

DIMENSIONS OF DIVERSITY AS COMMUNICATED THROUGH INSTITUTIONAL
MISSION AND DIVERSITY STATEMENTS:
A REVIEW OF INSTITUTIONS IN THE BIG 12 CONFERENCE

by

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Abstract

Diversity in higher education plays an important role in students' perspectives on their college experiences. For students looking for an institution that has a diverse living and learning environment, it is important that students can find information related to diversity. This report highlighted dimensions of diversity as communicated through mission and diversity statements from institutions in the Big 12 Conference.

The Big 12 Conference institutions include Baylor University, Iowa State University, Kansas State University, Oklahoma State University, Texas A&M University, Texas Tech University, University of Colorado – Boulder, University of Kansas – Lawrence, University of Missouri, University of Nebraska, University of Oklahoma, and the University of Texas. The institutions' mission and/or diversity statements were evaluated using the four dimension of diversity: access and success, climate and intergroup relations, education and scholarship, and institutional viability and vitality.

The results of this report alert students, faculty, and staff, as well as the institution, about the aspects of diversity being developed at their institution and in which dimensions they need further development.

Table of Contents

List of Figures	vi
List of Tables	vii
Dedication	viii
CHAPTER 1 - Introduction	1
What is Diversity?	1
Admission to College.....	1
Terms Associated with Diversity	2
Diversity in Higher Education	4
Diversity within and among Institutions.....	4
The Morrill Acts of 1862 and 1890	5
Affirmative Action.....	6
Title IX.....	8
Delivery of Curriculum.....	8
Importance of Diversity on Campus.....	10
Guiding Question.....	13
Summary.....	13
CHAPTER 2 - Literature Review	15
The Four Dimensions of Diversity	15
Access and Success.....	15
Climate and Intergroup Relations	15
Education and Scholarship.....	16
Institutional Viability	17
Mission and Diversity Statements	18
CHAPTER 3 - Research Methods	20
Participants.....	20
Kansas State University	21
University of Kansas – Lawrence	21
Texas Tech University	21

Texas Agricultural & Mechanical University	22
University of Texas – Austin	22
Baylor University	22
Oklahoma State University	22
University of Oklahoma.....	22
University of Colorado – Boulder.....	22
Iowa State University.....	23
University of Missouri – Columbia	23
University of Nebraska – Lincoln.....	23
Procedures.....	23
Data Analysis.....	26
CHAPTER 4 - Results	29
Mission Statements.....	29
Access and Success.....	29
Education and Scholarship.....	29
Diversity Statements.....	35
Climate and Intergroup Relations	35
Institutional Viability and Vitality	35
Summary of Figures.....	40
CHAPTER 5 - Discussion	41
Implications for Practice.....	41
Limitations	42
Recommendations for Future Research.....	42
References.....	44
Appendix A - Mission Statements	51
Baylor University.....	51
Iowa State University.....	51
Kansas State University	51
Oklahoma State University.....	53
Texas A&M University	54
Texas Tech University	54

University of Colorado-Boulder	55
University of Kansas-Lawrence.....	55
Instruction	55
Research.....	55
Service.....	56
International Dimension.....	56
Values	56
University of Missouri	57
University of Nebraska at Lincoln.....	57
University of Oklahoma.....	58
University of Texas.....	59
Appendix B - Diversity Statements	60
Baylor University.....	60
Iowa State University.....	60
Definition of Diversity	60
Our Vision.....	61
Our Mission	61
Oklahoma State University.....	62
Texas A&M University	62
Texas Tech University	63
University of Colorado-Boulder	64
University of Kansas-Lawrence.....	64
University of Missouri	64
University of Nebraska	65
University of Texas.....	65

List of Figures

Figure 1 Big 12 Conference Institutions	21
Figure 2 Institutional Indicators for Dimensions	27
Figure 3 Mission Statement: Access and Success	31
Figure 4 Mission Statement: Education and Scholarship	32
Figure 5 Mission Statement: Climate and Intergroup Relations.....	33
Figure 6 Mission Statement: Institutional Viability and Vitality.....	34
Figure 7 Diversity Statement: Climate and Intergroup Relations.....	37
Figure 8 Diversity Statement: Institutional Viability and Vitality.....	38
Figure 9 Diversity Statement: Education and Scholarship	39
Figure 10 Diversity Statement: Access and Success	40

List of Tables

Table 1 Pathways to Mission and Diversity Statements	25
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Dedication

I would like to dedicate this report to my mother for being my biggest supporter during my graduate studies at Kansas State University. I love you very much!!!

CHAPTER 1 - Introduction

A diverse campus is very important for higher education institutions because of the effect it has on a student's education. Diversity is a subject that constantly ebbs and flows; it is always going up or down in importance, and is forever changing. Many colleges and universities share a common belief, born of experience, that diversity in their student body, faculty, and staff is necessary to fulfill their primary mission: providing a quality education (American Council on Education, 2010).

What is Diversity?

The term, diversity, has various meanings and is not clearly defined within higher education. According to a study at University of Michigan, Students of Color evaluate diversity goals in terms of institutional commitments and actions (Matlock, 1997). Matlock (1997) reported that White students, on the other hand, perceive diversity in terms of social contacts with students of color. Komives (2003) defined diversity as a structure that includes the tangible presence of individuals representing a variety of different attributes and characteristics including culture, ethnicity, sexual orientation, and other physical and social variables. The University of Oregon at Gladstone (2010) defined the concept of diversity as encompassing acceptance and respect. It means understanding that each individual is unique, and individual differences are recognized. These differences can include such elements as race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other characteristics, with which an individual might identify. Diversity is the exploration of these differences in a safe, positive, and nurturing environment. It means understanding each other and moving beyond tolerance to embracing and celebrating the rich elements of diversity contained within each individual. Diversity is presented as a concept because it is something that others want to incorporate into their organizations, and it is not easily attainable. Diversity takes a lot of trials and alterations before an institution masters it.

Admission to College

Over the past four decades, diversity has taken on a variety of very different meanings with regard to college admissions. The earliest conception, a product of the 1960s, is

representation in or admission to college (Levine, 1993). The goal originally was to develop a racial or ethnic minority presence on campus. With time, the definition has expanded. The definition of the term, minority, has grown from African Americans to include a variety of underrepresented populations ranging across race, religion, gender, and ethnicity. Once thought of largely in terms of students, the focus of diversity has broadened to include faculty, staff, administrator, and trustees. And the idea of presence has shifted from increasing the number of underrepresented groups to achieving numbers at least comparable to racial and ethnic minority population percentages in the population (Levine, 1993).

The second conception, retention, was developed in the 1970s is for student support or retention. The aim is to provide the new student populations on campus with the academic and psychosocial resources they need to remain in college (Levine, 1993). This definition has been expressed in compensatory services, financial aid, diversity support groups and activities, special residential units, and diversity studies departments such as African American and Women's Studies (Levine, 1993).

The third conception, integration, was a product of the late 1970s and the early 1980s, is integration (Levine, 1993). The focus is on incorporating historically underrepresented groups, which have become segregated on campuses, into the larger campus population. Engaging the historically underrepresented groups has involved: (1) the creation of orientation programs for new populations; (2) the adoption of general education diversity requirements, including scholarship and instruction about diversity within the traditional curriculum, and (3) the addition of a variety of new activities and clubs to the co-curriculum (Levine, 1993).

The fourth and final notion of diversity, emerging today, is pluralism or multiculturalism (Levine, 1993). Here the aim is to legitimize both the intellectual and the emotional aspects of diverse cultures in academic and campus life in teaching, research, and service. The goal of multiculturalism is equity among diverse cultures, lasting connections and continuous interactions among them.

Terms Associated with Diversity

There are many words that are used and those phrases are used either as synonyms of diversity or used to describe the benefit of having a diverse population. Such terms are multiculturalism, inclusion, pluralism, and social justice. The word multiculturalism is defined

as, a system of beliefs and behaviors that recognizes and respects the presence of all diverse groups in an organization or society, acknowledges and values their socio-cultural differences, and encourages and enables their continued contribution within an inclusive cultural context which empowers all within the organization or society (Rosado, 1996). Inclusion is defined as, engaging the uniqueness of the talents, beliefs, backgrounds, capabilities, and ways of living for individuals and groups when joined in a common endeavor (Institute for Inclusion, 2008). Inclusion means engaging cultural, social, and racial differences to create a culture of belonging in which people are valued and honored for the ways they improve of our society, world, and their enterprises. Inclusive behavior transcends differences among people by acknowledging and honoring the group identities we all possess while at the same time not being restricted by those identities (Institute for Inclusion, 2008).

Pluralism is not diversity alone, but the energetic engagement with diversity (Eck, 2010). Pluralism is not a given; rather it is an achievement. It is something that is accomplished and earned. Pluralism is more than just tolerating differences, but, rather, it is the active understanding across lines of difference (Eck, 2010). It means holding our deepest differences, not in isolation, but in relationship to one another. The language of pluralism is that of dialogue and encounter, give and take, criticism and self-criticism. Dialogue means both speaking and listening, and that process reveals both common understandings and real differences (Eck, 2010). Adams, Bell, & Griffin (1997) defined social justice as both a process and a goal. The process of social justice education focuses on understanding the social power dynamics and social inequality that result in some social groups having privilege, status and access, whereas other groups are disadvantaged, oppressed and denied access. The goal of social justice education is full and equal participation of all groups in a society that is shaped to meet their needs mutually. Social justice includes a vision of society that is equitable and all members are physically and psychologically safe and secure (Adams, Bell, & Griffin, 1997). It involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others and the society as a whole.

The main difference between the meaning of the term diversity and the meaning of multiculturalism, inclusion, pluralism and social justice is that you must have diversity first in order to obtain multiculturalism, inclusion, pluralism and social justice. It is a must to have individuals with a variety of backgrounds and accomplishments to have others realize the

importance of bringing everyone together and the benefits that arise from it. All of the aforementioned steps promote movement toward being in an environment where people value others and their opinions. It takes a diverse population who truly understands social justice to desire inclusion of all people. The inclusion of all individuals promotes a multicultural environment, which leads to a pluralistic community.

Diversity in Higher Education

Higher education has always been an area that reforms to what it is needed and wanted by society. Higher education, as a unit, has held more of a reactive role rather than a proactive role regarding the needs of the population. Throughout American history, higher education has developed many types of institutions that cater to different populations. Such diversity consists of different student populations, a varied curricula, and institutional and organizational structural differences. Diversity in higher education evolves daily as society and its constituent groups become increasingly diverse.

Diversity within and among Institutions

During the colonial era, 1607-1783, the typical college student was a relatively privileged group of young men who were expected to be serious about their studies and their religion (Thelin, 2004). Instead of the written examinations, public speeches and debate dominated the educational life of colonial colleges (Thelin, 2004). During that same period of time, the purpose of the colleges changed to more of a political rather than religious focus. The interest in politics and law, both within and beyond the formal courses of studies, also signaled another important change in the colonies and the colleges: the gradual but persistent decline of clergy as public leaders, with a drift toward the ascendancy of the lawyer as statesman (Thelin, 2004).

In New England, hilltop colleges were developed. The student population of these schools would be similar to the commuter adult student. Many of the students were older than the traditional college age of eighteen to twenty-one, and most were from modest-income families and were required to earn their way through college while preparing for careers as teachers and ministers (Thelin, 2004). New England farm families would not subdivide agricultural land among several sons. The result was that by the early nineteenth century the rural areas had a surplus of young men who had no prospects. For those young men, college was an attractive option. Hilltop colleges were geographically accessible and financially affordable

local colleges that provided a safe option to reduce pressure on land and families. It became striking and acceptable for the sons born after the first son in New England families to go to college, both for self improvement and for increasing their professional options.

Another type of institution that emerged was the medical school. The structures of these medical schools are similar to that of a modern day community college. Most medical schools were freestanding—what we would call proprietary schools today (Thelin, 2004). Proprietary colleges are for-profit institutions that emphasized applied education while minimizing traditional liberal arts education. Proprietary schools operated as businesses, and their goal was to realize a profit. They charged tuitions that covered their costs; they were exclusively teaching institutions and provided no extras (Hendrickson, 2004). Some proprietary schools had a loose affiliation with a liberal arts college, but there was little interaction. Instruction, curriculum, faculty, students, budget, and site were functionally separate. The course of study varied greatly from place to place, ranging from one to three years (Thelin, 2004).

The Morrill Acts of 1862 and 1890

The Morrill Acts of 1862 and 1890 were instrumental in the reshaping of higher education and in the access provided to students. The Morrill Act of 1862 made it possible for new western states to establish colleges for their citizens (Thelin, 2004). Led by Justin Morrill, this act marked the first Federal aid to higher education. Land was the key to the Federal Government's early involvement, for it this was the most readily available resource. As public lands were surveyed into six-mile square townships, a one-square-mile section in each township was reserved for the support of public schools (Morrill Act, 1862). The land itself was rarely used for school construction but, rather, was sold off, with proceeds used to fund the school's programs. Land grant support became a substantial factor in providing education to most American children who could never hope to attend private or charity-supported schools (Morrill Act, 1862). Historians hailed this legislation as the beginning of colleges that provided affordable, practical higher education offered by state colleges and universities (Thelin, 2004).

