



School of Medicine

**WAYNE STATE UNIVERSITY SCHOOL OF MEDICINE
DIVERSITY AND INCLUSION TASK FORCE**

**REPORT FOR
JACK D. SOBEL, M.D.
INTERIM DEAN**



Presented by
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May 25, 2015



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VISION, MISSION, COMMITMENT

The WSUSOM Diversity and Inclusion Task Force proposes the following vision, mission and commitment statements be adopted by the School of Medicine for all administrative offices and academic departments within the school.

Vision:

Wayne State University School of Medicine will produce a physician workforce that will transform the promise of equal health into a reality for all people of diverse backgrounds.

Mission:

We will educate a diverse student body through high quality education, pioneering research, local investment in our community and innovative technology to prepare physician leaders to achieve health and wellness for our society.

Commitment:

We are privileged and humbled to serve our community, our nation, and the world.

INTRODUCTION

Organizational inclusion and a diverse workforce are key strategic drivers for success in today's plural society. Shifting US demographics requires a greater understanding of a variety of cultures in order to provide high-quality care across multiple and complex healthcare environments. Knowing how to work within a culturally diverse society is essential to meeting the health care needs of the nation, improving health outcomes, reducing health disparities and eliminating health inequities especially among underserved populations. Diversity among the student body, faculty, staff and patients leads to better educational experiences, understanding and outcomes for all involved. Diversity and inclusion enhances teaching and learning and contributes to the capacity of all students to provide comprehensive and high-quality medical care in varying clinical environments.

Wayne State University School of Medicine (WSUSOM) is committed to diversity and inclusion at all organizational levels and strives to promote, support and actively recruit and retain underrepresented groups in its student body, residency/fellowship training programs, faculty and staff positions.

WSUSOM has a national and international reputation for producing an outstanding diverse physician workforce committed to improving the health status of the state's urban, suburban, and rural communities. Recently there has been a sharp decline in the number of underrepresented minority students admitted to and graduating from the WSUSOM. Therefore, a task force was appointed by the Interim Dean of the Medical School to provide recommendations to correct this decline. In order to be aligned with the Association of American Medical Colleges (AAMC), task force members have agreed to use the new AAMC definition for underrepresented minority



students, which is, “*underrepresented in medicine: those racial and ethnic populations that are underrepresented in the medical profession relative to their numbers in the general population.*” (2004-<https://www.aamc.org/download/54278/data/urm.pdf>). This would include African-Americans, Hispanics, Native Americans (including American Indians, Alaskan Natives, Native Hawaiians), and Socioeconomically Disadvantaged students.

BACKGROUND

Subsequent to a visit to the WSUSOM on March 16, 2015 and report submitted by Dr. Robert Winn, Associate Vice President for Community Based Practice at the University of Illinois Hospital and Health Sciences System (see Appendix B), the Interim Dean of the School of Medicine, Dr. Jack Sobel, appointed a WSUSOM Diversity and Inclusion Task Force to address the issue of diversity and inclusion in the School of Medicine. In 2013, former WSUSOM Dean Valerie Parisi had appointed a special Blue Ribbon Committee on Diversity and Inclusion to make recommendations to address WSUSOM diversity issues; however, those recommendations have not been implemented (see Appendix A).

The specific charge to the current Task Force was to develop recommendations for strategies and actions to improve the recruitment, matriculation, retention and graduation rates of underrepresented minority medical students in medicine. While underrepresented medical students in undergraduate medical education was the focus of the task force charge, increasing the number of underrepresented residents/fellows and faculty is also addressed. The task force is expected to provide its recommendations to the Dean by May 25, 2015.

WSUSOM has had a definitive impact and significant influence on the physician workforce in Michigan. Sixty percent of the School’s graduates remain in Michigan to practice. Approximately half of all practicing physicians in the Detroit tri-county area received all or part of their training at the WSUSOM.

WSUSOM has a long and rich tradition of educating underrepresented minority physicians, particularly from the African-American community. Many of these graduates excel to local, regional, and national leadership positions. The State of Michigan’s constitutional amendment, Proposition 2 (Michigan’s Affirmative Action Ban, See Appendix D), has been offered as the justification that forced us to shift our admission policies relative to diversity and inclusion, thus decreasing our acceptance of underrepresented minorities. It has been argued that as a result of Proposition 2, the SOM admissions rate for underrepresented minorities has steadily declined. While Proposition 2 is a complex and contributing factor, it has not resulted in a decline in minority matriculants at the University of Michigan or Michigan State University (See Appendix D). As stated in Appendix D (Local and National Impact of Affirmative Action Bans on Medical School Admission), “Prop 2 is not against diversity and inclusion at public educational institutions. The Medical School also can target outreach to underserved/disadvantaged populations. The Medical School must be more holistic regarding its admission criteria. There are also exceptions to



Proposition 2, including policies and actions, which are in concert with Federal Affirmative Action Policy, and are needed to satisfy federal funding agency requirements (e.g., NIH grants, Health Careers Opportunity Programs grants etc.).”

Between 1990 and 2006 African-American students in the WSUSOM represented 13% of the entering medical school class or an average of 35 students per class. In 2014 WSUSOM accepted only one African-American student and two Hispanic students through our regular admissions process in total.

The recent and significant decline in the number of underrepresented minority students at WSUSOM has not largely been driven by Proposition 2, but rather by the documented downsizing and/or elimination of historic resources at the School of Medicine, such as recruitment, outreach, retention and support services for all students, particularly underrepresented minority students. There has been a drift away from our historic commitment to a diverse medical student body. There is also a lack of alignment, representation, and coordination of resources within WSUSOM between Pipeline Programs, AHEC, Office of Admissions, Student Affairs, Financial Aide, Records and Registration, Office of Diversity and Inclusion, Pre-Med Students, Post Bac, etc. There is no single designated leader in the SOM responsible for diversity and inclusion efforts across the School (students, residents/fellows, faculty and staff), with an appropriate budget and human resources and the authority to utilize them.

Relative to admissions, the current primary screening criteria for admission to WSUSOM is GPA and MCAT scores. Other holistic aspects of a student’s application are considered later. WSUSOM must adopt a holistic applicant evaluation process beginning at the initial screening level and continuing through the interview and committee presentation process.

In July 2013 the University released the WSU "Greater Retention and Achievement through Diversity" (GRAD) report (see Appendix C). The findings in this report revealed that the number of Hispanic students and Native American students at WSU has yet to exceed 5%; and the percent of African-American students has decreased from 26% to 20% University-wide. One of the recommendations of this report was to create a provost-level position responsible for developing key strategic measurable diversity objectives, capabilities, implementation plans and outcomes across the University as it related to students, faculty, staff, leadership, education, research, curriculum, and organizational climate/culture. The university’s newly appointed Associate Provost for Diversity and Inclusion and Chief Diversity Officer is leading efforts to advance diversity and inclusion across the University campus and into the broader community and has contributed to the work of this task force in developing this report.

Since 2005 WSUSOM has experienced a significant decline in the enrollment of students from groups underrepresented in the medical profession relative to their numbers in the general population. Developing recommendations specifically addressing declines in underrepresented minority groups at WSUSOM is the charge of this task Force. WSUSOM has a responsibility to



enhance the diversity of all of our students, faculty, and staff including those the AAMC identifies as a member of a group underrepresented in medicine as listed below:

- African-Americans
- Hispanics
- Native Americans (including American Indians, Alaskan Natives, Native Hawaiians)
- Socioeconomically Disadvantaged

RECOMMENDATIONS

Rationale:

Located in a unique, multicultural, urban environment, rich in history and associated with a resurging and dynamic city affords our school the opportunity to be a part of a growing, vibrant and diverse learning community, driven not only by the expansion of current knowledge, but also innovation and new discovery. We are committed through high quality education, cutting edge research, local investment, and state-of-the-art service and care, to improving the overall health and wellness of our community.

Effective student recruitment is essential to build a well-rounded and diverse class. To address the mission of Wayne State University School of Medicine (WSUSOM) a more coordinated, integrated and robust outreach effort must be developed at the middle school, high school and undergraduate level to augment the numbers of underrepresented minority students recruited to WSUSOM. This will require resources. Historically WSUSOM was a national model for the recruitment, enrollment and graduation of underrepresented minority medical students. The SOM invested resources and built an effective recruitment program based on the school's reputation and supported by the demographics of Michigan. Many of these resources have been eliminated over time negatively impacting the School's diversity goals.

The Post-Baccalaureate program at WSUSOM, one of the first in the nation, was started in 1969 and has a long and successful history. It has been a key component in augmenting the enrollment of underrepresented minority students at WSUSOM. The current support for the Post-Baccalaureate Program has not been adequate to maintain its effectiveness. Thus, a review of its structure and guidelines would allow the program to effectively address the needs of the current student pool and the community, and increase its effectiveness in meeting the SOM goals.

The establishment of a pipeline is important to maintain a sustainable pool of qualified applicants. WSUSOM needs to partner with programs that will allow the early identification of promising underrepresented minority middle school and high school students who can be encouraged to pursue medicine as a career. An organized, sustained and focused plan with



associated resources is required to interest underrepresented minority students in careers in healthcare.

I. Administrative Structure

A. Develop and implement a "Vice Dean of Diversity and Inclusion" position and establish an "Office of Diversity and Inclusion" at WSUSOM. The Vice Dean of Diversity and Inclusion would oversee the Office of Diversity and Inclusion. This position would carry with it responsibility for and oversight of all diversity/inclusion/recruitment efforts at the medical school including undergraduate medical students, graduate students in the basic sciences, residents/fellows, faculty and staff. The Vice Dean would have a budget (not dependent on grant funding) and staffing sufficient to achieve the department's goals and the authority to expend the funds in this budget. The diversity dean would report directly to the Dean of the School of Medicine.

1. Begin search process for Vice Dean of Diversity and Inclusion position

Task Completion Date: July 1, 2015

Person Responsible: SOM Dean

2. Appoint Interim Vice Dean of Diversity and Inclusion (see I., B.)

Task Completion Date: September 1, 2015

Person Responsible: SOM Dean

3. Appoint Vice Dean of Diversity and Inclusion

Task Completion Date: June 30, 2016

Person Responsible: SOM Dean

B. Appoint a diversity/inclusion advisory council. Council members should be drawn from all segments of the medical school community including faculty, staff, students, residents/fellows and also community members. The advisory council will assist the Interim Vice Dean of Diversity and Inclusion on monitoring the implementation of the Task Force recommendations and oversight of the timeline.

Task Completion Date: July 1, 2015

Responsible Person: SOM Dean

C. Confirm the appointment of the WSUSOM "Interim" Director of Diversity and Inclusion, as the Director of Diversity and Inclusion with responsibility for the current and recommended restructured post baccalaureate program and all SOM pipeline programs. Reporting directly to the SOM Vice Dean of Diversity and Inclusion, the SOM Director of Diversity and Inclusion provides leadership for the recruitment, enrollment, retention, and graduation of underrepresented minority students in undergraduate medical education.

Task Completion: July 1, 2015



Person Responsible: SOM Dean

- D. Restore the administration of the following student services to the Office of Student Affairs: Counseling (academic and personal), Records and Registration, Student Organizations, Academic Support Services, Financial Aid (staff coordination with Main Campus financial aid director). Discontinue "outsourcing" student support services to Main Campus student services personnel.

Task Completion: October 1, 2015

Person Responsible: SOM Dean

- E. Begin the alignment and coordination of diversity, inclusion and recruitment programs with "pipeline" programs functioning within WSU such as AHEC and other grant supported initiatives.

Task Completion: October 1, 2015

Person Responsible: Interim Vice Dean of Diversity and Inclusion

II. Budget

- A. Recruiting, admitting, sustaining and graduating inclusive and diverse classes of students necessitates the unconditional commitment of institutional financial and human resources to achieve this goal. While funding allocations and staffing positions may have been determined for academic year 2015-2016, circumstances warrant seeking the funds required to implement the Task Force's recommendations for implementation academic year 2015-2016.

Task Completion: July 1, 2015

Person Responsible: SOM Dean/SOM Vice Dean of Business Affairs

- B. Identify funding sources through HRSA, AHRQ, SAMHSA, CMS, etc. While funding through grant support does not address the issue of sustainability, such funding and the success of funded programs serve to establish the efficacy of sustained institutional funding.

Task Completion: October 1, 2015

Person Responsible: SOM Dean/Vice Dean of Research

- C. Explore the feasibility, practicality and strategies required to develop and implement a vigorous and dynamic "adopt-a-student", "fund-a-program" initiative (like the U of M and MSU football booster clubs). Targeted potential "booster" groups would include community organizations, fraternal groups, professional organizations, and business associations.

Task Completion: June 30, 2016

Person Responsible: Interim Vice Dean of Diversity and Inclusion

III. Student Development and Recruitment



A. Restructure the current Post Baccalaureate Program

1. Discontinue the requirement that consideration for the program be limited to students whose application for regular admission to WSUSOM was rejected.
2. Open participation in a post-baccalaureate "academic experience" to WSU undergraduate pre-med juniors/seniors whose collegiate records indicate their "non-competitive" status for admission to WSUSOM.
3. Develop a recruitment and academic program to attract degree holding health professionals (RNs, PTs, OTs, pharmacists, techs, behaviorists) who have demonstrated ability to "handle" biomedical courses but have not taken the required pre-medical courses.

Task Completion: June 30, 2016

Person Responsible: Interim Vice Dean of Diversity and Inclusion

B. Admissions Application Screening Process

Adopt a holistic applicant evaluation process beginning at the initial screening level and continuing through the review of secondary materials, the interview, and the committee presentation and discussion process. The Dean of the Medical School needs to set the SOM recruitment tone at the first Admission's committee meeting for each Admission's recruitment year

Task Completion: August 2015

Person Responsible: SOM Dean/Vice Dean of Medical Education

- C. Re-establish relationships with pre-medical advisors at Michigan private and four-year public higher education institutions. Offer training sessions for pre-medical advisors at WSU and other medical schools across the state so that they learn the up-to-date requirements for admission to medical school. Develop and offer meaningful "alternate spring break" experiences and ongoing activities coordinated with community-based, care focused, underserved/diverse/immigrant serving programs "run" by SOM student organizations. Special efforts should be made to include WSU chapters of the Student National Medical Association (BMA) and the Latino National Medical Association (LNMA) in the programming activities.

Task Completion: June 30, 2016

Person Responsible: Interim Vice Dean of Diversity and Inclusion/Vice Dean of Medical Education

- D. Develop outreach programs at academically oriented public, private and parochial secondary schools in Wayne and Oakland counties to identify promising underrepresented minority students as potential participants in summer internship experiences in laboratory, physician offices and clinical settings.

Task Completion: June 30, 2016

Person Responsible: Interim Vice Dean of Diversity and Inclusion

- E. Actively involve local, particularly alumni, physicians in the recruitment programs of the



SOM. Seek the participation of African-American and Hispanic physician organization representatives in recruitment and mentoring activities integrated with the medical school's diversity and inclusion programs.

Task Completion: June 30, 2016.

Person Responsible: Interim Vice Dean of Diversity and Inclusion

IV. Faculty/Staff Development and Recruitment

A. Implement the proposed faculty reward system that places value on mentoring and community engagement as well as clinical productivity and research.

Task Completion: June 30, 2016.

Person Responsible: SOM Dean/Associate Dean of Faculty Affairs and Professional Development

B. At all educational levels (students, residents, fellows and faculty development), the curriculum must incorporate topics/modules on cultural competency, health disparities, health inequities, social determinants of health, value of diversity and inclusion, clinical care inequities, issues of access to care, etc...

Task Completion: January 1, 2016

Person Responsible: SOM Dean/Vice Dean of Medical Education/Associate Dean of Faculty Affairs and Professional Development

C. Diversity/Inclusion activities must include the expanded recruitment of faculty and faculty leadership, residents and fellows. For example, there are no underrepresented minority Chairs of any Clinical or Basic Science Department at WSUSOM in a city made up of 89% African-Americans, 6.8% Hispanics and 0.4% Native American. The charge to each WSUSOM Department Chair and Program Director is to provide the Dean of the Medical School with a strategic plan for their respective Department to increase the number of underrepresented minority faculty, residents and fellows.

Task Completion: January 1, 2016.

Person Responsible: SOM Dean/Associate Dean of Faculty Affairs/Department Chairs and Program Directors

V. Institutional Climate and Culture

The Vision, Mission, and Commitment statements proposed in this report by the task force speak directly to the issue of institutional climate and culture. Strategic recommendations are detailed in the Administrative Structure, Budget, Student Development and Recruitment, and Faculty Development and Recruitment sections of this report.

CONCLUSION

There is no longer a debate in academic medicine about the need for diversity and inclusion to effect this nation's health status improvement. Educating medical students in an inclusive and



diverse environment is desirable and needed to meet the health needs of this country. Academic papers have appeared in major journals, which document the value of creating a diverse workforce. Topics as varied as teaching cultural competencies and reducing healthcare disparities as well as ethical and moral arguments for promoting diversity are a few of the major areas. Many Fortune 500 companies have made significant contributions to the creation of a diverse workforce and see the issues of diversity and inclusion as being a key part of their strategic business advantage. The Task Force has worked to address eight areas of activity to resolve the SOM diversity and inclusion challenges which include: 1) leadership, 2) recruitment, 3) program coordination, 4) admissions, 5) pipeline programs, 6) financial aid/budget, 7) curriculum, and 8) community engagement. Therefore, the issue of graduating a diverse group of physicians and creating a climate of inclusion and support in medical school is not the debate. The challenge lies in WSUSOM's commitment, implementation and achievement of the recommendations of the Diversity and Inclusion Task Force.



School of Medicine

APPENDICES



School of Medicine

**REPORT FOR
DEAN VALERIE M. PARISI, M.D., M.P.H., M.B.A.**

**BLUE RIBBON COMMITTEE
ON DIVERSITY AND INCLUSION**

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Jane Thomas, PhD

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Presented by Silas Norman Jr., M.D. and Robert R. Frank, M.D.

January 31, 2014

Introduction

There is no longer a debate in academic medicine about diversity. Everyone agrees that educating medical students in an inclusive and diverse environment is desirable. Academic papers have appeared in major journals, which document the value of creating a diverse workforce.⁽¹⁾ Topics as varied as teaching cultural competencies and reducing healthcare disparities as well as ethical and moral arguments for promoting diversity are a few of the major areas. Many fortune five hundred companies have made significant contributions to the creation of a diverse workforce and see the issues of diversity and inclusion as being a key part of their business plans. So the issue of graduating a diverse group of physicians and creating an atmosphere of inclusion and comfort at their medical school is not the debate. The issues are simply how to do it best. This question has been at the forefront of a struggle at the AAMC for years.

There have been several well-designed initiatives to increase the number of under-represented minorities (URMs) in medicine and none have been fully realized. While initiatives to increase the number of women in medicine to parity have largely succeeded.

It is significant that the two Liaison Committee on Medical Education (LCME) standards for diversity and inclusion are among those most cited as standards that medical schools have had most difficulty fulfilling.⁽²⁾⁽³⁾

In late summer 2013, Dean Valerie M. Parisi summoned Dr. Silas Norman and Robert R. Frank and expressed the following concerns:

1. That overall numbers of under-represented minorities at our school were significantly declining.
2. That our post baccalaureate program, once the envy of medical schools interested in attracting and graduating a diverse student body, needed serious attention.

The Dean also told us that she was personally committed to diversity and inclusion amongst students, faculty and staff and considered it part of our historic mission.

Finally, the Dean charged us to develop a report with specific, practical and implementable recommendations that she could use to move us forward in this arena.

National Perspective

For many years (40+) the Association of American Medical Colleges (AAMC) has supported programs targeted at increasing URMs as well as the more general topics of diversity and inclusion. The LCME, the medical school's accrediting organization, has two standards for accreditation solely devoted to diversity and inclusion.⁽²⁾ Not surprisingly, these two standards have been among the most difficult for medical school compliance.

Significantly there have been challenges to the methods of achieving diversity especially as it pertains to under-represented minorities in medicine. The Bakke decision, Grutter vs. Bollinger, and Gratz vs. University of Michigan are major decisions, which have limited the use of affirmative action in medical

school admissions. A current case before the Supreme Court is to be decided by this Spring (2014) regarding the state of Texas and its undergraduate admissions policies.

Our History

WSUSOM has much to be proud of in terms of its track record in this arena. Yet it wasn't always this way. Until 1969, WSUSOM was like most other schools at the time with few URMs and few women. In that year, Dr. Charles Whitten implemented a post-baccalaureate program designed to select students who were under-represented in medicine and who came from educationally disadvantaged families. WSUSOM was the first to offer guaranteed admission if the student completed the post baccalaureate year with at least a "B" average and fulfilled all of the other obligations of the program. Because of this program and the use of affirmative action in regular admissions, WSUSOM was a top producer of African American physicians for years (Appendix 1). Along with this program, WSU began to admit large numbers of female students. WSUSOM has also been an inclusive school with respect to ethnic minorities with greater than average numbers of students from diverse ethnic backgrounds reflective of metropolitan Detroit. WSU has also admitted significant numbers of students from blue-collar backgrounds. WSUSOM has had a program of consciously looking for promising rural students. Finally, we have a reputation for inclusivity pertaining to students with special needs.

In addition to the aforementioned Supreme Court decisions, WSUSOM has been hamstrung in using gender and race as a factor in admissions with the state of Michigan's law passed by a referendum, which outlaws the use of race or gender in admission decisions.⁽⁴⁾⁽⁵⁾

Rationale

As mentioned earlier, there are a number of reasons to work towards graduating a diverse group of medical students as well as creating an educational environment promoting inclusion for all students that bear repeating in more detail.

A policy of diversity in admissions allows us to recruit and choose the best, brightest and most likely to become competent, caring and culturally sensitive physicians.

Because medicine, at its core, is a set of complex social interactions between doctor and patient, learning and training in a respectful, diverse, environment allows our students to take advantage of the interaction with people who are different from themselves in many ways.

In graduating a diverse student body, we create a diverse medical workforce. Recent evidence shows that this workforce will make inroads in dealing with our health disparities problems.⁽⁶⁾

We are in a metropolitan area that supports us in many ways. WSUSOM is inextricably linked to the Detroit metropolitan area and southeastern Michigan. We owe it to this region to admit students from diverse backgrounds into our medical school so, in turn, we can graduate competent physicians who reflect the diversity of our surrounding geographic region.

Mission and Vision

WSUSOM has been a leader in creating a diverse and inclusive workforce in relation to students, faculty and staff for over 40 years. WSUSOM has had a commitment to the admission and graduation of URMs, especially African American students, for over 40 years. Since the late 70's, a number of Supreme Court rulings and State referendum have made it more difficult to implement our diversity programs. We reaffirm our commitment to educate students from disadvantaged backgrounds, especially African American students and other URMs that reflect the population of Detroit and its metropolitan area. This affirmation of recommitment has implications for faculty, students, staff and patients but our focus is on students. We must dedicate the resources to achieve our goals as a diverse, inclusive medical school campus that will provide the best environment to graduate highly competent and compassionate doctors.

We will educate and train a competent and diverse medical workforce, which will meet the demands of a diverse city, region, state and country.

At the time of graduation our students will demonstrate leadership in applying principles of diversity and inclusion in their residency programs and beyond.

Because our students have been exposed to a diverse body of patients as well as being educated in a diverse medical school, they will have the necessary competences including cultural awareness to make them superb physicians.

Definition of Diversity

The dictionary defines diversity as a quality or state of being composed of many different elements. Regarding the WSUSOM the differing elements of our community of students, scholars, patients, staff and supporters are based on gender, race, ethnicity, class, geography, ability and sexual orientation. We seek to create an inclusive environment where all elements of our community are welcomed and supported.

