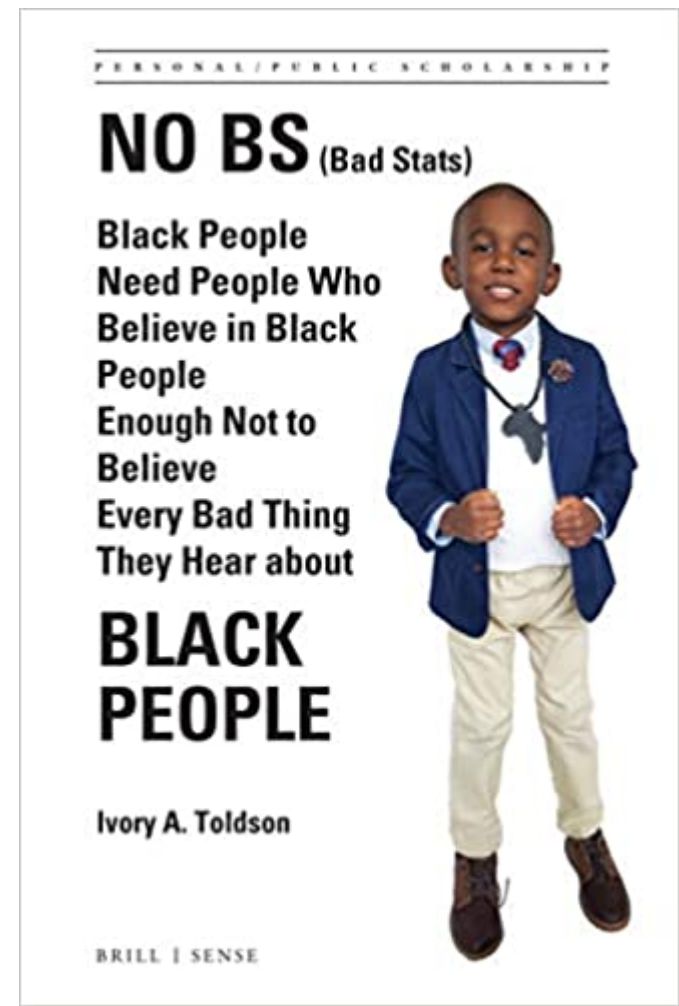
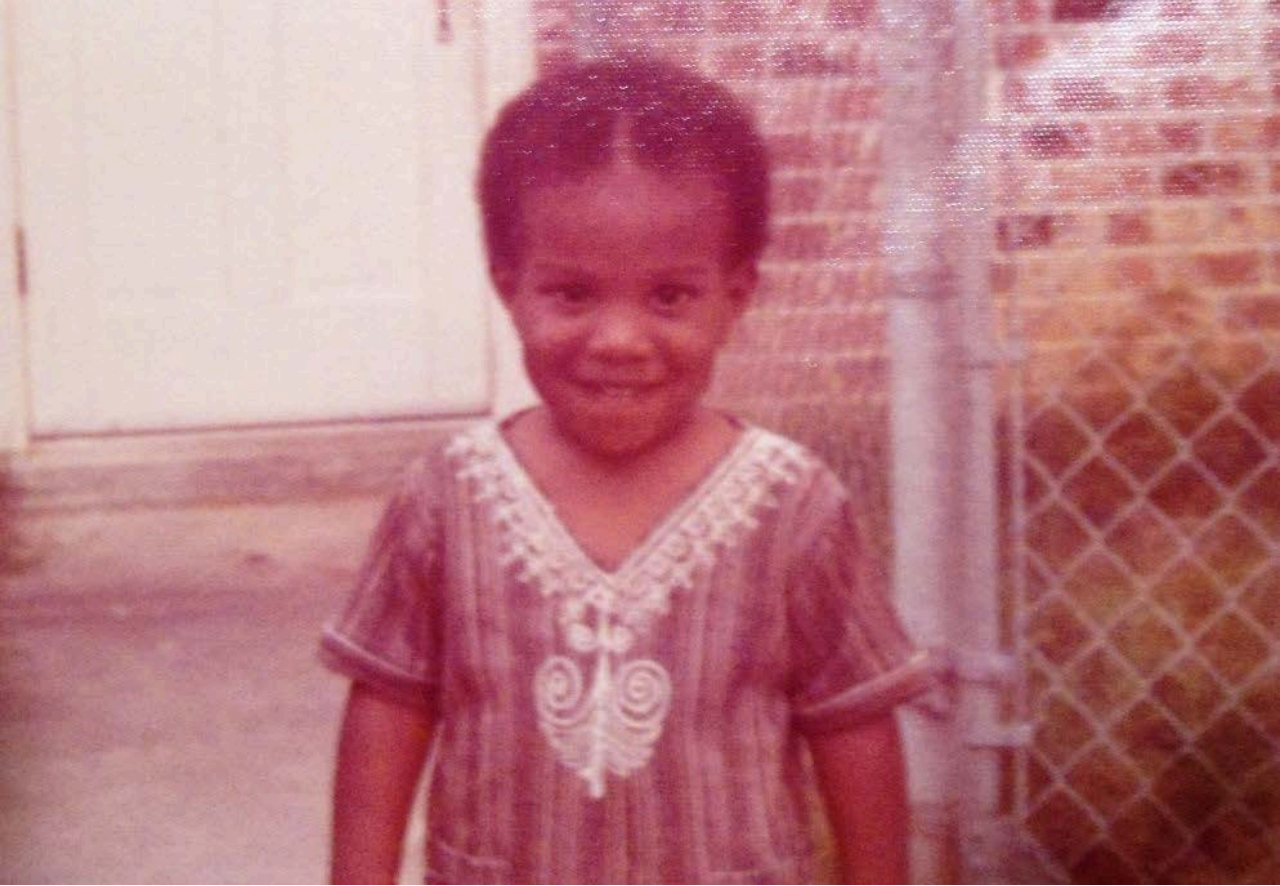


