



Responding to the Winds of Change: Preparing Tomorrow's Diverse Campus

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Center for Advancement of Racial and Ethnic Equity



American Council on Education

The American Council on Education (ACE)

- Only higher education organization that represents presidents and chancellors of all types of U.S. accredited, degree-granting institutions. Over 1,800 member institutions.
- ACE seeks to provide leadership and a unifying voice on key higher education issues and to influence public policy through advocacy, research, and program initiatives.



Center for Advancement of Racial and Ethnic Equity (CAREE)

Three-part Mission:

- To monitor and report on the progress of African Americans, Hispanics, Asian Americans and American Indians in higher education.
- To provide information and counsel to college and university presidents, campus administrators and policy makers on issues and policies that affect people of color.
- To conduct leadership programs designed to identify, develop, advance and sustain people of color into senior academic leadership positions in higher education.



Agenda

- Changing Demographics of American Higher Education
- Evolving Definitions of Diversity
- Educational Benefits of Diversity
- Preparing Campuses for Change
- The Results of Failing to Act
- Question and Answer





Changing Demographics of American Higher Education



Changing Demographics

- The country's changing demographics requires reframing diversity to focus on higher education's capacity and willingness to involve and educate an increasingly diverse student population.

Smith & Wolf-Wendel (2005). *The Challenge of Diversity*. San Francisco: Jossey-Bass.