Programs and Infrastructure

1. Post Baccalaureate Program

A key to our success is attracting URMs and other students with potential who come from educationally disadvantaged backgrounds. Admission criteria must include GPAs and MCAT floors but the selection committee must have some flexibility. The course of instruction is one year and all courses should be taught by SOM faculty. The program will be free of charge and provide a living stipend. Students will not be allowed to work outside the program. To be admitted to WSUSOM all post baccalaureate students must maintain at least a "B" average. If a "B" average is maintained and all other aspects of the program are complete, students will be automatically admitted to the SOM.

All post baccalaureate students will have two mentors throughout medical school. These "dual" mentors, a basic scientist and a clinician, will interact with the student in all four years.

The WSUSOM post baccalaureate program provides URM students in Detroit and the surrounding metropolitan area, an opportunity to pursue medicine as a career, despite obstacles including but not limited to social, economic or learning challenges.

2. Pipeline

The WSU campus should be the primary pipeline for recruitment.

Increased and Effective Recruitment:

College students who will be potential candidates for the medical program should be identified during the junior and senior year of college from major regional colleges and university databases. Students, who are committed to attending medical school and have a grade point average that projects potential in medical school, can be identified. These students will be sent a letter apprising them of the existence of WSU's interest and the potential benefits of attending WSU's medical school. The interested applicants will be reviewed and those students meeting the program requirements will be invited to interview. The interview will focus on the student's commitment to medical school and interest in a successful career. During the interview the students will be informed of other opportunities and the support for success available from the program. Students identified and participating will also be requested to indicate their willingness to do additional career development work. Some of these students could be selected to participate in a "post-bac like" program that we can develop.

In addition to our AHEC which is up and running but is a ways away from recruiting for medical school, there are a number of programs based in the Detroit community that promote skills and success in Science, Technology, Engineering and Mathematics (STEM) related areas.

- A. The Southeast Regional Area Health Education Center's (AHEC) mission is to "Connect Students to Careers, by expanding recruitment of High School underrepresented minorities and disadvantaged students for health professions followed by a rigorous tracking and evaluation system.
- B. Another program, Go-Girls, mission is to increase the competence and confidence of middle and high school girls in the areas of mathematics, technology, scientific thinking, and communication by engaging them in experiences that promote interest in awareness of STEM related careers.

The above programs focus on high school students. However, there are a number of programs that are designed to impact college students.

- A. The Initiative for Maximizing Student Development (IMSD) Program's mission is to stimulate and facilitate the progress of a diverse group of undergraduate students interested in pursuing graduate study and careers in biomedical and behavioral research.
- B. The Wayne State University McNair Scholars Program champions excellence in academics and leadership and provide financial and academic support to STEM college junior and senior students who strive to excel in research and scholarship.

We need a closer relationship to these programs.

3. Office of Diversity and Inclusion

From looking at other medical schools in the US that have made serious attempts in diversity and inclusion, most have a designated office to focus on these issues. We have the embryo of such an office at WSUSOM and leave the creation of this office to the Dean and her administration.

Some suggestions we would make are:

- A. The office needs to be adequately staffed to succeed.
- B. It should probably report through Admissions.
- C. It should oversee the post baccalaureate, pipeline and environment.
- D. It should have the horsepower to track and follow students through all of our programs designed to enhance diversity.
- E. It should do the follow-up and support students including students who are not successful in terms of job counseling and career development.

Admissions

We must embrace the concept of holistic admissions and continue to apply the process in our admissions work. While grades and MCATs are important, we must embrace a more flexible floor for these two objective criteria. Working to increase loan and scholarship programs is crucial. We must include diversity in admissions as part of this holistic process.

Environment

Environmental issues are critical if diversity and inclusion are to succeed. Some schools place responsibility for environment in the office of diversity and inclusion. While that office certainly monitors environmental issues for a program in diversity and inclusion to be successful, environmental issues must be dealt with at the Deans level including key cabinet members and department chairs.

Historically, with the significant increase in African American students, there were issues that arose. Similarly as more other minorities matriculated at the SOM specific issues were encountered. In the mid eighties the Dean's office commissioned a study of student abuse based on gender and race. The study results were used to promote a school-wide discussion of the issues.

It is also significant that minority and women faculty members, Deans and Chairs are evident throughout the medical school creating an atmosphere of inclusion. The medical school promotes numerous activities designed to promote diversity and inclusion, including Diversity Day in freshman orientation and Ethnic Week sponsored by student organizations. There are also several exchange programs, which allow study of medicine in foreign countries and welcoming students from other countries at WSUSOM. While there are a number of positive environmental programs working well at WSUSOM they seem ad hoc and not coordinated. A recommendation of the Blue Ribbon Committee would be to coordinate these and put them in one office.

Additionally, a survey of faculty, students and staff on diversity and inclusion issues would help to pinpoint areas of strengths to build upon and areas of weaknesses to strengthen.

Finally, it might be useful for Deans and Chairs to engage in a retreat on these issues after such a survey is completed.

Diversity Committee

Many medical schools throughout the US have established diversity committees with a range of goals and objectives. We recommend a committee composed of interested students, faculty and administrators as well as community representatives, chosen by the Dean to advise her activities related to inclusion and diversity.

Best Practices

As mentioned previously, most medical schools are struggling with issues of diversity and inclusion as is evidenced by inability to meet the LCME standards. We tried to look at schools that were similar to us (urban, large, significantly minority populations) for ideas.

Best practices includes establishment of an office of diversity. Use of holistic admissions process. Use of a standing committee on diversity and inclusion reporting to the Dean. Adequate funding for diversity programs and support at high levels in the institution for such programs. Targeted pipeline programs which are also adequately supported are also a part of best practices. Sadly, with all of them in place, although many schools are certainly inclusive, the efforts to admit and graduate URM students are still sorely lacking. As a reminder only 8 other states in the nation currently function under specific anti affirmative action measures such as Michigan Proposition 2.

Although they are quite different from us as an institution, Duke's medical school has an impressive report on their status vis-à-vis diversity and inclusion.⁽⁷⁾ The Dean probably has a much better idea of their actual practice. They list several elements for success which are similar to ones we have in place currently and/or the committee as recommended we put in place at WSUSOM. These elements include creating infrastructure, leadership engagement and accountability, fostering an inclusive climate, pipeline programs, and advancing health equity.

Coordination with the GRAD Report

Wayne State University has issued a report on diversity and inclusion with specific recommendations for the university community.⁽⁸⁾ Although much of the report is aimed at the undergraduate experience, the report has relevance to the medical school as well. We recommend some members of the SOM diversity council represent the SOM at the new campus council. While we understand that we need a diversity policy, we feel it would be best to wait for WSU to develop an overarching policy statement which would also fit our needs.

Summary

WSUSOM has a lot to be proud of with relation to diversity and inclusion. Certainly from a historical perspective, but not just as a past accomplishment. While it is true that a key program falling into disrepair, sparked the interest in setting up this commission and with this report to the Dean, we have tried to underline all of the good work and programs that have enhanced the reputation and atmosphere

of this school since the sixties. Indeed the recommendations that come out of this report are based on building new programs on the strength of what is already here.

In terms of resources, all of us understand that as a State school we are experiencing extreme pressure on budgets. Yet some investment as well as organization is needed to shore up the programs that are needed for success.

In summary, the Blue Ribbon Committee worked hard over the Fall to meet, discuss and make recommendations to the Dean. We had a good cross section of the medical school drawn from people who really care about diversity. We hope that the Dean will find this report useful. We have confidence based on her track record in diversity and inclusion as a Dean and a department chair, that she will treat this report seriously.

Recommendations

1. Continue the post baccalaureate program
 - a. Develop an MCAT and GPA floor but allow the selection committee some flexibility
 - b. Fund raise for the program enhancing the Whitten endowment to cover the program cost plus a small living stipend
 - c. Teach all courses in the program using SOM faculty
 - d. No employment allowed outside the program during the post baccalaureate year
 - e. Automatic admission to medical school if student maintains a “B” average and completes all program requirements
 - f. All post baccalaureate students will have an assigned basic science and clinical mentor for all four years
2. Strengthen the WSU pipeline for URM
 - a. Focus on WSU undergraduates interested in medicine
 - b. Expand high school outreach programs through Michigan AHEC targeting urban and rural students
 - c. Strengthen our counseling efforts by adding physician mentors to our WSU undergraduate counseling teams
 - d. Continue our current programs like Future Docs, Reach Out to Youth, and Med Prep targeted at younger students
 - e. Encourage our clinical faculty to serve as ambassadors in their communities to tell the WSUSOM story
3. Adequately staff and promote our Office of Diversity and Inclusion
 - a. Decide where office should be located and reporting relationships
 - b. Right-size office related to its mission
 - c. Centralize all student pipeline tracks in this office
 - d. Responsible for follow-up and support of students admitted throughout post baccalaureate program

- e. Help with counseling students who are not successful gaining entry, failing post baccalaureate, not graduating from WSUSOM or not able to obtain a post graduate slot in conjunction with the office of student affairs
4. Implement a holistic admissions process
 - a. Include diversity as a goal in admissions
 - b. Establish a more flexible floor for MCATs and grades
 - c. Continue to raise money for loan and scholarship programs that are need based
5. Commit to making diversity and inclusion a priority at the highest levels of medical school administration
 - a. Consider a survey aimed at documenting student, faculty and staff and administration attitudes about current programs in diversity and inclusion at WSUSOM
 - b. Consolidate programs aimed at empowering the environment for diversity and inclusion and locate them in a single office
 - c. Consider a retreat on issues of diversity and inclusion aimed at educating high level senior people like Deans and Chairs
6. Establish a Deans Committee on Diversity

Executive Summary

In late summer of 2013 Dean Valerie M. Parisi called together a group of medical school educators and formed a blue ribbon committee designed to examine the issues of diversity and inclusion at the SOM. The impetus for forming this committee came from a genuine concern that the SOM needed to examine its past programs and efforts in this area and begin to develop a plan for the future as much change has occurred over the years. The committee represented a group of faculty that have a keen interest in diversity programs at the medical school and were derived from basic and clinical science and undergraduate as well as postgraduate program representatives.

While the committee acknowledged the leadership role WSUSOM has played over the past 40 plus years, it also recognized a need to pay special attention to several areas to regain a leadership role in this arena.

Specifically the committee recommends a rededication to the mission and vision of the SOM in educating a diverse medical workforce, caring for a diverse population of patients and working to eliminate disparities in healthcare. A first step would be to begin with a revamping and strengthening of our post baccalaureate program and enhancing our pipeline programs. The committee recommends establishing an office of diversity and inclusion, properly staffed and aligned in the administrative pipeline. The committee also suggested a survey of students, faculty and staff as well as a retreat for senior leadership.

The report suggests embrace of a more holistic admissions process and finally targeting fund raising efforts to enhance the post baccalaureate endowment as well as loans and scholarship based on need.

Finally, the committee encourages the establishment of a diversity committee, advisory to the Dean.

The committee applauds the SOM leadership for a consistent willingness to examine our efforts in light of the goal of graduating a diverse and competent study body and making the SOM an ideal place for learning no matter your background.

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Appendix 1

Dr. De'Andrea Wiggins Presentation

The Office of Diversity & Inclusion

Wayne State University School of Medicine



History

- In 1969, **Dr. Charles F. Whitten** led the charge to establish the Wayne State University (WSU) School of Medicine (SOM) Post Baccalaureate Program with the focus on African-American students whose applications to medical school had been rejected. Upon successful completion of the one-year intensive program with a “B” average, the student is guaranteed admission to the WSU SOM, thus increasing the number of African-Americans enrolled in the school. The fact that the program offers guaranteed admission to medical school made it revolutionary.
- The Post Baccalaureate Program was designed to improve students’ scientific knowledge, academic skills, and personal adjustment in order to increase the likelihood of their successful participation in the medical profession.



History

- In **1978**, the Post Baccalaureate Program was opened to all racial and ethnic groups, having a substantial impact on the number of underrepresented minorities who enter and graduate from medical school.
- Until **1990**, the WSU SOM Post Baccalaureate Program was the only one of its type. It was in 1990 that the United States Public Health Service began supporting post-baccalaureate programs at nine medical schools, patterned after the WSU program. The WSU program was the first to fulfill the mission of not maintaining dependence on the federal government.
- The department has had several name changes over the years including Minority Recruitment, and the Office of Diversity and Integrated Student Services before becoming the Office of Diversity and Inclusion.



History

- The Post Baccalaureate Program led to WSU leading the nation's 125 medical schools, exclusive of Howard and Meharry, in the total number of African-American graduates from **1981 to 1997**. One-third of those graduates had entered through this program.
- The Post Baccalaureate Program is partially supported by the Charles F. Whitten M.D. Endowment Fund with the remaining financial support from the SOM.
- The primary objective of the Post Baccalaureate Program is to increase the enrollment of African-Americans and other underrepresented students in the SOM, which is in conjunction with the Liaison Committee on Medical Education (LCME) Standard MS-8 and IS-16.



History

- In 1973, **Ms. Marjorie Edwards** became the director serving until her untimely death in 1987. Serving with her was **Mr. Rudolphus McPherson** as high school coordinator at over 32 schools and **Ms. Rhonda Paul** with undergraduate recruitment.
- In 1987, **Mrs. Julia Simmons** became the director, serving until her retirement in 2010. She was responsible for all program components and personnel selection. Mrs. Simmons was committed to maintaining a representative enrollment of minority students through a combination of advising, counseling, and academic programs for high school, college, and post bacc students.
- Under her leadership, **Dr. Marlene Chavis** provided high school outreach to over 25 high schools annually. Dr. Chavis served from 1987 until 2003. **Mrs. Dedra Seay-Scatliffe** also joined the department in 1987 as secretary.



History

- Also serving under Mrs. Simmons' leadership was **Dr. Edna Jackson-Gray**. Dr. Gray served as academic advisor for pre-med students, and coordinated the Minority High School Science Education Program (MHSSEP) beginning in 1996. She provided oversight of the Health Integrated Professions Project and developed the department's evaluation process.
- In 2000, **Deborah Holland** joined the department as pre-med advisor, offering workshops, student advising and serving as faculty advisor for the Minority Association of Pre-Medical Students (MAPS).
- In 2006, Mrs. Simmons added **De'Andrea Wiggins**, high school coordinator, and **Lisa Staif**, office clerk, to further enhance the outreach efforts.





Following the retirement of Mrs. Simmons in 2010, the Office of Diversity and Inclusion has had two interim directors:

Dr. Edna Jackson-Gray – March 2010 to September 2011

Dr. De'Andrea Wiggins – October 2011 until present



Diversity & Inclusion: The Present

Mission: The Office of Diversity & Inclusion at the Wayne State University School of Medicine innovatively promotes the outreach, mentoring, and recruitment of persons who represent the diversity of our global community, in an effort to broaden the availability and diversity of exceptional students who will become tomorrow's successful physicians.

Vision: Successful Matriculation at Every Level

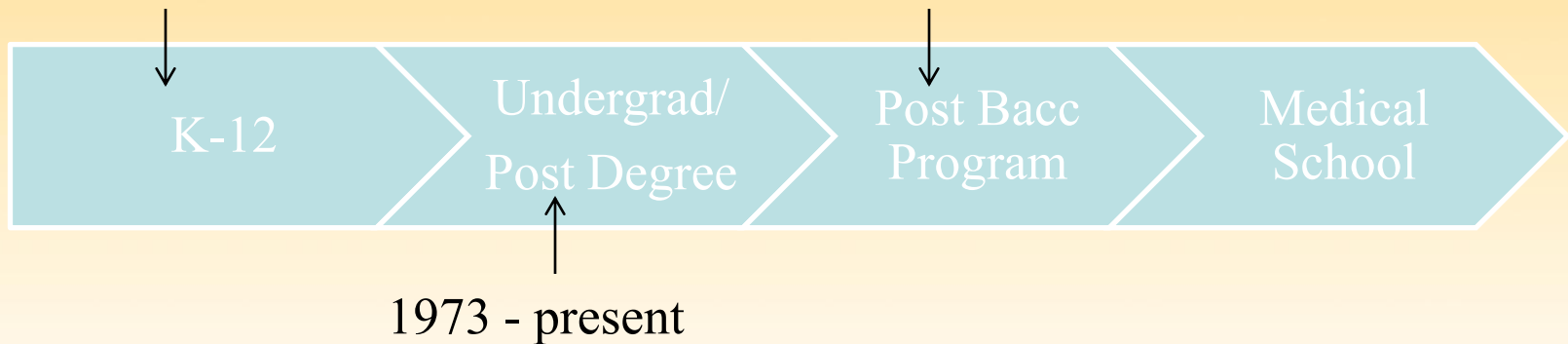


The Pipeline

Outreach and recruitment efforts on behalf of the
Office of Diversity and Inclusion

1973 - 2003; 2006 - 2013

1969 - present



Providing Access to the Pipeline

Students who have a “legacy” of physicians in their family or are well connected to the physicians as mentors; affluent families who can afford test preparation courses, etc.



Students who are proactive about seeking assistance and attending enrichment programs; may or may not have mentors; financial barriers to access

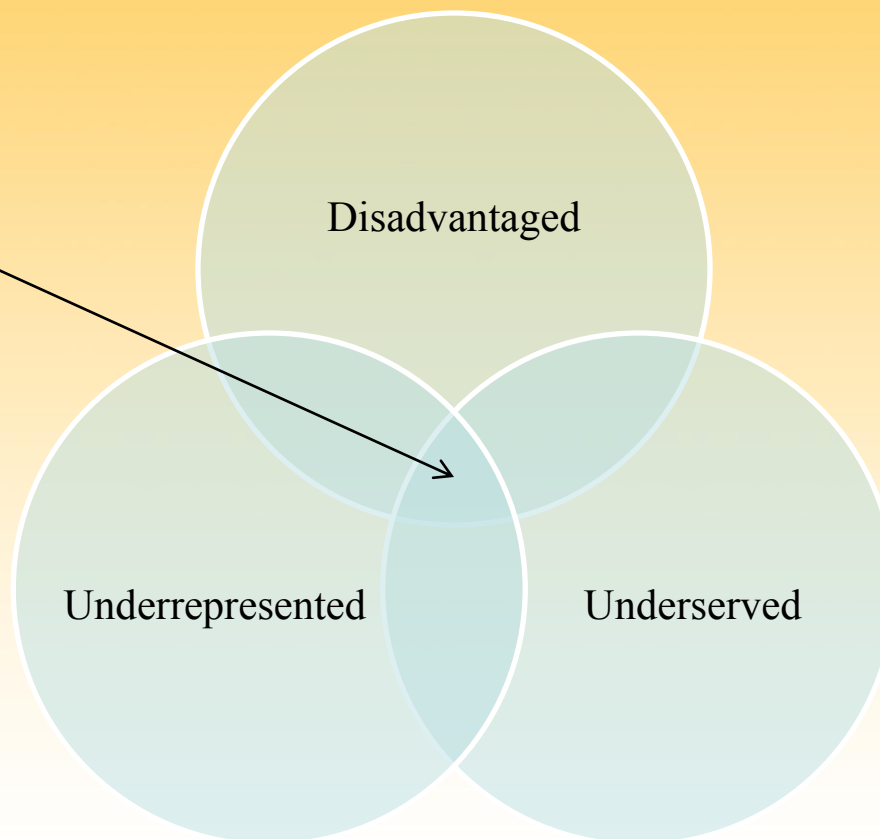
Students who have the desire, yet have limited access; barriers include financial, academic (due to balancing work and school), lack of internet access and use of technology, no known physicians to shadow or receive mentoring



Diversity & Inclusion: Who We Serve

The greatest at-risk students are those where the three intersect.

This is the population that benefits the most from the Post Baccalaureate Program.

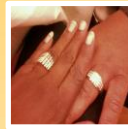


Diversity & Inclusion: Non-Cognitives



Financial

- Educational Costs
- Unexpected Expenses
- Financially responsible for others while in medical school



Social-Emotional

- Family
- Spouse
- Children



Physical Health & Wellness

- Self
- Caregiver to others



The non-cognitives impact the students' academic performance. As a result, an exit interview process was established in 2012 in an effort to proactively address these concerns. It also encourages a level of accountability in MS1 and MS2.

Highlights

- Minority High School Science Education Program (MHSSEP), 1997 - 2006
- Health Integrated Professions Program – Health Careers Opportunity Program (HIPP-HCOP), 2006 – 2010
 - *College Prep Summer Program
 - *College Bound Summer Program
 - *Summer MCAT Prep Workshop
 - *Pre-Matriculation Program



Outreach Highlights

	2006	2007	2008	2009	2010	2011	2012	2013		Total
College Bound	23	12	12	12	12	0	0	0		71
College Prep	48	10	6	4	6	0	0	0		74
MCAT Prep Workshop	31	18	22	22	15	17	20	20		165
Medical Science Careers Day			56	31	107	39	22	25		280
Medical Science Careers Series				110	68	113	154	71		516
Summer Science Series								16		
Total	102	40	96	179	208	169	196	132		1122

*not included are the numbers of students from school career day presentations at K-12 level.



Post Bacc Highlights

PB Year	Number of PB Students	Medical School Graduates	Graduation Percentage	Finished on Time
1969-70	6	2	33%	1
1970-71	5	2	40%	2
1971-72	5	4	80%	4
1972-73	9	3	33%	1
1973-74	9	4	45%	3
1974-75	10	8	80%	7
1975-76	10	4	40%	0
1976-77	10	9	90%	7
1977-78	10	8	80%	5
1978-79	14	13	92%	11
1979-80	14	12	85%	10
1980-81	14	11	78%	9
1981-82	13	10	76%	4
1982-83	14	13	93%	11
1983-84	13	11	84%	9
1984-85	15	12	80%	9
1985-86	14	13	93%	11
1986-87	16	11	68%	7
1987-88	14	13	93%	8
1988-89	13	13	100%	11
1989-90	14	13	93%	4
1990-91	14	6	42%	5
1991-92	14	9	64%	5
1992-93	14	10	71%	8
1993-94	14	9	64%	3
1994-95	15	12	80%	5
1995-96	15	11	73%	7
1996-97	15	13	86%	8
1997-98	16	8	50%	4
1998-99	16	11	68%	2
1999-00	15	10	66%	6
2000-01	16	12	75%	2
2001-02	16	14	87%	6
2002-03	15	11	73%	2
2003-04	12	11	91%	1
2004-05	15	12	80%	6
2005-06	15	11	73%	5
2006-07	12	9	75%	5
2007-08	13	7	53%	5
2008-09	15	5	33%	5
2009-10	12	0		
2010-11	16	0		
2011-12	14	0		
2012-13	9	0		
Total	570	380	66%	224



Diversity & Inclusion: The Present

- Website Updates: www.diversity.med.wayne.edu
- Social Media: Facebook, Twitter, Wordpress
- Enhanced publicity of events: Prognosis
- SOM Collaborations: Student Affairs
 1. Diversity Day – year one medical student orientation
 2. Scholarship Nominations – Herbert Nickens Medical Student Scholarship, Minority Scholars Award, Physicians of Tomorrow Award, Scholars Fund and leadership awards
- Interdisciplinary Collaborations: WSU Undergraduate Admissions, Shiffman Medical Library Outreach, WSU Athletics
- Professional Development:
 1. College of Education – Poverty Conference February 2013
 2. AAMC Group on Diversity & Inclusion – Poster Presentation
May 2013



QUESTIONS?



Thank you!

