



# Developing a Center for Diversity and Inclusion

*Custom Research Brief*

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# I. RESEARCH METHODOLOGY

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## Project Challenge:

Leadership at a member institution approached the Council with the following questions:

- *How are diversity and inclusion centers at other institutions structured, and who oversees them? What programs and services do these centers provide? Does the center have an advisory board?*
- *How are centers for diversity and inclusion created? Did they develop around existing programs? What approaches to implementation did other institutions find successful?*
- *How do centers for diversity and inclusion collaborate with other units, such as enrollment management, academic departments, and offices of institutional research and assessment? Do other institutions have chief diversity officers? If so, what is this person's role in developing policy?*
- *How do centers for diversity and inclusion impact student retention, faculty recruitment and retention, curriculum development, and campus climate? How do administrators evaluate the success of centers for diversity and inclusion?*

## Project Sources:

- Education Advisory Board's internal and online ([www.educationadvisoryboard.com](http://www.educationadvisoryboard.com)) research libraries
- *The Chronicle of Higher Education* (<http://chronicle.com>)
- National Center for Education Statistics [NCES] (<http://nces.ed.gov/>)
- Laura A. Dean, ed., *CAS Professional Standards for Higher Education*, Council for the Advancement of Standards in Higher Education (2006), 257-265.

## Research Parameters:

Per the requesting member's guidelines, the Council targeted its outreach to institutions with centers of diversity and inclusion or multicultural centers.

Institutions Profiled in this Brief				
Institution	Location	Approximate Enrollment	Carnegie Classification	Chief Diversity Officer?
University A	West	4,000	Doctoral/Research University	✓
University B	South	25,000	Research University (high research activity)	✓
University C	Mid-Atlantic	17,000	Research University (very high research activity)	✓
University D	West	9,200	Master's Colleges and Universities	✓
University E	West	8,700	Master's Colleges and Universities	
University F	South	12,100	Research University (very high research activity)	✓

# I. RESEARCH METHODOLOGY

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<b>Institutions Profiled in this Brief</b>				
<b>Institution</b>	<b>Location</b>	<b>Approximate Enrollment</b>	<b>Carnegie Classification</b>	<b>Chief Diversity Officer?</b>
<b>University G</b>	Midwest	15,100	Research University (very high research activity)	✓
<b>University H</b>	West	4,400	Master's Colleges and Universities	✓
<b>University I</b>	West	6,700	Doctoral/Research University	✓
<b>University J</b>	West	28,000	Research University (high research activity)	✓

**Source:** National Center for Education Statistics

## II. EXECUTIVE OVERVIEW

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### Key Observations:

- ❖ **The breadth of diversity centers ranges from offices with one or two professional staff who focus on student programs and resources to complex organizations with multiple levels of professional staff who offer comprehensive programs and services.** Contacts recommend organization of staff in accord with their tasks and responsibilities rather than by the specific demographics they may serve. Student organizations can effectively fill the need for identity-based organizations.
- ❖ **Most centers for diversity and inclusion formed around existing programs in student affairs and are often a result of campus-wide responses to specific discrimination or diversity-related events.** Most centers begin as a collection of student organizations, expand to identity-based centers with dedicated personnel, and finally develop into to centralized organization with multiple professional staff members.
- ❖ **A majority of contact institutions employ a chief diversity officer who directly advocates for diversity agendas to the president or provost.** Chief diversity officers train faculty and staff through workshops and seminars, participate in strategic planning committees, set goals for and assess diversity initiatives, and reach out to cultural organizations in the community. Contacts note that these officers should have a place on the president's cabinet to be truly effective in promoting diversity throughout the institution.
- ❖ **Collaboration on programming is common among centers at contact institutions, especially between diversity centers and enrollment services offices.** Diversity centers and admissions offices often collaborate on summer bridge precollege programs, in which students of color attend college courses in the weeks prior to the start of their first year. Institutional research offices often supply diversity centers with quantitative data, while the centers supply qualitative feedback in return. Faculty are important contributors to curricular diversity agendas and many diversity center staff work with instructors to develop curricular initiatives.
- ❖ **The most common metric contacts track to assess their services is graduation rate; most contacts do not consider grade point averages to be accurate measures of student success.** Many variables affect grade point averages, and contacts mention that first-generation students often prioritize completion over academic perfection. Contacts at **University H** observe that students of color who participate in their summer bridge and mentoring programs are 20 percent more likely to graduate than those who do not participate.
- ❖ **Diversity centers assess their services through student advisory boards, interaction tracking, post-program surveys, and qualitative studies.** Administrators at **University G** tracks the nature of interactions with students who come to its diversity center, which allows staff to gauge programming needs and overall campus climate. Several contacts are considering exit interviews for students of color who leave the university early in an effort to determine the reasons for their withdraw. Diversity center leaders at **University D** provide a faculty retention toolkit to administrators and conduct exit surveys of faculty who leave the institution.

### III. DIVERSITY CENTER MODELS

Diversity and inclusion centers at contact institutions reflect three different organizational models: an identity-specific model, a programming and professional point-of-contact model, and a comprehensive-service model, all summarized below.

