of Mexican American and Latino students. About 50% dropped out, many during the first three weeks of school. Puente began as a grassroots effort to help these students complete community college and transfer to four-year institutions. Today, Puente has been replicated in 38 community colleges throughout California.

In 1993 Puente began a high school version of the program that operates in 18 California high schools. High School Puente is targeted at increasing the number of Latino students who successfully complete high school and enroll in four-year colleges.

There is a strong emphasis on school reform with implications for broad curricular and organizational changes within high schools. Puente provides intensive writing instruction, a focus on Latino literature, academic counseling, community mentors and parent workshops. There is an extensive teacher professional development component.

An evaluation of Puente, including three intensive case studies of high schools, shows a generally high level of implementation in the case study high schools. Instructional components received very high ratings. The mentoring component was identified as the most difficult to implement. There was also a need for additional efforts to assist parents in translating their high aspirations for their children into specific support. In the case study sites, between 81 and 90 percent of the 1994-95 entering cohort of Puente students were still in school and in the program, far outpacing the statewide averages for all Latino students. Retention was most affected by student mobility rates. Most parents attend Puente workshops and meetings and get involved with their children's education. Puente students are also more optimistic about their postsecondary futures than non-Puente students, and believe they will go to and complete college.

Source: Gandara, P. (1996) Puente Year Two Evaluation. Hayward et al., (1996) Higher Education Outreach Programs: A Synthesis of Evaluations

## **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.

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).

### **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.

### **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.

### **Alliance for Collaborative Change in Education in School systems (ACCESS)**

Established by UC Berkeley Lawrence Hall of Science, this program is designed to assist students in Bay Schools focusing on instructional and counseling programs. This program provides both school-based assistance and direct student services including instruction, tutoring, academic counseling and admissions test preparation. ACCESS operates in both junior high schools and high schools.

- 4. Programs that are school-centered, designed to improve the quality of schooling for all students, not just those students targeted for service. While not usually classifiable as "outreach", these programs can have a strong impact on the ability of schools to improve college-readiness through the improvement of instruction and the curriculum.**

### **California Subject Matter Projects (CSMPs)**

This California program provides professional development to K-12 teachers. It is geared to enhance the teachers' discipline pedagogical skills.

### **Beginning Teacher Support and Assessment (BTSA)**

This is a support and professional development program for beginning teachers. It provides mentoring, group support and problem-solving. It also assists beginning teachers in classroom practices.

### **Eastman Kodak and the Rochester Schools**

The Eastman Kodak Company has focused its efforts on the needs of urban education and high risk youth and has helped to make the Rochester schools a laboratory of innovation. In Rochester, the firm's world headquarters, the company has played a leadership role in a comprehensive effort to restructure city schools and improve academic achievement that is being watched closely by experts around the country. The Rochester reforms are being hailed as a model for the changes needed in the 21st century. Among the changes being implemented

in Rochester-- first suggested by the Carnegie Forum on Education and the Economy-- are major increases in teacher's salaries, master teachers, and greater autonomy accompanied by stricter accountability for school staff. In addition to its support for these efforts, Eastman Kodak spearheaded a business coalition, known as the Rochester Brainpower Program, which in 1988 received the President's Citation for private sector initiatives. (Source: Business Means Business about Education, The Business Roundtable, June 1989 in Three Realities, ACE, 1990)

impact?

## **A SAMPLE OF OTHER INSTITUTIONAL OUTREACH AND EARLY INTERVENTION PROGRAMS\***

### **Tuskegee University (Alabama)**

School of Nursing and Allied Health and Sciences Scholars Program (HASSP): Provides math, science, and critical thinking enhancement activities during the summer to sixth through 11th graders in Macon County: provides exposure to health facilities and personal through field trips and clinical rotations.

HASSP Saturday Academy: Provides math, science, and critical thinking enrichment activities to sixth through 11th grades in Macon County throughout the academic year. Field trips to health facilities are also included.

### **Wallace Community College, Selma (Alabama)**

Minority math and Science Improvement project: Fifty outstanding high school students were selected in 1991 to take academic courses in science and math in Alabama A & M and do internships at NASA or other high tech industries. After completing an associates degree, the students receive a \$600 summer stipend and scholarships. They then transfer to a four-year college. In 1992, another 20 students began the program.

### **Northern Arizona University, (Arizona)**

Office of Native American Program Educational Partnerships: Elementary and secondary schools and the university form a partnership with Indian tribes.

### **American River College (California)**

Partnerships to Assure College Entry (PACE)) designed to keep high school students in school and to encourage them to consider college as a viable option. Provides a four-week on-campus program for a selected group of students at risk of dropping out of school but with college potential.

Teachers of Tomorrow: Identifies potential teachers among high school students, with an emphasis on underrepresented students. Those selected for the program are given forgiven-loan scholarships and counseling to support them financially and academically through college.

### **California State University--Bakersfield**

Summer Bridge program: Four-week summer program that brings 150 first time freshmen to campus. 94% of whom are non-white. Eighty-five percent of participants complete their degree requirements within five years.

Career Beginnings Project: Partnership of local high schools, the university, and the private sector that focuses on reaching at-risk and low-income students before they drop out of high school; 96% of the students graduate from high school and 65% go to college. Eighty-nine percent of students are non-white, 50% are Latino, and 60% are from rural high schools.

### **Cosumnes River College (California)**

Program Choice: Encourages at-risk and other groups that are underrepresented in college populations to include collegiate work in their career plans; sponsors sessions to familiarize at-risk and other middle school students to the community college environment. Partnerships between Cosumnes River College and the Elks Grove Unified School District.