EXTERNAL REPORT re: Diversity & Inclusion at Wayne State University School of Medicine (WSU-SOM).
(Submitted by Robert Winn, MD): Visit 3/16/15. Report submitted 3/23/15

I want to thank you all again for giving me the opportunity to visit Wayne State University School of Medicine (WSU-SOM). I had a wonderful visit and had the opportunity to meet and talk with a sizable group of diverse members of the WSU SOM community, from students to your most senior level leadership at the Medical School. Given the rich history of WSU-SOM and its past diversity efforts, it is certainly understandable why there is some reason for concern with the decreasing numbers of underrepresented minorities (URM) that are enrolled in the WSU-SOM. I have summarized below, as requested, a one to two page document of my observations from my visit/meetings at the Medical School on 3/16/15. It is important to note, that the students, faculty, and Sr. leadership are universally in agreement that diversity is critical; and that acute action needs to be taken given the decline in URM students at the Medical School. It is also important to note that everyone I met seemed incredibly committed to the overall well-being and success of WSU School of Medicine.

Major issues:

- WSU SOM was a national model for the recruitment and enrollment of URM, however since approximately 2005 there has been a steady decline in the number of URM at the SOM. I am aware of proposition 2 passage in your State, however there have also been significant declines in WSU SOM diversity support services over this same time period, which has also negatively impacted the School's diversity goals.
- WSU-SOM lacks a comprehensive strategic plan for diversity and inclusion
- Resources are lacking and desperately needed to recruit students
- Engagement efforts should be increased to attract students, and more aligned with the various entities, e.g. AHEC, Office of Admissions, Diversity Office, Post Bac, etc.
- Strong consideration should be given to the development of an Executive committee, which could include members e.g. from the legal team to help navigate Proposition 2 more successfully
- Currently the diversity efforts of WSU-SOM are not so much dysfunctional, as they are disconnected and under resourced. It is difficult to see how any diversity goals can ultimately be met with only 2.0 FTE staff for the entire WSU SOM diversity effort. 2.0 FTE staff coordinating pipeline programs, outreach programs, the Post Bac program, support services, recruitment efforts, retention efforts, and pre-med advisors, etc. seems daunting for only 2.0 FTE. The current process of only having 2.0 FTE coordinate all the above is certainly not a recipe for future success.
- Another common theme observed throughout the entire day was that many did not know who was the clear Senior level leader for Diversity and Inclusion efforts at WSU SOM. More importantly, it was also not clear if the Senior leader had access to budgeted resources, and the authority to use these resources to specifically aid in the School's diversity efforts.
- The students feel as if they have lost a number of helpful resources over time (e.g. they mentioned the loss of a faculty members that were important as support for them, etc). The students pointed out that many now needed to find "help" outside of WSU-SOM. Of all the current issues at WSU-SOM, this was the most disturbing; that the students communicated to me that sometimes they "feel like they are on their own". is largely due in part to the lack of, or declining resources available to the students.
- It is important to note that the students were proud to be part of WSU-SOM and were universally in agreement that the post bac program was something that was a strength of WSU-SOM and needed to be continued as a program. Everyone was universally supportive of the Post Bac program. Also important to note, was that Dr. Matthews was single out by all the students as being critical to the success of the Post Bac program and a "pillar" for which all students depend on. The students seem to

feel without Dr. Mathews there would be no Post Bac program. I also did not know the implication of having Dr. Mathew's status designated as "Interim" Director of Diversity. The "Interim" designation communicated a "temporary" arrangement for this position which is not the message I believe the School wishes to portray.

- It was not clear from the students, faculty, or Sr. leadership what the main strengths, or selling points of WSU-SOM were or what is the current vision or mission of the school. Needless to say, the successes of WSU-SOM have not been clearly articulated.
- There should be consideration to shortening and/or re-organizing the interviewing season; which, may enable the recruitment of more members to the admissions committee

Recommendations:

1. Create a WSU SOM Task Force to address the current issues with diversity (Students, Residents, and Faculty). The focus of the task force should be on strategies to improve the recruitment and retention of URM medical students at the Medical School. A strong Task Force and Task Force leadership (with internal WSU ties and external community ties) is critical because these persons will most likely have to push and advocate for the resulting report's implementation and resource recommendations.

2. The Task Force will need at least a minimum of 60 days to adequately address the issues, as I discussed during my visit.

* The main goal of this report is simply to initiate discussion at WSU-SOM around diversity efforts. This report is not meant to be either exhaustive or definitive in any way. I wish WSU-SOM much luck, and I will be happy to assist in any efforts moving forward.

Sincerely,

Robert A. Winn, MD



GRAD: Greater Retention and Achievement through Diversity

*Report by the Retention Advisory Committee
July 2013*

Phyllis Vroom, Chair
Deputy President

Ethriam Brammer

Monica Brockmeyer

Mark Byrd

Victoria Dallas

Joseph Dunbar

Ahmad Ezzeddine

Andre Furtado

Jerry Herron

Patrick Lindsey

Christopher Jones

Mathew Ouellett

Wayne Raskind

Henry Robinson

Carolyn Shields

Corinne Webb

**Every institution is perfectly optimized for achieving
its current results.**

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1. Background

1.1 Context

There have been significant shifts in the demographics of the United States over the past several decades and these shifts have resulted in changes to the landscape of higher education. Within the next few decades, students from racial and ethnic groups currently under-represented in the post-secondary arena will form the majority of traditional-aged college students nationally. As a consequence, employers and society increasingly see diversity and intercultural competencies as essential skills for the 21st century. At Wayne State University, we benefit from having a richly diverse campus. Yet, serious inequalities persist, preventing our institution from reaping the benefits of an increasingly diverse population.

Nationally, approximately 40% of African-American undergraduate students complete a bachelor's degree within six years, compared to 60% for white undergraduates. However, at WSU, the educational disparities are far wider. The six-year graduation rate for African-American students averages less than 10%, a rate exceeded four-fold by white students. Although the differences in graduation rates between Hispanic students and white students are not as great, they are also significant.

Diversity, as a component of academic excellence, is essential to the relevance of higher education in the twenty-first century. At Wayne State University, we cannot achieve our retention and graduation rate goals without closing our achievement gaps. While there are certainly factors in student success beyond our control, it is important to know that many other colleges and universities have narrowed and even closed such gaps by making appropriate investments in their students (Engle, 2010).

Across the country, colleges and universities are increasingly connecting diversity and inclusion efforts with their educational mission and quality in more fundamental and comprehensive ways. The Association of American Colleges and Universities has led the way in developing new models that demonstrate the impact and benefit of making such connections explicit in the current educational environment. The "Making Excellence Inclusive" (Williams, 2005) initiative is aimed to help campuses (1) integrate missions of diversity and quality, (2) situate diversity and inclusiveness at the core of the institution, and (3) capitalize on the benefits of such integration to the institution and to students.

The key elements of the inclusive excellence model include:

1. A focus on fostering a learning environment in which faculty, staff and students are supported in their intellectual and social development.
2. A purposeful development and utilization of organizational resources to enhance faculty, staff and student learning.
3. Attention to the cultural differences that learners and instructors bring to the educational experience and that enhance the enterprise.
4. A welcoming community that engages all of its diversity in the service of student and organizational learning.

This model, and the success of institutions that have committed to it has been a major influence on this report and on the development of the activities and programs that we recommend. In this context, diversity, multicultural knowledge, and inclusive excellence are understood as part of our academic mission.

Higher education (and Wayne State University) is increasingly characterized by islands of innovation with too little influence on institutional structures, a disconnect between diversity and educational excellence, and disparities in academic success across groups.

At Wayne State, our motto is “Aim Higher.” Our Strategic Plan states, “From its humble beginnings as a single-classroom medical college to today’s urban university, Wayne State has pursued a mission that can be summarized in two words: opportunity and excellence.” But given our graduation rate gaps, we must ask ourselves, is it “opportunity to fail” for some, and “excellence” for others? We must commit to a unified vision of inclusive excellence for each and every student that we admit.

1.2 Background Data

Wayne State University has had a compositionally diverse student population for many years. While the number of Hispanic students and Native American students has not exceeded 5%; African-Americans students, both graduate and undergraduate, have been about 26% of our total for many years (Figure 1). However, in recent years, our student body has become somewhat less diverse – African-Americans now comprise about 20% of the enrollment.

This trend may be partly an artifact of how the data are collected – in recent years more students identify as “two or more races” or “unknown.” However, unless every student of unknown race or who identifies as two or more races can be considered African-American, it appears that the number of African-American FTIACs (First-time in any college) has declined in recent years (Figure 2).

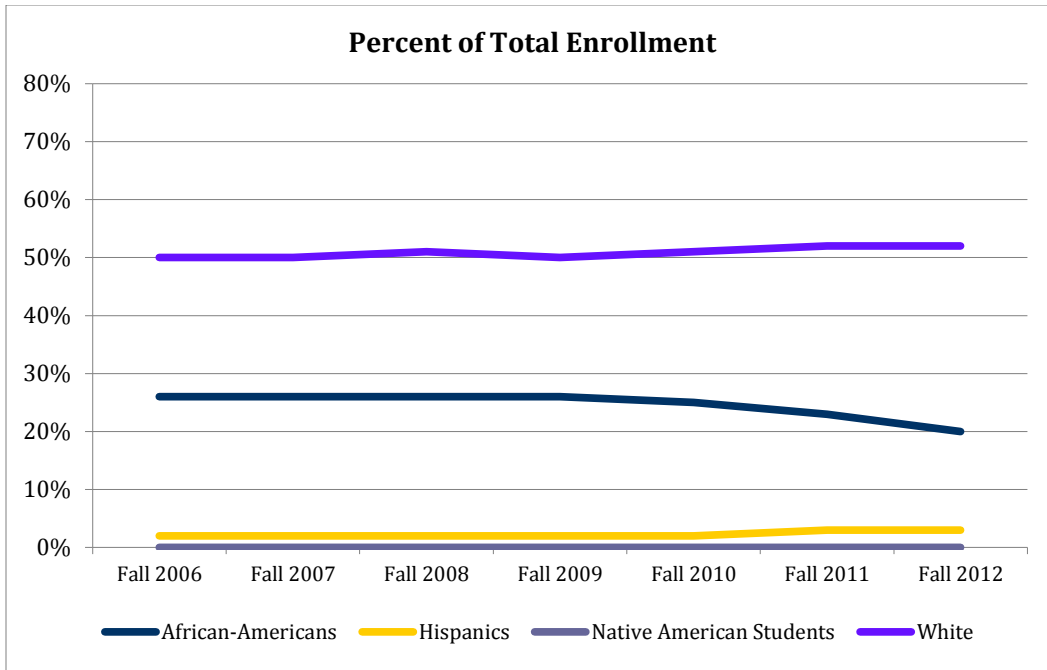


Figure 1

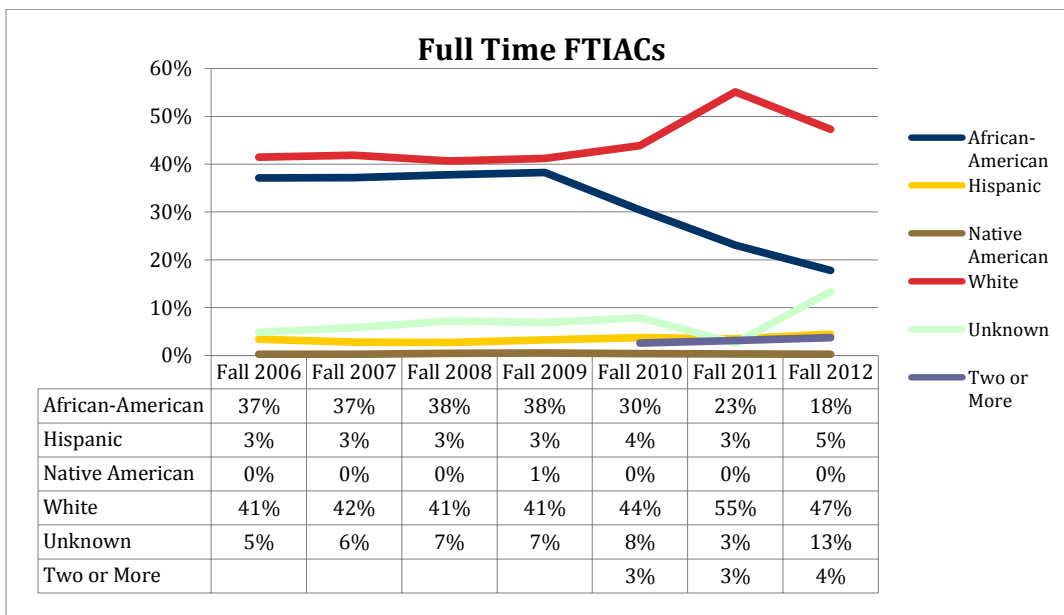


Figure 2

Freshman to sophomore retention is one important indicator of student success. Although it doesn't capture academic standing or progress-to-degree, it is important simply because students must be retained in order to achieve other forms of academic success, including degree attainment. Nationally, more students leave college in the first year, or leave college as a result of things that happened during the first year. Retention from the first to second year for full time FTIACs is shown

in Figure 3. While retention for African-American and Hispanic students has been less than that of white students in the recent past, the gap narrowed from 2006-2010. However, African-American students showed a sudden decline for the 2011 cohort, even though that cohort had average ACT scores one point higher than for 2006-2007.

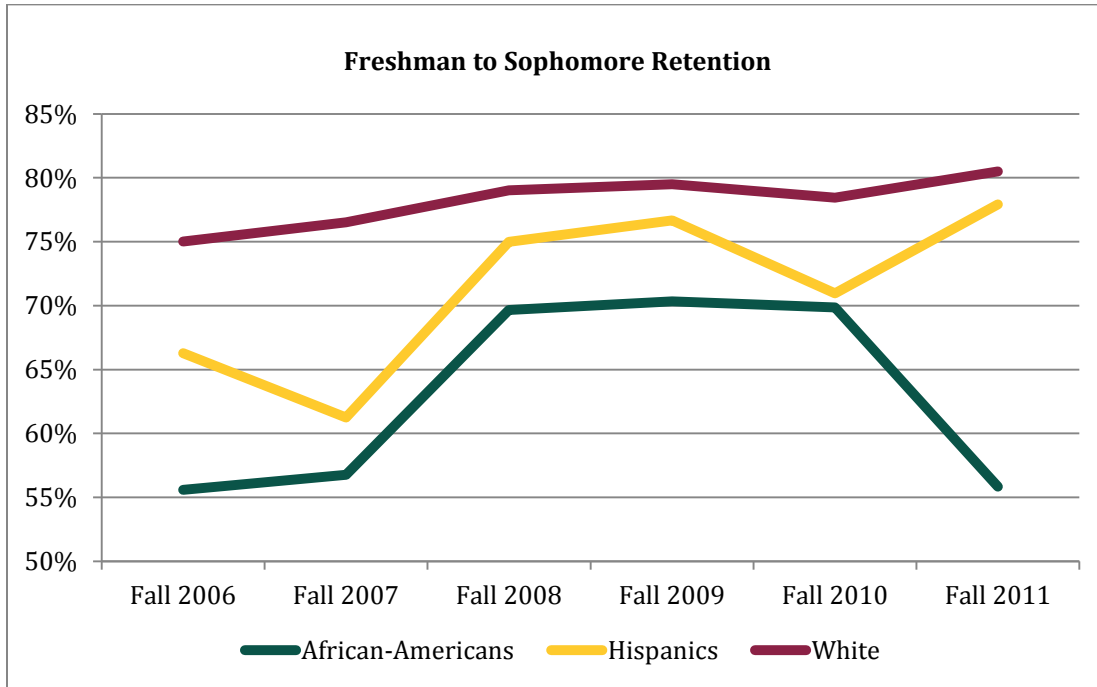


Figure 3

Figure 4 shows the six-year graduation rate for white students, Hispanic students and African-American students. While WSU is appropriately striving to raise graduation rates for all students, it should be noted that the gaps in graduation between white students and under-represented students are even larger than the gaps in retention rates – white students are typically about four times more likely to graduate than African-Americans.

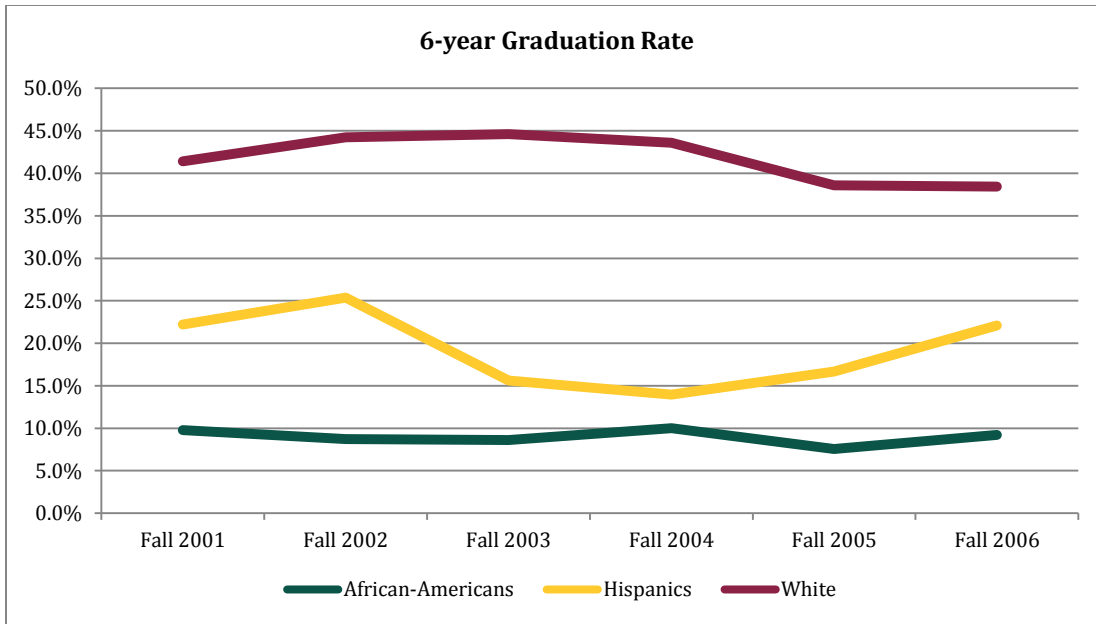


Figure 4

While undergraduate women recently tend to be retained, to succeed academically, and to attain degrees slightly more than men, there are stark differences between the graduation rates for African-American men and African-American women (Figure 5). The likelihood that an undergraduate African-American male will graduate within six years is about half as great as for African-American females and in some years has been as low as 3%. Put another way, fewer than 1 in 30 African-American males who were admitted graduated. FTIAC retention rates (Figure 6) for African-American males are not nearly as divergent as graduation rates, suggesting that challenges after the first year, perhaps non-academic, are responsible.

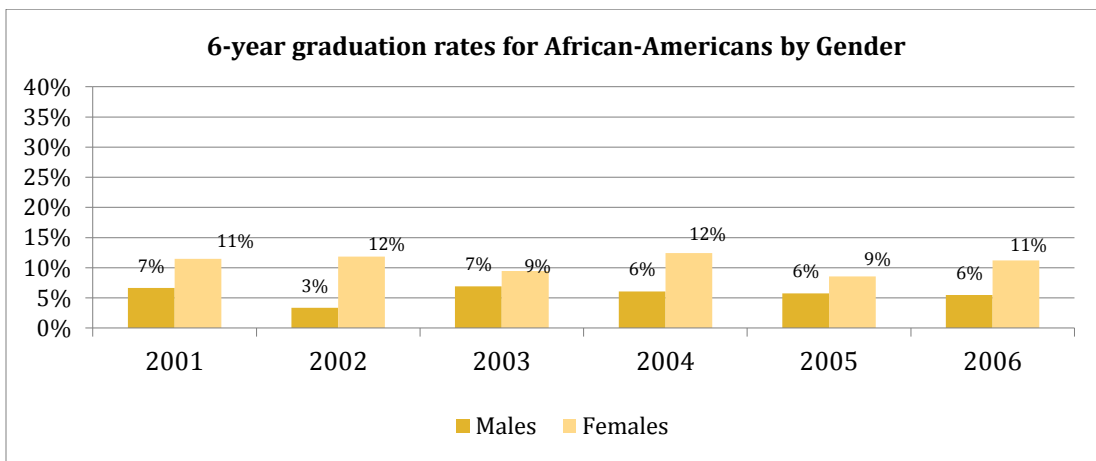


Figure 5

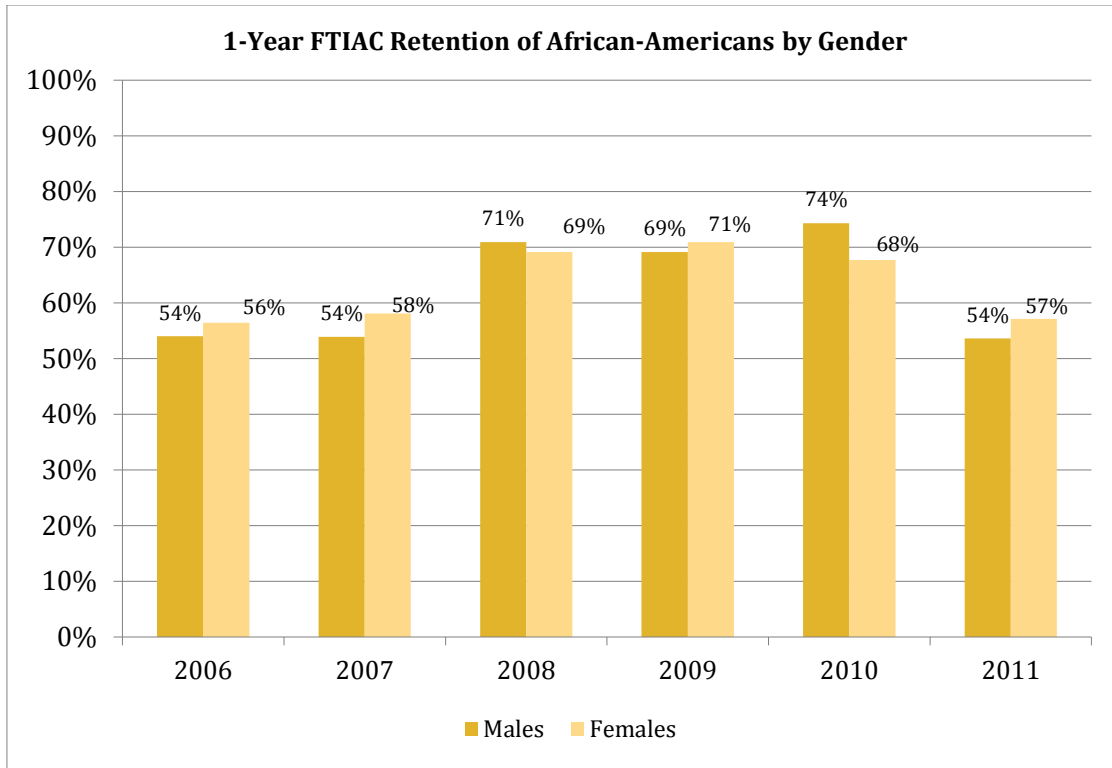


Figure 6

1.3 Relationship to previous initiatives

Wayne State University has studied and invested in student retention in a sustained manner over the past two decades. In 1990, the *Wayne Excel* report led to the development of many new forms of support for at-risk students, including enhanced orientation, intrusive advising, early notification of academic progress, individualized tutoring, and supplemental instruction. In 2000, the report *Retention Efforts at Wayne State University: Review and Recommendations*, laid the foundation for a shift from focusing on persistence to student success, and led to the creation of the Academic Success Center, Office for Teaching and Learning, enhancement of Early Academic Assessment, and the development of STARS. The 2006-2008: *Faculty Task Force on Student Retention* had 16 recommendations encompassing culture, data monitoring, faculty involvement, orientation, high expectations, expert teaching of remedial courses, advising, financial aid, and peer mentoring which inform our current efforts.

