

The Power and Potential of Diversity and Inclusion: A Compendium Based on the TIAA Institute's 2016 Higher Education Leadership Conference

Maureen Devlin, TIAA Institute Fellow



About this Research

Demographic shifts have dramatically altered the composition of the undergraduate student population, bringing issues related to diversity, equity and inclusion to the fore. Higher education leaders, tasked with creating an environment in which all students can achieve their potential, face myriad challenges as they work to effect positive change in what are often racially and politically charged contexts.

To help campus leaders navigate these challenges, the TIAA Institute invited this paper by Maureen Devlin, who gleans insights related to diversity, equity and inclusion from the Institute's 2016 Higher Education Leadership Conference (HELC). The conference included a panel on *The Power and Potential of Diversity and Inclusion*, a topic that permeated the gathering, as it affects multiple aspects of the work higher education leaders do.

For those who wish to delve deeper into the topics at hand, the paper also points toward additional resources, including information regarding institutions' and organizations' diversity and inclusion initiatives, guidance on protecting free speech on campus, best practices, relevant data sources, and other pertinent TIAA Institute work.

Citation for this work: Devlin, M. (2017). *The Power and Potential of Diversity and Inclusion: A Compendium Based on the TIAA Institute's 2016 Higher Education Leadership Conference*. New York, NY: TIAA Institute.

About the TIAA Institute

The TIAA Institute helps advance the ways individuals and institutions plan for financial security and organizational effectiveness. The Institute conducts in-depth research, provides access to a network of thought leaders, and enables those it serves to anticipate trends, plan future strategies and maximize opportunities for success. To learn more, visit www.tiaainstitute.org.

Executive Summary

Today's diverse student body represents a vast spectrum of backgrounds, values and beliefs—which can present challenges for colleges and universities striving to meet changing student needs. The issues higher education leaders face surrounding promotion of diversity, equity and inclusion on their campuses were much discussed throughout the TIAA Institute's 2016 Higher Education Leadership Conference (HELIC). In a session on *The Power and Potential of Diversity and Inclusion*, panelists noted the importance of intentional and deliberate efforts on the part of leaders to generate progress toward desired outcomes, and emphasized the need for leaders to become culturally competent across a range of differences so as to lead by example. This can be very difficult to do—particularly where one misstep or misspoken word can go viral on social media—and takes training, commitment and courage.

Other sessions at the 2016 HELIC touched on the compelling need to address the lack of socioeconomic mobility in the United States by improving educational opportunities for all, and the value of education in liberating students from, among other things, prejudice and a sense of powerlessness. With regard to diversifying the faculty, the “invisible work” that women and minority faculty (in particular) do in mentoring others like themselves was noted as a structural barrier in the promotion and tenure process, as that work is largely unrecognized.

This compendium delves into these and many additional topics. While focused on the HELIC panel specific to diversity and inclusion, insights gleaned from throughout the conference are woven in, along with references to additional resources to help higher education leaders navigate the pressing issues of diversity, equity and inclusion.

The issues higher education leaders face surrounding promotion of diversity, equity and inclusion on their campuses were much discussed throughout the TIAA Institute's 2016 Higher Education Leadership Conference.

Any opinions expressed herein are those of the author, and do not necessarily represent the views of TIAA, the TIAA Institute or any other organization with which the author is affiliated.

Key Takeaways

- According to the U.S. Census Bureau, by 2044 the United States will be a “majority minority nation,” meaning that no single ethnic or racial group will comprise a majority of our population.
- American higher education is deeply rooted in belief of the power of education to transform the lives of individuals and to create an informed citizenry that serves as the backbone of our nation’s democracy.
- Colleges and universities need to go beyond simply offering students access to building an inclusive community that supports them and helps to ensure that failure is not an option.
- Just as the doors of academe have been opened more widely than ever before to women and minorities, the opportunity structure of academic careers has been turned on its head as a result of massive shifts in the academic workforce over the past several decades.
- Higher education leaders must learn how to be culturally competent across a range of differences and demonstrate that they are comfortable guiding purposeful conversations about race relations, cultural diversity, and their attendant issues.