# Opportunities and Challenges in Higher Education Diversity, Equity, and Inclusion

Ivory A. Toldson





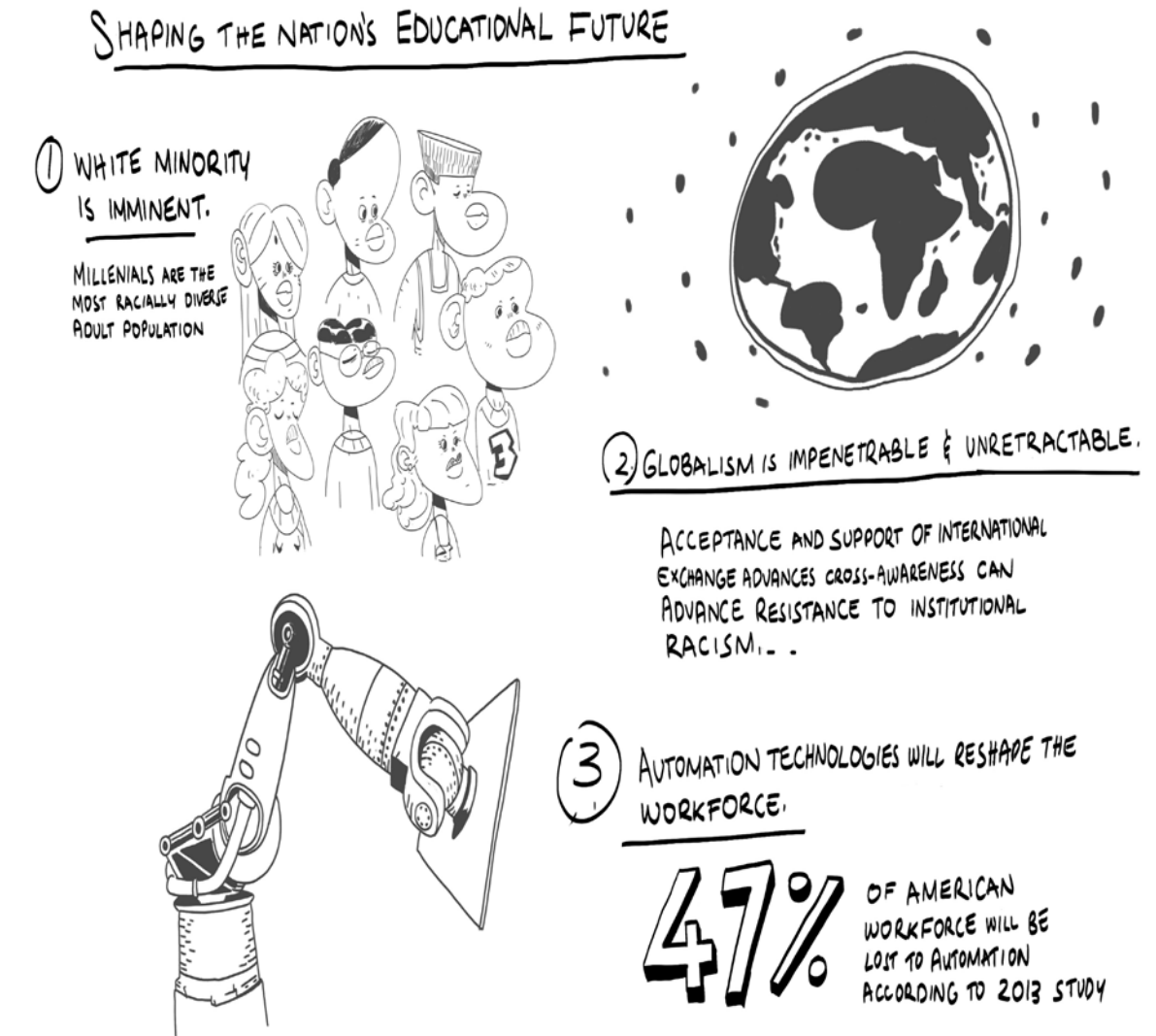
# Who am i?

