

Diversity & Democracy

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Campus and Classroom Climates for Diversity



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About Diversity & Democracy

Diversity & Democracy supports higher education faculty and leaders as they design and implement programs that advance civic learning and democratic engagement, global learning, and engagement with diversity to prepare students for socially responsible action in today's interdependent but unequal world. The publication features evidence, research, and exemplary practices to assist practitioners in creating learning opportunities that realize this vision.

FROM THE EDITOR

Climates for Diversity: Checking the Barometer

More than three decades ago, the Association of American Colleges (now AAC&U) began publishing a series of papers on the “chilly climate” experienced by women on college and university campuses. These papers advanced the idea that “the institutional atmosphere, environment or climate—both within and outside the classroom” plays a role “in fostering or impeding women students’ full personal, academic and professional development” (Hall and Sandler 1982, 2)—in other words, in supporting or undermining the success of students on the basis of aspects of their identity.

Much has changed since AAC&U first published these “chilly climate” reports, for women as a group and for many other students who have experienced marginalization. But change does not occur uniformly in every context. An overall improvement in climate can manifest unevenly at the local scale, with microbursts of volatile activity. Just as falling atmospheric pressure suggests the likelihood of stormy weather, decreased pressure affecting the atmosphere for diversity in higher education—both as a matter of representation, and as a subject of inquiry—may not occur without significant storms.

In examining issues related to campus and classroom climates for diversity, this issue of *Diversity & Democracy* underscores the observation of the AAC&U Board of Directors that “making excellence inclusive means attending both to the demographic diversity of the student body and also to the need for nurturing climates and cultures so that all students have a chance to succeed” (2013). It examines multiple approaches to creating such climates and cultures, from targeted student success programs to campus-wide initiatives

designed to foster engagement with diverse people and perspectives. Without attempting to be comprehensive, it suggests several promising practices that faculty and administrators might adapt to their own contexts to buttress the success of all students while improving student learning about diversity.

Johnnella Butler opens this issue by examining factors contributing to the national climate for representational and intellectual diversity, which in turn affects the climate on college and university campuses. Pointing to several contemporary examples that represent challenges to equity in American life—from recent court cases to long-term studies documenting inequities in racially divided communities—she forecasts continued challenges ahead, but suggests reasons to hope for clearer skies on the horizon.

Contributing authors substantiate that hope with concrete guidelines and best practices. Sylvia Hurtado and Rona Halualani describe contemporary methods of assessing campus climates and of addressing assessment findings. Defining nine elements that contribute to “diversity inclusivity,” Thomas Nelson Laird offers a framework for evaluating the inclusion of diversity in the curriculum, and shares lessons learned from research on faculty practices related to diversity. Juan Muñoz and Amy Murphy describe the role of campus leadership, particularly as provided by the chief diversity officer, in creating inclusive campus climates.

Complementing these articles are descriptions of promising practices for creating environments that support student success and student learning across difference. Some authors describe their institutions’ approaches to supporting students who are underserved in higher

education but substantially represented at their own institutions—for example, students at the Hispanic-Serving Texas A&M University–Corpus Christi, or Native American students at Salish Kootenai College. Others describe institution-wide efforts that support underrepresented groups while helping all students explore aspects of their own and others’ identities—for example, Elon University’s work on religious pluralism. Still others offer guidelines for faculty and practitioners concerned with creating inclusive campuses and classrooms in any institutional context, suggesting ways to engage LGBTQ students or support students with disabilities.

With these examples, the issue offers a range of barometric readings on the atmosphere for diversity in higher education—a series of data points deliberately selected to reflect what some institutions are doing right. Taken together, its contents suggest the range of challenges and contexts—the intractably complex weather patterns—that faculty and institutional leaders must address if campus climates are to become more, rather than less, hospitable to all students.

—KATHRYN PELTIER CAMPBELL,
editor of *Diversity & Democracy*

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[CLIMATES FOR DIVERSITY]

Replacing the Cracked Mirror: The Challenge for Diversity and Inclusion

■ **JOHNELLA E. BUTLER**, provost and vice president for academic affairs at Spelman College

In her poem “Good Mirrors Are Not Cheap,” Audre Lorde creates a vivid metaphor of a gleeful glass maker “turning out new mirrors / that lie”—replicating cultural messages that dangerously distort our self-images ([1970] 1993). The late Ronald Takaki referenced this poem in his introduction to *A Different Mirror: A History of Multicultural America*, an effort to provide a new mirror with no distortions ([1993] 2008). Yet, despite the work of Takaki and others to create a new narrative of American diversity, equal opportunity remains our national myth. As Joseph Stiglitz recently wrote, the “gap between aspiration and reality could hardly be wider” (2013). The mirror showing our nation to itself is continually reproduced with cracks rather than made anew, reflecting our rich diversity as threatening at best, if it reflects that diversity at all.

Existing alongside this persistently distorted self-image is an ongoing conversation about the role that colleges and universities play in the maintenance of democracy itself. As William Deresiewicz recently wrote in the *Chronicle of Higher Education*, “The truth is, there are powerful forces at work in our society” that “deny the proposition that democracy necessitates an educated citizenry,” “have no use for larger social purposes,” and “reject the view that higher education is a basic human right.” Opposed to tax-supported social safety nets and preoccupied with preparing students to not be “left behind in the information economy” (Michael Staton of UnCollege, quoted by

Deresiewicz), these forces treat education as an engineering problem focused

on the movement of information from one brain to another—not the development of intellectual capacities, not the ability to formulate questions or devise solutions to unfamiliar problems, not imagination and creativity, not the power to continue learning after college on your own (all of which are necessary, as any employer will tell you, for a successful career in the “information economy”), and certainly not personal growth or the discovery of meaning, let alone any kind of larger social purpose. (Deresiewicz 2014, B9)

If Deresiewicz is right, what are the implications for our work to advance diversity and equity in higher education? What should our work involve if we are to mend the cracked mirror and realize our democratic principles and aspirations when the measure of humanity appears to be monetary and societal values are reduced to promoting the advance of technology?

The Connectedness of Diversity

The context I have described above has deep consequences for diversity in American colleges and universities. Higher education’s support for diversity, spawned in the 1970s when the nation believed in universal education and its key role in opportunity, is now reeling from the simultaneous defunding and widespread dismissal of higher education for purposes beyond that of filling jobs. In national policy discussions,

debates about diversity compete awkwardly with debates about immigration, same-sex marriage, environmental justice, poverty, globalization, and global conflict—all viewed as separate, unrelated issues despite their connectedness within a multicultural context.

Our nation’s persistent political polarization suggests the importance of developing connections among these topics. Contrary to what Peter Wood argued in *Diversity: The Invention of a Concept* (2003), diversity is not a manufactured ideal, hostile to individual rights. Instead, various and intersecting diversities—of race, ethnicity, gender, class, age, religion, sexuality, ability, etc.—exist at the core of all efforts to maintain group *and* individual rights and to reconcile the complex past with the rapidly changing present. Having served as faculty facilitator for James Baldwin’s seminar at Smith College during the 1980s, I recall his passionate discussions of negotiations that must occur in order for both minorities and the majority to realize democratic freedom. He often said, “My freedom ends where your freedom begins, and your freedom ends where my freedom begins.” Perhaps this insight should become a cultural aspiration.

To meet such an aspiration, we would need not only to create inclusive campuses and classrooms, but also to engage with diversity across disciplines—in the arts, humanities, and social sciences as well as in science, technology, engineering, and mathematics. Such engagement not only helps develop an informed citizenry, but also makes it possible for a student discriminated against or experiencing hostility because of her race or her gender to confront the discrimination or hostility—or simply to consider its source—rather than internalize it. Throughout higher education, we must question the single-minded focus on innovation, individuality, and monetary gain that exists at the expense

of human needs; challenge the public and judicial disdain that prevents synergistic balance between individual and group rights; and combat the consistent and persistent exclusion of certain groups from financial gain and stability, which maintains a racialized and gendered underclass.

Below, I offer three examples shedding light on the contemporary context for diversity in higher education. I intend for these examples to provide some direction and much hope. As I have written elsewhere, diversity can be a “wicked problem” that by definition spawns other wicked problems (Butler 2013). Our task is to turn the ever-evolving problems of diversity into “wicked possibilities” that sustain and advance our democracy.

Growing Political Polarization

On June 12, 2014, the Pew Research Center for the People and the Press released *Political Polarization in the American Public* (Pew Research Center 2014). A telling component of this report is its analysis of the voting records of every senator and representative in five Congresses, beginning with the ninety-third Congress (1973–74) and ending with the 112th Congress (2011–12). The data show the decline in ideological overlap from 1973–74 (when 240 House members scored in between the most conservative Democrat and the most liberal Republican, and twenty-nine senators scored between the most liberal Republican and the most conservative Democrat “in their respective houses”) to 2011–12, when there was “no overlap” at all in either chamber (Pew Research Center 2014, 26).

As summarized in the Pew report, findings from the Political Polarization and Typology Survey (which collected information from over 10,000 Americans) and its companion project, the American Trends Panel, suggest similar lack of ideological overlap in the

American public. Readers concerned about such polarization may find comfort in the finding that most Americans “do not have uniformly conservative or liberal views.... [or] do not see either party as a threat to the nation. And more believe their representatives should meet halfway to resolve contentious disputes rather than hold out for more of what they want” (Pew Research Center 2014, 7). However, the Pew report describes those in the center as “on the edges of the political playing field, relatively distant and disengaged, while the most ideologically oriented and politically rancorous Americans make their voices heard through greater participation in every stage of the political process” (Pew Research Center 2014, 7). The study

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also shows that a significant number of Americans want to live next to, go to school with, and socialize with others most like them racially and culturally.

These findings suggest that diversity is neither solely demographic nor wholly intellectual. Too many Americans currently view the world as sharply divided between “us” and “them,” defined by “either/or” situations. The more diversity is reflected in our classrooms and laboratories, in our teams and study groups, and in our faculty and administrators, and the more inclusive our research, scholarship, and teaching, the more likely it is that these sharp divides will gradually lessen—not only in higher education, but outside the ivory tower as well.

Persistent Racial Divisions

The US Supreme Court decision in *Schuetz v. BAMN* upheld Michigan voters’ ban on affirmative action,

prompting an extraordinary dissent from Justice Sonia Sotomayor, joined by Justice Ruth Ginsberg. In her dissent, Justice Sotomayor traces the history of political restructurings and redistricting to deny voting rights to minorities, thwart desegregation, and invalidate the election of minority candidates. As Sotomayor writes, “to know the history of our Nation is to understand its long and lamentable record of stymieing the right of racial minorities to participate in the political process” (US Supreme Court 2014).

In *Schuetz v. BAMN*, the Supreme Court declared constitutional the elimination of race-sensitive admissions policies in ways, Sotomayor explains, that are inconsistent with previous

court decisions, which established that “the political process cannot be restructured in a manner that makes it more difficult for a traditionally excluded group to work through the existing process to seek beneficial policies” (US Supreme Court 2014). In this case, the court’s decision supports “two very different processes through which a Michigan citizen is permitted to influence the admissions policies of the State’s universities: one for persons interested in race-sensitive admissions policies and one for everyone else.” While Michigan citizens and alumni can meet individually with the Board of Regents to advocate for admissions policies that take into consideration factors other than an applicant’s race, “for that policy alone,” she writes, “the citizens of Michigan must undertake the daunting task of amending the State constitution.”

Sotomayor notes that the plurality bases its decision on “the freedom of

self-government—because the majority of Michigan citizens ‘exercised their privilege to enact laws as a basic exercise of democratic power.’” The court, she demonstrates, ignores precedent and rules with a logic that “embraces majority rule without an important constitutional limit” (US Supreme Court 2014)—a limit the Fourteenth and Fifteenth Amendments ensure. Furthermore, as Gaylynn Burroughs points out in *Ms. Magazine*, the Schuette case “upheld [Michigan’s] Proposition

experiences more directly to curricular content, we can begin to unravel these negative effects. The more we interact deliberately with difference, the more we will find similarity.

