



Lessons learned from The University of Michigan lawsuits: maintaining commitments to campus racial and ethnic diversity - despite legal challenges

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Special acknowledgements



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- Additional aspects of this research was conducted collaboratively with the Diverse Democracy Project •which is coordinated by Professor Sylvia Hurtado.



Workshop overview

1. Introductions and workshop overview.
2. Exercise I - what are your expectations of this session (at-large group discussion)?
3. Michigan Mandate video.
4. The Michigan Mandate strategic plan for increasing campus diversity.
5. Exercise II - elements of a diversity plan (small group breakouts and reporting).
6. Ten minute break (1 of 2).
7. The Michigan Student Study Project.
8. Example of Michigan Student Study research used for curriculum transformation.
9. Exercise III - Defining diversity and accountability for campus diversity planning and implementation (at-large group discussion).
10. Ten minute break (2 of 2).
11. The two lawsuits against the University of Michigan.
12. Institutional recommendations.
13. Closing comments.



Group exercise #1

At-large group break-out sessions

What is the single most important issue or piece of information that you want the presenters to make sure that they cover during the workshop?



Strategic planning for diversity at the University of Michigan

- **Why the University of Michigan launched a major diversity effort in 1987.**
- **Role of campus student activism - a cultural of protest - BAM 1, BAM 2, and BAM 3/UCAR.**
- **Exceptional institutional leadership and commitment - the President's role.**
- **The Michigan Mandate - U-M's long range plan to link campus diversity and academic excellence.**



Michigan Mandate video

This is a three minute video that was produced by the University of Michigan in 1994 - some six years after implementation of its 1990 diversity plan. The documentary is a summary of perspectives on the Michigan Mandate - a strategic linking of diversity and academic excellence.



The Michigan Mandate as an institutional planning initiative

- **A rationale for national and campus diversity.**
- **Strategic linking with diversity and academic excellence.**
- **Top/bottom implementation.**
- **One shoe doesn't fit all - lots of programs and initiatives started in a short time.**
- **Defining diversity - who's in the Michigan Mandate plan and who's not--The Michigan Agenda.**



The Michigan Mandate as an institutional planning initiative - *(continued)*

- Importance of leadership.
- Not just emphasis on students.
- The critical mass theory.
- Funding commitments.
- Changes as we moved forward
 - The Presidential Initiative Fund
 - Special funding for student groups
 - The Johnson Report
- Major weakness of plan - no assessment of success and impact had been done.



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

Year	Total Percent
1981	9.4%
1987	13.6%
1991	20.5%
2001	26.1%

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



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

- **The President's concerns about effectiveness of the Michigan Mandate.**
- **Backlash from students - do they support the diversity initiatives?**
- **Are students more or less committed to campus diversity over time?**
- **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.
- Office of Academic Multicultural Initiatives.
- Women of Color in the Academy Project.
- Ethnic Studies Programs.
- Research and dispelling myths.
- Seed money for faculty, students, and staff diversity initiatives.
- Diversity course requirements.
- Coordinator of Multicultural Teaching, Center for Research on Learning and Teaching (CRLT).
- Head Quarters (HQ).
- Critical mass or diversity researchers and programmatic activities.
- Student academic multicultural initiatives funding program.
- Rev. Dr. Martin Luther King Symposium.
- Intergroup Relations Program
- Black Celebratory/ La Latino Celebracion.
- Global intercultural Experiences for Undergraduates Program.
- Ethnic specific publications.
- Campus Connections booklet.



Group exercise #2

Small group break-out session

- **What are the basic components of a strategic plan for diversity?**
- **What are the weaknesses of most plans?**
- **Are you satisfied with the diversity plan at your institution - discuss both strengths and challenges?**
- **How does the campus in general react to diversity efforts at your campus? Who are the champions? Who opposes the efforts and why?**



The first **10**-minute break time!