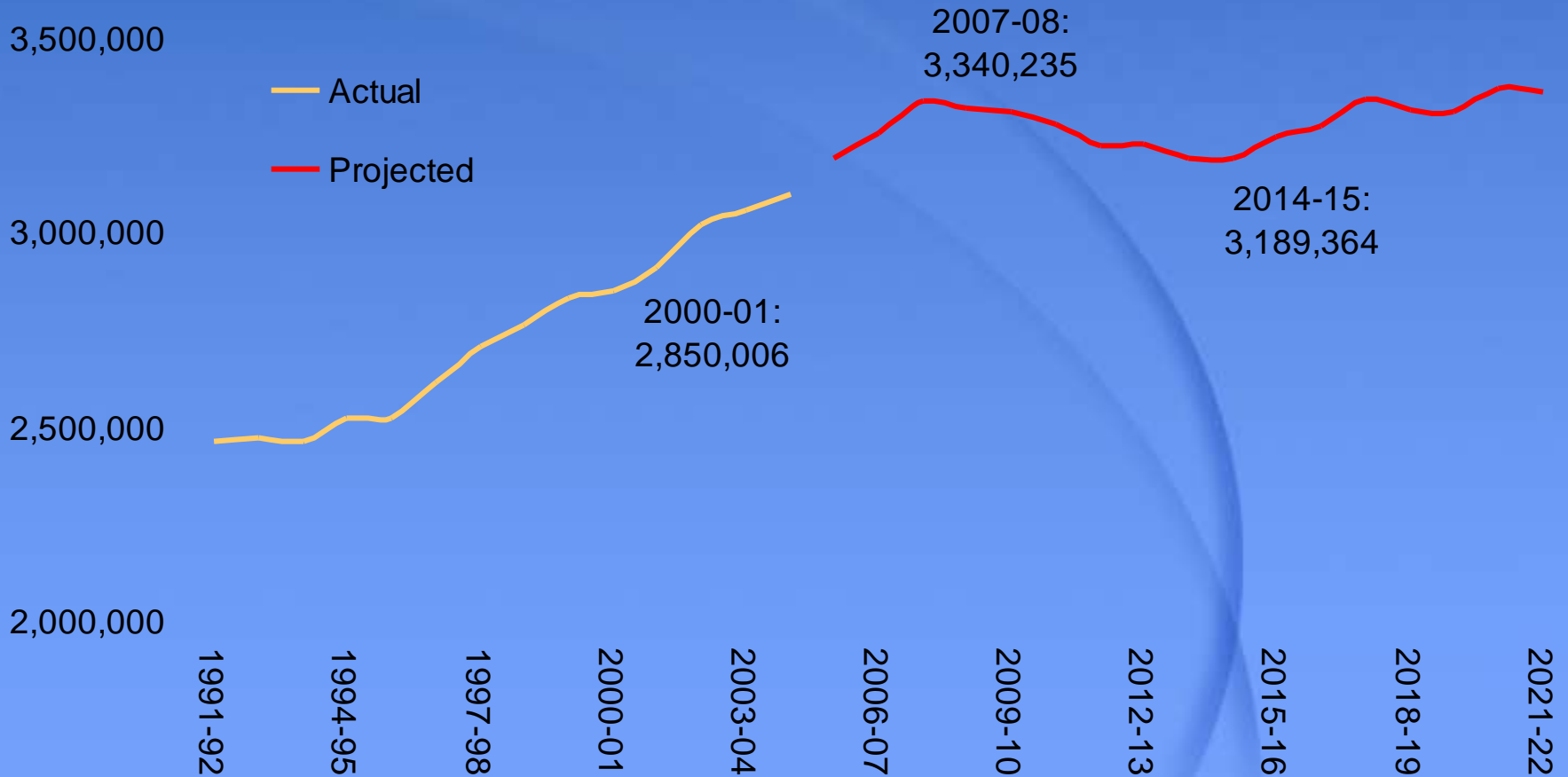


Changing Demographics

- As of 2005 minority students comprised 31% of college enrollments, up from 15% in 1976. By 2016 it is projected that minority students will comprise 39% of college enrollments.
- Growing numbers of students will be primarily minorities and low-income, who face academic, financial, and information barriers. Most will have significant work and/or family commitments.

The Big News?

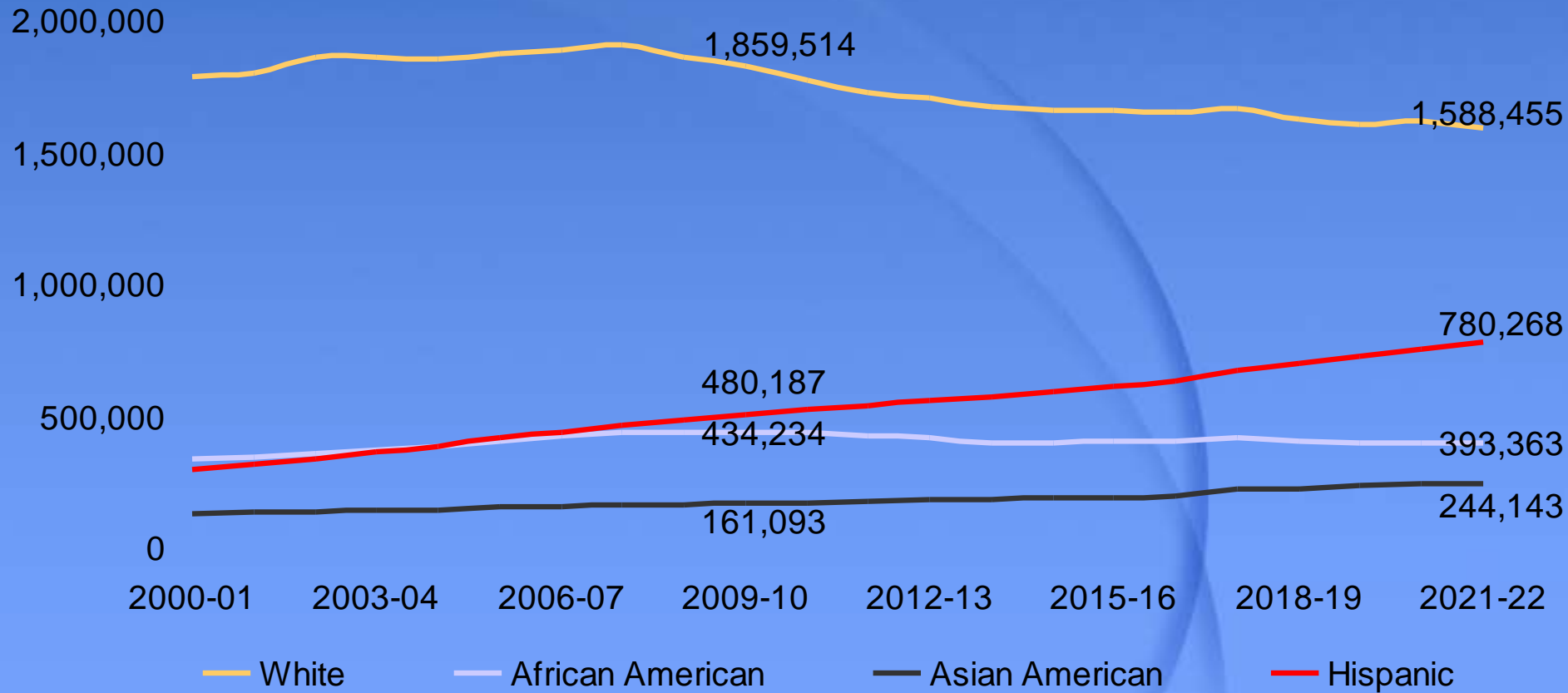
Number of HS Seniors on the Decline.



