DOCUMENT RESUME

ED 403 321 TM 026 058

AUTHOR Sedlacek, William E.
TITLE Improving Racial and Ethnic Diversity and Campus Climate at Four-Year Independent Midwest Colleges. An Evaluation Report of the Lilly Endowment Grant Program.
SPONS AGENCY Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE Sep 95
NOTE 199p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS Access to Education; Colleges; *Cultural Pluralism; Curriculum Development; Educational Change; *Educational Environment; *Ethnic Groups; Formative Evaluation; Grants; Higher Education; Inclusive Schools; Minority Groups; *Multicultural Education; Program Implementation; *Racial Differences; Social Integration; Summative Evaluation
IDENTIFIERS Lilly Endowment

ABSTRACT

In 1990 the Lilly Endowment committed $6 million to a competitive grants program for four-year independent Midwest colleges interested in enhancing racial and ethnic diversity and building a more inclusive community within their institutional settings. The initiative aimed to improve the overall campus climate, to increase the number of racial minority graduates, and to provide a higher degree of fulfillment for minority students. The Endowment funded 40 programs, 30 of which were included in this evaluation. Formative and summative evaluations were conducted. Site visits were made to 10 campuses, and a questionnaire completed at each campus provided other evaluation information. In the area of curriculum revision, schools had success with single courses for all students, making changes in specific courses, and bringing people from off-campus to teach courses. Co-curricular changes were brought about most effectively through single-event programs that involved many elements of the campus and larger community. Diversity training focusing on specific audiences tended to work better than general training for all. Some schools reported backlash against some groups when diversity programming began, but in many cases diversity initiatives begun in one area were extended to more general programs on campus. Recommendations for implementing diversity programs are made for the institutions, evaluators, and funding agencies. Appendixes list the funded schools, present the cover letter and survey questionnaires, and a table of survey results. (Contains 6 appendix tables and 43 references.) (SLD)

***********************************************************************
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
***********************************************************************

ED 403 321

# Improving Racial and Ethnic Diversity and Campus Climate at Four-Year Independent Midwest Colleges

## An Evaluation Report of the Lilly Endowment Grant Program

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
W. E. SEDLACEK
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

William E. Sedlacek

University of Maryland at College Park

HE 026 058

 BEST COPY AVAILABLE

# Improving Racial and Ethnic Diversity and Campus Climate at Four-Year Independent Midwest Colleges

An Evaluation Report of the
Lilly Endowment Grant Program

William E. Sedlacek

University of Maryland at College Park

September 1995

ERIC

Evolution is founded in variety and creates diversity: and of all ainmals, man is most creative because he carries and expresses the largest store of variety. Every attempt to make us uniform, biologically, emotionally, or intellectually is a betrayal of the evolutionary thrust that has made man its apex.

Jacob Bronowski
*The Ascent of Man*

ERIC

**Acknowledgements**

Tamara Brown deserves a great deal of credit for her assistance throughout this project, particularly in helping with the interviews and in summarizing data for the study.

Bill Bickel and Lloyd Bond approached their oversight task as colleagues and provided insight and support at many points.

Samuel Cargile had the vision to develop and fund the initiatives which have meant so much to so many and was a big help in planning the project.

Rachel Jackson made the tough job of arranging for campus visits much easier and was always available with information in a pleasant form.

Brigid Noonan managed data entry and word processing on a tight schedule and provided constructive suggestions along the way. Jennie Springer's similar contributions early on also made the project possible.

A special thanks goes to Alex Sedlacek who helped me say wanted I wanted to say in this publication.

Finally, I would like to thank the many students and colleagues who helped teach me about racism. I could not have completed this project without them.



ERIC

TABLE OF CONTENTS


I. Evaluating the Lilly Endowment Grant Program 1
- 1. Context and Purpose 1
- 2. Plan for the Evaluation 2
  - A. Criteria for Selection of Campuses Visited 3
- 3. Summative Evaluation 5
- 4. Campus Site Visits 7

II. Background Concepts 9
- 1. Diversity 10
- 2. Noncognitive Variable Model 11
- 3. Understanding and Dealing with Racism 13
  - A. Models of Understanding Racism 14
    - 1. Sedlacek-Brooks Model 14
    - 2. Helms Model 15
- 4. Intelligence Testing 17
- 5. Affirmative Action Programs 19
- 6. Campus Climate 22
  - A. Information 23
  - B. Attitudes 24
  - C. Behavior 25

III. Results 26
- 1. Institutional Characteristics 26
  - A. Students 26
    - 1. Students in Residence Halls 27
    - 2. Fraternities and Sororities 27
    - 3. Retention and Graduation 27
  - B. Faculty 28
  - C. Staff 28
- 2. Hale Inventory 29
  - A. Summary of Hale Inventory Results 32
- 3. Successful and Unsuccessful Programs 33
  - A. Definitions of Success 33
  - B. Curriculum Revision 34
    - 1. Comprehensive Curricular Change 35
      - a. Successful Comprehensive Programs 35
      - b. Unsuccessful Comprehensive Programs 38
      - c. Summary and Reactions to Comprehensive Curricular Change Programs 40
    - 2. Focused Curricular Change Programs 42
      - a. Successful Focused Programs 42
      - b. Unsuccessful Focused Programs 44
      - c. Summary and Reactions to Focused Curricular Change Programs 45
    - 3. Diffused Curricular Change 48
      - a. Successful Diffused Programs 49
      - b. Unsuccessful Diffused Programs 50
      - c. Summary and Reactions to Diffused Curricular Change Programs 51

## TABLE OF CONTENTS (cont.)


4. External Curricular Change Programs 52
   a. Successful External Programs 53
   b. Unsuccessful External Programs 54
   c. Summary and Reactions to External Curricular Change Programs 55

C. Co-Curricular Programs 56
1. Single-Event Programs 57
   a. Successful Single-Event Programs 57
   b. Unsuccessful Single-Event Programs 60
   c. Summary and Reactions to Single-Event Programs 61

2. Organizational Structure for Diversity 65
   a. Successful Organizational Structure 65
   b. Unsuccessful Organizational Structure 67
   c. Summary and Reaction to Organizational Structure for Diversity 70

3. Multicultural Hiring 74
   a. Grow Your Own 74
   b. Pay the Market Price 75
   c. Noncognitive Variables in Hiring 76

4. Programs in the Arts 81
   a. Summary and Reactions to Programs in the Arts 82

5. With the Best of Intentions 83
   a. Summary and Reactions to Well-Intended Programs 85

6. Diversity Training 86
   a. Successful Diversity Training Programs 87
   b. Unsuccessful Diversity Training Programs 89
   c. Summary and Reactions to Diversity Training Programs 91

7. Community Programs 94
   a. Successful Community Programs 94
   b. Unsuccessful Community Programs 96
   c. Summary and Reactions to Community Programs 96

D. Impact of the Lilly Endowment Grant Program 97
1. Direct or Indirect Changes 97
2. Spinoff Programs 99
3. If I Had to Do It Over Again 104
4. Current Campus Climate for Diversity 107
5. When the Funding Ends 109

**TABLE OF CONTENTS (cont.)**

IV. Comments and Recommendations 111
1. Recommendations for Institutions 111
A. Campus Appraisals 111
B. Stating Goals 112
C. Developing Strategies 115
D. Students 120
E. Faculty 122
F. Program Staff 124
G. Diversity Training 126
H. Consultants 127
I. Results Not Intentions 128

2. Recommendations for Evaluators 129
A. Reliability and Validity 129
B. Models and Theory 130
C. Limitations of the Data 131
D. Realistic Goals 133
E. Sampling Problems 134
F. Culturally Sensitive Measures 135

3. Recommendations for Funding Agencies 137
A. Advanced Level Programs 137
B. Training Institutes 140
C. Consultant Clearinghouse 142
D. Focused Funding 143
E. Follow-Up Evaluation Requirements 145

4. Final Comments 146

References 148

Appendices

Appendix A List of 40 Funded Schools 156

Appendix B Initial Letter from Lilly Endowment 157

Appendix C Campus Climate Questionnaire 158
Tables of Questionnaire Results (1-5) 165

Appendix D Letter Supporting Campus Climate Questionnaire 171

Appendix E Table of Hale Inventory Results (6) 172

Appendix F Lilly Protocol Questions Employed in Campus Site Visits 182

## Major Findings and Recommendations

### Curriculum Revision

- Schools had success with single courses for all students, making changes in specific courses and bringing in people from off-campus to teach courses.

- Failures came from a poor assessment of the readiness of faculty to change, the time needed to change, stigmatization of students in courses, or expecting change to occur without extensive preparation.

### Co-Curricular Change

- Single event programs that involved many elements of the campus and larger community were most successful among this type of program.

- Offices responsible for diversity initiatives worked best in a decentralized consulting capacity with a coordinator trained in diversity issues and group consultation.

- Most schools struggled with approaches to hiring faculty and staff from nontraditional racial and cultural groups.

- Programs based on the arts were often very effective.

- Though well intended, programs that were not well planned sometimes had negative consequences for the campus climate for diversity.

- Diversity training focused on certain audiences (e.g., faculty, traditional students) rather than general training for all, worked best.

- Programs involving the larger off-campus community were usually successful.

### Effects of Funding

- Schools reported that diversity initiatives sometimes were extended to more general programs on campus (e.g., advising models, curricular changes).

- Some schools reported backlash against some groups, particularly gays, lesbians and bisexuals, when diversity programming began.

- Schools would involve faculty more, have more programs for traditional students, and set up better evaluation plans if they had to do it over again.



ERIC

**Recommendations for Institutions**

- Do a formal appraisal of the campus climate for diversity before beginning diversity activities.
- Use models, theories and literature on diversity to plan programs.
- Concentrate on results of initiatives rather than intentions.
- Be realistic about what goals can be accomplished.
- Align diversity program goals with overall institutional goals.
- Be prepared to deal with difficult issues, such as racism before the campus climate for diversity improves.
- Hire or train personnel qualified to handle diversity issues.
- Recognize that institutions have multiple criteria for defining "success".

**Recommendations for Evaluators**

- Seek multiple measures of the same phenomena.
- Recognize the limitations as well as the potential in data collected.
- Employ culturally sensitive measures.
- Use models and theories to interpret results.
- Address culturally/racially biased sampling problems.

**Recommendations for Funding Agencies**

- Fund institutions ready for advanced programming.
- Fund focused programs as well as general ones.
- Build in follow-up funding in future grants.
- Sponsor training institutes and clearinghouses on diversity issues.

# EVALUATING THE LILLY ENDOWMENT GRANT PROGRAM

## CONTEXT AND PURPOSE

In 1990, Lilly Endowment Inc., a private Indianapolis-based foundation, committed $6 million to a competitive grants program for four-year independent Midwest colleges interested in enhancing racial and ethnic diversity and building a more inclusive community within their institutional settings. The focus of this new initiative was on using grant support to supplement well-conceived plans designed to 1) improve the overall quality of the campus climate with respect to understanding of and appreciation for differences among all members of the campus community such that 2) racial minority students would graduate in greater numbers with a higher degree of fulfillment from their college experience and with more postgraduate and career options open to them.

Each year between 1991 and 1994, one-quarter of the 243 four-year independent colleges in eight states (Illinois, Indiana, Iowa, Kentucky, Michigan, Missouri, Ohio and Wisconsin) received an invitation to submit a proposal. Grants of up to $150,000 for up to three years were available to institutions. The Endowment received a total of 162 proposals, 40 of which were funded. Because the evaluation was initiated prior to the final round of grants being awarded, only 30 of the funded programs are included in this report.

The overall purpose of this evaluation was to determine which approaches have been particularly successful in achieving their stated goals and which have not. The more specific focus was to identify elements of programs which seem to work and those that do not. In this way conclusions about effective program components can be generalized to current and future funding efforts.

Additionally, the evaluation was designed to be useful to the institutions funded, to other institutions with similar programs, and to those who wish to develop such programs. A final purpose was to provide some information to individuals and organizations primarily concerned with evaluation so they can develop better evaluation programs and measures for diversity programs.

**PLAN FOR THE EVALUATION**

The evaluation was conducted as part of the Lilly Endowment/University of Pittsburgh Evaluation Partnership under the direction of William E. Bickel. Lloyd Bond of the University of North Carolina-Greensboro, a member of the Advisory Board of the Partnership, served as a contact person for the author of this publication. Tamara Brown of the University of Illinois, Urbana-Champaign, served as Research Assistant and assisted in campus visits and in planning and interpreting information gathered in the



ERIC

study.

Both formative and summative evaluations were conducted. Formative evaluation relies on detailed information about program goals, the individuals involved, and the specific problems the program encountered. In many cases program "intangibles" were obtained by actually visiting a school and talking to students, faculty and administrators who had first-hand knowledge of the specific elements of the program. For these reasons, the formative part of the evaluation focused on schools that were visited by the author of this report. It should be noted, however, that the formative recommendations in this report were designed to help funded and nonfunded institutions to improve their programs. Summative evaluations were undertaken for 30 schools funded in the first three years of the program. The criteria for this evaluation are outlined in the "Summative Evaluation" section below. The 4th cohort of 10 schools was not included as their programs were in year one of implementation at the time of this evaluation.

**Criteria for Selection of Campuses Visited**

Ten institutions were chosen for a site visit based on a number of criteria.

- Short v. Long Term Goals



ERIC

Some programs had goals that were immediately measurable such as starting courses, conducting seminars, holding training programs, etc. Evaluations of these programs were expected to be useful and provide some immediate feedback.

Other goals may take longer to accomplish, such as graduating nontraditional students or hiring faculty and staff. To evaluate longer term goals, it was important to determine intermediate criteria of success such as whether retention rates prior to graduation had increased for racial minority students, or whether innovative faculty/staff search procedures had actually been implemented.

- Broad v. Specific Program Focus

Some institutions had programs which focused on specific elements in the institution such as changing the focus of a particular major or service office. Other institutions had programs which were broad-based and attempted to deal with many aspects of the institution. The relative advantages and disadvantages of both approaches were explored in the evaluation.

- Curricular v. Co-Curricular Focus

The programs being evaluated focused on academic areas (e.g.,



ERIC

classrooms, teaching methods, course offerings), co-curricular issues (e.g., student activities, cultural events, counseling) or both. Programs of all three kinds were examined. An initial letter was sent explaining the purpose of the evaluation and notifying some schools that they had been selected for site visits (See Appendix B).

**SUMMATIVE EVALUATION**

In the summative evaluation a number of indicators were summarized for all 30 institutions based on the Campus Climate Questionnaire which was developed for this evaluation (see Appendix C). Not all institutions were able to provide all the information, nor was the information equally relevant at all institutions. Letters were sent to 30 institutions from the Lilly Endowment and 30 responded (see Appendix D). The following is a list of some of the information that was summarized across institutions.

- graduation rates by racial/cultural groups
- relevant curricular offerings and changes, e.g., multicultural courses, Afro-centric courses including number and variety. These included courses on racism and human relations, and were not limited to courses designed for students of color.

- Number and type of special programs offered to students or faculty that were designed to increase retention of nontraditional students. Staffing patterns and use of the services by students or faculty were also summarized.
- Admission criteria employed for all groups of students. Any differential procedures for nontraditional students which might facilitate or hinder their retention was summarized. Sedlacek (1993) has identified noncognitive variables which facilitate retention of nontraditional students. Admissions criteria were evaluated according to these dimensions.
- Campus climate for diversity was assessed using Hale's Inventory for Assessing Institutional Commitment to Multicultural Programming (1991) (See Appendix E). This instrument consists of a series of behavioral statements about an institution and it's commitment to diversity in the areas of administrative leadership, admissions and recruitment, financial assistance, student support services, curriculum, campus environment, graduate and professional programs, and multicultural hiring. An evaluator rates how often each behavior is observed.
- Evidence for inclusiveness of the programs was

summarized. The extent to which the program demonstrated involvement of many elements of the campus community was evaluated. Evidence of leadership at the top, or campus-wide programs was examined. Programs and changes which focused upon traditional students were noted. Evidence of innovation was sought and evaluated. Questions such as is the institution engaging in research on the topic?; are they showing leadership among other institutions in their area?; are they trying ideas on their own?; were asked and the answers summarized. Evidence of institutionalization was summarized. Questions such as: to what extent have institutions committed their own resources to follow-up on programs?; and if the external funding were to stop, what would happen to their programs?; were asked and the answers summarized. Budget allocations and other funding sources were also summarized.

**CAMPUS SITE VISITS**

On the basis of the characteristics discussed above, 10 campuses were visited by the author, and three of those 10 were also visited by Tamara Brown (see Appendix A). Appendix F contains a copy of the interview protocol employed.



ERIC

Initial contacts were made by phone call and letter from the Lilly Endowment (Appendix B). The author made final arrangements with the institutions visited. Each campus was visited for about 1 1/2 days in the Spring of 1994. Interviews were held during that time with campus administrators (including the presidents of all 10 schools), faculty and students of color, White students and faculty, student service staff, Lilly project directors, and other relevant persons. For example, one campus included their board of trustees in their Lilly-funded programs, and hence these individuals were interviewed. Interviews typically lasted thirty minutes to one hour and typically took place during regular business hours. However, some interviews were held in the early morning, evening, or with meals.

In the case of three campuses visited by two interviewers, both interviewers were present for all interviews. Interviewers discussed the interview protocol before the visits to clarify the scoring of responses. However, interviewers did not discuss the specifics of their observations with each other until after each had coded his/her responses to that interview. This procedure allowed for relatively independent observations and a reliability check on impressions.

## BACKGROUND CONCEPTS

The process of achieving a positive climate for diversity on a campus can be complex, difficult and take much time. In an attempt to help schools, evaluators and funding agencies along this path, the results from this evaluation will be interpreted in the context of theories, models, concepts and research. In this way, the author hopes to allow the reader to concentrate on specific programs, such as how to add a course on diversity to a curriculum, but also to be able to place that program with others in a larger context and judge progress along the path.

As the reader shall soon see, the author provides evidence and interpretation that racism is a key concept hindering progress toward achieving a positive climate for diversity. How we define racism, interpret our own behavior in relation to it, and use models to help us eliminate it are all discussed.

There is also a discussion of some of the larger issues facing higher education that provide a social and political context for diversity programs. These include intelligence testing and affirmative action.

By considering such concepts and areas of discussion, the author hopes we all will have the best chance to learn from one



ERIC Full Text Provided by ERIC

another in this evaluation project.

**DIVERSITY**

Diversity has become a much used, but little understood term in recent years in higher education. In the abstract, many favor diversity, however, as an attempt is made to operationally define the concept, disagreements and reluctance may be encountered. Westbrook and Sedlacek (1991) studied the terms used to describe "nontraditional students" in the Education Index over 40 years. They found that terminology moved from "acculturated" and "disadvantaged" through "minority" and culture-specific references (e.g., Black) to the more recent "multicultural" and "diversity". They felt that regardless of the terminology, the reference group is one who receives discrimination, has little power, and receives fewer of the positive benefits that society has to offer, including education. The term "nontraditional" will be employed throughout this report in describing people from the groups discussed above. Sedlacek (in press a) has offered an empirical method of determining nontraditional group status by using measures of racial attitudes (Situational Attitude Scale; SAS), and creative and system negotiating abilities (Noncognitive Questionnaire; NCQ).

**NONCOGNITIVE VARIABLE MODEL**

Sedlacek and Brooks (1976) hypothesized that seven noncognitive variables were critical in the lives of nontraditional students. How students adjust along these dimensions, and how faculty and staff encourage this adjustment could be seen as the primary determinants of a campus climate for diversity. Tracey and Sedlacek (1984, 1985, 1987, 1988, 1989) demonstrated the validity of the seven variables plus an eighth; nontraditional knowledge acquired; by showing the usefulness of a brief questionnaire (the NCQ) for predicting grades, retention, and graduation for African American students for up to 6 years after initial matriculation.

The NCQ is designed to assess attributes that are not typically measured by other instruments, attributes that may represent common ways in which persons with nontraditional experiences show their abilities (Sedlacek, 1989) Exhibit 1 shows the definition of the eight noncognitive variables from the NCQ.

**EXHIBIT 1**

Definition of Noncognitive Variables

1. **Understands and deals with racism.** Is realistic based on personal experience of racism. Not submissive to existing wrongs, nor hostile to society, nor a "cop-out." Able to handle racist system. Asserts school role to fight racism.

2. **Positive self-concept or confidence.** Possess strong self-feeling, strength of character, determination, independence.

3. **Realistic self-appraisal.** Recognizes and accepts any deficiencies and works hard at self-development. Recognizes need to broaden his or her individuality; especially important in academic areas.

4. **Demonstrated community service.** Is involved in his or her cultural community.

5. **Prefers long-range goals to short-term or immediate needs.** Able to respond to deferred gratification.

6. **Availability of strong support person.** Individual has someone to whom to turn in crises.

7. **Successful leadership experience.** Has experience in any area pertinent to his or her background (e.g., gang leader, sports, noneducational groups).

8. **Knowledge acquired in a field.** Has unusual or culturally-related ways of obtaining information and demonstrating knowledge. The field itself may be nontraditional.



ERIC

**UNDERSTANDING AND DEALING WITH RACISM**

The way in which students (traditional and nontraditional), faculty and administration from all ethnic and racial groups confront and deal with racism is perhaps the single most important element in determining the tolerance for diversity on a campus. To succeed, nontraditional students must learn to recognize racism and to stay a step or two ahead of its debilitating effects. Traditional students must learn to recognize the manifestations of racism that can affect their nontraditional peers so negatively, in order to become effective members of our multicultural society. Faculty and administration must learn to orient their own behavior so that the policies they make and the procedures they follow are constructive rather than destructive.

For the purposes of this report, racism is defined as negative outcomes which accrue to individuals as a result of membership in a given group, regardless of their individual attributes or characteristics (Sedlacek and Brooks, 1976). Group membership can be based on race, culture, sexual orientation, age, athletic status, etc. Individual racism results from the acts of individuals and may not occur in systematic ways. Institutional racism results from the actions of institutions or groups. The

institution can be a formal entity such as a college or simply a common pattern of activity which has negative outcomes.

**Models Of Understanding Racism**

Several models for understanding racism are discussed in this publication to interpret the examples of individual and institutional behavior.

Sedlacek-Brooks Model

Sedlacek and Brooks (1976) outlined a six-stage model for the elimination of racism in educational settings. They proposed that individuals or organizations need to proceed through a series of six linear stages before racism can be reduced or ended. Their stages were (1) Cultural and Racial Differences, (2) Understanding and Dealing with Racism, (3) Understanding Racial Attitudes, (4) Sources of Racial Attitudes, (5) Setting Goals, and (6) Developing Strategies.

The cultural and racial differences stage is an awareness stage in which information is presented about different groups, how they perceive issues differently, and why they need different programs and services. Many of the programs on diversity at the institutions in this evaluation stress this stage. Data on the number of people in different groups as well as on their problems,

attitudes and needs are useful here. Descriptive and survey research can provide valuable information in this stage.

