

Communicating Diversity in Higher Education

DIVERSITY

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Learning Through Evaluation: The James Irvine Foundation Campus Diversity Initiative (CDI) Project

*By Heather D. Wathington, editor, Diversity Digest
and director of programs, Office of Diversity, Equity and Global Initiatives*

Over the last decade, AAC&U has sponsored many diversity initiatives and has stressed the importance of assessing those initiatives so that practitioners have a better idea of what works and can communicate effectively about their impact. Evaluation and assessment are critical to amassing evidence about the value of diversity work and demonstrating the efficacy of transformative diversity initiatives. But, evaluation can do much more than prove the worth and value of an innovation. Evaluation is vital to improving programs, achieving larger institutional goals, and providing concrete evidence about the links between diversity and student learning.

Colleges and universities have implemented all types of diversity initiatives to make a difference in the lives of students, staff, and faculty, and to demonstrate that diversity is deeply valued and important to institutional mission. So many innovative diversity initiatives have sprung up across campuses that the dilemma today is coordinating them and structuring them in complementary ways. In addition, while institutions may know what was gained from individual initiatives, they often have little time to ascertain what the institution can learn collectively from implementing multiple diversity initiatives. Evaluation can answer these questions. The campuses featured here can attest to the multiple virtues of evaluation. This issue illustrates how evaluation promotes organizational learning and change.

Funded by the generous support of the James Irvine Foundation, this issue of *Diversity Digest* describes the emerging results of a dynamic, multi-institution project, the Irvine Campus Diversity Initiative (CDI). As part of the CDI project, institutions have been engaged in diversity evaluation, first as a way to monitor progress in under-represented students' success, and as a way to bring about organizational change. Six of the thirty-four CDI institutions are highlighted: the University of Southern California, Mount St. Mary's College, Occidental College, Pepperdine University, the University of San Francisco, and the University of the Pacific.

We hope that you will find this issue to be useful and engaging. The work represented here makes a compelling case that evaluation is much more than an afterthought or a perfunctory, mandatory program report. Rather when thoughtfully designed and implemented, and the results used for decision-making, evaluation can be a powerful impetus for organizational change and creatively rethinking the ways in which we educate today's students.

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The James Irvine Foundation's Campus Diversity Initiative

By Alma R. Clayton-Pedersen, vice president, Office of Education and Institutional Renewal, AAC&U; Sharon Parker, senior research associate; and Daryl G. Smith, professor of education and psychology, both of Claremont Graduate University; all project co-principal investigators

THIS SPECIAL ISSUE OF *DIVERSITY DIGEST* FOCUSES ON THE JAMES IRVINE FOUNDATION'S CAMPUS DIVERSITY INITIATIVE (CDI). THE ARTICLES HEREIN ADDRESS THE IMPORTANCE OF CAMPUS EVALUATION EFFORTS TO IMPROVE COLLEGE ACCESS AND SUCCESS FOR UNDERREPRESENTED STUDENTS AND THE FINDINGS AND LESSONS LEARNED FROM THESE EFFORTS.

For more than fifteen years, private colleges and universities in California have made good faith efforts to increase the number of traditionally underrepresented Californians in their undergraduate and graduate programs. The James Irvine Foundation has funded many of these efforts. Throughout the first decade of the Foundation's diversity programs, campuses reported on a range of diversity-related projects and activities that, while meaningful, were not connected to larger institutional goals and usually had limited duration and effects. Missing from campus reports were answers to three important and inseparable questions:

- How did the activities and projects relate to and advance the institution's diversity goals?
- What difference did the Foundation grants and campus efforts make to the campuses' *capacity* to increase access and success in higher education for underrepresented students?
- What have campuses learned that might ensure that they would improve and sustain their efforts over time?

These are important questions for at least two reasons. First, foundations are stewards of their endowments and gaining empirical knowledge of the larger

impact of grant making on the communities they serve is one indication of good stewardship. Second, most foundations' grant making is intended to provide startup capital rather than ongoing support for initiatives deemed important to the community.

As a program officer at another foundation put it, "... [our] investments are intended to breathe life into good ideas and projects, not provide indefinite life support." Thus, institutions need to learn what works and how to embed their initiatives institutionally as part of the college's routine structure. Put another way, higher education institutions must become true learning organizations to better serve students.

To help California institutions become learning organizations, the James Irvine Foundation took bold steps to establish a new, multi-stage grant-making process. The process was designed to increase the effectiveness and sustainability of campus efforts to address college access and success for underrepresented students (see page 21). From the beginning, Foundation staff believed that the success of CDI efforts rested on each participating institution's ability to evaluate, learn from its work, and use its evaluations to improve campus practice.

Yet, the Foundation recognized that not all campuses had the capacity to conduct robust evaluations. However, if valid information about the institution's efforts could not be obtained, and if campus officials could not honestly reflect on their successes and failures, it would be difficult to know which elements of their initiatives to strengthen and which to eliminate. Designing such a feedback loop is a key element of a learning organization. The Foundation chose to build this capacity through the CDI Evaluation Project, a partnership between the Association of American Colleges and Universities (AAC&U) and Claremont Graduate University (CGU).

The CDI Evaluation Project

The CDI Evaluation Project has five objectives:

1. To provide information about ongoing implementation of the CDI across campuses;
2. To build campus capacity to assess and learn from their own progress;
3. To provide opportunities for campuses to share their experiences;
4. To develop knowledge and theory about diversity in higher education;
5. To determine the degree of success of the Foundation's overall CDI.

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must become true learning
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serve students.*

These objectives are designed to provide opportunities for individual campuses and the larger higher education community to: learn more about the evaluation approaches being used; understand the impact of these efforts on institutional improvement; and understand the success of a variety of efforts using multiple evaluation strategies and tools, both quantitative and qualitative. This issue of *Diversity Digest* focuses on the results and lessons learned from the project's first component. In addition, AAC&U and CGU will publish several monographs in 2006 that focus on the overall CDI results.

As partners, CGU and AAC&U have taken on the role of the Evaluation Resource Team (ERT). The ERT consists of staff at both AAC&U and CGU and a network of colleagues

continued on page 22

The Irvine Foundation's Grant-Making Approach

The Foundation developed a new grant-making process after a ten-year review of its diversity grant-making. Daryl Smith (1997) had pointed out that the state of evaluation on campuses limited the degree to which larger conclusions and lessons could be drawn to serve campuses, broaden the knowledge base, or raise important research questions. The new process focused on requirements that would benefit the campuses and better serve underrepresented students.

In step one, campuses submitted to the Foundation a written institutional overview. Campuses reflected upon their past efforts to increase college access and success for underrepresented students and indicated where their next efforts might be directed. The concluding section of the overviews

addressed what campus leaders felt were the next steps in achieving their institutional diversity goals. Selected colleges and universities were then provided assistance in order to refine their overviews and begin the process of becoming a learning organization.

Campuses whose strategies showed promise of achieving institutional diversity goals were invited to submit proposals. Like the previous process, campuses selected institution-specific strategies. The Foundation did not impose a cookie-cutter set of strategies. Successful campus proposals were granted significant funds* for a broad range of initiatives to improve college access and success for underrepresented students. Campus strategies ranged from transforming the curriculum, to improving efforts to recruit and retain students of

color, to increasing the number of faculty of color. Many campuses combined several strategies to create comprehensive initiatives. Proposals also had to describe how movement toward achieving their goals might be evaluated.

Once funded, campuses were required to submit a formal evaluation plan within six months of receiving a grant. Regardless of the strategies used, campuses were expected to give serious attention to evaluating the impact of their strategies on achieving the institution's overall educational goals. Helping campuses develop the means to do this is the substance of the work of the CDI Evaluation Project.

* The twenty-eight, 3-year grants ranged from \$350,000 to \$3.6 million.

Enhancing Diversity: The University of Southern California Center for American Studies and Ethnicity

Dean Campbell, research assistant, Center for Higher Education Policy Analysis; William G. Tierney, Wilbur-Kieffer professor of higher education and director, Center for Higher Education Policy Analysis (CHEPA); and George J. Sanchez, associate professor of history, American Studies and Ethnicity and director, Program in American Studies and Ethnicity

THE UNIVERSITY OF SOUTHERN CALIFORNIA'S (USC) CENTER FOR AMERICAN STUDIES AND ETHNICITY (CASE) HAS BEEN FUNDED BY A 3-YEAR CAMPUS DIVERSITY INITIATIVE (CDI) GRANT FROM THE JAMES IRVINE FOUNDATION TO WORK TOWARD THREE GOALS. THEY ARE: (1) TO PROMOTE THE RETENTION OF MINORITY DOCTORAL STUDENTS; (2) TO ENHANCE THE WORKING CONDITIONS OF MINORITY FACULTY; AND (3) TO ENHANCE CAMPUS-WIDE DISCUSSIONS OF DIVERSITY. ACHIEVING THESE GOALS WILL ULTIMATELY INCREASE THE NUMBER OF FACULTY OF COLOR IN THE HIGHER EDUCATION PIPELINE, ENHANCE USC'S CAMPUS DIALOGUES ON DIVERSITY, EXPAND FACULTY RESEARCH ABOUT RACE AND ETHNICITY, AND INCREASE UNDERGRADUATE STUDENTS' EXPOSURE TO BOTH RACE AND ETHNICITY RESEARCH. TO HELP DETERMINE THE INSTITUTION'S PROGRESS TOWARD THESE GOALS, USC'S CENTER FOR HIGHER EDUCATION POLICY ANALYSIS TOOK PART IN THE IMPLEMENTATION OF THE GRANT'S EVALUATION PLAN.