The Morrill Act committed the Federal Government to grant each state 30,000 acres of public land issued in the form of land script certificates for each of its Representatives and Senators in Congress (Morrill Act, 1862). As a result of the Morrill Act, collegiate programs in agriculture, mechanics, mining, and military instruction emerged. This legislation marked the

beginning of agricultural and mechanical, or A&M, curricula in many land-grant colleges (Thelin, 2004).

On August 30, 1890, Congress passed the Second Morrill Act (Clark, n.d). It required that, states who maintained separate colleges for different races had to propose a just and equitable division of the funds to be received under the Act. States that used their 1862 funds entirely for the education of White students were forced either to open their facilities to African American students, or to provide separate facilities for those students. This act established sixteen African American land-grant colleges throughout the South. These universities became known as The 1890 Land-Grant Institutions. Each Southern state that did not have an African American college by 1890, established one under the Second Morrill Act (Clark, n.d.).

All of the aforementioned areas have consistently been a part of the diversification process for higher education. There are public and private, single gender and coeducational, program specific, commuter, time—based, and many institution types. Within these institutions are differences that make all individuals unique and require the education system to provide services to accommodate all students. As these areas are progressing, other areas of diversity become important and, therefore, require additional thought and effort. Higher education tends to very reactive to the needs of society. As such, it appears to lack the resources for diversity today. Since there are numerous differences among individuals and many elements that will change based on the desire to have a better education system, full and complete diversity, across all areas of higher education, remains a work in progress.

Affirmative Action

Higher education is a complex organization and, when diversity is mandated, it becomes more complex. Federal and legal issues associated with campus diversity have focused, historically on issues of race and ethnicity. When diversity is discussed in conversations and within formal lectures, most individuals think about racial diversity. Diversity goals, along with social justice access, have shaped diversity in campus dialogues. The term, diversity, has served as a literal substitute for an institutional race and ethnicity focus (Coleman, Palmer, & Rippner Buck, 2009). Not only is diversity present among the students, staff and faculty that reside and learn at an institution, it is also present within the institution processes, such as affirmative action and within the curricula.

Affirmative action is defined as positive steps taken to increase the representation of women and racial and ethnic minorities in areas of employment, education, and business from which they have been historically excluded (Gaston, 2001). When those steps involve preferential selection—selection on the basis of race, gender, or ethnicity—affirmative action generates intense controversy. The development and defense of preferential affirmative action has proceeded along two paths. One path has been the judicial and administrative path including the courts, state legislatures, Congress, and executive branches of government, where the rules of affirmative action were first written, and later, court tested. The second path is the one of public debate, where the practice of preferential treatment has spawned a vast literature of benefits and disadvantages (Fullwinder, 2009).

Often enough, the two paths have failed to make adequate contact, with the public quarrels not always very securely anchored in any existing legal precedence or practice. The ebb and flow of public controversy over affirmative action can be pictured as two spikes on a line. The first spike represented the period of passionate debate that began around 1972 and tapered off after 1980. It encompassed controversy about gender and racial preferences. Affirmative action in the early years was concerned with gender equity in the workplace as well as closing the racial gap in the workplace. The second indicated a resurgence of debate in the 1990s regarding laws to uphold certain kinds of affirmative action (Orlans, 1992). The decision from the debate ruled that race can be a factor for universities shaping their admissions programs, saying a broad social value may be gained from diversity in the classroom (Cable News Network, 2003). Additionally, the second spike represented a quarrel about race and ethnicity because the burning issue at the turn of the twentieth-first century was about college admissions (Fullwinder, 2009).

One of the enduring challenges for higher education during the 21st century was learning how to accommodate the increasing demand for education from populations that had been excluded from pursuing a college degree in the past. Social movements and legal mandates such as the Civil Rights, GI Bill, and Affirmative Action pressured institutions to incorporate educational equity for the greater good of our society (Ibarra, 1999). Affirmative action in higher education sought to increase the number of women and racial minority students and faculty in most educational fields, levels, and ranks. Voluntary measures to recruit African American students and faculty in higher education began in the 1960s, before federally

mandated, in the early 1970s. In October of 1972, all colleges and universities were informed that those with federal contracts must comply with the recruitment efforts. About 1100 institutions, receiving more than \$50,000 in federal contracts, had to set numerical goals for hiring more women and racial minority faculty and other employees in areas where they are underutilized, or not employed in proportion to their availability (Orlans, 1992).

Affirmative action continues to have a presence at institutions today. It is realized through raced-based admissions, financial aid and/or hiring practices. The university is a better place because of both diversity and affirmative action, but they are not the same event. They are entwined in a symbiotic relationship. Justification for their continuation, expansion, and improvement lies in the many structural and personal barriers that have yet to be removed, as well as new ones that the community will support and embrace (Gaston, 2001).

Title IX

Title IX is a law, passed in 1972, that required gender equity for boys and girls in every educational program that received federal funding. Title IX states:

"No person in the U.S. shall, on the basis of sex be excluded from participation in, or denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal aid" (Curtis & Grant, n.d., About Title IX ¶1).

Title IX applies to athletics, access to higher education, career education, education for pregnant and parenting students, employment, learning environment, math and science, sexual harassment, standardized testing and technology (Titleix.info, 2010). Its implementation has had a dynamic and enduring impact within higher education in support of gender equality.

Delivery of Curriculum

A major problem for achieving diversity today lies in the origin of academic cultures. The context of higher education in the United States is founded on an old German research model imported from Europe and clamped on a British colonial college system (Ibarra, 1999). The predominance of particular and preferred learning environments, such as lecture style classes, has excluded all the others, and thus defined the cultural context of higher education today (Ibarra, 1999). With a diverse population of students comes a variety of ways to offer an education. Higher education has become more than just going to class and receiving a lecture by a professor. Today, students can choose which learning style is best for them. With choices

from lecture in day or night classes in auditoriums or small classrooms to online classes to multimedia classes, a student can choose the best type of delivery for their learning styles.

The impact of diversity on curriculum development has concentrated on the addition of new topics, such as pluralism and social justice, women's studies, ethnic studies, African American Studies, Latino /Latina Studies and socioeconomic status studies (Humphreys, 1997). Within these courses, and as part of the broader curriculum, students learn valuable life skills that they need to function in a diverse world such as (1) listening, (2) empathy, (3) fairness, (4) dialogue, (5) intercultural communication, (6) conflict resolution, and (7) collaborative problem solving (Humphreys, 1997).

When diversity is confined to matters of knowledge and experience, ability or different learning styles, different techniques are designed into the learning program, including strategies such as pre-tests and remediation courses (Holzl, 1999). Different learning styles are managed by the use of instruments that diagnose an individual's learning style (Holzl, 1999). Despite these efforts, all too often, traditional teaching methods are, insufficient to manage different learning styles even when they are properly identified (Holzl, 1999).

The Internet has forced institutions to consider new avenues for teaching, learning and doing research due to the ease of access to information and convenience (Ibarra, 1999). As virtual universities emerged, they had greater success than traditional colleges and universities in attracting diverse populations (Ibarra, 1999). These online colleges used communications technologies including email, bulletin boards, and chat groups to enhance student-to-teacher and student-to-student interactions (Holzl, 1999). Increasingly, future students will use online technologies to promote their learning and, as a result, faculty must change their instructional methods used to deliver the curriculum. These technology curricula changes are related to diverse learning needs of college students.

University administrators must now recognize that students from different racial and ethnic groups have varied responses to diversity and opinions about diversity. Just as students arrive on campus with different backgrounds, they arrive with different meanings of diversity and have varying levels of diversity awareness. Students occupy multiple roles beyond the boundaries of the institution, and those societal and familial roles influence their college experiences and their relations with peers and other community members (Smith & Schonfeld, 2000). The effects of diversity change, depending on whether the issues are related to race,

class, gender, or sexual orientation. For African Americans, Latinos, Native Americans, and Asian Americans, the benefits of diversity influence their likelihood of succeeding. Success is measured when that employee or student contributes to the institution by graduating, producing research, teaching effectively, or involving oneself in campus life. For White students, faculty, and staff, the benefits of diversity are equally valuable (Smith & Schonfeld, 2000).

The importance and impact of diversity initiatives and the value of diverse campus student populations on our campuses has grown (Smith & Schonfeld, 2000). Campuses must become intentional in their efforts to manage and address diversity issues if they are to achieve its educational benefits and all of its manifestations. Indeed, one cannot take diversity for granted. Campuses have the ability to design diverse learning and working environments, which benefit the campus, its constituents, and society.

Importance of Diversity on Campus

Having a diverse student body is associated with three types of environmental measures relating to issues of diversity or multiculturalism: (1) stronger commitment to multiculturalism; (2) a greater faculty emphasis on racial and gender issues in their research and in the classroom; and (3) more frequent student involvement in cultural awareness workshops and ethnic studies courses (Astin, 1993). These same environmental characteristics have been shown to have positive impacts on student retention, overall college satisfaction, college GPA, and intellectual and self-confidence (Astin, 1993). Diversity benefits racial minorities and others. Students that are taught in schools with diverse faculty and students become better critical thinkers, problem solvers, communicators, and team players than students who graduate from schools whose populations are less diverse. Diverse colleges not only prepare diverse students for the working world, they prepare all students (Carnevale, 2002).

Developmental psychologist Erik Erikson introduced the concept of identity and argued that late adolescence and early adulthood are the unique times when a sense of personal and social identity are formed. Identity development involves two important elements: (1) a persistent sameness within oneself and (2) persistent sharing with others. Erikson theorized that identity develops best when young people are given a psychosocial moratorium – a time and a place in which they can experiment with different social roles before making permanent

commitments to an occupation, to intimate relationships, to social and political groups and ideas, and to a philosophy of life (Erikson, 1956).

Higher education institutions provide an opportunity for such a psychosocial moratorium, thus supporting young adults through this identity development stage. As students move through the developmental stages, it is a great time to realize the importance that diversity plays throughout their lives.

Higher education is influential when its social milieu is different from students' home and community backgrounds, and when it encourages their intellectual experimentation and recognition of varied future possibilities (Gurin, Dey, Hurtado, & Gurin, 2002). Residential colleges and universities provide students with an opportunity to experiment with new ideas, relationships, and roles. Typically, such colleges and universities provide students with housing and meal plans on campus. Peer influences play a normative role in this development, and students are able to explore options and possibilities before making permanent adult commitments.

American colleges and universities are charged with creating an environment that is characterized by equal access for all students, faculty, and staff regardless of cultural differences, where individuals are not just tolerated, but valued (American Council on Education, 2010). Diversity is instrumental to a student's education, and it determines how well one collaborates with others in the workplace. Universities understand that to remain competitive, they must determine and deliver the professional skills that graduates will need to know about their world and how to gain that knowledge. While the last century witnessed a new demand for specialized research, for example, prizing the expert's vertical mastery of a single field, the emerging global reality calls for new specialists who can synthesize a diversity of fields and draw quick connections among them (Carnevale, 2002).

Moreover, corporation, service, and nonprofit sectors have an urgent need for employees who are prepared to work in diverse environments and have critical thinking and creativity skills (Smith & Schonfeld, 2000). Companies with a diverse workforce can capitalize on those employees' unique talents or perspective. The presence of a diverse staff helps employees create good ideas for the entire population and makes it possible for the employer to engage in all market opportunities (Carnevale, 2002). Global reality cries out for a new age of exploration,

with students displaying the daring, curiosity, and mettle to discover and learn entirely new areas of knowledge (Bollinger, 2007).

Staff and faculty diversity, on campus and within the curriculum, produces new knowledge, respect, and renewed commitment to an intergroup community (Humphreys, 1997). Institutions and individuals each learn from persons whose experiences, beliefs, and perspectives are different. University constituents bring new cultural lenses to the academic learning community, which creates a richly diverse, intellectual, and social environment (Humphreys, 1997). Diversity promotes personal growth and a healthy society. It challenges stereotyped perceptions by encouraging critical thinking and helping students learn to communicate effectively with people of varied backgrounds. Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society. Diversity fosters mutual respect and teamwork and builds communities whose citizens are judged by the quality of their character and their contributions (American Council on Education, 2010).

Emphasizing diversity has positive effects on several student satisfaction measures: (1) overall satisfaction, (2) satisfaction with student life, (3) opportunities to take interdisciplinary courses, (4) enhanced facilities, and (5) improved quality of instruction (Astin, 1993). If one were to attach values to these outcomes, emphasizing diversity has positive effects on general education outcomes such as heightened cultural awareness and satisfaction and reduced materialism (Astin, 1993).

