

## About the Project

The James Irvine Foundation established the Campus Diversity Initiative (CDI), a \$29 million effort, to assist twenty-eight independent colleges and universities in California with strategically improving campus diversity. The six-year initiative (2000–2005) supported a range of activities and institutional changes with the aim of increasing access and success of low-income and underrepresented minority students in higher education.

The CDI included a strong evaluation component to help each institution focus its strategies and track institutional goals. A team of researchers from Claremont Graduate University (CGU) and the Association of American Colleges and Universities (AAC&U) designed and led the CDI Evaluation Project to assist the CDI campuses in developing their own evaluation expertise and mechanisms. A larger Evaluation Resource Team (ERT) worked with participating campuses to measure success, make mid-course corrections, and ultimately broaden and sustain diversity efforts beyond the scope and phase of the grant-funded projects.

Another purpose of the CDI Evaluation Project was to contribute new knowledge about effective diversity practices to the higher education field. In addition to this monograph, the project issued three research briefs, an impact study, and a resource kit. More information can be found at [www.aacu.org/irvinediveval](http://www.aacu.org/irvinediveval).

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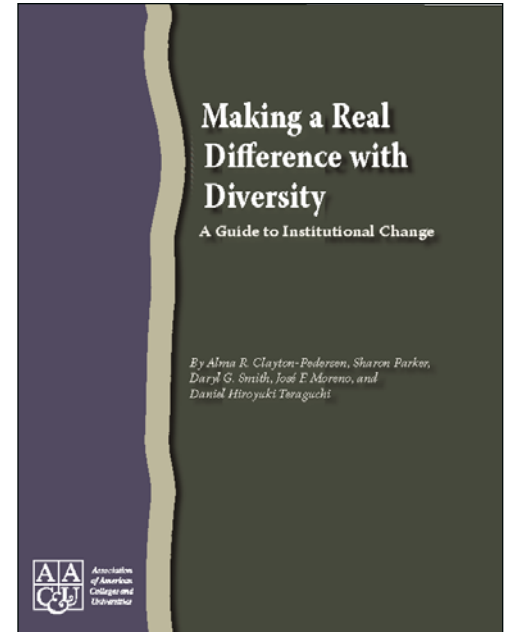
# Making a Real Difference with Diversity

## A Guide to Institutional Change

*By Alma R. Clayton-Pedersen, Sharon Parker, Daryl G. Smith, José F. Moreno, and Daniel Hiroyuki Teraguchi*

Based on findings from a large-scale, six-year diversity initiative at independent California colleges and universities, *Making a Real Difference with Diversity* takes readers through the steps needed to implement, evaluate, and sustain comprehensive diversity work on campus. The monograph describes the story of the James Irvine Foundation's Campus Diversity Initiative, which took an organizational learning approach to building and evaluating diversity efforts on campus. Taking this approach meant that campus leaders had to shift from simply reporting on activities to examining data that indicated whether efforts helped make progress toward institutional goals for diversity.

The monograph offers selected quantitative and qualitative findings from the initiative, which relate to efforts to enhance college access and success for underrepresented students, increase the presence of underrepresented minority faculty, and strengthen overall institutional functioning regarding diversity. The text also includes a set of promising practices related to policies, programs, and planning for sustainability, and concludes with the step-by-step guide to implementing and sustaining comprehensive diversity work.



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