The Center for Higher Education Policy Analysis (CHEPA) evaluated two CASE-sponsored activities, the Irvine Doctoral Fellowship Program and the Minority Summer Dissertation Workshop (MSDW). Each program provides programmatic support for the recruitment and persistence of forty-four doctoral students of color and addresses the particular challenges students of color face in predominately white research universities (e.g., lack of mentorship from faculty of color, limited peer networks with others minority students). Below, we have provided a brief sketch of these two activities as well as recommendations based on what we discovered through our evaluations.

Doctoral Fellowships and Dissertation Support

To reward academic departments for their commitment to enhancing diversity, the project has awarded fellowships to twenty-nine new doctoral students of color, twenty-seven of whom remain enrolled at the University. In addition to portable tuition and stipend support,

students engage in a variety of professional development activities that support Fellows in continuing their doctoral studies, enhance their doctoral experience, and prepare them for faculty careers. Activities include a new student

“Portable” research assistantships are given to the students directly rather than to particular departments or programs.

orientation and information session, monthly seminars, meetings to discuss research and form collaborative partnerships within a learning cohort, as well as attendance at national conferences.

The MSDW has provided programmatic support for advanced doctoral students of color at the dissertation proposal-writing phase—a critical point in a

future faculty member's academic career. Gaining a place in the workshop is competitive. Applicants must submit faculty letters of recommendation and a draft dissertation proposal to earn admission into the intense, three-week program that takes place over the summer. An external group of leading faculty scholars reviews draft proposals in formal one-on-one and group sessions. The workshop agenda also provides time for students to practice the *peer review* process by examining and commenting on each other's proposal drafts. Sometimes these reviews occur during off-campus, informal, social dinner meetings with faculty visitors.

Results

“Portable” research assistantships are given to the students directly rather than to particular departments or programs. This gives students the opportunity to work with specific faculty of color independent of whether the faculty member and student are situated in the same academic program. These portable awards also provide faculty

greater flexibility in attracting doctoral students of color, particularly those students whose research interests match those of faculty of color. Some minority faculty members are currently working on proposed publications with the Fellows as a result of these portable assistantships. In addition, USC faculty of color have found new resources for their research through this Fellowship program.

Although the thirteen advanced doctoral participants in the summer workshop came from six different academic departments, each participant received the same instruction on the proposal writing process using the same proposal format. The MSDW faculty presented proposals at the workshop sessions that had earned them extramural funding or invitations to serve as visiting faculty at other prestigious research universities. The combination of financial assistance and the restructuring of the research assistantships better prepares students for later phases of their academic careers.

Findings from the MSDW show that collaborative relationships among students and between students and faculty are important and motivate students in the advanced stages of doctoral study. The peer relationships developed in the workshop were shown to be equally important. In the six-month period following the workshop, eight participants' dissertation proposals were submitted for departmental approval with three accepted and the other five pending review.

Recommendations for Improving Doctoral Education

Although the suggestions given for improving doctoral education address the particular challenges students of color face, many are also helpful for all graduate students.

- **Provide flexibility in graduate assistantships.**

Direct funding to students of color has important effects on the qualitative aspects of students' time-to-degree. Evaluators of other minority fellowship programs have coined the term "check and a handshake" to describe funding



Findings from the MSDW show that collaborative relationships among students and between students and faculty are important and motivate students in the advanced stages of doctoral study.

models that provide minority students adequate cash but do not foster relationships between students and faculty—an aspect of the learning experience central to student success and job placement. Departments might consider the option of teaching or research assistantships for doctoral students of color earlier in the doctoral program to provide adequate time for students to

form social and professional relationships with faculty whom they might invite onto their qualifying exam and dissertation committees.

- **Focus on placement through faculty networking.**

One of the main sources of value for a research university is the placement of its doctoral students into professorships at other leading research universities. Other research universities should adopt the goal and develop a plan for promoting the nationwide scholarship of its leading students of color. The MSDW provided this exposure for its participants, which resulted in many invitations to Fellows from the MSDW visiting faculty to present at national conferences.

- **Engage in continuous evaluation.**

The challenges to recruiting and retaining minority doctoral students will remain a topic of interest while minorities continue to be underrepresented in the American professorate. CHEPA researchers will continue to investigate the challenges to minority student and faculty retention. Sharing the findings of our research has already influenced USC's approach to recruiting graduate students of color. Previously, each school/college within this large research university conducted its own recruitment effort. Some of our findings pointed to the utility of a more centralized approach. In part, as a result of the reports produced by this project, a new senior level administrative position was created to oversee the university's minority graduate student recruitment effort.

As the project approaches its final year, other questions remain, including how the project fosters diversity and organizational change and the impact of the project on policy reform for graduate study.

For more information about the project, see the CHEPA Web site, www.usc.edu/dept/chepa/case/. ■

Institutionalizing Diversity: Living and Learning Communities at Occidental College

By Eric Newhall, director, Core Program; Andrea Hopmeyer-Gorman, associate professor of psychology; Jonathan Nakamoto, student; and Brandon Carroll, student, all of Occidental College

AT OCCIDENTAL COLLEGE WE BELIEVE AN EFFECTIVE STRATEGY FOR INSTITUTIONALIZING DIVERSITY IN THE MIDST OF ONGOING NATIONAL “CULTURE WARS” IS TO ADOPT EDUCATIONAL MODELS AND PRACTICES THAT NURTURE AND SUSTAIN DIVERSITIES OF ALL KINDS, WHILE SIMULTANEOUSLY HELPING OUR UNDERGRADUATES TO STRENGTHEN THEIR SKILLS IN CRITICAL THINKING, EXPOSITORY WRITING, AND PUBLIC SPEAKING. FURTHERMORE, WE SEE NO NEED TO CHOOSE BETWEEN THE TWIN GOALS OF OUR COLLEGE MISSION—EXCELLENCE AND EQUITY. WE CONSIDER THESE TWO GOALS TO BE INEXTRICABLY INTERTWINED. BECAUSE MANY U.S. STUDENTS ARE REARED AND EDUCATED IN ISOLATED RACIAL ENCLAVES, WE NEED EDUCATIONAL MODELS AND PRACTICES THAT INTERRUPT AND REVERSE THIS DISTURBING SOCIAL PATTERN. ONE SUCH MODEL IS OCCIDENTAL COLLEGE’S “PILOT LEARNING AND LIVING COMMUNITY (LLC).”

For two academic years (1999-2000 and 2000-2001), the LLC placed four Core Seminars in one residence hall, reaching a total of sixty-four students each of the two years of the pilot. This model cultivates academic excellence while simultaneously fostering intercultural competence and the type of intergroup dialogue necessary if our diverse democracy is to be effective in the twenty-first century.

The results of our careful assessment of the Pilot LLC Program were strikingly positive in a number of areas. Students in the Pilot LLC Seminars endorsed statements that indicated achievement of the LLC’s learning goals more strongly than did their counterparts in the non-LLC Seminars. Consequently, in the spring of 2001 our faculty voted unanimously to make the Living and Learning Community experience available to all first-year students in the fall 2002 semester.

In addition, our Faculty Committee on General Education has made nine other recommendations in an effort to create Living and Learning Communities designed to foster both intercultural dialogue and academic excellence. Although we are in the initial stages of developing our LLCs, our evaluations suggest these

recommendations constitute promising practices that others in the higher education community may wish to consider.

Campus leaders should keep in mind that promising practices are highly contextual. What works in a large research institution may not be easily transferred to a small residential liberal arts college and vice versa. However, the core principles that underlie promising practices are applicable.

Structural Cross-Divisional Links

The Core Seminar rather than some other course should be the link with residence halls, especially because the Seminar emphasizes writing, critical thinking, and public speaking. These Seminars are designed to help *all* students make a smooth transition into college by the end of the first semester, but they may be par-

ticularly important for first-generation college students and underrepresented minority students.

All Core Seminars should be scheduled from 11:30-12:30 on Monday, Wednesday, and Friday. In his book, *Making the Most Out of College*, Richard Light suggests scheduling classes before dinner on the grounds that some students will continue an interesting discussion over dinner when the class is over. The same argument would seem to apply to classes scheduled right before the lunch hour.

First-year students should be encouraged (not required) to enroll in the Intercultural Dialogue Pilot Program (Psychology 110, a two-unit course taught on a credit/no credit basis by peer-facilitators who have received appropriate training). Preliminary assessment of this program suggests that the Dialogues lead to enhanced “intercultural competence” on the part of most, if not all, participants.

Positive Pedagogies

Students should be required to peer edit each other’s papers throughout the semester. This practice enables students from all backgrounds to move beyond racial and ethnic stereotypes and know each other on a deeper level while at the same

time helping them to improve their writing skills. It has the additional advantage of allowing the instructor to read second drafts of essays rather than first drafts. Instructors should provide students with guidance in the process of peer editing.

Core Seminar instructors should break their students into small groups (four students per group) on a regular basis. Shy students will speak up more easily in smaller groups. In addition, students who are assigned the task of interpreting a poem or short story will observe that their perspective will often differ from that of their classmates who come from different socioeconomic or ethnic backgrounds. Troy Duster, sociologist at UC Berkeley, has observed that this process of becoming aware of different perspectives constitutes a powerful form of multicultural education.

Instructors of Core Seminars, in conjunction with the residence hall staff, should encourage all Living and Learning Communities to participate in community service projects off campus. One recent study (Inkelas and Weisman, 2003) suggests that, “openness to and tolerance for diversity is associated most strongly with peer interactions and not academic activities.” The authors go on to suggest that, “perhaps this is a call to include a service learning opportunity into all living-learning programs.”

Faculty Roles and Authority

Core Seminar instructors should be charged with becoming surrogate academic advisors for students in their class. All students have a formal academic advisor, but they sometimes see this person only once or twice per semester. In contrast, students see their Core Seminar instructor three hours per week in class and numerous times outside of class. Core Seminar instructors are sometimes well-positioned to help students make the transition from high school to college.