### **Pitzer College (California)**

Pitzer Early outreach Program: Designed to motivate students to strive for postsecondary education and to help them make higher education an achievable goal. Designed to meet the need of all students, with particular emphasis placed on encouraging African-Americans and Latino students to participate.

### **Rancho Santiago College (California)**

College Is in My Future: Fifth grade presentations, campus tours for minority, low-income children in the neighboring K-12 district. Local K-12 district is 94% ethnic minorities; 85% are Hispanic.

### **San Jose City College (California)**

Adelante: Academic program to provide a supportive environment in which Hispanic students can achieve the goals of the partnership with instructors and community mentors. Designed to increase the recruitment, educational success, and graduation rates of Hispanic students and to prepare these students for entry in the general education, occupational, and/or transfer curriculum.

### **Trinidad State Junior College (Colorado)**

Cooperative Educational Services Development Association (CESDA): Seeks out minority students while in high school to encourage, motivate, and assist minorities to enroll in higher education.

### **Central Florida Community College, (Florida)**

Project Future: Outreach program designed to reach students in grades 6 through 12 in an effort to retain, remediate, and academically enhance those who are at risk. Over a three year period, has worked with more than 200 students from lower socio-economic backgrounds.

### **Miami Dade Community College (Florida)**

Black Student Opportunity Program: Increases the pool of well prepared African-American high school graduates; increases the number of African-American high school students aspiring to a college education; provides financial assistance.

Saturday College program: Provides tutorial support and academic enrichment to motivate and enhance the academic development of students in grades 9-12 in the Homestead and South Dade Senior High Schools. Facilitates the progress of targeted high school participants to enable them to earn an associate degree or a four-year degree, or acquire technical skills by exposing them to community people who have achieved academic goals.

### **Indiana University/Purdue University at Fort Wayne**

FAST Program (Future Academic Scholars Track: Since 1987, helps African-American, Hispanic and at-risk children prepare for higher education.

### **Manchester College (Indiana)**

College Vision program: Focuses on influencing young minority students from junior and senior high schools to stay in school and to think and plan toward a college education; special efforts to prepare students for success in the college setting through seminars and workshops offered just prior to the beginning of their college career; incorporates a mentor program.

### **Wabash College (Indiana)**

Alliance for Raising Educational Achievement (AREA): Partnerships of public school systems, historically black colleges and universities, liberal arts institutions, and universities to improve education across the educational system from kindergarten to postgraduate study and to stimulate and encourage young people from underrepresented groups to complete their education through college and graduate school.

Wabash College/Washington High School Bridge Program: Cooperative program to encourage and prepare educationally disadvantaged pupils to attend college.

### **Dillard University (Louisiana)**

Concentrated Academic Program: Four-year concentrated academic program in local high schools for at-risk students with academic potential; increases access of students to higher education; recruitment begins in ninth grade through twelfth grade.

### **Regis College (Massachusetts)**

College Awareness Program: Since 1987, targets talented Boston-area Hispanic students about to enter ninth grade; promotes the advantages of higher education to Hispanic students; and educates students and their parents about college financial aid and admission processes.

### **Western New England College (Massachusetts)**

Educational opportunity program: Invites at-risk junior high school students and high school students to interact with the colleges's students of color while being encouraged to finish school and go on to college.

### **University of Missouri-Kansas City**

Chancellor's minority Scholar Banquet; Introduces minority students to the quality of instruction and the broad range of academic disciplines the university provides. Motivates students to pursue higher education.

Greater Kansas City Hispanic Youth Day: Increases Hispanic high school students' level of awareness regarding career alternatives/selection, postsecondary educational opportunities, available financial aid, and scholarships.

### **Dona Ana Branch Community College (New Mexico)**

Concurrent Enrollment Program: Articulated between area high schools and the college, allows high school seniors to complete high school graduation requirements while enrolled in and completing a community college vocational certificate-level program. The opportunity to allow students to attend college without paying tuition has opened the door to students who may not have previously considered any postsecondary education.

### **Case Western Reserve University (Ohio)**

Career Beginnings: Two-year intervention program for at-risk high school juniors and seniors. matches student with a teacher, minister, and business or professional mentor who helps the student solve practical problems, develop skills, locate opportunities, and make career plans; presents workshops on study and community skills, career planning, college admissions, and financial aid.; offers participants meaningful summer jobs in the public and private sector.

### **University of Toledo (Ohio)**

Toledo Excel: Serves minority students in the Toledo metropolitan area, giving them success and access to higher education. Each year 50 minority eighth graders are promised full scholarships to the university if they follow a prescribed college preparatory program.

### **Pennsylvania State University--Allentown**

Academic Enrichment and Recruitment Program for Youth with Special Academic and Career Needs: Enables 43 at-risk minority youth from eighth through 11th grades to become qualified for admission to the institution upon graduation; involves community agencies, local industry, and continuing education and resident instruction faculty.

### **Southwest Texas State University (Texas)**

Youth Opportunities Unlimited: Academic and vocational summer residential program for economically disadvantaged 14 and 15 year-olds at risk of dropping out of the secondary school system.

### **University of Houston (Texas)**

Yates partnership: University African-American male students are paired with African-American male Yates senior high students to provide high school students with mentoring and tutoring services. Goal is to increase the number of African-American males continuing their education beyond high school.

### **University of North Texas (Texas)**

University Outreach Program: Designed to help African-American and Hispanic students prepare for university-level academic work. Operates under the philosophy that the best solutions to the problems such as minority undereducation is to address these issues at the public high school level by encouraging students not only to graduate from high school but also to consider college as well. Established in 1987, with the University of Texas and Texas A&M.