The second stage concerns learning to identify manifestations of racism (both individual and institutional) and to recognize what might be done to ameliorate them. Research which illuminates the barriers to achievement by students and faculty of color, such as admissions policies, retention and advising policies, narrow curricula, and a negative interracial or intergroup climate are all useful in this stage.

Stage three involves an analysis of intergroup attitudes. Getting individuals and institutions to recognize their role in promoting negative intergroup attitudes is a critical component of this stage.

In stage four there is a focus on developing an understanding of the sources of intergroup attitudes and an acceptance of one's role in the process of racism. This leads to being able to set useful, realistic goals and strategies for eliminating racism which constitute the last two stages.

Helms Model

Helms (1992a) has proposed models of racial identity development for African Americans and Whites that have also been



ERIC

applied to organizations. In her White Racial Identity model, the first stage is called "Contact". In this stage, an individual or organization is "colorblind" and is unaware of racial differences. The assumption is made that people of other races want to assimilate into the White or the "only viable" culture. Tatum (1992) felt that many people are reluctant to deal with race as a meaningful dimension. In Helms' model, recognizing the importance of race is a prerequisite to advance to higher stages.

Helms' second stage, "Disintegration", involves guilt and confusion at being unable to reconcile being White with the treatment of people of other races. "Reintegration" is the next stage wherein the White person rejects the existence of racism and directs anger and hostility toward people of color. A state of denial exists during this phase.

In the "Pseudo-Independence" stage, the individual or organization believes that White culture is superior, but recognizes that racism exists and some few Whites other than themselves are responsible for it. Whites are seen as having privileges not available to other racial groups, but this gap can be eliminated by helping other racial groups to pull themselves up to the level of White culture.



ERIC

In the "Immersion/Emersion" stage, individuals take more responsibility for the process of racism and tend to feel angry and embarrassed about it. In the final stage, "Autonomy", attempts are made to interact with people from other races in a positive, non-racist manner. Miville, Molla, and Sedlacek (1992) have called this "universal orientation", in that it is not just the absence of racism but a perspective in which diversity is truly valued and there is movement toward a positive climate for diversity. Sedlacek (1995) has employed the Sedlacek and Brooks and Helms models in interpreting institutional change in the climate for diversity.

**INTELLIGENCE TESTING**

One important topic which has an effect on larger sociopolitical issues affecting the campus climate for diversity is intelligence testing. Aside from the traditional problem-solving approaches taken in typical standardized tests (componential intelligence), Sternberg (1985) proposed an experiential intelligence which requires the ability to see a given problem from multiple perspectives; to be creative in problem-solving. Sternberg's third type of intelligence (contextual) involves the ability to see systemic patterns in problems, and work through

them. The NCQ (see Exhibit 1) seems to assess abilities in the experiential and contextual areas. These abilities appear particularly valuable for nontraditional students. For example, doing realistic self appraisals is likely a type of experiential intelligence, and handling racism is probably an example of contextual intelligence.

Herrnstein and Murray (1994) reported that African Americans score lower than others on intelligence tests, but they failed to consider the performance of these students on other than componential intelligence. The noncognitive variable research would suggest that African Americans tend to score higher on experiential and contextual intelligence than componential intelligence. Hence, they are just as "smart" as any other racial group, but they show it in different ways. It is not that African Americans have chosen to channel their abilities away from componential intelligence, but environmental circumstances (e.g., racism) have required them to develop experiential and contextual intelligence in order to succeed. Intelligence can be thought of as ones' ability to learn, given the circumstances presented. If the world gives you lemons, make lemonade. If the world gives you racism, use your experiential and contextual intelligence to help



ERIC

you handle it.

**AFFIRMATIVE ACTION PROGRAMS**

Another key contextual issue affecting the campus climate for diversity is "affirmative action". Affirmative action programs are staples in the plans of most colleges and universities to eliminate racism. Typically they are not so labeled, but in the context of this discussion they are attempts to alter institutionally racist patterns of behavior. Policies concerning recruitment and retention of students from a variety of racial, cultural, and ethnic groups are not only in place to satisfy legal requirements of "equal opportunity", but they also provide for a diverse environment for all students in institutions of higher education.

Many affirmative action programs have used race-based scholarships, quotas, and special programs to ensure the recruitment and retention of students from nontraditional groups (Sutter, 1994).

Recently, affirmative action programs in higher education have come under attack. There is a tendency for many on campus to consider all diversity programs as affirmative action. Hence a discussion of affirmative action may provide students, educators and evaluators with a context in which to place their diversity



ERIC

programs and to answer critics. Some groups argue that affirmative action programs have not gone far enough (Jordan, 1993) and amount to mere tokenism, while others advance the idea that these programs amount to a form of "reverse discrimination". In 1991, Michael Williams, Assistant Secretary of Education for Civil Rights cast doubt on the legality of race-based scholarships, stating that they might violate Title VI of the Civil Rights Act (Jaschik, 1994). However, in 1994 the U.S. Department of Education said that most colleges could legally offer minority-restricted scholarships in order to promote diversity and to remedy past discrimination (Jaschik, 1994). Conservative legal groups subsequently vowed to file law suits against colleges offering such scholarships.

An example of such legal action occurred when the Banneker scholarship program was challenged at the University of Maryland at College Park as an Hispanic student filed a lawsuit against the University for being excluded from consideration for the award, because he was not African American.

In 1991 and 1993, the Fourth Federal District Court upheld the scholarship program on the grounds that it reduced the present effects of past discrimination. On appeal, the Circuit Court twice reversed the decision. The University appealed the case to the

U.S. Supreme Court which chose not to hear the case in May 1995. The decision directly affects Maryland and the Fourth District. However, the implications of the decision could be far reaching in education if the case is considered as a precedent and/or other similar cases follow. Some institutions will fund positive and constructive alternatives for increasing diversity on their campuses, while others may retreat under the cover of legal sanctions.

The case for affirmative action is based on the evidence that racial mistrust has built up over generations. It will likely take a number of positive experiences to change this perspective for many students and faculty; nontraditional and traditional alike.

Bowen (1978) suggested that we learn social coping mechanisms from our parents, grandparents and great-grandparents or equivalent older people who have socialized us. When we are under stress, we are particularly likely to fall back on strategies learned from those who came before us. A nontraditional student, struggling with the current environment at a college or university could easily reach back to negative messages from his/her family history, some of which were developed at times of overt racism, when mistrust was both prudent and appropriate.



ERIC

In turn, if we follow Bowens' logic when projecting the behavior of a traditional faculty member who is uncomfortable advising or teaching nontraditional students, we would expect that faculty member to regress under stress and show more hostility and condescension toward nontraditional students. Again, neither faculty member nor student may realize he/she is reacting to messages from the past.

**CAMPUS CLIMATE**

The difficulties faced by nontraditional students in adjusting to life on a campus which was not designed to include them have been noted by many writers. Fleming (1984) found that Blacks on White campuses consistently had more difficulty in finding a lifestyle with which they were comfortable. Sedlacek (1987), in his summary of 20 years of research of Blacks on White campuses, reported that Black students consistently had problems with residence halls, fraternities, interracial dating, athletics and interpreting social norms.

The climate of a campus as it relates to issues of racism, diversity and multiculturalism appears complex and multi-dimensional (Sedlacek, 1987). Therefore, evaluating a campus climate requires assessment in three areas: Information, attitudes

and behavior.

**Information**

Information is the factual, didactic basis for assessing multiculturalism. What do students, faculty and administrators know about cultures other than their own? Are they aware of literature on diversity? Do they know about models for eliminating racism and of understanding racial identity? McEwen and Roper (1994a,b) recommended twelve areas of multicultural content and experience which could be included in a training program for those working with college students. Recommendations covered such topics as developmental theories, research and evaluation, helping relationships and counseling, career issues, organizational and administrative issues. Specific reference materials were presented on each topic.

Westbrook and Sedlacek (1988) outlined a workshop for faculty and staff which would introduce them to information on multicultural issues, including noncognitive variables, so they could better advise and counsel nontraditional students. Sedlacek (1983, 1991) discussed ways to approach nontraditional students in teaching and advising functions.

It is important that all members of a campus community,



ERIC

including faculty staff and students of all racial groups, be exposed to information related to diversity. This is the key element in Sedlacek and Brooks' (1976) first stage of eliminating racism. Information about racial identity is contained in Helms' (1992a) model.

**Attitudes**

The second critical area for assessing a campus climate for diversity is attitudes; feelings, or any type of affect. How do people of different races and cultures feel about one another? Do they respect differences in values and lifestyles that may be present among members of different groups? Is there a tolerance for diversity? Is there a preference for diversity?

The anxiety and alienation felt by nontraditional students on predominantly White campuses has been documented in previous studies (Cheatham, Shelton and Ray, 1987; Fleming, 1984; Fuertes and Sedlacek, 1993; Fuertes, Sedlacek and Westbrook, 1993; Minatoya and Sedlacek, 1980; Westbrook and Sedlacek, 1988). However, it is important to avoid over-concentration on feelings of nontraditional students. In the Sedlacek and Brooks (1976) model for eliminating racism, it is critical that traditional students, faculty and administrators examine their feelings toward nontraditional persons

before progress can be made. Sedlacek (in press a) discussed issues in developing attitude measures that can be employed with traditional groups.

**Behavior**

What people do is the ultimate test of positive multiculturalism. Unfortunately, informing people and dealing with feelings is not enough to cause behavioral change. There is not a simple relationship among information, attitudes, and behavior. However, as Sedlacek and Brooks (1976) discussed, presenting information and dealing with interracial feelings are important prerequisites to changing racist behavior. If one addresses all three areas discussed here (information, attitudes and behavior) with a series of activities in a workshop or experiential setting, research suggests that it is possible to reduce or eliminate racism and hence improve the campus climate for diversity.

Activity in all three areas can occur simultaneously as a prerequisite to developing larger programs. The key point is to focus a given activity on a particular area (e.g., information) and evaluate it on criteria for that area (e.g., Do people understand racism?) and not expect gains in other areas not intended by the activity.



ERIC

# RESULTS

## INSTITUTIONAL CHARACTERISTICS

### Students

Tables 1-5 in Appendix C show the mean, standard deviation and median of institutional characteristics reported for the 30 schools in the summative evaluation. Appendix C also contains the questionnaire which was sent to the 30 schools. For full-time undergraduates (Table 1), the typical school in the sample is about 45% male, including 8% minority males (3.5% African American, 2% Hispanic, and 1.5% Asian). The median is probably a better measure of central tendency or average since schools may have used some different assumptions in completing the questionnaire. Medians would tend to average out different reporting styles without reacting to extreme values. Full-time female undergraduates were about 11% minorities (5% African American, 2% Hispanic, and 2% Asian).

Part-time undergraduates (Table 1) were more likely to be female (66%). Among part-time females 13% were minorities (6% African American, 1% Hispanic, and 1% Asian). Male part-time students were 9% minorities (2% African American, 1% Hispanic, and 1% Asian).



ERIC

Students in Residence Halls

Residence hall students were 53% female, 14% of whom were minorities (3.5% African American, 2% Hispanic, and 1% Asian; Table 2, Appendix C). Among male residence hall students, 10% were minorities (4% African American, 1% Hispanic, and 2% Asian).

Fraternities and Sororities

Only 11 of the 30 schools had Greek systems, one of which was for females only and another of which was for males only (Table 2, Appendix C). The fraternities were about 3% minorities and the sororities were about 1% minorities. Small numbers and some extreme cells (e.g., 100% White in some schools) limit the ability to further describe these results.

Retention and Graduation

Table 3 in Appendix C shows retention and graduation rates by gender and race. For males of those retained in the first year 16% were minorities (7% African American, 5% Hispanic, and 2% Asian). Results for males in the second year were: 14% minorities; 8% African American, 4% Hispanic, and 2.5% Asian.

Male graduates in 1993 were 9% minorities (3% African American, 1% Hispanic, 1% Asian, and 2% other). Results for male graduates in the years 1988-92 were: 9% minority graduates, 3%

African American, 2% Hispanic, and 1.5% Asian.

For females, about 17% of those retained in the first year were minorities (7.5% African American, 3% Hispanic, and 2% Asian). In the second year, 9% of the females retained were minorities (6% African American, 2% Hispanic, and 1% Asian). Ten percent of female graduates were minorities in 1993 (4% African American, 2% Hispanic, and 1% Asian). For the years 1988-92, 8% of the female graduates were minorities (4% African American, 1% Hispanic, and 1% Asian).

**Faculty**

Full-time faculty were 89% male and 6% of those were minorities (1% African American, and 2% Asian; Table 4, Appendix C). Among female full-time faculty, 2% were minorities (1% African American). Part-time faculty were 67% male, and 4% minority and 1% African American for males and females.

**Staff**

Full-time staff were 61% females and 7% of those females were minorities (4.5% African American, 1% Hispanic; Table 5, Appendix C). Among male full-time staff, 6% were minorities (4% African American). Part-time staff were 67% female of whom 6% were minorities. Male part-time staff were 2% minorities.

**HALE INVENTORY**

The Hale Inventory is designed to assess institutional commitment to multicultural issues. Responses were received from 29 institutions. One institution had just begun its program and chose not to respond. Table 6 (Appendix E) shows means and standard deviations for all schools in each area assessed and for each area as a whole. Items were scored on a five point scale where 5=Very Often; 4=Often; 3=Occasionally; 2=Rarely; and 1=Never.

The mean response in the administrative leadership area (I) was 3.17 indicating that "occasionally" was the typical response. The items which showed the most evidence of administrative leadership were: 10 (4.07; enforces policies against discrimination), 1 (3.90; serious effort), 2 (3.79; campus community apprised of goals), and 9 (3.66; most financial support from institution). Administrative leadership was seen as lowest on items 4 (2.10; information distributed on faculty of color), 8 (2.28; incentives for diversity), and 7 (2.55; community college transfers).

The mean response to the admissions and recruitment area (II) was 3.15 (occasionally). The items most often endorsed were 7

(3.90; students recruiting), 9 (3.71; flexible criteria), 5 (3.62; media cooperation, 2 (3.59; targeting high school counselors), 8 (3.56; tests diagnostic), and 6 (3.55; parents involved). The lowest means were for items 1 (1.62; 13th year program), and 4 (2.34; high school offices).

Financial Assistance (Area III) had an overall mean of 3.66 (often). The highest rated items were 1 (4.68; internal funds used) and 2 (4.18; general fund grants). Lowest means were on items 7 (2.64; fundraising for students of color), 3 (3.18; workshops for students and parents), and 4 (3.21; minimize student debt).

On student support services (Area IV) schools showed an overall mean of 3.52 (occasionally to often). Highest means were on items 6 (4.24; students of color active) and 12 (4.21; walk-in tutoring). Lowest means were found on items 7 (3.00; assessment of disadvantaged students), 8 (3.07; counselor screening), 4 (3.10; peer advisors), and 1 (3.10; assessment workshops).

In the curricular area (V), the overall mean was 3.32 (occasionally) with the highest endorsed items being: 6 (3.86; library holdings), 2 (3.72; curriculum reform), and 1 (3.69; textbooks). Lowest means were on items 5 (2.48; television), 7

(2.54; required ethnic studies), and 9 (2.69, curricular assessment).

In Area VI (Campus Environment) the overall mean was 3.62 (often). The items most highly rated were: 10 (4.69; campus organizations), and 11 (4.31; support groups). Lowest rated items were: 8 (2.41; leader alumni recognition), 6 (3.00; off campus programs), and 5 (2.70; community organizations).

Only 13 of the schools responded to Area VII, presumably because they did not have graduate and/or professional programs. The overall mean was 2.35 (rarely). Schools were rated highest on items 1 (3.31; uses tests) and 2 (3.08; noncognitive admissions factors). Least endorsed items were 3 (1.62; institution of color linkages), 10 (1.62; recruitment incentives), and 6 (1.92; designated assistantships).

Schools had an overall mean of 2.61 (occasionally) in the multicultural hiring area (VIII), with the highest means being for items 5 (3.69; faculty of color involved in searches), and 10 (3.46; employee education programs). Lowest means were on items 9 (1.61; administrative internships), 1 (2.10; teacher incentives), and 3 (2.22; "grow your own").

**Summary of Hale Inventory Results**

Overall, the schools were most likely to have programs related to financial assistance, enhancing the campus environment and student support services. Aside from graduate and professional programs which most schools did not have, the institutions had the fewest endorsements of items in the multicultural hiring, and curricular areas.



ERIC

## SUCCESSFUL AND UNSUCCESSFUL PROGRAMS

The 30 institutions engaged in a wide variety of curricular and co-curricular activities as part of their diversity programs. The purpose of this section will be to identify and discuss programs, and the activities included in them, that were particularly successful or particularly unsuccessful. Suggestions as to why the programs may have been successful or unsuccessful will be offered. Information from all sources will be utilized in making the assessments, including campus site visits, the Campus Climate Questionnaire, and the Hale Inventory. Anonymity of the schools will be maintained and as examples are discussed, some will be composites of activities across schools. The purpose here is to learn what worked and what did not work, not to isolate and identify individual institutions.

### Definitions of Success

Success can be defined in many ways, and the same program can be evaluated as successful or unsuccessful depending on goals (e.g., information, attitudes, behavior) and who is doing the evaluation. The author tried to employ whatever definition was being used in a given program. However, many times program goals were not clearly stated and required some interpretation by the

author.

One of the most common definitions of success, or lack thereof, was the informal impressions of participants or sponsors. Did they think it was an effective program? Obviously, such subjective data can be interpreted with a great deal of bias and wishful thinking. Less often more formal evaluations were conducted, employing questionnaires, data or change (e.g., how many students registered for a course over time?) or systematic interviews. Wherever possible the author used corroborative evidence from separate sources before a conclusion on the success of an activity was reached.

The lack of clear definitions of success for most activities was a problem in most institutions. Suggestions for improving the evaluation process are included later in this report.

**Curriculum Revision**

Most of the 30 schools were engaged in some attempt to add diversity perspectives to their curriculum. The various programs can be grouped into one of four approaches: comprehensive, focused, diffused or external. Positive and negative experiences with each will be discussed.

Comprehensive Curricular Change

A number of schools tried to add a course on diversity that all students would take, which is defined here as a comprehensive plan. The courses varied from one to three credits and were offered by different departments or programs at different schools. There was also variety in who would teach the course, e.g., full-time faculty with expertise in the area (often with some additional training), part-time or visiting faculty hired to teach just the course, or large numbers of faculty across disciplines trained to teach the course.

Successful Comprehensive Programs

The most successful program was a one-credit course taught by faculty from all departments. First-year students were required to take the course which was designed to expose them to issues of stereotyping and prejudice and the relationship of these issues to the exercise of power in the United States. Class size was limited to 20 and formats varied, including retreats, class meetings and field work, and weekly one-hour classes. Faculty received training, including visits to other campuses, and chose one of several collections of readings as a text. Aside from teaching the students, the course was seen as a way to involve faculty across



ERIC

disciplines and encouraged them to take an interest in and assume some responsibility for diversity initiatives.

One school reported some success with having sections of the course based on majors. For example, social science majors might have more interest or background in the area or go on to take other courses. Also social science faculty were able to teach the course in a more focused way. In turn, the topic could be presented to physical science majors by their faculty in a way that was more meaningful to them. The disadvantages to the separate sections were a lack of diversity of students and teachers in each class, and the difficulties of faculty in some areas (e.g., engineering) in dealing with the content.

In the best comprehensive example, there were extensive evaluations of faculty and student (traditional and nontraditional) reactions to the diversity course content in general and with the different formats. Questionnaires and focus groups were employed at regular intervals. Feedback from all these sources was incorporated into retraining faculty or training new faculty.

Generally, faculty were enthusiastic about this approach, although it should be recognized that all faculty who taught these courses were volunteers. Faculty particularly liked the retreat

format, where the course could be completed in one or several extended, often weekend, sessions. They felt they could get the material across better in a situation that permitted some "warm-up". A disadvantage of this approach reported by faculty was the inability to have students do homework, readings or projects between sessions.

One issue that varied across the academic units of the school was how the course would be considered in faculty courseload or for tenure and promotion decisions. In some departments the course was considered part of the regular teaching load, while others considered it an overload or extra course. Some units counted the course like any other in tenure and promotion evaluation and other units considered it as service. This caused some confusion and feelings of unfairness among faculty. The course appeared to work best (according to both faculty and students) where it was accorded the status of a "regular course".

Traditional students were varied in their attitudes. Most felt the course was useful and that it was the first time many had been exposed to diversity as a topic or to diversity of students in a classroom. However, a quarter of the traditional students reported being uncomfortable by being exposed to these topics, and

still other students thought the course was too superficial to do any good.

Most nontraditional students and some traditional students felt that if the course was only one credit and faculty could be trained to teach it in a short time, the content was being demeaned. Administrators answered this criticism by pointing out the value of involving a broad range of faculty and students in the topic and the practicality of using current faculty and spreading the workload, rather than hiring new faculty or designating a smaller number of departments to be responsible for the course. As shall be seen, how faculty were involved in teaching the diversity course was a key point which distinguished the successful and unsuccessful comprehensive curriculum reform examples.

Nontraditional students were generally in favor of the course, but wanted it to be three credits, so it would be considered as important as other courses. Many traditional students felt that the course did not affect them but paradoxically could also report noticing discussions among fellow students on diversity or becoming aware of interracial dynamics in other parts of their lives.

Unsuccessful Comprehensive Programs

One unsuccessful comprehensive program was the attempt by one

school to add a three-credit required course on diversity to their first year curriculum. The president appointed a large committee of faculty and administrators to work out the details. The course served as a catalyst for longstanding animosities to be brought forth. Power issues as to who would be responsible for the course, faculty load and the academic rigor of the course were hotly debated. The department that would be logically responsible for the course already felt they were overburdened and mistreated by the administration. They insisted that as many as six new faculty needed to be hired to staff such a course; they were not willing to have other departments involved in their area of expertise; and they were not willing to add any diversity components to the already existing first year seminar courses.

In this case, long standing organizational issues and the president's failure to anticipate these issues set up a structure likely to fail. Convening a large campus-wide committee without vigorous leadership from the administration did not work. The committee was unable to come up with a workable course plan and the faculty were polarized by the issue.

In the meantime, students were expecting a diversity course to come from the Lilly Endowment initiative. Nontraditional students



ERIC

had complained of the inadequacy of the current required freshman seminar course in covering diversity as they saw it. They tended to feel the school had let them down; promising them curricular and other reforms but then not delivering on those promises. Currently, there is little activity related to development of a diversity curriculum or hope of such activity in the near future at this school. Most faculty and administrators agree that things were probably worse than before the Lilly Endowment initiative regarding the probability of curricular change.