According to the U.S. Census Bureau, by 2044 the United States will be a “majority minority nation,” meaning that no single ethnic or racial group will comprise a majority of our population.¹ Demographic shifts that have been underway for decades have accelerated in recent years, as reflected in undergraduate enrollment in postsecondary institutions. In 1980, for example, 8 out of 10 undergraduates were white (81%); by 2013, that proportion had dropped to 58%. During that same period, black enrollment increased from 10 to 15%; Hispanic enrollment more than quadrupled from 4 to 17%; and Asian enrollment tripled, from 2 to 6%.²

Today’s diverse student body represents a vast spectrum of backgrounds, values and beliefs—and presents challenges for colleges and universities striving to meet changing student needs. Higher education leaders are tasked with creating an environment in which all students can achieve their potential, and to do so within financially constrained parameters.

At the TIAA Institute’s 2016 Higher Education Leadership Conference (HELIC), Ron Pressman, TIAA CEO of Institutional Financial Services, moderated a panel on *The Power and Potential of Diversity and Inclusion*. Panelists included Benjamin Reese, vice president, Office for Institutional Equity at Duke University and Duke University Health System, and Cynthia Teniente-Matson, president at Texas A&M at San Antonio (UTSA).

Other sessions at the conference addressed diversity, equity and inclusion issues, as they permeate the work that higher education leaders do to support faculty, advance student success, and educate the nation’s next generation of citizens and leaders. While this piece focuses on the panel specific to diversity and inclusion, insights gleaned from other sessions at HELIC are woven throughout. Additional resources for those who wish to delve deeper into the topics at hand are offered herein as well, in keeping with the Institute’s aim to inform higher education leaders as they make critical decisions for their institutions and American higher education.

By 2044, no single ethnic or racial group will comprise a majority of the United States population, according to the U.S. Census Bureau.

1. Colby, Sandra L. and Jennifer M. Ortman, *Projections of the Size and Composition of the U.S. Population: 2014 to 2060*, Current Population Reports, P25-1143, U.S. Census Bureau, Washington, DC, 2014.
2. National Center for Education Statistics, Digest of Education Statistics, Table 306.10, “Total Fall Enrollment in Degree-Granting Postsecondary Institutions, by Level of Enrollment, Sex, Attendance Status, and Race/Ethnicity of Student: Selected Years, 1976 through 2014,” https://nces.ed.gov/programs/digest/d15/tables/dt15_306.10.asp?current=yes. Note: Figures do not include students living in the United States without documentation.



Diversity goes beyond racial and ethnic classifications, to include gender identity, sexual orientation, religious and political diversity.

TIAA Institute Higher Education Leadership Conference

The TIAA Institute hosts a biennial Higher Education Leadership Conference, commonly known as HELC. The 2016 conference theme, *Waves of Change*, reflected the range of topics addressed. In addition to diversity, equity and inclusion, other sessions focused on how and why faculty engagement models are changing; creating cultures of innovation on campus; the role of media in shaping higher education policy; and the new political landscape following the 2016 Presidential election. The high value that TIAA places on diverse representation and perspectives was noted in opening remarks by Stephanie Bell-Rose, TIAA senior managing director and head of the TIAA Institute, as she highlighted the diversity of the conference speakers and attendees, and the wide range of institutional types from around the country represented at HELC. The insights to be gained from this diverse group, Bell-Rose said, would help fill the “deep need for wise and effective leadership, and for collective action to advance the values, missions and goals of higher education.”

An expanded view of diversity

Cynthia Teniente-Matson offered an expanded view of diversity drawn from her experience at the helm of UTSA, which welcomed an 81% Hispanic first-year class in 2016-17. An observer rightfully would consider UTSA a Hispanic-Serving Institution—but Teniente-Matson pointed out that racial and ethnic classifications alone don’t fully capture the student population served at UTSA, or elsewhere for that matter. She noted that 17% of UTSA students are connected to the military in some fashion, meaning that a large number have disabilities ranging from physical injuries to PTSD—all forms of diversity to take into account when thinking about how to best build a supportive university community, and how faculty can approach their role in that job.

Further, within the Hispanic community as elsewhere, the conversation about sexual orientation and gender identity is expanding, as is openness to these forms of identity on campus. Religious and political diversity, too, exist within the community—as has been particularly underscored since the Presidential election.

USTA is somewhat socioeconomically diverse as well, although an overwhelming majority of its students are fully Pell eligible. Adding to the challenges UTSA students face is the fact that nearly three-quarters are first-generation college students and, therefore, are more in need of institutional supports to help them be successful. Teniente-Matson described her institution’s efforts to help the faculty understand what this means in their classrooms when, for example, a student bearing the pressure of being the first in her family to go to college is also worried about where her next meal is coming from.