Underrecognized Intersectionality and Privilege

Written by Karl Alexander, Doris Entwisle, and Linda Olson, *The Long Shadow* (2014) is an eye-opening study with paradigm-shifting implications for academic perspectives, expectations,

realities of lived experience, too often, even those of us committed to diversity speak of “women and people of color” or “women and minorities,” using race or gender alone as the basis for analyzing stratification. When we do this, we risk ignoring, dismissing, or misunderstanding real differences in experience or socioeconomic location that depend on both race *and* gender—for example, the experiences of women of color in relation to those of white women—not to mention differences based on other aspects of identity.

As the authors of *The Long Shadow* point out, the practice of contrasting experiences based on one aspect of identity alone (for example, race) can serve to diminish the real effects of related “-isms.” In their study, the intersectional approach yields a much deeper understanding of social stratification—how it affects white men, black men, white women, and black women, rather than just whites and blacks or men and women. In higher education’s diversity work, an intersectional approach yields a fuller understanding of the sociocultural dynamics and results of stratification.

The narratives and analyses in *The Long Shadow* also remind us of the social capital attached to white privilege, which is embedded in “the way things work” (Alexander, Entwisle, and Olson 2014, 181). For example, the authors describe how whites found employment opportunities at Baltimore’s Bethlehem Steel Corporation through family ties and the local bar culture, while blacks, cut off from such social capital, found much lower levels of employment through word of mouth. Similar, almost invisible networks exist in higher education, as information is shared in social situations and through social contacts in our separate communities outside the academy.

Diversity as Fundamental

An informant from a related study

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2—which also covers contracting, employment and women,” leading Feminist Majority Foundation President Eleanor Smeal to comment that “the Supreme Court has just rubber-stamped efforts ... to set women and minorities back a few decades” (2014, 15).

Such legal and political actions are not unconnected from the persistent microaggressions faculty of color experience, the current controversies related to immigration, or the violence against women and African Americans and other people of color reported daily in local and national news. Furthermore, such actions and issues not only limit efforts to foster demographic diversity in higher education, but also create a national climate that negatively informs our campus and classroom climates. By guiding students to understand, both intellectually and affectively, the role of diversity in their civic engagement, social justice, and service-learning experiences, and by connecting those

and methodologies. Findings from this study of 790 white and black youths in Baltimore’s disadvantaged communities, followed from first grade to their late twenties, have strong implications for discussions of diversity in higher education. These implications are not new to higher education, but this new volume underscores their critical importance within a broader context.

The first finding of note relates to intersectionality, an approach long taken in women’s studies. Studying the effects of race alone or gender alone “misses consequences that trace to distinctive profiles of disadvantage” (Alexander, Entwisle, and Olson 2014, 171). In a chapter explaining this concept that many of us still miss in our scholarship, teaching, and campus work, Elizabeth Spelman quotes Beverly Smith: “Women don’t lead their lives like, ‘Well, this part is race, and this is class, and this part has to do with women’s identities,’ so it’s confusing” (1988, 133). Despite the

quoted in *The Long Shadow* observed that “drinking together ... created more harmony than the union hall did” (Alexander, Entwisle, and Olson 2014, 180). “Harmony” is a key word here. For in the face of an array of disruptions—technological change, reduced funding, threats to the tenure system, increased reliance on adjunct labor, concerns about students’ declining preparedness for college and the workforce—“diversity” suggests to many yet another new academic experience (on committees, in the lab, or in the classroom) sure to prompt inharmonious discomfort. Times are tumultuous in the United States and around the globe. Some blame diversity. Yet, diversity is fundamental to our humanity and to our natural world. The question should not be “How do we fix the problem of diversity?” but rather, “How can we use our diversity to find the unity within it? How can we in higher education help students see human possibilities and advance those possibilities through technology, social justice, equal opportunity, and a democracy that balances majority and minority rights? How can we create a different mirror that is not cracked?”

On its Diversity Initiative website, the Associated Colleges of the South lists five practices at the “center of the types of learning that distinguish a liberal arts education from other types of learning”:

1. Commitment to Life-long Learning that is characterized by a sustained intellectual curiosity.
2. Critical Thinking that is characterized by the ability to identify assumptions, to test logic, to evaluate evidence, to reason correctly, and to take responsibility for the actions that result.
3. Encounters with Difference that promote the understanding of others, as well as self-understanding, and the appreciation and mutual respect of diverse perspectives and cultures.
4. Free, Principled, and Civil Exchanges of Ideas that are characterized by open-mindedness and mutual respect.
5. Ethical framework that serves as the basis for decisions and actions in all personal, social, and business relationships. (2014)

These five practices, similar to the Essential Learning Outcomes promoted by the Association of American Colleges and Universities through its Liberal Education and America’s Promise (LEAP) initiative, come from a region that is not typically associated with the practice of embracing diversity; and yet, these colleges are on the forefront, clearly connecting diversity as an essential component of liberal education in a way that is consistent with AAC&U’s work on inclusive excellence (AAC&U Board of Directors 2013). Diversity, the focus of the third practice, is fundamental to the success of all five. All describe key components of engaging diversity, and all are central to liberal education.

Through our research and teaching, we educators can foster inclusion of the varied manifestations of diversity in our students and our courses, grappling with difference and sameness not as conundrums, but as synergistic and intersecting dynamics that reveal the human experience and ways to improve it. By continuing as a polarized nation, we risk losing any sense of compassion for one another. By denying rights to some, we risk endangering the rights of all. By supporting privilege in all its forms—white privilege, religious privilege, class privilege, heterosexual privilege—we risk losing all sense of public and common good.

The efforts discussed in this issue of *Diversity & Democracy*—efforts to improve campus and classroom climates for all students, create inclusive curricula, attend to faculty diversity,

increase success for all students—contribute to the change higher education needs to replace the cracked mirror. Our goal must be to create a different mirror rather than, as Lorde describes, to “shatter the glass / choosing another blindness” ([1970] 1993). □

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[CLIMATES FOR DIVERSITY]

Diversity Assessment, Accountability, and Action: Going Beyond the Numbers

■ **SYLVIA HURTADO**, professor and director of the Higher Education Research Institute at the University of California–Los Angeles

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When campuses begin assessing diversity, most focus on the numbers of men and women and the numbers of individuals from historically underrepresented groups among students, staff, and faculty across departments and units. Institutions often circulate annual reports on “the numbers,” occasionally broken down across units, to prompt discussion. Some campuses use slightly more sophisticated metrics to focus on relative representation (or underrepresentation) of individuals from particular groups: for example, comparing the demographics of admitted students to those of high school graduates eligible for college, or juxtaposing the demographics of recently hired faculty and staff with those of the hiring pool. But at the national level, relatively little is known about whether campuses take significant action in light of these annual reports, or how campuses hold individual units accountable for progress on diversity goals.

Institutional efforts to monitor compositional diversity are important, because such diversity not only reflects equity within institutions, but also affects how individuals perceive and experience the work and learning environment (Hurtado et al. 2012)—that is, the psychological and behavioral dimensions of campus climate. In advancing the review of compositional diversity, some campuses have used an Equity Scorecard developed by the Center for Urban Education at the University of Southern California to evaluate such diversity and prompt discussions

related to diversity goals in a variety of functional areas (Bauman et al. 2005; Williams, Berger, and McClendon 2005). The Equity Scorecard prompts campus leaders and practitioners to evaluate their institutional performance using disaggregated data and to initiate action across the institution in response to their findings.

While it is essential to examine representational equity, it is also important to document other dimensions of institutional diversity that contribute to campus climate, including perceptions and behaviors among individuals and groups, and organizational practices across units. Using new methods to capture and disseminate data about these dimensions, campus leaders and practitioners can enhance learning and accountability across the organization. The purpose of this article is to highlight approaches to and uses of diversity assessments with implications for organizational learning. Such assessments can prompt changes in behavior and make achieving diversity goals a responsibility that is shared widely across the institution.

Linking Quantitative and Qualitative Data

In addition to accounting for compositional diversity across the institution, many campuses have opted to assess the climate for undergraduate students (and occasionally for faculty and staff), often in reaction to an incident or a series of incidents. It is important to conduct climate surveys not merely in reaction

to challenging events, but also as part of proactive, ongoing assessments of the environment experienced by students and those who work at the institution. Climate surveys can signal to all that the campus is concerned about improving the work and learning environment.

Campus leaders can take steps to optimize the usefulness of climate surveys. Those charged with leading assessment efforts can proactively address two dilemmas that often arise with regard to climate surveys: the need to determine *a priori* the survey questions and response categories, which may or may not reflect the experiences of various groups on campus; and the question of whether to include small numbers of specific groups in reports (since on the one hand, it is difficult to determine statistically significant differences with small sample sizes; but on the other, continuing exclusion of these subgroups prevents campuses from identifying factors that affect their underrepresentation).

One campus faced these challenges when it collected student survey data on inclusion and engagement and reported findings for all groups except those with the smallest sample sizes (e.g., Native American students and specific Asian American subgroups). To provide a more complete assessment that allowed for better understanding of the quantitative survey data, especially findings for small groups, the campus sought to collect qualitative data during the subsequent term by conducting focus groups with students from several diverse communities on campus (e.g., underrepresented racial and ethnic groups, LGBTQ students, and low-income students). These focus group meetings provided an occasion for students to voice feelings and detail interactions that revealed “invisibility” as a major theme across several groups. This theme was not captured in the design of the climate survey nor

reflected in the responses of specific groups. Had campus leaders relied only on the campus climate survey report, they might have further contributed to students' feelings of invisibility.

The focus group report documented and affirmed that individuals were not alone in feeling invisible, presented common stories of discrimination and bias that faculty could use for teaching about diversity on campus, and provided additional insight into how to improve the campus climate survey on its next administration. Importantly, the institution made both the survey report and the focus group report publicly available on the college's website, where visitors could use a dashboard to view survey responses by group and could read powerful stories and quotes from students and staff. Both reports were widely shared across the institution, providing useful information for planning and ongoing initiatives across units.

Connecting Assessment Strategies

Campus climate surveys are commonly administered as stand-alone initiatives unrelated to other data collection efforts on campus. Yet research has shown that the climate for diversity is not an isolated phenomenon, but affects students' transitions to college and educational outcomes (Hurtado et al. 2012), as well as faculty and staff members' satisfaction with the quality of work-life. Such connections are not widely known on individual campuses unless those campuses make an effort to link climate survey data with data from other sources (e.g., enrollment data, outcomes data, or data on faculty and staff attrition).

By making connections between these different data sets, campus leaders can tie campus climate assessments to outcomes that affect student success and important work-life issues in departments and campus administrative units. Campuses should integrate and

link climate assessments with other ongoing data collection initiatives, and should use all these data sources to inform practice. For example, linking data on students collected through the Cooperative Institutional Research Program's (CIRP's) Diverse Learning Environments Survey with student enrollment data can help institutions identify key factors in the climate and learning environment (e.g., students' validation and sense of belonging) that

Climate surveys can signal to all that the campus is concerned about improving the work and learning environment.

could be enhanced by implementing institutional practices to mediate reductions in student attrition.

Campus review and reward processes represent another area where regular assessment takes place in the form of annual reports on staff and faculty performance and teaching evaluations at the end of each term. Because these review and reward processes shape expectations for behavior and can convey diversity as a core value at all levels of the institution, several campuses (e.g., the University of Michigan) have incorporated questions about inclusive pedagogy and diversity experiences into course teaching evaluations. At the beginning of each term, faculty can choose from a set of optional questions addressing diversity and inclusion to be included in their students' end-of-term course evaluations, usually in addition to required items about the quality of instruction.