Diversity experiences during college have impressive effects on the extent to which graduates live racially and ethnically integrated lives in the post-college world (Gurin, 1999). Students with the most diversity experiences during college had the most cross-racial interactions five years after leaving college. There is a consistent pattern of positive relationships between diversity in higher education and both learning and democracy (Gurin, 1999). The pattern of positive relationships between diversity in higher education holds across racial and ethnic groups and across a broad range of outcomes. The benefits of diversity are evident at the national level after four years of college, and five years after leaving college in the studies of Michigan students (Gurin, 1999). This consistency leads to the conclusion that a university composed of racially and ethnically diverse students is essential not only to the intellectual well being of individual students, but to the long term health of our American democracy (American Council on Education, 2010).

Acknowledging our faculty, staff, and students' multiple identities facilitate community in ways that bring dynamics and richness to the campus. Research shows clearly that diversity produces cognitive, social, intellectual, and developmental benefits for our colleges and their constituents.

Guiding Question

The 21st Century challenge and opportunity facing higher education leaders centers directly on their need to develop effective policies that will advance their core educational goals, in resource efficient ways. Higher education leaders must do several things well to succeed with respect to issues of access and diversity. First, leaders must establish a clear vision around a set of institutional goals that embody principles that create access and opportunity for all. Furthermore, leaders must develop robust, diverse learning environments for students progressing toward success in the global workplace and society. The test of leadership is one of vision and management focused on the achievement of mission driven outcomes over time (Coleman, Palmer, & Rippner Buck, 2009).

This report reviews Smith and Wolf-Wendel's four dimensions of diversity and discusses their implications for universities. Second, this study explores whether these dimensions are present within an institution's mission and diversity statements. The guiding question for this study asks, which dimensions of diversity are communicated through an institution's mission and/or diversity statement?

Summary

Diversity in higher education enriches the educational experience (American Council on Education, 2010). Universities have long valued diversity. Diverse viewpoints are the backbone of universities, for they stimulate new ideas and create practice.

Since diversity is such an integral part of the educational experience for students, it is necessary for institution's to communicate clearly what dimensions of diversity are important to their core academic mission.

Institutions face a challenge in differentiating between those values and goals that facilitate learning and serve the institution's mission and those values that leave underrepresented students on the margin.

The need for sustained change is urgent, but institutional change will be neither easy nor quick. With equal parts of dismay and cynicism, scholars have observed that higher education's concerns for diversity issues run in cycles. Systematic, persistent racial inequalities must be recognized. If inequalities are avoided, progress becomes marginal and episodic (Morris, 1979). Others suggest that it is only in response to a crisis that institutions or those involved in public policy will respond. The implication is that when the crisis ends, the commitment also ends. While many are calling it a crisis, the nature of the change needed will no doubt require sustained commitment (Smith & Wolf-Wendel, 2005).

CHAPTER 2 - Literature Review

To determine the dimension of diversity communicated through institutions mission and diversity statements, a framework that conceptualizes diversity in higher education as four distinct but interrelated dimensions focusing on the institution was utilized as a conceptual framework. These four dimensions are (1) access and success; (2) campus climate and intergroup relations; (3) education and scholarship; and (4) institutional viability (Smith & Wolf-Wendel, 2005). The four dimensions captured the important elements of diversity efforts and suggested the important interrelationships among them.

The Four Dimensions of Diversity

Access and Success

The first dimension, access and success, is concerned with the inclusion and success of historically underrepresented groups—African Americans, Latinos, and Native and Indigenous Americans, and Asian Americans. Diversity, as access and success, focuses on social justice and education (Smith & Wolf-Wendel, 2005). Diversity initiatives sought to redress historical discrimination that was experienced by these underrepresented groups. Diversity efforts in this dimension were focused primarily on providing access to historically underrepresented groups, as identified by race, ethnicity, and gender.

The focus has been on student demographic representation on campus, in relation to the larger societal community, and graduation and completion rates (Smith & Wolf-Wendel, 2005). Indications of access and success in higher education are identified in (1) the diversity of the undergraduate and graduate student enrollment by discipline and grade levels, (2) progress over time and persistence, (3) the success as measured by honors and awards, (4) enrollment within science, math, engineering, and technology fields, (5) pursuit of advanced degrees, and (5) Pell grants by race/ethnic groups (Smith, 2005).

Climate and Intergroup Relations

The second dimension of diversity, climate and intergroup relationships asks how institutions of higher education are involving, including, and engaging students from diverse backgrounds (Smith, 2005). When discussing institutional climate, the definition of diversity

broadens historically from underrepresented groups to include difference based on sexual orientation, religion, physical ability, and other differences (Smith & Wolf-Wendel, 2005). Campus climate is the formal and informal environment in which individuals learn, teach, work and live in a post secondary setting (Edgert, 1994). It is a collage of the interpersonal and group dynamics that comprise the experience of participants in a collegiate setting (Edgert, 1994). Such programs and initiatives must provide regular, long-term opportunities for dialogue and interaction across racial, cultural and ethnic groups (Smith & Schonfeld, 2000).

Hurtado (1998) suggested a four dimensional framework for describing the campus climate. These dimensions consist of: 1) an institution's historical legacy of inclusion or exclusion of various racial or ethnic groups; 2) structural diversity, or the numerical and proportional representation of diverse groups on campus; 3) the psychological climate, including perceptions and attitudes between groups; and 4) the behavioral climate, or nature of intergroup relations on campus. Climate and intergroup relations can be seen as (1) engagement in a variety of activities, offices, and resources; (2) membership in diverse organizations; and (3) the quality of residential life experience for diverse groups. Hurtado and Smith have many similarities that are used to gain a good perspective of the campus climate at an institution, such as observing the behavioral climate, membership in diverse organizations and the perceptions and attitudes between groups.

Education and Scholarship

Education and scholarship, the third diversity dimension, is central to the core of the academic mission and higher education. Institutions inquire about how students are being prepared to work in diverse communities and to work with people who are different from us. Research has shown that when students are exposed to diverse perspectives through interaction with others and through the curriculum they develop more complex and critical thinking skills and actually learn more than those students in a less diverse environment (Smith & Wolf-Wendel, 2005). Further, research found that exposing students to multiple points of view on issues that matter led to positive outcomes for all students regardless of the students' background characteristics (Smith & Wolf-Wendel, 2005).

Education and scholarship are assessed in higher education using the following indicators: (1) presence of diversity related courses; (2) the degree to which courses include

diversity content; (3) level of faculty expertise on diversity issues; (4) faculty participation in diversity related efforts; (5) diversity of faculty participating in curriculum transformation; (6) actual exposure to diverse faculty; and (7) frequency and degree to which students learned about diversity; and (8) increased capacity to work in diverse settings (Smith, 2005).

One of the most important areas of recent emphasis within the dimension of education and scholarship has to do with a focus on academic engagement. Student involvement in both curricular and extracurricular areas of higher education has been viewed as the key to academic success. Research is focusing more on engagement in the academic enterprise because of the recognition that a growing proportion of higher education students are adult, part-time, or commuter students who are not on campus enough to be involved in the extracurricular areas of academic life. Engagement is being measured by examining the extent to which the institution is creating an environment that facilitates student learning and connection to the campus (Smith & Wolf-Wendel, 2005).

Institutional Viability

Viability is the ability of an institution to operate and execute its mission. Viability can exist at differing levels; it is not a binary state of being. It is not simply the case that an institution is viable (open) or not viable (closed). Bowen (1968) noted that the well-being, or viability of an institution is not only in terms of closure, but regards whether an institution has the resources to meet current responsibilities.

Diversity has a central role to play in the viability and vitality of our campuses. A core aspect of increasing institutional capacity for diversity has centered on diversifying its leadership. Finding diversity within the institution leadership highlights the significance of faculty diversity. A diverse faculty is important due to the increasing diversity of the student body, the contributions to the diversity of the scholarship and curriculum available, and to the addition of perspectives and legitimacy of decision making on campus (Smith, 2005).

An additive approach to diversity, by itself, will not work. Just having a diverse undergraduate student population or engaging in a series of diversity activities is not sufficient to effect the changes necessary to truly produce institutional viability (Smith and Wolf-Wendel, 2005). This dimension of diversity includes discussions about institutional mission, staff and faculty diversity, issues of credibility, effectiveness, and attractiveness (Smith, 2005). It examines the extent to which institutions are fully engaged in diversity rather than just engaging

in diversity rhetoric. Faculty and staff diversity, rather than simply being seen as important for students, must now be understood as central to the capacity of institutions to engage diversity at all levels, to interact with communities outside of the campus, to be credible and viable in working on diversity issues, and to have the expertise necessary in the realm of scholarship and education (Smith & Wolf-Wendel, 2005).

Institutional viability can be found in a number of aspects which are present at an institution. Some categories that contribute to the viability of an institution are (1) history of an institution with respect to diversity, issues, and incidents; (2) institutional strategies and resources dedicated to diversity; (3) diversity of faculty and staff by level; (4) perceptions of institutional commitment to diversity by all constituencies; (5) visibility of diversity in publications; (6) centrality of diversity in the planning process, planning documents, mission statements; (7) perceptions of access, equity and inclusion from all constituencies; (8) public perception of institution; (9) alumni views from diverse groups of alumni; (10) minority community views of the institution; (11) economic issues for the institution; and (12) how diversity is represented with respect to excellence, quality, and academic performance (Smith, 2005).

Institutions have made continuous efforts toward fulfilling these four diversity dimensions as shown through the diversity page on their websites. They must determine which of the four dimensions speak best to their mission. Diversity statements have allowed a student to gain some perspective on where an institution's focus is within their diversity efforts. This framework provides a useful way of both describing the areas of diversity that institutions are working with and also to illuminate indicators relevant to the evaluation process. The framework captures the important elements of diversity efforts on campuses and suggests the important interrelationships between them (Smith, 2005).

Mission and Diversity Statements

Colleges and universities use numerous mechanisms and outlets to convey their core values and goals. College presidents and governing boards must be certain that they meet the institution's core mission. For this reason, a mission statement is an essential symbolic component for a college or university, for it is a formal, public declaration of an institution's purpose and it frames a vision of excellence (Mission Statement, 2009). Ideally, the mission

statement contains enough specificity to determine whether alternative educational and institutional practices could advance the mission (Mission Statement, 2009).

A clear mission statement reflects widespread agreement and shared understanding about organizational priorities and goals. It defines any entity's reason for existence and it embodies its philosophies, goals, and ambitions. Presumably, diversity is embedded in a mission statement in such a way that the two are inextricably tied together.

Diversity statements allow an institution to express its philosophy on diversity. A diversity statement documents the conceptual basis that guides institutions' missions and provides a framework. Such statements provide context for diversity at that institution, providing insight to the initiatives on their campus and defining what diversity means at that institution.

Because higher education has deemed diversity important to a student's education, it seems necessary to convey the diversity initiatives via the mission and/or diversity statement. Together, these statements provide direction for the institution and communicate an overarching message to its constituents and to the local community.

CHAPTER 3 - Research Methods

In this chapter, information is provided to allow for the reproduction of this study. The study was designed to explore how the dimensions of diversity were communicated through institutional mission and diversity statements within the institutions in the Big 12 Conference.

Participants

The participants for this report consisted of all the institutions in the Big 12 Conference: an athletic conference that is made up of twelve research universities. The Conference sponsors men and women's athletic competition in 21 sports, and encompasses seven states in its geographical footprint (Big 12 Conference, 2010). The institutions of the Big 12 Conference were chosen because of their proximity. The author attends an institution in the conference, and it was important to learn how the communication of diversity differed within the institutions that were grouped together and to see if and where improvements could be made.

The mission of the conference is to advance standards of scholarship, sportsmanship, and equity consistent with the highest ideals of Conference membership; support the development of national-championship caliber intercollegiate athletic programs; organize, promote and administer intercollegiate athletics among its member institutions; optimize revenues and provide supporting services compatible with both academic and competitive excellence; and to encourage collaboration in areas beyond athletics that builds good-will between institutions and promotes the overall missions of the universities (Big 12 Conference, 2010). As an obligation of membership in the Conference, each Member Institution shall meet NCAA Division I Football Bowl Subdivision membership requirements, which includes sponsoring a minimum of 16 varsity sports, with the minimum of six varsity sports for men and a minimum of eight varsity sports for women (Big 12 Conference, 2010).