## Summary and Reactions to Comprehensive Curricular Change Programs

There are some issues that appear to differentiate the successful and unsuccessful examples. First, there seems to be a difference in realistic self-appraisal as to where each school was in terms of being ready for change. In the successful example, a number of departments were ready to cooperate and work together on a course. This was not the case in the unsuccessful example. In the Sedlacek and Brooks (1976) model discussed earlier, the successful school was probably at least to the understanding racism stage (II) if not already willing to explore their attitudes (Stage III). The unsuccessful school was probably still in Stage I



ERIC

institutionally (examining racial and cultural differences). They probably had not decided that they wanted to explore these differences, at least in any cooperative way.

In Helms' (1992a) model, the unsuccessful school may have been at a preencounter stage (e.g., Contact) and now with this experience might come a reassessment as to whether to move ahead with another strategy or to avoid the topic of diversity, at least for awhile.

Suggestions for schools facing similar problems would include starting with more limited goals such as revising course content in more positively disposed departments only, and having decentralized workshops on racism and diversity for different elements of the campus. Once these smaller projects established a track record, it may be easier to launch a campus-wide cooperative effort. The unsuccessful school may have tried to do too much too fast, hoping that the Lilly Endowment initiative would bring people along before they were actually ready.

The successful school had done a great deal of planning and training of faculty in preparation for the course. The extensive evaluations of the course which they initiated also established a more adventurous "let's experiment and learn together" atmosphere.

Establishing this community-oriented approach was necessary to avoid the insecurities and power confrontations so likely to come about without such efforts. Interestingly, many students felt they were unaffected by the course in terms of attitudes or information acquired but were able to note some changes in their behavior and that of others. This observation is a good reminder of the complex relationship among those three areas.

## Focused Curricular Change

A focused curricular change is one that occurs in one specific department or area in the institution. There is no attempt to make changes across the curriculum.

### Successful Focused Programs

One example of a focused curricular revision took place in an institution's science program. Science was broadly conceived as including physical, biological and behavioral sciences. The school had determined that they were attracting nontraditional students initially interested in science, but that these students frequently changed majors and graduated in some other area. The problem was retaining nontraditional students as science majors, not in retaining them in the school as a whole.

Working with a consultant from their education faculty, the



ERIC

administration decided to revise their introductory physics course based on cooperative learning rather than a traditional lecture format. The program was designed to keep nontraditional students in science by giving them positive experiences early in their science coursework. Under the new format, students worked together on projects in small groups (3-6). Each group had its own work area and computer. The instructors consulted with the groups as needed.

The cooperative learning consultant helped the physics teachers use the new system to its best advantage. The consultant also helped the students learn to work cooperatively to complete their projects. The students in the program identified with one another outside the class, and attended gatherings at the physics course coordinator's house. Students in the program did not seem to be stigmatized by science faculty and faculty outside the sciences seemed to view the program neutrally as the province of the science department. Students outside the program expressed some envy of the students in the program, but it seemed to be primarily positive rather than "backlash". The administration supported the program and retention of majors in the department had increased.



ERIC

The science faculty and administration had the view that all their students were capable and could master the content if it were presented in optimal ways to them. Students in the program were enthusiastic about it and many planned to go on to graduate or medical school. Further evidence of the success of the program was that program students were taking visible leadership roles on campus in student organizations and student government.

## Unsuccessful Focused Programs

An example of an unsuccessful focused curricular revision was again in a science curriculum where a special section of a newly developed introduction to science course was held for nontraditional students. The students showed some interest in science but were not necessarily committed to major in it. The institution and the science department hoped the new program would increase the number of nontraditional students majoring in science. The instructor was well motivated and prepared a number of new approaches to the material. There was interest in the course in the first year, but enrollment declined in the next year. The students felt the material was "watered down" and uninteresting and that there was a negative stereotype of students in the class. They felt most of their stereotyping was from other students, but

some was from the instructor. The instructor, who was a tenured, full time, White male faculty member, admitted he was disappointed in the ability and motivation of the students. He had expected them to be better prepared in science and felt he had to make the course remedial, which was not his original intention. Enrollment was expected to go down further and it was considered likely that the course would not be offered in the future.

## Summary and Reactions to Focused Curricular Change Programs

The self-concept of students outside the course was an important difference in the programs. In the successful program, participants were seen positively and treated as such by teachers and fellow students. Care was taken to present the program as an innovative positive alternative. Use of the consultant on cooperative learning and continual monitoring of the process and adjustment helped keep the new course moving and developing.

In the unsuccessful example, the instructor was acting substantially on his own. He had no consultant to help him evaluate his classroom techniques, which may or may not have been optimal for his audience. The institution did not appear to be promoting the program or evaluating its progress in such a way as

to avoid negative stereotyping. The instructor had no particular training in what to expect in teaching a group of nontraditional students. It is possible that the stereotype that nontraditional students lack ability in science interfered with the optimal performance of both teacher and students. As was noted earlier, Bowen's (1978) work suggests that past perceptions learned from parents and grandparents may influence present behavior, particularly when individuals are under stress.

There are long term reasons why nontraditional students do not major in areas such as science. Historically, they were encouraged to study certain fields (e.g., education, social science, clergy). Other academic disciplines often seem foreign and hostile to them, and thereby confirm the negative stereotypes the students picked up from their ancestors. Better planning on the part of the administration might have prevented the negative outcome in this example. Without considerable training in multicultural issues and support from peers, it would be difficult for any single instructor in a single course to turn the around the negative preconceptions in and about the "special" class.

One potential problem in both the successful and unsuccessful focused programs was the lack of adequate career counseling built



ERIC

into either program. The assumption was made that it was good for the nontraditional students to major in science. In the overall sense of reducing institutional racism, encouraging nontraditional students to major in a variety of areas is desirable, while at the individual level it may be racist to assume that others know what is best for that student. Often nontraditional students are encouraged to undertake alternative courses of action to suit institutional purposes rather than for the students' own purpose. It should be noted however that in both programs the students had expressed some interest in science.

Another way in which the programs differed was on the noncognitive variable of community. In the successful example, the program served as a basis for developing a positive smaller community on the campus, even though the campus itself was small. The students met outside the science class and socialized together. This did not occur in the unsuccessful example. Students did not want to be identified with a group labeled as inferior. Thus, groupings of nontraditional students are necessary and constructive, but they must be kept positive. If there is a perception that nontraditional students have been assigned or de facto placed in a stigmatized group, the consequences for the



ERIC

students are likely to be negative. It takes planning, foresight, evaluation and program adjustment, if necessary, to help nontraditional students develop supportive communities.

If one examines the models for eliminating racism, the institution in the successful example appears to have had some understanding of the process of racism (Stage II), whether they called it that or not, and to have taken action based on it (Sedlacek & Brooks, 1976). The unsuccessful school did not appear to appreciate the cultural and racial differences they would be facing (Stage I), let alone the implications for racism in Stage II.

In the Helms (1992a) model, the successful school was likely at least at the Pseudo-Independence or possibly the Immersion/Emersion stage, and was taking positive steps to work on diversity issues. The unsuccessful school appeared to be at an earlier stage (possibly Disintegration or Contact) and was not able to anticipate what would be needed to make the course a success.

Diffused Curricular Change

In a diffused model of curricular change an attempt is made to add diversity and related content in many or all courses in the curriculum rather than to have a separate diversity course or to



ERIC

focus on only one area of the curriculum. Hence, diversity content is spread across the curriculum.

## Successful Diffused Programs

The school that had a successful diffused program had faculty across departments spend time together in formal sessions where they exchanged ideas for the courses they taught. Many courses were co-taught as a way to infuse new ideas and content into the courses. Faculty also spent informal time together at a weekly dinner meeting where the discussions were not exclusively professional, but where issues related to improving instruction inevitably arose. In these sessions faculty got to know each other well enough to discuss problems, doubts, and fears. While all faculty members were not involved, there were representatives from nearly all departments and those who participated, frequently took ideas back to their departments for discussion.

The administration supported the activity through released time or extra pay for the formal sessions and by providing food for the informal meal meetings. Most of the faculty who participated in these sessions were regular full-time faculty, although part-time and visiting faculty also participated. One faculty member, who had been hired under the Lilly Endowment program, had expertise



ERIC

in diversity issues and served as a consultant to other faculty members both individually and during the sessions. She was a graduate of the institution and some of the faculty had taught her some years earlier. The faculty felt they were committed to innovation and regular updating and revising of courses and diversity was viewed as one more aspect of this process.

Students at this institution reported that diversity content seemed to be appearing in many of their courses, and they reported feeling more positive toward this approach than they thought they would toward having isolated coursework on diversity issues. Nontraditional students were particularly glad to see changes across the curriculum. There did not appear to be any particular backlash among traditional faculty or students.

## Unsuccessful Diffused Programs

One institution which had difficulty achieving its goal of broad curricular reform regarding diversity solicited proposals from faculty interested in changing their courses. Those selected by a committee of faculty and administrators were given a summer stipend to revise the course and funds for materials. The committee tried to encourage interest from all departments and its selection of faculty proposals was guided in part by the goal of

promoting course revisions in many departments.

Unfortunately, few or no proposals were received from some departments, and several faculty members openly challenged the selection process when their proposals were not funded. Articles in the campus paper and letters to the editor criticized the concept of diversity and accused some on campus of trying to be "politically correct". The process stalled and some members of the selection committee resigned from the committee. Few courses actually got started using this process. The faculty that did get funded met occasionally but had fundamental disagreements on the definition of diversity which some felt should be resolved before the course revision process went forward.

## Summary and Reactions to Diffused Curricular Change Programs

The successful program seemed to work because of the recognition of the necessity for coordination at several levels. The tradition of innovation and curricular change at this institution expanded smoothly to include diversity issues. The administration supported formal and informal networking of faculty and were realistic in their appraisal of the faculty's needs. The consultant was facilitative, but she was also part of the team



ERIC

rather than an outsider. The style of the administration at the successful institution was also facilitative. They did not foster competition among the faculty as the unsuccessful institution did. A community of faculty working together for change was formed at the successful institution. The unsuccessful institution stressed individual faculty efforts and did not encourage joint or group activity.

Using the models for eliminating racism, the successful school was more sophisticated in its interpretation of the problem of racism that might be faced in curricular change, and used multiple techniques to solve those problems. The unsuccessful school was not prepared for the backlash and negative reactions it received. In the Sedlacek Brooks (1976) model, the successful school was at least at Stage III (understanding racism) and in the Helms (1992a) model was likely in the Immersion/Emersion stage. The unsuccessful school had not reached either of those stages in their institutional development.

External Curricular Change Programs

Some schools attempted to change their curriculum by hiring part-time, or temporary scholars to teach courses or provide academic experiences for students. These programs included single



ERIC

lectures, scholars/artists-in-residence, and faculty exchange and mentor programs.

Successful External Programs

One institution employed a program of several scholars/artists-in-residence. The scholars/artists gave lectures, taught classes, put on programs or exhibitions for the larger community and consulted with faculty. The individuals were in residence for at least several months so that they were able to get to know faculty and students. Because they were acknowledged "experts" in their areas and were not going to stay at the school, faculty were able to consult them without feeling threatened. Generally, students enjoyed being exposed to a different kind of teaching model, and nontraditional students were also able to focus on some areas of particular interest to them. The administration was able to generate some positive publicity for the school by bringing in outside experts who also worked with the off-campus community.

In one case when comments were solicited on work by a visiting artist from a nontraditional cultural group, an anonymous person used a racial epithet and said he hoped the artist would die of AIDS. The artist displayed the comment along with his art and some



ERIC

positive anti-racism discussions took place on the campus as a result.

Another school tried a mentor program for its faculty with some success. Mentors from other institutions who were familiar with multicultural content in their field were matched with faculty who wished to revise their courses. Mentors met with mentees on the mentee's campus, at the mentor's location or professional meetings, etc. Mentors spent some time with the mentees' students and occasionally with others during campus visits. Courses were revised and ongoing professional relationships developed. Some problems arose in finding mentors for all potential mentees interested, program costs, and having mentors available when needed.

## Unsuccessful External Programs

Another school began an exchange program with an historically Black college by inviting a faculty member to spend a semester on its campus. The goals of the exchange program were not made clear to the visiting faculty member. As a result, expectations on both sides of the exchange were unfulfilled. The visiting faculty member, who was African American, had hoped to learn new material in his field, which was not directly related to diversity, but the

other faculty in his field regarded him as a race-relations expert rather than as a colleague. Faculty and students alike consulted him on diversity issues and the visitor felt overwhelmed by all the attention and requests for information in areas outside his interests and expertise. The administration had hoped to promote some of its diversity initiatives through the exchange program. Many were frustrated, and both schools were reconsidering the value of the exchange program.

## Summary and Reactions to External Curricular Change Programs

Having clear goals and a realistic appraisal of what is needed to accomplish a program will increase any program's chance of success. In the successful program, the visitor was allowed to do his work and positive outcomes resulted from his successful handling of a racist incident. Expecting every person of color to be an expert on diversity because of his/her race perpetuates racism. According to the Sedlacek Brooks (1976) model, there was a failure to understand racial and culture differences (Stage I), and their implications for racism (Stage II), at the unsuccessful school by assuming certain interests by the visitors. In the Helms (1992a) model the unsuccessful school was still externalizing the

issue, seeing it as the responsibility of the visitor rather than as their own. The school was probably at the Pseudo-Independence stage. The school that was successful in its mentoring program carefully matched mentors and mentees. Mentors were experts in multicultural content and tried to avoid dependency on them by encouraging mentees to try things on their own. The mentors knew what to expect from the situation and were able to handle it.

Helping to foster a sense of community, even the larger off-campus community, for the visitor was another important part of the success at the one school. At the unsuccessful school, the visitor felt isolated and not part of any group.

Employing outside experts can provide a relatively inexpensive way to add diversity quickly to a curriculum, but for the change in curriculum to take root and grow, the influence of the outside expert with faculty and students will make the difference over the long run.

**Co-Curricular Programs**

Here co-curricular refers to any program that is not directly part of the officially sanctioned curriculum of an institution. It could include anything from student programs, to community activities, to instruction that may not yet be or was never

intended to be part of the formal curriculum. The differences between curricular and co-curricular initiatives are often arbitrary. A good program may well have a spread-of-effects to curriculum and co-curriculum.

For example, in the successful focused curriculum example discussed earlier, nontraditional students participating in a new science curriculum, developed a community, showed leadership, and developed their positive self-concepts in a variety of academic and nonacademic ways. Whether it was intended or not, the program was curricular and co-curricular. The distinction here will serve as a way to organize a discussion of degrees of program success and is not intended to be absolute.

Single-Event Programs

Most co-curricular initiatives included speakers, performers or artists invited to the campus or perhaps the larger community on a one time basis sponsored by the institution. These efforts met with varying degrees of success.

### Successful Single-Event Programs

One institution scheduled a nationally known African American poet to do a reading on campus. For many months before the visit a committee of faculty, students, staff, administrators, and



ERIC

community members worked to insure the success of the event. Aside from announcements and press releases, committee members visited meetings of many faculty, administration, staff, student and community groups to solicit not only their attendance but their involvement in the event. Virtually all members of the campus constituencies and many off-campus groups had roles to play in planning and executing the event.

All members of the campus community, including secretaries, maintenance workers, students, faculty, administrators, board of trustee members, and many people off-campus were given a Christmas present from the institution several months before the event. The gift consisted of a book of poetry by the visitor and a box of candy; something for the mind and something for the body. Each year the campus selects a book that everyone on campus reads. This year the off-campus community was involved and the theme was diversity. The book was discussed before and after the event, in classes, department meetings and specially scheduled sessions. The reading by the poet was well attended, generated considerable interest and feeling in the audience, and was covered by the local media. Many issues related to diversity were brought into the open in the discussions, before and after the reading. The unifying

theme of the book tended to make all feel included in the campus program for diversity. Links with the larger community were extended and strengthened. All constituencies seemed to be pleased with the outcome, although there was no formal assessment of changes in information, attitudes or behavior.

Co-curricular programming on another campus took a "something for everyone" approach. Program planners assumed that different groups on campus would be interested in different kinds of programs. They hoped that by scheduling something for everyone during the course of the year, people would attend and appreciate not only the presentations aimed at their group, but also those aimed at other groups. The program planners, which included students, faculty and administrators, also concentrated on lower cost or programs by volunteers so they could have more programs during the year.

The sponsored programs included presentations on improving multicultural content and related musical performances of interest to different student groups, a program on diversity in nature for science faculty and students, and a program on current civil rights laws for administrators. The presentations were open to all but were primarily attended by the group at which they were aimed. By



ERIC

the end of the year, most people on campus reported having attended at least one program, and that, as a result, they were starting to think about diversity in a different way. For example, one student said "I was surprised at all the different ways people thought about diversity".

Unsuccessful Single-Event Programs

The student activities board at one school tried to find programs which would interest different groups of students. They scheduled a jazz concert in hopes of attracting an African American audience. When the audience failed to materialize, the activities board members were surprised, hurt and somewhat hostile that their efforts had not been supported. The board had not done a formal assessment of the needs and interests of African Americans on campus. They had talked to some individuals who thought it sounded like a good idea, including one African American board member. The concert was scheduled on a weekend when many students, including African Americans, typically left the campus. Some African American students reported that they had not heard about the concert beforehand. Others indicated surprise that the campus was attempting to schedule programs of interest to them.

Another campus formed a committee of administrators, faculty



ERIC

and students, both traditional and nontraditional, to try to identify programs that would draw the campus together around diversity issues. The committee had difficulty identifying programs that met their goal, and those that they did schedule (a play and a lecture) were poorly attended despite flyers posted around campus and announcements in the campus newspaper. The committee was discouraged, but was currently trying to find new approaches.

## Summary and Reactions to Single-Event Programs

As with other programs, the single event programs that were carefully planned and based on a realistic appraisal of the situation on the campus fared best. The campus that had the most success with a single event program also had prior experience promoting campus-wide involvement with its Christmas gift book program. This school was able to add diversity to an ongoing campus-wide program and by doing so, achieved their goal. Schools which do not have this tradition, such as the other effective example school, and the two ineffective examples need to employ other strategies based on their needs analyses.

The one effective school understood the diverse constituencies it had and programmed differentially for those audiences. Trying



ERIC

to pull a campus together around a single approach highlighting diversity is likely to be very difficult. The single community campus is unusual, whatever it says in the catalog. A truly diverse, multicultural campus is one in which multiple communities have the opportunity to express their backgrounds and interests while respecting the rights of others to do so as well. These diverse groups may never really come together to see or appreciate things in the same way.

For example, one campus activities office had problems in finding music that would appeal to both traditional and nontraditional students in scheduling dances. They weren't successful because there may be no such music. A better approach might be to feature different kinds of music at different dances and realize that any given music will attract only certain students. Having your kind of music promoted some of the time on campus should help students identify with the school and form a community within it.

Both traditional and nontraditional students like to choose the recreational programs that interest them. The assumption that a jazz concert would interest African American students without consulting those students may have contributed to the failure of

this program. Understanding institutionalized racism may require recognition of the fact that many predominantly White schools have a pattern of not providing programs of interest to diverse audiences. The African American students may have been leaving the campus on weekends in order to express their culture. Doing systematic surveys of the interests of nontraditional groups, and involving them in the selection of co-curricular activities will help. Administrators should also recognize that sustained effort will be required to overcome nontraditional students' expectations that their needs and interests will probably be ignored (Bowen, 1978).

The school that provided a broad range of co-curricular programs is probably furthest along in understanding racism. They appeared to recognize racial and cultural differences (Stage I), to know how to deal with racism (Stage II), and possibly to have examined racial attitudes (Stage III), as defined by the Sedlacek Brooks (1976) model. In Helms' (1992a) model, they may be in the Immersion/Emersion stage where they are taking some responsibility for racism.

Because the campus with the book program can operate as a single community on some issues, it may be safer for some members



ERIC

to raise issues relating to prejudice and negative feelings (Stage III; Sedlacek and Brooks, 1976). Most campuses must work up to this point through programs, workshops, and experiences like employing different strategies for different constituencies.

One particularly interesting constituency, which was included by the school with the book program was support staff such as clerical, building and grounds, and food service workers. This group often is overlooked as being part of diversity initiatives on a campus. Many a potentially effective program has been undercut by an unsympathetic receptionist. The successful school realized that great benefits could result from including support staff. By recognizing the support staff as important members of the campus community, the diversity planning team made the support staff part of the effort for change. For example, a secretary reported in a post-event departmental discussion that she had never understood all the talk about respecting diversity, prior to reading the book by the African American poet. After the program, however, she said "I feel like I have a better idea of how things may look to others."

Another institution had held some diversity training just for a few clerical staff. It proved so successful that they offered it



ERIC

to all clerical staff. This example fits under the approach of offering differential programming for different audiences. The education, experience and perspective of clerical staff is likely to make them react differently to diversity issues than other campus members. Focused programming, designed specifically for them is likely to be more effective than generalized programs designed to meet the informational and affective needs of faculty and students.

## Organizational Structure for Diversity

Schools employed many different approaches to organizing their diversity efforts. The focus of the efforts included the president's office, the vice president office, the student affairs office and an academic department. Several examples of success or failure and an analysis of them follow.

### Successful Organizational Structure

Hiring a full-time diversity coordinator who reported to the chief student personnel officer was an approach taken by one school. The African American coordinator had some academic training and prior experience in diversity issues. She saw her job as a facilitator of programs which would be sponsored and run by other departments. She spent most of her time establishing a

network of people on the campus interested in diversity issues and in matching people and resources. Her office jointly sponsored some projects, but she avoided having her office directly sponsor any event or program.

She also avoided taking direct credit for a program. She encouraged others to accept responsibility for the programs, reasoning that they would get more involved and the programs would be more likely to become permanent. She made sure her supervisor knew her strategy and that he was not expecting her to create a high profile office.

The administration had guaranteed funding for her position after the Lilly Endowment grant period expired. She was well regarded of by faculty and staff who often sought her consultation. Students were not as clear about her role. Traditional students either ignored or accepted her initiatives. Nontraditional students were supportive of the office, but sometimes wanted to have more direct services and support from it.

Another positive example comes from a school that housed its diversity coordinator in a science department. The job was given to a respected, White, tenured, faculty member with an interest in the area, but no formal training. He did the job full-time and was

released from his faculty duties. He used his contacts on the campus to achieve cooperation on many initiatives. Traditional and nontraditional students seemed satisfied with his role, especially since he had been effective in generating funds for many programs that interested students, such as curricular changes and money for travel to off-campus events. While the school is committed to achieving diversity on its campus, it is not clear that they will fund the diversity coordinator line, at least in its current form, when the grant ends.

## Unsuccessful Organizational Structure

One school that had trouble getting things done situated their full-time coordinator in the academic vice president's office. The coordinator was an African American male with no formal education on diversity issues, but with some business experience in the area. The office assumed responsibility for all campus diversity programming. There had been various attempts to start programs around the campus, but they had met with little success. Generally, others on campus were glad to transfer their responsibilities to the new office. The central administration thought it best to keep an eye on progress by having the diversity activity close at hand.



