

DIVERSITY & PRAXIS IN AMERICAN HIGHER EDUCATION

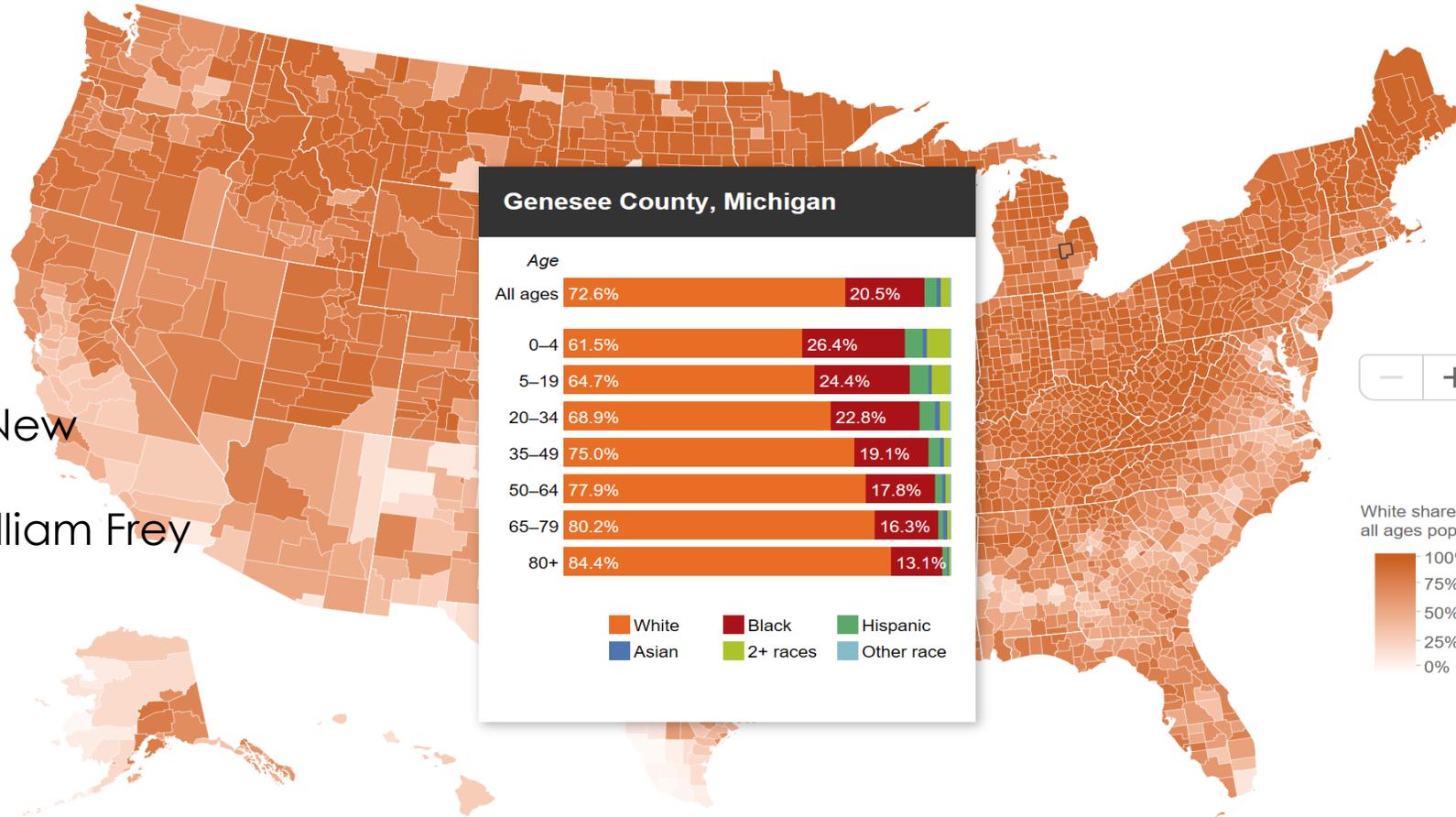
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University of Michigan at Flint

A series of several parallel white lines of varying thicknesses, slanted diagonally from the bottom left towards the top right, set against a blue gradient background.