Diversity Center Models		
Identity-specific Model	Programming and Professional Point-of-contact Model	Comprehensive-service Model
Divides staff according to the identity group they serve. A second office of intercultural affairs administers diversity initiatives related to faculty recruitment and strategic planning.	Employs a few professional staff members, who focus on developing programs and providing resources to students.	Employs several full-time professional staff to accomplish a wide range of tasks such as strategic planning, program development, and curriculum design.

Contacts favor consolidated structures because they reduce redundancies in staffing and finances, promote more streamlined decision-making, and allow for a more flexible staff. Additionally, contacts report that a unified center that encompasses all diversity initiatives and services can promote a consistent diversity agenda more effectively than separate offices. Finally, unified offices become hubs of student activity that can raise awareness for the center among all students.

#### Identity-specific Service Model

University D operates a diversity office with staff organized according to the ethnicities, genders, or sexual orientations of the students they serve. Several contacts recommend organization of staff positions according to function and responsibility rather than by identities. Contacts at University D note that collaboration among directors of different student demographic groups is difficult. Administrators have organized a task force to rewrite the mission of the department, the first phase of a restructuring effort.

Identity-specific Service Model Structure	
<b>Lead Director</b>	The leader of the office coordinates activities of other directors and reports to the associate vice president for student life.
<b>Demographic-Specific Directors</b>	A fulltime director exclusively serves Asian-Pacific Islander, Chicano-Latino, and African-American students. A lesbian, gay, bisexual and transgender (LGBT) director reports to the office of student engagement and retention. Additionally, a director for intercultural affairs focuses on conflict mediation, intercultural programming, and community outreach with high schools. The center also employs a halftime staff member dedicated to the institution’s Jewish population.
<b>Student workers</b>	Each director manages student workers who serve as mentors for other students, perform administrative tasks, and produce marketing materials.
<b>Sample Goals</b>	<ul style="list-style-type: none"> <li>• Create a welcoming and supportive environment for the intercultural student community</li> <li>• Create a climate of intentional interaction and collaboration between individuals and groups</li> <li>• Develop leaders for positive social transformation</li> <li>• Enhance student learning and personal development</li> </ul>

### III. DIVERSITY CENTER MODELS

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	<ul style="list-style-type: none"> <li>• Foster greater awareness and appreciation for diverse cultures and cultivate an intercultural community based on respect and understanding.</li> </ul>
<p><b>Programs</b></p>	<p><b>Peer mentor program:</b> Upperclassmen assist first year students with their transitions to the institution. Mentors and mentees, paired according to major, meet weekly to resolve difficulties adapting to the campus and to ensure the first year students apply effective study skills. Events include a first year retreat and mentor-mentee socials.</p> <p><b>Intercultural newsletter:</b> This publication details diversity-related events and profiles students, faculty, and staff who work with the diversity office.</p> <p><b>Online resource center:</b> The center’s website contains a collection of links to minority and intercultural scholarships, fellowships, grants, ethnic studies programs, and journals related to diversity.</p>
<p><b>Boards and Committees</b></p>	<p><b>Advisory Council:</b> Office directors and four faculty members convene to advise the office on programs and services concerning intercultural perspective, academic achievement, recruitment, retention, and scholarly activity.</p> <p><b>Intercultural Council:</b> Established by the president, this council sponsors inclusive excellence awards of up to \$10,000 to individuals, organizations, and institutional units for innovative and unique projects that create a climate of acceptance in the community, educate the community on inclusion, support an academically robust and diverse student body, retain a diverse faculty and staff, facilitate open dialogue, and encourage people to think in new and unique ways.</p>
<p><b>Collaborations</b></p>	<p>The diversity center partners with the admissions office for the Upward Bound precollege preparation program. Contacts note that collaboration tends to be difficult, as staff focus on the specific groups they oversee. Additionally, contacts report that identity-specific models of staffing are becoming less effective as more students identify with multiple ethnicities.</p> <p>Note: <b>University D’s</b> office of intercultural affairs, separate from the diversity center and under the leadership of the institution’s chief diversity officer, consists of five staff who oversee strategic planning initiatives, diversity scorecards, and faculty exit interviews. The office also oversees a mentoring and instructional program that helps underrepresented minorities develop study skills that lead to higher grade point averages, retention rates, and graduation rates.</p>

### III. DIVERSITY CENTER MODELS

#### Programming and Professional Point-of-Contact Model

Diversity centers at **University J**, **University I**, and **University E** typically consist of a single director and an administrative assistant. Staff coordinate and assist student cultural organizations, plan and implement programs, and reach out to cultural organizations in the community. Directors of the centers report to chief diversity officers or vice presidents for student affairs.