ERIC

The coordinator was quickly overwhelmed by the tasks assigned to him. He could only manage a few projects, and activity ceased on the others. Faculty and staff assumed the office would do everything, and little diversity activity occurred across the campus. Nontraditional students went to the coordinator with their ideas and the concerned coordinator tried to help, but he had too many other duties to be an effective student liaison. The traditional students, including the student government, had never been very interested in diversity issues and tended to ignore the coordinator and his program. The college relations office boasted that they had a diversity office and seemed content not to question what the office was really accomplishing.

Another school developed a very ineffective arrangement based on a decentralized model. The diversity coordinator was a tenured, White, social science, full-time faculty member who saw his role primarily to keep track of the projects of others and file the necessary reports. There appeared to be no strong organizing force at the school. The administration reasoned that a decentralized approach would ignite interest in many areas and eventually the school would become more diverse. The major problem these projects faced was that they tended to duplicate or add-on to already



ERIC

existing structures. There were no policies to clarify how the new programs would work in concert with the established ones, so they tended to operate in a parallel fashion.

One example of this was a team of students that was trained to work in the residence halls doing diversity programming and ameliorating interracial disputes among residents. An African American female with a doctoral degree, some knowledge of diversity issues, and experience at another college was hired to direct the program. She reported directly to the central administration and consequently, the program quickly got caught up in the organizational entanglements at the school.

At least three other units had some responsibility for similar activities in the residence halls. The residence halls regularly hired resident assistants to handle problems in the halls. The counseling center provided services for students with problems, and the pastoral counseling program also provided such services. The head of the pastoral counseling service had expected to be responsible for the diversity program and resented the new arrangement. Similarly, the residence hall director was angry that people were working in the residence halls who were not under her control. Students trained to do the diversity programming were

confused and not sure how to deal with staff from the other units. Students in the residence halls knew that there were people available to help them, but they were not sure to whom they should turn with a given problem or concern.

A student suicide occurred in the residence halls and this tragic incident highlighted the problems with the arrangement. The various services squabbled over who should have been available to help the student, and also what units should be available to help other campus members handle feelings afterward. An emergency is not the time to work out cooperative arrangements. The diversity coordinator realized that the arrangement was not working, but the major plan for change was to add another student service, a "center for excellence", which would offer students assistance in a number of areas.

## Summary and Reactions to Organizational Structure for Diversity

Structures that seemed to work best were those that took advantage of existing arrangements and used them effectively, such as the science professor who already had contacts at the school. For a new person, particularly a nontraditional person who may not be perceived as powerful, using a consultative approach, calling on

the power of others and letting them take responsibility, appears to work best. Expecting a new person of color to assume too much direct responsibility for programs is less likely to work well.

Handling racism requires a coordinator to understand how they are perceived by others and what a trap it can become to allow others to avoid responsibility by saying "you are the expert, you do it". Sedlacek and Brooks (1976) discussed a typical organizational pattern in relation to diversity programming. If things go well, at first the nontraditional person is looked to for "the answers". Then there is a shift to presuming that some few traditional people can solve the problems. Eventually people realize that they are responsible for change and they employ their own resources and take responsibility. A similar development occurs in the Helms (1992a) model, where eventually people in the Immersion/Emersion stage take responsibility for themselves.

If responsibility stays with people of color, as in the ineffective example where the central authority for programs remained with a single coordinator, program development often stalls. The effective African American coordinator understood this and helped others take responsibility and hence ownership of campus diversity initiatives. Also, recall the earlier example of the

African American faculty exchange person who did not want to be responsible for diversity issues on that campus. Clearly that campus and the one discussed here were willing to let a person of color assume all the responsibility. Typically the coordinator leaves or "burns out" in those situations, and the campus may actually take a step backward in its diversity promoting activities.

In the decentralized unsuccessful example discussed above, a situation ensued in which no one was taking responsibility for the programs. The administration hoped that things would just "happen on their own". Decentralized models only seem to work if individuals running these programs take active responsibility for their programs and work out problems among themselves. This ineffective program has elements in common with the unsuccessful comprehensive curriculum example discussed earlier where the president hoped a committee would develop a diversity curriculum despite preexisting organizational difficulties. The overlapping responsibility in the example discussed in this section appears to be so great that a major restructuring of staff responsibilities is needed.

Several schools attempted to have coordinators work part-time

on diversity activities while maintaining their existing organizational commitments. Nearly all schools reported difficulties with such arrangements, including having other duties interfere with diversity initiative needs, problems in hiring someone part-time or getting a new person who could be split-budgeted in a reasonable manner.

An additional issue worth mentioning is an extension of the assumption that nontraditional persons know about diversity issues automatically because of their life experiences. While experience is valuable in any area, most educators would agree that experience in the context of knowledge and training is necessary in order to teach. This is as true with diversity issues as in other content areas. As McEwen and Roper (1994b) noted, there is a great deal of information, research and theory available to help institutions and individuals work on diversity issues, but a diversity coordinator must be aware of it if he/she is to make optimal use of his/her time and resources. Schools that have hired coordinators with diversity training or employed expert consultants in the area tended to fare better than schools who tried to operate programs with dedicated but unskilled staff.



ERIC

Multicultural Hiring

Nearly all funded schools reported problems hiring nontraditional professional employees, particularly faculty. No programs of hiring nonprofessional employees were developed by the schools as part of their Endowment-funded initiatives. Overall positive examples for professional employees were not found, so the discussion in this section will be organized around the advantages and disadvantages of various programs with available supporting examples.

Grow Your Own

Many schools had tried some version of a program that identified possible future nontraditional employees. The schools provided incentives, including paying for graduate school, guaranteeing a position for their own graduates, or identifying external applicants willing to commit to such a program. In some cases this has worked well, such as the school in the diffused curriculum example who hired one of their own graduates with training in multicultural issues. In other cases, the growing season has been long and the harvest small when program participants did not finish school or made other plans upon finishing. Obviously, this technique is limited by the pool at an



ERIC

institution who may be interested in becoming college faculty or staff after they graduate.

Pay the Market Price

Many schools reported that they have a "same salary structure for all" policy which frequently occurs across departments where there was a range for assistant professors, associate professors, and so forth. Sometimes this structure was informal, other times it was explicit. Realizing that the going price for a more attractive candidate may be higher, in this case a nontraditional candidate, some schools paid more to get such a candidate. The results of this approach were mixed. Some schools had good luck hiring and retaining nontraditional faculty who were paid more than others at similar levels of experience, while other schools did not.

The biggest problem seemed to be resentment from other faculty and other staff. In some cases faculty were willing to apply market principles to their discipline (e.g., engineering costs more than humanities), but were not willing to consider nontraditional status as an appropriate variable in the marketplace. The reality is that if an institution is sincere in its wishes to diversify its faculty and staff, it may have to increase the salaries offered to

nontraditional candidates, or they may go elsewhere. However, as will be discussed below it is a mistake to assume that all it takes is money.

## Noncognitive Variables in Hiring

The noncognitive variables discussed earlier can be applied to hiring nontraditional persons. Schools that have been successful in attracting and retaining persons from nontraditional groups have employed these variables whether or not they were labeled as such.

How much racism is there on campus and in the larger community? Are there people a job candidate or new hire can discuss these with? Just because there is racism directed at people like the candidate does not mean that hiring is impossible. It is recommended that a school do a self-assessment as to where they are institutionally on one of the racism models discussed earlier. An honest discussion of group-related issues will appeal to many desirable candidates. As with students, the most successful nontraditional job candidates have developed ways to handle racism. For instance, one African American candidate said "If a college is up front about how well it reacts to my race, I can make a better judgment of what I must do to fit in".

Applying the noncognitive variable, self-concept, to the

hiring process means raising the issue of how comfortable the new person will be at the school. Will this new hire be accepted? Will there be few or perhaps no others of his/her race/culture on the faculty or staff? How can the school provide information and evidence that the environment will be positive? One school took the honest approach and said "there aren't lots of folks like you around here, but we are changing and becoming more diverse. We have lots of people interested and programs in this area. We aren't going to expect you to lead the change, but if you wish to be part of it we have great students and a friendly campus. You could be happy here; tell us what you need."

A school that tried to side-step the issue of race blundered badly. One candidate reported that the subject of her race never came up during job interviews where she would have become only the second member of her race on campus. The administration and faculty were in such a state of denial about racial issues that the situation seemed unnatural to the candidate and she did not take the job.

Realistic self-appraisal becomes relevant as the candidate and school officials discuss expectations and how the candidate will be evaluated. Will the candidate be expected to be involved in

diversity issues? Will he/she be expected to serve on committees that need diversity represented? Will he/she be expected to work with nontraditional students? Will such efforts be considered in tenure decisions? Will the candidate's course load be lessened to allow for such activities? These and related questions are best dealt with "up front" to avoid misunderstandings. Many nontraditional employees have been undercut by such differential expectations. Recall the problem discussed earlier of the exchange faculty person who was expected to handle diversity issues and the diversity coordinator who was assigned too many tasks.

What a job candidate's long-range goals are, and how the school can help realize them is important to successfully hiring and retaining nontraditional employees. In an example from a school that was not in this study, a new Ph.D. single, African American woman was very interested in teaching in a small college in the Midwest. However, she saw a conflict between her long-term goal of eventually getting married and having children and the few, if any, single African American men in the town where the college was located. Because of this shortage, she was considering the options of staying single and/or dating men of other races if she accepted the job.

The school helped by arranging for her to work on a project and teach a course in the closest city as part of her regular faculty duties. In this way she could increase the likelihood of achieving some of her goals. She took the job and is still on the faculty. Is this bending over backward or showing favoritism? Not if we understand the racism that created the system that made males of her race rare in many college towns. Business as usual will not solve problems like this. An innovative plan to counter racism might.

Another noncognitive variable that relates to hiring and retention is access to a support person on campus. It is critical that new nontraditional employees have someone to whom they can turn for advice and guidance. Mentors need not be of the same race or gender, but they should know how the campus and professional system works, and also know something about diversity and racism issues. In fact, traditional people who are part of the system often make the best mentors.

While we all look for leadership possibilities in job candidates, the nontraditional candidate may show leadership in nontraditional ways. Nontraditional candidates may not seek conventional positions or roles on campus. Different approaches to

teaching, developing ties with off-campus groups, and developing unofficial networks on campus may all be forms of assertiveness.

Identifying with a community is also important for newly hired nontraditional people. Committees attempting to hire nontraditional faculty should ask themselves what opportunities are there for the new faculty member to form a sense of community? Will he/she be able to develop ties and relationships on or off-campus? One geographically isolated campus with few ways for its new faculty member of color to develop a community provided funds for travel and professional organizational activities so this important need could be met. The faculty member was active in a race-related interest group in his professional society and the funds helped keep him involved and allowed him to conduct projects for the group while on campus.

Nontraditional knowledge the candidate has acquired can also be used positively as a recruiting device. Consider offering the new person a chance to try out a new idea, to teach a course a new way or in an unusual area of his/her discipline. The appeal of a small campus can be its flexibility. Allowing a new hire to innovate right away can be very positive to good nontraditional candidates.

Programs in the Arts

Single-event presentations by a poet and a visiting artist-in-residence with positive effects on their campus climate for diversity already have been discussed. Other projects in the arts also seemed to work well. Several schools reported that performances by a gospel choir turned out to be an excellent way to bring African American cultural issues to their campuses. African American students appreciated this effort, and it gave them a sense of community. Other students and faculty and staff were supportive and it led to further culture/race-related programming.

One school staged several plays with multicultural themes involving students and staff. These planners felt they could raise issues indirectly through artistic expression and reach people without making them defensive. A version of this strategy was employed by another school which formed a diversity players group. Led by a professor in the drama department, the troupe consisted of students, staff and faculty. They presented productions of varying lengths in a wide variety of locations on issues of multiculturalism and racism. They performed at no charge in classrooms, assemblies, meetings, formal programs, etc. on request. Discussions of the production and their themes were

usually conducted after the performance. Response to the productions has been positive and the administration asked them to perform at a professional meeting on campus. Performers felt they were able to present issues and make points that others (e.g., teachers) may have been unable or unwilling to make.

Many schools sponsored exhibitions of artwork by nontraditional faculty or student artists on multicultural themes. These exhibitions often involved people from off-campus and helped develop closer ties to broader communities off-campus.

## Summary and Reactions to Programs in the Arts

Reactions of students, faculty, staff and others were uniformly positive to multicultural arts programs, even though there was little formal evaluation. Successful schools seemed to capitalize on the arts programs for several purposes. Using the programs to help nontraditional students form a community on campus was one important derivative. The diversity players used their program to help identify issues of concern to the campus and encourage discussion.

One difficulty with arts programs is assuming that they are ends in themselves. An appreciation of cultural and racial differences is an important early stage in eliminating racism and

achieving a positive multicultural climate (Sedlacek & Brooks, 1976; Helms, 1992a). If diversity programming stops there, however, it may actually work against the accomplishment of longer-term goals.

With the Best of Intentions

A number of schools reported at least one incident in which an event or program was intended to be positive or neutral, produced negative results. Several of these already have been discussed, but a few others may prove instructive.

Residence halls provide several examples. In the first situation, as computers are becoming more popular, the resident life office offered rooms with built-in computers at a small extra fee for interested students. African American students, who more often than White students, felt they could not afford the extra charge, found themselves grouped in certain halls with fewer of the desirable features of the newer rooms. The African American students felt "ghettoized". They did not choose the arrangements, but certain halls became known as those for African Americans.

On another campus, as a new residence hall was built, no one paid attention to the implications of race relations issues arising in the hall, particularly as the campus was stressing awareness of



ERIC

diversity issues. The hall director had no particular training in race relations and one insensitive resident assistant was involved in a number of interracial incidents and was asked to resign. For example, White residents refused to allow African American residents into their rooms and there was no program to discuss these issues among residents.

In another example, a teacher leading a discussion of cultural differences did not know how to handle a remark by a traditional student. The remark insulted a nontraditional student so much that the nontraditional student had to leave class. The teacher simply carried on with the class without further discussion of the incident.

At another institution, African American students historically had received certificates for academic achievement at a campus-wide ceremony. To shorten the program, event planners treated the African American students like the other academic honorees and there was no special place on the program for recognizing African American student achievement. African American students felt devalued and left out. The event planners had failed to consider the implications of withdrawing a reinforcement appreciated by many African American students.

Summary and Reactions to Well-Intended Programs

One could easily view the distress these nontraditional students expressed as making too much of too little. One could ask why the affected students could not just understand that no harm was meant by these incidents? And it is true that if we did not have racism in the society we would not have to worry about results rather than intentions. But we do have racism, and each of the examples discussed above probably made the nontraditional students involved feel less a part of the campus and may have made them feel like "second-class" students.

As discussed earlier, traditional and nontraditional students come with different histories and expectations and may not react the same way to the same event. Traditional students tended to feel more secure and accepted than nontraditional students at the campuses included in this evaluation. A campus that is striving to develop a positive multicultural climate should anticipate reactions such as those described above and act to avoid negative consequences. Better planning in the residence halls when considering how policies may affect nontraditional students, and a willingness to alter policies when mistakes are made, as they inevitably will be, will pay dividends. If a campus reaches the



ERIC

point where its nontraditional students are more comfortable, then such incidents will probably occur less often, and when they do, reactions will be less negative. It should be noted that the difficulties associated with change should not make us become conservative. Efforts must be made to change the status quo which is often so negative for nontraditional students.

Expediency is also frequently the enemy of multiculturalism, as the recognition ceremony demonstrates. African American students may need more recognition and feedback than traditional students to bolster their academic self-concepts and to inform the realistic appraisal of their academic skills. Almost anytime we convince ourselves that our policies need to be the same for everyone, we run the risk of engaging in racism; causing negative consequences for nontraditional groups. The essential logic of diversity is that we are not all the same, we don't see the school the same way and we need different things from it. Uniform policies are unlikely to capture this diversity, let alone promote it.

Diversity Training

While most of the programs discussed in this section probably raised campus awareness of diversity issues, many campuses employed



ERIC

some more specific forms of training to increase the awareness of diversity issues among faculty, staff or students. The methods employed included panel discussions, seminars, lectures, and workshops. Most of the focus was on imparting information about other cultures or particular issues relating to certain groups on campus. Some programs tried to deal with attitudes, and a few focused on behavior, although the goals of many of the programs were not clearly stated.

## Successful Diversity Training Programs

On one campus, a panel of students from a variety of groups including Blacks, Asians, Hispanics, and people with physical disabilities held a discussion of the issues and problems they faced. The session was well attended and generated a great deal of useful discussion. While most attendees were students, some faculty and staff participated as well. The largest gains in information seemed to come from comparative discussions describing how discrimination takes both similar and different forms across the groups.

At another institution, a panel of alumni of color discussed the problems they had had as students and how dealing with some of those issues helped them prepare for racism after they left school.

The alumni on this panel included a class officer, an athlete and several other individuals who had been visible, successful members of the campus community when they were enrolled at the school. Many people in the large audience were surprised by the difficulties these graduates reported facing during college. No formal evaluations of this panel were conducted but many discussions of the issues were reported at the school.

Several diversity training programs for faculty were rated well by participants. Trainers from outside the institution were hired to conduct the training. Faculty were exposed to information about different cultures, but they also were given practical examples of things they could do differently when teaching and advising nontraditional students. In one case, a group of faculty made a commitment to try something new that might promote diversity and report at a later meeting on how it had worked.

One school reported success with a "train the trainer" approach, in which a group of faculty and administrators were given intensive training and they, in turn, trained other faculty and staff. By using this self-generating strategy, the school expected that all its faculty would receive some diversity training within a year.



ERIC

Several schools reported success with an orientation program for new students using model-based approaches such as those discussed earlier (e.g., Helms, 1992a). This program consisted of readings and discussions of diversity issues with faculty or staff in simulated classroom settings. Students tended to be receptive to the new material.

## Unsuccessful Diversity Training Programs

One school organized a diversity training group consisting of faculty, administrators and student affairs staff which received training, and was prepared to train other faculty, students and staff. However, there was little interest among the untrained faculty and one of the sessions the training group held was divisive. The faculty participants challenged the knowledge base and professionalism of the training group. The faculty on the training group did not want to alienate colleagues, and the administrator on the training group had engaged in budget battles with some of the faculty participants previously. The student affairs person on the training group was accused of not understanding faculty issues. The training group felt discouraged by this incident and unsure how to proceed further with faculty programs.



ERIC

In another case, a trainer from a consulting firm was hired to conduct a workshop with faculty. Faculty challenged the content as superficial and criticized the trainer for not understanding higher education issues. Many faculty walked out of the session, and those who remained were demoralized.

A similar training session, conducted by student affairs staff for student leaders, broke up early when hard feelings surfaced among representatives of different nontraditional groups. Some groups felt that "politically correct" groups were getting attention and student government resources, while other groups were not considered important or "appropriate" for support.

In an attempt to have all groups on campus come together and learn from each other one school held training sessions for groups that contained faculty, staff, administrators, and students. The trainers did not work for the college, but had experience working in business and college settings. These trainers were not able to move the campus groups very far. Faculty were reluctant to discuss their problems when administrators and students were present and students tended to be either confrontative or intimidated by the faculty. Many support staff were not used to group discussions and did not contribute as much as they might have. While

administrators and student service staff contributed, they felt uncomfortable because they seemed to be dominating the discussion.

Summary and Reactions to Diversity Training Programs

A series of recommendations arose from the evaluation study that may increase the likelihood that a school can make a success of its diversity training program.

First, employ some sort of model or theory to integrate the information being presented. The model should provide for assessments at certain points to determine whether movement is taking place among the participants. Most groups will react negatively to certain parts of any presentation on diversity and participants frequently challenge the authority and knowledge of the presenters. This dynamic is common in any group, but is particularly true when dealing with the type of emotionally charged content that diversity training often requires. A good model will anticipate this difficulty and offer plans and suggestions for overcoming it and move participants on to the next stage.

The leaders in the negative examples discussed above were unable to provide the structure necessary to produce a positive outcome. Any effective training is likely to encounter resistance at some point. Training that goes too smoothly may be too



ERIC

superficial to initiate change. Several of the models discussed earlier (e.g., Bowen, 1978; Helms, 1992a; McEwen & Roper, 1994b; Sedlacek, 1994a; Sedlacek and Brooks, 1976, Westbrook & Sedlacek, 1988) can be used individually or in combination to provide structure to diversity training.

Considering the audience and its needs is another important component when planning diversity training. In most circumstances it is better to train different constituencies separately (e.g., faculty, staff and students). With different knowledge bases, experiences and orientation it would be challenging to say the least for diversity trainers to find exercises that would work for all. For example, faculty often want to be approached in a scholarly way by someone they perceive as "one of them". They do not want to be asked to act as social workers, and very often respond best when logic and empirical evidence are used to support the changes diversity trainers propose.

Commonly, students are action or experience-oriented. They do not want to talk about things they want to try them. Often, nontraditional students wind up in the difficult position of wanting to take action on diversity-related issues, but not wanting to be seen as pretending to have all the answers.

Administrators tend to be concerned with overall policies. Public relations and student affairs staff tend to be more comfortable in group discussions of emotional issues, and may even have some expertise in the area of diversity. Dealing with all this variety may first require several group-specific training sessions before all the campus constituencies can be brought together to work as a whole.

The trainers selected for this work should be knowledgeable about diversity issues, experienced in higher education, and provide evidence that they know training techniques which are appropriate for each campus constituency. For example, a trainer with faculty credentials may be best to work with faculty, a student affairs person with student affairs staff, and so forth. The trainer need not be of a certain racial/cultural group or gender to be effective, but he/she must understand the ways a group might react to them because of their race, gender or group.

As noted before, Sedlacek and Brooks (1976) offered suggestions to trainers from both traditional and nontraditional groups. If feasible, it may be best to employ trainers from multiple race/gender groups. Some issues may be best covered by nontraditional persons (e.g., racial and cultural differences)



ERIC

while other issues may be best raised by traditional persons (e.g., institutional racism).

In most situations it is probably best for trainers to come from outside the organization. It is difficult to keep the detachment and professionalism required when one is training one's colleagues and students. It is also important to make clear, at the onset, whether the goal of the training is to provide new information, to change attitudes or to affect behavior.

Community Programs

Some programs developed by the funded schools were focused on the larger community off campus.

Successful Community Programs

Many schools provided funds for students to attend multicultural programs off-campus. One school provided funds for a number of students, mostly African Americans, to attend a speech given by a controversial person of color in a nearby city. Some faculty, staff and other students were upset that funds had been spent on such an activity. As part of the feedback to the campus, the students who attended the speech held an open forum on what they learned from the experience and why it was important to examine all sides of an issue. The students played an audiotape

which contained excerpts of comments by the speaker, and fielded questions and reactions to the tape. The students were articulate in their comments and the campus forum proved to be an excellent way to broaden the value of the experience to include those that did not attend.

A major point stressed by the students who conducted the forum was the importance of providing more opportunities for students to go off-campus for diversity programming. The students emphasized this need because the opportunities to experience such programming were so limited on the campus and in the immediate community.