Share of County Residents Who Are White, 2013

View data by: **County** Metropolitan area



Diversity Explosion: How New Racial Demographics are Remaking America by William Frey

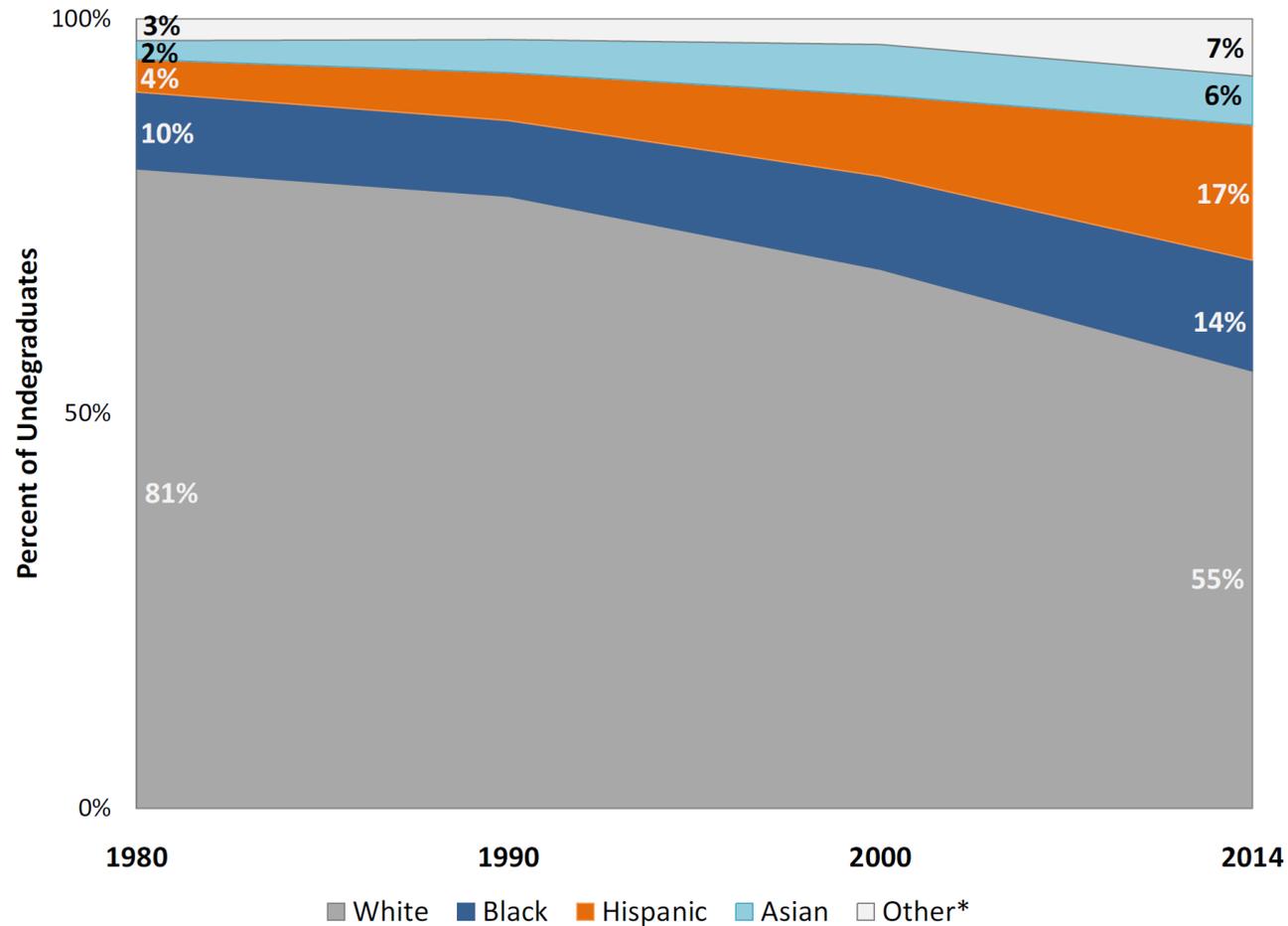
Source: U.S. Census Bureau, Population Estimates Program

Note: The data presented for each race exclude individuals of Hispanic origin, which the Census Bureau considers an ethnicity. For example "white" indicates non-Hispanic white and "Asian" indicates non-Hispanic Asian. Hispanic individuals include all those of Hispanic origin, regardless of race.

