



# *Building Another Nest in Another Windy Place: The Diversity Imperative in Higher Education*

*Supplemental PowerPoint*

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# The Melting Pot

## Homogenization/Alienation Continuum

Homogeneity

->

White  
Privilege

BELONGING

Population

Whites

Poor Whites

African Americans

Racialized immigrants

Latinos/as

Asian Americans

Native Americans

LGBTQs

Hierarchy of economic  
classes

Alienation

<-

Anti-Black  
Racism

ANTIPATHY

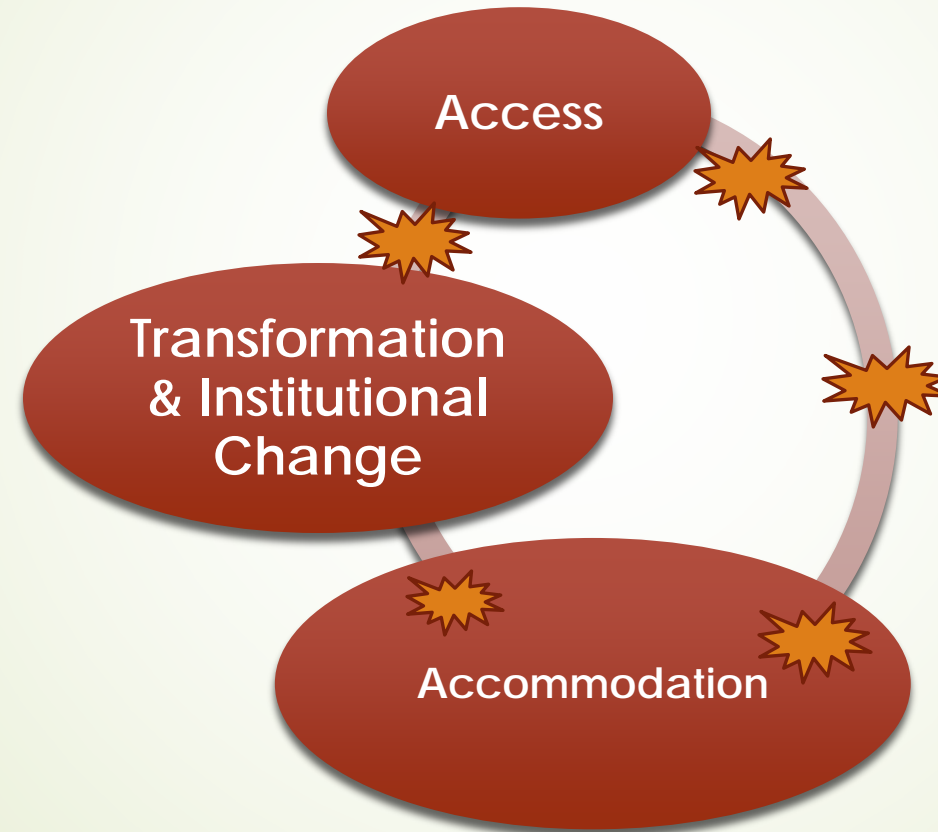
# Diversity

Diversity: The coexistence and interaction of difference to the benefit of the whole. (Johnnella Butler, 2015)

"...diversity not only reflects equity in institutions, but also affects how individuals perceive and experience the work and learning environment." (Hurtado, et al, 2012, quoted in "Diversity Assessment, Accountability and Action: Going Beyond the Numbers" in *Diversity & Democracy*, Fall 2014.)