Another positive example occurred when the student government at one college provided funds and volunteer support for a community-based effort to respond to a Ku Klux Klan rally in a nearby community. Traditional and nontraditional students, faculty, and staff participated, and the activity helped bring people together and to further multicultural issues on campus.

Another college had some success with shifting the focus of some of their volunteer activity to more of an emphasis on race-related and multicultural activity, including doing some diversity training in area elementary and secondary schools. The college had a history of active volunteer programs and the campus diversity

initiatives were incorporated into the ongoing structure. Nontraditional students were particularly pleased with the chance to engage in such activity, which helped them develop a sense of community and identify further with the school.

## Unsuccessful Community Programs

The major difficulties seemed to be getting them started and keeping them going. Several colleges attempted to establish an ongoing relationship with an elementary or secondary school that enrolled primarily nontraditional students. These programs were designed to encourage nontraditional students to seek higher education and to assist them in their efforts. The time necessary to establish such arrangements, and the trust necessary to sustain them developed slowly.

One university that had not had an extensive volunteer program in the past, had difficulty finding students who were willing to work in the "dangerous" areas in a nearby city. Students were more comfortable volunteering their time to work in the less diverse college town environment.

## Summary and Reactions to Community Programs

Despite being difficult to organize and maintain, community programs appear to have been generally successful. Students



ERIC

volunteer for different reasons, hence tailoring appeals for volunteers to different types of students probably works best. Balenger and Sedlacek (1994) found that African Americans were particularly interested in volunteering and this may be one way they can strengthen their own self-concept and sense of community, and improve their ability to handle racism in the larger world.

**Impact of the Lilly Endowment Grant Program**

In addition to discussing the effective and ineffective components of their grant activities, participating institutions were asked several questions about what changes they could attribute directly to their Endowment-grant (see Appendices C and F). It is obviously difficult to make cause-effect judgments because many activities and programs, related and unrelated to the grants, were occurring simultaneously and there were no matched studies. With that caveat in mind, however, the schools' estimates of the effects produced by their Endowment initiative may be informative.

Direct or Indirect Changes

Nearly all institutions reported some changes in their curriculum attributable to their Endowment initiatives. Many noted specific course revisions or new courses added. Several schools

also felt that faculty had begun employing a greater variety of interactive and group-methods in their teaching. They felt these methods would benefit all students, but that they would be of particular benefit to nontraditional students. Several schools also felt that their initiatives helped them improve their advising systems for nontraditional students.

Many schools reported that they had increased their curriculum and library materials through grant funds. In some cases these materials went directly to nontraditional students in the arts or areas requiring expensive equipment.

Hiring of new nontraditional faculty and staff was a result reported by a number of schools. While the Endowment grant did not directly support hiring staff, funds were released from other areas covered by the grant. Additions were in academic and nonacademic areas and often involved combining funds from several sources. In most cases the schools hoped to continue funding the positions after the grant period. One school reported that the newly hired faculty had helped give junior faculty a stronger voice in the academic decision-making process.

Another school felt their administration and board of trustees were more involved in diversity issues than they had been

previously, due primarily to their Lilly-funded programs.

Some schools directly attributed their ability to train their faculty and students on diversity issues to the grant. Aside from training, a number of specific multicultural programs were attributed to grant initiatives. These included advising nontraditional students in residence halls, adding diversity to chapel programs, campus-community art exhibits, changing a school mascot and doing a cultural audit of the campus.

Increased awareness of diversity issues was commonly attributed to the grant. Increased comfort levels and more positive self-concepts, were reported for nontraditional students. An increased empowerment to accomplish something for traditional students and faculty was also reported.

Spinoff Programs

Many institutions commented that the Endowment-funded initiatives were catalysts for accomplishing other things. It is hoped that by examining the secondary effects of programs one can get a better idea of the ultimate impact of those programs.

One extended effect of the grants is their impact on audiences beyond the focus of the original program. Schools reported that many of the ideas which started in their diversity initiatives were

now being done more generally across the campus. For example, faculty-run study groups in science classes, peer advising and mentoring, and more attention to advising students in general were all changes attributed to an extension of ideas originally proposed under the grant.

Having women and faculty of color teach short courses outside their area of specialization was one product of hiring new faculty. At one school, the teachers of the new multicultural course initiated an evaluation of the multicultural environment on the entire campus. A faculty fellow program and a faculty development center were also started on two campuses, both of which were modeled after ideas from the grant.

Other derivative programs included a new certificate in multiculturalism for students and a new campus publication on multicultural arts programs.

Many institutions reported that they had broadened their conceptualization of diversity to include such groups as Latinos, Native Americans, Jews, and non-Catholics as a result of their grant programs.

One new group that received attention, sometimes negative attention, on many campuses was gay, lesbian and bisexual students.



ERIC

Some schools increased programming for these students, and in one case an alliance was formed with a women of color in order to promote diversity programs. In another case, an administrator at the college indicated that she was a lesbian, which brought the issue of sexual orientation more into the open on campus.

It should be noted, however, that at some schools a strong backlash occurred in which some faculty, administrators and students expressed their disagreements with the idea of diversity by attacking gays, lesbians and bisexuals. In some cases they were scapegoats for frustrations even though diversity initiatives did not expressly concern these groups. Washington (1993) found attitudes towards gays, lesbians and bisexuals to be negative among resident assistants using a version of the Situational Attitude Scale. Many of the schools realized that this kind of reaction is part of the process of change and worked to deal with it constructively.

Diversity planners should of course recognize that some individuals have difficulty including gays, lesbians and bisexuals in their concepts of diversity for religious reasons. An administrator at one university ordered the bookstore to reduce the size of the displays it had set up as part of gay, lesbian and

bisexual awareness month for precisely this reason.

However, prejudice against gays, lesbians and bisexuals shares many common elements with other forms of prejudice. Since this is the case, viewing these groups as nontraditional allows us to use anti-racism models and theories to help reduce the prejudice against them.

Student government is another area that was affected by grant initiatives. In some cases student organizations were content to let the Endowment and other external funding sources provide for multicultural programming. However, at several campuses the student government has become quite active in multicultural issues as a consequence of the grants. Earlier, the case of the campus where the student government-funded programs to counter Ku Klux Klan activities was noted, and on several campuses more funds were provided for multicultural programs on campus.

Interestingly, on one campus, the student government officers all said the politically correct things in responses to questions from an interview. However, afterward one of the officers, a White female, took the interviewer aside and indicated that the other three officers, who were all White, were not really committed to multicultural issues but that she was, and she was going to run for

president the next year stressing that platform. She felt some of the Endowment-funded programs made her realize what student government could do, but she did not want to indicate her feelings during the interview. I wished her good luck in her candidacy.

A wide range of groups and activities were reported as spinoffs of Endowment-funded programs. Giving an award for the best multicultural program, formation of multicultural clubs, reviewing racial harassment policies, starting a multicultural resource center and forming a group of African and African American males were all cited as extensions from the grant.

Campus programs originating in from grant initiatives also frequently spread to the off-campus community. Several tutoring and mentoring programs which started on campus were carried into area elementary and secondary schools. Arts programs, including the campus book program and the diversity players troupe discussed earlier, were extended to the larger community. At another school, a group of students, faculty and staff started meeting with community members to discuss racism in the larger community and what they could do to change it. This group formed after a racism training program on campus.

Several campuses began to develop nontraditional alumni

networks and one campus developed a job fair in the larger community, where nontraditional students could meet with employers.

If I Had to Do it Over Again

While one rarely gets to do this, a common question at doctoral oral defense hearings is what would you do differently if you had it to do over again? This question also was included in the evaluation questionnaire and site-visit interviews, in order to learn as much as possible from each school and pass the experience on to others.

Many institutions said if they had it to do over again, they would involve faculty, particularly faculty of color, more in the planning, design and evaluation of their diversity activities. One college said they underestimated the extent to which faculty did not consider themselves part of campus-wide initiatives.

Several schools also stated they would like more money for faculty training and extended residencies for faculty of color. Many colleges and universities were unsure how to proceed or whether they should proceed with faculty exchanges. One school would have waited past the first year of the grant to start their program, while others could not get the partner school to reciprocate after their faculty had visited the other campus.

Other campuses could not work out the logistics, or could not find another college or university with which to work.

Regarding non-faculty positions, several schools said if they had the chance to do it over again, they would hire full-time multicultural coordinators rather than rely on split-budgeted or part-time people. As discussed earlier, split-budgeted people were often not available when they were most needed and schools reported difficulty recruiting qualified part-time people.

A number of schools said they would put more money into student programs if they had the chance. They were particularly interested in providing more flexibility for student projects and in allowing current students to implement their own ideas rather than be limited to plans developed by students enrolled when the original Endowment proposal was written. Involving students more in planning, including a grant advisory board, and funding leadership and mentoring programs were also mentioned as ways they could have done things better.

Several schools noted they would draw on the experience of others by visiting funded programs before writing their proposal, and by seeking help designing their program after funding. Another campus thought they could benefit from consultants throughout the



ERIC

grant period, not just in the first year.

Some schools said if they had it to do over, they would develop more realistic goals focused on particular audiences (e.g., certain departments) rather than the entire campus. Some schools reported that their broad-based goals were unrealistic in terms of the time required (e.g., setting up a faculty exchange program) or because they relied on full participation (e.g., all faculty receiving multicultural training). One school said they wished they had done more planning to specify goals, while another said less planning would have worked better. Another school said they would start their programming faster in order to keep interest high.

A number of colleges or universities wished they had set up better evaluation plans, including feedback from students. Ideas these schools mentioned included formal needs assessments and involvement of relevant faculty who could help with evaluations. Improved communicating about evaluation results, including not relying too much on written reports was cited by one school.

Several schools said they would spend more funds on travel to conferences and speaker fees, and fewer funds on all-campus retreats. Other schools would have spent more on library

materials.

Some recommendations for project funding changes were mentioned, including keeping funding closer to the action, rather than in a central location, not committing funds unless there is evidence an office or individual can be expected to carry out the project, and asking the institution to commit matching funds for the projects, thus increasing the likelihood of sustaining the activity after the grant funding period.

Current Campus Climate for Diversity

Many of the examples discussed above provide good descriptions of campus climate, but in addition the schools were asked to directly assess their campus climate for diversity without reference to the Lilly Endowment grant program, by completing the Campus Climate Questionnaire (Appendix C) and the Hale Inventory (Appendix E).

Nearly all institutions reported that topics related to diversity were being discussed actively and dealt with on their campus. One university felt there was less overt racism than in previous years, but there was still much covert racism. Another school felt they were giving their students better training for the job market because of increased content on and experiences of

multiculturalism.

As a result of finding more interesting courses, more supportive advisors, and more programs of direct interest to them, many schools reported that nontraditional students were becoming more comfortable on their campus. At some, nontraditional students also had become more visible and were assuming leadership roles.

As noted earlier, some resentment and backlash seems to have attended this visibility. Hate speech and racist graffiti were reported to have increased at several campuses. Sometimes traditional students resented the attention given nontraditional students and some nontraditional students other than African Americans students felt excluded.

Occasionally faculty resisted change and did not like being told what to do. Also, faculty and students sometimes stigmatized those in grant-funded programs as less capable than others.

Some schools felt their diversity programs were so diffused they couldn't coordinate them, while others felt they were so centralized that there was little involvement across campus. Another college saw their problem as becoming too dependent on external funds rather than developing internal resources, and one campus summed it all up by saying " we have started all these

initiatives and raised anxieties and expectations; now what?"

When the Funding Ends

It may not be possible to fully estimate the effects of the Lilly Endowment program until after the funding ends at each school.

As one college put it, "Certainly our grant has been a solid foundation on which to build ... but our real success will be measured by our ability to translate the tough discussions into action, supported judiciously with finite resources, in positive and lasting ways in the years to come."

Each institution was asked what would happen to programs after the grant term, and their responses varied considerably. Only a few schools stated that funds were in place to continue the programs. Many said they were seeking additional funding. Some were going after other grants, some were looking for internal funds, and many were seeking a combination of both.

Several schools intended to keep their programs going, but at reduced levels. Some schools indicated that they had designed their initiatives to be short term and they would not need further funding. For example, the course changes developed using grant funds need not evaporate when the grant expires. A version of this



ERIC

plan was mentioned by two schools that stated they had trained their personnel thoroughly during the grant period precisely so they could continue the initiatives internally without further external funding. Another school stated passively that they would have to rely on volunteers. A "buffet" approach was taken by some schools in that they tried many different things during the grant term with the intention of retaining and funding those that seemed to work best.

The schools varied in the specificity of their evaluation plans. Several schools planned to involve the faculty, students and staff who had participated in the diversity initiatives in seeking new funds externally and to keep the pressure on to generate funds internally. For example, in one case, faculty teaching a new diversity course pushed their departments to support the course financially. Student organizations were lobbied to fund diversity programs at another school.

Some presidents made commitments to find funds to extend the diversity programs. One president indicated that the programs would be continued and funded by the school until the goals of those programs were met. Another indicated that the school was retaining the current programs and seeking funding to extend them to all students.

# COMMENTS AND RECOMMENDATIONS

In this section the author will pull together what was learned during the evaluation study and present it in the form of perspectives and recommendations for developing effective diversity initiatives. Suggestions will be made for three distinct audiences: Institutions, evaluators, and funding agencies.

## RECOMMENDATIONS FOR INSTITUTIONS

### Campus Appraisals

The first and perhaps most important advice for institutions planning diversity initiatives is to conduct a thorough appraisal of the school's current status on multicultural issues. Basic questions need to be raised during this appraisal and realistic "unvarnished" answers are critical if a successful program is to be launched. Questions such as the following are basic to the realistic appraisal of a school's diversity climate: Is the school ready for the kinds of programs being considered? How do the different sub-groups on the campus feel about one another? Where does the school stand on issues such as administrative support, hiring policies that favor nontraditional faculty, programs for nontraditional students, curricular reform, attitudes toward gays, lesbians and bisexuals, and recruiting and retaining nontraditional



ERIC

students? These and similar questions should be raised and examined before an appropriate diversity program is planned for a particular school. Many of the schools in the evaluation encountered difficulties because they had not assessed their campus climate before planning how to make the most of their support from Lilly Endowment.

Hale's Inventory (1991), McEwen and Roper (1994b), Bowen (1978) and the models for eliminating racism discussed above (Sedlacek & Brooks, 1976; Helms 1992a) could be useful during the appraisal.

A formal needs assessment should be conducted which highlights local issues that may not be specifically covered in the general models. For example, is there a particular program, office, group of students, department or off- campus agency that it would be particularly important to include while planning a diversity initiative? In addition to involving everyone on campus who is knowledgeable about multicultural issues, seeking assistance from outside consultants is recommended to help insure that the initial appraisal is as thorough as possible.

Stating Goals

Based on this initial assessment goals should be set for the

program as a whole and for each of its components. These goals should be clearly stated and as operational as possible. Each goal should be categorized as information, attitudes or behavior. As noted in the discussion of program results, there is a complex relationship among these areas. Few diversity programs can be expected to affect all three.

To maximize the chances for success, program goals should be stated in practical, achievable terms. Nothing helps morale or energizes program participants more than seeing something accomplished. Publicizing program accomplishments is also an important part of any successful program. As one college noted, this may take different forms for different audiences. Students may be reached best through the campus paper. Faculty may be most receptive to information presented in department meetings.

Short-term goals make an excellent beginning, but there should be clear links with longer-term diversity goals. Short-term goals should be accomplishable separately, but their value will be enhanced if they are tied to future activity. For example, diversity training sessions may be conducted separately for faculty and students, but a longer-term goal such as expanding multicultural course-taking on campus would require both groups to



ERIC

work together. As discussed earlier, if a higher-order goal is attempted before all parties on a campus are prepared, the diversity climate may regress rather than improve. This is what occurred at the school that tried to add the multicultural freshman seminar to their course schedule without adequate preparation of the constituencies involved.

The models for eliminating racism discussed earlier can be useful in "preparing the ground" for higher-order programming, but a well-planned local training effort can also be effective.

Focused goals usually work better than broad ones. Some schools in the evaluation simply tried to do too much. Accomplishing a series of smaller goals in different parts of the campus, one at a time, may ultimately have more impact on diversity than a diffuse higher-order goals approach. If a school has already implemented several successful diversity programs, then a variety of simultaneous new initiatives may work for them. However, this is not a common situation. Institutions that concentrated their programming in one or two areas generally had more success than those with more ambitious broad-based initiatives.

Developing Strategies

When planning a diversity initiative, it is important to distinguish goals from strategies. Strategies are the process through which we accomplish goals. If the process becomes an end in itself, one stresses techniques, rather than outcomes. Anytime we lose sight of our goals in this area, institutional racism is a possible result. For example, if the goal becomes to retain a course on diversity, regardless of what students are learning in the course, it may have the effect of making the course seem politically correct and the content trivial. This could have a negative effect on intergroup relations on campus.

Once a goal has been stated, begin to strategize by identifying as many ways as possible to accomplish that goal. Do not limit your ideas to the practical or even the possible at first. Get every approach you can think of on the table; the outrageous, the timid and the logical. Then discuss the possibilities associated with each. We often limit ourselves too much when first beginning to think about strategies.

For example, one university, which was not in this study, identifies professional meetings that include programs that seem relevant to accomplishing their diversity goals. Diversity



ERIC

planners from the school then contact presenters beforehand and arrange meetings or discussions. They reported not only getting good advice and ideas from these contacts, but also identified potential diversity consultants in this way.

Sedlacek and Brooks (1976) discussed a number of principles in developing strategies for eliminating racism. One such principle was to have fun while doing anti-racism work. While the problems caused by racism are serious, we should not get trapped in viewing the work as grim warfare. Arts programs, such as the diversity players, are good examples of this principle. Serious points were made about diversity issues on campus, but the people involved enjoyed themselves at the same time.

A related principle is to stress positive programs rather than focus on how negative the current situation is. Strategies that stress what can be done usually are more effective than those that highlight problems at the school or personal shortcomings of staff or faculty. Negativity is a serious problem for those who work on diversity issues for a long time. Many knowledgeable people "burn out" and change to some less emotionally draining area. Remembering to stay positive and make the work fun, wherever possible, will help get goals accomplished and keep workers

motivated.

Many people in higher education think of diversity and multiculturalism negatively. They associate multicultural issues with problems, inadequacies, confrontations, and bad publicity. Thus, diversity programs rarely start on neutral ground. Consequently, planners must stay positive, if they hope to counter the negativity that is already there.

Another important principle is to stress the fact that diversity work can legitimately be viewed as moral by its participants. Planners should focus their constituents' attention on the fact that they are doing the right thing. Racism is wrong. Working to eliminate it is not just being politically correct, a positive multicultural climate is humane and good for everyone. This perspective should be emphasized in all phases of a diversity initiative.

Morality need not be religious, but several campuses with effective programs stressed the ethical and moral traditions of their schools to promote their diversity efforts. Several other schools used their traditions as teaching and service-oriented schools to develop their strategies. This fits with the point made earlier about emphasizing whatever strengths one has and of taking

advantage of the context in which you are working.

Another principle noted by Sedlacek and Brooks (1976) is to avoid placing too much responsibility for diversity programs in one place. If a given office, including the president's, handles all diversity issues, it can easily become myopic or overwhelmed. When a range of people feel responsible for diversity programs and they can take credit for successes, they can also evaluate failures without losing sight of overall program goals.

The multicultural office director who set up programs and let others run them used this strategy effectively. Conversely, the multicultural office director who tried to do it all himself was overwhelmed.

A final point to remember about strategies is that we must be willing to adjust or abandon any strategy that does not work. Many of us get attached to a strategy and keep using it over and over again, independent of outcome. The only test of a diversity strategy is whether or not it works. For example, the college that could not implement curricular change must try another tactic. Decentralized course offerings, working in just one department, or even bringing in multicultural content outside regular classes are all alternatives which could be tried.



ERIC

Another principle to consider is to develop strategies that are realistic as to the time they will take to implement. Patience is required for success. This is a difficult lesson for any who want to see change occur. It is often most difficult for students who have a different timeframe, due sometimes to their age and tenure at the school. This patience should be tempered with activity; goal setting, feedback, setting new goals, and so forth. It does not suggest a passive, "wait and see" style, or giving up.

In the Sedlacek and Brooks (1976) model six linear stages need to be worked through before racism is eliminated. Most schools were operating in the first few stages with a long way to go. However, being able to see progress along the way is useful. Perhaps the current students or employees will not be able to see the school move as far as they would like, but they can help pass it on in better shape to the next generation.

One should expect uneven progress. Setbacks, backlash and frustration will occur in any system of change. Not all participants in the process are at the same place or see it the same way. Some will actively oppose the best efforts of others. As there is a jagged curve of progress, one should try to put it in the context of the larger plan and see progress over longer periods

of time.

The model for diversity stated earlier (Sedlacek & Brooks, 1976), is one where different groups get a chance to express their cultures positively in different ways while respecting the rights of other to do likewise. The groups may never come together in an overall community that has a single perspective or set of needs. So single programs, philosophies or views of progress are not likely to come about at most campuses. Even agreeing on a conception of diversity is unlikely. Set goals and programs to meet the needs of different groups, insuring that no group is left behind or not considered in the process.

Students

For diversity efforts to be successful, it is critical that schools involve their nontraditional student population. As we saw at the school which sponsored the unsuccessful jazz concert, efforts to involve nontraditional students can backfire unless a carefully planned needs assessment is conducted to determine how best to reach the nontraditional students on a given campus. Many schools focused their programs directly on African American students. While these students are a key element in this evaluation, it is important to recognize that the attitudes and

behavior of traditional students have a direct effect on African American students. Traditional students usually set the overall nature of the campus climate due to their larger numbers and greater power than nontraditional students.

The noncognitive variables discussed previously (Sedlacek, 1993) can be used to measure and interpret the needs of nontraditional students. The use of this or some other theoretical model can be invaluable to diversity planners struggling to understand and meet the needs of nontraditional students on their campus.

Most schools had relatively few programs for traditional students. Much of the backlash reported by schools came from traditional students, who felt left out of the diversity programs. Since traditional students are in the majority in numbers and power, it is important that they be included in diversity programming. Aside from incorporating diversity perspective in courses, specific multicultural training programs, student government programs and multicultural events need to be created so they include traditional students. Involving traditional students in planning diversity programming and helping see why a positive multicultural environment benefits everyone is highly recommended.

Faculty

Faculty programs appear to be particularly difficult to implement at many campuses. While a thorough needs analysis should include faculty, there are some considerations about faculty worth noting. As reported by one school, faculty often see themselves as detached from organizational or student issues that they feel don't affect them or their classes directly.

A good principle to use in appealing to any group is self-interest. Rather than trying to make faculty see it your way, approach them in their own terms. As noted earlier, faculty tend to see themselves as scholars who respond with intellect rather than emotion on social issues. Presenting diversity problems in terms of research and scholarship or their place in a democracy is likely to appeal to faculty. The literature in the introduction to this report refers to research findings that support the many recommendations of this evaluation.