### **Madison Area Technical College (Wisconsin)**

Minority Precollegiate Program: In an effort to deal with the problems faced by secondary school minority populations, a pilot project was developed by the college in cooperation with area colleges and universities, to provide minority high school seniors with additional classroom instruction, work experience through part-time jobs, and an orientation to postsecondary educational institutions through campus visits. Students completing the program are prepared to either pursue postsecondary studies or enter the job market.

\*These descriptions are taken directly from Early Intervention Programs, Opening the Door to Higher Education, Fenske, Geranios, Keller and Moore, 1997, ASHE-ERIC Higher Education Report Volume 25, Number 6, Washington D.C.: The George Washington University, Graduate School of Education and Human Development.

### **Conclusion**

Institutional reach out efforts are really about expanding access to diverse students. As students become more diverse and access narrows, it becomes increasingly important for institutions, especially colleges and universities to take a proactive role in getting more minority and disadvantaged students to graduate from high school with the academic proficiencies they need to enroll and succeed in college. As a new century dawns, no other educational task seems more imperative.

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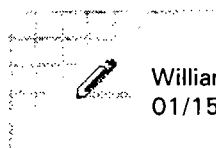
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William R. Kincaid  
01/15/98 08:13:00 PM

Record Type: Record

To: Scott R. Palmer/PIR/EOP, Theda\_Zawaiza @ ed.gov @ INET @ LNGT'WY

cc:

Subject: Re: Draft Outlines for Diversity Papers 

Scott--

I have now reviewed all 3 drafts. I very much appreciate the time you took to do this. I want to talk with Theda in the morning, and I would also like to get some input from Pauline Abernathy and Bob Shireman on paper number 2, but here are some quick comments:

Paper #1:

Given some more time, I might tinker with this a little bit, but in the main I think it's on the right path.

Minor quibble: The differences between categories A and B are not that clear to me -- they seem pretty closely related. It seems to me that E would be the next one to follow. It looks as though you have covered the main areas, though.

Paper # 2:

As I mentioned to you tonight, based on my conversation with Mike Cohen, this needs to be limited to the outreach/recruitment/mentoring types of activities, focusing especially on efforts involving partnerships between schools and colleges/universities. Retention and campus climate issues matter, but they should not be the subject of this report.

I think the purpose statement needs to be amended, something like, "What are some common principles of effective outreach and recruitment programs designed to foster diverse student populations, and what are examples of some of the most effective programs?"

I really want to get input from Bob and Pauline as to how many of the program types A-F we should try to handle here. I think we should probably try to simplify and combine some of these categories, and definitely need to tease out some general principles.

Paper #3:

I have read this and find it interesting but I am more firmly convinced than ever that we need to keep the project/reports that the 3 of us are working on together focused on the value of diversity and the successful strategies for outreach and recruitment. The topics here may well be worth researching, if ED/PIR want to request that that be done, but that project should be understood as totally separate from the two reports that DPC suggested last fall.

Thanks.

**Overview of Paper #1:  
The Value of Diversity in Higher Education**

Purpose: This paper will answer the following question: What is the value of a racially diverse student body (and perhaps faculty) in higher education? In other words, assuming a diverse student body and assuming that a university uses that resource of diversity effectively, what benefits will accrue?

Description of Paper:

Regardless of opposing views concerning the use of affirmative action as a means to promote diversity at universities, there is widespread agreement that diversity is a valuable end to be pursued. However, the benefits of diversity and proof that those benefits can accrue have been poorly articulated. This paper will provide a conceptual overview of the potential benefits of diversity in higher education, focusing specifically on the benefits that accrue to all students. For each potential benefit of diversity, the paper will do the following:

- Describe the benefit, its importance, and why it flows from a diverse student body;
- Provide anecdotes from teachers, students, and others to make the benefit as real as possible;
- Provide qualitative and, where available, quantitative evidence that diversity promotes the benefit.

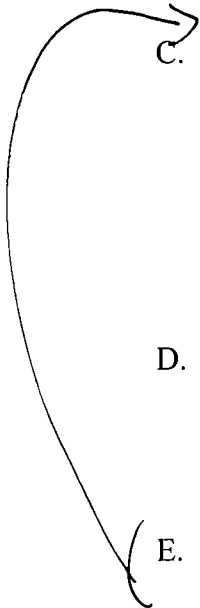
The paper should be an objective, intellectually honest, affirmative piece written for an intelligent layperson.

Suggested Outline (not meant to be directive or all-inclusive):

- I. Introduction: Leaders in higher education have long believed that diversity within a university's student body, including, racial diversity, is a vital tool for providing all students with a complete educational experience....
- II. Benefits of Diversity in Higher Education<sup>1</sup>

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<sup>1</sup> Please note that this outline focuses on the benefits that accrue from a diverse learning environment. What is missing are the benefits that accrue from a different definition of diversity

- A. Teaching and Learning: Racial diversity in the university context can improve substantive learning inside and outside of the classroom by providing diverse perspectives that enrich the learning environment....
  - B. Cognitive Development: Racial diversity in the university context can improve students' cognitive development and critical thinking skills by challenging students' perspectives on substantive issues....
  - C. Business and the Economy: Racial diversity in the university context can teach students the tolerance and understanding necessary to function in diverse environments and the value of diverse perspectives. It can thereby prepare students to perform better in diverse business settings and to communicate effectively in our increasingly diverse U.S. marketplace and in the expanding global marketplace....
  - D. Community and Society: Racial diversity in the university context can teach students how to interact comfortably with people who are different than them and thereby prepare students to be good neighbors and citizens in our diverse democratic society....
  - E. Development of Knowledge: Racial diversity in the university context can improve the development of knowledge by promoting study in new areas of concern....
- 

- III. Conclusion: Reason and evidence indicate that racial diversity in the student body is a valuable educational resource. Universities should be encouraged to promote diversity and to use the resource effectively.