Core Seminar instructors should be given funds to use as they see fit for experiential learning opportunities. One or two field trips into the city of Los Angeles will introduce students to a range of cultural traditions and will also help strengthen the sense of community in the class. A growing body of scholarship suggests that students benefit from relating to their instructors in informal as well as formal settings.

Offer the widest possible range of Core Seminar topics rather than attempting to teach a common syllabus or common theme to all entering students. The wide range of topics helps students who share similar interests to find each other early in their academic experience. The wide range of topics increases the likelihood that students will become engaged with each other and the institution.

At Occidental, we are in the initial stages of creating Living and Learning Communities that increase contact between students and faculty, opportunities for off-campus service learning in culturally diverse Los Angeles, a supportive residence environment, peer editing of essays, and frequent discussions with peers about both academic and social issues. Our goal is to institutionalize diversity by demonstrating its inextricable connection to academic excellence. We believe that our residence halls and the intergroup dialogues that take place within them have the potential to become what David

Schoem and Sylvia Hurtado (2001) have called “diverse twenty-first-century versions of homogeneous nineteenth-century town hall meetings” (4). We plan to continue to assess our Learning and Living Communities over the next few years to determine if their apparent potential and promise does, in fact, lead to the concrete student-learning outcomes we desire.

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Student Assessments of The Core Seminar

“In my Core Seminar I learned to consider different points of view.”

“In my Core Seminar I showed drafts of my papers to other students in my Core Seminar.”

“Outside of my class, I had conversations with other frosh about topics discussed in my Core Seminar.”

“I feel that I can count on the other students in my Core Seminar for academic support.”

“My Core Seminar provided me with a sense of community”

“I feel like I belong to the Occidental community.”

More Than Bittersweet Success: Effective Strategies for Recruiting and Retaining Faculty of Color

By Heather J. Knight, associate provost, University of the Pacific, and Kathleen C. Sadao, assistant principal, Stockton Unified School District

IN 1997, THE UNIVERSITY OF THE PACIFIC (PACIFIC), INITIATED A FACULTY DIVERSITY HIRING PLAN TO INCREASE THE NUMBER OF ITS FACULTY MEMBERS FROM UNDERREPRESENTED GROUPS, INCLUDING AFRICAN AMERICANS, LATINOS(AS), ASIAN AMERICANS PACIFIC ISLANDERS, AND NATIVE AMERICANS. AS PART OF OUR CDI EVALUATION PLAN, WE DESIGNED A STUDY TO EVALUATE OUR HIRING EFFORT. FROM THIS STUDY WE HOPE TO GATHER INFORMATION THAT WILL AID IN REFINING OUR RECRUITMENT AND RETENTION STRATEGIES FOR FACULTY OF COLOR.

Pacific's Faculty Diversity Hiring Plan raised the visibility and importance of actively recruiting faculty from underrepresented groups by setting the initiative in the context of its institutional planning priorities. The goals of increasing the diversity and academic quality of the members of the University community and expanding the commitment to diversifying students, faculty, and staff were established as part of Pacific's strategic plan. In addition to the development of general guidelines to enrich the candidate pool with more faculty of color, administrative policies regarding the search and selection processes were reviewed and alternative approaches to attracting faculty of color were developed. These processes received approval from University governance groups including the Academic Council and the Board of Regents.

Broad campus involvement contributed to the University's ability to increase the percentage of faculty of color over four years from 10 percent to 19 percent. Because of our rapid rate of success and the need to retain our new faculty of color, Pacific was eager to understand the variables that influence the career choices and professional development of faculty of color over time.

We sought to ascertain the perceptions of both new faculty recruits and Pacific's tenured faculty of color concerning the specific recruitment and hiring initiative



Broad campus involvement contributed to the University's ability to increase the percentage of faculty of color over four years from 10 percent to 19 percent.

being implemented on campus. Research was also conducted to discover factors for success among Pacific's current faculty. We used Sadao's "biculturalism" theory as a framework for our investigation of faculty success. Developed from emerging

research, this theory posits that the ability of faculty of color to thrive effectively in two different worlds—the world of their cultural origin and the world of U.S. higher education—contribute to their success (Sadao, 2003).

The results of Pacific's study are consistent with Sadao's original research, which found that faculty of color who were hired and retained at a Hawaiian institution under study "are adept at code switching, using appropriate cultural lenses to perceive how to effectively engage in cross-cultural actions within an academic setting where their previous ethnic cultural beliefs and practices may be in direct conflict with the norms of the university (412)."

In addition to assessing the degree of biculturalism among Pacific faculty of color, we interviewed them regarding their academic histories, professional and personal backgrounds, reasons for selecting a career in academia, experiences in school, and their reasons for choosing to teach at a medium-sized Research II university.

The results of this qualitative study revealed four variables that influence the success of faculty of color at Pacific—individual characteristics, interpersonal skills, family background, and institutional supports/barriers. For example, the individual variable stressed perseverance and tenacity, as well as confidence in their intellectual abilities and a

passion for their subject matter. In terms of institutional support, faculty of color emphasized the importance of Pacific being a medium-sized campus focused on teaching, the openness to diversity experienced during the interview process, the commitment of institutional leaders to developing and implementing a Diversity Hiring Plan, financial incentives (such as summer research stipends and funding to attend conferences), and a key mentor at the senior administrative level. Faculty of color also cited Pacific's proximity to the San Francisco Bay Area as a plus for retention. These data provide important information that will enable Pacific to refine its efforts to recruit and retain faculty of color successfully.

As we continue to make our diversity initiative successful, evaluation plays a key role in helping to organize for institutional learning. Our goal is to embed our new knowledge and lessons learned into Pacific's search processes. For example, knowing that new faculty of color want more consistent access to information about and knowledge of expectations at the departmental level will enable search committees to prepare more effectively for interaction with faculty of color.

In addition, the biculturalism evaluation approach provided valuable knowledge about the experiences and perceptions of new faculty of color as a group, which may aid others in establishing practices that work to create inclusive environments. We hope that our proactive efforts to pinpoint and alleviate the concerns of potential future faculty will invariably enhance the recruitment efforts for *all* searches.

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DIVERSITY & LEARNING

DEMOCRACY'S COMPELLING INTEREST

OCTOBER 21-23, 2004 · NASHVILLE, TENNESSEE

Conference addresses:

- reflections on Brown v. Board of Education
- cognitive and democratic outcomes of diversity learning
- connections between U.S. and global diversity
- religious pluralism at home and abroad
- immigration, migration, and identity development
- assessment
- culturally informed democratic practices and pedagogies
- diversity and institutional change

Democracy lives up to its aspirations only when citizens actively take responsibility for its success. Higher education can play a pivotal role in nurturing in students a commitment to building democratic and just communities. Civic responsibility also transcends national borders, encouraging us all to understand the intersections between the local and the global.

- How can we best educate students to understand that learning about and living with difference enhances our collective good?
- How can we educate students so they are eager and prepared to contribute to a democratic society's best interests?
- How can higher education pose new questions about how to foster a commitment to equality, opportunity, and justice for all people?

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Diversity Climate Surveys: Worth the Effort

By Pat Disterhoft, associate professor of education; Debbie Giunta, director, Center for Cultural Fluency; and Arianne Walker, director, Office of Institutional Research and Assessment, all of Mount St. Mary's College, Los Angeles, California.

AIMED AT FOSTERING AN ENVIRONMENT THAT VALUES AND EMBRACES ALL FORMS OF DIVERSITY, MOUNT ST. MARY'S COLLEGE, A CATHOLIC LIBERAL ARTS COLLEGE IN LOS ANGELES, WANTED TO TAKE A SNAPSHOT OF THE CAMPUS CLIMATE FOR DIVERSITY TO INFORM ONGOING AND FUTURE EFFORTS. WE DECIDED TO CONDUCT A COMPREHENSIVE ASSESSMENT OF THE CAMPUS DIVERSITY CLIMATE FOR STUDENTS, FACULTY, STAFF, AND ADMINISTRATORS. PRIOR TO EMBARKING ON THIS AMBITIOUS PROJECT, WE HAD ONLY LIMITED DATA FROM PREVIOUS STUDENT SURVEYS. THE SURVEY PROJECT DISCUSSED IN THIS ARTICLE WAS INTENDED AS A BASELINE—TO HELP US SEE WHAT WE ARE ALREADY DOING WELL AND WHERE WE NEED TO MAKE CHANGES. THOUGH PAINFUL AT TIMES, OUR EVALUATION EFFORTS WERE WELL WORTH THE EFFORT.



Survey Development and Rollout

Developing the survey took a long time. In fact, the coordinator of the survey effort once remarked in frustration, “I might not have embarked on this project if I had known how long it would take.” A committee of four that included the coordinator of the CDI grant, the assistant provost, an external evaluation consultant, and a representative from institutional research and assessment began by exploring climate surveys from other institutions. Using these as models, each member developed questions to be asked. The most difficult part was paring down the number of questions. We spent hours, nursed headaches, and argued during this process. Eventually, we used the theoretical framework developed by Hurtado and her colleagues (1999) to consolidate the questions and make sure we addressed three of Hurtado's dimensions: structural diversity, psychological climate, and behavioral/intergroup campus climate. We maintained regular communication with the college administration even at this early stage because we understood how integral their buy-in and support would be.

Almost a year into the process we had surveys to pilot. We were aware of the importance of piloting and made some changes based on the feedback we received. In retrospect, one of our errors

Buy-in from campus administration is critical to being able to ask the questions that need to be asked and to mobilize the campus to think about changes based on the survey results.

was not listening carefully enough to the feedback from the pilots. Practically every suggestion that we did not heed resurfaced in the final survey results. For example, in an effort to be sure our results were valid, we asked variations of questions multiple times. However, the resulting length of the survey frustrated respondents.

A newly formed diversity committee proved to be an asset in the development and rollout of the survey. Several members of the committee were involved in piloting the survey, and others translated the survey into Spanish for staff. Committee members also helped by generating interest in the survey and assisted with advertising.