Programming and Professional Point-of-Contact Model Structure	
<b>Director</b>	Directors develop and implement programs such as film screenings, speeches on diversity and inclusion, and cultural celebration months. They report progress on diversity initiatives to the chief diversity officer and vice president for student affairs and reach out to cultural organizations within the surrounding community. Finally, the director collaborates with departments on campus, such as centers for student leadership, residence life, and admissions offices.
<b>Administrative Assistant</b>	Assistants provide administrative support, perform marketing tasks, and manage student employees.
<b>Student Workers</b>	Students assist the office manager with administrative tasks, receive office visitors, and help with scheduling and programming.
<b>Sample Goals</b>	<ul style="list-style-type: none"> <li>• Promote dialogue and interaction among individuals from different backgrounds.</li> <li>• Support collaboration within the institution and between the institution and the local community.</li> <li>• Serve as a campus-wide resource for information on multicultural topics and diversity.</li> </ul>
<b>Sample Programs and Resources</b>	<p><b>Annual welcome dinner:</b> The president, provost, faculty, staff, and student leaders welcome new students who are a part of the institution’s multicultural population.</p> <p><b>Cultural heritage months:</b> Events include discussions with local community activists, film viewings, themed dinners, and informative displays in prominent locations around campus.</p> <p><b>Discussion sessions:</b> Community members discuss controversial topics related to diversity and inclusion, facilitated by faculty members.</p> <p><b>Senior ceremonies:</b> Ceremonies are held for graduating seniors from various cultural groups. The events consist of cultural entertainment, a keynote address, dining, and students’ highlights of their time at the university.</p> <p><b>Cultural resource library:</b> Several contact institutions maintain libraries with books, magazines, pamphlets, and digital resources on topics related to diversity and inclusion.</p>
<b>Boards and Committees</b>	<b>Diversity committee in residential learning communities:</b> A group of students, resident directors, and faculty directors assists in the development of multicultural programming ideas within learning communities and advertises, promotes, and organizes events related to inclusive excellence.

### III. DIVERSITY CENTER MODELS

<b>Collaboration</b>	<p><i>Networks:</i> <b>University E's</b> Office of Multicultural Learning partners with the faculty development program and the women's and gender studies program to oversee the Women of Color Network, which partners female faculty, staff, and students together for networking, mentoring, and advisement. The office also oversees an LGBT network, a collaboration of the Office of Multicultural Learning, student life, and the women's and gender studies program. The LGBT network is open to all faculty, students, and staff and provides members with events, workshops, lectures, student panels, and films related to sexuality and gender identity.</p>
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#### Comprehensive Service Model

**University G, University F, University A, University H, University C and University B** maintain comprehensive and multi-layered diversity and inclusion centers. Staff oversee a multicultural student center, strategic planning initiatives, discrimination response, and curricular development.

<b>Comprehensive Service Model Structure</b>	
<b>Director</b>	Often a deputy director of student affairs, the director oversees the activities of the diversity center and reports to the vice president for student affairs or chief diversity officer. At <b>University B</b> , an assistant vice president, associate provost, and assistant provost act as the central administrators for diversity services. Directors take an active role in the institution's strategic planning process and serve on a variety of executive committees.
<b>Associate Director</b>	Staff in this position oversee the office's budget, human resources, and building management, as well as a mentoring program. Associate directors manage assistant directors and reach out to faculty for multicultural curriculum development efforts.
<b>Assistant Directors</b>	Comprehensive service offices typically employ one to two assistant directors. At <b>University G</b> , one assistant director oversees student programming while a second focuses on program assessments and serves as a liaison to the admissions office.
<b>Program Assistants</b>	Assistants organize specific events and programs, such as end of the year celebrations, and support administrative functions, such as managing the director's calendar. At <b>University B</b> , coordinators are responsible for scholarships, mentoring programs, and minority recruitment programs. At <b>University F</b> , program coordinators oversee the office's mentorship program, marketing, recruitment, student interns, and intra-office programs.
<b>Administrative Personnel</b>	Offices employ one or more administrative staff who manage student workers, edit assessment reports, file documents, manage calendars, and develop marketing materials.



### III. DIVERSITY CENTER MODELS

<p><b>Sample Goals</b></p>	<ul style="list-style-type: none"> <li>• Assist the institution with its efforts to recruit and retain minority and female faculty, students, and staff at all levels.</li> <li>• Create, promote and encourage a supportive and friendly environment that is welcoming and attractive to people of all races, ethnicities, nationalities, religions, gender identities, sexual orientations, and disabilities.</li> <li>• Develop and strengthen alliances with the external community to support diversity inside and outside of the institution.</li> <li>• Regularly monitor and assess the institution’s diversity efforts for effectiveness, identify new and better “best practices,” and publish reports for dissemination.</li> </ul> <p><b>University A</b> organizes goals into three pillars:</p> <ol style="list-style-type: none"> <li>1. <i>Diversity of People</i>: Promote a sense of community, nationality, and acceptance of differences in ethnicity, religion, economic status, and viewpoints.</li> <li>2. <i>Curricular Infusion</i>: Work with academic units to develop multicultural content for classes and organize diversity workshops for faculty.</li> <li>3. <i>Campus Climate</i>: Partner with the vice president for student affairs to enhance all students’ satisfaction, not only the satisfaction of students of color. Fund campus committees for multicultural programs.</li> </ol>
<p><b>Sample Programs and Resources</b></p>	<p><b>Mentorship program</b>: Initiated as part of a retention program for students of color, this program matches incoming first-years and transfer students with student, faculty, and staff mentors who serve as coaches, role models, advisors, guides, and referral agents. Students who participate in the program have higher graduation rates than their non-mentored counterparts at <b>University H</b>.</p> <p><b>Book-share</b>: Diversity offices collect used textbook donations and supply these to students of need.</p> <p><b>Cultural and social trips</b>: Examples of student trips organized by staff are day trips to the national civil rights museum, local historical sites, and sporting events. <b>University F</b>’s diversity office organizes a fall leadership ambassador retreat, open to all Tulane students, that consists of a weekend off campus to explore cultural identity, share experiences, and discuss leadership in the context of a multicultural society.</p> <p><b>Bias response team</b>: A volunteer team of director- or assistant director-level administrators, serving two or three year terms, assesses campus climate by identifying points of controversy or tension on campus, planning educational events and programming to mitigate potential bias incidents, and referring threats to campus police and other units. The team works personally with students who may be the victims of a bias incident. Team members complete a five-part training on diversity before serving.</p>