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-- that of increasing minority access to higher education. Increasing minority access to higher education, regardless of the diversity of the institutions attended, likely promotes a host of benefits beyond the educational benefits of diversity described above that accrue to all students. For example, increased minority participation in higher education can help overcome racial disparities in society (economic and otherwise) and can produce well-educated minority professionals who, it could be argued, can give U.S. companies a competitive edge in the global economy and can better serve minority communities in various sectors.

**Overview of Paper #2:  
Methods for Promoting Diversity in Higher Education**

Purpose: This paper will answer the following question: *Beyond Affirmative Action, What methods exist to increase minority access to colleges and universities and to thereby promote diversity on campuses?*

Description of Paper:

Increasing minority access to higher education promotes many social benefits.... It also promotes many educational benefits for all students by creating diverse and, therefore, enriched learning environments. Despite the nation's focus on affirmative action, there are actually numerous programs being implemented to promote minority access and thereby diversity in higher education. This paper will identify and describe various strategies that are being used and can be expanded to promote diversity in higher education. For each strategy, the paper will do the following:

- Describe the strategy, why it is important, and how it works (i.e., what are its key principles) to increase minority access to higher education;
- Give specific, persuasive examples of programs implementing the strategy that are effectively increasing minority participation, and thereby diversity, in higher education.

The paper should be an objective, intellectually honest, affirmative piece written for an intelligent layperson.

Suggested Outline (*not meant to be directive or all-inclusive*):

**Option #1: This option discusses the strategies available to increase minority access and thereby student diversity in higher education with little or no discussion of what institutions must do on campus (with regard to the academic and campus climates) to promote the benefits of diversity.**

- I. Introduction: Despite the nation's focus on affirmative action, there are actually numerous strategies being implemented to promote minority access and thereby diversity in higher education....
- II. Strategies to Promote Diversity in Higher Education

- A. Recruitment and Outreach: Recruitment and outreach include multiple strategies used by universities to increase their pool of qualified applicants by making sure that all students are aware of the educational opportunities they have and are encouraged to pursue them....
- B. College-School Partnerships: College-school partnerships are extensions of the recruitment and outreach strategy in which colleges partner with primary and secondary institutions to promote high expectations by exposing students at an early age to future educational opportunities and to promote high achievement by providing mentoring, tutoring, and other support services....
- C. State Pipeline Programs: These programs are really a further extension of the college-school partnerships. Several states have enacted comprehensive programs that provide mentoring and tutoring support for students in high-poverty, high-minority areas to promote high expectations and high achievement. These programs often involve encouraging or requiring partnerships between public universities and public primary and secondary schools.... Program examples include Michigan's King/Chavez/Parks Initiative and New York's Liberty Partnerships Program.
- D. Federal Pipeline Programs: The federal government funds and administers several pipeline programs that provide educational support services to low income students, most of whom are minority, to promote access to college.... Program examples include TRIO programs (e.g., Upward Bound).
- E. Summer Bridge Programs: Many universities administer programs that work over the summer following high school with students who show great potential but are not fully prepared to enter college....
- F. Community College Bridge Programs: Community colleges can serve as bridges, often through what are called 2+2+2 programs, that move students who would perhaps not otherwise receive a college education into the higher education community and onto four-year colleges....
- G. Retention Programs: In addition to promoting access, universities

administer numerous programs to promote the retention and graduation of minority students....

- III. Conclusion: Colleges and universities are involved in numerous programs that are working, in conjunction with affirmative action, to increase minority access and promote diversity in higher education....

**Option #2: This option presents first and foremost the strategies available to increase minority access and thereby student diversity in higher education but includes at least some discussion of what universities need to do on campus to promote the benefits of diversity.**

- I. Introduction: (See above.)
- II. Strategies to Promote Diversity in Higher Education: (Same as above except that the section on Retention Programs would be cut because such programs are actually a subset of what campuses need to do to promote the benefits of diversity.)
- III. Strategies to Promote the Benefits of Diversity on Campus: (This section would be added. It could be divided in several different ways including the following:
- Strategies to promote retention/strategies to improve the campus climate/strategies to promote positive cross-racial interactions;
  - Strategies to enrich the social environment/strategies to enrich the academic environment;
  - Support services/curricular changes/pedagogical changes/extracurricular changes; etc.)
- IV. Conclusion: (See above.)

**Overview of Paper #3:  
Using the Tool of Diversity Effectively**

Purpose: This paper will answer the following question: What must colleges and universities with diverse student bodies do to realize the benefits of diversity?

Description of Paper:

Racial diversity in the student body can promote many educational benefits that accrue to all students. However, racial diversity is a necessary but not sufficient condition to realize those benefits. This paper will identify and describe various strategies that are being used and can be expanded to promote the benefits of diversity. For each strategy, the paper will do the following:

- Describe the strategy, why it is important, and how it works (i.e., what are its key principles) to minimize the challenges and maximize the benefits of diversity;
- Provide evidence of the effectiveness of the strategy at promoting the benefits of diversity;
- Give specific, persuasive examples of programs implementing the strategy that are effectively promoting the benefits of diversity in higher education.

The paper should be an objective, intellectually honest, affirmative piece written for an intelligent layperson.