These recommendations are described in Figure 7.

Retention Recommendations
1. Make student retention a priority in the institutional and academic culture at WSU.
2. Facilitate the use of student retention data for self-assessment by units/departments.
3. Provide support and incentives to increase faculty involvement with undergraduates.
4. Develop and enhance support programs to improve retention specifically for at-risk and working students.
5. Enhance the time and structure of orientation programs for all new students.
6. Enhance implementation and enforcement of academic preparedness assessment and competency requirements.
7. Establish earlier cutoff dates for drop and add and enforce the Early Academic Assessment (EAA) policy.
8. Enhance the culture of student responsibility for success.
9. Improve monitoring and student success in entry-level courses.
10. Enhance current "provisional admissions" programs and require increased commitment from students in the programs.
11. Monitor admissions standards.
12. Address the need for expert teaching of remedial-level courses.
13. Initiate an attrition follow-up program.
14. Enhance advising efforts and contact for all students.
15. Enhance financial aid and financial aid advising.
16. Increase the use of peer mentoring and tutoring.

Figure 7

Progress has been made with respect to many of these recommendations, especially with the endorsement of the Retention Implementation Task Force Final Report and the Student Success Plan by the Board of Governors. By endorsing the Retention Implementation Task Force Final Report, the Board of Governors approved funding for many critical initiatives recommended by the Faculty Task Force on Student Retention. The primary thrusts include 1) curriculum, especially general education,

(2) academic advising, (3) support for teaching and learning, (4) support for under-prepared students, (5) first year experiences and learning communities, and (6) financial aid.

Perhaps the largest project in the strategic retention initiative is the **expansion of undergraduate advising**. WSU has committed to hiring an additional 45 professional academic advisors over a three year period, approximately doubling our advising capacity and bringing our student-to-advisor ratios into alignment with national best practice. This initiative is serving as an opportunity to coordinate many disparate and distributed advising practices across the campus, with a unified advising mission and goals. We are embedding the new advisors into the various schools, colleges and departments, enabling a more coherent advising experience. This approach is permitting our University Advising Center to assume responsibility and to develop new programs for undecided students, pre-professional students, veteran students, students on academic probation, and other students who are at risk or whose needs span multiple colleges. Finally, WSU is supporting faculty in the colleges to better engage in advising in ways that build on their strengths as disciplinary experts and educators.

The second major thrust of our strategic retention initiative is an **overhaul and expansion of our Office for Teaching and Learning (OTL)**. Like academic advising, faculty support for teaching and learning is an important lever in fostering a culture of commitment to student learning and success. WSU is currently undertaking organizational restructuring of our OTL that emphasizes the central role of the OTL as a source of expertise, advocacy, and support for teaching and learning. The national search for a new director has been recently completed. In addition, the expansion of the OTL is being aligned with the student retention initiative.

Support for under-prepared students is critical in institutions that must mitigate the tensions inherent between being institutions of access and opportunity and the pressures to increase retention, progress to degree, and graduation rate indicators. A new summer bridge program has been piloted as part of our Academic Pathways to Excellence (APEX Scholars program). This is just one of the many new initiatives to support students at WSU, including the expansion of Supplemental Instruction, tutoring, academic success courses, and new learning communities for first-year students.

Of course, student retention is a byproduct of student learning, and so **curricular improvements**, particularly in general education, are an important student success strategy. We have completed a campus review of our general education program,

with the intent to revise it to better support student learning and our graduation goals. There have been other specific initiatives to enhance general education, particularly in the early mathematics curriculum.

The fifth thrust of our retention initiative is the expansion of *first year experiences and learning communities*. The introduction of learning communities in 2006 was a key driver in increasing first year retention rates – learning community first-year students have first year retention rates 8.8% higher than non-learning community students.

Financial aid is the final component of our retention initiative. WSU expanded both need-based and merit-based aid during the past two years.

In this report, we *endorse the recommendations* of both the Faculty Task Force on Student Retention and the Retention Implementation Task Force Final Report and *we urge their continued implementation*. We also note the importance of faculty support and engagement to student success of all students. This report and the recommendations within are intended to support and enhance the implementation and impact of those efforts. We argue that successful implementation of those initiatives and recommendations requires attention to the various needs of our diverse populations and that an institutional commitment to narrowing and closing achievement gaps in order to maximize their impact.

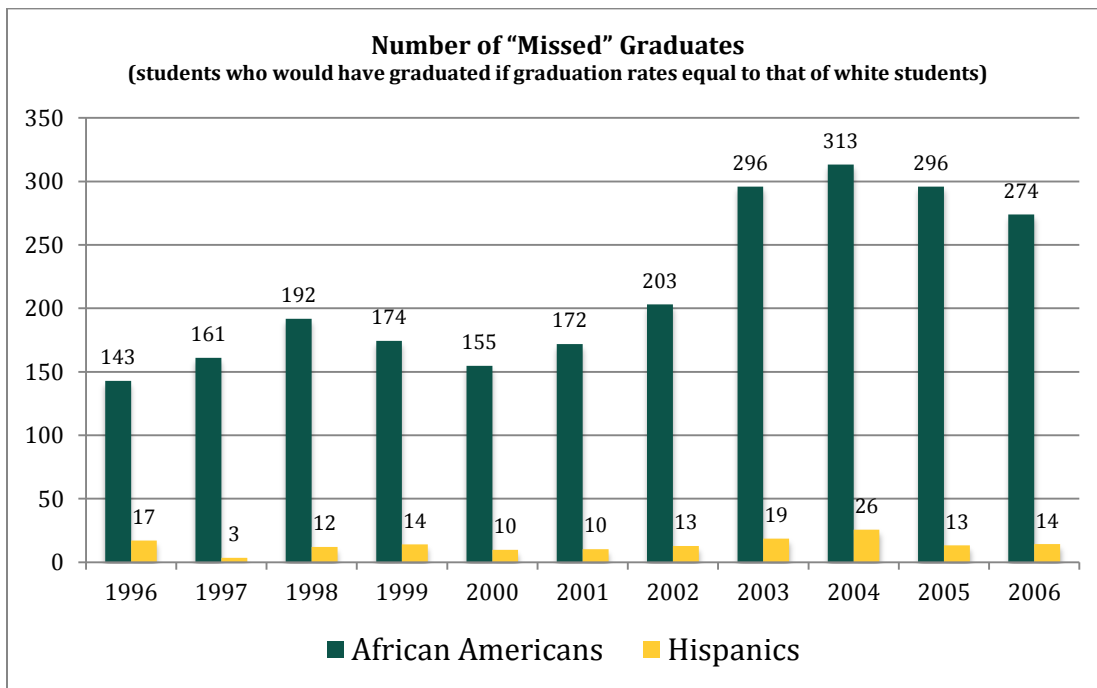


Figure 8

1.4 Financial Impact

As African-American and Hispanic students leave Wayne State University at greater rates than white students, the impact affects WSU as well as the students themselves. Had the six-year graduation rates for full-time FTIACs in these groups been the same as for white students, WSU would have graduated approximately 300 more undergraduate students in each of the last few cohorts. Figure 8 demonstrates this trend for the 1996-2006 cohorts. We focus on our six-year graduation rates for full-time FTIACs because they are reported publicly, to the Integrated Post-secondary Data Education System (NCES, 2012) and the College Scorecard (College Scorecard, 2013), among others. These rates are also used to inform performance-based funding of higher education in the State of Michigan. Had we achieved equitable outcomes between these groups, our six-year graduation rate for full-time FTIACs in 2006 would have been 39.6% rather than 28.3%.

However, degree attainment within six years by full-time FTIACs represents only one part of our mission and our outcomes, albeit a part that is perhaps easiest to quantify. Many students are part-time, transfer into WSU, or take longer than six years to graduate. Many others are graduate or professional students. Efforts to support degree attainment generally for students of color could reasonably be expected to increase the number of graduates in these categories as well.

These discrepancies in outcome affect more than our graduation rates (and with that our performance based funding), they also affect our revenue in more direct ways. Had African-American and Hispanic undergraduate full-time FTIAC students been retained at the same rates as white students, tuition revenue would be much greater. As tuition becomes an increasingly large share of WSU's general fund support, the economic impact of outcome gaps will only rise.

As a result, additional investments in student success that focus explicitly on narrowing and closing achievement gaps, when based on evidence of success and national best practices, should not be viewed as "costs" but as "investments." As a result, WSU will achieve many benefits. We will build on our long history of opportunity of access to achieve *quality* access in which we support the broadest possible spectrum of our students to achieve their goals and attain our degrees. We will capitalize on the compositional diversity that is already valued by our students, our communities, and employers to fully realize the value of our diversity as a competitive differentiator. By supporting diversity and multicultural skills as 21st century learning outcomes and by narrowing or closing our achievement gaps, our graduates will be ready to fully participate in the communities, society, and workforces of tomorrow. And by shifting the conversation away from deficit-

thinking to institutional commitment, we will positively position Wayne State University as the statewide leader in educating diverse students for a global future.

1.5 Definition of Diversity

For the purposes of developing this report, we worked with the following definition of diversity. However, in this report, we do recommend that WSU engage a broader group of stakeholders in defining an official diversity policy, which would include a formal definition of diversity.

Wayne State University seeks to enhance diversity by recognizing and embracing the differences in age, ideas and perspectives, abilities, creed, ethnicity, gender identity, gender expression, sexual orientation, veteran status, national origin, race, religious and spiritual beliefs, and the socioeconomic and geographic composition of its students, faculty, administrative professionals, and staff.

In its effort to enhance diversity, Wayne State University recognizes that particular focused effort must be placed on including members of groups who have historically been subject to discrimination and are still underrepresented in the campus community or for whom outcomes are disparate.

1.6 Retention Theory

While there are many challenges to formally and precisely defining student retention in college, due to students stopping out and returning, “swirling” through multiple institutions, for the purpose of this report, we understand student retention generally as “the ability of an institution to retain a student from admission through graduation.” (Seidman, 2005). Implicit in this definition is the notion that a student has graduation as a goal and that support for academic progress toward this goal is necessary. Also inherent in this definition is a notion of *student success* – the idea that retention and progress toward a degree must entail learning and academic achievement, not just continuous enrollment.

It should be noted that post-secondary education offers many benefits beyond degree attainment (Pascarella and Terenzini, 2005), including development of verbal, quantitative, and subject matter competence; growth in cognitive skills and general intellectual growth; psychosocial change; enhanced career opportunities; economic benefit; and improved quality of life. A complete review of the research on these benefits is beyond the scope of this document. We assume that these benefits generally develop with student success and retention and are enhanced by degree attainment. However, this extent to which this occurs may vary, and in particular, may vary for students with different backgrounds or for students of different races and ethnicities. Therefore, we describe “Educational Excellence” as

a strategic goal in this document and advocate for the creation of conditions where these benefits can be realized in inclusive and equitable ways.

Alexander Astin's "Theory of Involvement" (Astin, 1984), has as a basic tenet that the more that students are involved in both the academic and social aspects of their education, the more successful they will be. This theory underlies most modern notions of student retention in that it identifies the student's experience as important to their learning and ultimately to their retention. Astin posits that high quality student engagement increases student motivation and time on task, and therefore student learning and ultimately retention. It departs from earlier approaches in which the student was viewed as a more passive recipient of knowledge. Among the many implications of this theory, Astin emphasized the shift away from a focus merely on curriculum and pedagogy in student retention, towards a faculty and institutional awareness of the student's experience.

Vincent Tinto's (1993) "Model of Institutional Departure" builds on this idea and has been the foundation for much of the current thinking about student retention in higher education over the past two decades. Adapting Durkheim's suicide theory (1951) to academic departure, Tinto posits that students need integration into formal (i.e. academic performance) and informal (i.e. faculty/staff interactions) academic systems and formal (i.e. extracurricular activities) and informal (i.e. peer-group interactions) social systems. He identifies three major sources of student departure: academic difficulties, the inability of individuals to resolve their educational and occupational goals, and their failure to become or remain incorporated in the intellectual and social life of the institution.

Tinto's research sought to demonstrate the ways that institutions of higher education share responsibility for student attrition and to move the focus beyond examination of the role of individual student attributes in the decision to leave college. In his later work (Tinto, 2012), Tinto's focus evolved from an examination of the factors influencing student attrition to a framework for the actions that institutions should take to promote and support student completion. In part this is because the reasons that students leave do not necessarily provide obvious or direct insight into the actions needed to help them persist and be successful (Padilla, 1999). This insight laid the foundation for "student success" as the foundation for student retention. Tinto also acknowledges that the explicit steps institutions must take to achieve "academic and social integration" are not obvious. He identifies four factors important to student success and retention: (1) involvement (or engagement), (2) high expectations, (3) assessment and feedback, and (4) support.

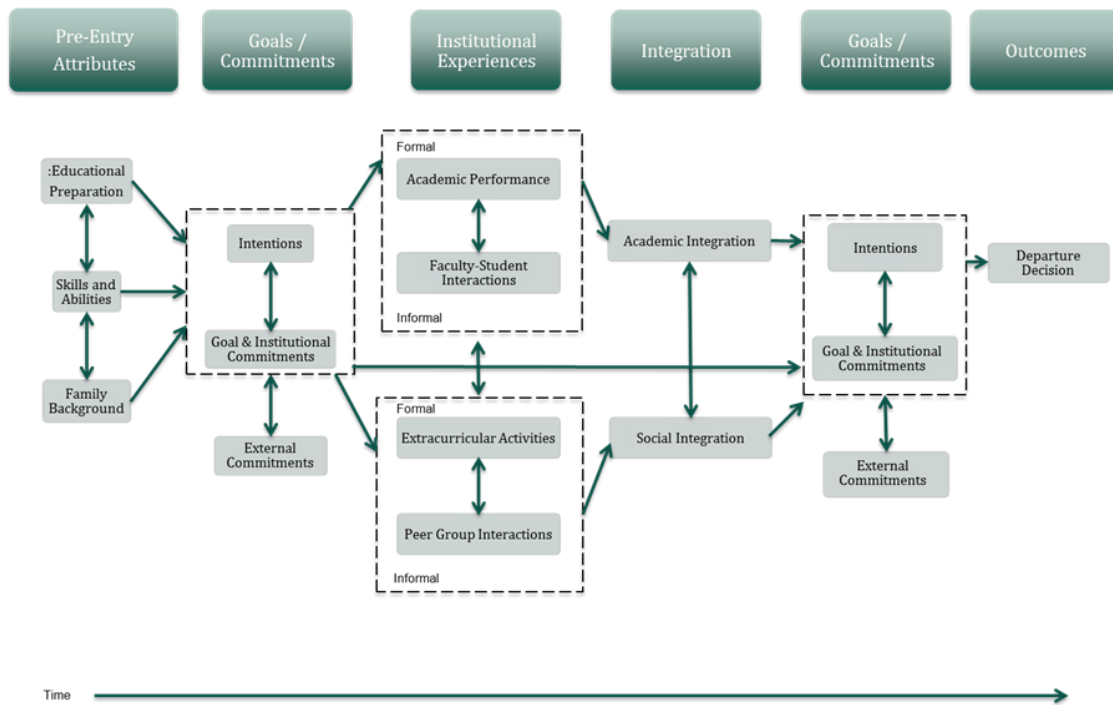


Figure 10: Tinto's Theory of Academic and Social Integration

Other researchers have built upon or expanded Tinto's model to develop a more nuanced view of student retention for minority, first-generation, adult, and under-represented students. Bean (1980) challenged Tinto's ideas of tying student departure to suicide and proposed that researchers interested in student departure turn to organizational studies that have examined why individuals leave work or group settings. Bean takes the position (Bean 1990, 2005) that students leave when they are marginally committed to their institution. This commitment can be strengthened by active engagement in educationally purposeful activities and in which they feel some enduring obligation. For example, this commitment might take the form of leadership in a student organization, in participation in undergraduate research, or by serving as a tutor or peer mentor. Bean's model is depicted in Figure 11.

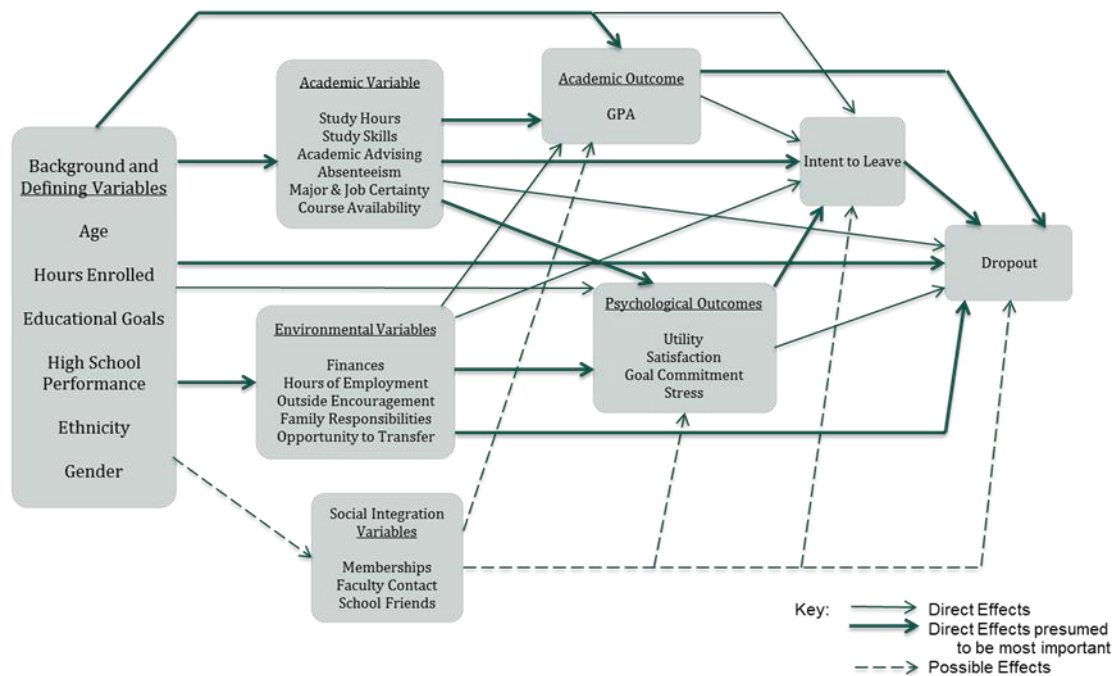


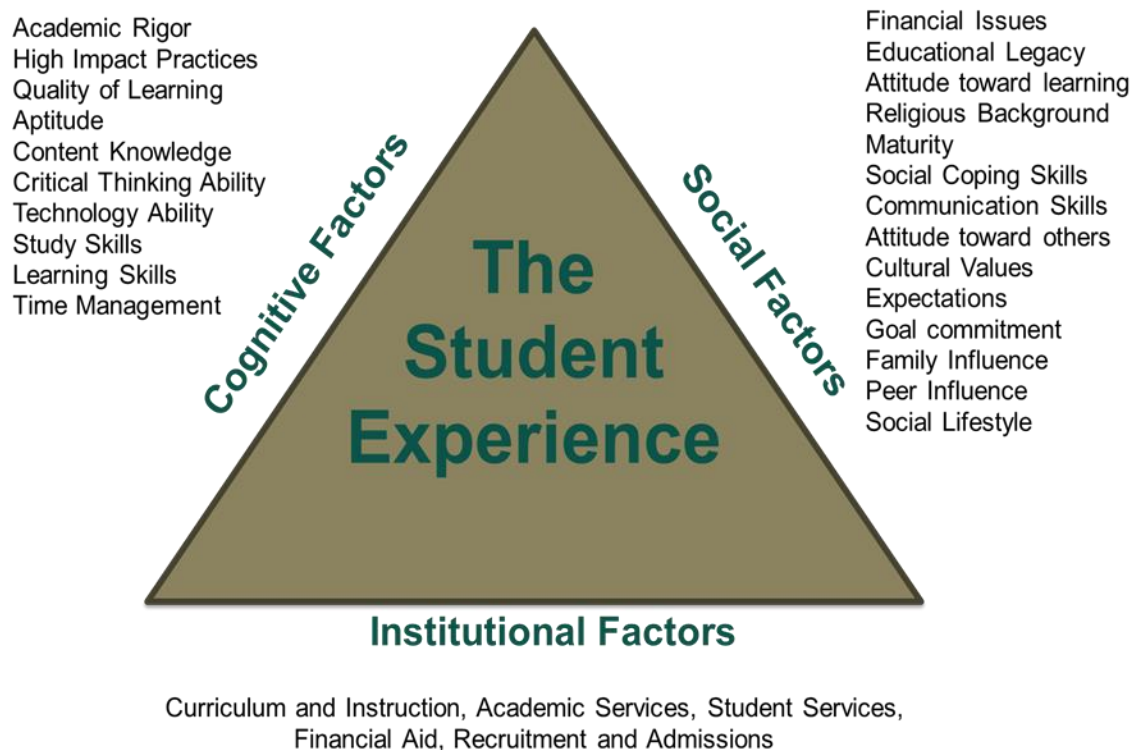
Figure 11: Bean's Model of Student Retention

When considering student retention from a perspective of support for under-represented students, it may appear that there is a tension or conflict between viewing students explicitly through a lens of race or culture and viewing all students as having a common set of learning and engagement needs. Bean (2005) addresses this challenge:

Being African-American or Hispanic may be correlated with higher levels of attrition at certain institutions but it is not the cause for leaving. A chilly ... atmosphere on campus would result in a clear sense of minority students not fitting in ... and this lack of fit ... leads to leaving. If students who are in a racial minority come from high schools that did not prepare them for college-level work, then academic ability, not race, is the factor at play. The factors and processes that influence leaving are assumed to be the same for all students: a student who does not fit in or who does not get passing grades will likely leave college regardless of his or her demographic status. The factors that have important effects on retention can be substantially different for different groups, but the overall set of relationships is assumed to be similar for all groups. For example, family approval is probably more important to a Chinese student than to a Caucasian, but that factor could affect retention for either student.

In this paper, we agree with Bean’s approach to resolving this conflict. We posit that minority and other under-represented and under-served students are first and foremost students and learners – and thus share in a common set of needs with non-minority students. However, we also believe that the relative weight of those factors or the specific forms of their experiences is likely to be different for each student and that the nature of those differences in experience may be closely tied to their race, ethnicity, or gender. At the core of this perspective is the notion that the student’s experience is critical to understanding their success in college, a position developed by Swail (2003).

Swail’s model (Figure 12) argues that student retention occurs when the student’s internal state allows him or her to exist at a form of equilibrium between three sets of external factors: cognitive, social, and institutional; and their internal attributes. Swail deliberately chose the triangle shape to emphasize the centrality of the student experience. Unlike other theorists who view persistence and retention as separate phenomena (characteristics of the student and of the institution respectively), he views those constructs as facets of a shared phenomenon – one in which the student is viewed as an active participant rather than an “indifferent element in a flow chart or structural equation” (p. 760). Swail argues that the three sets of factors are pressures acting on the student to which the student must be prepared to respond in order to be successful.



Among the cognitive factors that Swail highlights are intelligence¹, knowledge, and academic ability, but he especially privileges decision-making ability as being the most important cognitive factor. Among social factors, he includes parental and peer support, the development or existence of career goals, educational legacy, and the ability to cope in social situations. Institutional factors include support, such as advising, tutoring and mentoring; structural factors, such as course availability; and cultural factors, such as an explicit commitment to valuing diversity.