With the addition of these questions, the student evaluations provide information about classroom climate and faculty behaviors, and can serve to advance conversations within

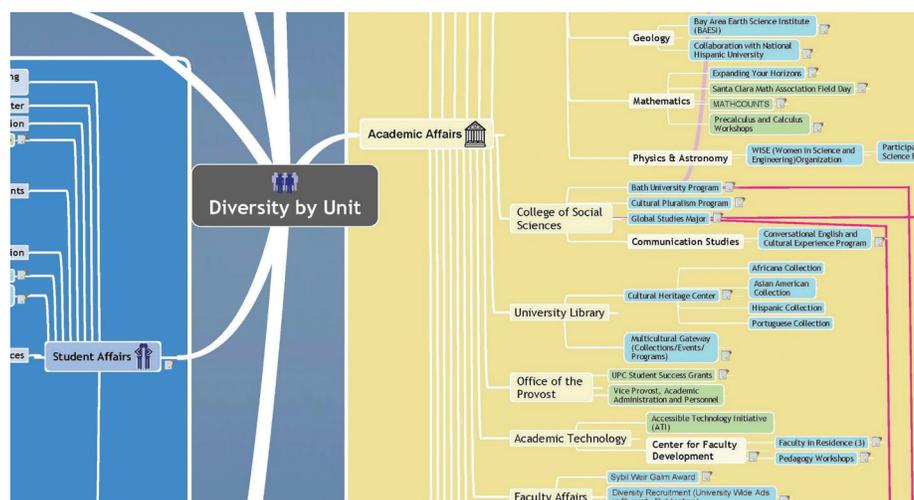
departments about inclusive pedagogical techniques. The practice of including these questions also embeds support for diversity in the classroom as a core value in the campus reward system, since teaching evaluations play a role in tenure and promotion processes. Some campuses (e.g., the University of California–Los Angeles) now require reporting of individual faculty members' diversity efforts in their promotion and tenure materials and include activities

that advance diversity as an area of performance in staff evaluations. By incorporating diversity in review and reward processes, campus leaders can influence behavior and promote conversation across campus about shared responsibility for diversity goals.

Mapping Institutional Diversity Efforts

Until recently, there was no systematic way to collect information about the organizational dimension of diversity (e.g., curriculum, policies, and budget allocations), even though this dimension has been hypothesized to shape the climate for diversity on campus (Milem, Chang, and Antonio 2005). Several institutions are now attending to the organizational dimension of diversity by documenting initiatives and institutional change related to structures, policies, and practices. While many campuses have strategic plans focused on diversity, additional efforts are needed to tie accountability and metrics to diversity planning goals (Williams, Berger, and McClendon 2005). A campus-wide diversity

FIGURE 1. Segment of a Campus Diversity Map



Campus diversity maps provide a comprehensive overview of diversity initiatives across an institution's functional areas, such as student and academic affairs. The image above suggests the depth and breadth of detail about an institution's diversity work that the map allows to surface.

framework can help institutions ground and present an integrated approach, although institutional performance related to diversity can vary across units and depends on many actors working together to achieve progress.

To address the challenge of developing an overview of campus activities that advance diversity goals across units, Rona Halualani and her research team at Halualani and Associates developed “diversity mapping” as a form of inquiry and a research methodology with new metrics for benchmarking institutional change related to diversity. Diversity mapping is a reflexive practice focused on identifying where a college or university is—in terms of values, principles, objectives, goals, outcomes, and resource allocations—with regard to establishing a deeply embedded campus structure grounded in diversity (Halualani, Haiker, and Lancaster 2010). This process, which was created in 2007 when Halualani served as the diversity leader at San Jose State University, involves a team of researchers from Halualani and Associates evaluating an institution’s

extant diversity efforts and curricula over a period of ten months to gauge that institution’s commitment to and investment in diversity and inclusive excellence.

More specifically, diversity mapping entails “taking stock of current diversity efforts and then analyzing such mappings to identify the current status of inclusive excellence at that institution” (Halualani, Haiker, and Lancaster 2010, 127). The process helps higher education institutions locate their actual (not projected) engagement with and implementation of diversity efforts by producing a visual map that reflects all diversity initiatives, programs, events, and even curricula across the institution, at all levels and within all units. Such diversity mapping represents a valuable process of inquiry for any campus beginning to form an institution-wide diversity strategy or master plan. This practice can provide a sense of where the institution has been, where it currently is, and how it has operationalized diversity and inclusive excellence, in both intentional and unintentional ways. This mapping involves

more than just taking an inventory or engaging in a diagrammatic exercise; instead, it is a meaningful practice of inquiry through which singular pieces of information that are typically isolated within campus silos are organized and framed in relation to one another. The resulting holistic portrait provides a comprehensive overview of diversity on campus at both structural and thematic levels (see figure 1 for an example map). The diversity map allows practitioners to locate duplication in efforts, empty zones or areas of neglect, and practices that are more nominal than functional.

To enhance the mapping process and categorize stages of development, Halualani and Associates have developed a set of diversity analytics. After gleaned information from campus websites, documents, and discussions with staff and faculty, several areas are coded by Halualani and Associates researchers to produce additional layers of organizational analysis. These analytical layers include (but are not limited to)

- year of effort;
- level of focus (primary or partial);
- division/departmental location;
- level of integration (connections and links among divisions);
- type/theme of diversity effort;
- change order (first-, second-, third-, and fourth-order change);
- number of times a diversity effort is highlighted in campus news and media;
- innovation score (the extent to which an institution pursues new practices);
- target population (all campus constituents, leadership, faculty, staff, students, or community members);
- initiation point (university-wide or program-driven);
- target focus (mainstream or focused on a specific group);
- Diversity Engagement/Learning Taxonomy Assessment (DELTA)

(based on seven levels of diversity engagement and learning);

- student stage (class level of targeted student population);
- definitions of diversity used in efforts;
- type of discourse around diversity (e.g., equal but separate, cultural pluralism, colorblind equality, social justice, identity inequalities);
- specific questions about diversity that the campus is exploring;
- prospective reach level (how many people are likely affected);
- enduring factor level (time frame/sustainability of effort);
- number of direct and indirect measures of impact (actual data on outcomes).

To date, twenty campuses (of varying sizes and types, public and private, two-year and four-year, faith-based and secular) have conducted diversity mapping as part of their strategic planning efforts and can now use the analytics to measure their progress toward diversity goals. Many of these campuses have been large and organizationally

Campus leaders need to empower educators to become change agents.

complex, and the mapping exercise has demonstrated connections that any one unit or administrator would otherwise have difficulty seeing. Some campuses have used the diversity mapping exercise as a baseline measure before engaging in strategic efforts and actions related to diversity. The maps and embedded analyses highlight the extant leverage points, current resources, empty zones, and areas of untapped potential, helping institutions understand what they need to do in order to fully embody a commitment to diversity and inclusive excellence.

Promoting Organizational Learning for Institutional Change

When collected and disseminated extensively, diversity assessment data can provide new knowledge about the campus climate; the experiences of students, faculty, and staff; campus practices; and equity in outcomes. It can also create greater awareness about what it means to foster inclusive excellence on campus. However, changes in individual mindsets and behaviors will not result in institutional change without unwavering support from institutional leaders, both those in formal leadership positions and those working at the grassroots level (Kezar 2014). By incorporating diversity assessment into regular campus processes (e.g., assessments, rewards, and budgeting), positional leaders in particular can send the message that diversity is everyone's responsibility.

Institution-wide change requires organizational learning and authentic forms of professional development that empower faculty (both full- and part-time) and all levels of staff to implement transformative practices that advance

diversity and student success. Campus leaders cannot expect new behaviors to emerge without providing guidance, which can take the form of information sessions and opportunities to learn what pedagogy looks like in an inclusive classroom. Learning communities for faculty and staff provide useful opportunities to share knowledge, information, and problem-solving strategies. Some institutions encourage individuals to learn from peers on other campuses as they seek ways to advance diversity goals and student success. Campus leaders need to empower educators to

become change agents. As one student affairs professional stated, "Institutions do not make things happen, people do" (Hurtado, González, and Calderón Galdeano, forthcoming). 

Sylvia Hurtado and Rona Halualani offer insights on diversity research and assessment at the Diversity Research Institute sponsored by the Higher Education Research Institute at the University of California–Los Angeles each summer. For information, see <http://heri.ucla.edu>.

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[CLIMATES FOR DIVERSITY]

Reconsidering the Inclusion of Diversity in the Curriculum

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As institutions seek to improve all students' success, the inclusion of people with diverse backgrounds, ideas, and methods of teaching and learning is an educational imperative. Such inclusion simultaneously (1) creates more equitable opportunities for students from marginalized groups to participate in higher education and (2) promotes the kinds of outcomes for all students that employers and society need, such as complex thinking skills, the ability to work across difference, increased civic participation, and decreased prejudice (see, for example, National Leadership Council 2007).

Faculty members often recognize that inclusion is a key to learning. Even among students who have access to an educational experience, those who feel excluded from the full experience

struggle to learn as well as those who feel included (Hurtado et al. 1999). To create an inclusive learning environment throughout the curriculum and in all fields, all faculty members should consider how they are incorporating diversity into their courses and how they can be more inclusive in their teaching.

Incorporating diversity into one's teaching takes time and depends on the specifics of the situation (who is teaching which students, and in what context). Faculty members do not need simple solutions that may not work for their circumstances. Therefore, I offer the framework described below not as a prescription, but as a guide for faculty seeking their own ways of including diversity in their courses.

A Diversity Inclusivity Framework

Table 1 illustrates a framework for evaluating how the different elements of a course are more or less inclusive of diversity. On the left is a list of nine elements that are key to course design and delivery. To the right of each element is a continuum that illustrates how the element can vary from not inclusive to fully inclusive.

To create the framework, I reviewed models that describe aspects of multicultural education, phases of multicultural curricular change, or planning processes for multicultural course change. I referred to models primarily in multicultural and diversity education literature, but also in other areas. Several of these models suggested a continuum, but most focused at the level of an entire course or curriculum, allowing for overemphasis on goals/purposes and content. Focusing instead at the course element level (something done by only a few authors, such as Kitano [1997]) allows the continuum to vary in nature from element to element and places equal emphasis on each element.

TABLE 1. Diversity Inclusivity Framework

Element	Inclusivity Continuum				
Purpose/ goals	Prepare students	→	Prepare students for diverse experiences	→	Prepare students to actively engage in a diverse society
Content	Monocultural	→	Additive	→	Multicultural
Foundations/ perspectives	Unexplored	→	Exposed	→	Multiple foundations/perspectives examined
Learners	Passive acceptors	→	Participants with some learning needs	→	Collaborators with diverse learning needs
Instructor(s)	Unexplored views, biases, values	→	Exploring own views, biases, values	→	Understands own views, biases, values
Pedagogy	Filling students with knowledge	→	Transitional—using varied techniques	→	Critical/equity oriented
Environment	Ignored	→	Inclusive	→	Empowering
Assessment/ evaluation	“Standard”	→	Mixed methods	→	Methods suited to student diversity
Adjustment	Adjustment to cover material	→	Adjustment to some needs of students	→	Adjustment to diverse needs of students

Among the models I reviewed, courses at the noninclusive end of the spectrum demonstrate what is (or was) traditional practice: with regard to race, white people “neither study people of color nor notice that they have not” (McIntosh 1990, 6) and faculty teach in “standard” ways without considering whether their approaches work for particular subgroups of students. When a course includes diversity to some extent, content about “others” may be added to the course, but in a way that makes nonmainstream groups seem exceptional, deficient, or marginal. On this side of the continuum, the frame of reference remains mainstream-centric (Banks, 2010).

Toward the inclusive end of the continuum, “an enormous shift in consciousness occurs” (McIntosh 1990, 7). Here, mainstream norms, perspectives, and assumptions are brought to light and multiple alternative norms, perspectives, and assumptions are explored (Banks 2010; Green 1989; McIntosh 1990). Within the most inclusive courses, instructors factor in the complex relationships between learning and diversity (Banks 2006, 2010; Schoem et al. 1993).