Suggested Outline (*not meant to be directive or all-inclusive*):

- I. Introduction: Racial diversity within a university's student body can promote substantial educational benefits for all students. However, diversity is only an educational resource or tool, like the science laboratories. Like any other tool, if it is not used effectively, it is likely to be wasted or perhaps even counterproductive. Understanding this, universities have begun to implement several strategies to minimize the challenges of diversity on campus and to maximize the benefits....
- II. Strategies to Promote the Benefits of Diversity in Higher Education
  - A. Strategies to Support Retention: In order to promote the benefits of diversity, universities must maintain diversity. Universities are implementing a host of programs to improve the retention of

minority students. These programs include counseling programs, mentoring programs, tutoring programs, financial aid, etc....

- B. Strategies to Improve the Campus Climate: In order to promote the benefits of diversity, minority students must feel welcome on campus and comfortable with participating fully in the campus community. Thus, efforts to strengthen the campus climate are essential. Such efforts likely include the creation of offices for minority student programs, support for racial/ethnic student groups (participation in which is often mistaken for self-segregation), and the promotion of diversity programs such as racial awareness workshops.... (The issue of critical mass should perhaps be discussed here as well.)
  - C. Strategies to Promote Positive Cross-Racial Interactions: The other side of a supportive campus climate is the creation of opportunities for positive cross-racial interactions both inside and outside of the classroom. This likely requires curricular changes (such as the infusion of multicultural perspectives in existing courses), pedagogical changes (such as the enhancement of cooperative learning situations), and extracurricular changes (such as the promotion of community service projects that provide neutral contexts for cross-racial interactions)....
- III. Conclusion: By implementing programs to both increase student diversity and to use the educational resource of diversity effectively on campus, universities are promoting substantial educational benefits for their students and society.

P.1/16  
Driving Report

1/12/98  
6:10 pm

OPTIONAL FORM 99 (7-90)

**FAX TRANSMITTAL**

# of pages ► 15 w/b

|                  |                    |
|------------------|--------------------|
| To Bill Kincaid  | From Theda Zawisza |
| Dept./Agency DPC | Phone # 401-1039   |
| Fax # 456-5581   | Fax # 401-9027     |

NSN 7540-01-317-7368

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GENERAL SERVICES ADMINISTRATION

Let's talk soon about a mtg. w/  
the team. Also, what do you think  
about paper #3. I think we  
should contract for same.

Theda

# |

**Product: The Educational Impact of Campus Diversity**

A research paper that examines and analyzes the impact of diversity and its educational benefits for all students in postsecondary education.

**Goals:** To provide the administration with the available research and other information necessary to:

- define the importance of racial diversity as a compelling interest for higher education and for the nation as a whole;
- develop arguments to support the President's desire to maintain diversity on college and university campuses;
- craft appropriate messages related to inclusion and access to educational opportunities that will resonate with the American public;
- build a public information campaign to increase public understanding about the benefits of diversity to ALL students and to the educational mission of colleges and universities;
- change the public's attitudes about diversity to imagine it as our national strength;
- project an aggressive, principled Administration that supports the use of race in college admissions and campus employment;
- provide a sample of "locally effective" and "promising" institutional practices that can be used by the Administration to illustrate the fact that diversity works in postsecondary education;
- identify specific roles, programs, policies and institutional practices that the President and the Secretary of Education can use to urge college and university presidents to continue to support campus diversity.

**Proposed Issues to be Covered:**

The following outline provide more details that may help focus the research questions and presents issues that can be used to develop arguments to support the value of affirmative action and diversity from existing research.

- I. Importance of Racial/Ethnic Diversity to the Purposes and Mission of Higher Education
  - A. Diversity enhances intellectual and cognitive development of students
    1. Direct benefits of cross-racial interaction on college campuses
      - a. Classroom interactions
      - b. Extra-curricular activities and interactions
    2. Impact of diversity initiatives, programs, and multicultural curricula on students
      - a. The benefits of social and academic integration on student success and persistence

- b. Campus climate and academic self-esteem of students
  - c. Institutional characteristics and campus climate that contribute to student success
  - d. Impact of diversity courses and multicultural curricula on students' attitudes, knowledge, and skills
- B. Campus diversity initiatives and multicultural curricula prepare students for participation in a diverse workplace
  - 1. Effects of diversity on the educational outcomes of students
    - a. Success stories from, and research on, students/alumni of color who were admitted to college under affirmative action programs
    - b. Stories of, and research on, white students who have benefited from being educated in diverse environments
    - c. Detriment to individual students not exposed to a diverse environment
  - 2. Benefits of diversity programs in higher education to business and industry
    - a. Changing demographic patterns -- race, ethnicity, age, and gender -- within most workplaces
    - b. More jobs require a postsecondary education yet the fastest growing minority ethnic groups are the least educated
    - c. Need of employees to be experienced in working with people who are different than they are -- businesses function in teams and networked organizations
    - d. Financial benefits to corporations of employees trained in diversity issues
    - e. Employers in the private sector are required to be culturally knowledgeable and sensitive
- C. Campus diversity initiatives and multicultural curricula prepare students for civic life in a diverse democracy
  - 1. Exposure to diversity within higher education helps to increase understanding among people from different racial and ethnic groups
  - 2. Exposure to multicultural programming enhances voting, activism, volunteerism, and increased involvement in the political process after college
- D. Colleges and universities have made progress in diversifying their student bodies and faculties.
  - 1. U. S. demographics and college enrollments have become more racially and ethnically diverse
  - 2. Most colleges include enhancing diversity within their student bodies and faculties as an important goal
  - 3. Most colleges are far from accomplishing their stated diversity goals
    - a. Continued underrepresentation of African American, Latino, and American Indian students and faculty
    - b. Many campuses have climates that do not foster academic success for students of color