The Michigan Student Study Project

- **Major concepts explored.**
- **Equity and institutional diversity issues.**
- **Administrative and academic collaborations.**
- **Students' participation in the Michigan Student Study.**
- **Benefits of having matched samples over time.**
- **Getting buy-ins from different campus units and student organizations.**
- **Strengths and challenges of the Michigan Student Study.**
- **Addressing research issues related to minorities.**



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 groups.**
 - **How relevant is the university's commitment to multiculturalism and diversity to its students?**

Major Topics Explored in the Michigan Student Study

Student Entering/ Background Characteristics		Student Characteristics at Entrance and at the End of the Fourth Year	Student Experiences with Diversity on Campus	Student Social/Academic Experiences on Campus
Socio-Demographic Characteristics --Father/Mother Education, Occupation & Family Structure --Religion --In State/Out of State	Educational Goals --Certainty of Attaining Degree --Highest Academic Degree Planned --Career and Life Goals	Psychological/Social Psychological Characteristics --Self- Esteem --Locus of Control --Attributional Complexity --Empathy --Openness to New Experiences	--Perceptions of Institution's Commitment to Issues of Diversity --Knowledge of the "Michigan Mandate" --Assessment of the Impact of Diversity at Michigan --Perceptions of Racial Climate --Amount of Interaction with Students From Other Racial/Ethnic Groups --Exposure to Issues of Diversity in the Classroom, University Programming, Residence Hall Activities, and Informal Interactions --Involvement with Campus Activities Oriented to Diversity --Personal Experiences with Diversity --Experiences with Discrimination at Michigan	Academic Experiences --Use of Academic Support Services --Satisfaction with Teaching, Classes, Academic Support --Presence of Role Models --Difficulty of/Satisfaction with Various Aspects of Academic Life and Performance --Study Habits --Certainty of Graduating --Course Selection and Curriculum; Academic Major --GPA --Graduation Rates
High School Experiences --GPA, Test Scores --Ethnic/Racial Composition --High School Type	Experiences with Diversity --Diversity of Friends --Diversity of Neighborhood, Place of Worship, High School --Experiences with Discrimination	Group Identification Inter-Group Perceptions --Strength of Racial/Ethnic Group Identification --Perceptions of Own Group Similarities and Differences to Other Racial/Ethnic Groups	--Amount of Interaction with Students From Other Racial/Ethnic Groups --Exposure to Issues of Diversity in the Classroom, University Programming, Residence Hall Activities, and Informal Interactions --Involvement with Campus Activities Oriented to Diversity --Personal Experiences with Diversity --Experiences with Discrimination at Michigan	--Presence of Role Models --Difficulty of/Satisfaction with Various Aspects of Academic Life and Performance --Study Habits --Certainty of Graduating --Course Selection and Curriculum; Academic Major --GPA --Graduation Rates
Financial Status --Importance of Financial Aid --Financial Concerns of Students/Family --Sources of Financial Support	Experiences with Diversity --Diversity of Neighborhood, Place of Worship, High School --Experiences with Discrimination	Student Ideology and Socio-Political Attitudes --Liberal vs. Conservative Orientation --Support for Educational Equity --Support for Societal Equity --Support for Multiculturalism in Higher Education --Attitudes Regarding the Status of Different Racial/ Ethnic Groups in American Society --Attitudes on Gender and Sexual Orientation --Perceptions of Systemic vs. Individual Causes of Poverty and Affluence	--Amount of Interaction with Students From Other Racial/Ethnic Groups --Exposure to Issues of Diversity in the Classroom, University Programming, Residence Hall Activities, and Informal Interactions --Involvement with Campus Activities Oriented to Diversity --Personal Experiences with Diversity --Experiences with Discrimination at Michigan	--Study Habits --Certainty of Graduating --Course Selection and Curriculum; Academic Major --GPA --Graduation Rates
Expectations for College --Reasons for Attending the University of Michigan --Expectations of University Racial Climate --Expectations of Difficulties Students will Encounter --Evaluations of Academic Preparation	Experiences with Diversity --Diversity of Neighborhood, Place of Worship, High School --Experiences with Discrimination	Student Ideology and Socio-Political Attitudes --Liberal vs. Conservative Orientation --Support for Educational Equity --Support for Societal Equity --Support for Multiculturalism in Higher Education --Attitudes Regarding the Status of Different Racial/ Ethnic Groups in American Society --Attitudes on Gender and Sexual Orientation --Perceptions of Systemic vs. Individual Causes of Poverty and Affluence	--Amount of Interaction with Students From Other Racial/Ethnic Groups --Exposure to Issues of Diversity in the Classroom, University Programming, Residence Hall Activities, and Informal Interactions --Involvement with Campus Activities Oriented to Diversity --Personal Experiences with Diversity --Experiences with Discrimination at Michigan	Social Experiences --Participation in Campus Life Activities --Amount and Type of Employment --Ease or Difficulty of Various Social Aspects of College --Satisfaction with Various Aspects of Social Life --Use of Student Services