The nine elements in table 1 come from a subset of models that identify aspects of multicultural education or diversity coursework. When organizing the elements, I referred to Lattuca and Stark’s (2009) general model of curriculum planning, which encompasses most of the elements described in the models I consulted. Below, I define each element and explain how it varies along the inclusivity continuum.

Purpose/goals. A course’s purposes or goals represent its intended outcomes. With inclusive goals, the aim is for students to gain the knowledge, attitudes, and skills necessary for participation in a diverse society. With less inclusive goals, the aim is for students to gain knowledge, skills, and attitudes sanctioned by

the mainstream, with little inclusion of alternatives.

Content. Course content includes the subject matter covered, the way it is ordered, and the materials used to present it. In courses that include some diversity, the content includes subjects that are ignored in traditional courses or alternative perspectives on traditional subjects. In more inclusive courses, the content reflects the experiences of multiple cultural groups from their own as well as other perspectives.

Foundations/perspectives. The background characteristics of students and faculty affect their understandings of events (e.g., Columbus’s voyages), issues (e.g., domestic violence), and concepts (e.g., justice). A course that includes diverse foundations or perspectives draws on theories that help explain how human differences influence our understanding of a course topic (Banks 2006). As a course’s foundations become more inclusive, the number of perspectives and depth of understanding increases, and the foundations and perspectives themselves generally become a part of the course’s content (Bell and Griffin 2007).

Learners. At the noninclusive end of the spectrum, student characteristics (e.g., race, gender, class, skill level, and developmental needs) are not taken into account. At the inclusive end, these characteristics are assessed and explored so that other course elements can be designed and adjusted to fit students’ learning needs (Bell and Griffin 2007; Schoem et al. 1993).

Instructor(s). In more inclusive classrooms, the individuals charged with planning and facilitating a course investigate their own identities, biases, and values, and how these may influence the way they operate in the classroom. Inclusive instructors also learn about identities, biases, and values that are different from their own so that the course can rely on multiple perspectives.

Pedagogy. In addition to classroom processes and teaching methods, pedagogy includes the theories and scholarship (e.g., theories of student development and learning) that inform these processes and methods. More inclusive pedagogies account for the fact that not all students are the same, but rather have varied learning needs. At its most inclusive, pedagogy will demonstrate a focus on the learning of diverse students through the interplay of theory and instructional process at a highly developed level.

Classroom environment. The classroom environment is the space where a course takes place as well as the interactions that occur within that space. It consists of the values, norms, ethos, and experiences of a course. When highly inclusive, the environment should be empowering (Banks 2006), reflective of the diverse backgrounds of students and instructors (Schoem et al. 1993), and structured to support student learning (Bell and Griffin, 2007).

Assessment/evaluation. Instructors should use a variety of methods, both formal and informal, to assess student characteristics and learning and should also be aware of potential biases in their techniques (Banks 2006; Lattuca and Stark 2009). More inclusive evaluation methods are more sensitive to the various backgrounds of students and the diverse ways students can demonstrate understanding.

Adjustment. In any course, instructors may need to change their plans as assessments reveal new information about students, as student desires or frustrations assert themselves, as incidents occur in class, or as activities require more time than allotted. An instructor who capitalizes on new information can adjust other elements of a course to enhance student learning (Bell and Griffin 2007; Lattuca and Stark 2009). Inclusive adjustments are sensitive to students’ diverse learning needs and

matched to course goals. Adjustments made despite student needs (e.g., to cover a predetermined amount of material) are noninclusive.

This framework can be applied in a variety of areas, including course design and assessment. In the area of course design, for example, the framework encourages instructors to question and make decisions about the inclusivity of each element when designing or making adjustments to a course. The framework allows for flexibility in which elements a faculty member chooses to address, and in which order (as decisions about one element will affect decisions about the others).

Lessons Learned from Assessing Diversity Inclusivity

In 2007 and 2010, the Faculty Survey of Student Engagement administered survey items focused on diversity inclusivity to US faculty at over one hundred institutions (for detailed findings from the 2007 administration, see Nelson Laird [2011] and Nelson Laird and Engberg [2011]). The results suggested four lessons about including diversity in college courses.

First, while differences by academic field were apparent, many faculty members from all fields reported including diversity in a variety of ways. For example, 57 percent of all faculty respondents indicated that students in their courses gain “quite a bit” or “very much” understanding of how to connect their learning to societal problems or issues. Three-quarters (75 percent) of faculty respondents indicated that they varied their teaching methods “quite a bit” or “very much” to encourage the active participation of all students, and most faculty members (87 percent) indicated that they try “quite a bit” or “very much” to empower students through class participation. These findings suggest that many faculty members are already invested in creating inclusive courses.

Therefore, instead of trying to convince faculty members to be inclusive, colleges and universities should spend time and resources helping faculty members find ways to be inclusive in their own particular manner.

Second, including diversity in a course is strongly connected to other indicators of effective educational practices. Faculty members who include diversity in their courses are much more likely to encourage peer interactions across difference, emphasize deep approaches to learning, use active classroom practices, interact with their students, and promote learning outcomes like intellectual and practical skills or personal and social responsibility.

Third, faculty members’ perceptions of the curriculum matter. The more faculty members perceive the undergraduate curriculum as inclusive of diversity, the more likely they are to include diversity in their own courses. Combined with the second lesson, this suggests that faculty members and institutional leaders invested in promoting student success should do more to share all that is happening in the curriculum related to the inclusion of diversity.

Fourth, while all kinds of faculty members include diversity into their courses, women and faculty members of color are much more likely than their male and white colleagues to do so. Combined with the other lessons, this suggests that those invested in improving the quality of undergraduate education should encourage faculty search committees to look seriously at female applicants and applicants of color, while also identifying ways to help male and white faculty members find elements of their courses where inclusivity can be improved.

By marshaling faculty creativity as well as higher education research and scholarship, colleges and universities

can foster greater inclusivity in the classroom. 

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[CLIMATES FOR DIVERSITY]

Climate Matters: Campus Leadership for Educational Success

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For decades, researchers and scholars across disciplines have examined the construct of “climate” (derived from the Greek *klima*, meaning place) to understand how environments influence human cognition and behavior. Within the field of higher education, these scholars have studied how campus climates influence educational efficacy and success, particularly for underserved and underrepresented students.

While some argue that these students’ access to higher education has improved precisely as a result of greater attention to climate issues and demographics (see Passel and Cohn 2008), gaps in completion and success rates remain for many marginalized groups as compared to their majority peers. For example, Hispanic students are now the largest minority group in four-year colleges and universities (Fry 2011); yet despite their growing presence on college campuses, their persistence and attainment rates consistently fall behind those of other racial and ethnic groups (Solórzano, Villalpando, and Oseguera 2005). To help close these and other gaps, colleges and universities will need to ensure that campus climates affirm the value of diversity.

Factors Affecting Climate

Some scholars have asserted that Hispanics and other minority groups enter college with significantly different perceptions of their own academic capabilities and with different levels of confidence regarding their higher education success (see Núñez 2009). Others purport that this heightened

sense of academic “self-consciousness” or “stigma” reflects the diminutive social status generally held by minorities in American society (see, for example, Solórzano and Villalpando 1998 or Guyll et al. 2010). These external factors, which arise before students even reach campus, interact with still other variables that are internal to the institution, and that influence how students experience the campus climate.

Focusing on within-institution factors, Hurtado et al. (1999) and others have attempted to codify the characteristics that significantly affect campus climate (including the history of the institution, compositional diversity, psychological variables, behavior and actions, and leadership), and have demonstrated that ethnic minorities view higher education climates and contexts differently than their majority peers. Many theories and models help explain the circumstances affecting the academic performance of racial and ethnic minority students (Fleming 2012), including financial barriers (Olivas 1997), limited early academic preparation (Garcia 2001), or difficulty acclimating to the academic and social milieu of higher learning environments (Hurtado, Carter, and Spuler 1996).

Generally, these findings speak directly to the importance of climate in facilitating educational success—or inversely, the role of climate in undermining academic achievement among specific student populations. Thus an institution’s sensitivity to climate issues and their influence on diverse learners is

vital to the creation of a campus climate that contributes appreciably to these learners’ academic success.

The Chief Diversity Officer

As attention to diversity and campus climate has increased, a new role with direct responsibility for addressing climate issues has emerged: that of the chief diversity officer (CDO). Originating in the affirmative action or minority affairs offices of the 1960s and 1970s and drawing inspiration from the cultural affairs programmers of the 1980s and 1990s, today’s CDO is expected to be both a higher education administrator and an accomplished scholar. Increasingly, the CDO is a tenured faculty member who is familiar with the synergistic effects of personal, social, economic, and cultural factors that influence college and university climates, and who can apply this knowledge toward realizing institutional diversity goals (Leon 2014). The CDO serves as a nexus of information on climate issues and on the work of academics who have studied diversity and equity in higher education.

Through a collaborative, unit-based, or portfolio model (Williams and Wade-Golden 2013), the CDO works with colleagues across the institution to create a campus climate that affirms the value of diversity and equity as vital aspects of the learning environment while also articulating the importance of actively engaging diversity as part of the intellectual development of graduates who will compete in a global marketplace. The CDO becomes indispensable as he or she works with faculty, staff, and student leaders to educate campus constituents about diversity issues and to help the school actualize its inclusive excellence objectives. These joint efforts should focus on eliminating barriers to student success, preventing the recurrence of concerns expressed by students, and remedying the impact of these concerns

on individual students and the campus community.

Despite the CDO's critical role, more than a single staff member or office is needed to achieve a climate that supports excellence and equity. Educational environments are shaped each day by both subtle and overt interactions, processes, and behaviors that occur across the institution. Authentic and sustainable climate change necessitates engagement with the institution's history, a clear vision for inclusion and excellence, investment in the units and programs required to actuate an inclusive campus, systems of accountability to discourage corrosive practices, and recognition of effective measures and initiatives that measurably improve the success of diverse populations on

climate change is to invest both material and human capital in implementing the practices that have been shown by research to significantly affect climate and students' resulting educational success.

Inclusive Conceptions of Diversity

Historically, some CDOs may have viewed campus climate issues exclusively through the lens of racial and ethnic identity; but campus climate issues also arise in relation to gender, age, sexual orientation, and other intersecting aspects of identity. All students are better able to engage academically and socially when they are in supportive environments where resources are organized to facilitate their success. Today's CDOs know that inclusive campuses

Students from Sexual Assault (2014) recommending campus climate surveys as a means of identifying problematic behaviors and attitudes.

Campus leaders can take cues from the task force's guidance when working more broadly with underrepresented or marginalized students. These recommendations include engaging all students in efforts to create safe and welcoming environments. (In the case of sexual violence, while women are disproportionately affected, men also can be victims, and all students must be part of a comprehensive approach to prevention.) They also include responding consistently to incidents that affect the campus community, offering students safe and confidential reporting options and immediate access to resources and emphasizing the importance of partnerships and faculty and staff training.

The priorities of any higher education institution are immediately recognizable in the investments that the school makes.

campus. These are all areas where a CDO can exert leadership, but where he or she cannot achieve objectives in isolation of other campus stakeholders. Climate transformation thus requires partnerships within and beyond the institution, engaging stakeholders across campus and in the surrounding community.

The priorities of any higher education institution are immediately recognizable in the investments that the school makes. When colleges and universities invest resources in creating programs such as cross-cultural centers, ethnic studies programs, minority faculty and staff associations, gender equity initiatives, and campus-wide diversity and inclusion awards, they are demonstrating the high premium they place on inclusion and excellence. The key to

value all members of the community by embracing diverse identities and eliminating barriers to success and completion.