Bowen's (1978) theories, and the attitude scaling work that has been done on the SAS (Engstrom, Sedlacek and McEwen, 1995) suggest that many faculty are uncomfortable dealing with nontraditional students.

Offering faculty information about alternative teaching styles

(e.g., interactive teaching) that appeal to the varied learning styles of both traditional and nontraditional students can be a very effective way of improving the climate for diversity in the classroom and helping faculty feel more in control at the same time. Several schools in the evaluation had success with this strategy. When faculty realize that they can do something which does not compromise their scholarly integrity, which makes their work easier, and which also contributes to diversity, they will likely embrace the opportunity.

Presenting the noncognitive variables, and their basis in alternative forms of intelligence (Sternberg, 1985), as a system to use in teaching and advising, (Sedlacek, 1987, 1991; Westbrook & Sedlacek, 1988) can also be useful to faculty.

The results of this evaluation suggest that there are typically three groups of faculty on any campus. The first group is committed to doing something to improve diversity, and needs approaches, ideas, models and information to proceed. They should be reinforced and encouraged.

The second group is fair-minded and committed to equality, however, they are busy with many other issues and need some convincing and motivating to take serious action. This is



ERIC

frequently the largest group on campus.

The third group of faculty is opposed to the ideas in diversity programming and may be direct or indirect about stating their opposition. They are unlikely to change regardless of the training or programmatic ideas offered to them. Diversity programmers sometimes become overly concerned with this group. While programming should not totally ignore them or the disruptions that may occur in their classes, concentrating on the first two groups will frequently be sufficient to move the campus forward. This may be a matter of numbers since usually there are fewer recalcitrant faculty, but also positive energy in the system will often carry the most weight if it is given direction.

Program Staff

The institutions whose programs were most successful tended to hire full-time staff, knowledgeable of diversity issues, with experience in higher education. Part-time arrangements or attempting to use people who are well intended, but lack knowledge and experience in the area generally did not work well. While it can be helpful to hire diversity staff from nontraditional groups, that element alone will not insure the success of a program. Effective diversity staff must have a positive racial identity

(Helms, 1992a; Tatum, 1992) and have an awareness of how their own socialization affects their behavior (Bowen, 1978). They must also be aware of how they are perceived by others based on their race, culture and gender, and how to use those perceptions to create change. Some diversity issues can be effectively presented by White staff members. Other issues can be more effectively done by individuals of other races, cultures and genders, and still others require a team of people from different backgrounds.

Sedlacek and Brooks (1976) noted that in the early stages of eliminating racism, nontraditional persons are important for the credibility and verification of the information presented. In middle stages, traditional people become important. For instance, in presenting and working with negative interracial attitudes, traditional persons can often best draw out anger and foster discussions, which might never be accessed by nontraditional staff. Individuals with negative attitudes often become quiet and refuse to deal with their feelings in the presence of a nontraditional staff person from a group toward which they are prejudiced.

As discussed earlier, the goal in the more advanced stages of the Sedlacek and Brooks (1976) or Helms (1992a) models is for all individuals to take responsibility for ending racism, and not to be

dependent on any one race, gender or cultural group for answers. Schools can build an effective diversity staff by hiring from the outside, or as is often more practical, by training current faculty staff or students to use established methods for initiating change on racial and cultural issues.

Diversity Training

To substantially improve their campus climate for diversity, most schools will need to develop a comprehensive program of diversity training. There are many training models available, several which have been mentioned in this report. Any effective diversity training program should include developmental stages and provide feedback and evaluation to participants at each stage. Participants will enter diversity training at different stages and they will be capable of accomplishing different levels of knowledge, insight and activity during a program for recognizing and working with those differences. Offering different levels of diversity training, like progressively more advanced academic courses, is often a good idea. Another effective approach is to offer the entire campus a general introductory training and follow it up with a more advanced program which focuses on the needs of a specific group. For example, faculty might receive training on

teaching and advising nontraditional students, student affairs staff might receive training on counseling and multicultural programming, and students might receive training on roommate conflicts and issues related to interracial dating.

Diversity training can be expensive, and while consultants can be hired to conduct all the training sessions, a "train the trainers" model should be considered. Several schools in the evaluation tried this approach and reported success with it. The "train the trainers" approach can also make use of the extensive literature available on diversity issues in higher education, some of which was mentioned in this report. Much of this material is available free of charge, and could easily become the basis of training sessions (see Ponterotto and Pedersen, 1993).

Consultants

Many schools in the evaluation successfully employed outside consultants to develop, implement or evaluate their programs. Consultants can participate at various stages of a diversity program. Experienced diversity consultants can provide a wide range of skills and functions, but as was noted earlier, they can be an expensive resource.

Consultants should be employed judiciously to meet specific

needs of a campus plan for diversity. As the campus diversity planners develop their program, decisions should be made regarding the resources available to accomplish each goal of the program. The diversity plan should specify where consultant's skills are needed to lay the groundwork for the program, or fill in the knowledge gaps of the faculty and staff who will be implementing diversity programs.

Diversity consultants offer such a wide range of services that it is difficult to give general advice about selecting one. As in many other areas there are many consultants who talk about what they do better than they do what they talk about. Any qualified consultant who has been working in diversity issues in higher education should be familiar with many of the topics discussed in the introduction to this report. In addition, McEwen and Roper (1994b) provide a list of content areas a person well trained in multicultural issues should be aware of.

Results Not Intentions

The last advice offered to schools is to focus on results rather than intentions. It is easy to avoid taking responsibility for the consequences of racism if we are content to say we did not mean them, we did not know, or we did not understand (Sedlacek &



ERIC

Brooks, 1976).

Evaluate the effects of your programs, not simply whether an activity occurred. What did your students learn in the multicultural training course? Have admissions procedures changed? Is there evidence they are equally valid for all applicants, even though we try to be fair? Do attitude surveys indicate that an understanding of nontraditional students has increased on campus?

Focusing on the consequences of what is done is a good way to reduce pretenses and push ourselves to actually accomplish the diversity goals which were set.

**Recommendations for Evaluators**

One difficulty faced by the evaluators in this project was how to assess schools and programs that differed so greatly. It is not easy to make sense of the wealth of data, or to find themes and commonalties across the numerous initiatives. A number of principles were employed to solve this problem. These principles are discussed below for the benefit of future evaluators.

Reliability and Validity

The concept of reliability was employed in its basic form; as multiple measurements of the same phenomenon. A version of the multimethod, multitrait approach suggested by Campbell and Fiske

(1959) was used. By using a series of different measures of the same things, a convergent validity might be found. Where the findings from the various methods converged, something worth interpreting might be identified. Where the results did not agree, perhaps other sources of variance were involved.

In some cases in this project, dozens of different measurements of the same event were taken. For example, some programs were assessed on site by two separate interviewers who interviewed different people (perhaps as many as 100 people individually or in groups). Program directors or others also completed questionnaires, the Hale Inventory and program reports to the Endowment.

As Sedlacek (1994b) discussed, it is unlikely that a single assessment could be expected to measure diversity. Diversity implies multiplicity in assessment and programming.

Models and Theory

The theories and models provided the intellectual structure which allowed observations from the site visits and information from the questionnaires to be organized in a cohesive fashion (e.g., noncognitive variables, Sedlacek, 1993; racism models, Sedlacek and Brooks, 1976; and Helms, 1992a; historical learning,

Bowen, 1978).

The drawback of this approach is that forcing information into any existing framework may preclude observations and/or limit some measurements to a particular interpretation without examining others. The use of multiple explanatory systems helped avoid this problem. In addition, the author and the evaluation group discussed this potential pitfall and made concerted efforts to avoid missing unique features of the different programs that might be instructive. For example, in the interviews and Campus Climate Questionnaire, attempts were made to gather information from the perspective of individuals at the institutions by asking what the data gatherer might have missed and how they perceived issues independent of models and theory.

Limitations of the Data

Recognizing the limitations of the data is an important component of any evaluation study. In this study, the decision was made to allow the data to seek their own level of integration without forcing that integration up or down an inductive hierarchy. Much of the information collected in this study was anecdotal and consisted of the perceptions of single individuals gathered under conditions where the person providing it may have had reasons not

to be totally forthcoming. Despite this handicap, an attempt was made to measure all variables in the study as well as possible given the task and context. For example, if a project director reported that a project was successful, an attempt was made to corroborate that conclusion from other sources, including interviews of others and questionnaire data.

In addition, the evaluators tried not to prejudge the data by labeling it as qualitative or quantitative, as is so often done. By concentrating on the goal of "assessing the climate for diversity" rather than on labeling the type of data available, the evaluators hoped to avoid preconceived methodological limitations. For instance, if African American students reported feeling uncomfortable on a campus, that was the important attitude assessment, not which method was used to measure it.

The data from the evaluation study were summarized statistically wherever this seemed feasible, but the evaluators did not make the mistake of presuming that all the information gathered was of equal quality or that all of it could be merged to form higher constructs. However, the purpose of the evaluation was to identify higher-order constructs where possible, and the evaluators hoped to avoid what Sedlacek (1994b) called the "horizontal

research problem". Sedlacek found that all too often, research on nontraditional populations tends to repeat the same study design over and over again. There is no attempt in many of these studies to apply higher-order concepts to the data or to use more sophisticated research methodologies.

However, despite the limitations of some components of the evaluation data, the evaluators tried not to assume that the results could not be integrated at a higher level. Ultimately, the decision to use several theoretical models to interpret the data helped make the best possible use of the information available.

Realistic Goals

To produce a thorough well-grounded study, it was important to set realistic goals for the evaluation. The program directors, the campus administrators, the participants, and the foundation all wanted programs to be successful. It was critical for the evaluators to remain objective and not get caught up in the need to make things look good. The evaluators believed it was as important to the Lilly Endowment grant program to identify and learn about programs that did not work well as well as those that did work well.

In any evaluation project, it is desirable to define both



ERIC

broad-based and tightly-focused assessment goals. Evaluations conducted immediately after a training session have their use, but so do evaluations that focus on long term policy changes. If a series of interlinked assessment goals are set, it is possible to measure the success or failure of different components of a program at different critical decision points. For instance, Sedlacek and Brooks (1976) suggested that one should not move to programs on understanding racism (Stage II) unless an appreciation of cultural and racial differences has been demonstrated. If a school ignored this need and expected participants in its initial training programs to "jump ahead" and begin proposing strategies for improving the climate for diversity, the school might be disappointed in the outcome. An assessment of progress at each stage is recommended for best results.

Sampling Problems

Poor sampling of nontraditional persons is often a weakness in multicultural assessments (Sedlacek, 1994b). For instance, if a simple random sample of students or faculty was taken at any one of the 30 schools in this study, few nontraditional persons would be included because the number of such persons on each campus was small (see Appendix C). Extra efforts must be made to secure good

samples that include nontraditional persons. Special care must also be taken when attempting to elicit information from people on campus visits.

To some extent, all the data from the campus visits had potential sampling bias because school officials set up the interviews. Interviewers were given little opportunity to conduct unscheduled interviews, however, they attempted to offset this potential bias by specifically requesting a range of students and faculty (e.g., not all student or faculty leaders).

Since, historically, tests, questionnaires, and other measurement instruments have been used to exclude nontraditional people from opportunities, many nontraditional persons have learned to mistrust data gathering and data gatherers. Thus, special efforts were made to gather data from nontraditional persons and to explain the purpose of the evaluation.

Culturally Sensitive Measures

The use of inappropriately designed measures is a common problem in multicultural assessment (Sedlacek and Kim, 1995). The Association for Assessment in Counseling (AAC) has developed a compilation of multicultural assessment standards (Prediger, 1993). This document incorporates information from many sources including

publications from the American Counseling Association (ACA), the American Educational Research Association (AERA), the American Psychological Association (APA), the National Council on Measurement in Education (NCME), and two division of ACA: AAC and the Association for Multicultural Counseling and Development (AMCD).

The standards presented in Prediger (1993) are grouped by major assessment tasks: selection of instruments (content), selection of instruments (norming, validity, and reliability), administration and scoring, and use/interpretation of results. Standards are presented, and a reference to the source of the standard is provided under each task.

The standard on norming involves ensuring that appropriate norms have been developed for the population being tested. A particularly important point related to validity is the necessity to provide evidence of both predictive and clinical criterion-related validity for all populations for which a measure is used. In the area of administration, the effects of examiner-examinee differences in ethnic and cultural background, attitudes, and values are noted. It was also recommended that those interpreting the assessments have experience and skill in interpreting

information for the populations being assessed.

The importance of using measurement tools specifically designed for multicultural assessment was recognized in the current study. The Hale Inventory (1991), the NCQ (Sedlacek, 1993), the SAS (Sedlacek, in press a) and the racism models (Sedlacek & Brooks, 1976; and Helms, 1992a) were all specifically designed to assess diversity programs.

Additionally, the evaluation team for this project was made up of individuals with a knowledge of statistical and research procedures, evaluation experience, and knowledge and experience in dealing with multicultural issues.

**Recommendations for Funding Agencies**

Advanced Level Programs

As mentioned earlier, most of the schools in this evaluation were still in the early stages of institutional development as defined by the anti-racism models (Sedlacek & Brooks, 1976; Helms, 1992a). Some schools, however, appeared ready to move to higher-level stages. A grants program that encouraged higher-level programmatic activities could make a critical difference to these, or similar schools.

It is recommended that schools be required to demonstrate

their accomplishments in earlier stages of an anti-racism model in order to be eligible for such an advanced funding program. The funding agency might, for example, require schools to demonstrate that they have knowledgeable staff in place to expand their diversity program. Institutions might also be asked to show that portions of the faculty and staff have been trained and that student programs, such as multicultural orientation sessions, are operational. Minimum curricular reform might also be a prerequisite. Schools might also be expected to follow a developmental model and to provide evidence of progress using measures of racial attitude change. If a school was able to demonstrate these accomplishments, it would then be eligible to apply for funding for more advanced diversity programs.

Advanced programs could take a range of forms. One possibility would be coordinated admissions-retention programs for nontraditional students. Most of the schools had traditional admissions programs and were not using more valid assessment systems based on noncognitive variables or alternate forms of intelligence.

Closely coordinating the admissions and retention programs is not a common practice in higher education. By linking these two

functions through noncognitive variables assessment, a school could make substantial progress in their ability to enroll, provide services for, and retain nontraditional students (Sedlacek, in press b).

Another possible second level program might be the development of more advanced multicultural courses; courses which build on those already offered by the school. A collection of courses could be developed leading to an academic major or a certificate in an area of multicultural studies. One of the institutions in the study was developing such a program. This kind of program could lead to new job opportunities for graduates, help with "grow your own" faculty programs, and perhaps provide a training base for the campus (e.g., racism reduction, diversity courses).

A variation on the advanced curriculum idea might involve a school offering a summer workshop to train faculty, staff or students in multicultural areas.

Another appropriate form of advanced programming might be one that helps schools that previously sponsored separate programs for different constituencies on their campus (e.g., faculty, students, etc.) initiate some campus-wide programming. Most schools that tried campus-wide programs had difficulties because diverse campus



ERIC

constituencies were not yet ready to work together. However, several institutions had success with separate programming and might be ready to try for the next step.

Grants programs that focus on advanced or next level activity could legitimately support any area the school wished to pursue, provided the school's plan was predicated on having some preliminary progress in achieving a more positive climate for diversity on their campus. Some schools in the evaluation have good projects going and more funding could move them toward permanent positive change.

Funding agencies could also consider planning grants to help institutions get started on diversity issues. A two-level funding program could work much like a two-tiered course sequence in any area. A two-tiered approach to funding would give schools an incentive and a direction for their programs. It would also be a recognition by the funding agency, communicated to the schools, that creating a positive climate for diversity is a long- term process and should be approached in stages.

Training Institutes

Another way funding agencies might help improve the diversity climate on campuses is to establish training institutes where

colleges and universities could send representatives of their faculty and staff for training on multicultural issues. For example, the Ford Foundation has done this through a grant to the Great Lakes Association of Colleges. Many schools had difficulty implementing their own training programs, and could clearly have used the services of an established training institute staffed by experienced personnel.

A diversity training institute could offer basic, advanced and topic specific (e.g., an admission workshop) courses. Such an institute could hold on-site workshops for some schools or bring participants to a central location from multiple institutions. Advanced courses which "train the trainers" could also be offered.

Sedlacek (1994b) noted the lack of people trained in both multicultural issues and research methods. It might be possible to house the training institute at a university and make it part of a master's degree program. The institute could provide certificate programs for some participants and degree programs through the university for others.

If such an institute was established, further funding for schools with diversity grants could be tied to having a certain percentage of the campus members participate in training programs



ERIC

at the institute.

Currently the Ford Foundation and Lilly Endowment are supporting development of the Campus Diversity Network, a computer-based information source on diversity programs in institutions of higher education, through grants to the Association of American Colleges and Universities.

Consultant Clearinghouse

Another way funding agencies could promote diversity is to establish a clearinghouse or registry of diversity consultants. A program such as this would be an excellent resource for colleges, universities and business organizations seeking help with diversity issues. Several schools in the evaluation study reported having difficulty locating experienced diversity trainers.

A program of this type could maintain a registry of diversity consultants, classify them based on their area of expertise, maintain recommendations from former employees, and if desired, develop a rating system to help schools select the best consultant for their particular needs.

A function such as the consultant clearinghouse could be housed in the diversity institute mentioned in the last section.



ERIC

Focused Funding

Another approach funding agencies might consider is to offer focused advanced program funding grants which schools might compete for specifically to build on a program that was successful under other funding, or to solve a problem identified during their planning grant.

For example, several colleges and universities reported problems setting up faculty exchanges. Workshops on how best to do this, or a project that identified interested schools and matched them up with one another would be useful to many schools. A clearinghouse arrangement for faculty or institutions interested in faculty exchange might be funded as part of the diversity institute discussed above.

Since faculty have unique problems and issues related to diversity, a focused project for faculty on teaching and advising nontraditional students might be particularly useful. Including noncognitive variables, case studies, reviews and experiential learning in a faculty workshop is highly recommended. Such workshops could be arranged so that participants can try different strategies and report back to the group on their progress over a period of time. Sequential training sessions are the preferred way

to present multicultural material because the time between sessions allows participants to ponder the issues and develop new approaches.

Seminars or workshops on multicultural assessment would also be a valuable focused program. Helms (1992b) stated that since so few people of color have such training, traditional professionals need to be trained in the area. Sedlacek (1994b) and Sedlacek and Kim (1995) supported this conclusion. They noted that those studying diversity issues often receive little or no training in evaluation methods, and programs for evaluation specialists are not likely to adequately cover diversity issues.

One of the most successful diversity projects in this evaluation was the program which brought in the African American author of the book to discuss her work. Funding a similar project on some other campus would make an interesting advanced program focused grant. The program need not be campus-wide, but could be established for one college at a university or for individuals in one program on a campus.

Programs for traditional students would be another fruitful area for advanced program funding. Traditional students have a large impact on the campus climate for diversity. To improve the

overall climate, it is critical to make this group part of the change. Anti-racism training and leadership training are two possible areas of focus.

Helping schools develop volunteer programs that focus on multicultural issues, establishing speakers' bureaus, and providing for travel to multicultural events are additional funding options worthy of consideration.

Follow-Up Evaluation Requirements

The final recommendation to funding agencies that emerged from the evaluation study is related to the evaluation of long-term programmatic results. As everyone who works on diversity issues learns, change takes time, and the best test of a program's effectiveness is whether the change it generates stands the test of time. When the grant period of the typical program ends, no further contact occurs between the grantee and the funding agency. A useful alternative model might be for the funding agency to require six-month and one year follow-up evaluations after the grant period, and offer additional funds to programs that can demonstrate that the improved diversity climate on their campus is being sustained.

A strategy such as this would serve several purposes. First,

if follow-ups were required by the original grant, schools would expect delayed evaluations and might be more likely to structure their programs to achieve longer-term goals. Second, these long-term evaluations could be tied to advanced program funding. If a school wished to request additional funds, it could be required to complete a long-term evaluation. In addition, the results from this evaluation could be used to design the programming conducted using advanced level funds.

Finally, follow-up evaluations would allow the funding agency to assess the long-term impact of the program it has allocated funds to use this information to help determine possible new project initiatives in this area in the future.

**Final Comments**

It is hoped that the results and recommendations from this evaluation study will prove useful to those concerned with diversity programs in higher education. While the concentration has been on independent four-year colleges in the Midwest, the research cited suggests that many of the problems encountered and recommendations made would be applicable at any institution of higher education. The author does not pretend to have definitive answers to the complex questions raised in this report. However,

he has tried to organize and present the results from the evaluation study in practical, action-oriented terms. The author and the Lilly Endowment would be glad to receive any comments or suggestions on any aspect of the grant program or this publication.

**BIBLIOGRAPHY**

Balenger, V.J., & Sedlacek, W.E. (1993). Black and White student differences in volunteer interests at a predominantly White university. National Association of Student Personnel Administrators Journal, 30, 203-208.

Bowen, M. (1978). Family practice in clinical practice. New York: Jason Aronson.

Campbell, D.T., & Fiske, D.W. (1959). Convergent and discriminant validation by the multitrait-multimethod matrix. Psychological Bulletin, 56, 81-105.

Cheatham, H.E., Shelton, T.O., & Ray, W.J. (1987). Race, sex, causal attribution, and help-seeking behavior. Special issue: Blacks in U.S. higher education. Journal of College Student Personnel, 28, 559-569.

Engstrom, C.M., Sedlacek, W.E., & McEwen, M.K. (1995). Faculty attitudes toward male student athletes. Journal of College Student Development, 36, 217-227.

Fleming, J. (1984). Blacks in college. San Francisco: Jossey-Bass.

Fuertes, J.N., & Sedlacek, W.E. (1993). Barriers to leadership development of Hispanics in higher education. National Association of Student Personnel Administrators Journal, 30, 277-283.

Fuertes, J.N., Sedlacek, W.E., & Westbrook, F.D. (1993). A needs assessment of Hispanic students at a predominantly White university. In G.M. Gonzalez, I. Alvarado, & A.S. Segrera (Eds.), Challenges of cultural and racial diversity to counseling: Mexico City conference proceedings (pp. 44-47). Mexico City: American Counseling Association.

Hale, F.W. (1991). Inventory for assessing an institution's commitment to multicultural programming. Columbus, OH: Technical Instructional Professional Support Services.

Helms, J.E. (1992a). A race is a nice thing to have. Topeka, KS: Content Communications.

Helms, J.E. (1992b). Why is there no study of cultural equivalence in standardized cognitive ability testing? American Psychologist, 47, 1083-1101.

Herrnstein, R.J., & Murray, C. (1994). The bell curve: Intelligence and class structure in American life. New York: Free Press.

Jaschik, S. (1994, February, 23). Education department upholds most minority scholarships. The Chronicle of Higher Education XL (25), pp. A24, A26.

Jordan, M. (1993, December 14). Segregation in school increases. The Washington Post, pp. A1, A6.

