



Impact of Campus Diversity on Students: Ten Years of Research & Practice

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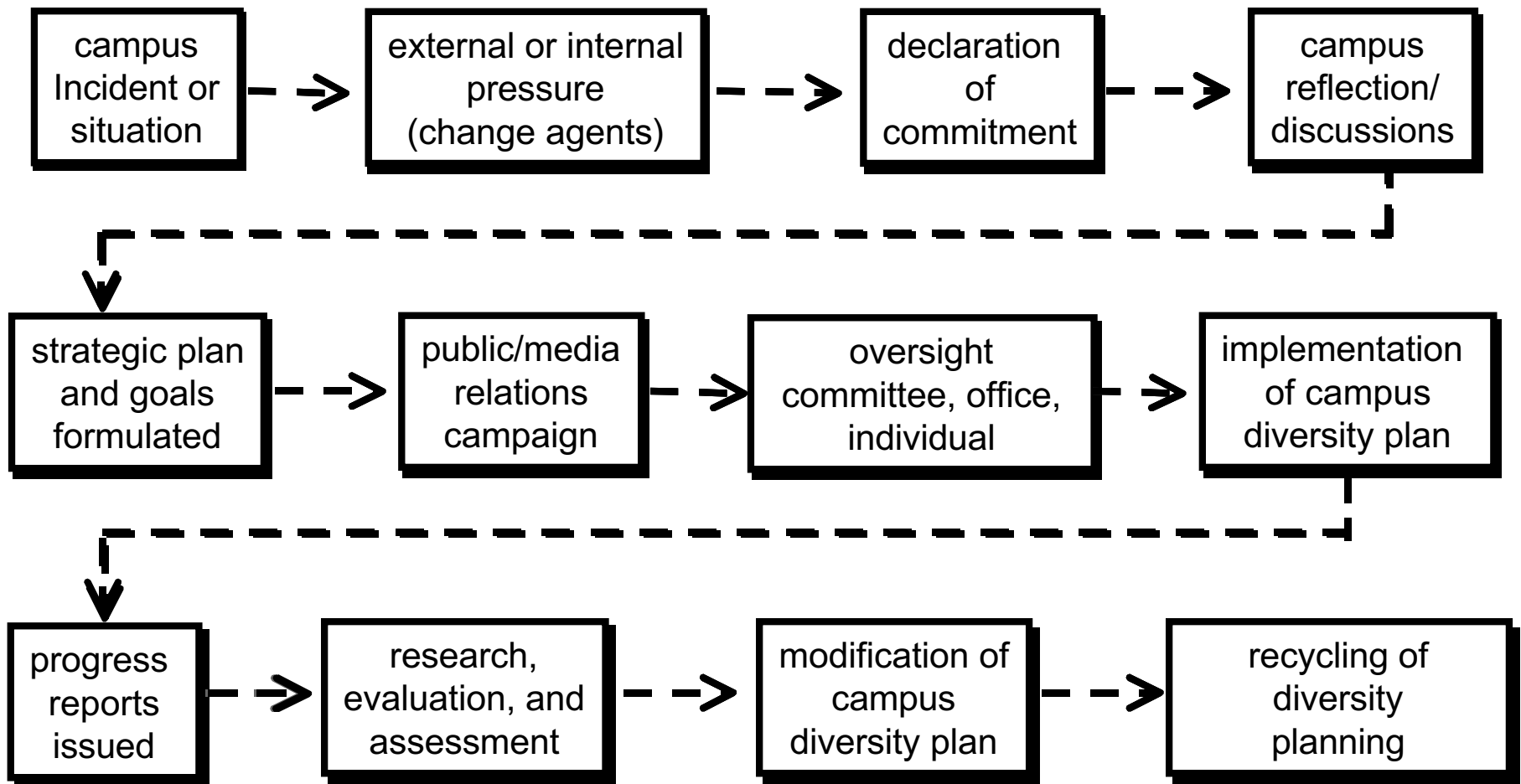
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Special acknowledgements



- The information presented at the AAC&U Conference represents more than 12 years of quantitative and qualitative longitudinal research conducted by administrators, faculty, staff, and students from various administrative units and academic disciplines at the University of Michigan.
- The Michigan Student Study at the University of Michigan is currently funded, in part, by a generous institutional grant from the Ford Foundation. Check out our website:
 - www.umich.edu/~oami/mss
- Portions of this research were conducted collaboratively with the Diverse Democracy National Project which is coordinated by Dr. Sylvia Hurtado, The University of Michigan.