+ i am because We are.



# The evolving role of higher education

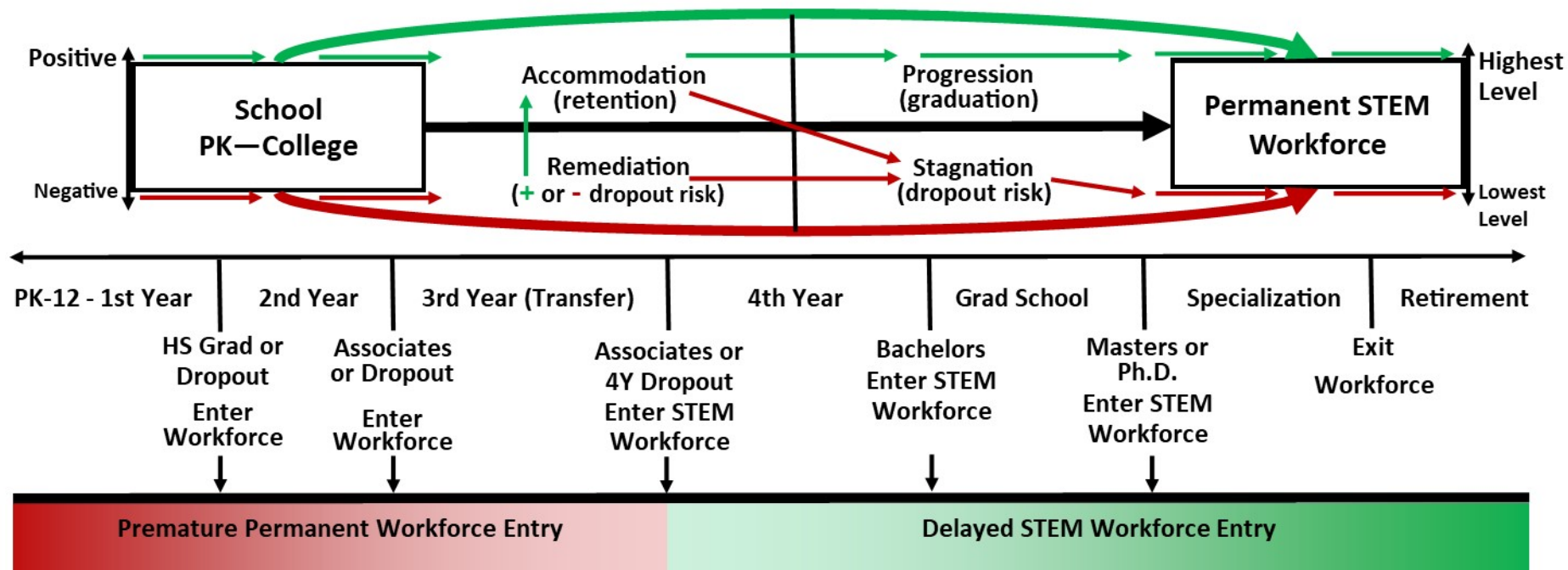
- + Intersectionality
- + Demographic changes and expanded consciousness
- + Globalism
- + STEM and diversity at the human-technology frontier
- + From zero-sum to positive-sum approach to DEI