Figure 1 Big 12 Conference Institutions¹

<i>Kansas State University</i>	<i>University of Kansas – Lawrence</i>
<i>Texas Tech University</i>	<i>Texas A&M University</i>
<i>University of Texas – Austin</i>	<i>Baylor University</i>
<i>Oklahoma State University</i>	<i>University of Oklahoma</i>
<i>University of Colorado – Boulder</i>	<i>Iowa State University</i>
<i>University of Missouri – Columbia</i>	<i>University of Nebraska - Lincoln</i>

Kansas State University

Kansas State University has three campuses with the main campus located in Manhattan, Kansas. The College of Technology and Aviation is located in Salina, Kansas and the third campus in Olathe, Kansas. There are more than 23,000 students who enroll in more than two hundred and fifty undergraduate majors, sixty five master’s degrees and forty five doctoral degrees (Kansas State University, 2010).

University of Kansas – Lawrence

Opened in 1866, the University of Kansas is a comprehensive educational and research institution with more than 30,000 students (The University of Kansas, 2010). The University of Kansas is diverse, multi-campus system; the main campus is located in Lawrence, Kansas while Medical Center is in Kansas City, Kansas. The KU-Edwards Campus offers undergraduate and graduate degree programs for adult students; its campus is situated on 38 acres in a suburban Overland Park, Kansas. KU has a clinical campus of the School of Medicine in Wichita.

Texas Tech University

Founded in 1923, Texas Tech has an enrollment of more than 28,000, with students who come from every county in Texas, all 50 states, and more than 90 foreign countries. Texas Tech has eleven academic colleges, a graduate school and a school of law. Texas Tech offers 150 undergraduate degree programs, more than 100 master’s degree programs, and over 50 doctoral degree programs (Texas Tech University, 2010).

¹ Big 12 Conference, 2010.

Texas Agricultural & Mechanical University

Texas A&M has grown from humble beginnings in 1876, as Texas' first public institution of higher learning, to a bustling 5,000-acre campus. The campus enrolls more than 38,000 undergraduates and 9,000 graduate students across two branch campuses, one in Galveston and a second campus in the Middle Eastern country of Qatar (Texas A&M University, 2010).

University of Texas – Austin

The University of Texas at Austin is one of the largest public universities in the United States. Founded and enrolls more than 50,000 students (The University of Texas, 2010). The university has one of the most diverse student populations in the country and is a national leader in the number of undergraduate degrees awarded to minority students (The University of Texas, 2010).

Baylor University

Baylor University in Waco, Texas, is a private Baptist university, and a nationally ranked liberal arts institution. Chartered in 1845 by the Republic of Texas, (Baylor University, 2010). It enrolls more than 14,000 students in 151 areas of study, (Baylor University, 2010).

Oklahoma State University

Oklahoma State University offers over 200 undergraduate and graduate degree programs. (Oklahoma State University, 2007) and enrolls more than 32,000 students across its five-campus system. The main Stillwater campus enrolls more than 19, 000 students. (Oklahoma State University, 2007).

University of Oklahoma

The University of Oklahoma, founded in 1890, resides in Norman, and enrolls more than 24,000 students on the 900-acre main campus in Norman and another 3,000 students at the OU Health Sciences Center in Oklahoma City and Tulsa (The University of Oklahoma, 2009).

University of Colorado – Boulder

The University of Colorado at Boulder The University of Colorado enrolls more than 34,000 enrolled students covering 80 majors at the bachelor's level, 70 at the master's level, and 52 at the doctoral level (The University of Colorado, 2010).

Iowa State University

Iowa State University is a diverse institution that enrolled more than 28,000 students who choose from 100 majors. Iowa State has a culturally diverse student body with students from all 50 states and more than 110 countries (Iowa State University, 2010).

University of Missouri – Columbia

The University of Missouri was founded in 1839 in Columbia, Mo. It offers more than 286 degree programs to a diverse enrollment with 30,200 students from every county in Missouri, every state in the nation and 100 countries (The University of Missouri, 2010).

University of Nebraska – Lincoln

The University of Nebraska at Lincoln (UNL) hosts a diverse student body of approximately 24,100. UNL offers more than 150 undergraduate majors, a wide range of graduate programs and a dental school (The University of Nebraska, 2009). The University of Nebraska is a four-campus, public university that was founded in 1869 (The University of Nebraska, 2009).

Procedures

This section describes the online procedures that were utilized by the author to gather online information from each Big XII institution. Gathering mission and diversity statements began by accessing each school's main web page. The method for accessing this information varied across the twelve schools. Once at the institutional main page clicking on the *About Us* link, led to the location where a link to mission and diversity statements were posted, for most schools. A small number of institutions placed their mission statements as a link from the web pages of the institution's Provost or were found in links with the university's strategic plan.

Diversity statements began with a search at the institutions' home web page. Approximately one half of the Big XII institutions a diversity link on the home page, which made the search for a diversity statement easy and accessible. The remainder of the institutions had diversity statement web page links on either the *About Us* or the student life web page.

Table 1 shows the pathways taken to locate the institutional mission and diversity statements for each institution. The pathways columns elaborated on the click-by-click, page-by-page directions to locate the mission and diversity statements. Once the mission and diversity

statements were collected, each was evaluated based on the four dimensions of diversity by Smith and Wolf-Wendel (2005).

Table 1 Pathways to Mission and Diversity Statements²

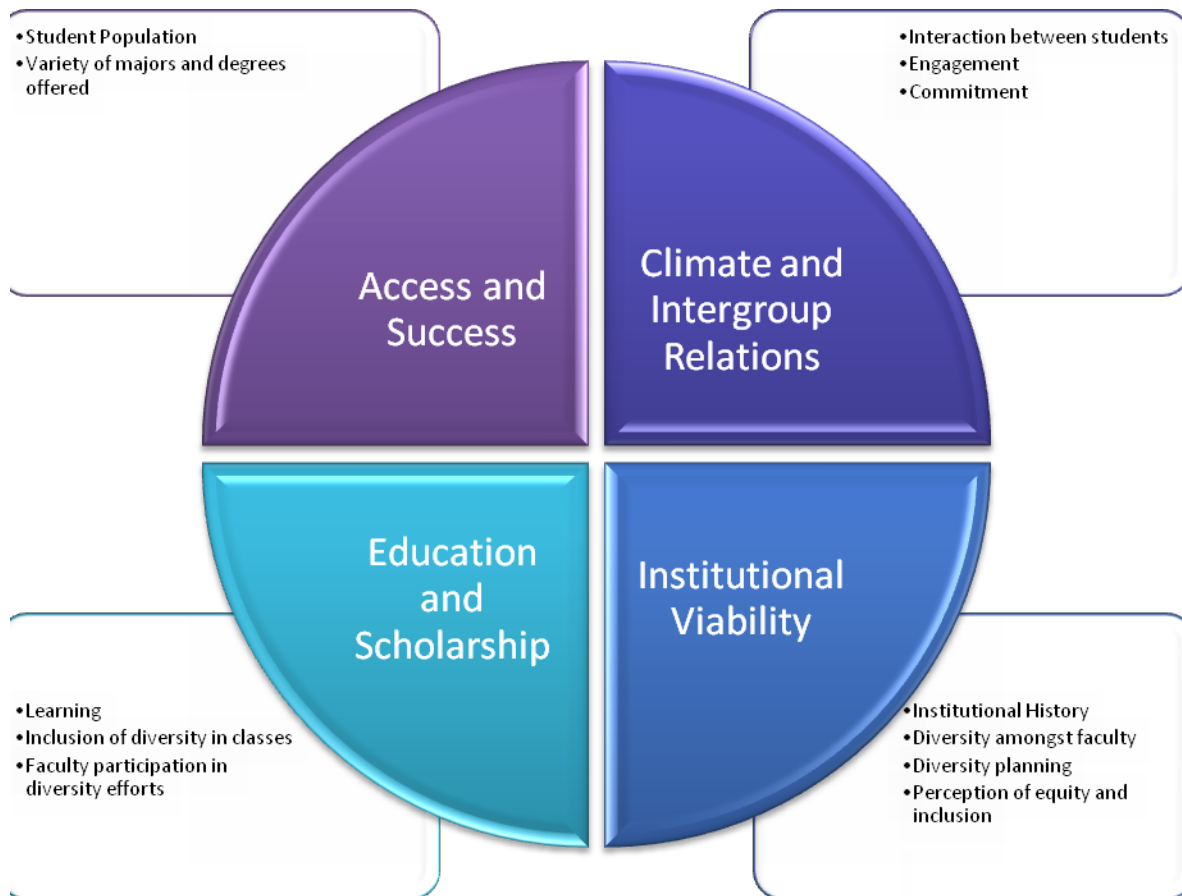
Name of Institution	Pathway to Mission Statement	Pathway to Diversity Statement
Kansas State University	K-State Home > Provost_> Planning & Strategy	N/A
The University of Kansas - Lawrence	KU Home > About > Mission	KU Home > About > Mission > Diversity
Texas Tech University	TTU Home > About TTU > Administration > University Strategic Plan > Download the Strategic Plan > Mission	TTU Home > Administration > Institutional Diversity
Texas A&M University	TAMU Home > About A&M > Policies/Rules > Mission Statement	TAMU Home > About A&M > Diversity > Commitment to Diversity
The University of Texas - Austin	UT Home > About UT > Mission and core purpose	UT Home > Diversity
Baylor University	Baylor Home > About Baylor > Read Our Mission Statement	BU Home > Student Life > Student Development > Multicultural Affairs > About Us
Oklahoma State University	OSU Home > Future Students > Undergraduate Admissions > OSU-System	OSU Home > About OSU > Institutional Diversity > Mission
The University of Oklahoma	OU Home > Colleges	N/A
The University of Colorado - Boulder	CU Home > About CU > Vision & Mission	CU Home > About CU > Diversity
Iowa State University	Iowa State Home > "M" Index > Mission Statement, Iowa State University	Iowa State Home > Diversity
The University of Missouri - Columbia	Mizzou Home > About Mizzou > Mission Statement	Mizzou Home > Diversity Resources
The University of Nebraska – Lincoln	UNL Home > About UNL > Role and Mission	UNL Home > Current Student > Student Affairs > Policies & Fees > Diversity Statement

² Texas A&M University, 2010; Baylor University, 2010; Iowa State University, 2010; Kansas State University, 2010; University of Kansas, 2010; University of Missouri, 2010; Texas Tech University, 2010; University of Colorado, 2010; University of Oklahoma, 2009; University of Texas, 2010; Oklahoma State University, 2007; University of Nebraska, 2009.

Data Analysis

This section described the way in which diversity and mission statements were examined to determine whether or how each represented any of the four dimensions of diversity. To determine which dimensions of diversity were communicated in the mission and diversity statements, indicators for each dimension were determined. Each is represented in Figure 3.2. The *Access and Success* dimension was determined by the presence of: (1) student population, demographic description, and (2) academic curricula information regarding majors and degrees. The *Climate and Intergroup Relations* dimension was determined by the presence of statements regarding (1) student interactions; (2) engagement on campus; and expressed commitment to diversity. The *Education and Scholarship* dimension examined statements regarding: (1) communication about learning; (2) the infusion of diversity in classes; and (3) faculty participation in campus diversity initiatives. The last dimension, *Institutional Viability and Vitality*, was determined through statements regarding (1) diversity within institutional history; (2) faculty diversity, (3) diversity planning; and (4) perceptions of equity and inclusion (Smith, & Wolf-Wendel, 2005).

Figure 2 Institutional Indicators for Dimensions³



³ Smith, D. G. (2005). *Campus Diversity Initiative Evaluation Project Resource Kit*. Claremont, CA: James Irvine Foundation.

To determine whether diversity dimension indicators were present in a statement, a content review was done. If a dimension was located in a phrase or a statement, that dimension(s) was assigned to that particular statement. An example for the Access and Success dimension is Texas A&M; it offers a wide range of academic and professional fields and serves persons of all racial, ethnic, and geographic groups, women and men alike (Texas A&M University, 2010). An example for Climate and Intergroup Relations is the University of Kansas at Lawrence; it fosters a multicultural environment in which the dignity and rights of the individual are respected (The University of Kansas, 2010). A full analysis and discussion of these dimensions and their presence in mission and diversity statements is discussed in the Chapter 4.

CHAPTER 4 - Results

This chapter reports the results of the institutional web site review with regard to mission and diversity statements. Those phrases and sentences that fit into the four dimensions are reported below.

After reviewing mission and diversity statements from each Big Twelve institution, it was clear that each university focused on at least one diversity dimension. Each dimension consisted of specific indicators that helped institutions measure their success. Overall, there was no institution that succeeded fully in capturing all the diversity dimensions. However, there was a distinction between the mission and diversity statements on the four diversity dimensions. The mission statements were focused on two dimensions: (1) access and success; and (2) education and scholarship. Diversity statements, on the other hand, addressed: (1) climate and intergroup relations, and (2) institutional vitality and viability.