McEwen, M.K. & Roper, L.D. (1994a). Interracial experiences, knowledge, and skills of master's degree students in gradate programs in student affairs. Journal of College Student Development, 35, 81-87.

McEwen, M.K., & Roper, L.D. (1994b). Incorporating multiculturalism into student affairs preparation programs: Suggestions from the literature. Journal of College Student Development, 35, 46-53.

Minatoya, L.Y., & Sedlacek, W.E. (1980). Background and attitude toward interracial interaction among university students. Integrateducation, 18(4), 43-45.

Miville, M.L., Molla, B., & Sedlacek, W.E. (1992). Attitudes of tolerance for diversity among university freshmen. Journal of the Freshman Year Experience, 4, 95-110.

Ponterotto, J.C. & Pedersen, P.B. (1993). Preventing prejudice: A guide for counselors and educators. Newbury Park, CA: Sage Publications.

Prediger, D.J. (1993). Multicultural assessment standards: A compilation for counselors. Alexandria, VA: American Counseling Association.

Sedlacek, W.E. (1983). Teaching minority students, in Cones, J.H. III, Noonan, N. & Jauha, D. (Eds.). New Directions for teaching and learning. San Francisco: Jossey-Bass.

Sedlacek, W.E. (1987). Blacks in White colleges and universities: Twenty years of research. Journal of College Student Personnel, 28, 484-495.

Sedlacek, W.E. (1989). Noncognitive indicators of student success. Journal of College Admissions, 1, (Fall) (125), 2-9.

Sedlacek, W.E. (1991). Using noncognitive variables in advising nontraditional students. National Academic Advisors Association Journal, 2(1), 75-82.



ERIC

Sedlacek, W.E. (1993). Employing noncognitive variables in the admission and retention of nontraditional students. In Achieving diversity: Issues in the recruitment and retention of traditionally underrepresented students, (pp. 33-39). Alexandria, VA. National Association of College Admission Counselors. Alexandria, VA.

Sedlacek, W.E. (1994a). Advising nontraditional students: The 'Big Bang' or another universe? National Academic Advisors Association Journal, 14(2), 103-104.

Sedlacek, W.E. (1994b). Issues in advancing diversity through assessment. Journal of Counseling and Development, 72, 549-553.

Sedlacek, W.E. (1995). Using research to reduce racism at a university. Journal of Humanistic Education and Development, 33, 131-140.

Sedlacek, W.E. (in press a). An empirical method of determining nontraditional group status. Measurement and Evaluation in Counseling and Development.




ERIC

Sedlacek, W.E. (in press b). Noncognitive variables in the admission and retention of regularly admitted students of color, In A.J. Ottenns and I.H. Johnson (Eds.), Retention of regularly admitted students of color. San Francisco: Jossey-Bass.

Sedlacek, W.E., & Brooks, G.C., Jr. (1976). Racism in American education: A model for change. Chicago: Nelson-Hall.

Sedlacek, W.E., & Kim, S.H. (1994). Multicultural assessment. Ann Arbor, MI: ERIC Digest (EDO-CG-9524).

Sternberg, R.J. (1985). Beyond IQ. London: Cambridge University Press.

Sutter, R. (1994, February 7). When yesterday's traditions are thankfully past. Outlook, University of Maryland at College Park, 8(14), pp. 1, 6.

Tatum, B.D. (1992). Talking about race, learning about racism: The application racial identity development theory in the classroom. Harvard Educational Review, 62(1), 1-24.

Tracey, T.J., & Sedlacek, W.E. (1984). Noncognitive variables in predicting academic success by race. Measurement and Evaluation in Guidance, 16, 172-178.

Tracey, T.J., & Sedlacek, W.E. (1985). The relationship of noncognitive variables to academic success: A longitudinal comparison by race. Journal of College Student Personnel, 26, 405-410.

Tracey, T.J., & Sedlacek, W.E. (1987). Prediction of college graduation using noncognitive variables by race. Measurement and Evaluation in Counseling and Development, 19, 177-184.

Tracey, T.J., & Sedlacek, W.E. (1988). A comparison of White and Black student academic success using noncognitive variables: A LISREL analysis. Research in Higher Education, 27, 333-348.

Tracey, T.J., & Sedlacek, W.E. (1989). Factor structure of the Noncognitive Questionnaire-Revised across samples of Black and White college students. Educational and Psychological Measurement, 49, 637-648.

Washington, J.E. (1993). An investigation of attitudes of heterosexual identified resident assistant towards students based on the sexual orientation of the student. Unpublished Doctoral Dissertation, University of Maryland, College Park.

Westbrook, F.D., & Sedlacek, W.E. (1988). Workshop on using noncognitive variables with minority students in higher education. Journal for Specialists in Group Work, 13, 82-89.

Westbrook, F.D., & Sedlacek, W.E. (1991). Forty years of using labels to communicate about nontraditional students: Does it help or hurt? Journal of Counseling and Development, 70, 20-28.



ERIC

## APPENDIX A

## LIST OF 40 FUNDED SCHOOLS



ERIC Full Text Provided by ERIC

## APPENDIX A

### LIST OF 30 FUNDED SCHOOLS INCLUDED IN EVALUATION

1. Antioch University
2. Aquinas College*
3. Barat College
4. Bradley University**
5. Cardinal Stritch College
6. Cleveland Institute of Art*
7. College of Saint Francis
8. Columbia College
9. Grinnell College*
10. Hiram College**
11. Kenyon College
12. Lawrence University**
13. Lewis University*
14. Luther College
15. MacMurray College
16. Marquette University
17. North Park College
18. Northland College
19. Notre Dame College
20. Ohio Dominican College*
21. Ohio Wesleyan University
22. Park College
23. Saint Ambrose University*
24. Saint Mary's College
25. Saint Norbert College
26. Saint Xavier University
27. Stephens College
28. Valparaiso University
29. Wabash College
30. Xavier University*

* **Site visit made to school by one interviewer**
** **Site visit made to school by two interviewers**

### LIST OF 10 FUNDED SCHOOLS NOT INCLUDED IN EVALUATION

1. College of Mt. St. Joseph
2. DePauw University
3. Fontbonne College
4. Indiana Institute of Technology
5. Iowa Wesleyan College
6. Madonna University
7. Midway College
8. Millikin University
9. St. Louis University
10. Siena Heights College

# APPENDIX B

# INITIAL LETTER FROM LILLY ENDOWMENT



ERIC Full Text Provided by ERIC

A private, family foundation since 1937

January 25, 1994

Dr. R. Paul Nelson
President
Aquinas College
1607 Robinson Road, S.E.
Grand Rapids, MI 49506-1799

Dear Dr. Nelson:

Over the past decade, Lilly Endowment has developed an evaluation program to go along with our grants program. It is intended to help the foundation in its role as a center of learning. With this in mind, evaluation of the grant program *Improving Racial and Ethnic Diversity and Campus Climate at Four-Year Independent Midwest Colleges* is scheduled to begin this spring. The purpose is to help inform three primary audiences: the Endowment, other colleges and universities similar to yours, and lastly, those involved with the diversity and campus climate program at your institution.

As a grantee, we would like your institution to participate in this study. I would add, however, that this is not an evaluation of individual programs, but an attempt to document and organize experiences across programs for the audiences mentioned above.

We have engaged Professor William Sedlacek of the University of Maryland at College Park, a widely published and practically experienced expert in multicultural issues in higher education, as principal investigator for the study. He will be responsible for all aspects of the evaluation. Dr. Sedlacek will also present his findings at an invitational conference (for selected postsecondary institutions, foundations, etc.) that we plan to host next year. Your institution will be invited to attend (all grantees) and to present (1991, 1992 grantees) as well.

In April, Dr. Sedlacek will mail a questionnaire to the project director for the program at your institution. Through it, he will request some factual information on your institution as well as summary information on your program's funded activities. This information will include material such as: expected and unexpected outcomes, possible derivative programs, effects on students (majority and students of color), faculty, administrators, community members, and future plans. Given the comprehensive nature of the questionnaire, it may be necessary to have more than a single person respond. Indeed, you may wish to consider organizing focus groups around the different areas addressed by your program.

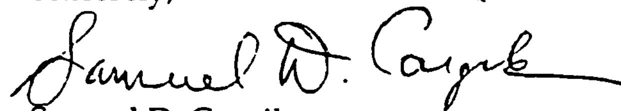
2801 North Meridian Street
Post Office Box 88068
Indianapolis, IN 46208-0068
(317) 924-5471 Fax: (317) 926-4431

In addition, Aquinas College has been selected for a campus visit by Dr. Sedlacek. My assistant, Rachel Jackson, will call your office next week to obtain information on your school year calendar that will help him arrange his visit. After this, Dr. Sedlacek will contact you and the project director directly to confirm dates and to complete logistics.

The evaluation study visit will be approximately a day and a half in length. Dr. Sedlacek would like to interview you. He would also like to interview the project director and other major program participants (e.g., faculty, administrators, students). Additionally, he would like to interview students, faculty and administrators (minority and majority) not directly involved in your grant-related activities to obtain their impressions of the effects--positive, negative, or none--of your program. Your assistance in choosing those individuals who could provide the most candid impressions would be appreciated.

We look forward to your participation, the opportunity to learn more about this important issue across institutions and the chance to share findings with you and your colleagues next year. Thank you in advance for your participation and cooperation. And, should you have questions regarding any of the above, please don't hesitate to give me a call.

Sincerely,



Samuel D. Cargile
Program Director, Education

SDC:rj

pc: Mr. Michael Travis
Dr. William Sedlacek

## APPENDIX C

## CAMPUS CLIMATE QUESTIONNAIRE

## TABLES OF QUESTIONNAIRE RESULTS (1-5)



ERIC Full Text Provided by ERIC

## APPENDIX C

### Campus Climate Questionnaire

I. Institutional Demographics

Total

1. Full-Time Undergraduate Students
   - A. Males %
     1. White %
     2. Minorities (people of color) %
        - a. African American (Black)
        - b. Hispanic (Latino)
        - c. Asian (Asian American)
        - d. other
   - B. Females %
     1. White %
     2. Minorities (people of color)
        - a. African American (Black)
        - b. Hispanic (Latino)
        - c. Asian (Asian American)
        - d. other

Total

2. Part-time Undergraduate Students
   - A. Males %
     1. White %
     2. Minorities (people of color) %
        - a. African American (Black)
        - b. Hispanic (Latino)
        - c. Asian (Asian American)
        - d. other
   - B. Females %
     1. White %
     2. Minorities (people of color) %
        - a. African American (Black)
        - b. Hispanic (Latino)
        - c. Asian (Asian American)
        - d. other

Total

3. Full-time Faculty
   - A. Males %
     1. White %
     2. Minorities (people of color) %
        - a. African American (Black)
        - b. Hispanic (Latino)
        - c. Asian (Asian American)
        - d. other
   - B. Females %
     1. White %
     2. Minorities (people of color) %

a. African American (Black)
b. Hispanic (Latino)
c. Asian (Asian American)
d. other

Total

4. Part-time Faculty
   A. Males
      1. White %
      2. Minorities (people of color) %
         a. African American (Black)
         b. Hispanic (Latino)
         c. Asian (Asian American)
         d. other
   B. Females %
      1. White %
      2. Minorities (people of color) %
         a. African American (Black)
         b. Hispanic (Latino)
         c. Asian (Asian American)
         d. other

Total

5. Full-time Staff (non-faculty)
   A. Males %
      1. White %
      2. Minorities (people of color) %
         a. African American (Black)
         b. Hispanic (Latino)
         c. Asian (Asian American)
         d. other
   B. Females %
      1. White %
      2. Minorities (people of color) %
      a. African American (Black)
      b. Hispanic (Latino)
      c. Asian (Asian American)
      d. other

Total

6. Part-Time Staff (non-faculty)
   A. Males %
      1. White %
      2. Minorities (people of color) %
         a. African American (Black)
         b. Hispanic (Latino)
         c. Asian (Asian American)
         d. other
   B. Females %
      1. White %
      2. Minorities (people of color) %

a. African American (Black)
b. Hispanic (Latino)
c. Asian (Asian American)
d. other

Total

7. Undergraduate Students in residence halls
   A. Males %
      1. White %
      2. Minorities (people of color) %
         a. African American (Black)
         b. Hispanic (Latino)
         c. Asian (Asian American)
         d. other
   B. Females %
      1. White %
      2. Minorities (people of color) %
      a. African American (Black)
      b. Hispanic (Latino)
      c. Asian (Asian American)
      d. other

Total

8. Undergraduate Students in Greek System
   A. Males %
      1. White %
      2. Minorities (people of color) %
         a. African American (Black)
         b. Hispanic (Latino)
         c. Asian (Asian American)
         d. other
   B. Females %
      1. White %
      2. Minorities (people of color) %
      a. African American (Black)
      b. Hispanic (Latino)
      c. Asian (Asian America
      d. other

Total

9. Undergraduate <u>retention graduate rate</u> - full and part time (<u>% retained in 1993-94)</u>
   A. Males - first year %
      1. Males no retained %
      2. Whites not retained %
      3. Minorities (people of color) retained %
         a. African American (Black)
         b. Hispanic (Latino)
         c. Asian (Asian American)
         d. other
   B. Males - second year %



ERIC

1. Males not retained %
2. Whites retained %
3. Minorities (people of color) retained %
   a. African American (Black)
   b. Hispanic (Latino)
   c. Asian (Asian American)
   d. other

Total

C. Male Graduates 1993 %
1. Males not retained %
2. Whites retained %
3. Minorities (people of color) retained %
   a. African American (Black)
   b. Hispanic (Latino)
   c. Asian (Asian American)
   d. other

D. Male Graduates 1988-92 %
1. Males not retained %
2. Whites retained %
3. Minorities (people of color) retained %
   a. African American (Black)
   b. Hispanic (Latino)
   c. Asian (Asian American)
   d. other

E. Females - first year %
1. Females no retained %
2. Whites not retained %
3. Minorities (people of color) retained %
   a. African American (Black)
   b. Hispanic (Latino)
   c. Asian (Asian American)
   d. other

F. Females - second year %
1. Females not retained %
2. Whites retained %
3. Minorities (people of color) retained %
   a. African American (Black)
   b. Hispanic (Latino)
   c. Asian (Asian American)
   d. other

G. Female Graduates 1993 %
1. Females not retained %
2. Whites retained %
3. Minorities (people of color) retained %
   a. African American (Black)
   b. Hispanic (Latino)
   c. Asian (Asian American)
   d. other

H. Female Graduates 1988-92 %
1. Females not retained %
2. Whites retained %

3. Minorities (people of color) retained %
   a. African American (Black)
   b. Hispanic (Latino)
   c. Asian (Asian American)
   d. other



ERIC

II. Programmatic Themes - Please respond as briefly as possible to the items below.

1. Please list and briefly summarize information on attendance figures on school-wide programs on diversity/multicultural issues.

2. Please list and briefly summarize information on any faculty groups devoted to curricular changes on diversity/multicultural issues.

3. Please briefly discuss the involvement of majority students and faculty in Lilly grant initiatives.

4. Please briefly discuss the role of senior leadership (presidents, deans, department chairs, etc.) in the Lilly grant initiative.

5. Please briefly provide evidence of curricular diversity and inclusiveness (e.g. new courses developed as part of Lilly funding, student and faculty testimonials, etc.)

III. Program descriptions - Please respond as briefly as possible to the items below.

1. Please attach descriptions of your Lilly funded programs including progress reports.

2. Briefly describe what has worked best in your Lilly funded programs and why.

3. Briefly describe what has worked worst in your Lilly funded programs and why.

4. If you had to start your Lilly funded programs over again what would you do differently and why?

5. Briefly describe what will happen to your Lilly funded initiatives after the funding ends.

6. What spinoff programs have developed from your Lilly funded initiatives?

7. How do the Lilly funded initiatives relate to other programs at your institution?

8. How did the Lilly funded programs change after you started?

9. What change(s) at your school would you directly attribute to Lilly funding?



ERIC

10. What change(s) at your school would you <u>indirectly</u> attribute to Lilly funding?

11. What <u>positive</u> change(s) in the campus climate for diversity has occurred at your school since the Lilly funding started, whether or not it was related to your Lilly finding?

12. What <u>negative</u> change(s) in the campus climate for diversity has occurred at your school since the Lilly funding started, whether or not it was related to your Lilly finding?

13. Briefly describe one specific <u>positive</u> incident relating to your campus climate for diversity since the Lilly funding started.

14. Briefly describe one specific <u>negative</u> incident relating to your campus climate for diversity since the Lilly funding started.

15. Please provide any additional comments you feel would be relevant.

IV. Please complete the enclosed Hale's Inventory for Assessing an Institution's Commitment to Multicultural Programming.

Thanks for your cooperation.

## TABLE 1 - FULL AND PART TIME STUDENTS

### FULL-TIME UNDERGRADUATE STUDENTS

| | MEAN PERCENTAGE | STANDARD DEVIATION | MEDIAN PERCENTAGE |
|---|---|---|---|
| MALES | 41.48 | 15.00 | 45.00 |
| White | 58.23 | 31.60 | 65.00 |
| Minorities | 10.28 | 7.86 | 8.00 |
| African American | 5.57 | 9.78 | 3.50 |
| Hispanic | 3.27 | 6.21 | 2.00 |
| Asian | 2.03 | 2.08 | 1.50 |
| Other | 2.48 | 3.31 | 2.00 |
| FEMALES | 58.52 | 17.10 | 55.00 |
| White | 66.80 | 24.00 | 71.00 |
| Minorities | 13.17 | 9.88 | 11.00 |
| African American | 8.37 | 13.10 | 5.00 |
| Hispanic | 2.87 | 3.43 | 2.00 |
| Asian | 2.37 | 2.26 | 2.00 |
| Other | 2.43 | 3.17 | 1.00 |

### PART-TIME UNDERGRADUATE STUDENTS

| | MEAN PERCENTAGE | STANDARD DEVIATION | MEDIAN PERCENTAGE |
|---|---|---|---|
| MALES | 34.30 | 19.40 | 34.00 |
| White | 56.30 | 30.50 | 67.00 |
| Minorities | 12.70 | 14.80 | 9.00 |
| African American | 4.89 | 7.08 | 2.00 |
| Hispanic | 2.39 | 6.37 | 1.00 |
| Asian | 1.75 | 3.86 | 1.00 |
| Other | 3.86 | 11.40 | 0.00 |
| FEMALES | 62.00 | 22.10 | 66.00 |
| White | 68.10 | 20.50 | 70.00 |
| Minorities | 17.60 | 18.30 | 13.00 |
| African American | 7.33 | 7.47 | 6.00 |
| Hispanic | 1.52 | 2.01 | 1.00 |
| Asian | 1.63 | 2.44 | 1.00 |
| Other | 4.59 | 11.20 | 1.00 |

## TABLE 2 - STUDENT RESIDENCE

### UNDERGRADUATE STUDENTS IN RESIDENCE HALLS

| | MEAN PERCENTAGE | STANDARD DEVIATION | MEDIAN PERCENTAGE |
|---|---|---|---|
| **MALES** | 44.00 | 20.90 | 47.00 |
| White | 52.70 | 29.90 | 46.00 |
| Minorities | 14.60 | 16.40 | 10.00 |
| African American | 5.35 | 5.50 | 4.00 |
| Hispanic | 2.39 | 2.93 | 1.00 |
| Asian | 2.22 | 2.52 | 2.00 |
| Other | 4.83 | 8.17 | 1.00 |
| **FEMALES** | 55.30 | 19.70 | 53.00 |
| White | 62.60 | 26.30 | 74.00 |
| Minorities | 14.10 | 15.20 | 14.00 |
| African American | 6.77 | 8.59 | 3.50 |
| Hispanic | 2.91 | 4.03 | 2.00 |
| Asian | 1.73 | 1.78 | 1.00 |
| Other | 2.38 | 3.58 | 1.00 |

### UNDERGRADUATE STUDENTS IN GREEK SYSTEM

| | MEAN PERCENTAGE | STANDARD DEVIATION | MEDIAN PERCENTAGE |
|---|---|---|---|
| **MALES** | 50.00 | 38.00 | 55.00 |
| White | 64.00 | 37.00 | 75.00 |
| Minorities | 3.80 | 4.00 | 3.00 |
| African American | 0.80 | 1.10 | 0.00 |
| Hispanic | 2.10 | 3.00 | 1.00 |
| Asian | 0.90 | 1.10 | 0.00 |
| Other | 0.30 | 0.70 | 0.00 |
| **FEMALES** | 27.00 | 26.00 | 37.00 |
| White | 49.00 | 39.00 | 49.00 |
| Minorities | 2.70 | 3.90 | 1.00 |
| African American | 0.70 | 1.40 | 0.00 |
| Hispanic | 2.60 | 5.00 | 1.00 |
| Asian | 0.60 | 0.90 | 0.00 |
| Other | 0.30 | 0.70 | 0.00 |

## TABLE 3 - STUDENT RETENTION AND GRADUATION

**UNDERGRADUATE RETENTION/GRADUATION RATE**
**FULL AND PART-TIME (1993 - 1994)**

| | MEAN PERCENTAGE | STANDARD DEVIATION | MEDIAN PERCENTAGE |
|---|---|---|---|
| Males first year | 72.10 | 33.30 | 88.00 |
| Males not retained | 26.60 | 19.00 | 20.00 |
| Whites retained | 64.50 | 23.60 | 69.00 |
| Minorities retained | 35.30 | 33.50 | 16.00 |
| African American | 27.80 | 34.10 | 7.00 |
| Hispanic | 36.80 | 43.80 | 5.00 |
| Asian | 26.80 | 38.60 | 2.00 |
| Other | 11.40 | 27.40 | 0.00 |
| Males second year | 65.80 | 32.30 | 72.00 |
| Males not retained | 39.80 | 20.50 | 38.00 |
| Whites retained | 51.80 | 22.80 | 57.00 |
| Minorities retained | 46.40 | 81.00 | 14.00 |
| African American | 22.80 | 27.50 | 8.00 |
| Hispanic | 32.80 | 38.40 | 4.00 |
| Asian | 23.20 | 33.00 | 2.50 |
| Other | 10.80 | 28.20 | 0.00 |
| Male Graduates ('93) | | | |
| White | 84.90 | 18.60 | 90.00 |
| Minorities | 10.40 | 7.48 | 9.00 |
| African American | 6.73 | 11.80 | 3.00 |
| Hispanic | 3.62 | 6.18 | 1.00 |
| Asian | 3.38 | 6.05 | 1.00 |
| Other | 3.92 | 5.65 | 2.00 |
| Male Graduates (1988-1992) | | | |
| White | 83.20 | 23.90 | 90.00 |
| Minorities | 8.72 | 6.59 | 9.00 |
| African American | 7.32 | 12.20 | 3.00 |
| Hispanic | 3.36 | 5.42 | 2.00 |
| Asian | 4.08 | 8.47 | 1.50 |
| Other | 2.12 | 2.42 | 1.00 |