4. Elimination of race/ethnicity as factors in admission and hiring would dramatically reduce the number of African Americans, Latinos, and American Indians on most predominantly white campuses

- E. Diversity benefits faculty, staff, and administrators through providing opportunities for collaborative teaching and the exchange of ideas and different world views

## II. Indicators of Academic Success

- A. Quality and diversity are not mutually exclusive
- B. Multiple criteria are used in college admission decisions (legacies, geographic, athletes, special talents, etc.)
- C. Effects of altered admission practices on the racial/ethnic composition of student bodies
- D. Effective academic support programs eliminate the effects of background factors within a certain range
- E. Test bias and indicators of academic success
  1. Research on racial, ethnic, and gender bias in testing
  2. The limitations of college entrance tests to predict academic success for students of color
    - a. The lack of correlation between college entrance exams and success in business
    - b. The lack of correlation between MCATs and physician success
- F. Use of non-cognitive predictors as alternative indicators of the capacity to succeed in college
- G. Research on the benefits and successes of open admissions programs

#2

**Product: Improving Institutional Policies, Programs and Practices to Increase Student Achievement and Campus Diversity**

A paper which focuses on applying research findings in areas of access and campus diversity to improving higher education policies and institutional programs/practices.

**Goals:**

- To provide the administration with a careful analysis of available research and apply these findings to generate concrete examples for improving federal policies related to access, inclusion and diversity.
- To apply the available research to improving programs, policies and practices at college and university campuses.
- To suggest specific "messages" and document "lessons learned" that the President and the Secretary of Education can use to further engage college and university presidents and other higher education leaders to continue to support campus diversity.

**Proposed Issues to be Covered:**

- What are the lessons learned from reviewing the literature on institutions that have made major commitments to campus diversity? What have they done and what impact has it had on students, campus climate, etc.?
- What are the links between educational inequities in K-12 education and the use of race specific college recruitment and admission practices?
- What impact does presidential leadership have in setting an institutional context that promotes campus diversity?
- What three recommendations can the Administration offer to college and university presidents who agree to help defend and build support for inclusion and access to postsecondary education?
- What three roles and/or action items can the administration suggest to academic president who agree to help increase public understanding about the benefits of campus diversity to students and the nation?

#3

**Product: Affirmative Action: One Tool for Achieving Campus Diversity**

A research paper which supports the continuing use of affirmative action as one tool for achieving campus diversity.

**Goals:** To provide the administration with the available research and other information necessary to:

- defend and build support for the President's "Mend it, don't end it" policy;
- craft appropriate messages related to inclusion and access to educational opportunities that will resonate with the American public;
- build a public information campaign to increase public understanding about the benefits of diversity to ALL students and to the educational mission of colleges and universities;
- change the public's attitudes about diversity to imagine it as our national strength;
- project an aggressive, principled Administration that supports the correct use of affirmative action in student admissions and campus employment.

**Proposed Issues to be Covered:**

1. present issues that can be used to develop persuasive arguments to support the benefits, efficacy and continuing need for affirmative action in postsecondary education;
2. establish arguments that stress the importance of affirmative action as one essential tool, among many, for insuring equal educational opportunity for all students.
3. establish the fact that most of the debate about affirmative action in academe has been framed by the opponents to include emotionally charged terms and concepts which suggest the use of "quotas" and suggest that these programs provide "special preferences" and "lowered admissions standards" for some groups over others.
4. Provide analyses which reframes the debate from one which focuses less on the method used to achieve student diversity (affirmative action in college admissions) to one which affirms that: all students benefit from campus diversity; critical educational benefits stem from a diverse mix of students; all students benefit from a diverse curricula that prepares them to serve a diverse society and workplace.
5. Given that a majority of the general public believes that the economic and social problems faced today by ethnic minorities are due, in part, to a lack of educational opportunities, these analyses should also include the social justice arguments which suggest that democratic principles dictate that everyone be treated fairly and equitably. Suggest the use of terms such as "inclusion" "fairness" and "equity" as principles of good practice in a democratic society and as methods for continuing to counteract current discrimination.
6. Reframe the issue of "standards" and "merit" to include expectations for institutions to achieve excellence through inclusion.

7. Student attitudes and perceptions about affirmative action as a means for achieving campus diversity.
8. Disparities in K-12 education as a source contributing to the inequality in access to postsecondary education.

**Diversity Research Team**

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## BRIEF BIO

**DARYL G. SMITH** is professor of education and psychology at The Claremont Graduate University. Her research, teaching, and publications have been in the areas of the organizational implications of diversity, planning, governance, student affairs, and the impact of women's colleges. She recently completed: Achieving Faculty Diversity: Debunking The Myths (AAC&U), a national study; Diversity Works: How Students Benefit (AAC&U), a review of the impact of the outcomes of diversity initiatives on students; Strategic Governance: How to make Big Decisions Better, with Jack Schuster, Kathleen Corack, Myrtle Yamada (ACE/Oryx); and, is near completion on a book Taking Women Seriously: Lessons and Legacies from Women's Colleges with M. Elizabeth Tidball, Charles Tidball, and Lisa Wolf-Wendel. She has published numerous other articles on issue of diversity in higher education. Dr. Smith also has an extensive background in college and university administration with over twenty years experience in planning, institutional research and student affairs. She serves as a consultant to colleges and universities in areas related to diversity, institutional planning, accreditation and institutional management and recently appeared before the President's Initiative on Race. She is a member of a national evaluation team to evaluate campus diversity initiatives, a member of the NSF visiting panel for the Chemlinks National Reform Project on college chemistry, on a research task force for the National Association of Student Personnel Administrators (NASPA), and is a member of the President's Council for Cornell Women at Cornell University. She chaired the editorial board of *The Journal of Higher Education*, serves on the board of the Association for the Study of Higher Education (ASHE), and is a consulting editor for the ASHE-ERIC monograph series. She also serves as a reviewer for *The Review of Higher Education*, the NASPA journal, among others. She received the NASPA Region VI award for distinguished service to the profession in 1996 and the ASHE award for distinguished service in 1995. Daryl G. Smith earned a PhD in Social Psychology and Higher Education at The Claremont Graduate School, a masters degree from Stanford University, and a bachelor's degree in mathematics at Cornell University.