Swail argues that the factors that make up each side of the triangle can have positive, negative, or neutral effect upon the student and that interactions between and among the effects can cause them to exacerbate or mitigate each other.

Swail also bridges theory with practice, providing a model of the interventions and support that an institution can provide to support student success and degree attainment. While his research focused on minority achievement in STEM (Science, Technology, Engineering and Math) degrees, it arguably has merit more generally. He identifies five areas of institutional support: recruitment, financial aid, academic services, student services, and curriculum/pedagogy, arguing that monitoring and close collaboration between these components is necessary for student success. Students' in-college experiences have been shown to affect their adjustment to and persistence in college more than do their backgrounds (Hurtado, Carter, and Spuler, 1996). Examples of successful retention programs are learning communities, first-year interest groups, tutoring, mentoring, and student orientation (Myers, 2003).

Sedlacek (1996) demonstrates that non-cognitive factors, such as a positive self-concept, realistic self-appraisal, understanding of race and cultural identities, leadership characteristics, and a commitment to long-term goals are more predictive of college success for students of color than for white students. As a result, programs or institutions that develop these abilities for minority students can promote their success and help those students overcome other challenges such as deficits in their academic preparation.

Tinto acknowledged later that his model may understate the impact of external campus factors such as finances, family obligations, and external peer groups in his student dropout model (Cabrera, Castaneda, Nora, and Hengstler, 1992; Tinto, 1982). National studies on the role of "ability to pay" in college success demonstrate

¹ By "intelligence," Swail indicates that he means "multiple intelligences" as described by Howard Gardner, including, for example, musical, spatial, kinesthetic, and interpersonal forms of intelligence. We also note the learning benefits that accrue to a "malleable mindset" -- that is the understanding that intelligence grows with learning and effort.

that finance-related factors (student aid, tuition, cost-of-living, parental support, etc.) explains about half of the total variance in the persistence process (Paulsen and St. John, 2002). The challenges in paying for college have only increased since the time of this research. As a result, it seems overly simplistic to view college persistence solely in terms of academic success or integration factors. Rather, financial effects almost certainly have direct effects on ability to stay in college, together with secondary effects on students' ability to integrate into the institution and to be academically successful.

While paying for college is increasingly a challenge for more and more students, this challenge disproportionately affects students of color (St. John, 2005). For African Americans and Hispanics, having an adequate aid guarantee enabled students to overcome the barriers related to parents' education and income, a condition that is increasingly not met nationally (St. John, 2005).

Some have challenged the perspective in Tinto's model that retention depends on the student's ability to integrate and assimilate into the institution. Kuh and Whitt (1998) discuss the impact of culture for minority students. By culture they mean four factors: (1) conveying a sense of identity, (2) facilitating commitment to an entity (the university), (3) enhancing the stability of the group's social system, and (4) providing sense-making that shapes behavior. They suggest that institutions may without intention have "properties deeply embedded into their culture that make it difficult for members of historically under-represented groups to prosper". In these circumstances, students may feel that the academic integration that Tinto argues as necessary for student success is a challenge. Jalomo (1995) documents that students experience both an upside and a downside to college attendance. The students describe feelings of tension and loss associated with the experience of separation from family and community as well as excitement at learning new things and making new college friends.

Rendón, Jalomo, and Nora (2004) argue that institutions can help mitigate this tension by explicitly supporting *dual socialization*. According to this concept, students can be supported in explicitly navigating and being comfortable in two (or more) cultural contexts at the same time. Rather than ask students to disassociate from their original culture, they can be assisted in making modifications to their relationships. Converging two worlds requires the use of cultural translators, mediators, and role models to provide information and guidance that can help students decipher unfamiliar college customs and rituals, mediate problems that arise from disjunctions between students' cultural traits, and model behaviors that are consistent with the norms, values, and beliefs of the institution. This concept is

also known as *dual competency* in which the student is competent in both their own culture and that of the institution.

Rendón (1994) found that validation, as opposed to involvement, had transformed non-traditional students into powerful learners. As a result, the presence of multicultural centers and evidence of a strong institutional commitment to diversity can have a significant impact on student success, even for students who do not participate explicitly in those programs.

Socio-cognitive and motivational factors are also known to contribute to low levels of persistence, retention and inequitable outcomes for under-represented groups, including women in STEM majors (Steele, 1997). The concept of stereotype threat has found to be extremely useful in predicting and understanding these outcomes, but also as a theoretical framework for the design of interventions that promote success. Stereotype threat describes how “societal stereotypes about groups can influence the intellectual functioning and identity development of individual group members” (p. 613). In particular, students who have a strong commitment to academic success may under-perform when reminded that they are members of groups associated with negative societal stereotypes regarding their academic ability. The stress related with this perception of threat acts to increase the cognitive load for these students, reducing their success. For example, just asking race or gender at the top of a mathematics exam can reduce performance for African-Americans or women.

Closely related to the notion of stereotype threat are theories of mind (Dweck, 1999). Research on implicit theories of ability (Dweck, 1999; Molden and Dweck, 2006) indicates that people tend to differ in their beliefs about abilities and intelligence. Some people view traits, including intelligence, as relatively fixed and higher in contiguity across time and place, and are known as fixed mindset theorists. Other people view these traits as relatively malleable across time and place and are known as incremental or growth minded theorists. Such people tend to believe that through hard work and effort, learning capacity can be improved. Like stereotype threat, implicit fixed theories of abilities (Dweck, 1999) are also associated with lower performance, more negative attributions for failure, and task avoidance.

Understanding the impact of stereotype threat and mindset on students’ attitudes and learning can be a basis for developing educational interventions that can counter the disabling messages of stereotype. Nisbett (2009) highlights several practical interventions in urban settings in which countering stereotype threat and promoting a growth orientation have profound impact on reducing the black-white

achievement gap in educational settings; in some cases the performance gap was entirely eliminated.

The consequences of stereotype threat and implicit theories of mind are related; the disassociation that results from stereotype threat can lead to a fixed mindset by students who assume they lack needed abilities in content areas in which they are under-represented, reducing their perseverance within learning situations. In contrast, cultivating incremental mindsets allows the individual to see behavior free of judgmental anchors, promoting confidence, persistence, and notions of self-efficacy; thus improving their attitude and likelihood of success in college.

Interventions (Aronson, 2002; McIntyre, 2003) exist that promote growth mindsets, mastery orientations and more positive efficacy expectations for under-represented students in higher education. The shift in attitude that results from these interventions, in turn, reduces the impact of stereotype threat, since the students come to believe that their behaviors have more impact on their learning and intelligence than their membership in stigmatized groups. Blackwell *et. al.* (2007) report evidence that learners who acquire a growth mindset and who experience failure, are more likely to recover from that failure. This is particularly critical for addressing retention of under-represented groups in higher education.

Mindset orientation affects not only students, but also faculty. Faculty (as well as mentors and tutors) who have fixed mindsets tend to view under-represented populations less positively and stereotypically than did those with growth mindsets (Chiu *et. al.* 1997; Plaks *et. al.* 2001), suggesting that mindset interventions can promote environments more accepting of diversity and more supportive of student success. It is critical to address instructor mindsets as well as learner mindsets in learning environments designed to increase student success inclusively.

There is a close relationship between stereotype threat, mindset orientation and the effect of role models. The availability of role models is known to mitigate the impact of stereotype threat. Moreover, role models can be particularly effective in promoting a growth mindset. Conversely, the lack of role models can reinforce stereotypes and promote more fixed mindsets. Steele (2002) suggests that under-representation of minorities occurs, in part, because threat relevant processes have reduced the supply of identity-relevant role models, and therefore, that diversity of faculty and staff is important to the success of a diverse student population.

1.6 A Model of Inclusive Excellence

In addition to finding benefit in considering diversity explicitly in aiming to improve student retention and achievement, many have argued that institutions can leverage

their diversity to provide broader, more systemic benefit for their academic missions and the learning of all of their students. This approach has been labeled the *inclusive excellence model* (Milem, 2005). There are several summaries of the general benefits of diversity to colleges and universities; among the most comprehensive are “*The Benefits of Racial and Ethnic Diversity in Higher Education*” (Milem and Hakuta, 2000), “*College Environments, Diversity, and Student Learning*” (Hurtado et al., 2003), and “*The Educational Benefits of Diversity: Evidence from Multiple Sectors*” (Milem, 2003). While diversity has often been viewed as a challenge within higher education, there is significant evidence that diversity increases student learning generally on campus (Hurtado, 1997). In particular, experiences in the classroom with students of different racial, cultural and ethnic backgrounds and with diverse faculty have been shown to hone critical thinking skills and writing ability.

1.7 Student Enrollment, Retention, and Degree Attainment Trends

The National Center for Education Statistics (Snyder and Dillow, 2011) reports that national college enrollment rose by 39% between 1999 and 2009, compared with only 9% during the previous decade (p. 281). These increases disproportionately accrued to increases in the numbers of students who were non-white or Hispanic, were full-time, were older than 25, or were female. Between 1999 and 2009, the number of white college students fell from 83 to 62% (p. 282). These trends are likely to continue due to the convergence of two large-scale trends: (1) nationally, a larger proportion of people of color are attending college; and (2) these sectors are increasing at a faster rate than whites. Previous demographic studies (Frey, 2011) projected that the United States would achieve “Minority-Majority” status, in which the proportion of people who collectively identify as non-white or Hispanic comprise the majority, by 2042, and would achieve this status for youth by 2023. However, differences in birth rates and immigration rates suggest that white children may be the minority before the next census in 2020.

Nationally the *number* of degrees at the bachelor’s degree level has risen for all race/ethnicity groups (Snyder and Dillow, 2011, p. 440) and the rate of increase has been greater for minority students than for white students. However, six-year degree attainment for minority students lags far behind white students and there is little evidence that the gap is narrowing (p. 485). Nationally, in 4-year public institutions, the six-year graduation rates for white students range between 54% and 57% for students who started between 1996 and 2002. The comparable rates for Hispanic students ranged between 42% and 46%; for Native American students between 33% and 37%; and for African-American students between 37% and 41%.

Nationally, at nearly two-thirds of colleges and universities (excluding Historically Black Colleges and Universities and those with very small cohorts), fewer than half of African-American students graduate within six years (Lynch, 2010a). At half of the institutions, fewer than 35% graduate.

Only Asian and Pacific-Islanders had on average a six-year graduation rate that exceeded that of white students, ranging between 60% and 64%. (However, there are significant differences in degree attainment for the many different groups that comprise Asian and Pacific Islanders. Many of these students from less affluent groups, including, for example Hmong, Vietnamese, Cambodian, and Pacific Islanders, have graduation rate patterns more similar to African-American and Hispanic students than to more affluent Japanese, Chinese, and South Korean students (National Commission on Asian American and Pacific Islander Research in Education, 2008).

Since students of color nationally graduate at rates that are significantly lower than white students, it is sometimes assumed that these differences are due to economic or prior preparation factors beyond the control of post-secondary institutions. However, there is great variability among institutions and great variability in the gap between graduation rate for African-American and Hispanic students, and white students (Lynch, 2010a; Lynch, 2010b).

This report argues that the within-institution gap is noteworthy for several reasons. First, institutions that can graduate white students at higher rates have demonstrated that they can provide students with an environment within which they can be successful – this success ought to be possible for Black and other minority students. Second, variation between institutions and the fact that many institutions have successfully narrowed achievement gaps lends additional credence to the idea that institutions with large achievement gaps might make productive investments in narrowing or even closing those gaps. Figure 13 lists US public institutions with the largest and smallest differences in six-year graduation rates nationally (Historically Black Colleges and Universities, institutions with very small graduating cohorts, and those with low success rates for both white and Black students are excluded).

1.8 Institutional Response Nationally

Nationally, many institutions have narrowed or closed graduation rate gaps or other achievement gaps between white students and students of color (Engle and Theokas, 2010), while many others have made significant improvements in degree attainment or other forms of student success for students of color. In this section, we examine the characteristics of a set of 25 comparison institutions as well as the

actions that some of them have taken to increase student success for minority students.

For purposes of this comparison, we selected institutions that were in some sense comparable to Wayne State University. All of them are public institutions and most of them have Carnegie Classification Research University/Very High (RU/VH). In addition, most of them are Michigan Public Universities, peer institutions, or members of the Urban 13 (now Great Cities Universities). Finally, many of them were chosen for having high graduation rates for students of color (Lynch and Engle 2010a, 2010b), having made significant gains in graduation rates for students of color (Engle and Theokas, 2010a), or for significantly narrowing achievement gaps (Engle and Theokas, 2010b). Demographic information about Wayne State University and the 25 comparison institutions is displayed in Figure 13.

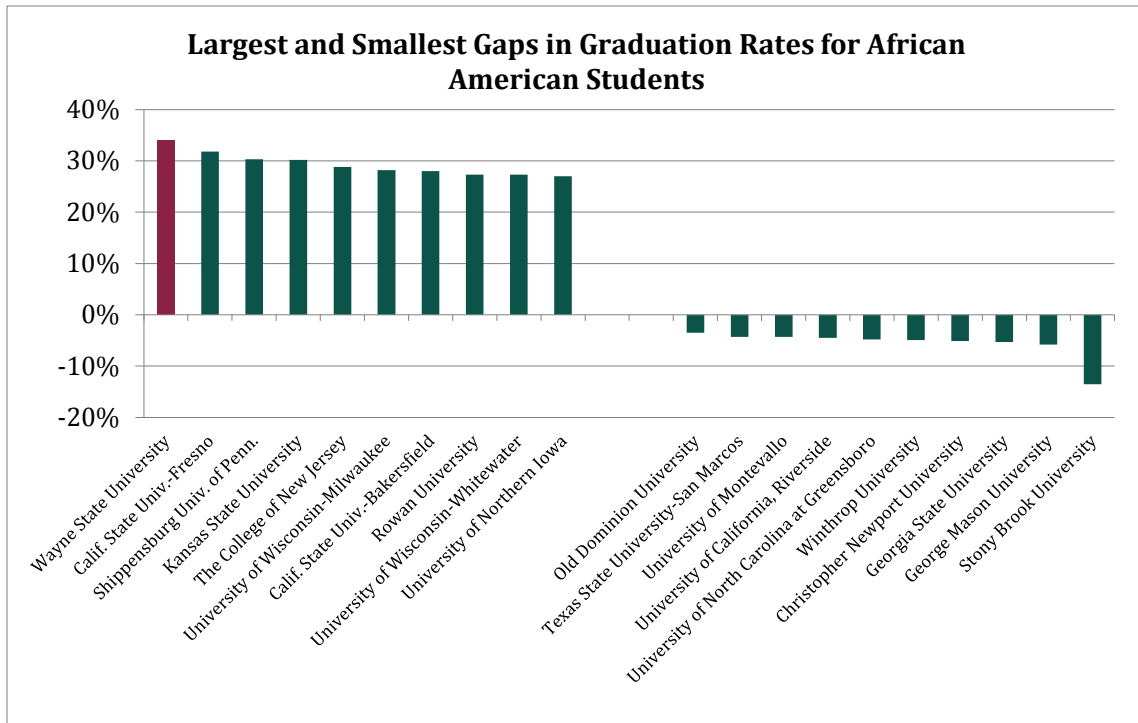


Figure 13: Largest and Smallest Gaps in 6-Year Graduation Rates

The challenge in college attendance and degree attainment by African-American men and other male youth of color has been called a national crisis by some (College Board, 2010). In 2005, only 44% of African-American male youth in New York City graduated from high school within six years (Meade, et. al. 2009). In 2002, the percentage of Black men enrolled in college in the US was 4.3% of students, unchanged from 1976 (Harper, 2006; Strayhorn, 2010).

	Control	Carnegie Classification	Undergrad Enrollment (Fall 2011)	% FTIACs receiving Pell Grants (2010)	Michigan Public University?	WSU Peer?	Great Cities / Urban 13?	Top Gainer?	Top Gap Closer?
University of North Carolina Greensboro	Public	RU/H	14,898	45%					YES
University of Massachusetts-Boston	Public	RU/H	11,866	43%			YES	YES	
Ferris State University	Public	Masters L	13,357	48%	YES				YES
Wayne State University	Public	RU/VH	20,589	58%	YES	YES	YES		
East Carolina University	Public	DRU	21,589	34%					YES
Indiana University-Purdue University Indianapolis	Public	RU/H	22,236	42%		YES		YES	
Towson University	Public	Masters L	17,517	21%				YES	YES
California State Polytechnic University-Pomona	Public	Masters L	19,399	39%					
Georgia State University	Public	RU/VH	24,096	51%			YES		YES
Oakland University	Public	DRU	15,838	38%	YES				
Virginia Commonwealth University	Public	RU/VH	23,498	32%		YES	YES	YES	
Temple University	Public	RU/H	27,710	31%		YES	YES		
University of Illinois Chicago	Public	RU/VH	16,925	51%			YES		
Grand Valley State University	Public	Masters L	21,236	36%	YES				

	Control	Carnegie Classification	Undergrad Enrollment (Fall 2011)	% FTIACs receiving Pell Grants (2010)	Michigan Public University?	WSU Peer?	Great Cities / Urban 13?	Top Gainer?	Top Gap Closer?
SUNY Albany	Public	RU/VH	12,755	37%					
University of Alabama Birmingham	Public	RU/VH	11,128	37%		YES			
Texas Tech University	Public	RU/H	26,063	26%				YES	YES
University of Louisville	Public	RU/VH	15,596	32%		YES		YES	YES
University of Cincinnati	Public	RU/VH	22,893	24%		YES	YES		
Florida International University	Public	RU/H	35,888	51%					YES
University of South Florida	Public	RU/VH	29,975	42%				YES	
Michigan State University	Public	RU/VH	36,557	26%	YES	YES			
George Mason University	Public	RU/H	20,782	25%					YES
University of Maryland Baltimore County	Public	RU/H	10,573	21%					YES
Florida State University	Public	RU/VH	32,201	28%					
University of Michigan	Public	RU/VH	27,407	15%	YES				

Nationally, institutions that have demonstrated success with minority students have done so by demonstrating a continuous commitment to educational equity and have received national attention and awards for doing so (Carey 2005; Carey 2008; Haycock, 2006).

Among these, University of North Carolina Greensboro is noteworthy (Lynch, 2010a). While it is easy to dismiss low graduation rates as a result of poor student preparation, UNC-Greensboro has ACT 25th and 75th percentiles below WSU – it is the weakest of the comparison institutions. UNC Greensboro attributes its success to several factors, including a mission of student success, not just access, an awareness of the financial costs of educational disparities, and close monitoring of outcomes. UNC-Greensboro offers both support and commitment to student success and degree attainment generally and in ways specifically targeted to students of color. In particular, they have an Office of Multicultural Academic Services that offers transition support, a summer bridge program, freshman academic advising, faculty- and peer- mentoring, STEM support, and a Black male support program. They have an extensive learning community program and find that African-American students and other students of color participate in and benefit from such programs disproportionately.

Georgia State University, which like Wayne State University (Lynch 2010a), has a high percentage of students who receive Pell grants, has also achieved low achievement gaps. Georgia State has an undergraduate population that is about 1/3 minority and they rank 5th nationally in the number of undergraduates degrees awarded to minority students. Over a five-year period, Georgia State saw an increase in the graduation rate for African-American students from 32.3% to 50.7%. These gains have not come at the expense of non-minority students, nor have they been achieved by increasing the selectivity of the admission standards at Georgia State University. Rather, the graduation rate for white students has risen with that of Black students and the university has grown more diverse. They have done so by investing in data analytics, which are used to target small-scale financial aid awards to support student retention, among other approaches. They have also found that learning communities have had exceptionally positive impact on the retention of students of color, with African-American students who participated in learning communities having a first-to-second year retention rate 10 to 12 percentage points higher than those who did not.

	% Black (Fall 2011)	ACT 25%-ile (Fall 2012)	ACT 75%-ile (Fall 2012)	White Graduation rate (2010)	Black Graduation Rate (2010)	Black-White Gap (2010)
University of North Carolina Greensboro	23%	20	23	53%	52%	0.80%
University of Massachusetts-Boston	15%	18	25	38%	36%	1.10%
Ferris State University	6%	19	24	50%	27%	23.50%
Wayne State University	28%	18	26	44%	10%	34.00%
East Carolina University	15%	20	24	56%	56%	-0.20%
Indiana University-Purdue University Indianapolis	11%	19	25	35%	28%	6.20%
Towson University	13%	21	25	69%	74%	-5.40%
California State Polytechnic University-Pomona	3%	20	26	59%	54%	4.80%
Georgia State University	37%	21	25	45%	51%	-6.40%
Oakland University	9%	20	26	45%	12%	34.00%
Virginia Commonwealth University	19%	21	26	49%	50%	-0.70%
Temple University	14%	21	26	66%	62%	4.20%
University of Illinois Chicago	8%	21	26	58%	38%	20.00%
Grand Valley State University	5%	21	26	62%	48%	14.00%

	% Black (Fall 2011)	ACT 25%-ile (Fall 2012)	ACT 75%-ile (Fall 2012)	White Graduation rate (2010)	Black Graduation Rate (2010)	Black-White Gap (2010)
SUNY Albany	11%	22	26	67%	71%	-3.90%
University of Alabama Birmingham	27%	21	27	43%	34%	9.00%
Texas Tech University	5%	22	27	63%	65%	-2.40%
University of Louisville	12%	21	28	49%	41%	8.30%
University of Cincinnati	8%	22	27	58%	36%	23.00%
Florida International University	12%	23	27	41%	41%	0.30%
University of South Florida	12%	23	28	48%	46%	2.30%
Michigan State University	7%	23	28	80%	58%	22.00%
George Mason University	9%	23	28	64%	61%	3.60%
University of Maryland Baltimore County	16%	24	29	61%	60%	1.10%
Florida State University	9%	25	29	72%	69%	3.10%
University of Michigan	4%	28	32	95%	79%	16.00%

	Student to Faculty Ratio	UG Student to Instructional Staff Ratio	Tuition (2012-13, in-state)	Instruction	Student Services	Academic Support	Operations and Maintenance	Institutional Support	Cost of Attrition (million: 2010)
University of North Carolina Greensboro	17	15	\$6,136	\$7,599	\$862	\$2,120	\$508	\$1,739	\$7.4
University of Massachusetts-Boston	16	11	\$11,966	\$10,191	\$1,874	\$1,659	\$1,267	\$2,302	\$4.0
Ferris State University	16	16	\$10,354	\$7,021	\$1,235	\$2,076	\$1,396	\$2,066	\$8.1
Wayne State University	16	7	\$10,190	\$12,085	\$1,567	\$2,151	\$1,462	\$1,539	\$11.9
East Carolina University	18	11	\$5,869	\$10,911	\$547	\$1,023	\$1,410	\$1,626	\$11.5
Indiana University-Purdue University Indianapolis	18	7	\$8,605	\$15,643	\$1,333	\$3,902	\$903	\$741	\$16.6
Towson University	17	10	\$8,132	\$5,203	\$834	\$1,622	\$902	\$1,560	\$3.7
California State Polytechnic University-Pomona	27	19	\$6,125	\$5,069	\$1,467	\$1,299	\$1,235	\$1,389	\$3.5
Georgia State University	21	16	\$8,157	\$6,288	\$1,140	\$1,484	\$939	\$751	\$5.0
Oakland University	21	15	\$10,230	\$6,573	\$1,171	\$1,089	\$936	\$1,822	\$7.2
Virginia Commonwealth University	19	7	\$9,886	\$11,002	\$666	\$1,480	\$757	\$1,340	\$8.0
Temple University	15	8	\$13,596	\$10,504	\$1,691	\$2,857	\$2,075	\$2,087	\$8.9
University of Illinois Chicago	17	7	\$13,122	\$21,999	\$1,700	\$2,848	\$1,748	\$904	\$16.7
Grand Valley State University	17	13	\$10,078	\$6,543	\$1,231	\$1,254	\$1,161	\$1,322	\$7.1

	Student to Faculty Ratio	UG Student to Instructional Staff Ratio	Tuition (2012-13, in-state)	Instruction	Student Services	Academic Support	Operations and Maintenance	Institutional Support	Cost of Attrition (million: 2010)
SUNY Albany	19	12	\$7,525	\$11,549	\$1,063	\$1,500	\$1,437	\$1,695	\$5.7
University of Alabama Birmingham	18	5	\$6,798	\$17,545	\$1,981	\$12,801	\$1,248	\$2,767	\$10.9
Texas Tech University	24	19	\$7,517	\$6,237	\$1,549	\$1,209	\$699	\$1,147	\$8.8
University of Louisville	13	7	\$9,662	\$13,743	\$1,392	\$2,745	\$1,198	\$1,548	\$11.2
University of Cincinnati	17	8	\$10,784	\$10,956	\$1,503	\$1,688	\$1,074	\$1,669	\$11.1
Florida International University	27	21	\$6,417	\$6,272	\$769	\$2,310	\$792	\$1,524	\$5.5
University of South Florida	27	19	\$6,334	\$8,213	\$1,063	\$1,302	\$671	\$937	\$5.5
Michigan State University	16	12	\$12,622	\$13,059	\$782	\$1,088	\$931	\$1,139	\$11.1
George Mason University	16	9	\$9,620	\$9,692	\$937	\$1,497	\$1,043	\$1,511	\$5.5
University of Maryland Baltimore County	20	14	\$9,764	\$8,715	\$1,169	\$1,140	\$974	\$1,509	\$3.2
Florida State University	27	19	\$6,402	\$7,796	\$904	\$847	\$796	\$1,368	\$5.8
University of Michigan	12	4	\$12,994	\$20,552	\$1,923	\$3,152	\$3,177	\$2,007	\$8.0

Florida State University (Lynch, 2010a) is noteworthy because it closed its achievement gap between students of color and white students between 2002 and 2010. University officials credit the success in large part to its CARE (Center for Academic Retention and Enhancement) program. The CARE program takes a pipeline approach to student success and begins its engagement with potential students in high school. They also have a residential summer bridge program. Finally, an Office of Multicultural Affairs with 15 staff members helps students explore and develop their cultural and ethnic identities, learn about other cultures, and connect their cultural identity to academic success.