Source: WICHE, *Knocking on the College Door*

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Actual and Projected Number of Public High School Graduates, by Race/Ethnicity, 2001 to 2021



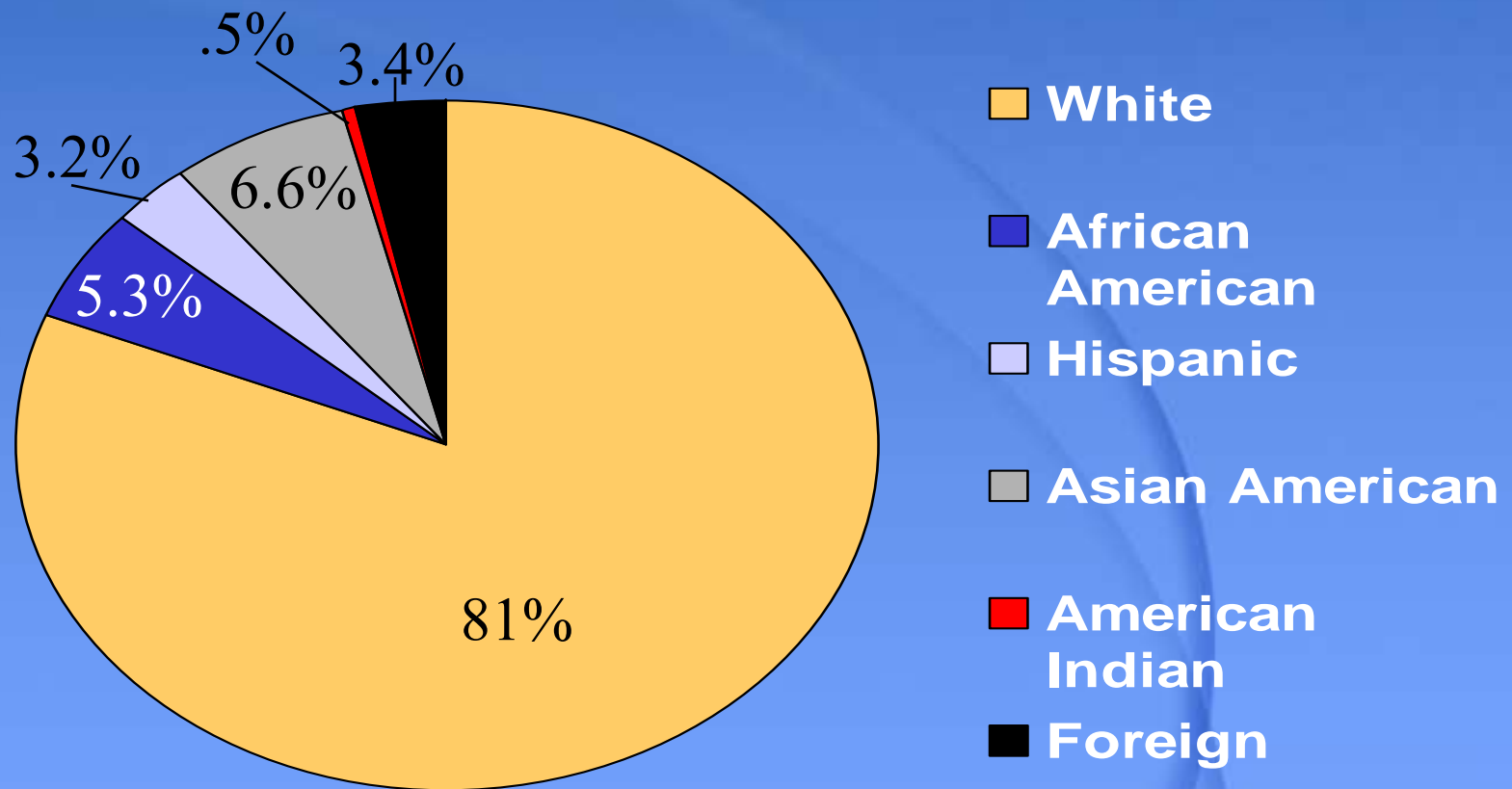
Source: WICHE, *Knocking at the College Door*.

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In other words . . .

- Between 2004-05 and 2014-15, WICHE projects that the nation's public high schools will produce:
 - › Almost 207,000 more Hispanic graduates (an increase of 54 percent).
 - › Nearly 46,000 more Asian/Pacific Islander graduates (an increase of 32 percent).
 - › About 12,000 more Black non-Hispanic graduates (an increase of 3 percent).
 - › About 2,000 more American Indian/Alaska Native graduates (an increase of 7 percent).
 - › Nearly 197,000 fewer White non-Hispanic graduates (a decline of 11 percent).