Mission Statements

Access and Success

Most of the Big Twelve mission statements succeeded in communicating the *access and success* diversity dimension. In the area of success is where the dedication to provide different programs of study at different levels, i.e. undergraduate, graduate, professional and certification is found. In the area of access is where institutions convey the demographics of the student population they serve. For example, Texas A&M welcomes and seeks to serve persons of all racial, ethnic, and geographic groups, women and men alike, as it addresses the needs of an increasingly diverse population (Texas A&M University, 2010). They discussed characteristics of their university, also. Within this dimension, institutions talked about success, and noted their degree offerings. They emphasized success elements over access components.

Education and Scholarship

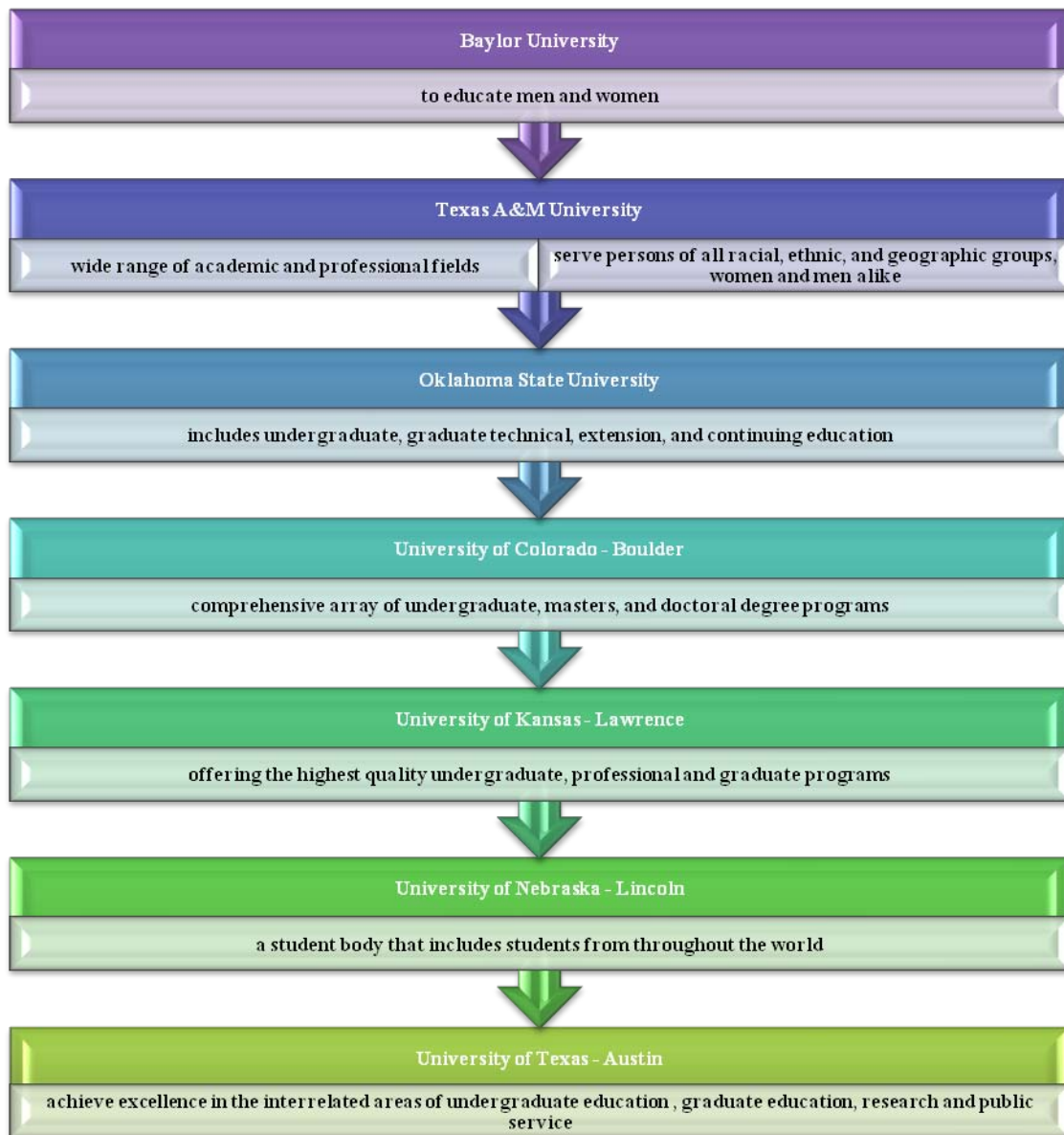
The *education and scholarship* dimensions consisted of experience, availability, and faculty capacity (Smith and Wolf-Wendel, 2005). This dimension discussed the availability of diversity in curricula and includes diversity related courses and the inclusion of diversity content in courses.

The idea of learning was communicated frequently in mission statements. This diversity dimension area discussed issues of diversity in learning, especially within the formal classroom. At Iowa State University, for example, diversity enlivens the exchange of ideas, broadens scholarship, and prepares students for lifelong productive participation in society (Iowa State University, 2010). Such statements referenced the obligation that individuals should be in a constant mode of acquiring knowledge, whether it is within or outside the classroom.

The University of Nebraska at Lincoln [brought] international and multicultural dimensions to its programs through the involvement of its faculty in international activities, and a student body that include global students, exchange agreements with other universities abroad, and the incorporation of international components in courses and curricula (The University of Nebraska, 2009).

Figure 3 Mission Statement: Access and Success⁴

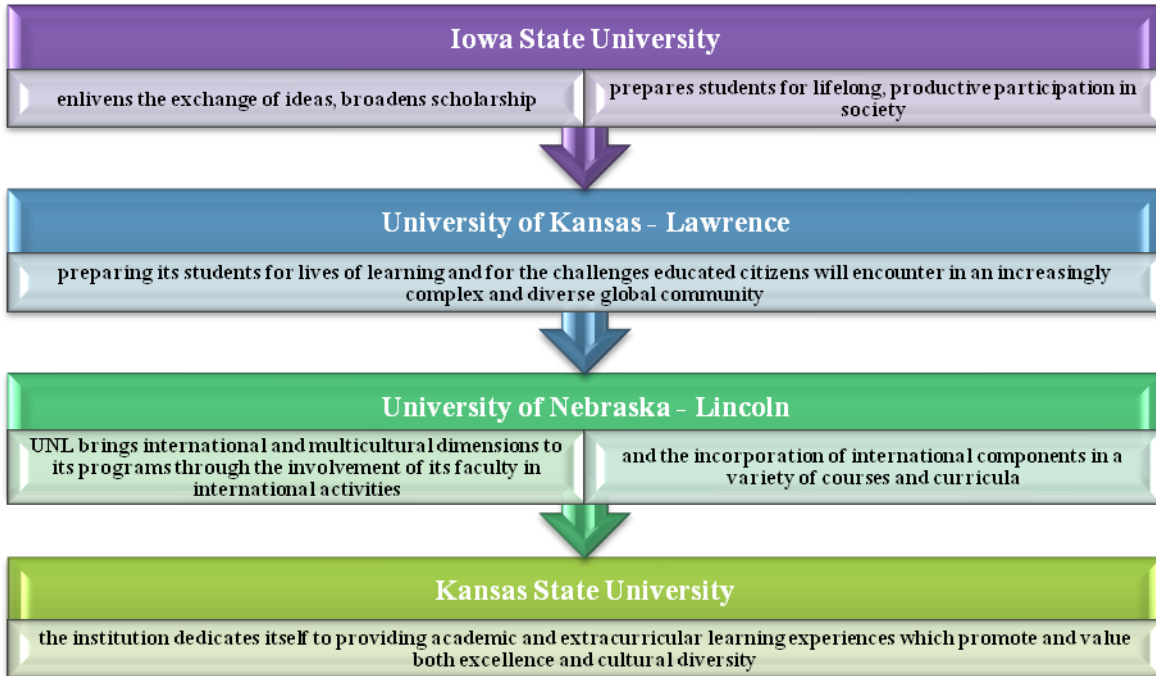
This dimension is demonstrated through student representation on campus and the variety of degrees and majors offered at the institution.



⁴ Texas A&M University, 2010; Baylor University, 2010; University of Kansas, 2010; University of Colorado, 2010; University of Texas, 2010; Oklahoma State University, 2007; University of Nebraska, 2009.

Figure 4 Mission Statement: Education and Scholarship⁵

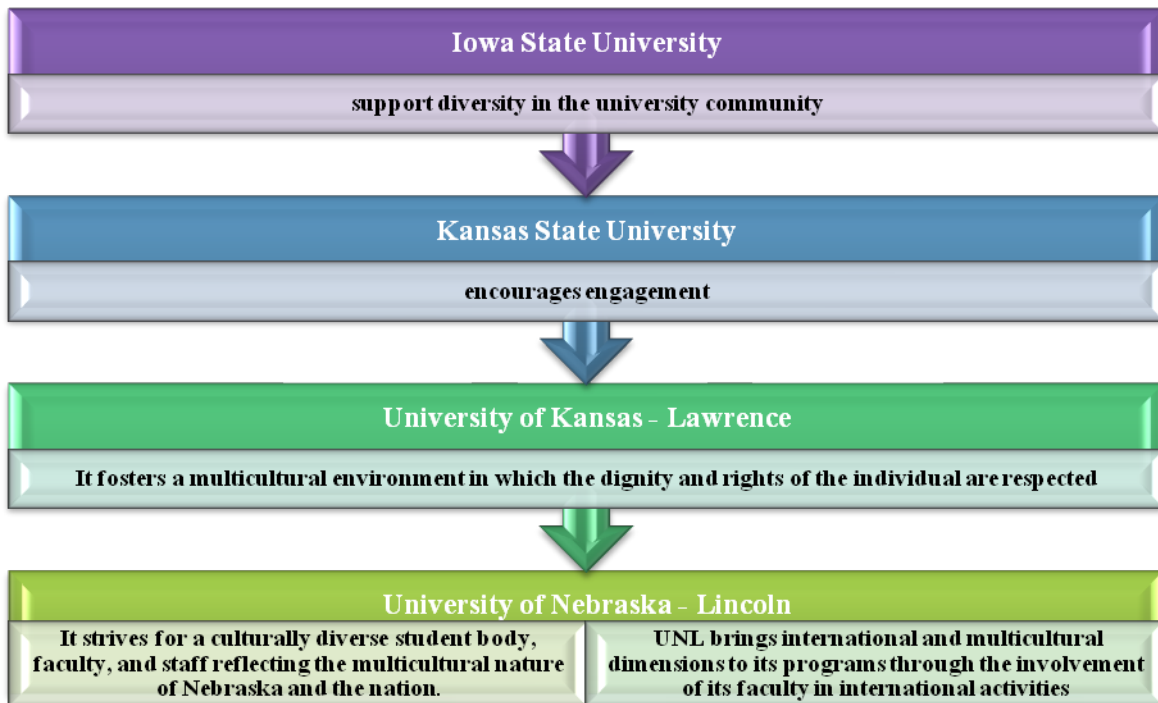
This dimension is demonstrated in the inclusion of diversity in classes, faculty participation in diversity efforts, preparing students to work in diverse communities and with people who are different from them.



⁵ Iowa State University, 2010; Kansas State University, 2010; University of Kansas, 2010; University of Nebraska, 2009.

Figure 5 Mission Statement: Climate and Intergroup Relations⁶

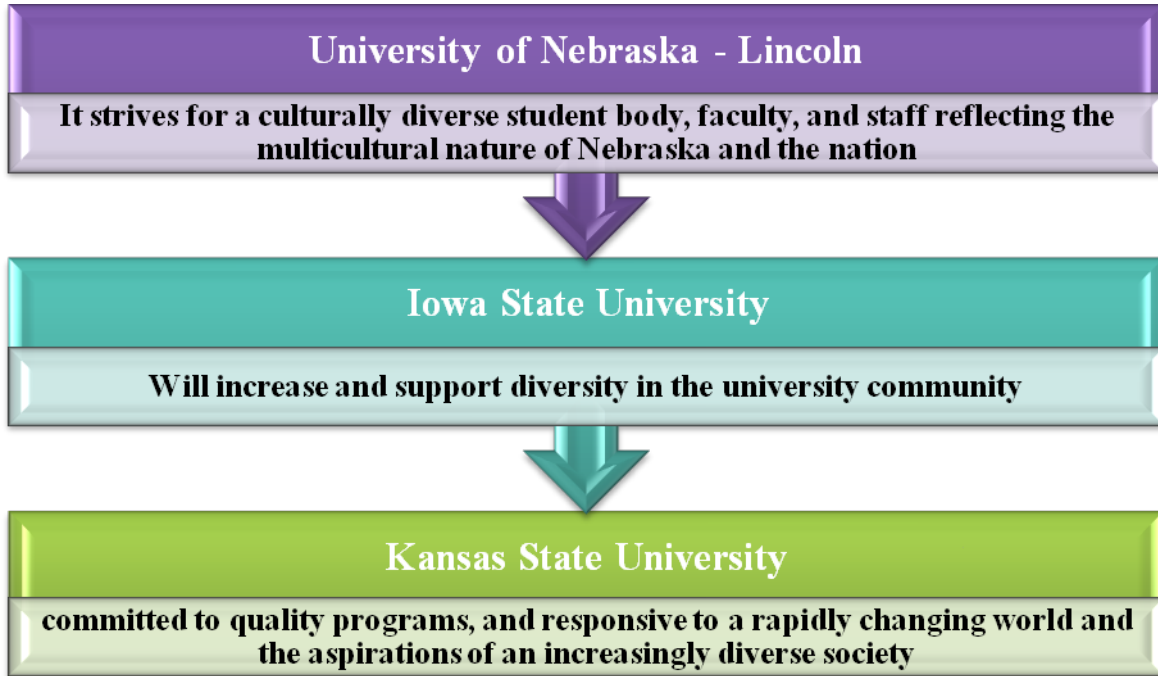
This dimension is expressed through the interaction between students, institutional engagement, institution commitment, and inclusion.