For example, contemporary issues related to sexual violence speak to the significance of climate for gender equity on today's college campus. In May 2014, higher education administrators were shaken when the US Department of Education's Office of Civil Rights (OCR) released the names of fifty-five institutions under investigation for possible violations of federal law due to inadequate prevention of and response to allegations of sexual harassment and sexual violence. The White House and the OCR have focused on campus climate as a critical tool in addressing sexual assault and sexual violence, with the White House Task Force to Protect

Initiatives at Texas Tech

At Texas Tech University, we have instituted a number of programs that have improved the campus climate and contributed significantly to student success, particularly for students of color. From 2004–10, Texas Tech raised the graduation rates for Hispanic and African American students by more than 18 percentage points. Many of the initiatives and programs that influenced this increase in student success were coordinated or assisted by Texas Tech's Division of Institutional Diversity and its CDO.

The Cross-Cultural Academic Advancement Center (CCAAC) brings together academic units, faculty and staff associations, and student groups to collaborate on diversity programs and initiatives of joint interest. The CCAAC inaugurated the university's Celebrating Diversity Scholarship Dinner, Difficult Dialogues program, and Open Teaching Concept program, in which faculty from across campus open their classrooms on predetermined dates to students

in different disciplines or courses for discussions focused on diversity, inclusion, and equity. The CCAAC also developed a series of university summits on the “state of education” for Hispanics, African Americans, and military veterans.

Now in its twelfth year, the Lauro Cavazos and Ophelia Powell-Malone Mentoring Program (Mentor Tech) program at Texas Tech offers faculty or staff mentors to help underrepresented students navigate the unfamiliar landscape of higher education. Named after the university’s first African American graduate and first Hispanic president, the program seeks to enhance students’ experiences through advocacy, affirmation, and community engagement.

PEGASUS (Pioneers in Education: Generations Achieving Scholarship and Unprecedented Success) offers monthly engagements, peer support, and relevant academic programming to first-generation college students. For students who entered the program during the 2012–13 academic year, the first-to-second-year retention rate was 92 percent, significantly higher than the overall Texas Tech undergraduate rate of 81.8 percent for the same period.

Recently, PEGASUS was recognized as one of the most successful programs for first-generation students in the nation. In addition, since its founding in 2010, the Military and Veterans Program (MVP) Office has helped quadruple the number of veterans and military dependents attending the university. These students bring diverse perspectives to the university community.

Texas Tech is addressing gender equity concerns with a Gender Equity Council that advises the president and a Sexual Violence Stakeholder Committee focused on prevention and education, policies and enforcement, and resources. The university also has added nursing rooms in central locations to support students and employees

who are mothers. The women’s studies department recently coordinated a panel discussion about rape culture and sexual harassment that prompted the American Association of University Women to recognize Texas Tech as one of seven schools that empower women and work to make campuses more equitable places for all students.

Institution-wide efforts like those described above, along with efforts within individual academic colleges, support areas, and auxiliaries, ensure that the campus climate reflects a commitment to preparing all students to compete in a diverse and demanding global workforce.

Conclusion

As former University of Michigan president Lee Bollinger writes, “our public universities have advanced the notion that in educating college students for the world they will inhabit, it is necessary to bring people together from diverse parts of society and to educate them in that context. Far from being optional or merely enriching, it is the very essence of what we mean by a liberal or humanistic education” (2007, B20). In order to shape a climate that allows for such an education, the CDO must work effectively across the campus to assist in conceptualizing and implementing climate-sensitive programs that are institutionally sustainable, academically relevant, and fundamentally transformative for *all* members of the campus community. ☐

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[CAMPUS PRACTICE]

Inclusivity in Practice: Engaging an Institution's Hispanic-Serving Mission to Support Student Success

■ **GERARDO MORENO**, assistant vice president for student success at Texas A&M University–Corpus Christi

■ **BRADLEY SHOPE**, director of the Center for Faculty Excellence at Texas A&M University–Corpus Christi

In 2005, the Association of American Colleges and Universities (AAC&U) called on higher education to strive for “inclusive excellence” by linking diversity with quality and reformulating pedagogy to focus in part on diversity-related student learning outcomes. In their introduction to a series of papers commissioned for AAC&U’s Making Excellence Inclusive initiative, Alma Clayton-Pedersen and Caryn McTighe Musil argue that such “inclusive excellence” consists of four operational elements: (1) “a focus on student intellectual and social development,” (2) “purposeful development and utilization of organizational resources to enhance student learning,” (3) “attention to the cultural differences learners bring to the educational experience and that enhance the enterprise,” and (4) “a welcoming community that engages all of its diversity in the service of student and organizational learning” (2005, vi).

With emphasis on the second and third of these elements, we suggest in this article that faculty course design initiatives and student support services are two effective mechanisms for engaging inclusive excellence and promoting equity, quality, and excellence. Among the many university-wide efforts related to inclusivity that we have instituted at Texas A&M University–Corpus Christi (TAMUCC) are our faculty Communities of Practice (CoPs) and writing center support mechanisms, described below. Much of our work

in this area has been informed by the Growing Knowledge about What Works for Latino Student Success project coordinated by AAC&U and *Excelencia* in Education.

Faculty Development

The Center for Faculty Excellence (CFE) at TAMUCC provides resources supporting a vision of educational excellence that includes close attention to inclusion. TAMUCC’s strategic plan states that the university “will attract, retain, and graduate a diverse and highly qualified student body consistent with the university’s mission as a Hispanic-Serving Institution” (Texas A&M Corpus Christi 2010, 7). Our executive leadership encourages the university community to execute this mission through collaboration between academic units and other relevant stakeholders and through engagement with the university’s Hispanic-Serving Institution (HSI) status as a means of promoting learning among all students.

Course content and classroom pedagogy have significant implications for helping students learn material and develop the skills they need to achieve their goals. Diverse learning environments have educational benefits for all, but educators must engage diversity in these environments in intentional ways and with conscious attention to inclusivity (Milem, Chang, and Antonio 2005). To achieve such intentionality, many instructors at TAMUCC

implement strategies shown to positively affect students who have been historically underserved by higher education, including Latino, American Indian, and African American students, and many faculty map their course-level student learning outcomes to larger learning goals for underserved populations. Past strategies have included featuring Texan or Mexican-American authors in literature courses or using local data sets in courses that address demographics. Thinking seriously about the relationship between underserved student success and specific student learning outcomes not only improves student learning, but also adds meaning and value to the university’s mission.

The CFE regularly spearheads course redesign Communities of Practice (CoP) under the theme “Inclusive Excellence in South Texas.” These CoPs offer a platform for groups of self-selected, multidisciplinary faculty to creatively embrace our unique location in South Texas in their course redesign. Many instructors have found that they can leverage student learning by encouraging students to develop a more nuanced awareness of the community and region in which they live. Each faculty participant in the CoP partially redesigns one course under the CoP theme and presents his or her work to the university at our biyearly institution-wide “Islander Forum,” an all-day teaching and learning event open to faculty and staff. With the support of a modest stipend, CoP faculty take into consideration students’ backgrounds, TAMUCC’s geographic location, or strategies for engaging underrepresented populations while completing a concrete set of deliverables, including a partial course redesign with a valid assessment strategy. The CFE has found that these course redesign projects prompt helpful cross-disciplinary conversations and provide concrete tools that inspire participants to create positive changes in

the classroom. For example, instructors in a geology learning community redesigned a course to include collaborative assignments that encouraged students to situate issues relevant to South Texas within a global framework.

Writing Center Support

Over the past three years, the Center for Academic Student Achievement (CASA) Writing Center has become TAMUCC’s premier program for supporting all writers, with a targeted focus on first-time incoming freshmen, underrepresented populations, and alternatively admitted students (who are subject to specific conditions established by the University Admissions Committee). Among first-time incoming students who enrolled at TAMUCC between fall 2011 and spring 2014, those who used writing center services demonstrated year-to-year retention rates that were 8.25 percentage points higher (67.91 percent) than those of students from comparison groups who did not use writing center services (59.66 percent). The Writing Center Director, Noelle Ballmer, states that the center’s objective is to foster a culture and community of writers and to equip students for academic success by orienting them to academic discourse.

In fall 2010, the CASA Writing Center began offering a series of writing workshops on topics ranging from basic writing to documentation styles in an effort to help close learning gaps in the transition from high school to the university. Since then, the center has expanded its catalogue to include over thirty-five types of writing workshops that are relevant across disciplines, majors, and student classifications. The center also began offering synchronous online writing consultations for distance students, students unable to travel to campus due to job or family commitments, and students whose learning styles are best

suiting to an online environment. The online writing support initiative has conducted 779 sessions since fall 2011. Through face-to-face and online consultations as well as writing workshops, the center has served 6,520 students over the past three years.

The Writing Center has proven its commitment to assisting alternatively admitted students and underrepresented populations. Ballmer indicated that year-to-year retention rates are 65 percent for students who use writing center services, compared to 58 percent for those who do not use these services. Data indicate that alternatively admitted students who use writing center services are more successful than their peers who do not use these services (see figure 1). For the academic years 2011–12 and 2012–13, 81.07 percent of alternatively admitted students using the Writing Center passed their college-level courses with grades of A, B, or C; in comparison, 62.43 percent of alternatively admitted students who did not use writing center services passed their courses with grades of A, B, or C (a difference of 18.64 percentage points). Further, data from these years indicate that alternatively admitted students who use the Writing Center also show higher end-of-term grade point averages than those who do not use the center. In their college-level courses, these students earn grades one-half a letter higher than students from the same cohort who do not use the center.

The CASA Writing Center improves student learning and success through



Texas A&M University–Corpus Christi students participate in a writing workshop. (Photo by Jeff Janko)

several culturally responsive, student-centered practices:

- Informed, flexible, and well-trained staff provide supplemental support to students who struggle with writing, many of whom are learning English as a second written language or have developmental writing needs.
- The center offers writing workshops “on demand” to faculty (including many CoP participants) who want to target specific concerns and enable students to succeed in their courses.
- Online support is available for students whose work, geographical location, or family responsibilities might otherwise prevent them from participating.
- The center facilitates transfer of knowledge between various writing contexts—from high school to college and from undergraduate to graduate studies.

In sum, the Writing Center permits writers to make mistakes in nonpunitive environments where they can take risks and receive feedback from caring faculty and writing support staff.

FIGURE 1. Grade Point Average (GPA), Alternatively Admitted Students

Academic Year	GPA, Alternatively Admitted Students Using Service	GPA, Alternatively Admitted Students Not Using Service
2011–12	2.93	2.12
2012–13	2.93	1.99
2013–14	2.55	1.91

Conclusion

TAMUCC engages inclusive excellence through both faculty development and student success initiatives. The Writing Center data suggest that persistence, retention, and graduation are connected to the quality of student learning. Thus, the CFE has committed to embracing the connections between these issues when organizing course redesign initiatives, working in ongoing conversation with the

Writing Center to evaluate successes and disappointments and to exchange ideas for improvement and potential collaboration. At TAMUCC, we have learned that student success is best served by engaging broad strategic goals through a range of synchronized efforts. ☐

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Growing Knowledge about What Works for Latino Student Success

Growing Knowledge about What Works for Latino Student Success is a collaborative initiative between the Association of American Colleges and Universities (AAC&U) and *Excelencia* in Education that supports evidence-driven, campus-based change strategies for improving Latino student success and engagement through high-impact practices. Funded by TG Philanthropy, the program works with faculty and staff members from five Hispanic-Serving Institutions selected from the *Excelencia* in Action Network and AAC&U's membership to attend AAC&U's 2013 Institute on General Education and Assessment.

At the institute, participants examined institutional student success data, reviewed current research on the relationship between student engagement in high-impact practices and underserved students' self-reported learning gains, and created campus action plans for implementing high-impact practices that best fit their respective institutional cultures and contexts. Over the past year, teams have received one-on-one feedback from both AAC&U and *Excelencia* staff on their action plans and implementation processes. They also convened in spring 2014 at the AAC&U

Diversity, Learning, and Student Success Network Conference in Chicago, Illinois, to share their accomplishments, and to brainstorm strategies for overcoming challenges to project implementation with fellow campuses and with representatives from AAC&U, *Excelencia*, and TG leadership.