### III. DIVERSITY CENTER MODELS

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<b>Boards and Committees</b>	<p><b>Student Advisory Board:</b> At <b>University G</b>, a group of 15 graduate and undergraduate students meets with the director of multicultural student affairs every Tuesday night over dinner to review the office’s programs and activities. The board has three goals: (1) keep the director informed of issues affecting student of color communities, (2) provide the director with feedback and help the director brainstorm ideas, and (3) continue to build community among various groups. Students apply for one-year terms on the board, and the director tries to pick the most racially, academically, politically, and economically diverse group possible. The board also has the opportunity to meet with campus leaders such as the vice president for campus and student life and the deputy provost for research and minority issues.</p> <p><b>Student Allocation Board:</b> University G also maintains a board of undergraduate students that meets every two weeks throughout the semester to delegate funding to student groups for multicultural programming. The group disburses a budget of \$15,000 to 20,000 each year and consists of an officer, typically the treasurer, from each of the 11 multicultural student groups on campus. Any group on campus can apply for allocation board funding as long as the program relates to diversity and to communities the office serves. Although student affairs staff review most applications prior to approval, the board has final decision over funding.</p>
<b>Collaborations</b>	<p><b>Enrollment Management:</b> <b>University H</b> admissions staff forward names of incoming students they believe would benefit from the institution’s precollege summer bridge program to the center for diversity and inclusion. The program has a history of increasing retention and graduation rates. At <b>University I</b>, admissions staff ask diversity office student workers to host prospective students of color for a weekend program. Contacts state that many matriculated students cite the weekend program as the reason they decided to enroll at the institution. Many diversity offices coordinate with enrollment management to develop orientation programs to welcome students of color to campus.</p> <p><b>Institutional Research:</b> Diversity centers supply qualitative reviews and other assessment data to institutional research offices, which provide statistics on graduation rates and demographics of the wider campus. Institutional research offices can also be leveraged to assist with surveys of various ethnic groups on campus.</p> <p><b>Provost’s office:</b> Faculty and staff from across campus form a diversity action council at <b>University C</b> that provides resources and consultation to faculty who want to develop inclusion- and diversity-related content for their classes. The council offers workshops on how to hold class discussions on controversial subjects and how to make syllabi more inclusive with regards to discussion and readings.</p>

