DIVERSITY & PRAXIS IN AMERICAN HIGHER EDUCATION

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

Available at https://nces.ed.gov/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.
WHAT’S BETTER?

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
The Diversity Imperative

- 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
DIVERSE TEAMS = BETTER PROBLEM-SOLVING AND PREDICTION

Reading suggestion: The Difference by Scott Page

\[ P(i) = \frac{V_i + V_{j1}}{2} + \frac{V_i + V_{j2}}{2} + \frac{V_i + V_{j3}}{2} + \frac{V_i + V_{j4}}{2} + \frac{V_i + V_{j5}}{2} \]

This reduces to

\[ P(i) = \frac{V_i}{2} + \frac{(V_{j1} + V_{j2} + V_{j3} + V_{j4} + V_{j5})}{10} \]
WHAT MAKES A CAMPUS TRULY DIVERSE?
Der 90. Geburtstag
oder
Dinner for One
Der 19-mütige Original-TV-Kultklassiker mit Freddie Friheten
und May Warden

ARD VIDEO

FSK 0

für Erwachsene
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
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
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?