Communicating Results

Because they were fairly representative of our various college constituencies, we were satisfied with the survey response rates: 22 percent from students, 30 percent from faculty, and 43 percent from staff/administration. The external evaluator and the director of institutional research worked together to make sense of the massive amount of data. As an analytical team, their collaboration enabled them to catch small errors, talk through ambiguities, and conduct in-depth analyses. A report of the results was written for each of the primary college constituents: students, faculty, and staff. These summaries were powerful in part because they focused only on statistically significant differences between sub-groups of the campus population.

Each report, no longer than six pages, began with highlights and challenges in bulleted format and included comprehensible graphs and charts of findings.

The reports and their PowerPoint summaries were presented for review and refinement to the CDI steering committee and the President's Cabinet. Next, the results were disseminated to the entire campus community through presentations, an email summary, the campus Web site, and articles in various campus publications. We learned that by highlighting our successes, people were prepared to accept our challenges.

Outcomes

- **Increased attention to diversity issues:** In addition to more informal conversations about diversity, various campus groups, including Human Resources, Residence Life and Psychological Services, have already developed programs to address issues identified in the surveys as needing attention, such as cross-cultural communication and sexual orientation issues. In the year ahead, we anticipate that more events and workshops will be planned to respond to challenges identified by the survey.
- **Empowered voices:** Those who are committed to diversity issues, including such issues as fairness and representation, can speak with authority now that survey results confirm the desire and need for change.
- **Cultural change:** There is the perception that the college already has become more open and communicative. We will be able to measure whether this perception persists with the next administration of the survey.

- **Appreciation for surveys:** People have gained a new respect for what can be achieved with surveys and with having hard data.

Recommendations

- **It's worth the effort: data are compelling.**
- **Buy-in from campus administration is critical** to being able to ask the questions that need to be asked and to mobilize the campus to think about changes based on the survey results.
- **A theoretical framework is useful for survey construction.**
- **Pay attention to all feedback** from the pilot survey.
- **Disseminating survey results to the campus community should be timely and done in a variety of attractive and accessible ways.** Making detailed reports available is essential, but so are briefer summary e-mails and articles.

Resources

For copies of the Diversity Climate Surveys, please contact Arianne Walker, Ph. D., Director of Institutional Research and Assessment, awalker@msmc.la.edu.

For a model of how to write up survey results attractively or view our survey results, visit www.msmc.la.edu/NewsFacts/Diversity/diversity_climate_survey.htm.

Sources

Hurtado, Sylvia, Jeffrey Milem, Alma Clayton-Pedersen and Walter Allen. 2000. *Enacting diverse learning environments: Improving the climate for racial/ethnic diversity in higher education*. San Francisco: Jossey-Bass. ■

AAC&U's 4th Annual Greater Expectations Institute:

Campus Leadership for Student Engagement, Inclusion, and Achievement

June 23-27, 2004

The Snowbird Resort, Utah

The Institute is an activity of the Greater Expectations Initiative to improve student learning. It is designed to help campus teams develop strategies that advance campus efforts to achieve 21st-century liberal education outcomes. The Institute is also designed to strengthen leaders' competence to align institutional purposes, policies, structures, and practices to make possible the engagement, inclusion, and high achievement of all students. The framework for the Greater Expectations Institute curriculum rests on two beliefs: a high quality, practical liberal education should be a standard of excellence for all students; and diversity and intercultural competence are essential elements of a contemporary liberal education. If your institution is facing the challenge of advancing meaningful educational change in a climate of shrinking resources, you will find the Institute valuable.

More information about the Institute and application materials will be available online at www.aacu.org in December 2003, and mailed to AAC&U member campuses in January 2004. Applications are due March 8, 2004.

Teaching Students Media Skills

While most agree that interacting with the news media on campus and in the community can be a highly effective strategy to communicate the benefits of diversity, few resources provide ways to integrate media assignments into diversity courses. Hence, students fail to learn ways to articulate issues of diversity to the media. Here is an example of how to generate media stories through course assignments.

This example was used at the University of Maryland, College Park in an Asian American Studies course called Asian American Communities: The DC Metro Area, taught by Dr. Daniel Hiroyuki Teraguchi. Teraguchi adapted his news story exercise from Dr. Peter Nien-chu Kiang's course assignment used in Boston's Asian American Communities at the University of Massachusetts, Boston. The goal of this exercise is to teach students how to create news stories to educate the public about a critical issue in an Asian American community.

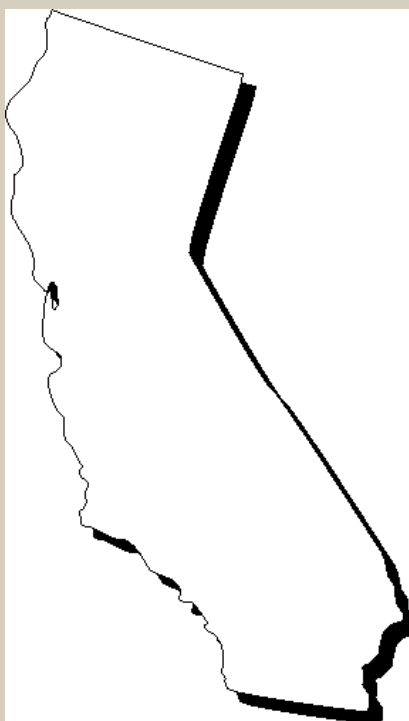
Creating the Story Line

The initial task is for a team of students to agree on an important issue, idea, or question related to Asian American communities in the DC Metro Area, and then (re)present it for the class to see/hear/understand/appreciate. To begin generating stories, Teraguchi asks students to write down five emotions. He then poses a series of questions for students to contemplate. Questions include: Which emotions do you want to portray in your story? What emotions do you want to draw on to engage your audience?

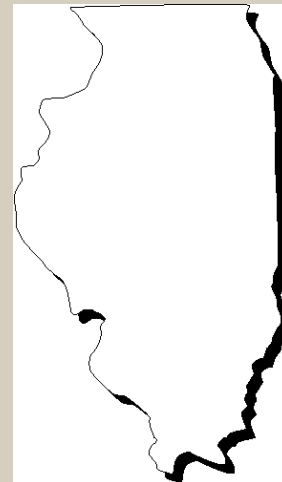
Then students are asked to work in teams to determine a particular conflict or tension within the vast, pan-ethnic Asian American community. Teraguchi

California

Proposition 54, known as the "Racial Privacy Initiative," was rejected by voters during the California gubernatorial recall election on October 7. Voters asserted that if Proposition 54 had passed, university researchers would not have been allowed to conduct necessary work to help analyze the social problems that affect disadvantaged communities. Also, the measure would have made it illegal to record race-based hate crimes, which "skyrocketed by 345.8 percent in California in 2001 after 9/11." ("Blinding Ourselves with a 'Color-Blind' Initiative: Why Proposition 54 is NOT Color-Blind," by Lizelle Festejo, *Asian American Curriculum Project Newsletter*, September 2003; and "Connerly: My fight is not over on Prop. 54," by Joe Gaspar, *Alameda Times-Star*, October 13, 2003).



Diversity M



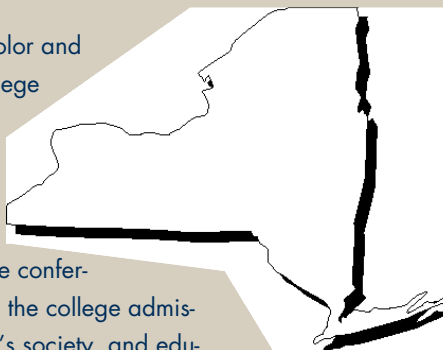
Illinois

On October 20th, DePaul University hosted one of two hearings called, "The Public Truth: A Hearing on Racial Profiling of Immigrants and People of Color." The hearings are designed to raise public awareness about increasing patterns of racial profiling related to local law enforcement practices and Homeland Security policies. Hayelom Ayele, an Ethiopian immigrant, commented, "I have always felt that immigrants and refugees have a lot to share with the African American community...holding this event in Chicago signals that the communities are open to making the connections." ("African American and Immigrant Groups Fight 'Alarming' Rise in Racial Profiling," by Anmol Chaddha, *ColorLines RaceWire*, October 23, 2003, and the Office of Multicultural Student Affairs Web page at <http://studentaffairs.depaul.edu/omsa/index.html>).

Media Watch

New York

With an impending shortage of teachers of color and an increasingly diverse student body, the College of Saint Rose and University at Albany held a “Dreaming of Teaching” conference to encourage minority high school students to pursue a teaching degree. To persuade attendees to consider a career in teaching, the conference, provided seminars on financial aid and the college admissions process, the role of the teacher in today’s society, and education programs at both institutions. (“Diversity moves to the head of class: Albany Event aims to inspire minority students to pursue a degree in teaching,” by Breea Willingham, *The Times Union*, October 23, 2003).



Michigan

Rod Gillum, vice president of corporate responsibility and diversity at General Motors, based in Detroit, says his company was the first to file a brief supporting affirmative-action initiatives at the University of Michigan because there were clear business reasons.

“We were trying to influence the courts with an understanding of the magnitude and the importance of giving the universities a tool in which they can recruit and attract students that were from a diverse background and then us, as a corporation, being the ultimate beneficiaries,” says

Gillum.” (“Affirmative Action & Beyond: Corporate American Takes Aim at Washington”, by C. Stone Brown, *DiversityInc*, October/November 2003).



Teaching Students Media Skills

then takes students through a series of tasks to help them further explore and clarify their story lines through different forms of expression.

Task One: Students can talk among themselves to prepare, but they cannot speak during their presentation. Each group must create a silent “human sculpture” to represent an idea/issue/question. Students must portray the conflict/tension through a silent demonstration of emotion.