Teniente-Matson summed up by countering the notion that an institution with a roughly 70% Hispanic student body isn't all that diverse, as clearly there are many forms of diversity among the Hispanic population served by UTSA.

The American Talent Initiative

The American Talent Initiative (ATI) seeks to substantially expand access and opportunity for talented, lower-income students at the nation's colleges and universities with the highest graduation rates. Launched in December 2016, its 30 founding members represent a diverse set of public and private colleges and universities with high graduation rates. ATI is funded by Bloomberg Philanthropies and coordinated by the Aspen Institute's College Excellence Program and Ithaka S+R. ATI is studying how its member institutions and others across the country are making measurable progress towards its goal of expanding access and opportunity, and plans to share lessons learned through regular publications.

Source: americantalentinitiative.org

Higher education as an engine of opportunity

American higher education is deeply rooted in belief of the power of education to transform the lives of individuals and to create an informed citizenry that serves as the backbone of our nation's democracy. Horace Mann said in 1848 that "the spread of education would do more good than all things else to obliterate factious distinctions in our society;" similar statements go back to the 1700s.³

Today, the lack of socioeconomic mobility in the United States is disturbing, particularly given that race and ethnicity and socioeconomic status (SES) are intimately intertwined. The troubling facts regarding educational attainment are well documented; two basic sets of data from William Bowen and Michael McPherson's most recent book, *Lesson Plan: An Agenda for Change in American Higher Education* (2016), will suffice here to illustrate:

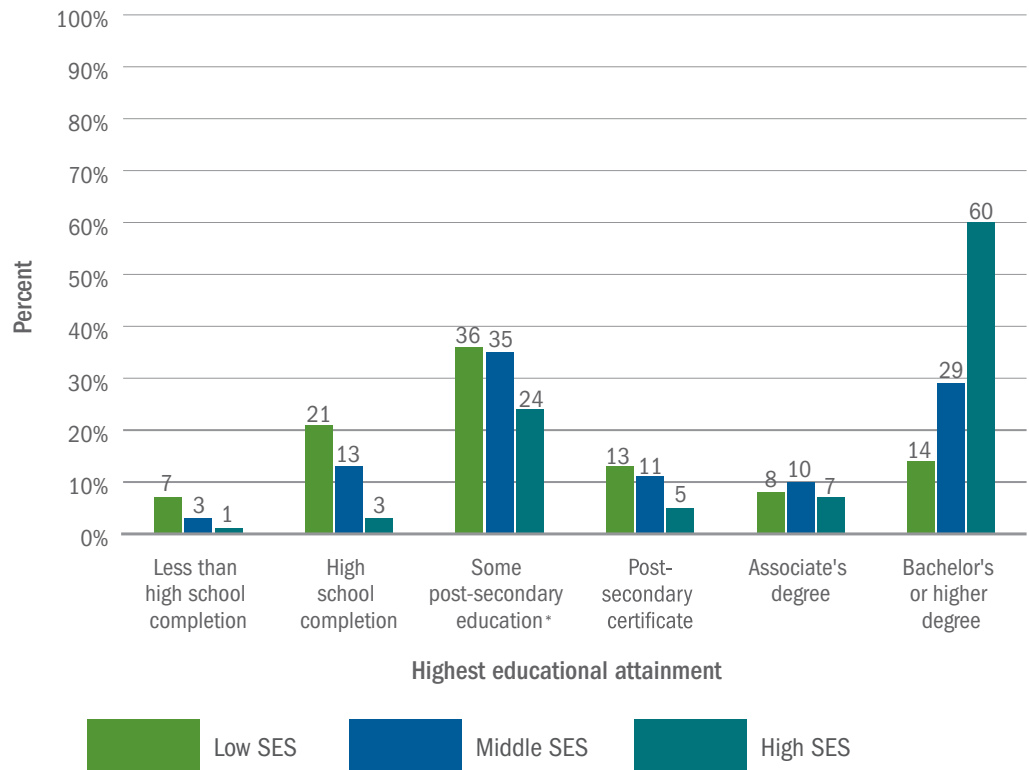
On the following page, Figure 1 shows that 60% of students from families in the top SES quartile who were high school sophomores in 2002 had earned BAs or higher degrees by 2012, as compared to just 14% of students from the bottom SES quartile and 29% from families in the middle two SES quartiles.⁴

Higher education can help create an informed citizenry that serves as the backbone of our nation's democracy.