The cycle of a planning process for implementing campus diversity practices and strategies




Developed by J. Matlock/Michigan Student Study Team



Percentage increases in of students of color enrollment over past twenty years at the University of Michigan (1981–2001)*

<u>Enrollment Year</u>	<u>Total Percent</u>
1981	9.4%
1987	13.6%
1991	20.5%
2001	26.1%

* Students of color are defined as Asian Pacific Americans, African Americans, Latino/Hispanics, and Native Americans.



The need to assess campus progress toward goals of the Michigan Mandate - after three years (1990)

1. U-M's president's concerns about effectiveness of the Michigan Mandate.
2. Backlash from students - do they support the diversity initiatives?
3. Are students more or less committed to campus diversity over time?
4. Has the diversity plan provided a positive benefit to all students? If not, where are the gaps?



Selected typology of programs and activities since the Michigan Mandate

- Undergraduate Research Opportunity Program (UROP)
- Pathways to Student Success and Excellence Program (POSSE)
- Michigan Transfer Incentives Program (M-TIES)
- Faculty of color hiring, support, and retention initiatives
- Critical mass of administrators of color in strategic positions
- Office of the Senior Vice Provost for academic/multicultural affairs
- Office of Academic Multicultural Initiatives
- Women of Color in the Academy Project
- Expansion of Ethnic Studies
- Diversity research projects
- Seed money for faculty, students, and staff diversity initiatives
- Diversity course requirements
- Multicultural Teaching Coordinator, Center for Research on Learning and Teaching (CRLT)
- Student Head Quarters (HQ)
- Critical mass or diversity researchers and practitioners
- Student academic multicultural initiatives funding program
- Rev. Dr. Martin Luther King Symposium (75+ events annually)
- Intergroup Relations and Conflict Program
- Black Celebratory/ La Latino Celebracion
- Global intercultural Experiences for Undergraduates Program
- Students ethnic specific publications
- Campus Connections booklet




Four critical questions that framed the Michigan Student Study

1. How relevant is U-M's commitment to multiculturalism and diversity to its students?
2. How can institutional efforts toward multiculturalism reinforce and improve the overall educational experience of undergraduates students?
3. Can U-M's diversity efforts improve the intellectual development and educational preparedness of our students?



Four critical questions that framed the Michigan Student Study - *(continued)*

4. What is the degree of racial tension on campus?
 - How much of that tension is a result of characteristics that students bring to the campus?
 - How much tension is a result of the campus climate?
 - What are the specific areas of concern about diversity issues for different racial and ethnic groups.



The Michigan Student Study instruments - when and how they are used

1. Entrance assessment
2. End of first-year assessment
3. End of the first-year focus groups and one-on-one interviews
4. End of the second-year assessment
5. Third-year student persistence and retention assessment
6. End of fourth-year assessment
7. Fourth-year focus groups and one-on-one interviews
8. Study of U-M graduates - eight years from graduation assessment



Major themes emerging from the Michigan Student Study

1. The impact of students' pre-college experience.
2. Commonality of students' experiences, goals, and expectations in the first year.
3. Dispelling myths, misconceptions, and stereotypes about affirmative action.
4. Importance of campus diversity from students' perspectives.



Key themes emerging from the Michigan Student Study - *(continued)*

5. Students generally support U-M's campus diversity goals.
6. Changes in the academic experience.
7. Importance of students' intragroup and intergroup experiences.



Key themes emerging from the Michigan Student Study *(focus group discussions)*

- I 1. Importance of intra-group exploration and appreciation.
- I 2. There is great diversity at Michigan, but little is done to foster intergroup interaction.
- I 3. Importance of residence halls in encouraging intergroup understanding.
- I 4. Importance of diversity in the classroom (especially in the absence of personal interactions).
- I 5. Multiple meanings of diversity.



Impact of diversity in the classroom

The Michigan Student Study Project impact in the classroom - our work suggests that it is possible to move a campus-wide diversity initiative to an academic department level involving pedagogy and curriculum reform activities that relate to faculty and students.

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School of Nursing process to ensure that diversity is infused in the curriculum

Study 1: Development and testing of an instrument to assess diversity content presented in a required undergraduate nursing course.

Study 2: Students' global perceptions of diversity: analyses of cohort and longitudinal Michigan Student Study data.