Task Two: To further clarify the focus of their news story, each student team creates a mural to “illustrate” the idea/issue/question. No English words can be used. The mural must also reflect the identity of each member in the group. This identity can be hidden or obvious. Each team must explain the symbols, objects, and drawings portrayed in their mural to the class.

Task Three: Each team produces a two-minute skit to imitate a network news story. Students may be either at the news desk or on site investigating an idea/issue/question. The group must represent the voice of the Asian American community they are studying through their news story.

Task Four: The group is instructed to write a publishable article for a student, campus, or community newspaper. After edits from the professor, students have the option of submitting the articles to their newspaper of choice for publication.

Final Thoughts: This assignment generally spans a 3-week period with each task due subsequently. Many aspects of this assignment may be adapted in a variety of diversity courses to enhance student communication skills and widen the public’s understanding of diversity issues.

Unleashing the Power of Metaphor: Moving from a Program-Centered Focus Toward a Systems View of Campus Diversity

By J. Goosby Smith, assistant professor of management and coordinator of assessment for Seaver Diversity Council, Seaver College, Pepperdine University

SEAVER COLLEGE OF PEPPERDINE UNIVERSITY IS USING THE GENERATIVE POWER OF METAPHOR TO TRANSFORM ITS APPROACH TO CAMPUS DIVERSITY. WE HAVE ADOPTED THE METAPHOR OF ORGANIZATIONS AS ORGANIC SYSTEMS TO SYMBOLIZE THE VITAL ROLE THAT DIVERSITY PLAYS IN OUR MISSION OF EDUCATIONAL EXCELLENCE. AS ONE OF THE FIRST CAMPUSES TO BE FUNDED UNDER THE IRVINE FOUNDATION'S NEW PROCESS, WE SEE OURSELVES AS PIONEERS IN USING OUR DIVERSITY INITIATIVE AS A CATALYST FOR ORGANIZATIONAL LEARNING. THE METAPHOR HAS FOSTERED A SHIFT FROM VIEWING CAMPUS DIVERSITY AS A SET OF ACTIVITIES TO SEEING DIVERSITY AS AN ORGANIZATIONAL LEARNING TOOL.



Initially, our focus centered on implementing individual programs and determining how they might be evaluated to “account for” program expenditures and to understand participant reactions and experiences. This perspective reflected a mix of what Thomas and Ely (1996) refer to as *discrimination and fairness* and *access and legitimacy paradigms*. The first paradigm potentially downplays critical aspects of diversity by advocating a color-blind ideal; while the second views diversity as a means to gain competitive advantage in the marketplace.

The Foundation requested that we create a broad-based campus team to oversee our CDI work. We responded by convening a Diversity Council comprised of various diversity program directors. The Council was also charged to design an approach for evaluating our CDI. As we developed our evaluation plan, the Foundation and the Evaluation Resource Team further challenged us to take a systems view of our CDI. This required us to consider our evaluation efforts as a holistic learning experience for both our students and the institution.

We broadened our perspectives on creating and maintaining an inclusive and

diverse campus climate and now view it as a developmental process. *We collectively* reflect upon and evaluate *how* all of our diversity initiatives inextricably link to our mission and reinforce the major work of the University. This is a brief story in our continuing journey in what Thomas and

In this model, the contributions of people of color are used to critically examine and improve the main work of the organization, rather than tangentially alter it.

Ely (1996) refer to as the *learning and effectiveness paradigm* of diversity. In this model, the contributions of people of color are used to critically examine and improve the main work of the organization, rather than tangentially alter it.

Our first response to the challenge of developing a systems view was to expand membership in the Diversity Council so

that it is now an 18-person, cross-functional, interdisciplinary team with senior administration, faculty, staff, and student representation. While the University's strategic direction was clear, we did not have an operational *diversity* strategic plan. By adopting the metaphor of an organic system composed of complex, dynamically interdependent parts interacting with the external environment, we were able to understand better the tasks ahead and to focus attention on: a) how to articulate what a “healthy” Seaver College might look like and to assess how healthy we are; and b) how to evaluate progress toward becoming healthier.

We explored these tasks in three off-campus retreats. The first retreat was designed to make the metaphor operational and therefore a guide for our work. The second retreat was used to develop our evaluation strategies and refine the Foundation-required evaluation plan. The third retreat was used to analyze the data we collected through our Digital Portfolio Assessment Project 2005 (DPAP 2005, see page 15).

Once we adopted a systems approach, we were able to recognize the interdependency between the University's core

mission of providing an excellent education in a Christian environment and our diversity goals. Focusing our evaluation efforts on the larger institutional goal helped us to envision a more inclusive learning environment. We could create such an environment through coordinated programming strategies that target campus climate, teaching, action research, and service. Brief examples of

efforts in each area are given below and their interconnections are described.

Campus Climate

The campus climate for diversity is being improved in a number of ways, starting with leadership from the top. Pepperdine's president consistently communicates the importance of an inclusive and diverse campus climate in written and verbal com-

munications to the campus. Such leadership from the president helps establish campus diversity efforts as important to the University as a whole.

In addition, administrators, staff, and religious studies faculty worked together to formulate and present to the campus a theological rationale for valuing diversity. Anchoring diversity in our Christian

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The Digital Portfolio Assessment Project 2005: Using the Online *ImmixJournal* to Qualitatively Assess the Campus Climate's Fostering of Diversity

By Henry Gambill, director of assessment/lecturer of English, special assistant to the vice president of planning, information, and technology, Pepperdine University

Since 1994, Pepperdine University's Digital Portfolio Assessment Project (DPAP) has conducted qualitative, longitudinal studies of cognitive and affective student learning and development. With support from the James Irvine Campus Diversity Initiative (CDI), DPAP's newest four-year study, entitled the DPAP 2005*, examines the transformation of students' cultural perspectives in response to a curriculum and co-curriculum that embed diversity topics, issues, and events.

While previous DPAP studies collected exhaustive portfolios of student work, the DPAP 2005 requires students only to submit journal responses to writing prompts and participate in yearly focus groups. The assessment office's student web master designed *immixJournal* and placed it on Pepperdine's Web site <http://assess.pepperdine.edu/immix>.

"Immix" means to commingle, which reflects the Web site's interactive nature. The password-protected Web site allows DPAP 2005 students to respond online to writing prompts, as well as to read and reply to other project members' journal entries.

Students can adopt aliases as their identities and assign icons or graphics as representations of these aliases. Fellow DPAP students can learn a student's gender, ethnicity, and major by clicking on an icon

or graphic. When a student reads another's journal entry and posts a reaction, the *immixJournal* software automatically emails notification to the student who primed the response.

As mentioned, the DPAP 2005 also collects focus group data and publishes session transcripts on the *immixJournal* Web site. While all of the project's focus groups were originally intended to be tape-recorded, face-to-face sessions, *immixJournal* now also hosts an alternative virtual focus-group format that captures qualitative data from project participants taking part in Pepperdine's international programs. The virtual focus group feature allows a "round table" conversation to take place in real time between the moderator in Malibu and students in Buenos Aires, Florence, Heidelberg, and London. Because the focus group exchange is written, the session is instantaneously transcribed—saving the University from expensive transcription fees.

Each year, the focus group moderator poses the same questions to the student participants to maintain comparability of the data. Students in the focus groups have discussed, among other things, the diversity education received in the classroom, their participation in CDI-sponsored co-curricular activities, and their

observations of *intentional* or *unintentional* discriminatory language and behavior. In the virtual focus groups conducted with DPAP students abroad, the students discussed their experiences as American students living in diverse cultures at the height of the war in Iraq.

In a retreat setting, the University's broadly representative Diversity Council assesses the DPAP data, along with assessment data from other CDI-sponsored programs; the discourse is indeed rich and enlightening. At subsequent campus meetings, the Council will draft a report of our findings that will be shared with the University's senior leadership, as well as the larger campus community.

In the fall 2003 semester, the assessment office hopes to launch another diversity-centered, longitudinal study with willing participants from the class of 2007. If the project is approved, the *immixJournal* Web site will again host the study, but this time *all* focus groups, even those with students on the Malibu campus, will be virtual. We want to investigate whether the students' exchanges will be even more forthright if their identities are anonymous.

Note

* The date signifies the expected year of participants' graduation. ■

Unleashing the Power of Metaphor

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values and educational philosophy enables the campus community to see more clearly how diversity is fundamental to all of our work. Establishing two campus-wide convocations and a student leadership forum focused on diversity's impact on contemporary society was another way to communicate the important educational role that diversity plays. The two convocations broke the year's attendance record, and the student newspaper, *The Graphic*, ran several articles that addressed the various CDI components.

In fall 2003, the University faculty-wide conference will have a breakout session exploring the value of diversity. These outcomes and plans demonstrate that our strategies focused on improving the climate for diversity are engaging the broader campus community to capitalize on the link between diversity and our mission of strengthening lives for purpose, service, and leadership.

Teaching and Research

The Social Action and Justice (SAAJ) Colloquium debuted in fall 2002. This two-course series is a service-based, social justice oriented option for first-year students that meets general education English requirements. We also developed an African American Studies minor and a Women's Studies Major. These curriculum changes were developed in direct response to the results of previous DPAP analysis.

Although not funded by the Irvine grant, the *American Experience* course, which focuses on diversity in the United States, was developed during this same period and will be inaugurated fall 2003. All freshmen are required to take this course offering. We underscore the importance of diversity institutionally by offering a weeklong Diversity Workshop to enhance the ability of faculty and staff

to interact effectively with people different from themselves.

Our efforts do not end with the transmission of knowledge. We focus on generating new knowledge and on determining how diversity influences this work. A number of faculty are conducting research on both externally and internally funded diversity efforts. Some questions they are pursuing include: To

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what extent does Multicultural Theatre improve students' intercultural competence? How is human diversity addressed across Pepperdine's curriculum and what is its effect on student learning outcomes? What is the role of diversity in human resource accounting? Do online discussions when communicators are anonymous enable more honest dialogue on sensitive topics? With these questions, investigators seek to determine the learning outcomes of various kinds of interactions.