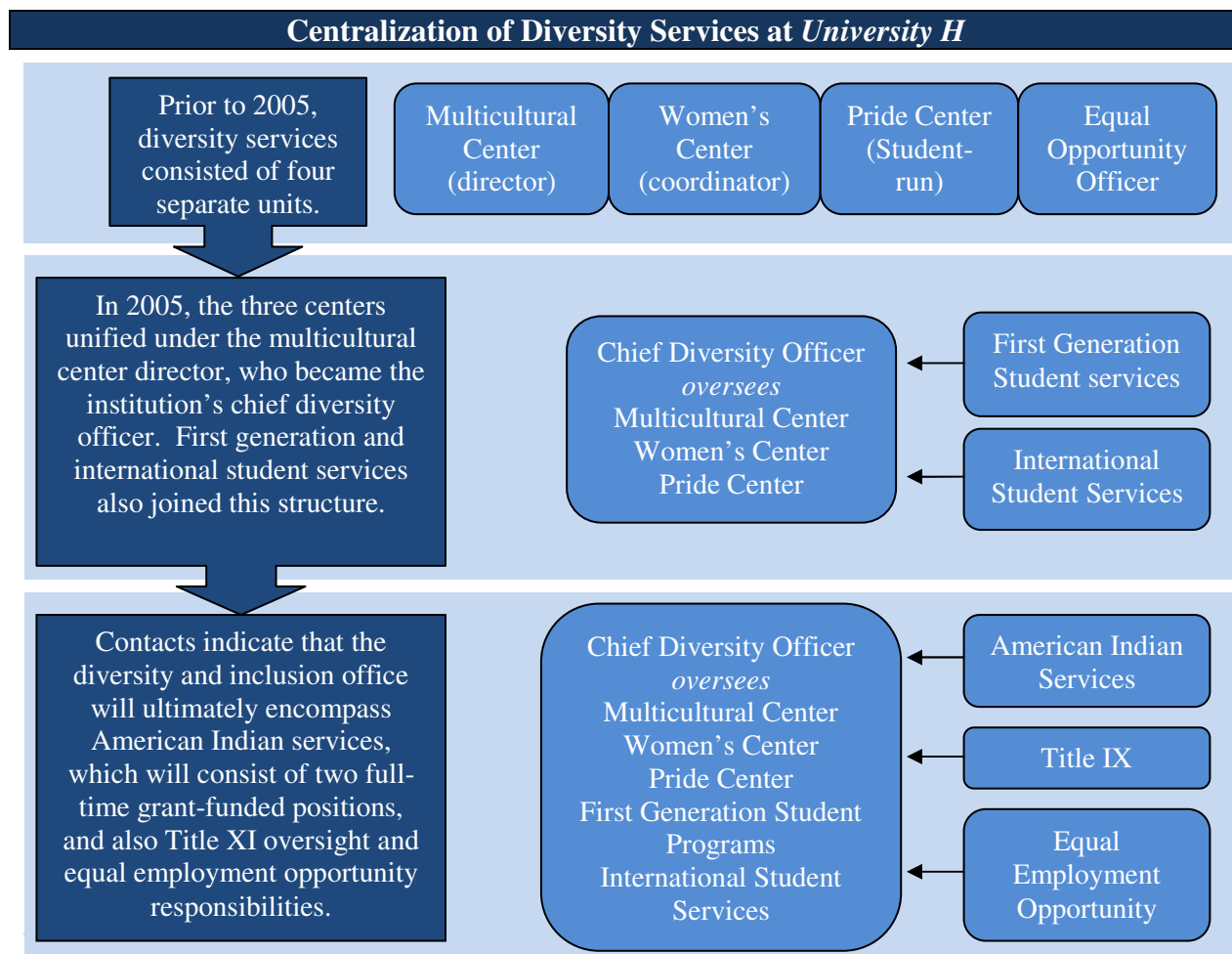
## IV. CENTER FORMATION AND DIVERSITY LEADERSHIP

### Implementation Process

Most contacts report that their centers for diversity and inclusion grew out of existing programs and services. Only under certain circumstances, such as **University B's** response to a discrimination incident on campus, were centers independently created. Some centers trace their beginnings back to the 1980s and earlier. **University G's** office of multicultural student affairs began in 1987 as an ad hoc committee of students, faculty, and staff that grew to a formal, centralized office over the course of twenty years. **University D's** diversity services grew out of student development services in the 1970s, which primarily served the school's black and Latino population at that time.

**University I's** diversity center is a result of a program review committee's recommendation. Chaired by a faculty member and consisting of departments with allied interests, such as admissions, international student services, and student affairs, the committee decided to increase funding for the multicultural center and dedicate a fulltime director, an independent budget, and several administrative staff to the center.

**University H** transitioned from four relatively independent diversity-related offices to a consolidated structure in 2005. Contacts indicate this was a result of the vision of the chief diversity officer, who led the discussion for centralization. Chief among the reasons for the transition was an emphasis that diversity work should be considered by units campus-wide, from facilities maintenance to academic departments, and centralized models with unified leadership make this easier to accomplish. A consolidated model also accommodates students with multiple identities and serves as a one-stop shop resource for students.



## IV. CENTER FORMATION AND DIVERSITY LEADERSHIP

Most contact institutions employ chief diversity officers who oversee multicultural, women's, and LGBT student centers; train staff and faculty; organize curricular programming for faculty such as speakers and cultural events; and represent diversity-related interests on institutional committees. Ideally, chief diversity officers have a seat on the president's council and participate in the strategic planning process. This ensures the diversity officer stays engaged senior leadership and conveys the message that the diversity and inclusion office is equally as important as other units on campus, such as development and finance. Contacts recommend against models in which the diversity officer reports to the vice president for student affairs, as this limits the officer's involvement with other units on campus.

To ensure effective collaboration, contacts report that the chief diversity officer must be open to input and feedback on policy from human resources, student affairs, academic affairs, and other departments. A chief diversity officer with faculty rank and teaching experience will be able to achieve curricular goals more easily than officers without such experience.

<b>Chief Diversity Officer Responsibilities</b>			
<i>University H</i>	<i>University F</i>	<i>University C</i>	<i>University A</i>
<i>Associate Dean for Diversity and Inclusion</i>	<i>Vice President for Institutional Equity and Special Assistant to the President on Diversity</i>	<i>Vice President for Institutional Diversity and Equity</i>	<i>Associate Provost for International and Multicultural Initiatives</i>
<p>Trains faculty and staff on diversity topics and how to promote an inclusive workplace.</p> <p>Organizes co-curricular programs for faculty to advertise to students. The dean receives funding from the university for these programs.</p> <p>Advocates for consideration of diversity in the strategic planning process.</p>	<p>Serves on president's administrative council, advising the president on strategic planning and implementation.</p> <p>Oversees and supports compliance for federal and state regulations. Investigates allegations of discrimination and sexual harassment.</p> <p>Monitors recruitment, selection, promotion, transfer, termination, and compensation practices to ensure compliance with equal opportunity regulations.</p>	<p>Serves on president's cabinet, advocates for diversity initiatives, and develops the institution's diversity strategic plan.</p> <p>Solicits input on diversity policies across campus and presents the diversity plan to units in student and academic affairs.</p> <p>Works with academic departments and human resources to ensure hiring managers develop diverse applicant pools.</p> <p>Hosts workshops to help faculty develop multicultural content and mitigate class conflicts related to diversity.</p>	<p>Vets institutional job announcements from human resources to ensure they explicitly state the institution's commitment to diversity.</p> <p>Organizes and oversees the international and multicultural education and resource program. This program establishes institutional diversity goals and initiatives and cultural competencies for students, faculty, and staff.</p>

Chief diversity officers serve on policy committees with other senior administrators and executives. Contacts note that it is important for these committees to have as many campus representatives as possible, both to provide sufficient feedback and to ensure a broad base of support for diversity initiatives. Two examples of institution-wide committees are below.