- ▶ Undergraduate college enrollment trends reveal that the share of non-white undergraduate students has increased over time, while the share of white student enrollment has declined by more than 25 percentage points from 1980 to 2014.
- ▶ Fewer Hispanic and black high school graduates enroll in four-year colleges than white and Asian high school graduates, but two-year college is a common pathway for Hispanic students.
- ▶ Differences between racial and ethnic groups in financial need contribute to issues of unmet financial need among black and Hispanic students.

DIVERSITY TRENDS IN AMERICAN HIGHER EDUCATION: ACCESS

Exhibit 3.2: Percentage of U.S. undergraduates enrolled in postsecondary institutions, by race and ethnicity: Selected years from 1980 through 2014



NOTE: The data are based on fall enrollment at degree-granting postsecondary institutions, which are institutions that grant an associate degree or higher and participate in Title IV federal financial aid programs. The Asian category includes Native Hawaiian/Other Pacific Islander. *The other category includes American Indian/Alaska Native, two or more races, and nonresident alien. Percentages may not add to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" survey 1980; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey"; and IPEDS Spring 2001 through Spring 2015, Fall Enrollment component.

Available at https://nces.ed.gov/programs/digest/d15/tables/dt15_306.10.asp.

- ▶ Degree completion is lower among black and Hispanic students than white and Asian students. Nearly half of Asian students who enroll in postsecondary institutions complete a bachelor's degree within six years, compared with 36 percent of white students and only 17 percent of black and Hispanic students.
- ▶ In 2013–14, nearly two out of three associate and bachelor's degrees were awarded to white students, even though white students comprised only 55 percent of undergraduates.
- ▶ The students in each race and ethnicity categories have higher graduation rates when they attend more selective institutions.

DIVERSITY TRENDS IN AMERICAN HIGHER EDUCATION: ATTAINMENT

select students by traditional measures of academic success **OR** select students through mix of background experiences and traditional measures

prepare students to excel in homogeneous environments **OR** prepare students to employ different cognitive frames

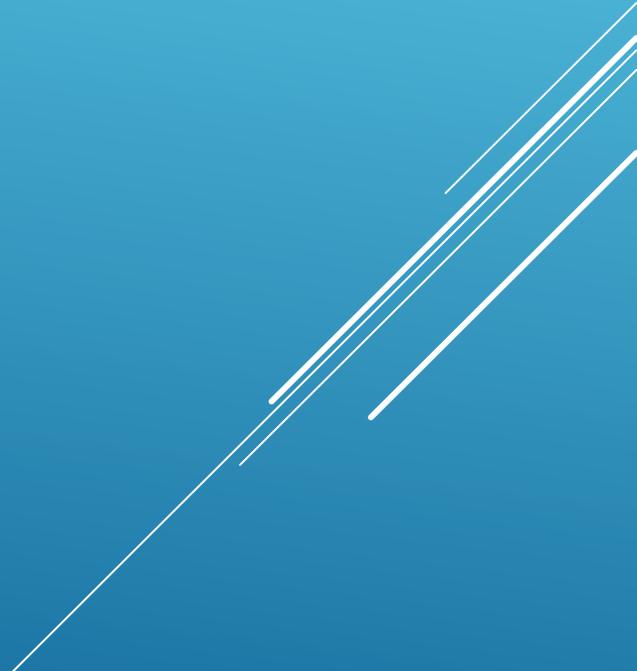
Permit individual to attend university of choice **OR** give universities discretion to maximize educational outcomes for societal benefit

equal treatment **OR** academic excellence

WHAT'S BETTER?