# Racial variations in CA college enrollment foreshadow more complex issues (toward + sum)

Black	Indigenous	Latina/o	Asian	White
Northcentral University	College of the Redwoods	East Los Angeles College	University of California-Berkeley	American River College
West Los Angeles College	Mendocino College	Bakersfield College	University of California-Irvine	University of Southern California
El Camino Community College	Shasta College	Mt San Antonio College	San Jose State University	Saddleback College
Los Angeles Southwest College	American River College	Fresno City College	City College of San Francisco	Sierra College
Long Beach City College	Palomar College	Rio Hondo College	University of California-Los Angeles	San Diego State University



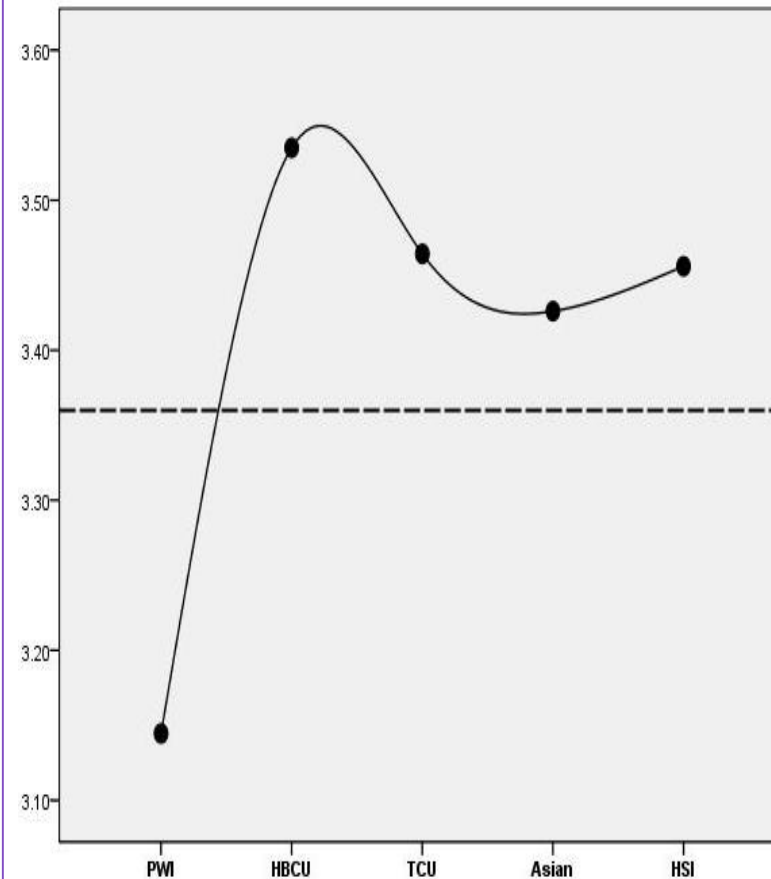
# Learning from students

Compared to students at PWIs students at MSIs reported:

- Better relationships with faculty
- A higher sense of "belonging," (being missed)
- Faculty members were more sensitive to their academic needs and aspirations
- Sensitive to their cultural background

N= 1,442 underrepresented students across 14 institutions (Toldson & Esters, 2015).