2. Strategic Goals

We recommend that WSU commit publically to six strategic goals. These goals are not new—they derive from our mission and our strategic plan and reflect the most enduring of academic values. We also recommend the establishment of specific metrics and targets that provide evidence about our progress for each of these goals.

Wayne State University will be better able to implement strategic and transformative change if we measure our starting point, establish goals, monitor our progress, and hold ourselves accountable for growth and development. Performance measurement scorecards (such as the balanced scorecard) have increasingly been used to support institutional change. Scorecards provide compact ways for institutions to move past “getting the numbers” in terms of diversity, to communicate their progress, and to align and progress their vision despite funding challenges, bureaucratic structures, and the challenges of day-to-day operations.

We propose that Wayne State University adopt and combine the Inclusive Excellence (IE) Scorecard (Williams, 2005) with the Equity Scorecard (Harris, 2007). The proposed WSU scorecard supports institutional change for six strategic goals: (1) excellence and achievement, (2) retention and degree attainment, (3) access and opportunity, (4) diversity learning, (5) faculty and staff diversity, and (6) campus climate.

For each dimension, the scorecard permits the institution to capture and track high level goals, specific objectives operationalizing each goal, strategies to achieve the objective, and measures of progress. The measures include establishment of a baseline, a target, and an equity measure – the ratio of the baseline number to the target. In addition, campus effort indicators permit capturing and monitoring of the investments Wayne State has made in achieving equity goals, to facilitate assessment of the contribution of those investments to the equity measures.

Access & Opportunity		
Goals		
Objectives	Strategies	Measures
Baseline	Target	Equity

Retention & Degree Attainment		
Goals		
Objectives	Strategies	Measures
Baseline	Target	Equity

Excellence		
Goals		
Objectives	Strategies	Measures
Baseline	Target	Equity

Campus Climate		
Goals		
Objectives	Strategies	Measures
Baseline	Target	Equity

Faculty/Staff Diversity and Inclusion		
Goals		
Objectives	Strategies	Measures
Baseline	Target	Equity

Diversity Learning		
Goals		
Objectives	Strategies	Measures
Baseline	Target	Equity

Figure 14: Combined Inclusive Excellence and Equity Scorecard

We also recommend that metrics and indicators for each goal be established by the various schools, colleges, departments and other units, and that small groups engage in careful inquiry of the data within the context of their own unit.

Principled examination of the data will prompt questions like:

- How ought we teach to be responsive to minority students?
- How do we think about our responsibility for minority student outcomes?
- How do we know who benefits from our initiatives?
- How do the assumptions we make about students disadvantage them?
- How do we eliminate inequalities in student outcomes?
- How can we better use financial aid to improve minority student retention?

With the persistent achievement gap facing African American and Latino/a students as a starting point, the committee argues that if we do not commit to discovering what does and does not work for historically underserved students, we run the very real risk of failing a significant portion of today’s college students—even as we attempt to diversify our campuses to a greater extent than ever before.

2.1 Educational Excellence and Achievement

Promote and support excellence in the form of high quality education and high achievement for all students.

WSU Strategic Plan: “We are committed to providing our students ... an environment in which academic achievement is accompanied by personal growth.”

Indicators:

- GPA of graduating minority students.

- Participation in high quality educational experiences such as internships, undergraduate research, service learning, etc.
- Successful completion of competitive programs, e.g. STEM disciplines.
- Successful admission to graduate/professional school.
- Receipt of competitive fellowships/scholarships.
- Placement in top 10 percent of graduating class.
- Job placement rate and quality.

Increasing the success of students of color means more than closing gaps in graduation rates. It's important that Wayne State University provide opportunity and support for academic rigor and achievement in the Irvin D. Reid Honors College, in STEM disciplines, in Undergraduate Research, and other similar programs.

2.2 Retention and Degree Attainment

Increase retention and degree attainment for under-served, under-represented, and minority students.

WSU Strategic Plan: "Implementation and evaluation of programs designed to improve retention and graduation rates."

Indicators:

- Retention rates for minority students, by school/college and program/major.
- Pass rates for minority students for critical general education and other "gateway" courses (i.e. English, math, basic science, etc.).
- Course completion rate.
- Degree attainment for minority students, by school/college and program/major.
- Satisfactory academic progress rate.
- Credit hours completed per term average.

Wayne State University must do more than track changes in the representation of historically underrepresented students, faculty and staff. We have unacceptable levels of disparity in the retention and graduation rates of minority students. Equity must include moving to close the gaps in student learning and the disparities that result from those gaps. We must increase the success of students of color.

2.3 Educational Access and Opportunity

Provide meaningful access to higher education for under-served, under-represented and minority students.

WSU Strategic Plan: "Opportunity is embodied in the chance for a diverse array of students from down the street and around the world to study at a major research university and prepare for a lifetime of success."

Indicators:

- Admission and enrollment rates and numbers for minority students, by school/college and program/major, including pre-admit programs such as Academic Pathways for Excellence (APEX).
- Participation in pre-college pipeline programs.
- Need-based financial aid numbers for minority students.
- Merit-based financial aid numbers for minority students, by school/college and program/major.
- Graduate school placement and enrollment rates.
- Job attainment rates after graduation.

2.4 Diversity Learning and Development

Enhance the strategic value of diversity and diversity learning to the entire campus community.

WSU Strategic Plan: "The diversity of [WSU's] students, faculty, and staff mirrors the real world, providing a unique experience for students that better prepares them to succeed upon graduation. At Wayne State, students and faculty don't just study concepts—they live them."

Indicators:

- Intercultural knowledge and competence is a learning outcome achieved by all WSU students (for example, through general education).
- The diversity of the campus is perceived as valuable by our students, faculty, staff, and external stakeholders.
- Wayne State University shows evidence of a learning culture, especially with respect to diversity, multicultural, and student success issues.

2.5 Diversity in Faculty and Staff

Increase minority representation among faculty and staff.

WSU Strategic Plan: "The diversity of [WSU's] students, faculty and staff mirrors the real world, providing a unique experience for students that better prepares them to succeed upon graduation. At Wayne State, students and faculty don't just study concepts—they live them."

Indicators:

- Increased minority representation among faculty and staff, particularly in areas that are acutely under-represented, such as the STEM disciplines.

2.6 Campus Climate

Promote a campus climate that supports, values, and demonstrates a commitment to diversity by the entire University community.

WSU Strategic Plan: “Nurture a culture of pride among University students, faculty and staff.”

Indicators:

- Morale measures.
- Awareness and utilization of support services.
- Valuing of diversity by the entire campus community.
- Positive faculty attitude to diverse and non-traditional students.
- Evidence of commitment to equitable outcomes, avoidance of deficit thinking, and positive valuing of diversity.
- Measuring faculty, staff, student, and community stake-holders’ perceptions of campus diversity.

It’s important to be aware of how students, faculty, and staff perceive and experience the institution. Issues of whether students have opportunities to participate in culturally-relevant spaces or extra-curricular opportunities, majors and degree programs with curricular relevance would be considered part of the climate. Finally, climate is also concerned with the availability of culturally-accessible role models in the form of faculty, staff, or other members of campus.

3. Recommendation: Engage and Support Faculty

Focus: Strategic Goals 1, 2, 3, 4, 5, 6

Nationally, faculty have emerged as leaders in supporting diversity and promoting a culture of inclusive excellence within higher education. The Cooperative Institutional Research Program (CIRP) of Higher Education Research Institute (HERI) national survey of undergraduate faculty (Hurtado, 2012) showed that the great majority (94.9%) believe that a racially/ethnically diverse student body enhances the educational experience of all students. The majority believe that racial and ethnic diversity should be more strongly reflected in the curriculum (53.3%). In order to promote the six strategic goals described in Section 2 and to

respond to the challenges raised in the Background Section, we advocate close partnership with faculty, support for faculty, and leveraging of faculty expertise.

In this section, we outline eleven areas in which faculty are central to this effort.

3.1 Office for Teaching and Learning

Wayne State University's Office for Teaching and Learning is currently being expanded and restructured to emphasize the central role of the OTL as a source of expertise, advocacy, and support for teaching and learning. An external consultants' report performed in 2011 noted the opportunity to Wayne State University in aligning the OTL with our diversity mission and the benefit of partnering the OTL with other diversity initiatives (Chism, 2011):

The OTL is also an essential player in efforts to develop a deeper understanding of the ways in which WSU can celebrate and benefit from the diversity within its student body, faculty, staff, and surrounding community. While the specific focus and expertise of the OTL in this regard will be on multicultural teaching and supporting the success of faculty members from underrepresented groups, its efforts should be coordinated with those of human resources, academic units, student support services, and others within the university who are working on broader issues.

The report recommended a broadening of programmatic activities within the Office for Teaching and Learning beyond the focus (at that time) on technology support to focus more directly on *teaching and learning*. This broadening of focus is especially important to support the learning needs of students who are members of groups with low graduation rates and to support faculty in teaching students who are different from them, whether that difference is in culture, race/ethnicity, learning style, age, or other factors.

Meanwhile, many faculty have made significant investments in innovation in their own classrooms – innovations from which other faculty and students could benefit. The expansion of the Office for Teaching and Learning positions it to help adapt, enhance, and translate those innovations into new environments. Further, the OTL can help support the persistence and success of minority faculty.

The new Director of the Office for Teaching and Learning, Mathew Ouellett, is a national leader, not only in faculty development, the scholarship of teaching and learning, but also in diversity issues in higher education.

3.2 Culturally-relevant and alternative pedagogies

Culturally-relevant teaching has been formally defined (Ladson-Billings, 1992) to mean “a pedagogy that empowers students intellectually, socially, emotionally, and

politically by using cultural referents to impart knowledge, skills, and attitudes.” However, the term can be interpreted more generally to include a broad set of curricular and pedagogical approaches that meet the learning needs of a diverse set of students, including cooperative learning, active learning, experiential learning, pedagogies of care, and others. Many of the practices and perspectives described in the Background section, including establishment of high expectations with support, and commitment to a growth mindset can also be used to support the success of under-represented students. We recommend that faculty be supported in trying or experimenting with these approaches, perhaps through a faculty learning community in the Office for Teaching and Learning.

3.3 High-Impact Practices

High-impact practices or high-impact learning experiences (Kuh, 2008), are forms of educationally-purposeful forms of engagement which enhance student success. These experiences, which include undergraduate research; learning communities; service learning; first-year seminars; diversity and multicultural learning; study abroad programs; writing-intensive courses; developmental advising and internships. They are shown to deepen student learning and engagement, raise levels of performance, retention and success for students, and invoke intellectually engaging and effective educational practices. They often involve some form of independent or more-autonomous learning in which the faculty member serves as a guide, mentor, and interpreter of experience. The relative independence which students enjoy often leads to greater motivation, persistence, and time-on-task. High impact practices promote good teaching and support high-quality interactions with faculty. They generally provide environments with both high support and high expectations and challenge. They often support “deep” learning – learning which involves higher-order thinking, integrative thinking, and reflection on the learning process.

Nationally, faculty are engaging in high impact practices as well (Hurtado, 2012). More than a third have taught a capstone class in the past two years and about a quarter have taught a first-year seminar. Nearly two-thirds engaged with undergraduates on a research project during this time. However, fewer than one in ten (8.2%) participated in a learning community.

It is noteworthy that high-impact practices have been shown to increase GPA and retention for all students, but in a disproportionately positive fashion for racial and ethnic minority students and other under-represented student, such as women in STEM and economically disadvantaged students. In this way, high impact practices create environments in which students can overcome the challenges of poor-preparation in educationally disadvantaged environments before entering college.

Of course, faculty are critical to the high-impact experience. Faculty who have not mentored undergraduate research or facilitated other forms of high-impact learning may be wary about the time commitment involved. However, many faculty who have engaged in these forms of learning describe them as among the most meaningful of their career. We also recommend support for faculty to network and exchange ideas about how to advance their engagement. In addition, we recommend exploration of how to scale participation of high-impact practices to more undergraduate students.

3.4 Undergraduate Research

Among high impact practices, undergraduate research is of particular note. At urban research institutions like Wayne State University, undergraduate research can be an effective way to promote retention (since UG research is a high impact practice) and learning in the disciplines, while also advancing the research mission and communicating to our stakeholders the benefits of learning at a research-intensive institution.

The Council of Undergraduate Research (CUR, 2013) identifies several principles of best practice in undergraduate research that demonstrate the centrality of faculty to the undergraduate research experience. These principles include availability of scholarly faculty, faculty commitment, broad disciplinary involvement, administrative, and budgetary support.

Many minority and undergraduate students are engaged in undergraduate research, some of them through the Initiative for Maximizing Student Development or the McNair Scholars Program. At many institutions (including Wayne State, starting in 2013) undergraduate research is offered under the auspices of an Undergraduate Research Opportunities Program. This title is generally used to refer to the intention of the institution to broaden participation in Undergraduate Research to a broad spectrum of students (Boyd, 2009). The Association of American Colleges and Universities (Kuh, 2013) argues that too often, undergraduate research and other high impact practices are optional rather than expected for students, particularly for minority students, who may not be aware of their value. They discuss the need to “move from ‘boutique’ programs that provide these kinds of high-impact practices for selected students to new curricular pathways that provide multiple, scaffolded encounters with high-impact practices for all students” and offer suggestions for scaling such programs (Kuh, 2013).

We recommend the expansion of undergraduate research opportunities, and support for faculty to engage as faculty mentors. We also recommend the assessment of who is participating in undergraduate research, what they are

learning, and what the impact on retention, degree attainment and other measures of academic success.

3.5 Learning Communities

Learning Communities are yet another high impact practice for which faculty involvement and leadership is central. A learning community is a group of people who are actively engaged in learning together, with and from each other, on a regular basis. At Wayne State University, small groups of students with similar interests work closely together in a “community of learners.” Students, along with advanced student mentors and a faculty advisor, study, socialize and problem-solve together.

Our learning communities program is growing, with more than 50 proposed learning communities this year, with 6000 possible learning community students (as proposed by the learning community coordinators). Several new learning communities this year or proposed for next year target minority groups, including a learning community for African-American males, a learning community for Native American students, and a learning community for students who are alumni of the foster care system. Learning community FTIACs have first-to-second year retention that is 8.8% greater than FTIACs who are not in a learning community. However, there is opportunity for greater faculty involvement in learning communities at Wayne State University. In addition, while nationally learning communities are associated with greater achievement gains for minority students, relatively fewer minority students participate in learning communities at WSU and nationally.

3.6 Faculty Advising

Academic advising, when done well, is yet another high impact practice. A National School Boards Association report (Klepfer, 2012) examined postsecondary education persistence using the Educational Longitudinal Study (Knapp, 2012). They found that students who met with an academic advisor either “sometimes” or “often” had significantly higher retention rates than those who did not. This is not surprising. However, students with lower socioeconomic status and with lower levels of academic preparation showed the greatest gains, with retention rates 20% higher than students who “never” saw an advisor (compared to gains of 16% for more well prepared and affluent students).

It has been said that “Great advisors do for the curriculum what great faculty do for a single course” (Loewenstein, 2005). The National Academic Advising Association (NACADA) explicitly positions academic advising as a form of teaching and learning. Developmental advising, in particular, can be viewed through the lens of teaching and learning. Developmental advising (Crookstein, 1972) is concerned with “not

only with a specific personal or vocational decision but also with facilitating the student's rational processes, environmental and interpersonal interactions, behavioral awareness, and problem solving, decision-making, and evaluation skills."

In the article, "If Advising is Teaching, What Do Advisors Teach?" Lowenstein (2005) expands upon this idea. He argues that advisors help students put the curriculum into perspective and understand the various modes of thinking of the different disciplines. Advisors can help students organize and sequence their courses and other learning experiences to maximize the students' learning and development. Finally, they can help students pay attention to the fact that they are developing important intellectual skills that they can transfer across courses and into other domains of their lives.

These are ambitious goals for academic advising. Faculty are the experts who can best provide these forms of advising, complementing our professional advisors and expanding upon the services and support that they provide. For students of color and first-generation students, a close relationship with an advisor who can also serve as a role model for these forms of learning can make a big difference. Therefore, we recommend that faculty share in the advising mission of the Office of Multicultural Student Success (Section 5, below) and that financial resources be committed to make this possible.

3.7 Faculty Diversity

At Wayne State University, faculty of color comprise 32.5% of the total full-time faculty (WSU Factbook, 2012). However, these numbers are far from proportionate to our student population, especially for African-American faculty (6.7%). Because of the critical role of faculty in advancing the core mission of higher education, faculty diversity plays an important role in advancing student success from a perspective of inclusive excellence. Even as more and more people of color (and women in STEM disciplines) attain advanced degrees, recruitment and retention of a diverse faculty remains a challenge for most institutions. Three key practices supporting faculty diversity in recruiting have been identified (Turner, 2008): (1) diverse perspectives in search committees, (2) a formal diversity recruitment initiative, and (3) resources to promote hiring of minority faculty.

Nationally, rates of tenure for minority faculty continue to fall behind that of white faculty and minority faculty represent only 12% of full professors in the US (Harvey, 2001). This situation makes it difficult for minority students to find same-race/ethnicity faculty to serve as mentors and role models. While white faculty certainly can and should serve as effective mentors and role models for minority students, this lack of diversity can be quite challenging to minority students and

increase their sense of “onlyness.” Moreover, minority students considering a career in academia may conclude that such a goal is unattainable, thus exacerbating the problem of lack of faculty diversity and further narrowing the pipeline.

A diverse faculty offers other benefits to the campus in general and to students in particular. A richly diverse faculty can contribute to an environment that is more supportive and welcoming to all. It has been shown that the more diverse the composition of the faculty is, the more diverse the teaching and learning perspectives are, and minority faculty are typically more committed to a pluralistic view of higher education (Smith, 1989).

We recommend that the university specifically commit to improve the ability of the schools, colleges, and departments to recruit diverse faculty (not only minority race/ethnicity, but generally diverse – representing a broad array of backgrounds, experiences and perspectives). Such commitment might include incentives for hiring faculty who are members of groups currently under-represented in the discipline or in the university. We also recommend focused support and mentoring for all junior faculty, particularly minority faculty.

3.8 Scholar-in-Residence

Scholar-in-residence programs are a recommended best practice (Harper, 2013) for increasing the success of both racial/ethnic minorities and women students in the STEM disciplines. A scholar-in-residence can provide multiple benefits. First, the position can be structured to provide support for the scholar to have many points of contact with under-represented students, allowing him or her to serve as a role model. The scholar might teach a first year seminar or engage with students in a research project or a learning community. Second, inviting a visiting scholar would provide an opportunity for a department, school or college to recruit that scholar to join the faculty. And third, in the case that the scholar’s research was in an area relating to education, diversity, student success, cultural identities or a similar field, the ability of the campus to engage in a mission of inclusive excellence from a scholarly and academic perspective would be enhanced. Our proposal endorses a scholar-in-residence position to be connected with the Office for Multicultural Student Success (see below) and a sponsoring school, college or department.

3.9 General Education

As society and the workforce increasingly require a well-educated and diverse society, diversity perspectives and intercultural skills are ever more important to the curriculum, particularly General Education. In a recent survey of employers (Hart, 2013), 96% stated that it was important to hire graduates who were comfortable working with colleagues, customers, and/or clients from diverse

cultural backgrounds. In a recent study of 433 colleges and universities (Hart, 2009), 62% listed intercultural skills as a key learning outcome for undergraduate students and 57% cited diversity in the United States as a required area of study in their general education programs. Fifty-four percent of colleges and universities stated that they planned to *increase* the emphasis on diversity studies and experiences in their undergraduate education programs.

In addition to the importance of diversity studies and intercultural skills as key learning objectives for students, general education offers other benefits. Curriculum can be understood to represent an organizational/structural component of a campus climate (Milem, 2004). As a result, curriculum provides an opportunity for perspectives, sources, and modes of inquiry heretofore left out of the academy to be included, leading to a more vibrant scholarly dialogue for members of the campus community.

The Association of American Colleges and Universities convened a national panel on “American Commitments: Diversity, Democracy, and Liberal Learning” (Minnich, 1995). The panel recommended that diversity be considered in a larger context – the context of an exploration of democratic values, aspirations, and commitments. They recommended that in addition to the study of world cultures and issues, U.S. diversity should be engaged with through multiple lenses throughout the curriculum. They recommended four perspectives (as quoted in Milem, 2005):

- ***Experience, identity, and aspiration.*** *Exploration of one’s own particular inherited and constructed traditions, identity communities, and significant identity questions as a basis for exploring experiences, values, and hopes that differ from one’s own.*
- ***United States pluralism and the pursuits of justice.*** *A substantial and comparative exploration of diverse histories and communities in U.S. society, with significant attention to their differing experiences of U.S. democracy and their pursuits ... of equal opportunity.*
- ***Experiences in justice seeking.*** *Encounters with systemic constraints on the development of human potential in the United States and direct experiences with community-based efforts to articulate principles of justice, expand opportunity, and redress inequities. (Note: The panel recognized that, since different communities may have sharply conflicting understandings of justice and expanded opportunity, students need opportunities to reflect collaboratively with faculty and staff mentors on the implications of their field-based learning.)*

- *Diversity, equity, and justice issues in the major field. Each major field should identify its own challenges in engaging difficult difference, and should provide a course of study that ensures graduates are prepared to meet these challenges. Such preparation should foster collaborative, deliberative, and problem-solving capacities relevant to the field.*

While this report does not make any particular recommendation about the form of general education or specific requirements, we do recommend that as we engage as members of the campus community in the discussion about revisions to the general education, that the opportunity presented by using curriculum to advance our mission of inclusive excellence be kept in mind.