3. Bowen, William G., and Michael S. McPherson, *Lesson Plan: An Agenda for Change in American Higher Education*. Princeton, NJ: Princeton University Press, 2016, p. 35

4. *Ibid.*, p. 38.

Figure 1. Percentage distribution of highest level of educational attainment of spring 2002 high school sophomores in 2012, by socioeconomic status (SES)



*Includes education at any type of postsecondary institution but with no earned postsecondary credential.

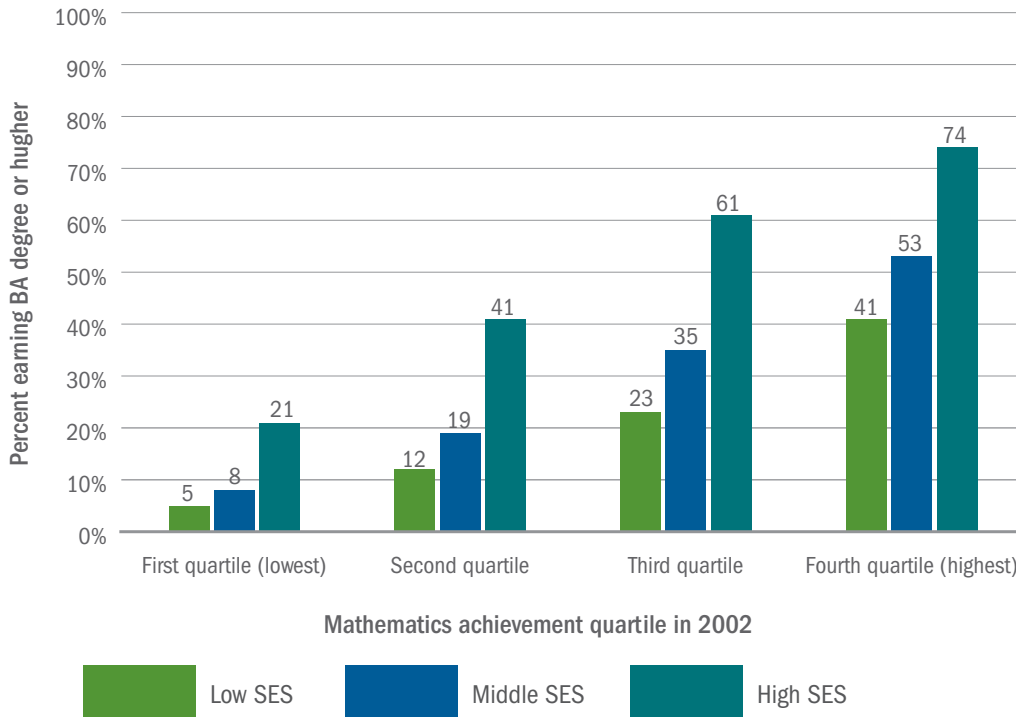
Source: National Center for Education Statistics, "Education Longitudinal Study of 2002" (ELS:2002), Base Year and Third Follow-up. See Institute of Education Sciences, *Digest of Education Statistics, 2014* (Washington, DC), table 104.91, available at https://nces.ed.gov/programs/digest/2014menu_tables.asp.

Note: Students' SES is based on their parents' education and occupation as well as the family income in 2002 and is measured by a composite score on these variables. The "low" SES group is the lowest quartile, the "middle" SES group is the middle two quartiles, and the "high" SES group is the upper quartile. The highest level of educational attainment is that self-reported by participants. High school completion includes GEDs. Detail may not sum to totals because of rounding.

Bowen and McPherson cite data that refutes hypotheses attempting to explain these differences, such as varied expectations regarding educational attainment, or that low-SES students' academic qualifications were too weak for them to succeed. With regard to the latter, Figure 2 sorts students according to their performance on a standardized math test taken as high school sophomores.⁵

5. Ibid., p. 40.

Figure 2. Percentage of spring 2002 high school sophomores who earned a bachelor's degree or higher by 2012, by socioeconomic status (SES) and mathematics achievement quartile in 2002



Source: National Center for Education Statistics, “Education Longitudinal Study of 2002” (ELS:2002), Base Year and Third Follow-up. See Institute of Education Sciences, *Digest of Education Statistics, 2014* (Washington, DC), table 104.91, available at https://nces.ed.gov/programs/digest/2014menu_tables.asp.

Note: Students’ SES is based on their parents’ education and occupation as well as the family income in 2002 and is measured by a composite score on these variables. The “low” SES group is the lowest quartile, the “middle” SES group is the middle two quartiles, and the “high” SES group is the upper quartile. Mathematics achievement quartiles reflect students’ scores on assessments conducted in 2002.