Service

As a Christian university, service to the community is a central component of the education we offer our students. Our CDI projects are designed to foster a deeper understanding of the many factors that affect communities of color, while at the same time providing service to these communities. PepReach and College

Bound are outreach programs in which Pepperdine students and faculty tutor and encourage students in economically disadvantaged schools to attend college. The SAAJ Colloquium mentioned above integrates service learning in Los Angeles communities and provides a Los Angeles Urban Reality Tour for Volunteer Center student workers, professors, and students as part of coursework.

The studies and teaching efforts reinforce each other in that both the processes and programs of Pepperdine's CDI serve as the basis for empirical research by faculty. Students and faculty alike deepen their understanding of the economic, cultural, and geographic contexts of communities of color through their interactions with them in service activities and reflections. The synergy among these efforts serves to further link diversity to the institution's core mission of educational excellence.

The Journey Begins Anew

At our annual kickoff meeting for the 2003-04 academic year, the Diversity Council will re-examine the assessment retreat themes to formulate recommendations, examine our grant goals relative to our model of health, and determine how best to communicate our recommendations to the larger University community.

We expect to take the lessons learned about diversity at Seaver College and demonstrate to the University that these efforts are vital to achieving our educational mission. In so doing we will move closer to Thomas and Ely's *learning and effectiveness paradigm* and what the Foundation and the Evaluation Resource Team have challenged us to do—use diversity as a catalyst to become a learning organization. Thus, the learning journey continues. ■

AAC&U Evaluation Publications and Resources (www.aacu.org & www.diversityweb.org)

Program Review and Educational Quality in the Major: A Faculty Handbook

The handbook describes key elements of effective major programs including connections with liberal learning, inclusiveness, and evaluation and assessment. It also provides a protocol for departmental self-study and recommends ways of including outcomes in program review. (1992)

Students at the Center: Feminist Assessment

This book describes strategies and instruments that can be used to assess what and how students learn. It asserts that student-centered, feminist assessments can be a useful vehicle for improving teaching and learning in any discipline. An appendix also includes sample assessment and evaluation tools from campuses across the country. (1992)

Value Added Assessment of Liberal Education

(*Peer Review*, Winter/Spring 2002)

This special issue presents the RAND

Corporation/Council for Aid to Education's Value Added Assessment Initiative, a long-term project to assess the quality of undergraduate liberal education in America at the institutional level. Also included are several initial responses to the initiative.



Understanding the Difference Diversity Makes:

Assessing Campus Diversity Initiatives Series

These three publications are designed to provide the rationale for, research about, and guidance for the assessment of diversity initiatives on campuses today.

To Form A More Perfect Union: Campus Diversity Initiatives

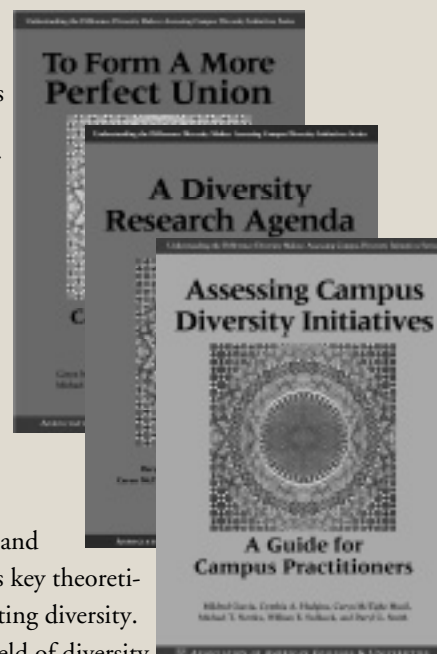
This book charts the efforts of colleges and universities to move from the rhetoric of inclusion to the practice of equity. Etching a portrait of the new academy as it is transformed and reinvigorated by diversity initiatives, the monograph maps the emerging trends in diversity work and insights gained in the process. (1999)

A Diversity Research Agenda

Arguing for the importance of further research about the impact of diversity and higher education, this volume suggests key theoretical frameworks critical when investigating diversity. It also identifies specific areas in the field of diversity research and assessment in which more study is needed. (2000)

Assessing Campus Diversity Initiatives: A Guide for Campus Practitioners

This monograph provides tip and tools for designing and developing effective diversity evaluations. Topics addressed include the need for assessment, designing an evaluation plan, institutional context, audience, data collection and analysis, performance indicators, and theoretical models. (2002)



DiversityWeb (www.diversityweb.org)

Several assessment resources are available within the Institutional Evaluation section. The evaluation tools in this section may help institutions think through long-term strategies to document the progress and the benefits of their diversity work.

DATA: Capturing the Hopes, Dreams, and Fears of Campus Diversity Initiatives

José F. Moreno, postdoctoral fellow, Claremont Graduate School, and research analyst, Irvine CDI Evaluation Project

IT IS NOT UNUSUAL IN HIGHER EDUCATION TO PRESENT ENROLLMENT DATA DISAGGREGATED BY RACE/ETHNICITY. THESE DATA DEMONSTRATE WHO ENROLLS AND WHETHER ENROLLEES REFLECT THE NATION'S DEMOGRAPHY AND GOALS FOR EQUITABLE ACCESS TO HIGHER EDUCATION. UNFORTUNATELY, SUCH PRESENTATIONS ARE USUALLY CONFINED TO SIMPLE ENROLLMENT DATA WITH LIMITED EXPLORATION OF STUDENTS' CAMPUS-BASED EXPERIENCES AND OUTCOMES. INDEED, WHERE THESE ENROLLMENT DATA PROVIDE SOME NUMERICAL EVIDENCE OF A DIVERSE CAMPUS, THERE IS USUALLY AN ASSUMPTION THAT THERE IS AN INSTITUTIONAL COMMITMENT TO ACHIEVING EQUITABLE ACCESS FOR THOSE TRADITIONALLY UNDERREPRESENTED. SUCH IS THE POWER OF DATA IN SHAPING THE PERCEPTIONS OF PROGRESS REGARDING DIVERSITY IN HIGHER EDUCATION.

Our work in the Campus Diversity Initiative (CDI) Evaluation Project, however, has taught us that simply reviewing data devoid of an evaluative context may both mask large inequities and minimize important institutional gains to which diversity efforts contribute. If data are not collected and analyzed for the purpose of evaluating programs in light of institutional goals, then the powerful tool of data can easily become little more than campus propaganda. A major goal of the CDI Evaluation Project is for campuses to develop evaluation capacity to improve their programs, practices, and policies relative to institutional goals for diversity—what we refer to as organizational learning.

Senior administrators' first question is often, "What do you need those data for?" Our response is that *they* need the data if they are to reach their institutional goals. We explain that the purposes of data in the context of institutional learning are to test assumptions, identify gaps in knowledge, initiate and guide dialogue, and provide direction for improvement. While the question initially may be prompted by fears that data could be misused, when campus constituencies understand these larger purposes, data becomes a powerful tool.

The type of data to be collected also creates anxieties about capacity and management. We have observed from working

with the 28 CDI grantee campuses that the most useful data often already exists on campuses. Often referred to as "routine data" (Bauman & Bensimon 2002), this information is usually shelved away in reports produced by institutional research

When survey responses were disaggregated by race/ethnicity, a different picture emerged. African American and Asian American students who participated in cultural awareness workshops reported lower levels of satisfaction with the campus climate for minorities than those who did not participate in those workshops.

offices, strategic planning exercises, or past diversity reports. These data are often in the form of campus surveys, departmental reviews, and enrollment reports. When disaggregated by race/ethnicity and other important dimensions, such routine data can provide tremendous learning opportunities for individual offices and the institution overall, especially when placed in the

context of evaluation for the purpose of organizational learning.

For example, choosing to improve the campus climate as it relates to diversity as one of its CDI efforts, one campus analyzed existing student survey data to determine the strategies it would use. The results showed that a higher proportion of students who participated in cultural awareness workshops reported greater levels of satisfaction with the campus climate for minority students. This data analysis led to the immediate conclusion that an expansion of cultural awareness workshops was a good strategy.

However, when survey responses were disaggregated by race/ethnicity, a different picture emerged. African American and Asian American students who participated in cultural awareness workshops reported lower levels of satisfaction with the campus climate for minorities than those who did not participate in those workshops. In addition, Asian Americans as a group reported the highest level of satisfaction with the campus climate for minorities. While White students' level of satisfaction appeared to be the lowest among all groups, closer examination of the data showed that this was an effect of over 40 percent of White students having responded "not relevant" to the satisfaction question, whereas this response was

less than 5 percent for all other groups. These findings suggest that careful consideration be given to how varied groups experience these types of programs, and whether the program content addresses their needs and concerns. Disaggregated institutional data can suggest exciting prospects for overcoming the marginality experienced by some groups on campus.

The emphasis on data collection and utilization has provided important learning opportunities for some campuses that look to higher education research to inform their practice. For example, the general consensus in the retention literature is that the first year is a critical stage for campus retention efforts. Based on the literature, if students survive the first year and enroll for their second year, their chances of graduating greatly increase. As part of the evaluation process, campuses submit year-to-year persistence data disaggregated by race/ethnicity with four and six-year graduation rates. As we analyzed the data of one campus, we noticed an interesting, but disturbing trend. The attrition for Latino/a and African American students was not occurring solely at the points where the literature suggests.

Even though their first-year persistence rates were similar to the overall campus rate of 80%, a higher proportion of Latino/a and African American students tended to leave after their 2nd and 3rd years respectively as compared to their Asian American and White counterparts (Figure Below). However, for American Indian students the point of attrition was still the first year. Knowing this has allowed campus officials and program directors to reconsider some of their strategies and to explore further reasons for this situation.