## IV. CENTER FORMATION AND DIVERSITY LEADERSHIP

### Diversity Leadership Council

**University G** maintains a committee that advises the president and other executives on diversity initiatives. The council also serves as a resource for academic and administrative units in the institution to help them resolve discrimination grievances or reach diversity goals. Relationships between the institution and its nonacademic employees, surrounding community members, and business partners are the focus of the council.

#### Membership:

- *Chief Financial Officer*
- *Associate Dean of Students*
- *Deputy Provost for Research and Minority Issues*
- *Vice President for Communications*
- *Associate Dean of Administration, School of Law*
- *Associate Provost and Affirmative Action Officer*
- *Assistant and Associate Vice Presidents for Human Resources*
- *Director of Human Resources*
- *Associate Vice President, Office of Civic Engagement*
- *Associate Dean of Administration for Humanities*
- *Vice President and Secretary of the University*
- *Associate Director, Lab School Educational Programs*
- *Associate Legal Counsel*
- *Director of Business Diversity*
- *Assistant Director for Access and Facilities Services*
- *Director of Multicultural Student Affairs*
- *Manager of Business Diversity*

#### Major Initiatives:

*Diversity Leadership Award:* Committee members nominate and vote for a staff member and an alumnus each year who demonstrate selfless and tireless dedication to diversity and inclusion.

### Intercultural Advisory Committee

**University D** organizes a committee that serves three purposes: (1) advise the president and make recommendations on policies, programs, procedures and issues related to diversity and multiculturalism, (2) identify, monitor, and evaluate the effectiveness of strategies that encourage the leadership and involvement of faculty, staff and students in diversity initiatives, and (3) help the university community make a connection between diversity and its relationship to inclusive excellence and institutional vitality.

#### Membership:

- *Vice President, Intercultural Affairs (chair)*
- *Provost*
- *Senior Vice President, Student Affairs*
- *Dean of University Libraries*
- *Vice President for Mission and Ministry*
- *Vice President for Human Resources*
- *Vice President for Research/Dean of Graduate Studies*
- *Intercultural Affairs Associate*
- *Director of Communications*
- *Vice President for Enrollment Management*
- *Associate Vice President of Intercultural Affairs*
- *Director of Facilities Management*
- *President of the Student Government Association*
- *Undergraduate student representative*
- *Graduate student representative*
- *Four faculty representatives*

#### Major Initiatives:

*Executive Level Diversity Project:* The project introduces new administrators to the institution's diversity policies and initiatives.

*Academic Community of Excellence:* Underrepresented students prepare for graduate and professional programs through mentoring, workshops, counseling, research opportunities, and scholarly publications. Together these services increase graduation rates and cumulative GPAs for participating students.



## V. IMPACT AND ASSESSMENT

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### Student Satisfaction

The most common method for gauging student satisfaction with diversity and inclusion programs is a survey or questionnaire delivered immediately after a program's completion. Participants are asked what they learned from the program and what can be improved upon. Diversity professionals then use responses to make improvements to the program.

Contacts also track student usage and awareness to gauge satisfaction with and overall impact of the center. Few students visited the diversity center at **University G** after a past discrimination incident, as they were either unaware of or not confident in its resources. After the institution reorganized the diversity office and improved its services in 2007, students increasingly viewed the center as an important source of support, exemplified in a dramatic increase in student usage of the center for counseling during a more recent incident. Contacts see this as evidence of increasing student satisfaction with the center's services.

At **University I**, admitted students of color attend a weekend of programs hosted by the diversity center that includes academic seminars and social events. Matriculated students often say this weekend was a reason they decided to attend the institution, and they often continue their involvement as student workers at the diversity center. Contacts believe the effectiveness of the center's programs is evident in its positive effect on recruitment.

### Student and Faculty Retention

**University H** tracks the success of first-generation college students who participate in the diversity office's summer precollege preparation and mentoring programs compared to those who do not. Contacts found that students who participate in these programs are 20 percent more likely to graduate. The institution also tracks grade point averages, but contacts use this data only to encourage students to stay above a 3.0 on a 4.0 scale. According to contacts, first-generation students often prioritize completion over achievement of a high grade point average, making this metric less representative of diversity center influence.

*University H's  
Precollege program  
increases graduation  
rates by  
20 percent*

Administrators at **University D** provide academic leaders with a faculty retention toolkit and conduct faculty exit interviews to increase faculty retention. Deans and department chairs can review the toolkit's series of guidelines on such topics as supporting and retaining pre-tenure and post-tenure faculty and creating and maintaining an inclusive climate. The toolkit also contains a review of literature outlining the benefits of a diverse faculty. Exit interviews are administered by one of six senior faculty the provost designates as exit interview officers, who serve two-year terms and receive an annual stipend. The officers invite faculty leaving the institution for any reason to participate

#### The Value of Qualitative Data

Qualitative data can often be used to complement and clarify quantitative figures, such as graduation rates. Staff at **University A** conduct exit interviews with students of color who leave the institution early to assess the reasons they withdraw. This qualitative data can then be compared to responses from students of color who did graduate to determine experiential differences between the two groups that can be addressed. To assess student needs, a doctoral student at **University J** asked her students to write about their ideal vision of a diversity center. The diversity services office incorporates these qualitative responses into program plans and department reviews.