Not surprisingly, high-SES students scored better on the math proficiency test than did low-SES students. What is striking, though, is that low-SES students who placed in the highest math achievement quartile were far less likely, at 41%, to earn at least a B.A. than were high-SES students who also placed in the highest math quartile—74% of whom went on to earn at least a B.A.⁶

Michael McPherson, TIAA Trustee and president of the Spencer Foundation, discussed these issues and other topics during a HELC session on *What REALLY is Changing in Higher Education*, with content drawn from both *Lesson Plan* and his work as co-chair, with Roger Ferguson, president and CEO of TIAA, of the national Commission on the Future of Undergraduate Education. The commission—housed at the American Academy of Arts & Sciences and supported by the Carnegie Corporation of New York—recently released *A Primer on the College Student Journey*, a data-rich publication that addresses major trends in undergraduate education. The top concern highlighted in the primer is that college graduation rates are troublingly unequal across gender and racial groups.

Source: A Primer on the College Student Journey

www.amacad.org/multimedia/pdfs/publications/researchpapersmonographs/PRIMER-cfue/Primer-on-the-College-Student-Journey.pdf



Patricia McGuire believes the values that animate liberal education free students from inchoate fear, prejudice, and the sense of powerlessness that often accompanies social change.

Higher education and the public good

Higher education's aims are about far more than increasing individuals' earning power and economic status. Patricia McGuire, president of Trinity Washington University and recipient of the 2016 TIAA Institute Hesburgh Award for Leadership Excellence in Higher Education, addressed the values that animate liberal education, including critical thinking, persuasive communication, insightful judgment, and cultural competence. These and other values infused throughout the liberal arts curriculum, she said, liberate the student from inchoate fear, prejudice, and the sense of powerlessness that often accompanies social change.

McGuire spoke eloquently at HELC as she delivered the Hesburgh Lecture, as evidenced in this excerpt:

Economics in terms of the return on investment for a college degree may certainly be a legitimate part of the value proposition, but ROI stated only in monetary terms cannot be allowed to obscure the critical importance and vitality of other civic, social and moral values, such as the development of deep cultural competence in our students, profound respect for human beings in all of our diverse glory, and enlargement of global perspectives as the best antidote to myopic nationalism that builds walls rather than opening opportunities for international solidarity on the great issues of human civilization: peace building, relief of poverty, educational opportunities especially for girls and women who are

6. For a thoughtful and cogent discussion of these issues and the pressing national need to educate all Americans—not just those born into privileged circumstances—the reader is referred to *Lesson Plan: An Agenda for Change in American Higher Education* (2016), a brief and highly readable volume.

so often denied essential literacy skills around the world, eradication of disease, solutions for climate change, and understanding that a commitment to peace and justice is not mere political correctness but truly essential for the future of the global village.

Now, to convince a skeptical public that these kinds of values are, in fact, the basis for stronger communities and a more equitable economy for all where everyone can thrive, we must work through issues that are both pragmatic and philosophical.

During a discussion at HELC with several former Hesburgh Award winners, Eduardo Padrón, president of Miami Dade College and recipient of the 2016 Presidential Medal of Freedom for his work making higher education accessible and inclusive, emphasized the need to go beyond simply offering students access to building an inclusive community that supports them. Padrón described how he assures his predominantly minority, low-income, and first-generation Miami Dade students that they belong, and the entire institution is behind them to ensure that failure is not an option. Talent, he says, is universal, but opportunity is not. He urges students to take full advantage of the opportunity they are fortunate to have and tells them that Miami Dade is their “dream factory.”



Talent, Padrón says, is universal, but opportunity is not.

Accounting for the public good in the academic productivity equation

The TIAA Institute released five papers in 2016 in support of the NACUBO Economic Models Project. Two of the papers, written by Genevieve Shaker and William Plater of Indiana University, consider institutional and faculty contributions to the public good, respectively: *The Public Good, Productivity and Purpose: New Economic Models for Higher Education*, and *The Public Good, Productivity and Faculty Work: Individual Effort and Social Value*. Through their thorough treatment of the issue at hand, the authors enrich and elevate the complicated discussions surrounding academic productivity that senior higher education leaders must engage in as they support and defend the value of higher education for our country.