- ▶ Philosophical and legal literature: Rawls, Sunstein, Anderson
- ▶ Higher education literature: Sylvia Hurtado, Patricia Gurin, Baxter Magolda and King on student development
- ▶ Economics literature: studies on individuals contributions to team outcomes

THE DIVERSITY IMPERATIVE



DIVERSE TEAMS = BETTER PROBLEM-SOLVING AND PREDICTION

Reading suggestion: [The Difference](#) by Scott Page

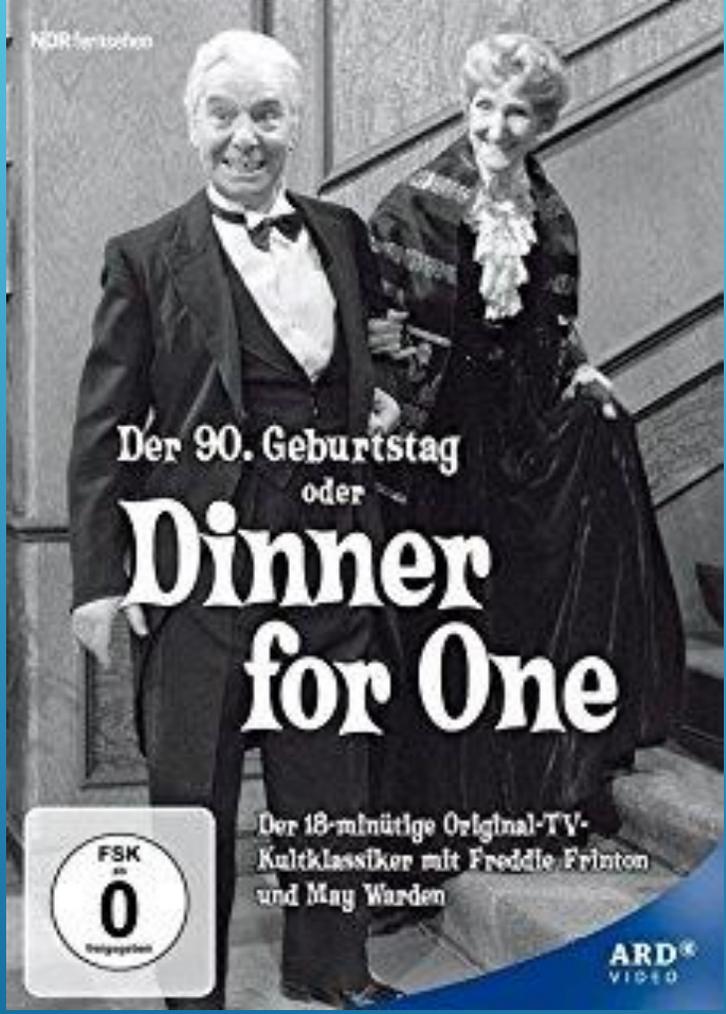
$$P(i) = \frac{\frac{V_i + V_{J_1}}{2} + \frac{V_i + V_{J_2}}{2} + \frac{V_i + V_{J_3}}{2} + \frac{V_i + V_{J_4}}{2} + \frac{V_i + V_{J_5}}{2}}{5}$$

This reduces to

$$P(i) = \frac{V_i}{2} + \frac{(V_{J_1} + V_{J_2} + V_{J_3} + V_{J_4} + V_{J_5})}{10}$$



WHAT MAKES A CAMPUS TRULY DIVERSE?