My professors are sensitive to my cultural background



My professors are available/approachable when I have questions

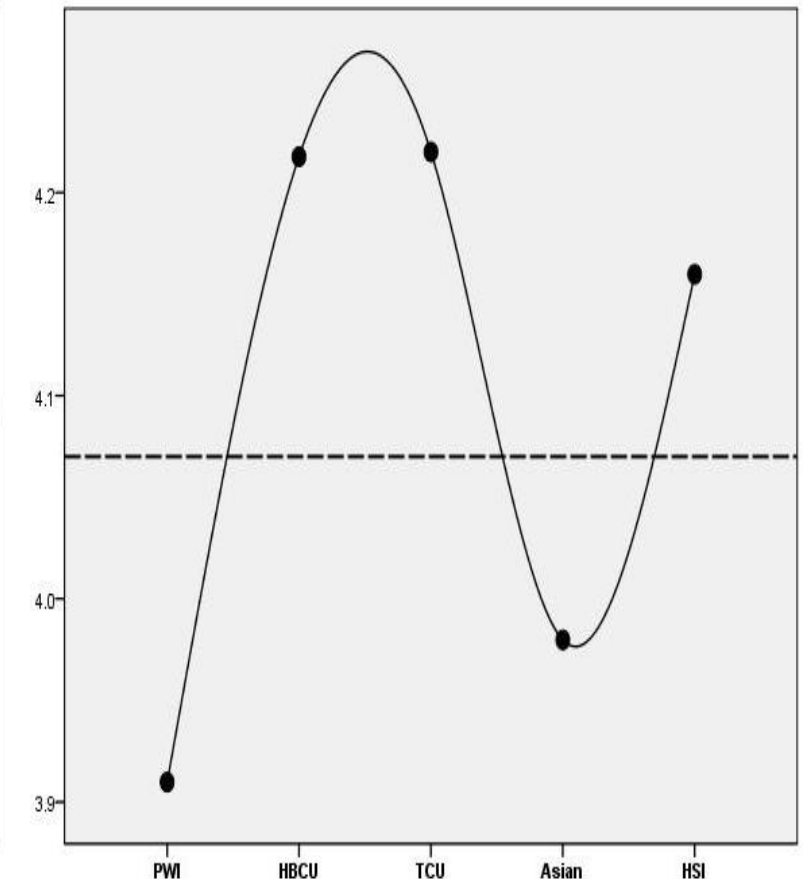


FIGURE 3a & 3b: Means plots of PERCEPTION OF STEM FACULTY (X Axis) on INSTITUTION TYPE (Y Axes) among minority male students. Note. Three Predominately White Institutions (PWIs); 3 Historically Black Colleges and Universities (HBCUs); 3 Hispanic Serving Institutions (HSIs); 2 Tribal Colleges and Universities (TCUs); 3 institution with large native Alaskan student populations and/or large percentages of Pacific Islanders (Asian). The dashed reference line on the Y-axis marks the estimated mean of the dependent variable.

# Learning from faculty and administrators

1. Diverse experiences and views not included in the curriculum;
2. No opportunities for cultural competence and sensitivity training;
3. My institution does not do a good job of recruiting, retaining, and graduating students of color in STEM; and
4. Inadequate resources are dedicated to recruiting, retaining, and graduating students of color in STEM.

N= 76 faculty and administrators at 14 institutions (Toldson & Esters, 2015).

## Institutional needs

(1) More funding to hire diverse faculty members and engage students in research;

(2) Formal programs to prepare underrepresented students for STEM education;