⁶ Iowa State University, 2010; Kansas State University, 2010; University of Kansas, 2010; University of Nebraska, 2009.

Figure 6 Mission Statement: Institutional Viability and Vitality⁷

This dimension is demonstrated through the institutions history with diversity issues, the diversity among the faculty and the institutions planning efforts in regards to their diversity initiatives.



⁷ Iowa State University, 2010; Kansas State University, 2010; University of Nebraska, 2009.

Diversity Statements

The diversity statements from the Big Twelve participants strongly reflected the dimensions of climate and intergroup relations and institutional viability. Thirty-three percent of the Big 12 Conference institutions mentioned diversity in their mission statements. Eighty-three percent of the institutions have a diversity statement in their websites, but they did not reflect all of the diversity content areas. For example, within climate and intergroup relations, the institutions lacked language that discussed membership in diverse organizations and multiple memberships and the statements went in detail about levels and quality of interaction among groups. In the dimension of institutional viability, participants discussed the institutions strategies and the resources dedicated to diversity, but lacked communication that discussed the institutional history with respect to diversity issues and incidents (Smith, 2005).

Climate and Intergroup Relations

Ten institutions had diversity statements, and their content concerned institutional climate and intergroup relations. *Climate and Intergroup Relations* dimension encompassed the engagement that students have on campus, the type and quality of interaction among different groups on campus and the perceptions of climate, commitment and engagement on campus (Smith and Wolf-Wendel, 2005). All Big Twelve institutions communicated engagement and interaction through their diversity statements. The climate at an institution was important to its level of diversity. Dependent upon what definition of diversity is used, the climate may be the only thing that defines diversity for an institution, which is why there is so much importance placed on the climate at an institution. The Big 12 institutions failed to address: (a) perception of the climate; (b) commitment; and (c) engagement. It is complicated to comment on the perceptions of the institution in diversity statements because the institutions would only be able to communicate their expectations of perceptions and not what the actual perception is. Overall, climate and intergroup relations was seen most frequently throughout the mission and diversity statements.

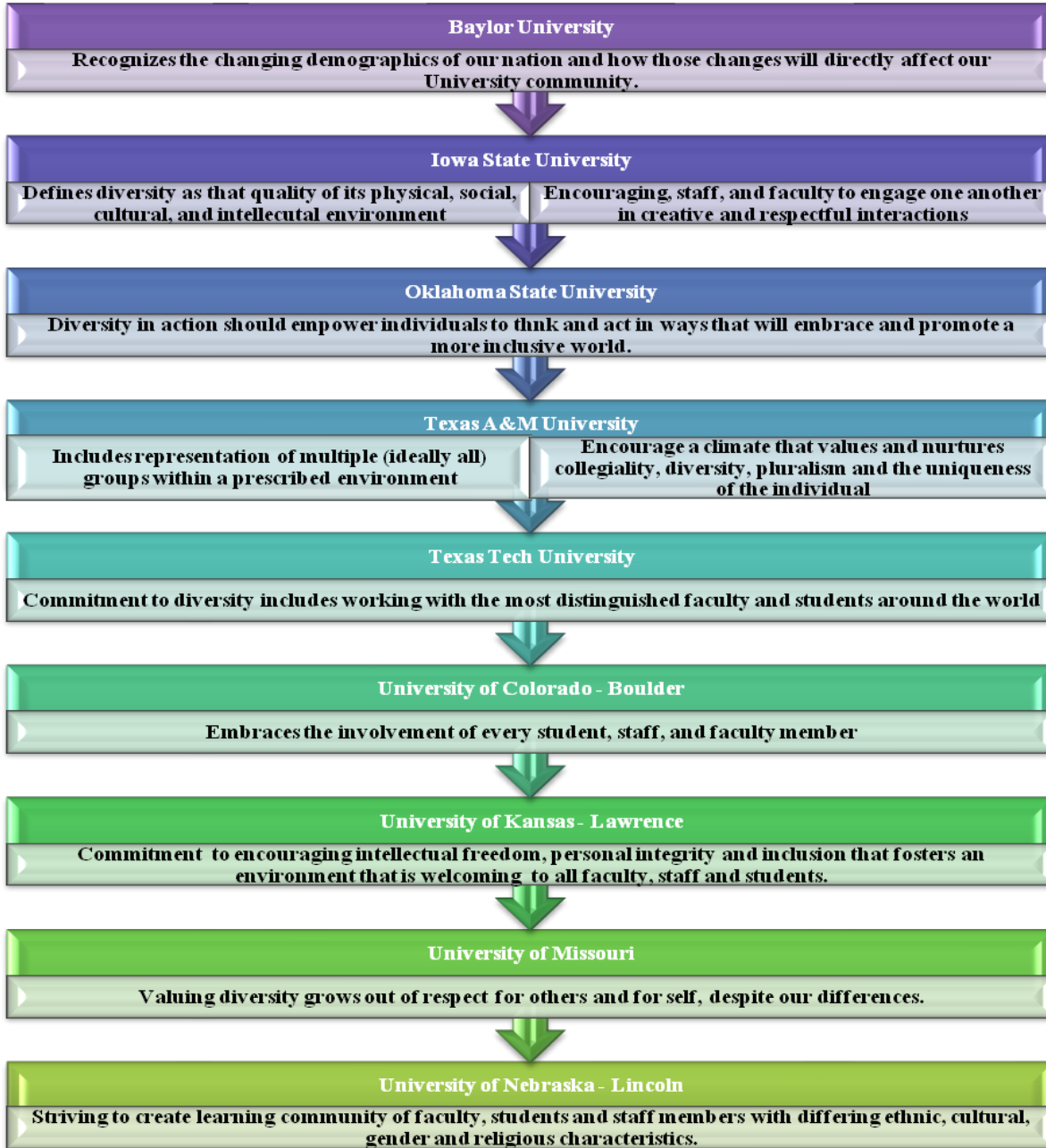
Institutional Viability and Vitality

Institutional viability and vitality is the dimension that allows institutions to discuss: (1) framework for diversity progress; (2) centrality of diversity in the planning process; (3)

institutional history on diversity issues; and (4) the diversity of faculty and staff. This dimension focused much on perceptions, specifically the public perceptions of the institution, constituent perceptions of diversity commitment, and the perceptions of access, equity, and inclusion (Smith, 2005). Institutions, in their respective diversity statements, communicated their values, missions, and future university plans. Some institutions used a statement of charge [direction] to communicate their commitment to diversity, while others referred to diversity in legal terms and how that fit within their university structure. Diversity statements fit well into this dimension because the statements are used guide diversity efforts and planning.

Figure 7 Diversity Statement: Climate and Intergroup Relations⁸

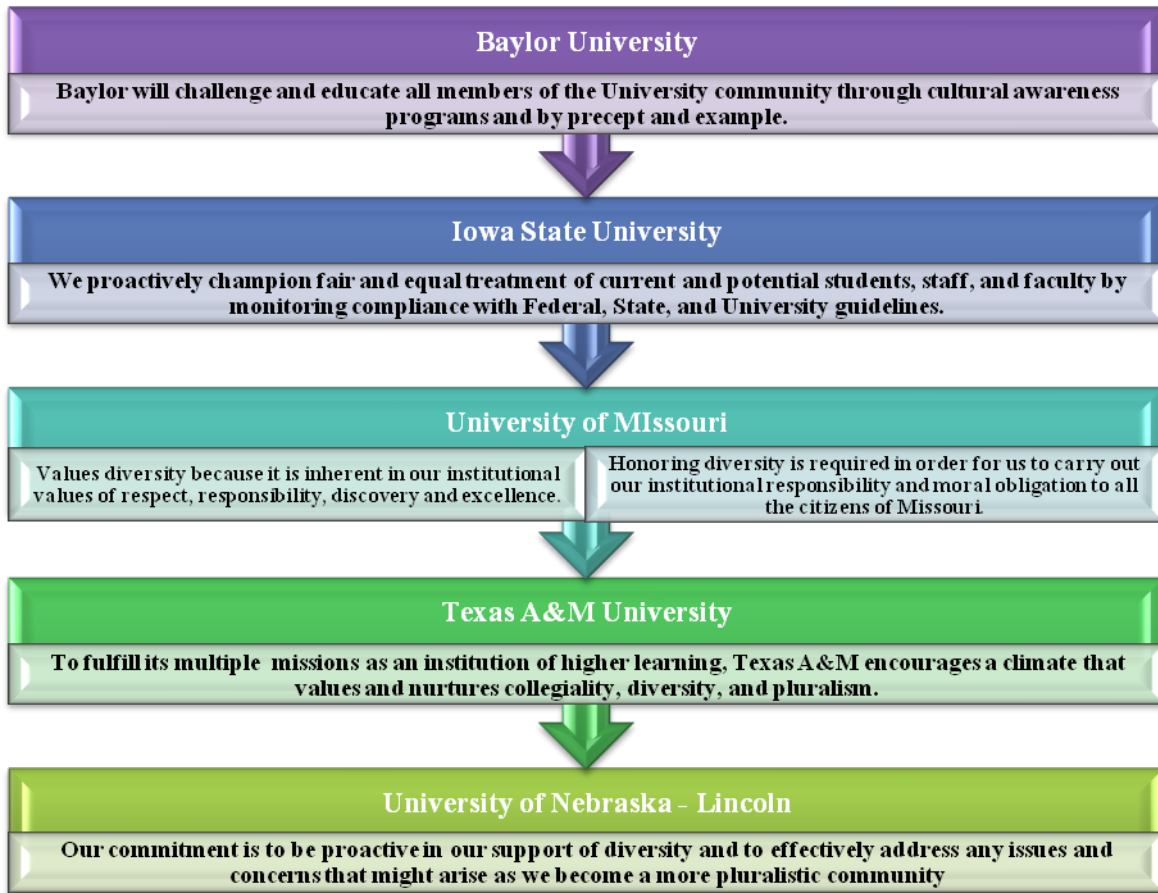
This dimension is demonstrated through the type and quality of interaction among groups, quality of experience/engagement on campus, and perceptions of institution in regards to climate, commitment, and engagement.



⁸ Texas A&M University, 2010; Baylor University, 2010; Iowa State University, 2010; University of Kansas, 2010; University of Missouri, 2010; Texas Tech University, 2010; University of Colorado, 2010; Oklahoma State University, 2007; University of Nebraska, 2009.

Figure 8 Diversity Statement: Institutional Viability and Vitality⁹

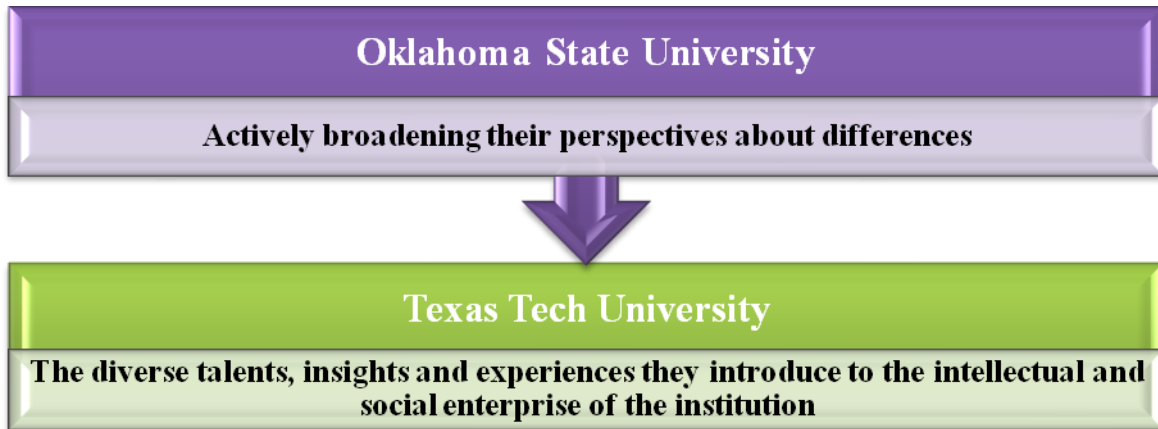
This dimension is demonstrated through the institutional history with respect to diversity, diversity amongst faculty, diversity planning, and the perception of equity and inclusion.