3.10 Research and Grant Writing

A coherent diversity plan with support for student diversity and a commitment to student success for minority and under-represented students will make Wayne State University increasingly well-positioned to secure grants and other forms of external funding. It can be a platform to enhance domestic and international research and scholarship issues around cultural and diversity issues. Not only can it provide meaningful support to faculty engaged in ethnic or gender studies, higher education, organizational change, civic engagement issues, or psychology (to name only a few), but also to faculty in STEM, social science, medical, or other research areas who will find that the broader impact, outreach, or diversity aspects of their proposals will be strengthened.

3.11 Seed Money for Faculty Diversity Projects

The mission of inclusive excellence that we propose cannot be achieved by a single unit or division of the university. The issues, challenges, and opportunities inherent in this effort will benefit from the broadest possible engagement across the campus. To enable this broad participation, we advocate that funding be made available to permit faculty to pilot initiatives or interventions, particularly with respect to student learning, that will contribute to improved learning or engagement for under-represented students or will contribute to intercultural learning on the campus.

4. General Recommendations

4.1 Establish a University Diversity Policy

A first step in signaling an institution-wide commitment to diversity is for the top campus leadership to issue statements of support, purpose, and action. Currently, Wayne State University does not have a formal diversity policy. Such a policy would

guide further actions and link our commitment to diversity to our mission and strategic plan. A diversity policy typically has an institutional definition for diversity and a set of values that inform that definition. It may set goals for campus climate, for learning outcomes, and for student outcomes. Some diversity policies provide an organizing framework for diversity initiatives. It may articulate what spheres of campus life are viewed as involved with diversity and offer a perspective on that relationship. Finally, it may set goals or values for faculty diversity.

Accreditation either for the university as a whole or for individual programs sometimes requires or benefits from a diversity policy. We recommend that a diversity policy be established for Wayne State University.

4.2 Create a system of Diversity Councils

Nationally, many colleges and universities look to diversity committees, task forces, or commissions to demonstrate commitment to diversity and to strategic diversity planning (Williams, 2013). However, such committees are made more effective when accompanied by senior leadership and an institutional commitment to a shared vision (Freudenberger, 2009). With such leadership and institutional commitment, however, they are a powerful mechanism for activating a coherent and effective diversity agenda.

Some universities have a variety of diversity committees, each for various interest/identity groups. For example, there may be a Commission on the Status of Women, an LGBT Focus Group, and so on. For purposes of advancing this proposal and the success of under-represented and minority students on campus, we advocate for a set of diversity councils that will engage with diversity and student success from a broad multicultural perspective. We recommend that multiple stakeholders from within and outside the campus be brought into the conversation. These stakeholder groups include Faculty and Staff; Students; and Community, Alumni and Workforce members, as depicted in Figure 15.

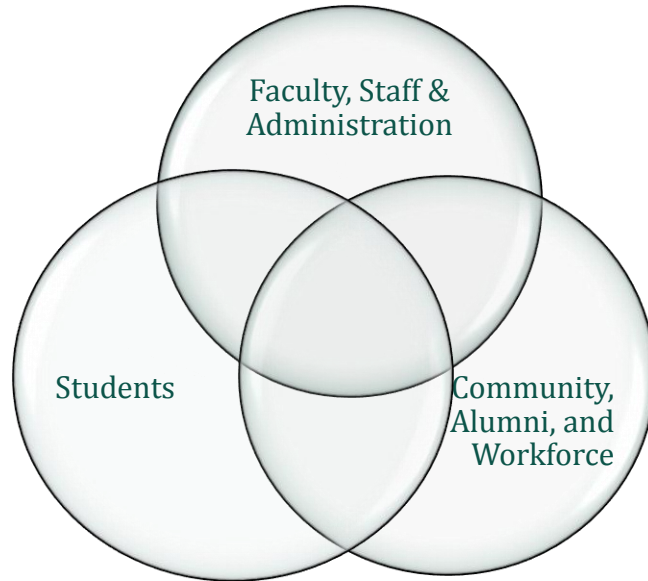


Figure 15: Diversity Councils

Several contingencies must be resolved when forming these diversity councils. The groups must have a working definition of diversity. Their responsibilities must be made clear and their scope and charge must be established and communicated. Subcommittees and task forces might be formed in response to a challenge or institutional need, such as student success, community engagement, or campus climate.

We believe that at their best, a system of diversity councils would serve as a hub of strategic thinking for senior leaders and would model the benefits of diversity by bringing a rich set of experiences and perspectives to grapple with critical issues. These perspectives and experiences could inform and aid senior leadership in identifying opportunities to create value through diversity and align our diversity efforts with our institutional mission and challenges. Damon Williams (2013), a national expert on diversity leadership and the role of a chief diversity officer, suggests five important questions with which diversity committees can best engage:

1. What is our institutional definition and rationale for diversity?
2. What are the campus's strategic diversity goals?
3. How well is the institution performing on matters of diversity?
4. How can the campus broadly communicate diversity progress and challenges across our institution?
5. What system of implementation and accountability can be activated to ensure that our efforts are moving in the right direction?

In a very real sense, these are exactly the questions that this report aims to answer. However, we don't expect the answers to be static as we move together to engage with our challenges and opportunities.

4.3 Engage National Experts and Learn from Successful Institutions

Focus: Strategic Goals 1, 2, 3, 4, 5, 6

The recommendations in this report were developed after the committee studied carefully the recommendations of previous retention committees, our current institutional commitment to student success, the data on student outcomes for under-represented and minority students, the national research on student success and diversity and inclusion in higher education, and the evidence of institutions which have narrowed or closed achievement gaps. However, we recommend continuing to learn from the expertise and experiences of others. In particular, we recommend:

- Bring in experts, such as Dr. Shaun Harper, the nation's pre-eminent expert on post-secondary success for African-American males (at the University of Pennsylvania), to campus for a culture study.
- Consult with the leading institutions, such as the Center for Urban Education at the University of Southern California (Dr. Estella Bensimon) about established best practices, like the Equity Scorecard process.
- Visit institutions that look like ours (e.g. Virginia Commonwealth University) that have narrowed or closed achievement gaps.

4.4 Expand and focus use of financial aid.

Focus: Strategic Goals 2, 3, 1

One of the most important challenges faced by institutions of higher learning is the fact that, due to significant national demographic changes, today's college students bear little resemblance to students who attended college in the 1950s and 1960s.

According to the National College Access Network, "[T]oday's college students often take longer to finish, transfer between institutions and are over the age of 24."

Today's college students are also more likely to be low-income, first generation and from traditionally underrepresented racial and ethnic backgrounds. Similarly, they are more likely to have children and/or work significant hours while attending college than those a generation or two before.

National and statewide trends which tend to overemphasize the importance of four- and six-year graduation rates as a measure of academic success seem to fail to take into account the aforementioned demographic changes and create pressure for universities to cater to students who represent the more traditional college student profile of decades before.

Nevertheless, as Michigan's only urban research university, Wayne State University continues to honor its tradition and commitment to provide access to low income, first generation and traditionally underrepresented groups and "prepare a diverse body of students to excel in an increasingly complex and global society."

As a result, we propose to pilot a financial aid program which will adequately support the needs of non-traditional students, like Pell-eligible students, while creating financial incentives and student academic support structures to encourage timely progress towards graduation for these student populations, in order to advance the University's values of access and excellence.

5. Establish the Office for Multicultural Student Success

Focus: Strategic Goals 1, 2, 3, (minor focus 4, 5, 6)

In this report, we recommend that the University create an Office for Multicultural Student Success (OMSS) which will reside within the Provost's office, within the Student Success units. The OMSS will offer advising, student learning and study skills support, support for transition in to college, celebrations of student success, and link students to resources across campus. These activities will be guided by a philosophy of explicit consideration of the student's racial, cultural, ethnic or other identity, and their life circumstances in providing these services. In order to meet multicultural student's needs holistically, student services and support will be based on a spirit of collaboration and cooperation across the university community.

While the Office for Multicultural Student Success is a key component of our strategy to improve the success of minority and other under-represented and under-served students on campus, the key value is one of inclusive excellence rather than of affirmative action. In this way, its role is evolved from the Office of Minority Student Affairs that many colleges and universities implemented in the 1970's. The office will support the needs of any student, including white and other non-minority students, who wishes to receive such support within a context of cultural awareness. Not only does this approach guarantee compliance with Michigan's Proposition 2 and similar legislation, it maximizes the impact of the OMSS to

advance the multicultural and intercultural learning and skill development for all WSU students.

- With the OMSS, the university seeks to provide a university-wide approach to increase the engagement, retention, and graduation rates of WSU students with a focus upon underrepresented groups. The ultimate goal is to increase the retention and graduation rates of these students to equal or exceed those of non-minority and international students at the University.
- The OMSS staff will visit peer institutions to observe and benchmark “smart practices” and learn how those organizations with successful retention programs began and evolved over time. It is important to learn from others’ mistakes in order to accelerate our own “organizational learning”.
- The OMSS will draw upon the academic, financial, and social resources of the university to create and sustain a sense of community within the institution among students, faculty, and staff. It will organize and implement programs and services that educate minority students on the challenges they will encounter at a historically white institution (HWI) and provide referrals to campus resources for the resolution of social, cultural, and academic concerns.
- The OMSS will link students of color to campus and community resources designed to assist them in achieving academic and professional goals, and measure and report on the progress of these initiatives.
- In this report, we recommend that WSU dedicate high quality physical space to the OMSS. The space dedicated to the OMSS must be centrally located on campus, in order to demonstrate our commitment to the goals of diversity, equity, and excellence as institutional priorities. In order to serve its goal of fostering academic integration for OMSS students, this space must be physically connected to the epicenter of student learning, academic support, and campus life and culture.
- The OMSS would provide a variety of academic learning and support programs (e.g. orientation, learning communities, first year programs, study groups, supplemental instruction for students of color) designed to ease the academic adjustment process and transition of underrepresented and low-income students into the university culture.
- The OMSS would connect to community resources. Partnerships would be formed with a variety of WSU Alumni, corporate, foundation, and other

entities to provide OMSS students with role models, mentors, and financial and material support. These partnerships will serve to motivate students to achieve academically. In addition, stakeholder communities will have structured opportunities to innovate and create new opportunities to strengthen and enhance the quality of the undergraduate educational experience at WSU.

- In partnership with the Office of Diversity and Inclusion (ODI) and the Associate Provost for Student Success, the OMSS would monitor courses with high drop/fail/withdraw (D/F/W) rates. These courses also known as “gatekeeper” courses often prevent talented students from advancing through curricula in “high need” areas. High failure rates can often be an indication of poor student preparation and/or the use of ineffective instructional strategies. The OMSS will partner with the Office for Teaching & Learning, and the schools and colleges to address learning issues in these courses through the development of course specific study groups, academic success workshops, and a faculty and staff development series to promote culturally responsive and culturally reflective teaching methods.
- The OMSS will promote “pedagogies of care” and similar forms of faculty/staff engagement and support. The OMSS will provide formal and informal events and activities for students, faculty, and staff to come together to form mentoring relationships based on shared interests and opportunities for growth.
- A multicultural directory will be developed to provide underrepresented students with people, information, and resources that reflect their cultural heritage and may serve as sources of support, guidance, and counsel.
- The OMSS will partner with the Dean of Students Office (DOSO), student organizations, and with a variety of campus and community organizations to host cultural events such as: Campus powwow, Chinese New Year celebration, African-American Graduation Celebration, El Nuevo Comienzo: Latino/a (and Native) Graduation Celebration, Black History Month, Hispanic Heritage Month, Women’s History Month, Gay Pride Month, Disability Awareness Month, and so on.

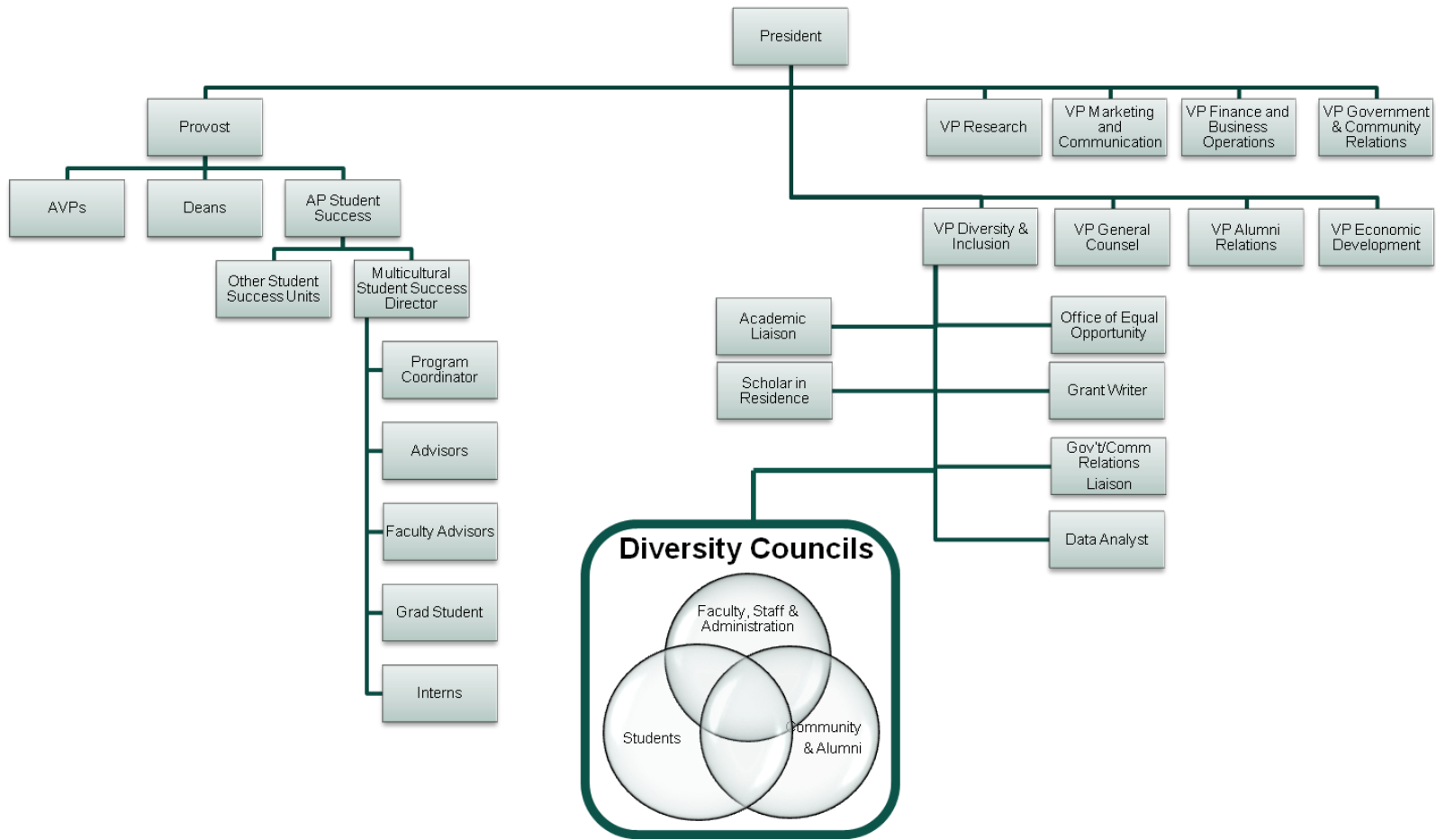


Figure 16: Organization Chart for proposed Multicultural Student Success Center and Office of Diversity and Inclusion

- Diversity speaker series and research conferences: the OMSS will sponsor a monthly diversity speaker series and annual research conference. These events will strengthen the intellectual conversation around issues of diversity and enhance the educational experience of all students at the University.
- The OMSS will feature a scholar-in-residence program to provide opportunities for promising scholars of color to conduct research and contribute to the intellectual growth of the university. One goal of the program would be to provide opportunities for these scholars to obtain positions as tenure track faculty at WSU.
- The OMSS will hire a full-time grant writer to seek and secure external funding from government, corporate, public and private foundations and individuals. This position will partner with the Office of Development and the Office of the Vice President for Research (OVPR), among others, to attract financial support to further the university's equity agenda. There are many forms of grant and foundation support for diversity initiatives, particularly within the STEM disciplines. We expect that this position could be grant supported within a few years.

6. Establish an Office of Diversity and Inclusion

Focus: Strategic Goals 4, 5, 6 (minor focus 1, 2, 3)

As colleges and universities become more aware of the strategic importance of diversity to student learning, student success and their educational mission, they are increasingly developing senior leadership positions to guide their diversity agendas, to develop the mission of inclusive excellence, to monitor progress, and to support the development of diversity, inclusion, and intercultural skills as a strategic advantage and key learning outcome (Williams, 2007). These positions have various titles, including Vice President, Associate Vice President, Associate Provost, and Special Assistant to the President.

Over the past 15 years, many dozen colleges and universities have established such positions, typically with an Office of Diversity and Inclusion. (A sample of organizational structures from Michigan Public Universities (MPUs) and other selected universities is provided in Table 1.) Wayne State University is the only research university and one of only a few of the MPUs that does not have diversity leadership organizationally above the director level. Given our urban location and disparities in educational achievement, we feel that this is a missed opportunity.

In this section, we provide some background information about Chief Diversity Officers, their roles, and the institutional benefits. We recommend the formation of an Office of Diversity and Inclusion to complement the proposed Office for Multicultural Student Success and to advance the second of our three strategic diversity goals.

6.1 Background on Chief Diversity Officers

The phrase “chief diversity officer” is generally used informally to describe the highest-ranking institutional leader charged with diversity efforts. Damon Williams and Katrina Wade-Golden (Williams and Wade-Golden, 2013), after completing a national study of such positions offer a more detailed definition:

The CDO position is a boundary-spanning senior administrative role that prioritizes diversity-themed organizational change as a shared priority at the highest levels of leadership and governance. Reporting to the president, provost, or both, the CDO is the institution’s highest-ranking university administrator. The CDO is an integrative role that coordinates, leads, enhances, and in some instances, supervises formal diversity capabilities of the institution in an effort to create an environment that is inclusive and excellent for all. Within this context, diversity is not merely a demographic goal, but a strategic priority that is fundamental to creating a dynamic educational and work environment that fulfils the teaching, learning, research and service mission of post secondary institutions.

A national study of more than 700 Chief Diversity Officers (Williams and Wade-Golden, 2013) in the US showed that post-secondary institutions use the CDO function to provide five key capabilities:

- diversity planning systems,
- diversity accountability systems (like the scorecard proposed in Section 2)
- diversity research and assessment systems
- diversity training and education initiatives, and
- faculty diversification efforts.

Very recently (Gose, 2013), some challenges to the concept of Chief Diversity Officers have been noted. They note funding constraints, questions about whether change can be more effectively accomplished without a single point person, and political opposition to such offices. These are important issues – issues that do not admit simple answers.

However, it should be observed that even those institutions that were re-thinking their CDO roles maintained a commitment to diversity leadership. Cornell University shares the responsibilities among a team that collectively meet the CDO function. At the University of Connecticut, the challenges arising in their CDO role appear to have resulted from leadership that was insufficiently connected with academic values and perspectives. Since diversity initiatives are by their nature cross-cutting, we believe that a CDO should either come from faculty rank or have extensive experience navigating and collaborating within the academic side of a post-secondary institution. The article notes that an academic focus for Chief Diversity Officers facilitates their meaningful contribution to faculty hiring, curriculum initiatives and student engagement, all of which are relevant to us at Wayne State University.

Because the student success issues that motivate this report are so substantial, we believe that high-level leadership is necessary to drive positive institutional change. While we endorse the concept of a single person in the role of a chief diversity officer (a person who leads an Office of Diversity and Inclusion), Williams and Wade-Golden (2013) outline a form of diversity strategic planning that should be employed to guide decision-making about the exact placement, structure, scope, vertical and lateral organization, and funding levels appropriate to support our institutional success with respect to diversity. We recommend a formal planning process to continue the work of this report and guide the establishment of the CDO role and an Office of Diversity Inclusion. Such a planning process would permit the alignment of the recommendations in this report with the new leadership at Wayne State University.

6.2 Office of Diversity and Inclusion

An Office of Diversity and Inclusion at Wayne State University would:

- Ensure that all existing and planned policies, operations, procedures, and all major plans for organizational change are pursued with careful attention to their impact on our diversity goals;
- Ensure strategic coordination of university-wide diversity-related activities;
- Consider processes for the collection of equity and climate data, diversity initiatives, as well as recruitment and retention strategies and outcomes; and
- Consider means for enhancing the effectiveness of our collective diversity initiatives, taking into account best practices, and the distinctive cultures of our various units.

Table 1

College or University	Diversity Effort	Title of Dept Head	Reports To	Area of Responsibility
Michigan Public Universities				
Grand Valley State University http://www.gvsu.edu/inclusion	Division for Inclusion & Equity	Vice President of Inclusion and Equity	President	The mission of the Inclusion and Equity Division is to provide leadership in the development and implementation of a university-wide integrated approach to enhancing diversity awareness and intercultural competency for students, faculty and staff.
Michigan State University http://www.inclusion.msu.edu	Office for Inclusion and Intercultural Initiatives	Senior Advisor to the President for Diversity and Director	President	Office's four functional areas: institutional equity, education and development, community outreach and research and assessment.
University of Michigan http://www.diversity.umich.edu	Diversity Council	Senior Vice Provost for Academic Affairs and Senior Counselor to the President for the Arts, Diversity, and Undergraduate Affairs	President	Diversity Council Member Projects include: Center for Educational Outreach, Disability at Graduate School, Multi-Ethnic Student Affairs (MESA) Trotter House, Global Intercultural Experience for Undergraduates (GIEU) Symposium, Summer Bridge Program, Anishinaabemowin programs
Western Michigan University http://www.wmich.edu/diversityandinclusion	Office for Diversity and Inclusion	Associate Vice President for Diversity and Inclusion	President	The office is responsible for numerous duties including but not limited to: a) implementation of the Diversity and Multiculturalism Action Plan (DMAP); b) management of the Kalamazoo Promise; c) presentation of the 2010 exhibit, "RACE: Are We So Different?"; d) planning the annual Martin Luther King Jr. Convocation; e) support for community development activities relating to recruitment of students of all levels and descriptions.

Other Colleges and Universities				
Columbia University http://www.studentaffairs.columbia.edu/comdev/aboutus	Office of Community Development	Dean of Community Development and Multicultural Affairs	Student Affairs	Civil Action and Engagement, Multicultural Affairs, Residential Programs, Student Develop and Activities
Clemson University http://www.clemson.edu/administration/diversityoffice	Chief Diversity Office	Chief Diversity Officer	President	Responsibilities of the Chief Diversity Office include the following: Coordinate the Annual Best Practices Conference on Black Student Achievement, Supervise the University's Office of Access and Equity, Participate in the President's Administrative Council, Serve on the City-University Advisory Board, Participate on the President's Commission on Black Faculty and Staff and Women's Commission, Coordinate the Diversity Administrator's Group, Assist the Hispanic Task Force, Consult with various campus and off-campus constituencies regarding diversity matters, Facilitate recruitment of diverse faculty, staff and students.
Mississippi State University http://www.odep.msstate.edu	Office of Diversity and Equity Programs	Director, Diversity and Equity Programs	President	The Director reports directly to the University President and is responsible for the developing and executing the University's Affirmative Action Program. In addition, the Office provides leadership and support toward developing a comprehensive and institution-wide approach to achieving and sustaining a diverse and pluralistic community of students, faculty, and staff.
Rutgers University http://diversityweb.rutgers.edu	Office of Institutional Diversity & Equity	Associate Vice President for Academic Affairs and Director, Office of Institutional Diversity and Equity	Executive Vice President of Academic Affairs	The Office of Institutional Diversity and Equity (OIDE) was created by President McCormick to help meet the challenge to maintain the wonderful diversity of Rutgers' student body and to increase that of its faculty and senior leadership.

