Toward Effectiveness in a Multicultural World
Michael Tilford Conference
Wichita State University
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Diversity and Multiculturalism: The Big Questions

- Who are we educating?
- What are we educating them for?
- How can we educate all of them well for today’s and tomorrow’s challenges?
Phases of Multicultural Educational Reform: Goals and Practices (c. 1960s to today?)

- Access for women and minorities (integration)
- Special programs for “new students”
- Campus climate and culture
- Disciplinary and curriculum transformation
- Diversity as Compelling Educational Priority
- Access—Again!! In light of affirmative action challenges
- Diversity in Global Perspective
- Diversity in light of larger shifts in educational and civic priorities
- Diversity in Context of Changing Educational Practices (Applied Learning, Service Learning, Community-Based Research)
Diversity and Multiculturalism
The Changing Imperatives

- Equity/Justice—From Segregation to Integration (on campus and in society)
- Intellectual Integrity of Liberal Education Curricula
- Preparing Students for Citizenship in an Increasingly Diverse Nation
- Preparing Students for an Interconnected Global Community
- Preparing Students for the Workplace of Today
“Of all the civil rights for which the world has struggled and fought for 5,000 years, the right to learn is undoubtedly the most fundamental.”

W.E.B. DuBois
Equity/Justice
From Segregation to Integration
Who are we Educating?

Because universities represent the training ground for a large number of the Nation's leaders, the path to leadership must be visibly open to talented and qualified individuals of every race and ethnicity.

Justice Sandra Day O’Connor
Grutter v Bollinger, 2003
“Higher education can do its best work when it embraces the diversity of ideas and experiences that characterize the social, cultural and intellectual world. AAC&U also has long been committed to fair and equal access to higher education as part of our contribution to democracy’s promise of equal opportunity.”

AAC&U Statement 2002
“Higher education has an important role to play in this unfinished work of racial inclusion and civic commitment. Expanding educational opportunity is key to addressing the racial and economic inequities that are so harmful to our society….Great gains come when students from different backgrounds achieve together the interracial understanding and mutual respect that are indispensable in a diverse democracy.”

AAC&U Statement 2003
Who Are We Educating? In What Context?  
Diversity in Kansas

- Kansas’ population increased by 9% from 1990 to 2000 (nearly 211,000 people)
- Kansas’ foreign-born population more than doubled during the 1990s. Kansas gained 72,000 immigrants—an increase of 114%
- The foreign-born population of KS increased 28.6% between 2000 and 2006.
Who Are We Educating? In What Context? The National Picture

- 41% of elementary and high school students come from minority backgrounds
- 22% of elementary and high school students have at least one foreign born parent
- 10.5 million children ages 5-17 speak a language other than English at home
- Minority students made up 17% of college undergraduates in 1976 and 32% in 2004
- ETS projects an increase of 2.6 million undergraduate students from 1995 to 2015; 80% of these new students will be minorities
70% view a diverse college environment as “somewhat” or “very important” to them.

High school students rate their own high schools as “somewhat” diverse. 2/3 rated 5 or higher on 10-pt scale.

2/3 consider diversity of their high school as beneficial (5 or higher on 10 point scale).

Less than 25% could correctly identify an accurate definition of affirmative action.
Who Are We Educating? What Do Young People Think?
(Center for Teen Insight/NRCCUS Survey (May 2005))

- Nearly 75% of teens believe that colleges use race as a determining factor in admissions.
- More than 80% believe it is unfair for them to do so.
- 56% of teens believe that adults over-emphasize importance of diversity
The Global Context: If the World Were a Village of 100 People

- 30 would be children; 7 would be aged
- There would be 61 Asians, 12 Europeans, 13 Africans, and 14 from the Western hemisphere
- 70 would be non-white; 30 white
- 1 would have a college education
- 14 would be unable to read
- 1 would have a computer
- 33 would be Christian, 18 Muslim, 16 Hindu, 6 Buddhist, 1 Jewish, 15 non-religious

“State of the Village Report” Global Citizen 1990
94% of American voters agree that “America’s growing diversity makes it more important than ever for all of us to understand people who are different than ourselves.”

91% agree that “the global economy makes it more important than ever for all of us to understand people who are different than ourselves.”

Ford Foundation/DYG, Inc. 1998
Diversity and the World of Work: Public Opinion

- 93% of American voters believe it is very or somewhat important for colleges to “prepare people to function in a more diverse society.”