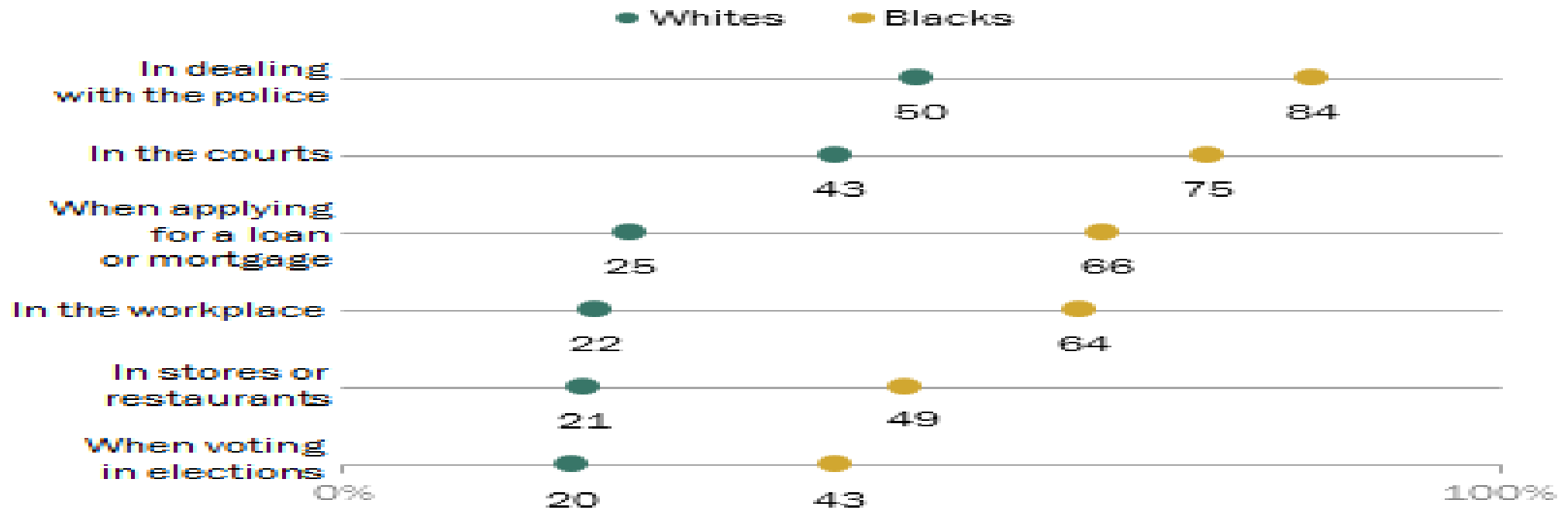
# Routes toward Multicultural Competencies and Institutional Change

Access → ⚡ ← Accommodation → ⚡ ← Transformation



### Perceptions of how blacks are treated in the U.S. vary widely by race

*% saying blacks are treated less fairly than whites in the country*



Note: Whites and blacks include only non-Hispanics.

Source: Survey of U.S. adults conducted Feb. 29-May 8, 2016. Q19F2a-f.

"On Views of Race and Inequality, Blacks and Whites are Worlds Apart"

# Genforward: from Political Outlook, 18-30 year olds, 03/2017

Black Youth Report, [www/GenForwardSurvey.com](http://www.GenForwardSurvey.com)

Young adult's beliefs about the three most important problems facing the country vary by race and ethnicity, but education is a key problem for all groups:

- ▶ African Americans: racism, 43%; healthcare, 25%; education, 22%.
- ▶ Asian Americans: health care, 30%; immigration, 30%; education, 26%.
- ▶ Latino/as: immigration, 46%; racism, 34%; education.
- ▶ Whites: healthcare, 29%; environment and climate change, 26%; education, 25%.

## Associated Press Survey 2012

- 2012, 51% expressed explicit anti-black attitudes
- 2008, 48%
- 56% manifested implicit anti-black attitudes
- 49% in 2008
  
- 2012, 52% of nonwhite Hispanics expressed explicit anti-Hispanic attitudes
- 2012, 57% manifested implicit anti-Hispanic attitudes.
- No past data for comparison



## Associated Press Survey 2012, cont'd:

- ▶ 79% of Republicans v 32% of Democrats expressed racial prejudice in questions measuring explicit racism
- ▶ 64% of Republicans , 55% of Democrats, and 49% of Independents held anti-Black feelings in the implicit test

<http://usnewsnbcnews.com/news/2012/10/27/14740413-ap-poll-majority-harbor-prejudice>



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# Equity and Inclusive Excellence

Equity: the application of principles of justice to correct or supplement the law. (Oxford American Dictionary and Thesaurus, 2003,1996)


AAC&U commitment to equity begins with the conviction that all students who have completed high school deserve the opportunity to attend college and obtain an education that will prepare them well for work, life, and citizenship. The learning needed for full participation in the life of this diverse American democracy has long been what AAC&U means by a liberal education. ... This commitment to diversity and equity in all their forms is what we mean by inclusive excellence. (AAC&U Board Statement on Diversity, Equity, and Inclusive Excellence," June 27, 2013, <https://www.aacu.org/about/statements/2013/diversity>)

## Guiding Principle for Transformation: Engaged Diversity for Worldly Wisdom

Engaged diversity—intellectual, compositional, knowledge-based, experiential— with the outcome of worldly wisdom, should be the guiding principle of the transformation of higher education to prepare domestically and globally informed citizens to meet the present and future challenges of globalization, technology, and human interactions for the betterment of humanity and the environment. J.E. Butler, “Two Steps Forward, One Step Backward: Is this the Future of Diversity?” in *Diversity and Democracy*, Spring 2013.