The work of faculty and staff at Texas A&M University–Corpus Christi described in this issue of *Diversity & Democracy* reflects one of the campus-based change strategies that are being implemented to support Latino student learning and success at institutions participating in the Growing Knowledge project. For more examples from the project, readers are invited to visit www.aacu.org/assessinghips/ and download the *News from the Initiatives* publication, which features a broad range of campus plans in

addition to the TAMUCC example featured above. Campuses' methodologies may be different, but their motivations are similar: Growing Knowledge team leaders and members represent an emerging group of educators striving to improve the student learning experience for a growing population of Latino students across the nation. Growing Knowledge project staff hope these journeys provide valuable insights to practitioners at other institutions.

The project staff extend *Muchísimas Gracias!* to Jacob Fraire, vice president of student and institutional success at TG, and Kristin Boyer, director of philanthropy at TG, for their continued support and commitment to building capacity and advancing knowledge to improve underserved student success.

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[CAMPUS PRACTICE]

The Narrative Approach: A Culturally Relevant Tool

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Salish Kootenai College (SKC) is a tribal college chartered in 1976 by the Confederated Salish and Kootenai Tribes (CSKT) to provide postsecondary educational opportunities to Native Americans. Located on the Flathead Indian Reservation in northwestern Montana, the college serves a diverse community of students from over sixty reservations and twenty states. SKC offers thirty-nine bachelor's degrees, associate's degrees, and certificates designed to meet the workforce and educational needs of reservation communities.

Students come to SKC with a variety of past educational experiences, and many are dipping their toes into higher education for the first time. Approximately 50 percent of incoming students enroll in developmental courses, 70 percent are first-generation college students, and approximately 70 percent are Pell eligible. Like students at many other open-enrollment institutions, SKC students often need to work and meet obligations to family and community while pursuing their degrees. For SKC students, the challenges associated with these obligations are frequently compounded by the effects of previous educational experiences in public school systems that were not responsive to the cultural values of American Indian learners. As a result, as of 2005, the national graduation rate for American Indians at Title IV institutions was 38.5 percent, compared to 60.2 percent for white students (Knapp, Kelly-Reid, and Ginder 2012, 9).

Despite these challenges, SKC maintains six-year graduation rates of about 45 percent and fall-to-fall persistence rates of approximately 60 percent, successes that earned the institution an Institutional Champion of Access and Success Award from the Institute for Higher Education Policy in 2013. We attribute our success to faculty, classes, student services, engagement activities, and an institutional climate that are all oriented toward connecting cultural values with student success. One example is our use of the narrative approach as a culturally relevant way of addressing noncognitive factors in student success.

The Narrative Approach

The oral tradition of storytelling as a means of passing tribal history from generation to generation is a rich component of Native American cultures, including those of the CSKT (see Fahey 1974). At SKC, we have adopted a narrative approach to help students frame their educational experiences in the context of a story: the SKC Story Map Worksheet. Using this adapted plot-analysis tool, faculty and staff help students reflect on elements of their own stories.

The worksheet, which was developed with input from tribal elders to ensure cultural relevance and appropriateness, positions students as the authors of their own narratives and encourages them to proactively manage the variables within their stories that are under their control. The exercise reinforces two noncognitive

factors—personal responsibility and time management—that researchers working in other contexts have identified as key to minority student success (Palmer and Strayhorn 2008). It also allows faculty and staff to garner information about individual students' strengths and challenges, improving their ability to provide customized support to students.

SKC first used the Story Map Worksheet with students who were already struggling, such as participants in the Academic Improvement Waiver program, a “recovery” curriculum for students on academic and/or financial aid suspension. More recently, we have used the tool preventatively to help students avoid struggles, incorporating it into SKC's Skills for College Success course, into an activity at new student orientation, and into noncognitive support courses for developmental studies students. In the following section, we describe some key elements of the SKC Story Map Worksheet and their relevance to student success.

Elements of the Story

The Story Map Worksheet helps students take control of their own academic journeys, and it helps SKC faculty and staff identify and provide the best interventions to support students along the way. As students progress through the exercise, they maintain focus on the thoughts, behaviors, choices, and actions that will help them achieve their desired ending. The worksheet prompts students to contemplate several questions related to their own narratives.

How will your story end the way it is being written now? How do you want your story to end? The worksheet opens by asking students to frame and articulate the currently probable and the desired endings for their academic stories. This prompt addresses another noncognitive factor deemed key to minority student achievement:

maintaining focus on academic success (Palmer and Strayhorn 2008). As Jones and Brinkert have written, “If individuals are to ‘see’ the future, they need to be able to tell the story of the future—a story or narrative that has coherence and fidelity” (2008, 148). SKC faculty and staff use their knowledge of students’ goals to provide assistance with academic and career planning. They also encourage students to routinely ask themselves, “What ending am I writing today with my thoughts, choices, and actions?”

What events inspired you to write this story? Perhaps as important as envisioning a positive outcome is remembering why one embarked on the educational journey to begin with. We have found that many Native American students enter higher education for the betterment of their families. Regardless of the reason, considering the story’s inspiration helps students adopt an intrinsic sense of motivation and inspires them to persevere through challenges. When students are struggling, faculty and staff remind them of the inspiration for their stories.

Who are the main characters of the story? Students reflect on their stories’ key characters, beginning with a thorough look at the main character—themselves. Aided by a variety of activities, materials, and assessments on topics like personal identity, learning strategies, and noncognitive factors affecting student success, students analyze their traits and identify related strategies to help them succeed. Students reflect on how to increase the positive influences from important figures in their lives while exploring ways to minimize the influence of characters who may not be as helpful. With the assistance of faculty and staff, they also identify the institutional personnel who might offer key support.

What are the problems faced by the main character, and how are they



Salish Kootenai College (Photo courtesy of SKC Foundation)

solved? Students reflect on the primary challenges they face in reaching their desired endings. The exercise encourages students to engage in problem solving when facing and overcoming obstacles. This section includes a component that asks students to anticipate unexpected “plot twists” that may develop. Faculty and staff then help students form plans (and back-up plans) for dealing with obstacles they may encounter.

Impacts on Campus Climate

The narrative approach has helped improve outcomes for the SKC student populations that are most likely to drop out. Participants in the Academic Improvement Waiver program are currently completing the curriculum and returning to good academic standing at a rate of over 75 percent (compared to 20 percent with prior efforts). Along with other noncognitive and institutional supports, the Story Map Worksheet has contributed to increasing developmental studies program completion rates by as much as 40 percent.

The narrative approach is one of several factors—such as requiring

faculty to include cultural objectives in every course, offering numerous cultural activities throughout the academic year, and embracing cultural themes in campus facilities—that contribute to a campus climate that embraces Native American culture. Students often identify this climate as a key factor in their academic success and their ability to reach the positive endings they desire for their college stories. 📍

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[CAMPUS PRACTICE]

Supporting Religious Pluralism at Elon University

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■ **JAN FULLER**, university chaplain at Elon University

As Robert Putnam (2000) and others have demonstrated, representational diversity is necessary but not sufficient for a pluralistic culture to thrive. In strong, inclusive communities, people cultivate bonds across differences and work to better understand each other. Faculty, staff, and students at Elon University have engaged in sustained work toward building our own inclusive community since our most recent strategic plan, the Elon Commitment (2009), articulated an unprecedented university-wide commitment to diversity and global engagement—including interfaith engagement and religious pluralism.

While Elon's distinctive context and history shape our efforts, our experiences may suggest useful lessons to other institutions. Since its founding by the United Church of Christ (UCC) more than 125 years ago, Elon has been a predominately Christian campus, nestled in a conservative and largely Christian county in North Carolina. Although we are no longer formally affiliated with the UCC, our history and location require us to work diligently to create a campus community where our colleagues and students from secular and non-Christian backgrounds as well as those who are Christian can see themselves belonging.

We have made significant strides in this direction. We now have vibrant Jewish student life programming; a growing number of Muslim, Hindu, Buddhist, secular, and unaffiliated students, faculty, and staff; and an increasing number of people from

interfaith families. We have built a beautiful building, the Numen Lumen Pavilion, where people from any faith tradition—or none—can feel welcome in reflection, dialogue, and practice. A recent campus climate survey revealed that students from a wide range of religious and secular backgrounds feel comfortable at Elon. However, many who are part of minority groups do not feel that their perspectives are well represented or understood on campus. We are working to address this finding by encouraging intercultural learning and exchange across the institution, using the Numen Lumen Pavilion as the physical hub for these activities.

Improving Climate by Encouraging Interfaith Exchange

In December 2010, Elon and Wofford College received a grant from the Teagle Foundation to collaborate in using student assessment data to make evidence-based decisions related to campus diversity and pluralism. In addition to conducting campus climate surveys, we worked with colleagues from the Interfaith Youth Core and with a consultant from the Association of American Colleges and Universities (AAC&U) to create and refine a Pluralism and Worldview Engagement Rubric modeled on AAC&U's VALUE rubrics (Baxter 2013). Faculty and staff can use the rubric to assess the level of competency students demonstrate in samples of their work. Both the process of developing the rubric and recent efforts to apply it in

programs across campus have helped us understand whether and how students are developing more pluralistic mindsets during their time at Elon.

While working on the Elon Commitment and on our Teagle project, we have learned lessons that can help other institutions frame their work on religious pluralism:

1. Have a clear but evolving vision that aligns with defined areas of responsibility. Specific people are responsible for every institutional priority named in Elon's strategic plan, including our focus on multifaith initiatives and religious pluralism. When advocating for change, we have engaged constituents across campus and relied on leadership from the top; advocates garner allies where they can and work collectively to achieve shared goals. This strategy supported the creation of the Numen Lumen Pavilion, which was envisioned by our previous chaplain, Richard McBride, and carried forward by our current chaplain. The dream of the two chaplains captured the imagination of our president (who became its champion) and ultimately gained the support of our board of trustees (many of whom donated funds to support construction).

2. Establish academic avenues for interreligious understanding and exploration. At Elon, those of us who are responsible for prioritizing pluralism at the institutional level have vibrant partners among our religious studies faculty, several of whom designed a multifaith module for our required first-year global experience seminar. Our Jewish studies minor and our new Center for the Study of Religion, Culture, and Society also support academic research on and exploration of religion. During the 2013–14 academic year, students in one of our residential neighborhoods chose “religion and conflict” as their annual theme and hosted related dinners, dialogues, speakers, and films.

3. Support cocurricular learning for students and colleagues. The Interfaith Youth Core emphasizes that appreciative knowledge is the basis for respectful relationships. To cultivate a campus climate based on such knowledge, we have created frequent co- and extracurricular opportunities for everyone in our campus community to learn about a range of religions and worldviews. During our winter term, the Truitt Center for Religious and Spiritual Life hosts lunch sessions where students speak about their own religious practices and traditions. This spring, professor of religious studies L. D. Russell offered a semester-long, eight-session whirlwind tour of major world religions, bringing together people from all parts of campus to learn together.

4. Anticipate potential barriers to inclusion. We have mapped out aspects of Elon's culture that might prevent members of minority groups from feeling like they belong. For example, although pork barbecue is a state delicacy in North Carolina and local recipes often feature bacon, many people refrain from eating pork products for religious reasons. Thanks to an informal educational campaign, those who order food for campus events now routinely account for such dietary restrictions when planning meals. Recognizing that scheduling important events on major religious holidays creates barriers to inclusion, Elon also approved a final exam calendar that includes breaks on Saturdays as well as Sundays.

Building an Inclusive Community

At Elon, we have found that inclusive practices are contagious. When religious and secular communities feel supported, they are likely to support other communities. For instance, last year a Jewish student arranged for students in the Jewish community to prepare and serve a meal for Muslim students who were planning to break a fast. While



Elon students attend the university's Holi festival. (Photo by Kimberly Walker, Elon University Photographer)

encouraging sharing and collaboration across lines of difference, we also encourage groups to take time and space for their own practices and community-building. Our goal is bridging and bonding.