### **Mitchell J. Chang**

Mitchell J. Chang is an assistant professor in the Graduate College of Education at the University of Massachusetts, Boston. He received his B.A. degree in Psychology from the University of California at Santa Barbara, a Masters in Education from Harvard University and his Doctor of Philosophy in Education degree from UCLA. Prof. Chang previously held academic appointments at Stanford University as Senior Research Associate at the Center for Comparative Studies in Race and Ethnicity, and Loyola, where he was Associate Dean in the College of Liberal Arts and Director of Asian American Studies. While at UCLA, Prof. Chang held research positions at the Higher Education Research Institute, Asian American Studies Center, and the Center for the Study of Community Colleges, and also received several academic awards, including the GTE Dean's Fellow. Earlier in his career, he worked as a program evaluator for the Alum Rock Union Elementary School District in San Jose. Prof. Chang has taught and written about the educational effects of diversity in higher education, racial representation & identity, and Asian American Studies. His most recent publications include, "Racial Diversity: A Compelling Interest for Higher Education."

## LAURA L RENDON

Laura I. Rendón is professor of Educational Leadership and Policy Studies at Arizona State University (ASU). Dr. Rendón is also Director of Assessment in the Ford Foundation's Urban Partnership Program, an initiative that involves 16 urban cities that have organized city-wide alliances to improve the participation, retention, and graduation of at-risk students. At ASU Dr. Rendón is affiliated with the Hispanic Research Center. From 1991-96 Dr. Rendón was a Senior Research Associate with the National Center for Postsecondary Teaching, Learning, and Assessment funded by the Office of Education Research and Improvement, U.S. Department of Education.

Dr. Rendón holds a Ph.D. in higher education administration from the University of Michigan, Ann Arbor (1982), an M.A. in counseling and guidance and psychology from Texas A&I University, Kingsville (1975), and a B.A. in English and journalism from the University of Houston.

Prior to joining the faculty at ASU, Dr. Rendón was associate professor and associate editor of the *Community College Review*, Department of Adult and Community College Education, North Carolina State University. Dr. Rendón also served as visiting assistant professor of higher education and Director of the Ford Foundation Southwest Transfer Education Research Project at the University of South Carolina. From 1984-86, Dr. Rendón was a Research Associate at the Office of Educational Research and Improvement, U.S. Department of Education.

Dr. Rendón presently serves as President-Elect of the Association for the Study of Higher Education (ASHE) and on the ASHE Board of Directors. She is presently on the National Advisory Boards of the Community College Research Institute, Columbia University Teachers College and the National Center on the Freshman Year Experience, University of South Carolina. Previously, she served as a member of the Board of Directors of the American Association for Higher Education and the Quality Education for Minorities, Inc., Washington, D.C.

Her editorial work includes serving as associate editor, *Journal of Women and Minorities in Science and Engineering* (1993-present); Board of Contributing Editors, *About Campus* (1995-present); associate editor, *VOCES: A Journal of Chicana/Latina Studies* (1995-present); and editorial advisory board, the *National Teaching and Learning Forum*. Dr. Rendón has been on the editorial boards of the *Community College Review* and *Planning for Higher Education*. She has also been an editorial advisory board member of the *ASHE Reader on Community Colleges* and *Qualitative Research in Higher Education*.

Dr. Rendón has co-authored two books, *Educating A New Majority: Transforming America's Educational System for Diversity* (1996) and the *ASHE Ethnic/Racial Diversity Reader* (1996). Dr. Rendón has authored or co-authored more than 60 book chapters, journal and magazine articles, and research publications on topics of diversity, assessment of educational partnerships, community college students, transfer, and retention of minority students. In addition, Dr. Rendón has delivered over 40 keynote addresses, made over 60 research presentations and conducted numerous workshops for faculty, education leaders and policy analysts, as well as student affairs administrators.

Recently, Dr. Rendón received the Outstanding Latino Faculty in Higher Education Award (1997) from the Hispanic Caucus of the American Association for Higher Education and the Outstanding Research Award (1996) from the College of Education, Arizona State University.

**Deborah J. Carter**  
**Deputy Director**  
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Deborah Carter serves as the Deputy Director of the American Council on Education's (ACE) Office of Minorities in Higher Education, where she is responsible for developing strategies and programmatic activities designed to increase and advance minority leadership and achievement in higher education institutions.

Prior to assuming her current position, Dr. Carter was Senior Research Associate in the Division of Policy Analysis and Research at the ACE.

She has conducted extensive research in the area of minority access and participation in higher education, and is the senior author of the Annual Status Report on Minorities in Higher Education. While at the Council she has been active in shaping its Leadership Forums and its minority and affirmative action initiatives. Prior to coming to the Council, she was the Co-Founder and Director of New Era Education, an independent school and pre-school located in Baltimore, Maryland.