Distribution of Full –Time Faculty, by Race/Ethnicity: 2003



Source: ACE, 22nd Minorities in Higher Education Status Report.



Contextual Data - Faculty

- Minority faculty increased by 50% between 1993 to 2003.
- Minority women outpaced minority men in growth but continue to trail them by nearly 16,000 positions.
- Despite these gains the percentages of minority faculty lag far behind White faculty.

Given the data and your experience and knowledge of higher education, what challenges must colleges in Kansas overcome to meet their enrollment and diversity goals for the next 10 years and maintain institutional viability and vitality?



Often cited challenges

- Diminishing passion for diversity (diversity fatigue)
- Increasing legal limitations
- Believing “the battle is won”
- Issues of cost, affordability
- Person-environment fit
- Weak academic preparation for college





Evolving Definitions of Diversity



Definitions of Diversity

Definitions of diversity have evolved to reflect more than the inclusion of racial/ethnic populations, and promote the educational benefits

- › Types of diversity
- › Social justice orientation
- › “Global” definitions

Types of Diversity

- **Compositional Diversity**
 - › The numerical and proportional representation of different racial/ethnic groups (Hurtado et al., 1998, 1999)
- **Diversity of Interactions**
 - › Interactions with diverse information and ideas and interactions with diverse people
- **Institutional Diversity-Related Initiatives**
 - › i.e., core diversity requirements, ethnic studies courses/programs, structured dialogue programs, cultural awareness workshops, etc. on campus

Compositional Diversity

- Compositional diversity seems to have a positive effect on cognitive complexity.
- The vitality, stimulation, and educational potential of an institution are directly related to the composition of its student body, faculty, and staff.

Diversity of Interactions

- Findings suggest that general education curricula, specifically diversity course requirements, can play a meaningful role in reducing divisive racial prejudices and can subsequently improve race relations.
- Campuses must provide stimulating courses covering historical, cultural, and social bases of diversity and community, and must create additional opportunities for students to interact across various social differences.

Institutional Diversity-Related Initiatives

- The effectiveness of campus initiatives and programs at successfully engaging students with diversity also depends on a larger institutional context.
- Evidence suggests that students are more likely to perceive greater levels of institutional commitment when campuses enact a more comprehensive diversity approach, as opposed to a piecemeal one.

Social Justice

“diversity also refers to social groups that are unequal as well as different—groups that are not equally valued, but rather are classifications or categories of persons that occupy different spaces in a social hierarchy.”

Adams et al. (2000). *Readings for diversity and social justice*. New York: Routledge.

Global Definitions

- Evolving definitions of diversity are encompassing various types of difference and “otherness.” However, these definitions can cause difficult domestic issues to be ignored.
 - › “No one could object to promoting an appreciation of other cultures, especially in the academy. But the new emphasis on world cultures obscures the domestic problems that gave rise to affirmative action.”

Richard Tapia, Professor & Director, The Center for Excellence and Equity in Education, Rice University



Educational Benefits of Diversity



Types of Diversity Benefits

- Individual Benefits
- Institutional Benefits
- Economic and Private Sector Benefits
- Societal Benefits

Types of Individual Outcomes

- Gurin (1999) identified two major types of individual outcomes
 - › Learning outcomes
 - › Democracy outcomes
 - › Citizenship engagement
 - › Racial/cultural engagement
 - › Compatibility of differences

Desired Learning Outcomes for 21st Century Students

- Global Knowledge
- Perspective Consciousness and Intercultural Sensitivity
- Global Intercultural Communications Skills

From ACE's *Global Learning for All Project*.



Institutional Outcomes

- Environmental
 - › Campus communities that are more racially and ethnically diverse tend to create more richly varied educational experiences that enhance students' learning and better prepare them for participation in a democratic society.
- Civic
 - › Campuses can become even greater community partners by serving a more diverse clientele from the neighboring community.



Preparing Campuses for Change



- **In what ways has your campus become more diverse in the last 10 years?**
- **In what ways do you foresee it becoming more diverse in the next 10 years?**
- **What are the implications of these changes for the campus? How will these changes affect the relationship between faculty and students? Is your campus prepared to manage cultural shifts?**

Five necessary elements

- Goals – Institutional, contextual and realistic
- Resources – Adequate to meet goals
- Capacity – We can do this!
- Leadership – Must exemplify commitment
- Centrality – Connected to core functions

Clayton-Pedersen et al. (2007). Making a real difference with diversity: A guide to institutional change.