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

- **The importance of the students' pre-college experience.**
- **Complexity of diversity from students' perspectives.**
- **Different perceptions of diversity.**
- **Students generally support U-M's campus diversity goals.**
- **Importance of students' intra-group and inter-group experiences.**



Major themes emerging from the Michigan Student Studies - (*continued*)

- **Commonality in the first year experience.**
- **Dispelling myths about affirmative action.**
- **Differences in the academic experience.**
- **Impact of financial concerns.**
- **The critical mass theory - pros and cons.**



Major themes emerging from the Michigan Student Study (*Focus group discussions*)

- **Importance of intragroup exploration and appreciation.**
- **There is great diversity at Michigan, but little is done to foster intergroup interaction.**
- **Importance of residence halls in encouraging intergroup understanding.**
- **Importance of diversity in the classroom (especially in the absence of personal interactions).**
- **Multiple meanings of diversity.**



Impact of diversity in the classroom

- **Cluster hiring of faculty.**
- **Interdisciplinary studies.**
- **Enhancement of ethnic studies programs.**
- **Intergroup relations and conflict changes.**
- **Women of Color in the Academy Project.**
- **Michigan Student Study impact in the classroom - our work suggests that it is possible to move an institutional campus-wide diversity initiative to a department level involving students, faculty, and curricular activities.**



School of Nursing process to ensure 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 evaluation 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

- Faculty want to teach about diversity in the health professions but not sure how to do it.
- Students come with preconceived notions about the impact of diversity on society.
- Some faculty are unsure of how to manage diversity discussions in the classroom - losing control.
- One classroom intervention can make a difference.
- Assessment/action research to practice:
 - COURSEMAP program (tracks all content and teaching methods including diversity infusion.
 - -- Curriculum transformation.

Significance of Faculty Mentoring in Relationship to Grand Point Average (Fourth Year)

"Had a Meaningful Relationship with Faculty Member"


Grade Point Average	African American Faculty	Non- African American Faculty	No Faculty Relations
2.30 or Less	23%	26%	48%
2.34 to 2.99	35%	42%	38%
3.00 or more	42%	32%	14%

Source: Ph.D. dissertation by Sharon Yvette Jenkins (1997). *Ethnic identification, racial climate, and African American undergraduate educational outcomes at a predominantly white university.* The University of Michigan. Michigan Student Study data were used for this dissertation.



Group exercise #3

- **How are you defining diversity at your institution?**
- **Do you have a diversity committee? What are its strengths and challenges?**
- **Who is accountable for the overall success of your diversity plan?**
- **How often is your diversity plan assessed or reviewed and is there a report that's made public highlighting the relative progress of your diversity efforts?**



Our second **10**-minute break!