Dr. Carter was recently awarded her Ph.D. in Education Policy, Planning, and Administration at the University of Maryland at College Park. She received her M.S. degree in Education Administration from Howard University and her B.S. degree from the California State University, San Diego, in Speech Pathology and Audiology.

### **Dr. Mildred García**

Dr. Mildred García joined Arizona State University West in January 1997 as Associate Vice Provost for Academic Affairs and Associate Professor in the Social and Behavioral Sciences Department. She also serves as Associate Director of the Hispanic Research Center at Arizona State University. At ASU West her primary responsibilities include overseeing the internal and external research support operations, planning and conducting faculty development programs, coordinating international activities and involvement in articulation activities with community colleges.

Prior to joining Arizona State, Dr. García served as Assistant Vice President for Academic Affairs at Montclair State University in New Jersey where she was responsible for academic affairs totaling nearly \$34 million and the development of policy on academic personnel matters. Her administrative experience also includes serving as chief student affairs officer and then executive assistant to the president at Hostos Community College at the City University of New York (CUNY). Dr. García has also served as a faculty member at LaGuardia Community College. For two summers (1994 and 1996) she was selected as a visiting scholar and research associate at Pennsylvania State University and has taught in the graduate program at Columbia University-Teachers College.

Dr. García earned two master's degrees: one in business education from New York University and another in higher education administration from Columbia University-Teachers College, where she earned her doctorate of education with a specialization in administration and organization. She also attended this summer Bryn Mawr's Program for Women in Higher Education as well as Harvard's Institute for Educational Management (1990).

Dr. García has traveled across the country giving presentations and lecturing on higher education administration. Her research has concentrated on at-risk students and underrepresented faculty, staff and administrators, as well as implications for policy and practice. Her articles on these subject have been published in numerous professional journals and publications. She currently sits on the editorial board of the Journal of Higher Education and on the editorial board of the Journal of General Education. Her most recent publication is a book published in 1997 by State University of New York Press entitled, Affirmative Action's Testament of Hope: Strategies for a New Era in Higher Education.

Her professional affiliations are many. She is on the Board of Trustees of Berkeley Colleges in New York/New Jersey, is past President of the American Association of University Administrators, she served on the board of the Association for the Study of Higher Education, is past-chair of the Hispanic Caucus of the American Association of Higher Education and has been recently appointed to direct the graduate student seminar for the Association for the Student of Higher Education. Fluent in Spanish, Dr. García works closely as a team member and chair with Middle States Evaluation Teams both in the mainland United States and Puerto Rico.

## **Héctor Garza**

**Vice President, Access and Equity Programs and  
Director, Office of Minorities in Higher Education  
American Council on Education**

Dr. Héctor Garza was named Director of the Office of Minorities in Higher Education (OMHE) at the American Council on Education (ACE) in July of 1993. In September of 1997, the ACE Board of Directors promoted him to the newly created position of Vice President, Access and Equity Programs. In this new position, Dr. Garza will continue to direct the Office of Minorities in Higher Education, but will also coordinate and supervise the programs and activities of the Office of Women in Higher Education, the Office of the ACE Senior Scholar, and the HEATH Resource Center.

Prior to his appointment as Vice President, Dr. Garza served as the Associate Graduate Dean for Academic Program Development and Review at Eastern Michigan University. Other career positions he has held include: Executive Director, Governor's Commission on Spanish-Speaking Affairs, State of Michigan; Assistant Graduate Dean for Graduate Admissions/Records at Eastern Michigan University; and, Coordinator of Experiential Education/Learning at The University of Michigan. Dr. Garza holds a Baccalaureate, Masters and Doctorate degrees from The University of Michigan at Ann Arbor. His dissertation study is titled "*An Examination of Institution-Related Factors and Their Effect on Student Transfer.*"

His long-term service and achievements in academe have earned him many awards and accolades from institutions and organizations such as The University of Michigan, Eastern Michigan University, The National Hispanic University, George Mason University, the American Association for Higher Education, the Council of Graduate Schools, the State of Michigan, among others.

Dr. Garza frequently serves as a major speaker at state, regional, national and international conferences; and consultant for numerous colleges and universities, professional associations, foundations, and corporations. He also serves on numerous boards and commissions including the: National Agricultural Research, Extension, Education, and Economics Advisory Board of the U.S. Department of Agriculture; Advisory Committee for the National Clearinghouse on TRIO Programs sponsored by the National Council of Educational Opportunity Associations; Minority Graduate Education Committee of the Graduate Record Examinations Board; American Association for Higher Education's Hispanic Caucus Advisory Committee; Commission on Ethnic Minority Recruitment, Retention, and Training in Psychology of the American Psychological Association; Minority Undergraduate Fellows Program Advisory Committee of the National Association of Student Personnel Administration to name just a few.

Dr. Garza's publication portfolio includes: **Community Colleges: The Vital Link for a New Student Majority** (a book chapter in Educating a New Majority, 1994); **Minorities in Graduate Education: A Need to Regain Lost Momentum** (a book chapter in Minorities in Higher Education, 1994); **A Decade of Accomplishments: Hispanics in the State of Michigan** (publication commemorating the 10th anniversary of the State of Michigan Commission on Spanish Speaking Affairs, 1985); **A Directory of Chicano/Latino Films and Their Distributors** (Chicano Cinema. Research, Reviews and Resources; Bilingual Review Press, 1984), and serves as one of the Executive Editors to the **Directory of Hispanic Experts 1996**, published by Hispanic/Minority Experts Database.