- Link activities to a sound conceptual framework. We outlined the strategic goals that undergird this effort in Section 2. While there is no absolute, objective way of laying out a single approach to achieve these goals, especially across varied institutional types, it is possible to identify a cluster of approaches that are associated with “best practices” or successful institutions.

The proposed Office of Diversity and Inclusion could support a mission of inclusive excellence at Wayne State University by attention to the following items:

Organizational Structure and Change

Diversity efforts should be connected to major plans for organizational change in those areas where such a connection is appropriate. Such conditions could involve initiatives associated with re-visioning, re-engineering, a structural reorganization of existing positions, the development of a new strategic plan, etc.

Academic and Administrative Policies

Diversity practices should be reviewed relative to both existing and projected academic and administrative policies. More attention should be given to those that have a significant impact (positive or negative) on diversity.

Climate (classroom and campus)

This represents one of the more pervasive areas of diversity review on many campuses and can range from cursory surveys on climate to more sophisticated environmental scans.

Curricular Transformation

The impact of diversity efforts on student learning is closely linked to the degree that diversity is infused into the general education curriculum and the discipline.

Teaching and Learning Outcomes

The best indicator that diversity is affecting educational outcomes in a positive way is to evaluate its impact on teaching and learning outcomes. Included in this framework is the way that diversity is accounted for in the structure of the learning environment.

Assessment (program and student learning outcomes) Fundamental to the conceptual framework for diversity is the ability to think about how “evidence” is both generated and used. A formal assessment plan for diversity can help to shape the conceptual framework and vice-versa.

These strategic priorities are the key drivers for change at the individual, interpersonal, group and organizational levels at Wayne. By focusing attention on these specific strategic priorities the Office of Diversity and Inclusion will achieve the following outcomes:

- Build and sustain an inclusive and equitable environment where faculty, staff, and students can develop and contribute to the success of Wayne State University.
- Be an employer of choice.
- Attract, retain, motivate, develop and reward the best and most diverse talent, thus creating a competitive advantage.
- Leverage the diversity inherent in our faculty, staff, and students to maximize and foster creativity, innovation and inclusion.
- Accomplish Wayne's educational mission using the strengths of our workforce through the diversity of ideas, knowledge, thought, experiences, creative solutions and collaboration.

To accomplish these goals, we recommend the appointment of a Vice President for Diversity and Inclusion, who would serve as Chief Diversity Officer (CDO), who reports directly to the President and is a member of the President's Cabinet. Further, we recommend the creation of an Office of Diversity and Inclusion (ODI) to provide active oversight, coordination, dissemination and evaluation of the University's diversity efforts.

In particular the CDO would:

- Create a comprehensive communication plan and strong campus web presence to provide diversity and equity information; disseminate best practices for promoting diversity and inclusion; and showcase the University's leadership in diversity research, academic, and co-curricular programming, and minority graduation rates/degrees.
- Establish a central resource center to share diversity materials (e.g., curricula/syllabi, co-curricular programs, fellowships, funding opportunities,

etc.) and provide a site for consultation and collaboration on diversity and climate issues.

- Assign a development officer to assist ODI in engaging alumni, community partners and donors in supporting high-impact diversity initiatives and achieving the University's diversity goals.
- Strengthen coordination between division, college/school and department leadership in diversity-related planning, implementation, evaluation and reporting to ensure progress in achieving the University's diversity goals.
- Create a system of campus-wide Advisory Councils (see Figure 15) with representatives from all divisions, schools/colleges, graduate and undergraduate student bodies, and other appropriate units to play a key role in diversity planning, training and decision-making.
- Create and disseminate resource guides listing diversity student and faculty hiring pipelines for academic units, diversity human resources pipelines, as well as minority and woman owned businesses and chambers of commerce.
- Develop and implement established best practices for recruitment, retention and promotion of diverse talent in all units across campus.

7. Support and scale promising and successful programs

Through other initiatives within the Office of Student Success, Wayne State University has already begun to incorporate many of the most important, evidence-based, high impact practices for increasing student learning, success and achievement, such as Learning Communities, Undergraduate Research and First Year Seminars, which have led directly to higher retention and graduation rates among students who have been able to benefit from participation in these programs. However, not all Wayne State University students are receiving these high impact practices, and more can be done to more broadly integrate these high impact practices throughout campus in order to enhance the learning, as well as retention and graduation rates, of all Wayne State University students.

Similarly, Wayne State University has a number of existing student success programs which have a record of proven success for working with low income, first generation and traditionally underrepresented student populations on campus. These programs have consistently demonstrated higher retention and graduation

rates and have made significant progress towards effectively narrowing—and, in some cases, even eliminating—existing racial and ethnic educational attainment gaps. These programs can be enhanced and expanded in order to serve more students, thus maximizing their positive impact on student achievement by creating more access to student success programs, such as:

7.1 Rising Scholars Mathematics

Focus: Strategic Goals 1, 2

The Rising Scholars Mathematics Program (RSP) is a special workshop intensive format of WSU's Beginning Algebra (MAT 0993 and MAT 900). These courses are taken by students who are not yet ready for college-level mathematics and serve as pre-requisites to the mathematics courses which are required to satisfy the mathematics competency (MC) requirement. RSP sections are delivered by the staff of the Center for Excellence and Equality in Mathematics (CEEM) and serve as highly-supported alternatives to the traditional delivery of these courses.

RSP sections supplement lectures with intensive workshop sections in which students do supported group work and develop their meta-cognition with respect to mathematics. Students are offered high levels of support with extended office hours and a team of instructors, tutors, peer mentors and others. Students are also held to very high expectations – for example, if they are even a single minute late to class, the door is closed and they must make up the material in another way. Students learn as a group, developing a strong sense of community. They spend more time on task compared to traditional approaches to teaching mathematics.

The results are remarkable. There is a 70% success rate, compared to about 50% for regular mathematics. Achievement gaps by race/ethnicity are nearly eliminated and African-American students are nine times more likely to receive an A than in the traditional version of the course. (Midterms and final exams are the same in both versions.) Students in every race/ethnicity group and students with every ACT score perform better in RSP than in regular mathematics, but minority students show the greatest improvement.

Students who have taken RSP mathematics show improved GPA relative to other students for a few semesters and increased retention for up to seven semesters. The increased tuition revenue accruable to this increased retention more than pays for the cost of RSP mathematics – in fact, the program has a 4-to-1 return on investment.

WSU has other effective approaches to early mathematics education, such as a non-traditional student MAT 0900 for working adult students. This course has a 75% success rate with a primarily minority student enrollment. As a result of these interventions and more effective advising, nearly three times as many students achieve Mathematics Competency (MC) each year through these mathematics courses.

7.2 APEX Summer Bridge

Focus: Strategic Goals 3, 1, 2

In 2012, WSU piloted a new summer bridge program as part of our Academic Pathways to Excellence (APEX Scholars program). This bridge program enrolled 88 students from Detroit and the surrounding areas in a free, residential learning community. Bridge students earned nine academic credits in English Composition, Oral Communication, and Study Skills courses, participated in mathematics, leadership, and team building workshops, and engaged in a shared book read. Of the 88 students in the bridge, 95% completed with an average GPA of 3.3 and 86% joined WSU in the fall, where they receive comprehensive academic support during their first 36 credits.

7.3 Institute for Maximizing Student Development

Focus: Strategic Goals 1, 2

The Minority Biomedical Research Support (MBRS) Program was established as National Institute of Health (NIH) Program in 1971 to increase biomedical scientists and health professionals among Blacks, Hispanics, Native Americans, Alaskans and Hawaiian Natives. The Wayne State University MBRS program was instituted in the fall of 1978 and is now known as IMSD (Initiative for Maximizing Student Development) Program. The mission of IMSD Program at Wayne State University is to stimulate and facilitate the progress of a diverse group of students interested in pursuing graduate study and academic and/or research careers in biomedical and behavioral sciences.

IMSD students, like RSP students and APEX bridge students, work in an environment of high support and high expectations. They participate in research throughout their programs, a practice which enhances student engagement and persistence because it is so highly motivating.

Since 1978 IMSD/MBRS Program has supported a total of 615 (undergraduate and graduate) students. 369 of the undergraduate students have gone on to complete B.S. or B.A. degrees (an 85% success rate), 57 students have obtained M.S. degree and 68 have gone on to complete Ph.D. degree.

7.4 Center for Latino/a and Latin American Studies

Focus: Strategic Goals 1, 2, 3, 4, 6

With over 40 years of commitment to excellence in education, the Center for Latino/a and Latin American Studies (CLLAS) is one of the oldest Latino/a Studies programs in the Midwest. The mission of CLLAS is to provide equitable access to a quality university education to students interested in U.S. Latino/a and Latin American cultural studies, while enhancing diversity on campus.

The Center recruits students into a two-year academic program designed to facilitate the transition between high school and college and to increase retention. It also provides support services for students not formally in the program. The Center promotes research on issues relevant to A) the Latino/a community, especially in the urban and workplace environments and B) the history and modern condition of Latin America. CLLAS creates and fosters the interaction and exchange of personnel and resources between the university and the Latino/a community and it serves as a source of expertise on Latino/a issues to the larger metropolitan community. Finally, as an advocate for the awareness and advancement of Latino/a issues within the university, the Center contributes to the university's continuing efforts to create a richer multicultural campus environment.

CLLAS provides a highly successful bridge program for under-prepared students, increased success in English and mathematics, improved retention and graduation rates, and high quality learning through UG research at multiple levels in the curriculum.

Expansion of scholarship support for CLLAS students would permit the program to scale-up to support more students without incurring additional infrastructure or increased overhead. We recommend pursuing this support within the context of a well-developed evaluation plan.

7.5 K-12 Pipeline Programs

Focus: Strategic Goals 3

College success starts before college, but for some talented and promising students in educationally disadvantaged environments, the odds are stacked against them. High school students may lack teachers who prepare them for the academic rigors of college and guidance counselors who keep them in college-prep curricula or teach them of the importance of studying for the ACT.

Wayne State University has a wide variety of K-12 initiatives, often supported by grant or foundation funding which can supplement the academic support these

students receive. These initiatives are located throughout the schools and colleges and in many ways embody best the meaning of an urban research institution in which research, teaching, and community engagement are integrated most meaningfully. However, currently these programs function in relative isolation -- with integration and intentionality, they could combine to provide a durable pipeline of support for promising students in our local communities. Without such integration, students may receive support at isolated junctures during their K-12 years, or they may benefit from that support, only to matriculate somewhere else than Wayne State.

We recommend support to sustain three of these programs initially -- Go-GIRL, College JumpStart, and KALES ACT Prep Institute, to serve as a model of how our existing efforts can be leveraged most successfully to enhance existing activities from K-12 through WSU matriculation. Because such programs focus on high academic rigor and in some cases STEM preparation, this effort links to providing excellence in academic programming to all of our students.

GO-GIRL Program.

The GO-GIRL (Gaining Options-Girls Investigate Real Life) program is a ten-week program, originally supported by the National Science Foundation and now supported by the College of Education, designed to promote interest in STEM related careers and to boost mathematics skills and confidence in seventh-grade girls. GO-GIRL has enriched the academic experiences of over 800 adolescent girls since the first class completed the program in 2002.

Go-GIRL participants become part of the Wayne State University campus community as they attend classes and visit research laboratories, dine in the dorms, tour campus facilities, and learn how to access university library resources. GO-GIRLS develop data literacy skills and explore scientific methods as they formulate research questions, design a research study, and collect, analyze and present their data using a variety of current technologies. GO-GIRLS experience an environment that promotes collaborative and cooperative learning with others from diverse backgrounds as they design their research project guided by university mentors.

College JumpStart

College JumpStart is a college access program that gives 9th and 10th grade students a week-long college experience to jump start them on their path toward higher education. For potential college students, 9th grade is an important year. The purpose of College JumpStart is to intervene before and after 9th grade to give

students a glimpse of college life and what it takes to get there, and most important, to show them why they should want to attend.

College JumpStart consists of an intensive one-week on-campus stay for 60 students. The operating premise of College JumpStart is that students who are given all of the pertinent information are empowered and will take the steps necessary to prepare for college. Providing this programming specifically to 8th – 9th graders will allow students and guardians to make informed decisions about selecting classes, participating in extracurricular activities, being involved in volunteering and leadership activities and more – elements that may increase their likelihood of being accepted into an institution of higher education, and gaining scholarship support. In the 2011 program, 57% of students did not know how to apply for financial aid and 41% did not know about the college admissions process; yet 92% believed college to be an important part of their successful future. In the 2012 program, 58 students participated, with activities that included a career assessment session, information literacy, leadership and study skills classes. Students in College JumpStart improved mathematical skills, learned strategies to protect their reputation on social networking sites, learned the steps necessary to apply to college, and learned skills to improve critical thinking and developed strategies to choose a major.

KALES (Knowledge, Action, Leadership, Excellence and Scholarship) ACT Preparatory Institute.

The goals of the KALES Institute are to: increase the number of qualified underrepresented students entering the University, receive scholarships, and join the Honors College; provide a learning community for underrepresented scholars to improve retention and graduation results; build students' skills for succeeding on standardized tests such as the ACT; and enhance students' leadership and presentation skills.

KALES students work in small teams of five with an Honors College student acting as a tutor. The Institute is primarily for students between their sophomore and junior years in high school; the program includes both a winter and summer component. Winter KALES is a Saturday program for 60 students, with Honors College students providing instruction as part of a service-learning course. Winter KALES meets for seven hours a day for 10 consecutive Saturdays starting in January. In addition to their work on the ACT materials, students spend 30-40 minutes each day on character building and discussions of proper conduct.

Currently, 20% of the Winter KALES students are invited back to participate in the summer program (this limitation is due to the cost of providing the on-campus housing for students.) The summer component offers a six-week on-campus living

experience, a volunteer service project with a community organization such as Habitat for Humanity, and more intense and focused ACT preparation.

Data suggest that the KALES Institute has enhanced participants' knowledge, study skills, test-taking ability and character development. In the Winter 2012 program, students gained an average of three ACT points, with an average composite of 23. Seven students scored a 29 or above. Students who participated in 2012 Summer KALES Institute added an average of five points to their ACT scores by the conclusion of the program. In the summer of 2011, 15 students participated in the summer program. All 15 students applied to the University, 10 enrolled at WSU, and eight received scholarships.

We recommend that a comprehensive program assessment framework be implemented for these pre-college programs.

8. Summary of Recommendations

In this section we summarize the recommendations in this report. Recommendations are numbered according to the section in which they occur.

1. Commit to a mission of inclusive excellence.
 1. Build on previous retention initiatives
2. Commit to six strategic diversity goals.
 1. Promote and support excellence in the form of high quality education and high achievement for all students.
 2. Increase retention and degree attainment for under-served, under-represented, and minority students.
 3. Provide meaningful access to higher education for under-served, under-represented and minority students.
 4. Enhance the strategic value of diversity and diversity learning to the entire campus community.
 5. Increase minority representation among faculty and staff.
 6. Promote a campus climate that supports, values, and demonstrates a commitment to diversity by the entire university community.
3. Support and engage faculty, through the following:
 1. Office for Teaching and Learning
 2. Culturally Relevant Pedagogies

3. High Impact Practices
4. Undergraduate Research
5. Learning Communities
6. Faculty Advising
7. Faculty Diversity
8. Scholar-in-Residence
9. General Education
10. Research and Grant Writing
11. Seed Money for Faculty Diversity Initiatives
4. General Recommendations
 1. Establish a university diversity policy.
 2. Create a system of diversity councils.
 3. Engage national experts and learn from successful institutions.
 4. Expand and focus use of financial aid.
5. Establish an Office for Multicultural Student Success
6. Establish an Office of Diversity and Inclusion
 1. Initiate a diversity strategic planning process with the goal of creating a chief diversity officer position.
7. Support and Scale Promising and Successful Programs
 1. Rising Scholars Mathematics
 2. APEX Summer Bridge
 3. Institute for Maximizing Student Development
 4. Center for Latino/a and Latin American Studies
 5. K-12 Pipeline Programs
 - Go-GIRL Program
 - College Jump Start
 - KALES ACT Prep

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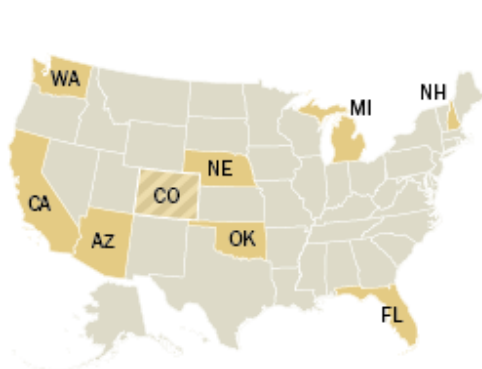
Local and National Impact of Affirmative Action Bans on Medical School Admission

Listed in the chart below are the eight States in the US with Affirmative Action bans. Colorado would have been the ninth State however its constitutional amendment initiative failed in 2008.

Proposition 2 (also known as The Michigan Civil Rights Amendment) is Michigan’s Affirmative Action Ban. Proposition 2 was initiated as a constitutional amendment on the November 7, 2006 ballot in Michigan, where it was approved but later overturned by the U.S. 6th Court of Appeals. Then, on April 22, 2014, that ruling was overturned and the amendment was upheld by a ruling of the U.S. Supreme Court. The amendment sought to ban affirmative action programs in Michigan education and public sector job hiring. It amends the Michigan Constitution to “ban public institutions from discriminating against or giving preferential treatment to groups or individuals based on their race, gender, color, ethnicity, or national origin in public education, public employment, or public contracting.” Prop 2 is not against diversity and inclusion at public educational institutions. The Medical School also can target outreach to underserved/disadvantaged populations. The Medical School must be more holistic regarding its admission criteria.

There are also exceptions to Proposition 2, including policies and actions, which are in concert with Federal Affirmative Action Policy, and are needed to satisfy federal funding agency requirements (e.g., NIH grants, Health Careers Opportunity Programs grants etc.).

Affirmative Action Bans in the U.S.



YEAR	STATE	METHOD
2012	Oklahoma	Legislatively referred constitutional amendment
2011	New Hampshire	Statute
2010	Arizona	Initiative constitutional amendment
2008	Colorado	Failed Initiative constitutional amendment
2008	Nebraska	Initiative constitutional amendment
2006	Michigan	Initiative constitutional amendment
1999	Florida	Executive order by governor
1998	Washington	Initiative statute
1996	California	Initiative constitutional amendment

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Taken from: <http://www.pewresearch.org/fact-tank/2014/04/22/supreme-court-says-states-can-ban-affirmative-action-8-already-have/>

Despite affirmative action bans in the above eight States that prohibit consideration of race in admissions, medical schools in these States are maintaining diversity and URM in their matriculating classes. Please see table listed below with the percentage of 2014 matriculating

classes comprised of underrepresented minorities in public medical schools in states with affirmative action bans, <https://www.aamc.org/students/applying/requirements/msar/>

Notably, University of California, Los Angeles David Geffen School of Medicine, University of California, San Francisco School of Medicine and University of California, Davis School of Medicine matriculated medical school classes in 2014 with over 20% of incoming students belonging to groups traditionally defined as underrepresented by the AAMC. This is likely due, in part, to the following initiatives at these Universities:

- Post-baccalaureate programs for unsuccessful applicants coming from disadvantaged backgrounds
- Programs in Medical Education (PRIME) which trains leaders to serve the urban and rural underserved
- Significant outreach to and pipeline programs for disadvantaged high school students

The Statewide Programs in Medical Education (PRIME)

This is a program designed to train students to become leaders who serve California's urban and rural underserved. The majority of enrollees come from underrepresented minority groups.

University of California Postbaccalaureate Consortium (representing all 10 campuses)

This program is designed for unsuccessful applicants to medical school who come from disadvantaged backgrounds. MCAT preparation and learning skills workshops are offered while students enroll in upper level science courses and receive help navigating the medical school admissions process. Over 80% of UC Postbaccalaureate students are admitted to medical school. Conditional acceptance programs that grant acceptance to students who maintain certain GPA minimums in postbaccalaureate programs are also being implemented.

<http://www.universityofcalifornia.edu/news/uc-medical-schools-increase-underrepresented-minority-students>

Data for the following table was taken from the "Matriculant Demographics" sections on the medical school pages of the most recent version of the MSAR publication (2015). The AAMC identifies Blacks, Mexican Americans, Native Americans (including American Indians, Alaskan Natives, Native Hawaiians) and mainland Puerto Ricans as groups that are underrepresented in medicine. The numbers of individuals who belong to each of these groups in each matriculating medical school 2104 class were added and divided by the total number of matriculants.

Data for the 2014 matriculating class of all public schools in states that have affirmative action bans is included here.

Percentage of 2014 matriculating classes comprised of underrepresented minorities in public medical schools in states with affirmative action bans.



School	Percentage of Class Underrepresented in Medicine
University of California, Los Angeles David Geffen School of Medicine	33%
University of California, San Francisco School of Medicine	25.50%
University of California, Davis School of Medicine	24.50%
Florida State University College of Medicine	20%
Michigan State University College of Human Medicine	19.50%
University of California, San Diego School of Medicine	19.40%
University of Arizona College of Medicine (Phoenix)	17.50%
University of Florida College of Medicine (Gainesville)	17%
University of Colorado School of Medicine	13.70%
University of Oklahoma College of Medicine	12.70%
University of California, Riverside School of Medicine	12%
University of Michigan Medical Schools	10%
Florida International University Herbert Wertheim College of Medicine	10.10%
University of Arizona College of Medicine (Tucson)	9.60%
University of California, Irvine School of Medicine	9.60%
Oakland University William Beaumont School of Medicine	9%
USF Health Morsani College of Medicine	7.10%
University of Nebraska College of Medicine	6.30%
University of Central Florida College of Medicine	5.80%
University of Washington School of Medicine	5.80%
Wayne State University School of Medicine	2.50%
Florida Atlantic University Charles E. Schmidt College of Medicine	1.60%
Central Michigan University College of	0%



Medicine	
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Association of American Medical Colleges. (2015). *Medical school admission requirements (MSAR): The most authoritative guide to U.S. and Canadian medical schools*. Washington, D.C: Association of American Medical Colleges.

Also despite affirmative action bans in Michigan, the enrollment of students who belong to underrepresented minority (URM) groups at University of Michigan Medical School and Michigan State Medical School has remained relatively stable. University of Michigan Medical School does not seem to have suffered from a significant decline in the enrollment of underrepresented minorities as a consequence of the implementation of Proposition 2 as compared to WSUSOM.

University of Michigan Medical School	Year	Percentage of Class Underrepresented in Medicine
	2001*	15*
	2002	14
	2003	12
	2004	21
	2005	14.6
MI Prop 2 Implemented	2006	15.3
	2007	12
	2008	11.1
	2009	8.8
	2010	12.9
	2011	11.76
	2012	10.7
	2013	16.9
	2014	11.9