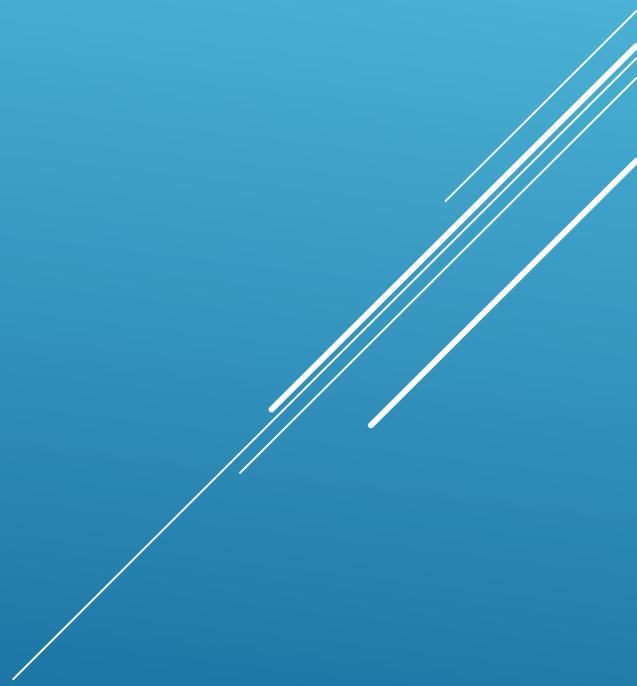
NDR Fernsehen

Der 90. Geburtstag
oder
**Dinner
for One**



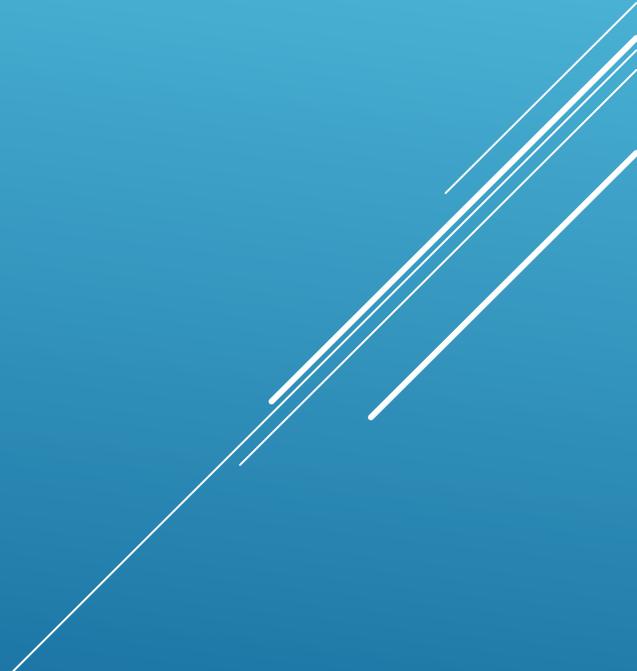
Der 18-minütige Original-TV-
Kultklassiker mit Freddie Frinton
und May Warden

ARD
VIDEO



Faculty serve as the end of the pipeline in higher education AND gatekeepers to the genesis of the pipeline