Thanks to cross-campus efforts, members of the Elon community are learning a lot about each others' religious, spiritual, and secular traditions—and also having a lot of fun. Each month, we host religious or cultural festivals on campus, including Sukkot (Judaism), Diwali (Hinduism), Chinese New Year (Taoism, Confucianism), Mardi Gras (Christianity), Holi (Hinduism), and Holiday Lights and Luminaries (Christianity, Judaism). Last year, the staff of the Center for Religious and Spiritual Life staged mock wedding ceremonies from four traditions (Jewish, Roman Catholic, Southern Black Baptist, and Muslim) for same- and opposite-sex couples, providing engaging and enjoyable opportunities for members of the campus community to learn together about the beliefs, practices, foods, music, dances, and other customs connected to this ritual.

Completed in 2013, the Numen Lumen Pavilion now stands as a testament to our permanent and ongoing

commitment to religious pluralism and interfaith dialogue. With affiliate campus ministers sharing office space to encourage serendipitous conversation and meaningful interaction across differences, the pavilion models the community we aspire to be. When we conduct our next campus climate survey, we hope that more people who practice minority religious traditions or who are not connected to a religious tradition report a sense of belonging on campus. We plan to continue monitoring our campus climate and making evidence-based decisions about programming, budgets, and staffing. ☐

To download the *Pluralism and Worldview Engagement Rubric*, visit <http://www.ifyc.org/sites/default/files/u4/PluralismWorldviewEngagementRubric2.pdf>.

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[CAMPUS PRACTICE]

Civic-Minded Practices for LGBTQ Student Success

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Current discourses on lesbian, gay, bisexual, transgender, and queer (LGBTQ) issues in the United States, whether supportive or repressive, spill into our campus environments, with implications for the curriculum, the cocurriculum, and the classroom. Institutions that engage with these

level of respect for individual and group needs, abilities, and potential” (Rankin 2005, 17), and is additionally affected by institutional policies and practices (Reason 2013, 41).

Basic safety is paramount to supportive campus climates (Higbee, Siaka, and Bruch 2007). Rankin (2005) notes

Because students’ sexual and gender identities factor into how they interact with faculty and peers and experience campus climate, practitioners must intentionally create the conditions for positive academic and social engagement.

discourses by modeling strong and inclusive civic practices can help students develop perspectives and mindsets built on democratic principles—and in the process, create more welcoming climates for LGBTQ populations. In this article, we describe the relationship between civil discourse, campus climate, and LGBTQ student success, and recommend campus practices that are inclusive of LGBTQ students.

Campus Climates for LGBTQ Student Success

As we recently discussed in *Diverse: Issues in Higher Education* (2014), campus climate can be defined as “the cumulative attitudes, behaviors, and standards of employees and students concerning access for, inclusion of, and

that many LGBTQ students, particularly those with multiple minority identities, feel socially or emotionally isolated due to harassment, assault, and intimidation that occurs on campus and through social media. Check and Ballard (2014) note the importance of intellectual safety, which stems in part from inclusive classroom environments and curricula that attend to “LGBTQ facts or histories” (7). Because negative campus climates, including those “perceived to be discriminatory,” have been associated with “decreased likelihood of persistence” for *all* students (Reason 2013, 41), the entire campus community bears responsibility for creating supportive climates for LGBTQ student success.

As Kuh et al. (2011) argue, student success efforts can become sustainable

“when institutional leaders and others are committed” to the cause (13–14). For LGBTQ students in particular, success hinges at least in part on the meaningful engagement of faculty, staff, and administrators with issues relevant to these students’ lives. Also important are campus-wide opportunities for civil discourse and civic engagement around issues affecting LGBTQ students.

Inclusive Campus Practices

Over recent decades, many faculty and student affairs practitioners have come to understand the benefits of being inclusive and culturally responsive in terms of race, ethnicity, and class. Yet many educators and practitioners still struggle to connect these practices with LGBTQ student identities. Because students’ sexual and gender identities factor into how they interact with faculty and peers and experience campus climate, practitioners must intentionally create the conditions for positive academic and social engagement. To this end, we suggest several inclusive practices below.

Demonstrate the institution’s commitment to LGBTQ issues and support for students of all sexual orientations and gender identities. Campus leaders should ensure that policies and administrative actions speak to the value of sexual and gender diversity in the community. This includes supporting LGBTQ and queer resource centers that provide safe spaces and expertise on LGBTQ issues, and naming sexuality and gender identities in policies designed to counter bias, harassment, and discrimination. To monitor the impact of these and other efforts on student recruitment, success, and retention, admissions and institutional research offices should consider including LGBTQ self-identification as an option in data collection and matriculation procedures (Newhouse 2013).

Create an engaged campus culture. Campus leaders should encourage

students, staff, and faculty to organize events that offer diverse perspectives on gender identity, gender expression, and sexuality, and should reward such work through promotion and incentive policies (including for contingent faculty). A parallel goal should be to build attendance among faculty, staff, and students of all sexualities. Partnerships with other identity-based campus groups (e.g., multicultural or religious student groups) can facilitate broad campus engagement and inspire conversations about intersectional identities (Rankin 2005).

Take safety and civility seriously (Higbee, Siaka, and Bruch 2007; Rankin 2005). Institutions must define and enforce campus policies that address safety, bias, and discrimination, creating well-publicized mechanisms for incident reporting and a team trained to respond swiftly and productively. Campus leaders must also create space for dialogue about incidents affecting the community, modeling civility around issues of sexuality and difference.

Provide mentoring opportunities for LGBTQ students, and create points of connection between LGBTQ faculty, staff, students, and their allies (Leider 2000). Mentoring that validates students' transition to and belonging on campus can boost LGBTQ student retention and academic integration. LGBTQ and queer resource centers are critical to creating and facilitating such programs, with staff who can offer proactive outreach and match mentors and mentees (Poynter and Washington 2005). These centers can also offer guidance and resources to LGBTQ and ally students seeking to launch or get involved with community service or campus–community action projects.

Use integrated curricular and cocurricular learning opportunities to help students reflect on their own intersectional identities. Edwards and Brooks (1999) observe that “learning more about our sexual identities can

create new knowledge about ourselves, about our differences, about our own humanity, and even about how learning is created or suppressed in our society” (55). As students integrate knowledge across experiential and in-class learning opportunities (e.g., learning communities, service opportunities, collaborative projects) and across facets of identity (religion, race, sexuality, class, gender, etc.), they develop more complex perspectives, greater relational capacities, and more advanced empathy (Zaytoun 2005; Poynter and Washington 2005). Exposure to individuals, organizations, or scholarly and artistic works that speak to sexual and gender diversity can productively challenge students' stereotypes and social norms (Abes and Jones 2004).

Create faculty development opportunities. Faculty and staff often need space and support to explore how to address issues of sexuality and gender in their disciplines. Opportunities for curricular and activity development are key to changing campus culture and increasing the number of venues that address LGBTQ issues. Professional development programming should avoid tokenism (Newhouse 2013) and binaries, and promote identity as multifaceted and intersectional. Faculty who teach in the digital classroom can be encouraged to model civil discourse by establishing rules for online discussion boards and connecting course content to current LGBTQ issues using Twitter hashtags.

Conclusion

All students deserve the opportunity to succeed academically, socially, and emotionally in college—and all students can grow intellectually and ethically from exposure to curricular and cocurricular experiences that highlight the importance of sexuality and gender to individuals, society, and civic life (Zaytoun 2005). By building safe conditions for students to learn about diversity across

sexuality and gender lines, colleges and universities not only support the success of individual LGBTQ students, but also produce graduates who can engage across difference with greater respect, empathy, and civility—ultimately contributing to transformation in the public discourse. ☐

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[CAMPUS PRACTICE]

Fostering Inclusion with Universal Design for Learning

■ KEVIN KELLY, instructor at San Francisco State University

Universal Design for Learning, or UDL, presents a compelling alternative to a standardized, “one size fits all” model of education. With its simple, yet far-reaching mantra—“teach every student”—UDL encourages instructors to provide all learners with multiple pathways to success. For those new to UDL, staff members who conduct professional development often explain it with an analogy from urban planning: curb cuts. Planners build curb cuts where side-

multiple methods of motivating learners. The concept of UDL originated in 1984, when the Center for Applied Special Technology (CAST) first focused on how computer technology could enhance learning for students with learning disabilities.

Since CAST published *Teaching Every Student in the Digital Age: Universal Design for Learning* (Rose and Meyer 2002), UDL concepts have become more common in higher education.

At its core, UDL encompasses three principles—that instructors should provide students with multiple means of representation, expression, and engagement.

walks meet crosswalks to provide access for people using wheelchairs, but the benefits of these design elements extend broadly—to people using canes or guide dogs, pushing walkers or baby strollers, pulling wheeled luggage or utility carts, riding skateboards, and more. Similarly, by applying universal design principles to learning environments, instructors can provide flexibility and a degree of customization to all students, regardless of their individual abilities or learning preferences.

At its core, UDL encompasses three principles—that instructors should provide students with multiple means of representation, expression, and engagement. In lay terms, this means that, to the extent possible, instructors should (a) provide content or materials in multiple formats, (b) give learners multiple ways to show what they know, and (c) use

For example, while he does not reference UDL directly in his popular book, *Teaching Naked*, José Antonio Bowen (2012) describes applying principles very similar to those from UDL as he advocates using technology—for information delivery, engagement, and assessment—to make way for deep and active learning. Efforts such as UDL-Universe, created by Sonoma State University’s EnACT Project, offer comprehensive resources on course redesign using UDL principles for instructors and learning communities (Ayala and Christie, n.d.).

Creating Inclusive Learning Environments

By incorporating Universal Design for Learning into their teaching, higher education instructors can create classrooms and online learning environments that are more inclusive of all students. UDL

strategies often include but also go well beyond accommodations for students with disabilities, which become part of a larger strategy to meet all students’ learning needs by providing materials in multiple formats. For example, captioned videos support not only learners who are deaf and hard of hearing, but also English Language Learners. Many students value having access to multiple formats, as Michelle Pacansky-Brock (2013) demonstrated in a study of her community college students. When gathering information about students’ preferences for consuming course content, Pacansky-Brock found that 40 percent chose to read the lecture (transcript), 15 percent listened to the lecture (enhanced podcast), 30 percent did both (often at the same time), and 15 percent toggled between reading and listening throughout the semester.

Illustrating its potential to benefit all students, UDL provides important support to those with invisible disabilities, as well as those who have undiagnosed or unreported learning needs. For example, the UDL practice of limiting the number of quiz questions on a page—whether online or on paper—helps students with attention disorders focus on one question at a time. Putting quizzes online allows students with learning disabilities like dyslexia to use screen readers to ensure they understand the instructions, the questions, and the answer options. Extending or removing time restrictions supports students with conditions like traumatic brain injury or post-traumatic stress disorder, which affect some military veterans. While UDL suggests offering these options to all students, faculty who want to limit accommodations to students who have registered with a centralized unit like the Disability Programs and Resource Center can, for example, use learning management software to offer password-protected versions of quizzes with longer or no time limits.

Applications for Assessment

Many researchers use triangulation to validate their results—for example, conducting a focus group to check responses from an online survey. UDL proposes a similar approach to helping students succeed. Faculty members can start by asking themselves if one assessment provides enough information to show that a student has achieved a particular learning outcome. Undoubtedly, instructors do not want to increase their workload tenfold by adding additional assessments. Fortunately, it is easy to redesign existing assignments to provide students with multiple ways of showing what they know.

First, consider implementing a simple yet effective strategy that involves allowing students to choose among multiple test questions. On each page of an essay test, provide two to four question options that all relate to the same core concept from the class. Make sure every question on each page will allow students to show achievement of the appropriate learning outcome, and instruct students to answer one question from each page of the test.