- 94% believe it is very or somewhat important for colleges to prepare people to function in a more diverse work force.

- 55% believe that every college student should have to study different cultures in order to graduate.

Ford Foundation/DYG 1998
Diversity and the World of Work: Public Opinion

- When employers were asked which of 7 skills were most important in new hires, “teamwork skills and the ability to collaborate with others in a diverse group” was chosen most often (by 44%).
- 76% said colleges should place more emphasis on teamwork skills in diverse settings
- 72% want more emphasis on global issues
- 60% want more emphasis on role of US in the world

AAC&U Business Leader Poll 2007
Peter Hart Research
Employers: Top Priorities For Increased Emphasis By Colleges

% saying colleges should put more emphasis on each learning outcome

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Science and technology developments</td>
<td>82%</td>
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<tr>
<td>Teamwork skills in diverse settings</td>
<td>76%</td>
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<tr>
<td>Applied knowledge in real-world settings</td>
<td>73%</td>
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<tr>
<td>Written/oral communication</td>
<td>73%</td>
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<tr>
<td>Critical/analytical thinking</td>
<td>73%</td>
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<tr>
<td>Global issues</td>
<td>72%</td>
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<tr>
<td>Information literacy</td>
<td>70%</td>
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<tr>
<td>Creativity/innovation</td>
<td>70%</td>
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Diversity and Multiculturalism

How has the Academy Responded to the Diversity/Multiculturalism Imperative?

What Impact Has The Response Had?
The Academy Responds

- New interdisciplinary programs and majors
- Transformed disciplines (especially humanities and social sciences)
- Transformed General Education programs
- Campus climate initiatives
- Intergroup dialogue programs
- Mission statement commitments/leadership
Diversity in Curriculum: National Trends

- 63.8% include cultural diversity as a stated general education goal
- 51.9% include global studies as a stated general education goal
- 66.2% require courses in cultural studies
- 58.2% require courses in global studies

Source: 2000 General Education Survey of AAC&U Members by Jerry Gaff (AAC&U) and James Ratcliff and Kent Johnson (Penn State University)
Diversity in the Curriculum: National Trends

- 63% either have a diversity requirement or are in process of developing one
- 68% of these requirements allow students to choose course among many
- 17% require single common diversity course for all students
- 12% report diversity requirements within majors

Source: Separate AAC&U survey on diversity requirements (unpublished, 2000; summary in Diversity Digest, Fall 2000)
Dimensions of Campus Diversity

Adapted from Daryl G. Smith, Diversity Works: The Emerging Picture of How Students Benefit (AAC&U, 1997)
Intergroup Relations and Impact of Diverse Campuses

- Universal desire for intergroup contact
- Positive intergroup contact increases intergroup understanding
- Positive intergroup contact decreases prejudical attitudes and increases inquisitiveness and openmindedness
- Positive intergroup contact correlates with academic success and increased optimism about intergroup understanding
Diversity on Campus

- Diverse campus has impact on all students:
  - retention rates
  - overall college satisfaction
  - sense of community
  - grade point averages
  - intellectual and social self-confidence
  - likelihood of living and working in diverse settings after college
The Impact of Diversity on Learning: Curriculum and Scholarship

- Increases overall satisfaction with college
- Increases openness to racial understanding
- Significant impact on increased support for education equity
- Advances cognitive development and complexity
- Develops critical thinking skills
The Impact of Diversity on Learning: Curriculum and Scholarship

- Diminishes racial prejudice
- Increases white students’--
  sense of community
  cultural awareness
  satisfaction with college
  interest in promoting racial understanding
The Impact of Diversity on Learning

Students who experienced the most racial and ethnic diversity in classroom settings and in informal interactions...showed the greatest engagement in active thinking processes, growth in intellectual engagement and motivation, and growth in intellectual and academic skills.

Patricia Gurin, Professor Emerita of Psychology, University of Michigan
The Impact of Diversity on Learning: Curriculum and Scholarship

- Diversity courses result in greater gains in students’ moral reasoning when compared to control course in management.
- Org. Behavior research indicates diversity groups yield better problem solving.
- Compositional diversity in classroom contributes to gains in integrative complexity or critical thinking skills.
Sources

- Hurtado, Sylvia. Preparing College Students for a Diverse Democracy (DOE-OERI, 2003)
The Big Questions

- Who are we educating?
- What are we educating them for?
- How can we educate them well for today’s and tomorrow’s challenges?

Diversity and Multiculturalism are at the heart of the answers to each of these questions.