Where is the diversity?
Kansas State University’s Story
Conditions of Re-accreditation:
A condition of this accreditation is that the program submit a Progress Report on May 1, 2011, with a detailed plan to address broadening the diversity of its student body (Criterion 9.4: Students – Recruitment and Composition).
9.4 Recruitment and Composition
This criterion is met as evidenced by the self-study report and with information gathered on site. The ethnic diversity is satisfactory (better than that of the state), and the social and disciplinary diversity are very good. Most of all, the students seem to have an excellent understanding of different kinds of diversities and are very eager in achieving them.
1 – Process
2 – Definition
3 – Current Conditions Report
   3.1 Mission and Context
   3.2 Strategic Plan
   3.3 Curriculum
   3.4 Engagement
   3.5 Recruitment
   3.6 Retention
4 – Next Steps

Context
Existing Conditions
Assessment
1 – Process

- Define goals and objectives
- Assess and plan
- Test and refine outcomes
- Establish organizational structure
- Evaluate
- Refine goals and objectives

2010: Orient
2011: Explore
2012: Synthesize
ACTION
2 – Definition

Campus diversity encompasses four dimensions:
- access and recruitment
- campus climate and intergroup relations
- curriculum and scholarship
- institutional transformation.

Daryl Smith, professor of education and psychology at Claremont Graduate University (see Diversity Digest, Spring, 1998)

Our Department adopted the following definition of diversity presented in our College diversity plan:
The distribution and presence of under-represented “minorities,” federally defined as those who are naturalized citizens—black (not of Hispanic origin), Hispanic, Asian or Pacific Islander, American Indian or Alaskan native. The broadest distribution of difference among members of our community includes our sense of selves, our place in society and our world view, encompassing values, culture, gender/affectional orientation, race/ethnic identity geography, experience, economic status, affiliation and ability/disability.
3 – Current Conditions Report

3.1 Mission and Context

Aerial view of Flint Hills in Spring. Photo from Ron Klataske.
casitaadventures.smugmug.com
3 – Current Conditions Report

3.1 Mission and Context

UNITED STATES
18-24 yrs

KANSAS
18-24 yrs

UNIVERSITY

COLLEGE

PROGRAM

White
Black or African American
American Indian and Alaska Native
Asian
Native Hawaiian and Other Pacific Islander
One Other Race Alone
Two Other Races Alone
3 – Current Conditions Report

3.1 Mission and Context

**HISPANIC POPULATION**

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNITED STATES 18-24 yrs</td>
<td>20.1%</td>
</tr>
<tr>
<td>KANSAS 18-24 yrs</td>
<td>12.8%</td>
</tr>
<tr>
<td>UNIVERSITY</td>
<td>5.0%</td>
</tr>
<tr>
<td>COLLEGE</td>
<td>3.3%</td>
</tr>
<tr>
<td>PROGRAM</td>
<td>0%</td>
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</table>
3 – Current Conditions Report

3.1 Mission and Context

HISPANIC CONCENTRATIONS 2010
3 – Current Conditions Report

3.2 Strategic Plan

<table>
<thead>
<tr>
<th>ORIENT</th>
<th>EXPLORE</th>
<th>SYNTHESIZE</th>
<th>EVALUATE</th>
<th>REFINE</th>
<th>ACT</th>
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<tbody>
<tr>
<td>2010</td>
<td></td>
<td>2011</td>
<td></td>
<td></td>
<td>2012</td>
</tr>
</tbody>
</table>

**Define**
goals and objectives

**Assess and Plan**

- Curriculum Review
- Curriculum Changes
- Diversity and Multicultural Review
- Diversity and Multicultural Plan

**Test and Refine**
outcomes

**Establish**
organizational structure

**Refine**
goals and objectives
3 – Current Conditions Report

3.3 Curriculum

I. Knowledge
   - Cultural Self
   - Diverse Ethnic Groups
   - Social/Political/Economic/Historical Frameworks
   - Changing Demographics
   - Diversity Implications for Career

II. Personal Attributes
   - Flexibility
   - Respect
   - Empathy

III. Skills
   - Cross Cultural Communication
   - Teamwork
   - Listening
   - Conflict Resolution
   - Critical Thinking
   - Language Development
   - Leadership Development

Multicultural competency is defined as the knowledge, skills and personal attributes needed to live and work in a diverse world. Kansas State University acknowledges the importance of helping students develop these multicultural competencies. In 2000-2001 the Tilford Group conducted focus groups with faculty and students. The following synthesis of multicultural competencies was compiled as a result of what was learned from those and subsequent discussions.
3 – Current Conditions Report

3.4 Engagement

3.5 Recruitment
3 – Current Conditions Report

3.6 Retention

90%
<table>
<thead>
<tr>
<th></th>
<th>Curriculum Development</th>
<th>Strategic Planning</th>
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</thead>
<tbody>
<tr>
<td><strong>Mission and context</strong></td>
<td></td>
<td>Articulate diversity intentions in program mission statement.</td>
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<tr>
<td></td>
<td></td>
<td>Establish minority recruitment targets and define realistic efforts to maximize the</td>
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<tr>
<td></td>
<td></td>
<td>potential for actual recruitment.</td>
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<tr>
<td><strong>Strategic Plan</strong></td>
<td></td>
<td>Develop greater detail regarding objectives and measureable outcomes related to</td>
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<tr>
<td></td>
<td></td>
<td>diversity.</td>
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<tr>
<td><strong>Curriculum</strong></td>
<td>Review learning outcomes</td>
<td>Develop engagement</td>
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<tr>
<td></td>
<td>associated with each</td>
<td>assessment tools to identify communities with projects in communities with higher</td>
</tr>
<tr>
<td></td>
<td>course with attention to</td>
<td>diverse populations than the state demographics.</td>
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<td></td>
<td>outcomes that demonstrate</td>
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<tr>
<td></td>
<td></td>
<td>achievement of the Tilford Multicultural Competencies.</td>
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<tr>
<td></td>
<td></td>
<td>Develop new learning outcomes as necessary.</td>
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<td><strong>Engagement</strong></td>
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<tr>
<td><strong>Recruitment</strong></td>
<td></td>
<td>Identify effective and sustainable recruitment processes targeting minority</td>
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<tr>
<td></td>
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<td>populations distant from campus.</td>
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<td></td>
<td></td>
<td>Develop a specific recruitment plan for students who have entered the common first</td>
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<tr>
<td></td>
<td></td>
<td>year of our college and those who are ‘open option’ freshmen.</td>
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<tr>
<td><strong>Retention</strong></td>
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<td></td>
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<td>Continue development of resources and climate that encourage faculty to remain at</td>
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<td>K-State.</td>
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