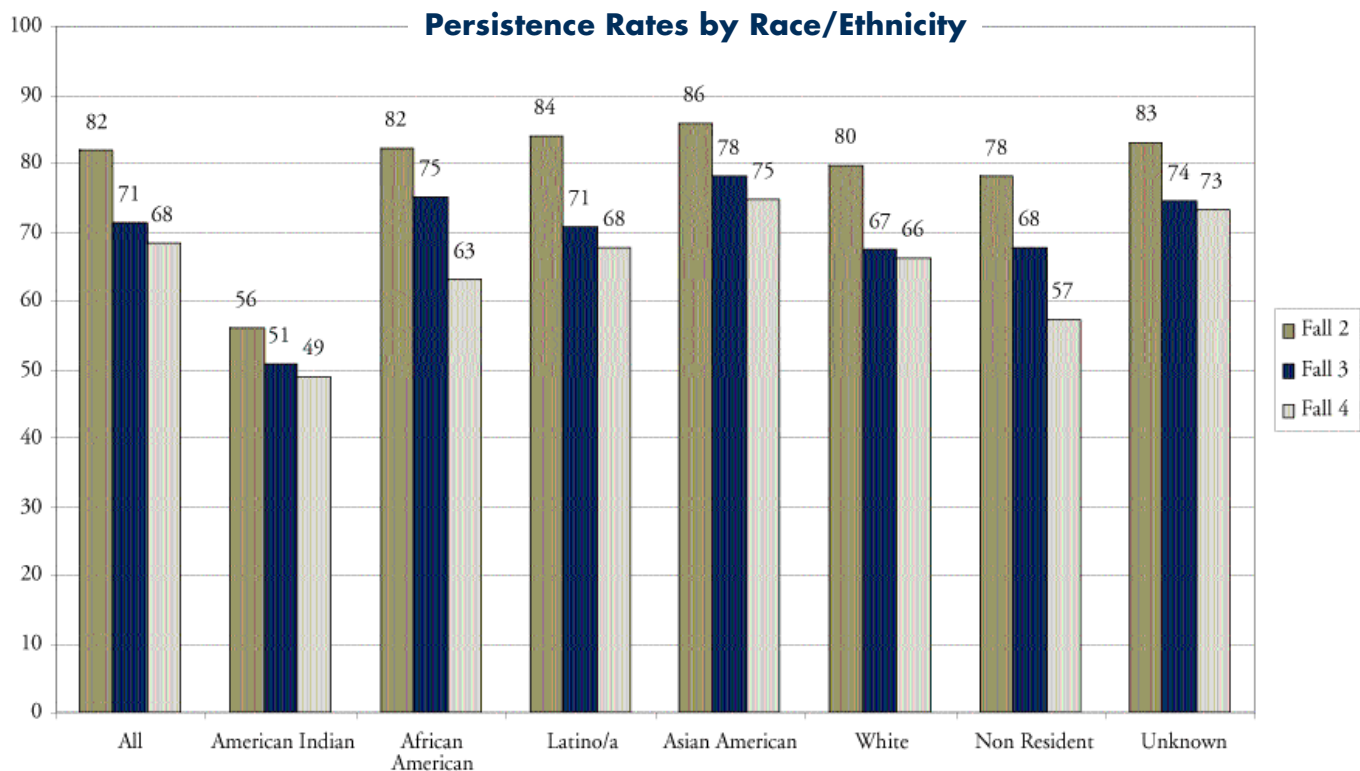
In addition, data can inform a campus of its mixture of success and failure. While a campus may have been successful in making sure that Latino/a and African American students survive that critical first year, by not developing a more comprehensive view of retention, they may have missed a critical attrition point in later years for Latino/a and African American students. Additionally, by fully disaggregating the data by racial/ethnic groups on campus, officials can determine the attrition points for Asian American and White students for whom there might have been less concern about their points of attrition, given their

relatively higher graduation rates. By having this disaggregated data, a campus can further develop programs and practices that are campus specific and data informed.

There are other reasons that campuses may not use existing data. One reason is that campuses do not have a position designated as institutional researcher. However, most campuses have talented and skilled researchers on their faculty or staff whose expertise could be tapped to analyze data for institutional learning. Fear of losing control over the data or inciting conflict on campus is another reason campuses fail to collect, analyze, and disseminate institutional data. But, by failing to do so, campuses run the risk of ignoring effective diversity strategies and not learning from their failures and successes.

Source

Bauman, G. L. & E. M. Bensimon. 2002. *The Promotion of organizational learning through the use of routine data*. Paper presented at the Annual Meeting of the Association for the Study of Higher Education. November 22. Sacramento, CA. ■



Educating For a Just Society: The Martín-Baró Scholars Program of the University of San Francisco

Susan Prion, associate dean, University Life and Director of Institutional Assessment; Alan Ziajka, director of institutional research; Gerardo Marin, associate provost; and Lorrie Ranck, director of the Martín-Baró Program, all of the University of San Francisco

THE PRESIDENT OF THE UNIVERSITY OF SAN FRANCISCO (USF), SEPHEN PRIVETT, S.J., RECENTLY CHALLENGED FACULTY AND ADMINISTRATORS TO DREAM ABOUT HOW USF COULD BECOME A MORE DIVERSE UNIVERSITY THAT, AS ITS MISSION STATES, “OFFERS STUDENTS THE KNOWLEDGE AND SKILLS NEEDED TO SUCCEED AS A PERSON AND AS PROFESSIONALS, AND WITH THE VALUES AND SENSITIVITY NECESSARY TO BE MEN AND WOMEN FOR OTHERS.” IN RESPONSE TO THIS CHALLENGE, A LIVING LEARNING COMMUNITY FOR FIRST-YEAR AND SOPHOMORE STUDENTS EMERGED AND WAS NAMED AFTER IGNACIO MARTÍN-BARÓ, S.J., A JESUIT MARTYR KILLED IN EL SALVADOR IN 1989.

From the beginning, this new community of scholars was unique. It fully engaged the demographic mix of San Francisco to enrich the academic experiences of the participating students. A truly diverse community, students in the program grow from, and are challenged by, living and learning with people who are different from themselves. The program seeks to educate the whole person within a culture of service while respecting and promoting the dignity of all. USF hopes to enlarge and institutionalize this program in the future.

Father Martín-Baró argued forcefully throughout his professional life for the need to transform education to reflect the society in which we lived. One of his favorite words was *desde*, which can be translated as “from the perspective of:” those we study, those we serve as educators and professionals, and those who are poor and rejected. He also wrote convincingly about the need to integrate the perspectives and experiences of the marginalized in order to properly train future leaders. Martín-Baró Scholars participate in an intensive pre-freshman, summer college preparatory program. In addition, first-year and sophomore students take responsibility for their personal and academic growth and that of their peers in a comprehensive living-learning community. Additional academic and social support strategies are available to the Martín-Baró Scholars throughout their

time at USF. Examples include peer and faculty mentors, special research and professional internships and apprenticeships, and comprehensive academic advising, to name but a few.

As suggested by Tinto (1999), four components guide the Martín-Baró Scholars Program. First, *shared knowledge* is generated by requiring a comprehensive eight-unit Core Curriculum course each semester for a selected cohort of new first-year students. This course is specially designed to explore issues of social justice and diversity and to involve students in reflective service learning. Sophomores who have completed the program can extend their learning to others by registering for the Global Leadership Course, a platform for mentoring future Martín-Baró cohorts and for extending previous learning into a broader, more global context.

Second, shared learning is provided through intellectual and social approaches demonstrated in the classroom and on two floors of the same residence hall where they live together. Martín-Baró Scholars are taught by a collaborative, interdisciplinary team of two faculty members and the program coordinator.

Third, shared responsibility is developed through collaborative learning processes that make each student responsible for the learning of the whole community. Last, by shar-

ing their abilities and efforts with the poor and underserved in the larger community, students engage in a fourth component—service. During the summer between the sophomore and junior years, students in the Martín-Baró Scholars Program are expected to participate in one of the international immersion programs sponsored by USF in South Africa, Tijuana (Mexico), Manila (The Philippines), or San Salvador (El Salvador).

Evaluation

The evaluation plan for the Martín-Baró Scholars program involves three steps: (1) individuals responsible for the evaluation implement the plan and conduct the analysis; (2) all members of the university community involved in the Irvine-funded initiatives review the results of the evaluation and discuss the implications; and (3) the results are disseminated to the university community for consultation, further analysis, and action. The evaluation process thus contributes to the realization of the program’s goals as well as to the achievement of the diversity goals of the entire university. For example, using annual registration figures, we are measuring change over time in the enrollment, retention, and graduation rates among all ethnic minority students at USF to evaluate our institutional goal of increasing student diversity.

One of the goals of the Martín-Baró Program is to identify and evaluate the best combination of retention and degree-completion strategies for USF and weave them together to help minority students develop the skills necessary to complete their college education and become role models for other students. Once these strategies are identified and evaluated, they are applied throughout the university. The instruments employed in this evaluation include the freshman survey of the Cooperative Institutional Research Program (CIRP), the National Survey of Student Engagement (NSSE), and the Pascarella and Terenzini Student Survey, among others. Together these instruments measure a wide range of

student attitudes and educational attributes including institutional commitment, sense of belonging, self-esteem, and academic preparation. The results of these assessments are compared to the results from a control group living in the same residence hall on campus, but that is not part of the program. The preliminary results from our study indicate a higher level of integration, academic involvement, persistence, and institutional and goal commitment among the Martín-Baró scholars in comparison with the control group students. In addition, a qualitative assessment is undertaken, which includes focus groups, individual interviews, and personal reflection papers and journals.

In the final analysis, the evaluation of the Martín-Baró Program will provide information on the development, implementation, and effectiveness of USF diversity initiatives and their overall institutional impact. We expect that lessons from this Program can be successfully applied throughout the University of San Francisco.