#### Faculty Exit Interview Topics

1. *University and college practices*
2. *Departmental life*
3. *Individual considerations, such as salary and professional autonomy*
4. *Support services and resources*
5. *Local community life*

## V. IMPACT AND ASSESSMENT

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in either a paper or online survey. Questions aim to reveal why a faculty member is leaving and the positive and negative aspects of his or her work environment. Data collected during the process is strictly confidential, and the vice president for intercultural affairs analyzes trends, strengths, and weaknesses in policies and procedures every three years.

### Articulation of Campus-Wide Learning Outcomes

Contacts assert diversity should be a priority in the institutional strategic planning process. At **University I**, the director of multicultural affairs and the director of the ethnic studies program chair a committee on diversity in the curriculum and co-curriculum. This committee educates and assists faculty in development of classroom content related to diversity as well as programs outside of the classroom, such as speakers, trips to cultural sites, and films. **University I** identifies four key student learning outcomes for diversity initiatives in curriculum development:

#### Student Learning Outcomes at *University I*

- *Diversity awareness: Students are expected to acquire and articulate knowledge about diverse groups and cultures.*
- *Cognitive Development: Students should gain a greater cognitive and social development derived from experiences in diverse learning environments.*
- *Identity Enhancement: Students should solidify their sense of ethnicity, culture, sexual orientation, gender, and other social identities as a result of participating in programs.*
- *Leadership: Programs should provide students opportunities for leadership development.*

### Campus Climate

Some contact institutions employ systematic methods to measure campus climate with relation to diversity. The diversity services office at **University G** tracks the nature (financial or personal, for instance) of staff-student interactions in a database. The office then uses this data to see why students commonly come to the office, how the office addresses their concerns, and how office staff advance problems that they cannot resolve to other administrators. Staff also use data to allocate resources and programming to particular areas of student concern.

#### Great Colleges to Work for Survey

**University C** participates in the *Chronicle of Higher Education's* "Great Colleges to Work for" survey, which electronically polls a majority of faculty and staff at an institution. Contacts use responses to questions related to diversity and inclusion in the workplace to gauge overall campus climate and to compare the institution's results with peer institutions that also participate in the survey.

## V. IMPACT AND ASSESSMENT

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Contacts offer several strategies to assess the opinions and experiences of faculty, staff, and students:

### Strategies to Assess Campus Climate

- **Track student interactions with diversity center staff.** Classify interactions according to topic, such as financial, personal, academic, or a discriminatory event.
- **Leverage institutional research to administer a biannual student survey.** Questions related to the overall inclusiveness of the campus community and quality of student services allows diversity center staff to contrast the experiences of students of color with the experiences of other students.
- **Designate a campus-wide “survey day” that asks students to fill out institutional surveys in lieu of attending classes.** This can result in a higher response rate for all surveys.
- **Organize focus groups for faculty, staff, and students.** Discussion topics such as whether the institution is socially hospitable, whether participants have observed bigotry, and whether participants have been treated with respect provide diversity professionals with a general idea of campus climate.
- **Look to matriculation and graduation rates of underrepresented minorities as indicators of campus climate.** Contacts report that high matriculation rates among minority groups suggests that prospective students perceive the campus environment as welcoming, and high graduation rates means that many students in these groups chose to stay at the institution, indicating they likely had a positive experience.

### Assessment of Diversity Offices and Staff

In addition to annual reports of the diversity center’s activities to the dean of students or provost, diversity and inclusion staff assess their centers according to industry criteria, such as the Council for Advancement of Standards (CAS) guidelines for multicultural programs. Several contact institutions use these standards to assess their services and measure the performance of staff.