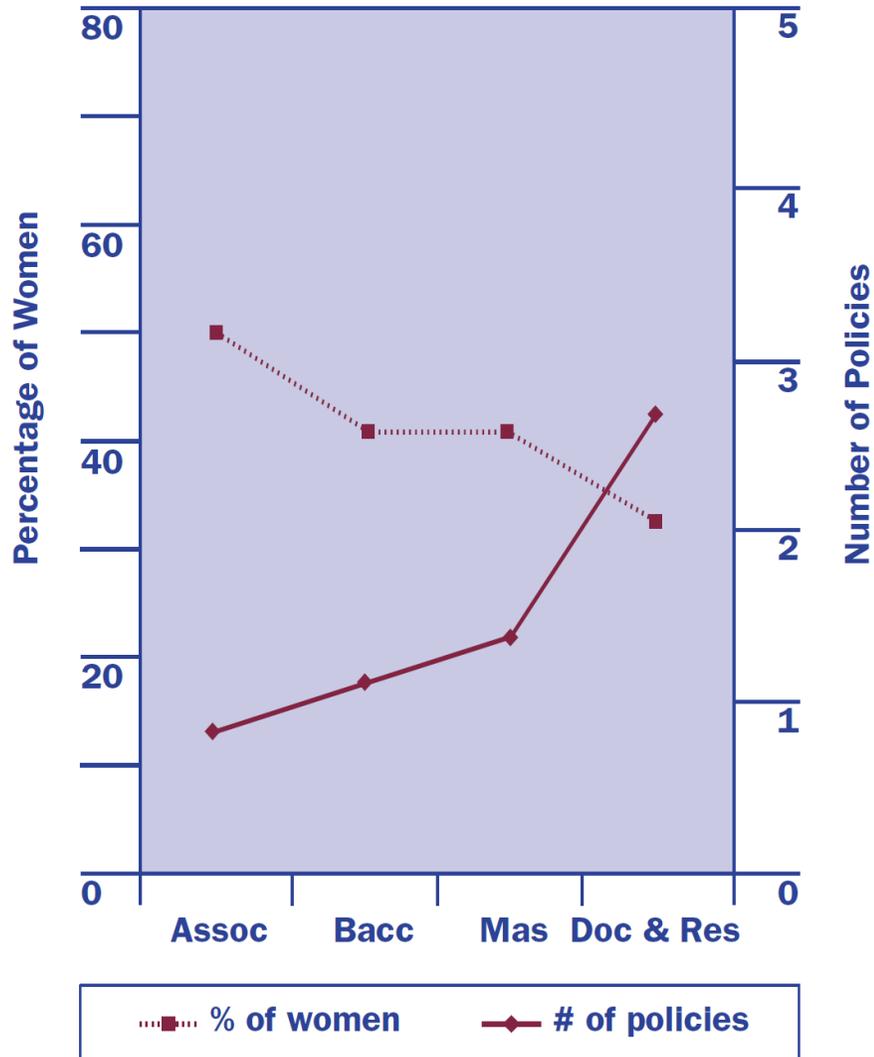
WHY FACULTY DIVERSITY MATTERS



CRITICAL MECHANISMS FOR CREATING AND SUSTAINING DIVERSITY

- A Diverse Curriculum
- Representation & Climate
- Ascription of Value
- Proactive Policies and Practices

Percentage of Women Faculty (AAUP, 2004)
and Average Number of Family-Friendly Policies
by Institution Type



Women are less likely than men to be employed at the institutions that offer the greatest number of family-friendly policies.

UNIVERSITY OF MICHIGAN'S CENTER FOR THE EDUCATION OF WOMEN

- Origin & purpose
- Research on women faculty and family-friendly policies
- Close tracking of # & % of women and their representation across all disciplines and units

Tenure Clock Extension

Modified Duties Policy

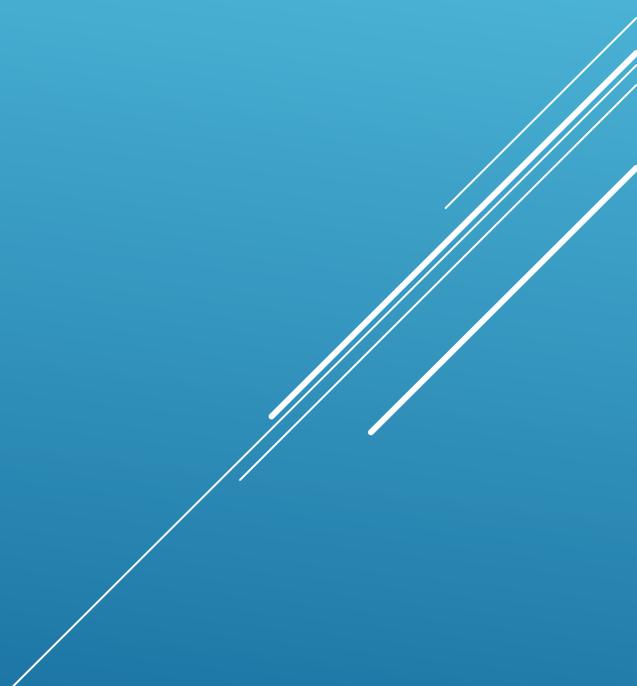
Leave in excess of federal provisions (FMLA)

Reduced Appointments

Employment Assistance for Spouses/Partners

Paid Dependent Care Leave

PRIMARY WORK-FAMILY POLICIES FOR RETENTION OF WOMEN FACULTY



- ▶ EFFECTIVE for recruiting and retaining diverse faculty
- ▶ EVOLVED in the late 1980s among American research institutions in the Midwest
- ▶ FUNDING scheme is tripart (office of the provost, and each respective school or colleges)
- ▶ PRIMARY HIRE and ACCOMPANYING HIRE
- ▶ POSITIVE OUTCOMES: better primary hire satisfaction, integration into the community and retention
- ▶ NEGATIVE OUTCOME: perceptions of inequality and lack of academic credentials. This has to be addressed through rigorous selection processes.

DUAL-CAREER PROGRAMS

Reading suggestion: The Two-Body Problem by Lisa Wolf-Wendel, Susa Twombly & Suzanne Rice

QUESTIONS/COMMENTS?