TABLE 3 (CONTINUED)

UNDERGRADUATE RETENTION/GRADUATION RATE
FULL AND PART-TIME (1993-1994)

| | MEAN PERCENTAGE | STANDARD DEVIATION | MEDIAN PERCENTAGE |
|---|---|---|---|
| Females first year | 94.90 | 19.90 | 100.00 |
| Females not retained | 29.10 | 22.10 | 20.00 |
| Whites retained | 63.40 | 25.20 | 72.00 |
| Minorities retained | 30.30 | 30.20 | 17.00 |
| African American | 28.00 | 35.30 | 7.50 |
| Hispanic | 20.20 | 30.20 | 3.00 |
| Asian | 21.30 | 35.60 | 2.00 |
| Other | 14.50 | 31.60 | 0.00 |
| Females second year | 94.00 | 19.80 | 100.00 |
| Females not retained | 35.20 | 21.00 | 33.00 |
| Whites retained | 51.20 | 24.60 | 54.00 |
| Minorities retained | 23.50 | 26.20 | 9.00 |
| African American | 21.60 | 29.70 | 6.00 |
| Hispanic | 16.60 | 26.50 | 2.00 |
| Asian | 22.40 | 35.60 | 1.00 |
| Other | 9.71 | 24.30 | 0.00 |
| Female Graduates (1993) | | | |
| White | 87.30 | 8.59 | 87.00 |
| Minorities | 11.80 | 8.62 | 10.00 |
| African American | 12.40 | 23.00 | 4.00 |
| Hispanic | 2.22 | 2.49 | 2.00 |
| Asian | 1.96 | 2.86 | 1.00 |
| Other | 2.15 | 3.10 | 1.00 |
| Female Graduates (1988-1992) | | | |
| White | 86.10 | 16.80 | 90.00 |
| Minorities | 10.00 | 6.77 | 8.00 |
| African American | 9.42 | 15.80 | 4.00 |
| Hispanic | 3.27 | 6.93 | 1.00 |
| Asian | 2.35 | 2.94 | 1.00 |
| Other | 2.50 | 4.56 | 1.00 |



ERIC

# TABLE 4 - FACULTY

## FULL-TIME FACULTY

| | MEAN PERCENTAGE | STANDARD DEVIATION | MEDIAN PERCENTAGE |
|---|---|---|---|
| MALES | 57.70 | 17.90 | 61.00 |
| White | 75.40 | 24.70 | 89.00 |
| Minorities | 6.31 | 5.43 | 6.00 |
| African American | 4.67 | 12.60 | 1.00 |
| Hispanic | 1.48 | 2.54 | 0.00 |
| Asian | 3.37 | 4.81 | 2.00 |
| Other | 2.72 | 12.40 | 0.00 |
| FEMALES | 39.80 | 14.00 | 38.00 |
| White | 68.70 | 32.50 | 91.00 |
| Minorities | 3.57 | 4.38 | 2.00 |
| African American | 5.00 | 18.50 | 1.00 |
| Hispanic | 0.86 | 1.65 | 0.00 |
| Asian | 1.80 | 5.98 | 0.00 |
| Other | 2.86 | 12.60 | 0.00 |

## PART-TIME FACULTY

| | MEAN PERCENTAGE | STANDARD DEVIATION | MEDIAN PERCENTAGE |
|---|---|---|---|
| MALES | 50.20 | 18.40 | 48.00 |
| White | 67.40 | 25.80 | 67.00 |
| Minorities | 11.30 | 20.50 | 4.00 |
| African American | 3.21 | 5.30 | 1.00 |
| Hispanic | 0.59 | 1.25 | 0.00 |
| Asian | 2.68 | 6.69 | 0.00 |
| Other | 1.89 | 6.58 | 0.00 |
| FEMALES | 51.90 | 15.30 | 53.00 |
| White | 70.80 | 27.50 | 80.00 |
| Minorities | 6.27 | 8.74 | 3.50 |
| African American | 1.68 | 2.51 | 1.00 |
| Hispanic | 0.65 | 1.32 | 0.00 |
| Asian | 2.22 | 4.96 | 0.00 |
| Other | 2.15 | 6.58 | 0.00 |



ERIC

## TABLE 5 - STAFF

### FULL-TIME STAFF (non-faculty)

| | MEAN PERCENTAGE | STANDARD DEVIATION | MEDIAN PERCENTAGE |
|---|---|---|---|
| **MALES** | 38.60 | 11.10 | 39.00 |
| **White** | 66.90 | 30.90 | 83.00 |
| **Minorities** | 8.61 | 8.16 | 6.00 |
| **African American** | 5.39 | 6.06 | 4.00 |
| **Hispanic** | 1.54 | 2.49 | 0.50 |
| **Asian** | 0.96 | 1.86 | 0.00 |
| **Other** | 0.62 | 1.82 | 0.00 |
| **FEMALES** | 59.20 | 17.80 | 61.00 |
| **White** | 75.60 | 23.60 | 83.00 |
| **Minorities** | 9.57 | 9.11 | 7.00 |
| **African American** | 6.18 | 7.57 | 4.50 |
| **Hispanic** | 2.21 | 3.38 | 1.00 |
| **Asian** | 0.78 | 1.04 | 0.00 |
| **Other** | 0.43 | 1.04 | 0.00 |

### PART-TIME STAFF (non-faculty)

| | MEAN PERCENTAGE | STANDARD DEVIATION | MEDIAN PERCENTAGE |
|---|---|---|---|
| **MALES** | 35.20 | 20.60 | 33.00 |
| **White** | 62.10 | 35.10 | 67.00 |
| **Minorities** | 6.24 | 8.75 | 2.00 |
| **African American** | 3.08 | 3.93 | 0.50 |
| **Hispanic** | 0.76 | 2.20 | 0.00 |
| **Asian** | 0.46 | 1.50 | 0.00 |
| **Other** | 1.40 | 5.10 | 0.00 |
| **FEMALES** | 67.40 | 16.10 | 67.00 |
| **White** | 74.30 | 25.30 | 83.00 |
| **Minorities** | 11.00 | 19.90 | 6.00 |
| **African American** | 4.67 | 6.86 | 1.00 |
| **Hispanic** | 1.22 | 2.03 | 0.00 |
| **Asian** | 0.32 | 1.14 | 0.00 |
| **Other** | 0.83 | 2.30 | 0.00 |



ERIC Full Text Provided by ERIC

APPENDIX D

LETTER SUPPORTING CAMPUS CLIMATE QUESTIONNAIRE



ERIC Full Text Provided by ERIC

# UNIVERSITY OF MARYLAND AT COLLEGE PARK

COUNSELING CENTER

June 24, 1994

Mr. Michael Travis, Assistant Director
Multicultural Department
Aquinas College
1607 Robinson Road S.E.
Grand Rapids, MI 49506-1799

Dear Mr. Travis;

Enclosed is the questionnaire that you were informed would be sent in Sam Cargile's letter to your president on January 24. As noted in that letter, it may be necessary to have more than a single person respond. If you have not already done so, you may wish to consider organizing focus groups around some of the questions.

We would appreciate succinct responses to the questions since our purpose is to summarize responses across institutions and not focus on any one school. You will be sent a copy of the final report on these results.

To facilitate your completion of the questionnaire we are enclosing a diskette (wordperfect 5.1) containing the questionnaire, excluding the Hale Inventory.

Please return the questionnaire to me by August 1, 1994. Since the information requested is the type many of you are routinely maintaining, completion of this questionnaire can be considered as your next annual progress report to the Lilly Endowment.

Thanks in advance for your participation. We all look forward to what we can learn from one another.

Sincerely,

William E. Sedlacek
Professor of Education
Assistant Director, Counseling Center



SHOEMAKER HALL • COLLEGE PARK, MARYLAND 20742-8111 • (301) 314-7651 • FAX: (301) 314-9206

*Counseling • Disability Support • Parent Consultation and Child Evaluation • Learning Assistance • Testing Research and Data Processing*

ERIC

## APPENDIX E

## TABLE OF HALE INVENTORY RESULTS (6)



ERIC Full Text Provided by ERIC

TABLE 6
**MEANS*, STANDARD DEVIATIONS AND MEDIANS FOR HALE INVENTORY**

**AREA I -- INSTITUTIONAL COMMITMENT BEGINS WITH ADMINISTRATIVE LEADERSHIP**

| | | Mean | SD | Median |
|---|---|---|---|---|
| 1. | The administration makes a serious effort to develop and implement policies to increase the representation of people of color. | 3.90 | 0.72 | 4.00 |
| 2. | The campus community is apprised of the short and long-range goals designed to promote cultural diversity. | 3.79 | 0.68 | 4.00 |
| 3. | The level of multicultural programming is prominent within each unit throughout the institution. | 2.97 | 0.82 | 3.00 |
| 4. | A cumulative record of information on faculty and staff of color is collected and distributed throughout the institution annually. | 2.10 | 1.29 | 2.00 |
| 5. | Staff development seminars and workshops are conducted to acquaint institutional personnel with the goals and procedures for creating a more diverse community on campus. | 3.17 | 0.80 | 3.00 |
| 6. | Special linkages are developed between the institution and the local community (schools, parents, churches and organizations) to promote early planning for children to attend college. | 3.17 | 0.89 | 3.00 |
| 7. | Articulation agreements are developed to promote and encourage the transfer of students of color from community colleges to the institution. | 2.55 | 1.24 | 3.00 |

TABLE 6 (cont.)

| | | | | |
|---|---|---|---|---|
| 8. | The institution provides special incentives and rewards to personnel and units for being effective in making ethnic cultural diversity a high priority. | 2.28 | 1.07 | 2.00 |
| 9. | Multicultural programming is supported, for the most part by institutional monies. | 3.66 | 0.94 | 4.00 |
| 10. | The institution develops and enforces policies against discrimination, racial harassment, and "stonewalling". | 4.07 | 0.96 | 4.00 |
| | **TOTAL** | 3.17 | 0.21 | 3.00 |

**AREA II -- ADMISSIONS AND RECRUITMENT**

| | | | | |
|---|---|---|---|---|
| 1. | The institution offers an optional 13th-year program. | 1.62 | 1.27 | 1.00 |
| 2. | Institutional programs are targeted involving high school counselors in the recruitment of students of color. | 3.59 | 1.05 | 4.00 |
| 3. | A systematic effort to involve institutional alumni in the recruitment of students of color is underway. | 3.03 | 1.12 | 3.00 |
| 4. | Offices are set up at high school sites to ensure that these students are aware of college entrance requirements. | 2.34 | 1.47 | 2.00 |
| 5. | The cooperation of the media (radio, TV, newspapers, etc.) are used to promote the institution. | 3.62 | 1.12 | 4.00 |



ERIC

**TABLE 6 (cont.)**

| | | | | |
|---|---|---|---|---|
| 6. | Parents are engaged in a meaningful way, on or off campus, in the recruitment process. | 3.55 | 1.02 | 3.00 |
| 7. | Students already enrolled are used to recruit other students, targeting the high schools for which they were graduated. | 3.90 | 1.01 | 4.00 |
| 8. | The institution uses tests as diagnostic indicators rather than as selective indicators. | 3.56 | 1.19 | 4.00 |
| 9. | Admissions criteria are flexible. | 3.71 | 1.05 | 4.00 |
| 10. | Ethnic-focused brochures are used in recruiting. | 2.93 | 1.36 | 3.00 |
| 11. | Ethnic student representation adequately reflects their proportion in the general population. | 2.82 | 1.44 | 3.00 |
| | **TOTAL** | 3.15 | 0.17 | 3.00 |
| **AREA III -- FINANCIAL ASSISTANCE** | | | | |
| 1. | The institution uses internal funds to supplement federal dollars. | 4.68 | 0.61 | 5.00 |
| 2. | Money is set aside from a restricted general fund to provide grants. | 4.18 | 1.02 | 5.00 |
| 3. | Workshops are conducted on budgeting, money management and alternative financial aid sources for students and parents. | 3.18 | 1.33 | 3.00 |

TABLE 6 (cont.)

| | | | | |
|---|---|---|---|---|
| 4. | The institution makes a conscious effort to minimize the loan debt of low income students through creative strategies such as in-house loans and parent loan programs at low interest rates. | 3.21 | 1.23 | 4.00 |
| 5. | Special scholarships are available to high-ranking students of color. | 3.50 | 1.43 | 4.00 |
| 6. | The institution offers an extended payment plan for low-income students. | 3.57 | 1.45 | 4.00 |
| 7. | Special fundraising programs and campaigns are conducted to secure funds for students of color. | 2.64 | 1.10 | 3.00 |
| 8. | Students are assisted in securing employment both on and off campus. | 4.25 | 0.80 | 4.50 |
| 9. | Discretionary funds are available to students in emergency situations. | 3.61 | 1.10 | 3.50 |
| 10. | The institution conducts exit interviews to determine the impact of the financial aid factor on the student's departure. | 3.82 | 1.36 | 4.00 |
| | **TOTAL** | 3.66 | 0.28 | 4.00 |
| **AREA IV -- STUDENT SUPPORT SERVICES** | | | | |
| 1. | The institution sponsors workshops to help students of color assess their personal goals. | 3.10 | 1.14 | 3.00 |



ERIC

TABLE 6 (cont.)

| | | | | |
|---|---|---|---|---|
| 2. | Programs are offered to help new culturally different students become active in the campus community. | 3.62 | 0.90 | 4.00 |
| 3. | Students of color make use of the counseling center. | 3.39 | 1.07 | 3.00 |
| 4. | Students are enlisted as peer advisors to assist the faculty with the advising programs. | 3.10 | 1.08 | 3.00 |
| 5. | The placement and career center attracts students of color. | 3.52 | 0.69 | 4.00 |
| 6. | Students of color are active in student organizations. | 4.24 | 0.79 | 4.00 |
| 7. | A structured procedure has been developed to assess the strengths and skills of disadvantaged students. | 3.00 | 1.20 | 3.00 |
| 8. | Special mechanisms are used to assess and screen potential counselors for their ability to work with diverse populations. | 3.07 | 1.21 | 3.00 |
| 9. | The institution provides mentors for all students who need special help. | 3.52 | 1.02 | 4.00 |
| 10. | Input is sought from constituents of color before programs are put in place that affect them. | 3.79 | 0.73 | 4.00 |
| 11. | Support services for students of color have a funding base that promotes stability. | 3.62 | 1.08 | 4.00 |
| 12. | Tutoring is available on a walk-in basis. | 4.21 | 1.01 | 5.00 |
| | **TOTAL** | 3.52 | 0.18 | 4.00 |



ERIC

**AREA V -- CURRICULUM (TABLE 6 cont.)**

| | | | | |
|---|---|---|---|---|
| 1. | Textbooks are selected that reflect contributions of persons of various ethnic cultures. | 3.69 | 0.97 | 4.00 |
| 2. | Curriculum reform measures have been established to create courses that will expose students to new knowledge about ethnic minorities. | 3.72 | 1.00 | 4.00 |
| 3. | Majority students are encouraged to enroll in ethnic-focused courses. | 3.66 | 1.11 | 4.00 |
| 4. | Teaching throughout the institution is sensitive to multicultural issues and concerns. | 3.41 | 0.82 | 4.00 |
| 5. | The institution promotes the use of educational television as a mechanism for helping students to learn more about pluralism. | 2.48 | 0.91 | 2.00 |
| 6. | Holdings in the library and bookstore reflect expanding support for multicultural curricula. | 3.86 | 0.88 | 4.00 |
| 7. | Ethnic study courses are a part of the required core curriculum. | 2.54 | 1.67 | 2.00 |
| 8. | Workshops are conducted to train faculty how to expand and strengthen their courses to reflect a multicultural perspective. | 3.45 | 1.18 | 4.00 |
| 9. | Mechanisms have been put in place to assess the diversity of institutional curricula on a regular basis. | 2.69 | 1.17 | 3.00 |



ERIC

TABLE 6 (cont.)

| | | | | |
|---|---|---|---|---|
| 10. | The institution encourages research (term papers, essays, etc.) on multicultural issues. | 3.69 | 0.81 | 4.00 |
| | **TOTAL** | 3.32 | 0.25 | 4.00 |
| **AREA VI -- CAMPUS ENVIRONMENT** | | | | |
| 1. | Administrators meet with faculty and students of color to learn of their interests and concerns. | 3.79 | 0.73 | 4.00 |
| 2. | Administrators and faculty set aside time to attend multicultural events. | 3.86 | 0.64 | 4.00 |
| 3. | The institutions expects students of color to succeed, and develops strategies to help them do so. | 3.90 | 0.72 | 4.00 |
| 4. | Institutional initiatives are developed and implemented to promote racial awareness and sensitivity to multicultural issues. | 3.86 | 0.74 | 4.00 |
| 5. | A conscious effort is made to involve college personnel in ethnic minority community organizations. | 2.70 | 0.95 | 2.00 |
| 6. | Weekend programs and projects are established to involve local (off campus) youth of color and to acquaint them with college resources. | 3.00 | 1.04 | 3.00 |
| 7. | Students of color have a center or "family room" area where they can feel comfortable and share common interests and concerns. | 3.28 | 1.69 | 4.00 |

**TABLE 6 (cont.)**

| | | | | |
|---|---|---|---|---|
| 8. | The institution recognizes eminent leaders and alumni of color by naming buildings, scholarships, lectureships in their honor and by awarding them honorary degrees. | 2.41 | 1.02 | 2.00 |
| 9. | Scholars and artists of color are invited to the campus to participate in campus events. | 3.97 | 0.73 | 4.00 |
| 10. | Students of color are encouraged to participate in campus organizations. | 4.69 | 0.54 | 5.00 |
| 11. | Students are encouraged to form their own support group to provide opportunities for educational and social interaction. | 4.31 | 0.76 | 4.00 |
| | **TOTAL** | 3.62 | 0.31 | 4.00 |
| **AREA VII -- GRADUATE AND PROFESSIONAL PROGRAMS** | | | | |
| 1. | The institution uses qualifying test scores (GRE, GMAT, LSAT, MCAT, etc.) as major instruments of selection. | 3.31 | 1.18 | 3.00 |
| 2. | The institution includes non-cognitive factors in considering the admissibility of students of color. | 3.08 | 1.32 | 3.00 |
| 3. | Linkages between the institution and historical institutions of color are established to assist in recruiting students of color. | 1.62 | 0.77 | 2.00 |
| 4. | Faculty and graduate students of color are used to recruit prospective graduate and professional students of color. | 2.15 | 0.90 | 2.00 |

TABLE 6 (cont.)

| | | | | |
|---|---|---|---|---|
| 5. | A mechanism is in place to target undergraduate students of color within the institution and make them aware of graduate opportunities available on campus. | 2.69 | 1.25 | 2.00 |
| 6. | Fellowships and assistantships have been designated for students of color. | 1.92 | 0.90 | 2.00 |
| 7. | Visitation programs are a part of the institution's graduate and professional recruitment efforts. | 2.23 | 1.24 | 2.00 |
| 8. | Faculty are trained to be aware of multicultural issues and to serve as mentors for students of color. | 2.69 | 0.85 | 3.00 |
| 9. | Students of color are advised to form interest groups in the area of their academic concentration for peer support. | 2.15 | 0.99 | 2.00 |
| 10. | Special incentives are available to departments that have innovative projects to recruits and retain people of color. | 1.62 | 0.77 | 2.00 |
| | **TOTAL** | 2.35 | 0.21 | 2.00 |

**AREA VIII -- MULTICULTURAL HIRING**

| | | | | |
|---|---|---|---|---|
| 1. | A system of incentives has been provided to attract and hold teachers of color. | 2.10 | 1.01 | 2.00 |
| 2. | The institution makes time for teachers of color to pursue research beyond the requirements of the classroom. | 2.79 | 1.23 | 3.00 |

**TABLE 6 (cont.)**

| | | | | |
|---|---|---|---|---|
| 3. | A "grow your own" strategy is underway to identify bright graduate students of color and fund them for doctoral work before assigning them teaching responsibilities. | 2.22 | 1.62 | 1.00 |
| 4. | There is a strong effort to seek employment for the spouse of a faculty member who has been hired by the institution. | 2.59 | 1.12 | 3.00 |
| 5. | Faculty and/or staff of color are involved in searches. | 3.69 | 1.00 | 4.00 |
| 6. | Senior faculty are assigned as mentors to junior faculty of color. | 2.38 | 1.40 | 2.00 |
| 7. | Special funds are available to faculty of color for professional development. | 2.52 | 1.43 | 3.00 |
| 8. | The institution recognizes and gives credit to faculty and staff of color who, beyond their required duties, serve students of color. | 2.79 | 1.24 | 3.00 |
| 9. | Administrative internships are available to personnel of color who wish to gain skills that will prepare them for administrative opportunities. | 1.61 | 0.83 | 1.00 |
| 10. | Employee education programs are available to help adult employees of color gain academic skills, pursue college work and ultimately graduate. | 3.46 | 1.57 | 3.50 |
| | **TOTAL** | 2.61 | 0.26 | 3.00 |

* 5 = Very often; 4 = Often; 3 = Occasionally; 2 = Rarely; and 1 = Never



ERIC

# APPENDIX F

# LILLY PROTOCOL QUESTIONS EMPLOYED IN CAMPUS SITE VISITS



ERIC

## APPENDIX F

## LILLY PROTOCOL QUSTIONS EMPLOYED IN CAMPUS SITE VISITS

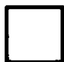
1. What was the best thing about the program?
2. What was the worst thing about the program?
3. Was the program successful?
    - A. Yes No
    - B. How can you tell? What was your evidence?
4. Long v. short term effects?
5. What were the goals of the program?
    - A. Information
    - B. Attitudes
    - C. Behavior
6. Noncognitive variables relevant
    - A. Self-concept
    - B. Realistic self-appraisal
    - C. Handling racism
    - D. Long-range goals
    - E. Leadership
    - F. Strong-support person
    - G. Community involvement
    - H. Nontraditional knowledge
7. Audience for program
    - A. Students of color
    - B. White students
    - C. Faculty of color
    - D. White faculty/faculty in general
    - E. Program participants only
    - F. Those outside program
    - G. Staff
        - 1. Student services
            - a. Of color
            - b. White
    - H. Off campus
8. Advice for other schools?
9. If you had to do it over?
    - A. Would do
    - B. Would not do
10. If you had more money?
11. What will happen to program after grant term?
12. Spinoff programs
13. Who have you left out of program?
14. How does Lilly Program relate to others you have?
15. How did Lilly Program change after you started?
16. Critical incident
    - A. +
    - B. -
17. What change at institution would you directly attribute to Lilly grant?
    - A. Indirect changes?
18. What changes in the campus climate for diversity now?
    - A. +
    - B. -
19. Overall impression and anecdotes
20. A way of evaluating I might miss

**U.S. DEPARTMENT OF EDUCATION**
*Office of Educational Research and Improvement (OERI)*
*Educational Resources Information Center (ERIC)*

# NOTICE

## REPRODUCTION BASIS

This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.



This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").

ERIC