# Engaged Diversity Requires:

- Intersectionality
  - Interdisciplinarity
  - Comparative Study
  - Integrated, Connected, Teaching and Learning
  - High Impact Practices
  - Diverse Faculty
  - Diverse Students
- 



## Tool: Recognizing Microaggressions and the Messages They Send

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership (*from Diversity in the Classroom, UCLA Diversity & Faculty Development, 2014*). **The first step in addressing microaggressions is to recognize when a microaggression has occurred and what message it may be sending. The context of the relationship and situation is critical.** Below are common themes to which microaggressions attach.

THEMES	MICROAGGRESSION EXAMPLES	MESSAGE
<p><b>Alien in One's Own Land</b> When Asian Americans, Latino Americans and others who look different or are named differently from the dominant culture are assumed to be foreign-born</p>	<ul style="list-style-type: none"> <li>• "Where are you from or where were you born?"</li> <li>• "You speak English very well."</li> <li>• "What are you? You're so interesting looking!"</li> <li>• A person asking an Asian American or Latino American to teach them words in their native language.</li> <li>• Continuing to mispronounce the names of students after students have corrected the person time and time again. Not willing to listen closely and learn the pronunciation of a non-English based name.</li> </ul>	<p>You are not a true American.</p> <p>You are a perpetual foreigner in your own country.</p> <p>Your ethnic/racial identity makes you exotic.</p>
<p><b>Ascription of Intelligence</b> Assigning intelligence to a person of color or a woman based on his/her race/gender</p>	<ul style="list-style-type: none"> <li>• "You are a credit to your race."</li> <li>• "Wow! How did you become so good in math?"</li> <li>• To an Asian person, "You must be good in math, can you help me with this problem?"</li> <li>• To a woman of color: "I would have never guessed that you were a scientist."</li> </ul>	<p>People of color are generally not as intelligent as Whites.</p> <p>All Asians are intelligent and good in math/science.</p> <p>It is unusual for a woman to have strong mathematical skills.</p>
<p><b>Color Blindness</b> Statements that indicate that a White person does not want to or need to acknowledge race.</p>	<ul style="list-style-type: none"> <li>• "When I look at you, I don't see color."</li> <li>• "There is only one race, the human race."</li> <li>• "America is a melting pot."</li> <li>• "I don't believe in race."</li> <li>• Denying the experiences of students by questioning the credibility /validity of their stories.</li> </ul>	<p>Assimilate to the dominant culture.</p> <p>Denying the significance of a person of color's racial/ethnic experience and history.</p> <p>Denying the individual as a racial/cultural being.</p>
<p><b>Criminality/Assumption of Criminal Status</b> A person of color is presumed to be dangerous, criminal, or deviant based on his/her race.</p>	<ul style="list-style-type: none"> <li>• A White man or woman clutches his/her purse or checks wallet as a Black or Latino person approaches.</li> <li>• A store owner following a customer of color around the store.</li> <li>• Someone crosses to the other side of the street to avoid a person of color.</li> </ul>	<p>You are a criminal.</p> <p>You are going to steal/you are poor, you do not belong.</p> <p>You are dangerous.</p>

# % of Students and Faculty by Race/Ethnicity in 2014

(National Center for Education Statistics)

	Faculty	Students
American Indian/Alaska Native	0.4%	0.8%
Asian/Pacific Islander	10%	7%
Black	5%	14%
Hispanic	4%	17%
White	75%	58%

## Females among all headcount Faculty (1993-2013)

	1993 N = 915,474	2003 N = 1,173,593	2013 N = 1,544,060
Female %	38.6%	43%	49%


## Females among All Full Professors (1993-2013)

	1993 N = 142,000	2003	2013 N = 181,000
Female %	17%	23.7%	31%

## Female Full Professors among All Full Time Faculty (1993-2003)

	1993 N = 545,706	2003 N = 631,596	2013 N = 791,391
Female %	14.6%	15.8%	15.7%





# TIAA Institute Study: Taking the Measure of Faculty Diversity, 1993-2013

- ▶ In 2013, 13% of faculty jobs held by Underrepresented Minorities (excluding Asians)
- ▶ Women (White) hold 49% of faculty jobs
- ▶ URM's hold 10% of tenured jobs
- ▶ Women (White) hold 38 % of tenured jobs.
  
- ▶ Part-time faculty grew by 115 % since 1993
- ▶ Full-time faculty expanded by 31%
- ▶ Tenure and tenure- track jobs increased by 11%
- ▶ Non-tenure track or contract appointments grew by 84%