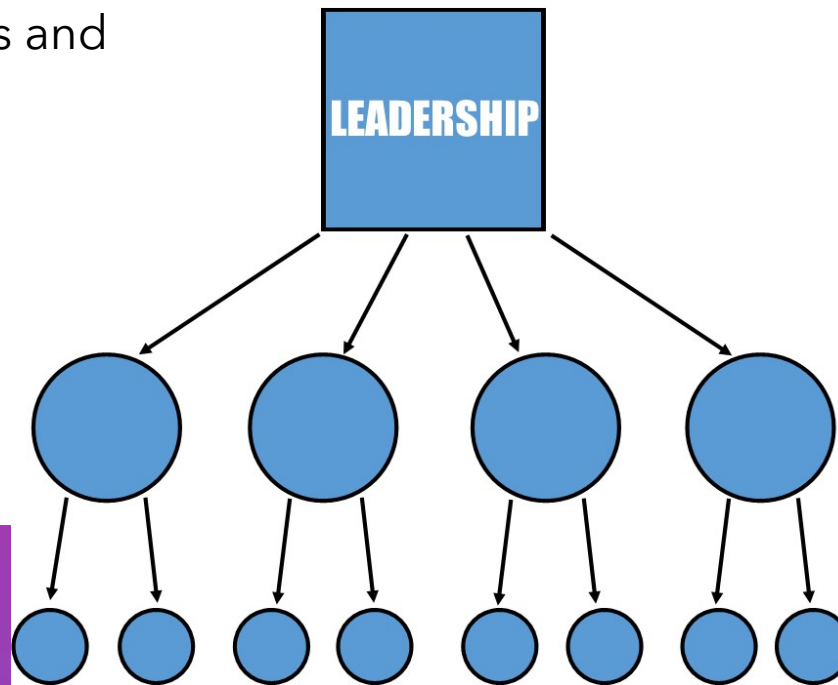
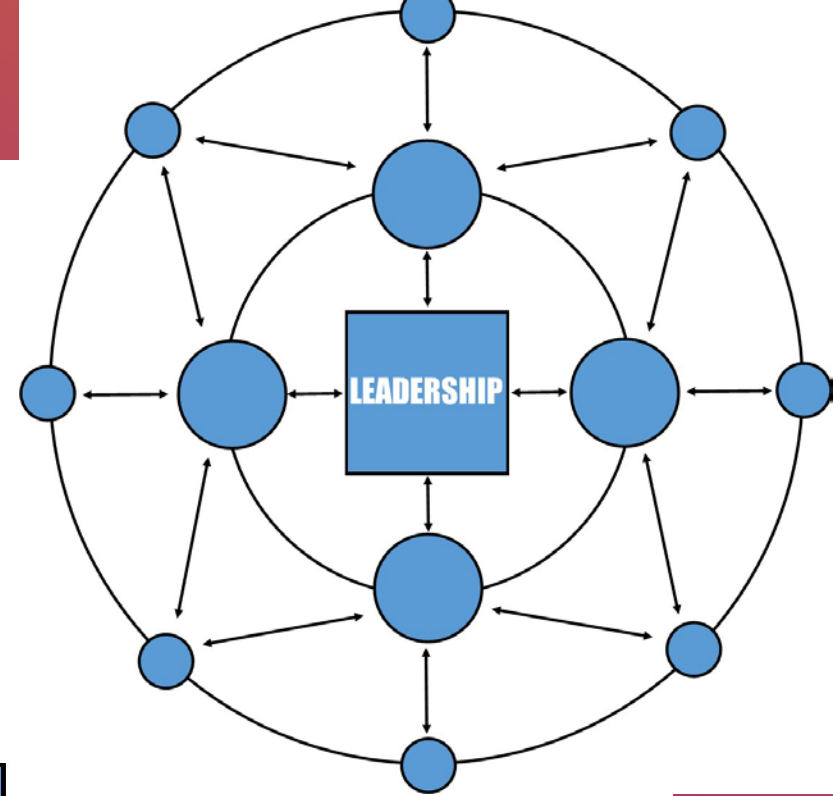
(3) Better marketing and support of existing programs; and

(4) Better community outreach

# Decentralizing Equity

## Advancing equity in a decentralized operation using shared governance

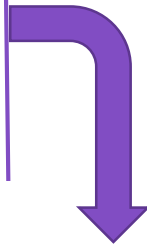
- Distributed agency - expertise comes from people closest of the community.
- From standardization in practice to standardization in principles.
- Data curation and inputs drive what works and a primary function of leaders.
- Communication is key.



# Opportunities

## Advancing equity in a decentralized operation using shared governance

- Distributed agency - expertise comes from people closest of the community.
- From standardization in practice to standardization in principles.
- Data curation and inputs drive what works and a primary function of leaders.
- Communication is key.



Recruit and retain diverse faculty, staff and students + Personal and professional growth for more diverse, global and interconnected world + Eliminating the achievement **completion** gap between majority and underrepresented students + Increasing access, retention and achievement for underrepresented minorities and women in STEM areas + Enhancing the campus climate for inclusion.



# Racial Equity in Education and Prosperity

**“Education for their children, employment according to their ability, and complete equality before the law.”**

## The Connection

A workforce that represents the diversity of the U.S. population can contribute to economic growth

## \$75 trillion

A Harvard University report estimated, by calculating national income projections over an 80-year period, the U.S. would add \$75 trillion to the GDP if math education was equal.

## \$5.3 trillion

Washington Center for Equitable Growth estimated the nation could earn \$5.3 trillion in increased tax revenue from a more skilled workforce if we closed the achievement gap in math and science over the next 60 years.

## Missing Millions

In 2019, the National Academies of Sciences, Engineering, and Medicine predicted that the nation will need 1 million more STEM professionals than are on pace to earn higher education degrees in the 2020s. The National Science Foundation, called this impending shortage of STEM professionals the “missing millions.”



# Conclusions and Questions