#### CAS Assessment Criteria for Diversity Leaders

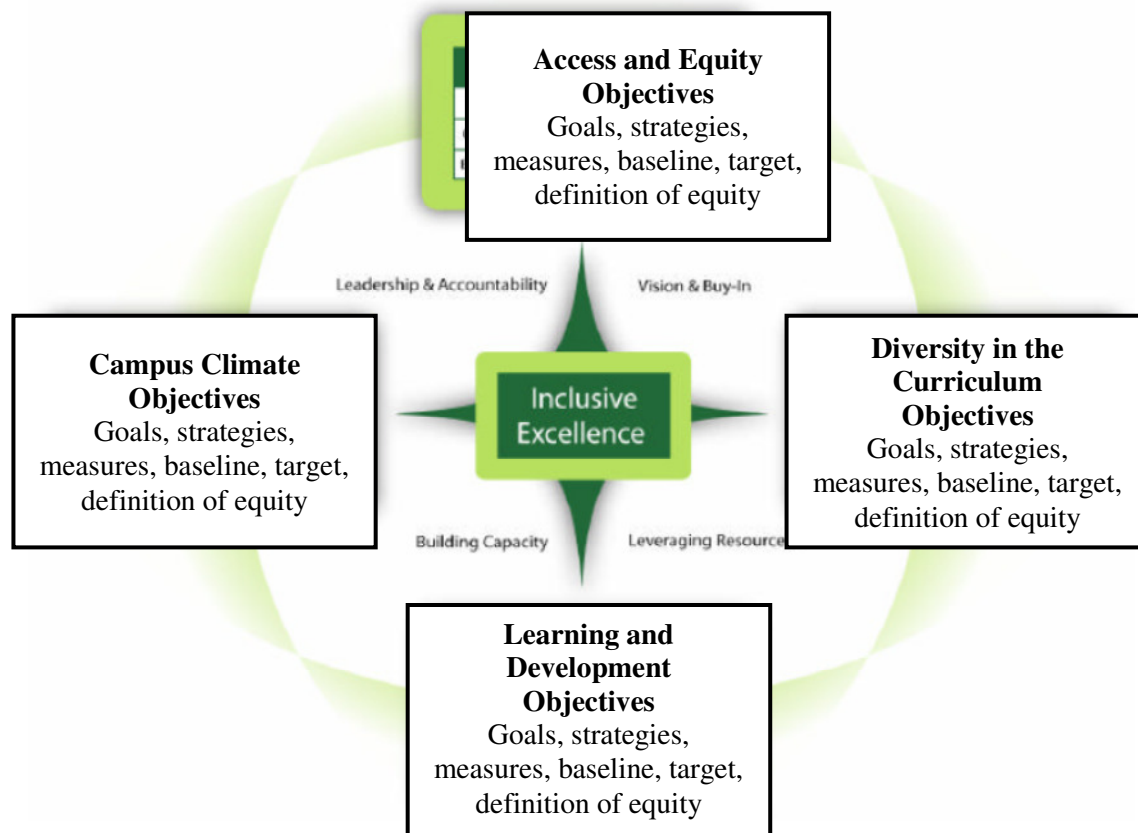
1. *Articulate a vision for their organization*
2. *Set goals and objectives based on the needs and capabilities of the populations served*
3. *Promote student learning and development*
4. *Prescribe and practice ethical behavior*
5. *Recruit, select, supervise, and develop others in the organization*
6. *Manage financial resources*
7. *Coordinate human resources*
8. *Plan, budget for, and evaluate personnel and programs*
9. *Apply effective practices to educational administrative processes*
10. *Communicate effectively*
11. *Initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the diversity center.*



## V. IMPACT AND ASSESSMENT

**University I** uses a version of the Inclusive Excellence Scorecard conceptualized by Damon Williams, Joseph Berger, and Shederick McClendon. Evaluations based on a scorecard similar to the one below form the foundation for diversity-related strategic planning initiatives at the institution.

### Inclusive Excellence Scorecard Framework<sup>1</sup>



### Definitions

*Access and Equity:* Institutions track changes in minority group populations and seek equitable achievement and outcomes for these groups on campus.

*Campus Climate:* The ways in which students, staff, and faculty perceive and experience an institution's environment.

*Learning and Development:* The institution measures student learning outcomes in terms of active thinking skills, intellectual engagement and motivation, effective written and oral communication, and group problem-solving ability. Other outcomes include the ability to take the position of another person, racial and cultural understanding among groups, acceptance of conflict as a normal part of life, and the capacity to perceive differences and commonalities among social groups.

*Diversity in the Curriculum:* Diversity education is encouraged both formally (through the curriculum) and informally (extracurricular activities).

### Sample Portion of Inclusive Excellence Scorecard for Access and Equity<sup>2</sup>

<sup>1</sup> Damon A. Williams, Joseph B. Berger, Shederick A. McClendon, "Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions," Association of American Colleges and Universities (2005).

## V. IMPACT AND ASSESSMENT

Goal	Objective	Strategies	Measures
<p>To achieve equity of representation and outcomes for ethnic and racially diverse minority students in our undergraduate student population to mirror that of our state population in 10 years.</p>	<p>To achieve proportional representation in the science, technology, engineering, and mathematics (STEM) disciplines.</p>	<p><u>Strategy I:</u></p> <ul style="list-style-type: none"> <li>• Identify moderate and high performing middle school students in state.</li> <li>• Track progress.</li> <li>• Provide students with academic coaching, college advising, pre-college information, and STEM-related after-school and summer programs.</li> </ul> <p><u>Strategy II:</u></p> <ul style="list-style-type: none"> <li>• Develop strong academic and leadership development program available to all students.</li> <li>• Include specific recruiting of students from the target group.</li> <li>• Establish mandatory tutoring, mentoring, research experiences, and professional development activities.</li> <li>• Establish outreach to students identified in Strategy I.</li> </ul>	<p><u>Baseline:</u> Number of students in STEM disciplines in current year</p> <p><u>Target:</u> Proportional representation determined by state population.</p> <p><u>Equity:</u> Ratio of baseline number to target number.</p>

<sup>2</sup> Damon A. Williams, Joseph B. Berger, Shederick A. McClendon, "Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions," Association of American Colleges and Universities (2005).

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