Next, consider allowing students to use multiple submission formats. Let students choose whether to turn in an essay, an infographic, an audio presentation or podcast episode, a screencast or online presentation, a video, or a project of another media type that might be appropriate to the course. Instructors can require students who submit a media project to also submit a written component, such as a script they used to prepare or a transcript used to verify that they completed the assignment correctly. With well-crafted rubrics using criteria tied to one or more learning outcomes, the instructor should be able to evaluate each student's demonstration of competency regardless of format. In addition to increasing choice, for some students this strategy will increase motivation.

Last, create multiple activities that engage students at different levels. Use a learning management system to give students low-stakes quizzes so they can check their understanding of concepts presented in the readings, lectures, etc. Next, hold a discussion or a debate for students to practice using or thinking critically about the concepts covered in the quizzes. Finally, assign a project that requires students to show higher levels of thinking—e.g., by applying concepts to real-world scenarios. Instructors who grade using a point accrual system, where students earn points by completing a percentage of all possible activities, can allow students to choose the level(s) of challenge they want to attempt. Instructors who use a more traditional grading system can scaffold the learning process by asking students to complete multiple types of activities in a prescribed order. Either way, offering multiple assessment opportunities leads to better outcomes.

This last assessment strategy gives both instructors and students a chance to evaluate and adjust their progress, making the assessment process itself an opportunity to learn. Through low-stakes quizzes that can be taken multiple times, instructors can provide asynchronous guidance regarding what concepts students should review. Subsequent forum or project activities allow students to demonstrate achievement related to those concepts.

Improving Students' Access to the Degree

Through Universal Design for Learning, instructors not only can create opportunities for accurate assessment of student learning, but also can improve students' access to a degree. Just as standardized entrance exams can block some students' access to college, so too can similar assessment strategies limit their likelihood of persisting in and completing college. By giving students

multiple ways to demonstrate skills or knowledge, instructors can remove some of these obstacles. Involving students throughout the assessment process—in effect, helping them learn how they learn best—can lead to even greater success. Showing students the benefits of demonstrating their learning in multiple ways may be just as impactful as providing the opportunities for them to do so. ☐

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[NEW RESOURCE]

Culture of Respect: Ending Campus Sexual Assault

Culture of Respect, a nonprofit organization focused on ending sexual assault on college campuses, recently launched its comprehensive web portal. Designed for all members of the higher education community as they collaborate to prevent and address sexual assault, the website offers a range of resources to students and higher education practitioners, including a detailed blueprint for creating safer campuses.

To learn more, visit www.CultureofRespect.org.

Gender Equity in STEM

(Peer Review, Spring 2014)

EDITED BY SHELLEY JOHNSON CAREY

Close examination of the status of women science and engineering faculty at four-year colleges and universities reveals that women not only remain disproportionately underrepresented in STEM disciplines, such as engineering and physics, but also are precipitously lost through transitions to upper professorial ranks in all STEM disciplines, generally. This issue explores current trends in higher education related to recruiting, retaining, and advancing STEM women and women of color faculty. (2014) \$8 members/\$10 nonmembers

SELECT ARTICLES INCLUDE:

The Twenty-First-Century Case for Inclusive Excellence in STEM

Patrice McDermott, University of Maryland Baltimore County; and Kelly M. Mack, AAC&U and Project Kaleidoscope

Who Is Minding the Gap?

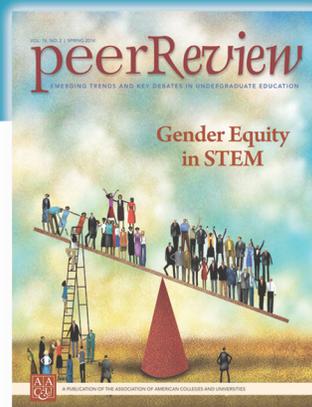
Claudia Rankins, National Science Foundation; Falcon Rankins, PRISSEM Academic Services LLC; and Tasha Inniss, Spelman College

Realigning the Crooked Room: Spelman Claims a Space for African American Women in STEM

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AAC&U Launches Teaching to Increase Diversity and Equity in STEM (TIDES) Initiative

In June 2014, the Association of American Colleges and Universities (AAC&U) announced twenty institutions selected for the AAC&U initiative called TIDES—Teaching to Increase Diversity and Equity in STEM. The initiative will support curriculum and faculty development activities for these campuses to develop models for broader institutional change for the advancement of evidence-based and culturally competent teaching in STEM fields (science, technology, engineering, and mathematics), particularly in the computer and information science domains.

With funding provided by the Leona M. and Harry B. Helmsley Charitable Trust, TIDES and its awardee institutions will, over a three-year period,

- provide STEM faculty with opportunities to become proficient in incorporating culturally sensitive pedagogies into STEM courses;
- develop interdisciplinary courses that include the computer/information science disciplines; and
- engage in course implementation that is grounded in evidence-based pedagogies that are culturally sensitive.

“It is critically important for higher education to find ways to increase success in STEM fields for both women and all students from underserved communities,” said AAC&U President Carol Geary Schneider. “AAC&U is honored to have this opportunity to build on its historic commitment to equity and excellence through the TIDES initiative.”

For more information, including the full press release and a list of participating institutions, see www.aacu.org/pkal/tides/.

AAC&U Resources and Opportunities

AAC&U Centennial Annual Meeting

AAC&U will celebrate its centennial Annual Meeting on January 21–24, 2015, in Washington, DC. Focused on the topic Liberal Education, Global Flourishing, and the Equity Imperative, the meeting will launch a “year of exploration” addressing the connections between high-quality liberal learning and Americans’ global future and of the changes needed to drive equitable access to high-quality learning for the millions of students who remain underserved at all levels of our educational system. For more information, visit www.aacu.org/meetings/.

AAC&U Diversity, Learning, and Student Success Conference

AAC&U’s Network for Academic Renewal conference on Diversity, Learning, and Student Success will take place from March 26–28, 2015, in San Diego, California. This year’s conference will focus on “Assessing and Advancing Inclusive Excellence,” and participating individuals and teams will explore critical questions and formulate action-oriented strategies to make excellence inclusive for all students through sustainable and measurable campus practices. For more information and to register, visit www.aacu.org/meetings/.

Liberal Education Issue on Quality, E-Quality, and Opportunity

The spring 2014 issue features presentations from AAC&U’s 2014 Annual Meeting on the future of scholarship, the prospects for accreditation reform, the use of technology to increase student engagement, and the benefits of cross-cultural mentoring. Also included are articles on the second iteration of the Degree Qualifications Profile, the relationship between witness and service, divergent traditions of democracy in relation to higher education, and recent Supreme Court rulings affecting diversity efforts. To read articles or purchase print copies, visit www.aacu.org/liberaleducation/.

Coming in 2015: Centennial Forums on Liberal Education, Global Flourishing, and the Equity Imperative

To mark its centennial year, AAC&U will host three forums on Liberal Education, Global Flourishing, and the Equity Imperative, the first of which will occur in April in Los Angeles. Through these programs, AAC&U will advance a far-reaching exploration of the connections between global flourishing, both for individuals and for society, and “the equity imperative”—the need to provide an empowering education for the new majority of Americans who now see higher learning as their best pathway to a better future. The forums will address what our society needs from higher education as we respond to the new realities of global interdependence, economic innovation, demographic transformation, digital opportunities, and fiscal constraints. They also will explore how the academy can ensure that the choices we make for our institutions are guided by a single societal priority: the need to provide the most empowering forms of education to all college students—whatever their background, whatever their major, and whatever their career priorities.

Civic Learning and Democratic Engagement (CLDE) Calendar

The following calendar features events on civic learning sponsored by members of the Civic Learning and Democratic Engagement (CLDE) Action Network and others. For more information, please see the websites featured below, or visit AAC&U's CLDE Calendar online at <http://www.aacu.org/clde/calendar>.

MONTH	DATES	CLDE MEMBER EVENT	LOCATION	WEBSITE
NOVEMBER	18	Anchor Institutions Task Force Annual Conference	Chicago, Illinois	www.margainc.com/initiatives/aitf/
DECEMBER	11–13	NASPA 2014 Leadership Educators Institute	Fort Worth, Texas	www.naspa.org/events/2014LEI
JANUARY 2015	21–24	AAC&U Centennial Annual Meeting: Liberal Education, Global Flourishing, and the Equity Imperative	Washington, DC	www.aacu.org/meetings/
	30–February 1	Interfaith Youth Core Interfaith Leadership Institute (Atlanta)	Atlanta, Georgia	www.ifyc.org/ILI/
FEBRUARY	14–16	Interfaith Youth Core Interfaith Leadership Institute (Los Angeles)	Los Angeles, California	www.ifyc.org/ILI/
	18	North Carolina Campus Compact Pathways to Achieving Civic Engagement (PACE) Conference	Elon, North Carolina	www.elon.edu/e-web/org/nccc/
MARCH	21–25	NASPA Annual Conference	New Orleans, Louisiana	http://conference2015.naspa.org

AAC&U and the Civic Learning and Democratic Engagement (CLDE) Action Network

As part of its commitment to preparing all students for civic, ethical, and social responsibility in US and global contexts, and building on the momentum generated by the 2012 White House release of the report *A Crucible Moment: College Learning and Democracy's Future*, AAC&U has formed the Civic Learning and Democratic Engagement (CLDE) Action Network. Coordinated by Caryn McTighe Musil, AAC&U senior scholar and director of civic learning and democracy initiatives, the network includes thirteen leading civic learning organizations that are committed to making civic inquiry and engagement expected rather than elective for all college students. *Diversity & Democracy* regularly features research and exemplary practices developed and advanced by these partner organizations and their members:

- American Association of State Colleges and Universities
- Anchor Institutions Task Force (AITF)
- Association of American Colleges and Universities (AAC&U)
- The Bonner Foundation
- Bringing Theory to Practice (BTtoP)
- Campus Compact
- Center for Information and Research on Civic Learning and Engagement (CIRCLE)
- The Democracy Commitment
- Imagining America
- The Interfaith Youth Core (IFYC)
- Kettering Foundation
- NASPA–Student Affairs Administrators in Higher Education
- New England Resource Center for Higher Education (NERCHE)



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Upcoming AAC&U Meetings

MEETING	LOCATION	DATES
NETWORK FOR ACADEMIC RENEWAL Transforming STEM Higher Education	<i>Atlanta, Georgia</i>	NOVEMBER 6-8, 2014
AAC&U CENTENNIAL ANNUAL MEETING Liberal Education, Global Flourishing, and the Equity Imperative	<i>Washington, DC</i>	JANUARY 21-24, 2015
NETWORK FOR ACADEMIC RENEWAL From Mission to Action to Evidence: Empowering and Inclusive General Education Programs	<i>Kansas City, Missouri</i>	FEBRUARY 19-21, 2015

About Diversity & Democracy

Diversity & Democracy supports higher education faculty and leaders as they design and implement programs that advance civic learning and democratic engagement, global learning, and engagement with diversity to prepare students for socially responsible action in today's interdependent but unequal world. According to AAC&U's Statement on Liberal Learning, "By its nature... liberal learning is global and pluralistic. It embraces the diversity of ideas and experiences that characterize the social, natural, and intellectual world. To acknowledge such diversity in all its forms is both an intellectual commitment and a social responsibility, for nothing less will equip us to understand our world and to pursue fruitful lives." *Diversity & Democracy* features evidence, research, and exemplary practices to assist practitioners in creating learning opportunities that realize this vision.

About AAC&U

AAC&U is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises more than 1,300 member institutions—including accredited public and private colleges, community colleges, and universities of every type and size. AAC&U functions as a catalyst and facilitator, forging links among presidents, administrators, and faculty members who are engaged in institutional and curricular planning. Information about AAC&U membership, programs, and publications can be found at www.aacu.org.

AAC&U Membership 2014