The two lawsuits against the University of Michigan's admissions criteria

- **The two lawsuits commonalities/differences.**
- **How the Michigan Student Study surveys were utilized.**
- **The importance and acceptance of quantitative social science research on the impact of diversity initiatives on students.**
- **Current status of the lawsuits - U.S. Sixth Circuit Court of Appeals.**
- **Next step: are the cases headed for the U.S. Supreme Court?**
- **Potential impact if U-M loses its case.**



The two lawsuits filed against the University of Michigan (from the viewpoints of non-lawyers talking to non-lawyers)

- **The two lawsuits-commonalities/differences**
 - The law school case.
 - The undergraduate school (Literature, Science and Arts) case - Michigan's admissions process.
- **Critical approaches to U-M's legal defense**
 - The interveners' participation in the lawsuits.
 - Equity approach - addressing past discrimination.
 - Institutional diversity as a benefit to the campus community approach.
- **The importance of social science data from the Michigan Student Study.**

One of several data pieces establishing the need for having diversity initiatives for students-segregated high schools

Racial Composition:	African Americans		Asian Pacific Americans		Latinos		Whites	
	1990	2000	1990	2000	1990	2000	1990	2000
Mostly/Nearly All People of Color	52%	41%	14%	13%	15%	15%	2%	2%
Half and Half	19%	20%	15%	24%	14%	15%	6%	9%
Mostly/Nearly All White	29%	39%	73%	63%	71%	70%	92%	89%

1990-2000 changes in students' high school background prior to enrolling at the University of Michigan



The two lawsuits filed against the University of Michigan - *continued*

- Legal decisions by the U.S. District Court.
- Legal decisions by the U.S. Sixth Circuit Court of Appeals.
- Differences in legal challenges/decisions in other states (Virginia, Texas, California, Georgia, Florida, Washington).
 - The merit issue based on grade point/test scores
 - The percentage solution - wouldn't work at U-M.
 - Bakke still is the law of the land!
- Will these be the cases that the U.S. Supreme Court will hear?
- How your institution could be impacted!



The impacts that the lawsuits have had on the University of Michigan campus

- **Living with the legal defense team and learning the legal language.**
- **Impact on students and student organizations.**
- **Impact on the rest of the campus community relative to our strategic plan for diversity.**
- **Impact on recruitment and admissions.**
- **Review of programs.**
- **Importance of sustained leadership and commitment from various constituents (e.g., community leaders, alumni association, Board of Regents, corporate community, and donors).**



12 Recommendations for practitioners of institutional diversity

- 1. The importance of the co-curriculum - working together to look at the total experience.**
- 2. Re-examine those diversity plans on the shelf.**
- 3. 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.**
- 4. Recognize the complexity of campus diversity - especially the equity vs. institutional benefits to all students.**



12 recommendations for practitioners of higher education diversity - *continued*

- 5. Diversity planning committees must have members who are responsible for implementing changes and recommendations.**
- 6. Tackle campus myths about diversity - especially racial and ethnic diversity. Additionally, campuses have to move beyond soft diversity programs (feel good activities).**
- 7. Don't overlook opportunities to incorporate student organizational programming into the academic experience involving faculty and their classes.**
- 8. Success of institutional racial and ethnic diversity has to go beyond issues of access. It must include strategies that address persistence, retention and success issues.**



12 recommendations for practitioners of higher education diversity-continued

- 9. Diversity planning implementation has to involve the entire campus. This critical task can't be the responsibility of a single office or delegated to one person.**
- 10. Without a visible and sustainable commitment from the campus leadership, there is little likelihood that institutional approaches to campus diversity can be effective - make sure that the leadership knows what about the successes of your programs and how they impact the strategic diversity plan**
- 11. Conduct ongoing assessments of your programs and make changes based on those assessments. We are in assessment driven society and with current campus budgetary challenges, things aren't getting better.**
- 12. Look for linkage with other programs and activities that may not have anything to do with diversity initiatives.**



It's your turn again!

- **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 diversity at the University of Michigan, your respective institutions and as a nation.”

- **Lester Monts**
- **John Matlock**
- **Katrina Wade-Golden**

***NOTE**

The University maintain a comprehensive chronology of the lawsuits and diversity at the Michigan of Michigan including the various legal documents used in the defense against the lawsuits. We urge you to check out this wealth of information at:

Contacting the presenters



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