Understanding the Campus Racial Climate

- Hurtado's (1998) framework for understanding campus climate treats the climate as a multidimensional phenomenon that is shaped by the interaction of internal and external forces.
- Climate is not limited to perceptions and attitudes (psychological climate) but also includes the institution's structure and history .
- Climate also takes into account that students are educated in racial contexts that vary from campus to campus.

Understanding the Campus Racial Climate

- External Forces

- › Governmental/Political forces
- › Sociohistorical forces

- Internal Forces

- › Historical Legacy of Inclusion or Exclusion
- › Psychological Climate
- › The Behavioral Climate
- › Organizational/Structural Dimension
- › Compositional Diversity

Principles for Engaging Diversity on Campus

- Take a multidimensional approach
- Engage all students
- Focus on *process*
- Must recognize that university communities are constantly evolving.

Milem, J., Chang, M., & Antonio, A. L. (2005). *Making diversity work on campus: A research-based perspective*. Washington, DC: American Association of Colleges and Universities.



Activities for Engaging Diversity on Campus

- Develop and maintain diverse student bodies
- Manage “diversity flashpoints”
- Promote retention and success
- Develop positive perceptions of the campus racial climate
- Promote diversity as policy

Engaging Diversity on Campus

- Understand that advancing a diversity agenda is *a process* and key strategies will need to be used repeatedly.
- The following are useful approaches within this strategy:
 - › Establish commitment and focus
 - › Use leadership leverage points
 - › Prepare for and address the inevitable conflict



Kezar & Eckel (2005). *Leadership strategies for advancing campus diversity*.

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We must remember that the advocacy of diversity is not intended to demonize any group but to welcome and affirm the presence of all groups and their complimentary and multi-layered contributions.





The Results of Failing to Act



Stagnant Enrollment Growth

- Institutions that are not prepared for the nation's increasing diversity will:
 - › Face difficulty meeting enrollment goals,
 - › Face difficulty attracting previously disenfranchised groups,
 - › Face mounting financial challenges as a result of stagnant enrollment.
 - › Begin to lag in their contributions to their respective states, especially along the country's rim.

Lagging Educational & Economic Productivity

- America will not be able to meet future workforce demands America unless it significantly expands collegiate access and promotes heightened levels of success.
- America is beginning to lag behind other industrialized nations in the proportion of the educated populace.

Forced Evolution of Campus Culture

- Institutional culture will need to evolve to accommodate and nurture large numbers of previously disenfranchised groups.
 - › More culturally adept and cognizant,
 - › More support services that will be needed by many students from underprepared backgrounds.
 - › Failure to act could lead to conflict on campus over difference.

Underprepared 21st Century Students

- Competition is increasing from other countries, some of which are beginning to surpass us in productivity.
- Not fully preparing our students to work, live, and thrive in an increasingly multicultural world without boundaries does them a disservice.

What does this mean?

- Minorities have made significant gains in college participation, yet a significant gap persists.
- The growing gender gap in educational achievement will be problematic for the future.
- Progress is slow in attracting more racially/ethnically diverse faculty and staff.
- Minorities will account for the preponderance of future population growth so their infusion into the educational pipeline is imperative for the country's economic and social needs.

- Continued under-representation of diversity among faculty and administrators in the near term.
- More diversity entering the student pipeline now will promote substantial change in the long-term.
- Efforts to promote access and success of previously disenfranchised populations must vigorously continue.
- The educational success of boys/men needs attention.
- Higher education should be proactive in preparing for the impending wave of diversity by reviewing and adapting policies, programs, curricula, scholarships, and cultural norms.



Additional Resources

- Clayton-Pedersen, A. R., Parker, S., Smith, D. G., Moreno, J. F., & Teraguchi, D. H. (2007). *Making a real difference with diversity: A guide to institutional change*. Washington, DC: American Association of Colleges and Universities.
- *Education at a glance 2008: OECD Indicators*. Paris: Organisation for Economic Co-Operation and Development.
- Kezar, A., & Eckel, P.D. (2005). *Leadership strategies for advancing campus diversity*. Washington, DC: American Council on Education.
- Milem, J., Chang, M., & Antonio, A. L. (2005). *Making diversity work on campus: A research-based perspective*. Washington, DC: American Association of Colleges and Universities.
- Ryu, M. (2008, forthcoming). *Minorities in higher education 2008: Twenty-third status report*. Washington, DC: American Council on Education.
- Smith, D. G. & Associates. (1997). *Diversity works: The emerging picture of how students benefit*. Washington, DC: American Association of Colleges and Universities.





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