Sources

- Tinto, V. 1999. Taking retention seriously: Rethinking the first year of college. *NACADA Journal*, 19:2, 5-9.
- Terenzini, P. & E. Pascarella. 1980. Predicting freshman persistence and voluntary dropout decisions from a theoretical model. *Journal of Higher Education*, 51, 60-75. ■

Irvine Foundation CDI Evaluation Resources OnLine

www.aacu.org/irvinediveval/evaluationresources.cfm

Campus Diversity Initiative Evaluation Project Resource Kit

The Resource Kit is intended to be a resource guide to aid campuses in designing evaluation plans to measure the outcomes of campus diversity initiatives. Part 1 primarily covers tools that engage a broad range of issues in relationship to campus diversity. Part 2 includes tools that are mainly organized around specific, targeted diversity issues; and Part 3 covers a wide range of readings, Web sites, and reports related to diversity and evaluation.

Campus Guidelines for Creating an Evaluation Plan

This resource was designed to assist the Irvine CDI institutions in developing their evaluation plans. These guidelines suggest a possible evaluation framework that is intended to facilitate deeper understanding of an institution's context and a more feasible evaluation plan.

CDI Data Submission Workbook

This Data Submission Workbook is designed to streamline the collection of data that campuses are expected to submit to the Foundation. Other institutions might find the Workbook useful because it suggests ways to collect and format data that focuses campus officials' attention on the progress made toward diversity goals over time.

Institutional Indicators

Institutional Indicators is based on Daryl Smith's four-dimensional model of institutionalizing diversity initiatives. The four dimensions include: access/success, climate, education/scholarship, and institutional viability and vitality.

Curriculum Template

The curriculum template was design to help Irvine CDI Campuses think through ways to develop an evaluation plan that assesses

the impact of diversity in the curriculum. Four guiding themes are central to the template. They are: Faculty Engagement, Curriculum Availability (Diversity), Learning, and Course Experiences.

Creating a Culture of Inquiry

Using the results of a project involving non-profits, Georgian Hernández and Mary G. Visher describe ways to measure, assess, and enhance organizational performance.

American Sociological Association's The Importance of Collecting Data and Doing Social Science Research on Race

This publication highlights significant research findings on the role and consequences of race relations in social institutions such as schools, labor markets, neighborhoods, and health care scholarship that would not have been possible without data on racial categories. ■

The James Irvine Foundation's Campus Diversity Initiative

continued from page 3

who are recognized for their work in developing and evaluating diversity initiatives in higher education. The principal investigators, Alma Clayton-Pedersen, Sharon Parker, and Daryl G. Smith serve as liaisons to the campuses along with the network of colleagues. In this capacity, the ERT generally, and the liaisons specifically, assist campuses in evaluation design and provide advice on resources needed to implement their evaluation. By working with campuses, the ERT helps to build capacity for self-assessment, not only in terms of the outcomes of particular projects or strategies, but more significantly, in terms of larger institutional goals for change.

One method of moving the campuses toward viewing the evaluation process from an institutional perspective is to ask leaders: *How do your CDI and other diversity efforts fit into your institution's strategic plan?* Most often, an institution's strategic plan lays out specific strategies, tasks to be undertaken as part of these strategies, the unit or person accountable for implementing the strategies, and how achievement of the goals will be assessed for their long-term viability. When diversity goals are absent from these plans, the message to the campus community is either that diversity goals are unimportant or that they are tangential to the institution's mission.

The ERT helps campus leaders to communicate to the campus community how diversity goals fit into the institution's overall strategies for success and to communicate that such inclusion is essential to increasing educational achievement for *all* students.

In addition to an assigned liaison, campuses are provided a number of tools to build their capacity to answer the question: *How will we know that we*

When diversity goals are absent from these plans, the message to the campus community is either that diversity goals are unimportant or that they are tangential to the institution's mission.

are making progress toward our institutional goals? The Resource Section of this issue highlights the new tools developed by the ERT specifically for the Irvine CDI or other existing tools that can be adapted (see page 21).

The campus stories featured in this issue of *Diversity Digest* describe the evaluation efforts of six of the twenty-eight CDI campuses. Each of their stories reflects a journey toward greater understanding of the role that diversity plays in achieving an institution's overall educational goals, and how robust evaluation is essential to these efforts. These stories also discuss the lessons they have learned and how evaluation informs campus practice and influences decision-making. Future CDI dissemination efforts will focus more attention on how these evaluations are integrated into institutional decision-making processes for organizational learning. ■

The Future of Irvine's Diversity and Evaluation Work

As a result of a new strategic plan developed over the past year, the Foundation has developed a new mission and greater strategic focus for its grant making. Through its work in CDI, the Foundation developed a clear understanding that unequal opportunity shapes the patterns of access and success for youth in postsecondary education. The Foundation, therefore, is maintaining a focus on equity in education in its grant making but will address opportunity earlier in the pipeline and take a broader view of postsecondary opportunities. Although the Foundation has decided to change the focus of how it supports achieving educational equity for underrepresented Californians, it maintains its commitment to this long-standing goal.

In fact, even though the Foundation decided in fall 2002 to discontinue its higher education division, the CDI is funded as originally designed over a five-year timeframe from 2000-05 and includes a cohort of twenty-eight colleges and universities. The Foundation also remains committed to including a strong evaluation component in its grant making process. The objective is to help California's non-profit institutions to collect accurate data about the effects of their work, to reflect on their efforts in light of the data to determine how they might refine their work, and to use the information gathered from evaluation and reflection for continual improvement.

National Implications of California's Proposition 54-type Initiatives

Alma R. Clayton-Pedersen, co-director, Irvine CDI Evaluation Project, and vice president for Education and Institutional Renewal

WHILE DEFEATED, THE VERY APPEARANCE OF PROPOSITION 54 ON THE RECALL BALLOT IN CALIFORNIA SHOULD PROMPT NATIONAL VIGILANCE IN DEFEATING SIMILAR EFFORTS IF THEY SURFACE ELSEWHERE. OFFICIALLY KNOWN AS THE CLASSIFICATION BY RACE, ETHNICITY, COLOR, OR NATIONAL ORIGIN (CRECNO) CONSTITUTIONAL AMENDMENT, PROPOSITION 54 WAS PROMOTED AS THE "RACIAL PRIVACY INITIATIVE." ITS RESOUNDING DEFEAT SIGNALLED CALIFORNIANS' RECOGNITION OF THE NEGATIVE IMPACT IT WOULD HAVE HAD ON THE EFFORTS OF ITS SCHOOLS AND COLLEGES TO ACHIEVE EDUCATIONAL EQUITY FOR UNDERREPRESENTED STUDENTS. IF PASSED THE LEGISLATION WOULD HAVE PROHIBITED STATE AND LOCAL GOVERNMENTS FROM USING RACE, ETHNICITY, COLOR, OR NATIONAL ORIGIN TO CLASSIFY CURRENT OR PROSPECTIVE STUDENTS, CONTRACTORS, OR EMPLOYEES IN PUBLIC EDUCATION, CONTRACTING OR EMPLOYMENT OPERATIONS. WE BELIEVE IT IS LIKELY THAT PROP 54'S DEFEAT IS NOT THE END OF THESE BATTLES. IF OTHER STATES PURSUE SIMILAR EFFORTS, THEY WILL UNDERMINE EDUCATORS' EFFORTS TO ENGAGE DIVERSITY AS A MEANS OF ENRICHING BOTH STUDENT AND ORGANIZATIONAL LEARNING.

Supporters of CRECNO argued that to eliminate the knowledge of an applicant's racial, ethnic, color, and national origin would ultimately make the disparity in education and employment opportunities disappear. CRECNO opponents were concerned that the legislation would result in the loss of a decade of data critical to determining if progress had in fact been made in closing the gap that all agree exists in access to high quality education; academic achievement; health care, employment access, and home ownership.

Presidential Professor Jeannie Oakes of the University of California, Los Angeles strongly voiced her opposition to the legislation and disagreed that exemptions allowed for the collection of federally required data would address opponents concerns. She states:

Without complete information and good research, policymakers, educators, and the public won't know why we have such terrible racial gaps in school achievement and college going. Even worse, without this information, we can't fix the problems that perpetuate

the gaps ... [we'll] simply have to guess about what policies to revise and what services to provide.

Educators, health care associations, and social science researchers alike have been strong in their criticism of this legislation. The American Sociological Association agrees that to measure the different experiences, treatment, and outcomes of various races is essential to track inequalities, inform policymaking, and achieve social justice. It concludes:

Refusing to acknowledge the fact of racial classification, feelings, and actions, and refusing to measure their consequences will not eliminate racial inequalities. At best it will preserve the status quo (ASA, 2003, 2).

Just as many campuses are learning how diversity contributes to all students' learning, and recognizing that their viability relies on this institutional learning, Prop 54-type legislation would communicate that collecting such data would be both unimportant and illegal. Indeed, the lessons that the CDI campuses have learned come in part from collecting data

about their students, faculty and staff and disaggregated it by race, ethnicity, and gender. Prohibiting the collection and use of such data would deal a substantial blow to educational improvement efforts. Given the demography of our nation, such data is vital to ensuring access to high quality education and academic success for all citizens.

Recent studies of discrimination in housing, employment, and our criminal justice system provide ample evidence that racial discrimination is alive and well in the U.S. Until the nation can eliminate bigotry and prejudice, we will have to rely on studies using disaggregated data to ensure that all citizens are being treated equitably. Until we achieve this democratic ideal, passage of Prop 54 -type legislation would threaten our nation's economic, political, and cultural well-being.

Source

American Sociological Association. 2003. *The importance of collecting data and doing social scientific research on race*. Washington, DC: ASA. ■

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From AAC&U Board Statement on liberal learning

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