⁹ Texas A&M University, 2010; Baylor University, 2010; Iowa State University, 2010; University of Missouri, 2010; University of Nebraska, 2009.

Figure 9 Diversity Statement: Education and Scholarship¹⁰

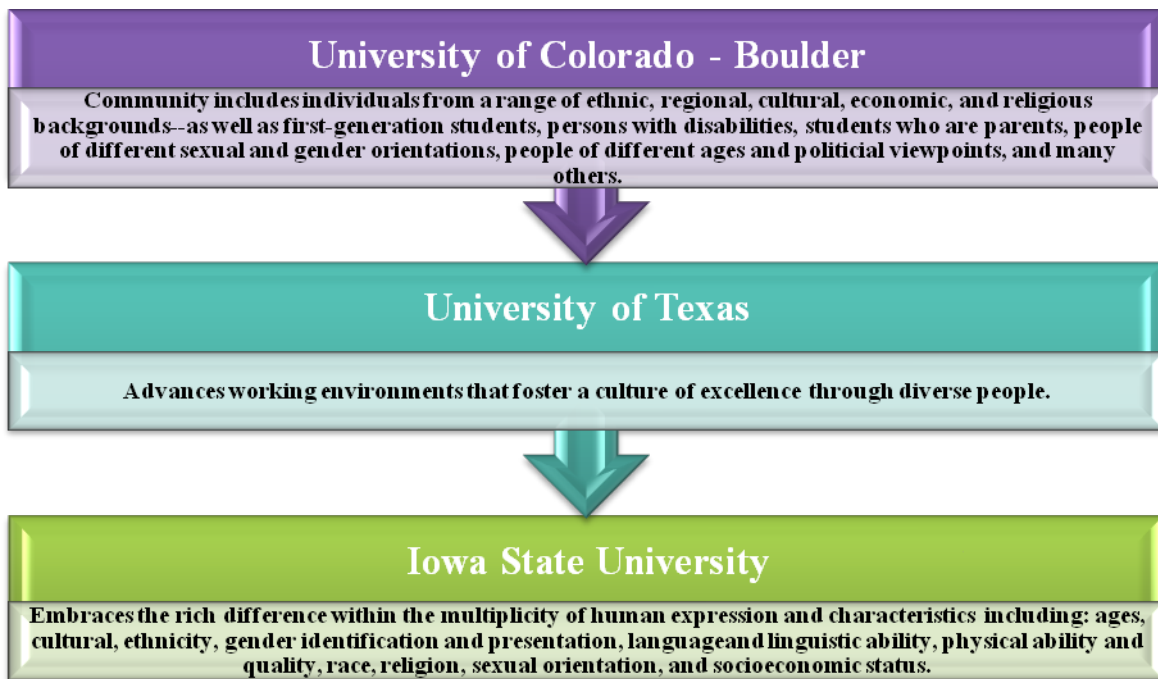
This dimension is implemented through the inclusion of diversity in classes, faculty participation in diversity efforts, preparing students to work in diverse communities and with people who are different from them.



¹⁰ Texas Tech University, 2010; Oklahoma State University, 2007.

Figure 10 Diversity Statement: Access and Success¹¹

This dimension is demonstrated by the student representation on campus and variety of degrees and majors offered.



Summary of Figures

Institutions expressed diversity using a variety of comments and statements of purpose or intent. These findings indicated that institutions noted one or more of these diversity dimensions in both their mission and diversity statements. The dimensions access and success, and education and scholarship, were well represented in the mission statements; they are what public constituents read first regarding campus diversity. Among diversity statements, institutions wrote about two dimensions: (1) climate and intergroup relations; and (2) institutional viability and vitality most. Within these statements there was freedom to elaborate on the university's progress in achieving diversity and its effects on campus.

¹¹ Iowa State University, 2010; University of Colorado, 2010; University of Texas, 2010.

CHAPTER 5 - Discussion

One can argue whether it is fair to question an institution's ability to communicate the four dimensions of diversity through their mission and diversity statements. Yes, institutions can and should communicate these four diversity dimensions through those mission and diversity statements. Mission and diversity statements did not contain all the information needed to fully determine diversity campus initiatives. While mission and diversity statements allowed an institution to communicate their organizational worldview, values, and beliefs, none of them communicated all four diversity dimensions in their online statements. As institutions shared their goals and values, few articulated how to discuss diversity, within the parameters of an abstract length document.

It was very exciting to see how many of the institutions had diversity in the forefront on their websites. For instance, institutions such as the University of Texas at Austin, Iowa State University and the University of Missouri at Columbia all had direct links to their diversity pages and statements on the home page of the website. Having these resources easily accessible shows how those institutions' commitment to diversity.

This author did not expect that Big 12 institutions would have communicated all four diversity dimensions in a mission statement. However, institutions should elaborate further on diversity efforts in their diversity statements than what was discovered in this report.

Due to the importance that higher education has placed on diversity on a campus, an institution should represent and describe diversity with great sophistication and detail. After reviewing information on the dimensions and the mission and diversity statements, the author questioned whether it is possible to define diversity in written form adequately because it is better defined through lived experiences.

Implications for Practice

Institutions must communicate their institutional viability and vitality through their mission statements. Communicating the viability, allows the institution to express its planning and organizational framework within the statements. The communication of institutional viability and vitality will give readers more insight to where the institution is headed with their diversity efforts and initiatives.

Diversity statements are the appropriate place to articulate how an institution incorporated diversity into its organizational structure, culture, policies, and practices. Institutional must discuss each of the four dimensions in sufficient detail for external constituents to understand it. Moreover, institutions must provide additional resource information about each diversity dimensions. Most institutions try to accomplish this by presenting information on their diversity web pages and by employing a chief diversity officer on campus, but these practices are insufficient.

Limitations

There are two design limitations and one limitation due to lack of information that are relevant to this review. The first limitation was a lack in updated websites. The only source used to find the mission and diversity statements were each of the Big 12 institutions' websites. This review reported only that information that could be located on the website. An example of this shortcoming would be the institution that says it has a diversity statement, but that statement is not located on the institution's website. This limitation could become an issue if any mission and/or diversity statements have been revised since the last update of information was posted on the website.

The second limitation is the interpretation method used by the investigator to determine the dimension(s) of diversity used to evaluate the mission and diversity statements. The institutions evaluated, in this review, might not agree that the four dimensions are appropriate measures to assess diversity on their campuses. Therefore, institutions might not use language that specifically addressed the four dimensions of diversity in their published statements. This limitation is present due to a lack of research and a lack of consistent framework of diversity that all institutions can use to evaluate their diversity efforts. This review provided one framework to utilize at an institution, but there are other ways to determine an institution's diversity. This limitation will exist until higher education determines an overall definition of diversity and a way that all institutions can assess it on their campuses.

Recommendations for Future Research

Further research is needed to consider if diversity should be communicated through mission statement and, if so, how such online information correlates to the actual practices of an institution. A second future research area is to determine what is the appropriate location and

placement of mission and diversity statements on an institution's web site. Additionally, it is important to examine whether the location and placement of said information has any significance on an institution's commitment to diversity. Another area of research to look into would be the idea of institutions having a choice on whether to have a diverse campus or not. There have been many times where diversity issues have been federally mandated to institutions; but should diversity be a must have or an option, it should be the institutions choice.

While the information about diversity may not be located in the mission statement, it needs to be located somewhere on the institution's web site that is easily accessible. The results of this review showed that the four diversity dimensions require some level of institutional action, which is determined largely by the perceptions of constituents, including parents, prospective students, governing boards, trustees, and accreditation agencies. Therefore, simply the language in mission and diversity statements cannot communicate commitment to diversity. It requires institutional action.

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Appendix A - Mission Statements

Baylor University

The mission of Baylor University is to educate men and women for worldwide leadership and service by integrating academic excellence and Christian commitment within a caring community. Baylor University. (2010). *About Baylor*. Retrieved April 22, 2010, from Baylor University: <http://www.baylor.edu/about/>.

Iowa State University

Create, share, and apply knowledge to make Iowa and the world a better place. In carrying out its mission, Iowa State will increase and support diversity in the university community. Diversity enlivens the exchange of ideas, broadens scholarship, and prepares students for lifelong, productive participation in society. Iowa State University. (2010). *About Iowa State* . Retrieved April 22, 2010, from Iowa State University: <http://www.iastate.edu/about/>.

Kansas State University

The mission of Kansas State University is to foster excellent teaching, research, and service that develop a highly skilled and educated citizenry necessary to advancing the well-being of Kansas, the nation, and the international community. The university embraces diversity, encourages engagement and is committed to the discovery of knowledge, the education of undergraduate and graduate students, and improvement in the quality of life and standard of living of those we serve.

Kansas State University is a comprehensive, research, land-grant institution serving students and the people of Kansas, the nation, and the world. Since its founding in 1863, the university has evolved into a modern institution of higher education, committed to quality programs, and responsive to a rapidly changing world and the aspirations of an increasingly diverse society. Together with other major comprehensive universities, K-State shares responsibilities for developing human potential, expanding knowledge, enriching cultural expression, and extending its expertise to individuals, business, education, and government. These responsibilities are addressed through an array of undergraduate and graduate degree programs, research and creative activities, and outreach and public service programs. In addition, its land-grant mandate, based on federal and state legislation, establishes a focus to its instructional, research, and extension activities which is unique among the Regents' institutions.

Through quality teaching, the university is committed to provide all students with opportunities to develop the knowledge, understanding, and skills characteristic of an educated person. It is also pledged to prepare students for successful employment or advanced studies through a variety of disciplinary and professional degree programs. To meet these intentions, the institution dedicates itself to providing academic and extracurricular learning experiences which promote and value both excellence and cultural diversity. K-State prepares its students to be informed, productive, and responsible citizens who actively participate in advancing cultural, educational, economic, scientific, and socio-political undertakings.

Research and other creative endeavors comprise an essential component of K-State's mission. All faculty members contribute to the discovery and dissemination of new knowledge, applications, and products. These efforts, supported by public and private resources, are conducted in an atmosphere of open inquiry and academic freedom. Basic to the pursuit of this

mission is the university's commitment to broad-based programs in graduate education at both the master's and doctoral levels.

Faculty, staff, and administrators share their expertise through service to the university and disciplinary organizations, via outreach, engagement, and extension-related activities. Their work provides support to numerous projects related to the goals, missions, or aspirations of the departments, colleges of the university, and to the members of the professional community. Through outreach and engagement initiatives, partnerships are established with various stakeholders to translate knowledge and basic research into applications that address public needs. These service activities are integrally related to the land-grant mission.

Extension is governed by Kansas statutes that empower elected county councils and district governing boards with authority and responsibility to assess needs and conduct a local educational program in cooperation with Kansas State University and the United States Department of Agriculture (USDA). A network of local extension professionals and volunteers link Kansas State University faculty, the National Cooperative Extension System to the USDA which produces high-quality educational programs. Kansas State University. (2010). *About K-State* . Retrieved April 22, 2010, from Kansas State University: <http://www.k-state.edu/welcome/>.

Oklahoma State University

Oklahoma State University is a multi-campus public land grant educational system that improves the lives of people in Oklahoma, the nation, and the world through integrated, high-quality teaching, researching, and outreach. The instructional mission includes undergraduate, graduate, technical, extension, and continuing education informed by scholarship and research.

The research, scholarship, and creative activities promote human and economic development through the expansion of knowledge and its application. Oklahoma State University. (2007).

Prospective Students. Retrieved April 22, 2010, from Oklahoma State University:

<http://union.okstate.edu/iss/ProspectiveStudents/General.htm>.

Texas A&M University

Texas A&M University is dedicated to the discovery, development, communication, and application of knowledge in a wide range of academic and professional fields. Its mission of providing the highest quality undergraduate and graduate programs is inseparable from its mission of developing new understandings through research and creativity. It prepares students to assume roles in leadership, responsibility, and service to society. Texas A&M assumes as its historic trust the maintenance of freedom of inquiry and an intellectual environment nurturing the human mind and spirit. It welcomes and seeks to serve persons of all racial, ethnic, and geographic groups, women and men alike, as it addresses the needs of an increasingly diverse population and a global economy. In the twenty-first century, Texas A&M University seeks to assume a place of preeminence among public universities while respecting its history and traditions. Texas A&M University. (2010). *About A&M*. Retrieved April 22, 2010, from Texas A&M University: <http://www.tamu.edu/home/aboutam/>.