Study 3: Effects of faculty peer-assessment of diversity content presented in the classroom on students' perceptions and assessment of diversity.

Study 4: Effects of multiple approaches on students' perceptions of diversity.



Findings from an assessment of teaching and learning on diversity issues in the health professions

1. Faculty want to teach about diversity in the health professions but not sure how to do it.
2. Students come with preconceived notions about the impact of diversity on society.
3. Some faculty are unsure of how to manage diversity discussions in the classroom - losing control.
4. A single classroom intervention can have a significant impact on students and faculty.
5. Assessment/action research to practice:
 - I – COURSEMAP program (tracks all content and teaching methods including diversity infusion.
 - – Curriculum transformation.



Recommendations for practitioners of institutional diversity (Thematic Areas)

1. Institutional Planning Involvement
2. Student Involvement
3. Faculty Involvement
4. External Involvement



Institutional Planning Involvement

1. **Diversity Efforts Should Change the Institution, Not Just Students:** Diversity and multiculturalism shouldn't be code words for the assimilation of students of color into the dominant culture-this doesn't require any systemic changes on the part of the institution. Strategic diversity should reflect an institutional willingness to examine its programs, policies, practices, and procedures and how they impact various populations.
2. **Assessing Diversity Programs:** Conduct ongoing assessments of your diversity programs and make appropriate changes based on these assessments. All too often programs exist for many years without the benefit of continuous program improvements to reflect the changing constituencies who are to benefit from these efforts.



Institutional Planning Involvement (Cont'd)

- **3. Importance of Committed Leadership:** Without a visible and sustainable commitment from the leadership, there is little likelihood that institutional approaches to campus diversity can be effective - make sure that the decision makers knows about the successes of your programs and how they impact the strategic diversity plan and institution's mission. (the need for assessment tools and strategies).
- **4. Integration of Diversity Priorities with Institutional Mission:** Diversity priorities should be aligned with the institutional mission. Otherwise, campus diversity efforts can be disconnected from the mission, and easily viewed as unimportant to achieve successes in the overall mission.



Student Involvement

- 1. **Address Diversity Misperceptions:** Tackle campus myths about diversity-especially racial and ethnic diversity. Additionally, campuses have to move beyond soft diversity programs (feel good activities) that really don't result in systemic institutional changes and in many cases, reinforce stereotypes that students might have about different groups.
- 2. **Campus Diversity Among Students is Complicated:** Recognize the complexity of campus diversity-especially the interrelationship of equity/social justice issues and institutional efforts to demonstrate that diversity represents a benefit to all students. To have successful campus diversity, an institution must address both goals.



Faculty Involvement

- **1. Academic Units Have to be Major Players in Institutionalizing Diversity Initiatives:** Too often, academic administrators and faculty have little involvement or roles in institutional diversity efforts. This lack of involvement can leave the impression that campus diversity initiatives only pertain to students and student affairs units. Success with overall institutional efforts can only be achieved when academic units are an integral part of the campus diversity strategies.
- **2. Importance of Informal Faculty Contact:** Having access to faculty-good mentoring relationships and opportunities-is extremely important to students of color. Students of color often cite having great difficulties and frustrations in developing mentoring and informal relationships with faculty and express feelings of being devalued and not respected. This problem is further compounded where there is an absence of faculty of color.



External Involvement

- 1. **External Support for Campus Diversity:** It is essential that institutions seek external support from alumni, donors, and the corporate community. These external groups are often overlooked as potential supporters of, and contributors to, campus diversity efforts. They can be powerful allies in fostering support for overall campus diversity initiatives. On the other hand, campuses often overlook the critical need to educate these populations on the importance of campus diversity and how these efforts benefit society in general.



Now it's your turn!

- Additional questions that you might have.
- Discussion on topics covered in the session.
- Information sharing - best practices and practices to be avoided.
- Differing perspectives and points-of-view.



Presenters closing thoughts.....

“There is still much more to be done relative to campus diversity at the University of Michigan, your respective institutions and as a nation.”

John Matlock

Katrina Wade-Golden

Note:

The University of Michigan maintains a comprehensive website that provides a wealth of historical and current data, report, news articles and pertinent information on the status of the lawsuits that were filed challenging our admissions processes at the Law School and the School of Literature, Science & Arts’ undergraduate programs. We encourage you to check out this rich source of information at:

www.umich.edu

Contacting the presenters.....



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