Texas Tech University

As a public research university, Texas Tech advances knowledge through innovative and creative teaching, research, and scholarship. The university is dedicated to student success by preparing learners to be ethical leaders with multicultural and global competencies. The university is committed to educating a diverse and globally competitive workforce and

enhancing the cultural and economic development of the state, nation, and world. Texas Tech University. (2010). *About Texas Tech*. Retrieved April 22, 2010, from Texas Tech University: <http://www.ttu.edu/about/>.

University of Colorado-Boulder

The Boulder campus of the University of Colorado shall be a comprehensive graduate research university with selective admissions standards. The Boulder campus of the University of Colorado shall offer a comprehensive array of undergraduate, masters, and doctoral degree programs. The University of Colorado. (2010). *CU-Boulder at a glance*. Retrieved April 22, 2010, from University of Colorado: <http://news.colorado.edu/facts/cu-boulder-at-a-glance/>.

University of Kansas-Lawrence

Instruction

The university is committed to offering the highest quality undergraduate, professional and graduate programs, comparable to the best obtainable anywhere in the nation. As the AAU research university of the state, the University of Kansas offers a broad array of advanced graduate study programs and fulfills its mission through faculty, academic and research programs of international distinction and outstanding libraries, teaching museums and information technology. These resources enrich the undergraduate experience and are essential for graduate-level education and for research.

Research

The university attains high levels of research productivity and recognizes that faculty are part of a network of scholars and academicians that shape a discipline as well as teach it. Research and teaching, as practiced at the University of Kansas, are mutually reinforcing with

scholarly inquiry underlying and informing the educational experience at undergraduate, professional, and graduate levels.

Service

The university first serves Kansas, then the nation and the world through research, teaching, and the preservation and dissemination of knowledge. The university provides service to the state of Kansas through its state- and federally funded research centers. KU's academic programs, arts facilities and public programs provide cultural enrichment opportunities for the larger community. Educational, research and service programs are offered throughout the state, including the main campus in Lawrence, the KU health-related degree programs and services in Kansas City and Wichita, as well as the Regents Center at the Edwards Campus and other sites in the Kansas City metropolitan area, Topeka and Parsons.

International Dimension

The university is dedicated to preparing its students for lives of learning and for the challenges educated citizens will encounter in an increasingly complex and diverse global community. Over 100 programs of international study and cooperative research are available for KU students and faculty at sites throughout the world. The university offers teaching and research that draw upon and contribute to the most advanced developments throughout the United States and the rest of the world. At the same time, KU's extensive international ties support economic development in Kansas.

Values

The university is committed to excellence. It fosters a multicultural environment in which the dignity and rights of the individual are respected. Intellectual diversity, integrity and disciplined inquiry in the search for knowledge are of paramount importance. The University of

Kansas. (2010). *About KU*. Retrieved April 22, 2010, from University of Kansas:
<http://www.ku.edu/about/index.shtml>.

University of Missouri

Our distinct mission, as Missouri's only state-supported member of the Association of American Universities, is to provide all Missourians the benefits of a world-class research university. We are stewards and builders of a priceless state resource, a unique physical infrastructure and scholarly environment in which our tightly interlocked missions of teaching, research and service work together on behalf of all citizens. Students work side by side with some of the world's best faculty to advance the arts and humanities, the sciences, and the professions. Scholarship and teaching are daily driven by a sense of public service—the obligation to produce and disseminate knowledge that will improve the quality of life in the state, the nation and the world. The University of Missouri. (2010). *About Mizzou*. Retrieved April 22, 2010, from University of Missouri: <http://www.missouri.edu/about/>.

University of Nebraska at Lincoln

The role of the University of Nebraska-Lincoln as the primary intellectual and cultural resource for the State is fulfilled through the three missions of the University: teaching, research, and service. UNL pursues its missions through the Colleges of Architecture, Arts and Sciences, Business Administration, Engineering and Technology, Home Economics, Journalism, Law, Teachers College, the University-wide Graduate College, and the Institute of Agriculture and Natural Resources which includes the College of Agricultural Sciences and Natural Resources, the Agricultural Research Division, the Cooperative Extension Division, International Programs Division, and the Conservation and Survey Division. Special units with distinct missions include

the University Libraries, the Division of Continuing Studies, International Affairs, the Lied Center for Performing Arts, the Bureau of Business Research, the Nebraska Educational Television System, the Sheldon Memorial Art Gallery, the University of Nebraska State Museum, the University Press, the Water Center, the Nebraska Forest Service, the Nebraska State-wide Arboretum, and Intercollegiate Athletics.

The University of Nebraska-Lincoln promotes respect for and understanding of cultural diversity in all aspects of society. It strives for a culturally diverse student body, faculty, and staff reflecting the multicultural nature of Nebraska and the nation. UNL brings international and multicultural dimensions to its programs through the involvement of its faculty in international activities, a student body that includes students from throughout the world, exchange agreements with other universities abroad involving both students and faculty, and the incorporation of international components in a variety of courses and curricula.

Teaching, research, and service take on a distinctive character at the University of Nebraska-Lincoln because of its status as a comprehensive land-grant university. These traits provide opportunities for the integration of multiple disciplines permitting students more complete and sophisticated programs of study. Its land-grant tradition ensures a commitment to the special character of the State and its people. The University of Nebraska. (2009). *Visit our Campuses*. Retrieved April 22, 2010, from University of Nebraska: <http://nebraska.edu/current-and-prospective-students/visit-our-campuses.html>.

University of Oklahoma

The mission of the University of Oklahoma is to provide the best possible educational experience for our students through excellence in teaching, research and creative activity, and service to the state and society. The University of Oklahoma. (2009). *International Student*

Admissions. Retrieved April 22, 2010, from University of Oklahoma:

<http://www.ou.edu/admissions/home/requirements/international.html#about>.

University of Texas

The mission of The University of Texas at Austin is to achieve excellence in the interrelated areas of undergraduate education, graduate education, research and public service.

The university provides superior and comprehensive educational opportunities at the baccalaureate through doctoral and special professional educational levels.

The university contributes to the advancement of society through research, creative activity, scholarly inquiry and the development of new knowledge. The university preserves and promotes the arts, benefits the state's economy, serves the citizens through public programs and provides other public service. The University of Texas. (2010). *Overview*. Retrieved April 22, 2010, from University of Texas: <http://www.utexas.edu/opa/pubs/facts/overview.php>.

Appendix B - Diversity Statements

Baylor University

Baylor University recognizes the changing demographics of our nation and how those changes will directly affect our University community. Therefore, Baylor is committed to a policy of inclusiveness, understanding and acceptance of all regardless of race or ethnicity. Consistent with the statement, Baylor will challenge and educate all members of the University community through cultural awareness programs and by precept and example. Baylor University. (2010). *Department of Multicultural Affairs*. Retrieved April 22, 2010, from Baylor University: <http://www.baylor.edu/multicultural/index.php?id=38006>.

Iowa State University

Definition of Diversity

ISU defines diversity as that quality of its physical, social, cultural and intellectual environment which embraces the rich difference within the multiplicity of human expression and characteristics including:

Age, Cultural, Ethnicity, Gender Identification and Presentation, Language and Linguistic Ability, Physical Ability and Quality, Race, Religion, Sexual Orientation, and Socioeconomic Status.

Our Vision

Equal Opportunity and Diversity cultivates a more inclusive, global community by encouraging students, staff, and faculty to engage one another in creative and respectful interactions.

Our Mission

We proactively champion fair and equal treatment of current and potential students, staff, and faculty by monitoring compliance with Federal, State, and University guidelines.

We will accomplish our vision and mission by:

- Gathering and interpreting data to facilitate understanding of our Affirmative Action responsibilities in accordance with Federal government and University policies.
- Promoting Iowa State as an employer and university of choice by engaging in innovative recruiting methods and integrating into our local and global communities.
- Administering the Discrimination and Harassment policy to address actions, limit allegations, educate students, faculty, and staff on preventative measures, and raise awareness of potential acts.
- Advancing the understanding and knowledge of the unique differences displayed throughout our campus and community by engaging in spirited dialogue and providing education opportunities. Iowa State University. (2010). *Diversity @ ISU*. Retrieved April 22, 2010, from Iowa State University: <http://www.hrs.iastate.edu/hrs/diversity/>.

Oklahoma State University

To develop and support efforts that help the Oklahoma State University System achieve and maintain environments, where all members are actively broadening their perspectives about differences; actively seeking to know individuals; actively including all members of the community in every aspect of the organization; and where students achieve academic excellence. At Oklahoma State University, we place great value on the differences of our people. Diversity in action should empower individuals to think and act in ways that will embrace and promote a more inclusive world. Oklahoma State University. (2007). Institutional Diversity. Retrieved April 22, 2010, from Oklahoma State University:

http://www.diversity.okstate.edu/index.php?option=com_content&view=article&id=3&Itemid=3

Texas A&M University

A situation that includes representation of multiple (ideally all) groups within a prescribed environment, such as a university or a workplace. This word most commonly refers to differences between cultural groups, although it is also used to describe differences within cultural groups, e.g. diversity within the Asian American culture includes Korean Americans and Japanese Americans. An emphasis on accepting and respecting cultural differences by recognizing that no one culture is intrinsically superior to another underlies the current usage of the term. Texas A&M is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation and world. All decisions and actions involving students and employees should be based on applicable law and individual merit.

Texas A&M University, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units. Texas A&M University. (2010). *Commitment Statements*. Retrieved April 22, 2010, from Texas A&M University: <http://diversity.tamu.edu/WhatsDiversity/CommitmentStatements.aspx>.

Texas Tech University

Texas Tech is committed to the values of mutual respect; cooperation and communication; creativity and innovation; community service and leadership; pursuit of excellence; public accountability; and diversity.

Texas Tech University is committed to the inherent dignity of all individuals and the celebration of diversity. We foster an environment of mutual respect, appreciation, and tolerance for differing values, beliefs, and backgrounds. We encourage the application of ethical practices and policies that ensure that all are welcome on the campus and are extended all of the privileges of academic life. We value the cultural and intellectual diversity of our university because it enriches our lives and the community as a whole, promoting access, equity, and excellence. Texas Tech University. (2010). *Division of Institutional Diversity, Equity & Community Engagement*. Retrieved April 22, 2010, from Texas Tech University: <http://www.depts.ttu.edu/diversity/>.

University of Colorado-Boulder

CU-Boulder embraces the involvement of every student, staff, and faculty member, recognizing that a truly diverse community includes individuals from a range of ethnic, regional, cultural, economic, and religious backgrounds — as well as first-generation students, persons with disabilities, students who are parents, people of different sexual and gender orientations, people of different ages and political viewpoints, and many others. The University of Colorado. (2009). *Diversity*. Retrieved April 22, 2010, from University of Colorado: <http://www.colorado.edu/diversity/>.

University of Kansas-Lawrence

We remain steadfast in our commitment to encouraging intellectual freedom, personal integrity and inclusion that fosters an environment that is welcoming to all faculty, staff and students. The University of Kansas. (2010). *The Office of Diversity & Equity*. Retrieved April 22, 2010, from University of Kansas: <http://www.diversity.ku.edu/provost.shtml>.

University of Missouri

Diversity is a reality in the world and in our American society. MU values this diversity because it is inherent in our institutional values of respect, responsibility, discovery and excellence.

Valuing diversity grows out of respect for others and for self, despite our differences. Honoring diversity is required in order for us to carry out our institutional responsibility and moral obligation to all the citizens of Missouri. The University of Missouri. (2010). *Chancellor's Diversity Initiative*. Retrieved April 22, 2010, from University of Missouri: <http://diversity.missouri.edu/>.

University of Nebraska

As the University of Nebraska-Lincoln community becomes more diverse, we can expect individual and group needs to change. Student Affairs departments must stand ready to address these changing needs. Our commitment is to be proactive in our support of diversity and to effectively address any issues and concerns that might arise as we become a more pluralistic community. All Student Affairs staff members must help create an environment in which all members of the university community will find support for their individual growth and development.

To achieve this goal, the Vice Chancellor for Student Affairs expects that significant leadership will be provided by Student Affairs Directors to ensure that all forms of intolerance are challenged and appropriate changes enacted. Throughout the Division, critical inquiry of existing programs and policies, alternative administrative structures and hiring models, continuing educational programs, and viable support systems for all staff and students must become pervasive if true diversity is to be realized. As a formal part of the annual performance evaluation process, each Student Affairs Director will compile a report presenting the efforts and results of departmental activities that support and enhance this goal. The University of Nebraska. (2009). *Student Affairs*. Retrieved April 22, 2010, from University of Nebraska: http://stuafs.unl.edu/sa_policies_diversity.shtml.

University of Texas

The Division of Diversity and Community Engagement advances socially just learning and working environments that foster a culture of excellence through diverse people, ideas and perspectives. We engage in dynamic community-university partnerships designed to transform our lives. The University of Texas. (2010). *Office of the Vice President for Diversity &*

Community Engagement. Retrieved April 22, 2010, from University of Texas:

<http://www.utexas.edu/diversity/>.