Source: The Public Good, Productivity and Purpose: New Economic Models for Higher Education

www.tiaainstitute.org/publication/public-good-productivity-and-purpose

Source: The Public Good, Productivity and Faculty Work: Individual Effort and Social Value

www.tiaainstitute.org/publication/public-good-productivity-and-faculty-work

Leadership and training crucial to progress on D&I issues

Absent respect and a commitment to basic standards of civil discourse, conversations about race, sexual orientation, inclusion, bias on campus, and so forth can rapidly devolve into unproductive contentiousness. Both Teniente-Matson and Reese emphasized the need for leaders to learn how to be culturally competent across a range of differences and to lead by example, modeling respectful and understanding behaviors. Leaders, they noted, need to demonstrate that they are comfortable standing before their colleagues, faculty and students to guide purposeful conversations about race relations, cultural diversity, and their attendant issues.

Teniente-Matson acknowledged how very hard that is to do, and that it takes extensive training, commitment and courage to do well. She said that talking about race and race relations is a discipline in itself, and advised leaders to understand more about the academic literature of Critical Race Theory (CRT), Latina/o Critical Theory (LatCrit), and other forms of cultural competence.⁷ Further, both panelists noted the importance of training faculty and staff as well: Teniente-Matson described the military cultural competence training that all UTSA faculty and staff must attend, for example, and Reese described Duke's widespread training on implicit bias and micro-aggressions for new faculty, anyone who sits on a search committee, the editorial board of the student newspaper, staff physicians and nurses at Duke's medical center, the university president and all senior leadership, among others.

Ron Pressman, the panel's moderator, described TIAA's training series for its employees focused not only on diversity issues and unconscious bias, but also on what TIAA hopes to gain in terms of the diverse viewpoints and thinking that flow from bringing different people together, and how best to leverage the combined intellect of the group. Roger Ferguson, president and CEO of TIAA, touched on that as well during the HELC session on *Innovation, Transformation and Shared Leadership*, when he noted that one of the primary means to creating an innovative culture is to support and encourage a diversity of opinions. These comments echo William Tierney and Michael Lanford of the University of Southern California, who, in a paper commissioned by the Institute, *Cultivating Strategic Innovation in Higher Education*, wrote: "A diverse range of backgrounds, proficiencies, and voices augments the creative impulses of individuals, as well as the innovative potential of a group."⁸ (See following page for a brief excerpt of that paper.)

Source: Cultivating Strategic Innovation in Higher Education
www.tiaainstitute.org/publication/cultivating-strategic-innovation

84% of college presidents surveyed said that race relations on their campuses were excellent or good.

24% said that race relations on campuses nationwide were excellent or good.

Source: 2016 Survey of College and University Presidents, poll conducted by Inside Higher Ed and Gallup
www.insidehighered.com/news/survey/race-campus-nontraditional-leaders-rising-confidence-survey-presidents

7. For a very brief description of CRT and LatCrit, see UCLA School of Public Affairs, "What is Critical Race Theory?" <https://spacrs.wordpress.com/what-is-critical-race-theory/>

8. Tierney, W.G., & Lanford, M. (2016). *Cultivating Creativity and Strategic Innovation in Higher Education*. New York, NY: TIAA Institute, p. 2.

Cultivating strategic innovation in higher education

Research has repeatedly demonstrated that the innovative potential of an organization is unleashed when individuals from a diverse range of backgrounds, proficiencies, and voices are brought together. Feldman (2002), in fact, contends that “innovation, at a fundamental level, is a social process that bridges individuals from different disciplines with different competencies, distinct vocabularies, and unique motives” (p. 48). Unfortunately, conceptualizations of diversity in higher education are often deficient. They tend to take a narrow view of individuals and focus exclusively on inherent characteristics such as ethnicity or gender, and presumptions of like-mindedness based on observable differences. To be sure, research on inherent diversity indicates that companies that actively promote diverse hiring practices have substantial financial returns (Hunt, Layton & Prince, 2014). Companies that are in the top quartile for gender diversity are 15% more likely to have financial returns above the national median. Similarly, companies that are in the top quartile for ethnic diversity are 30% more likely to have financial returns above the national median. Nonetheless, one also must consider *acquired* characteristics in order to fully conceptualize the types of diversity that support innovation...

William Tierney & Michael Lanford

Excerpt from a paper commissioned by the TIAA Institute:
Cultivating Strategic Innovation in Higher Education, p. 14.
www.tiaainstitute.org/publication/cultivating-strategic-innovation

In the end, Teniente-Matson said, leaders need to be intentional and deliberate about the outcomes they are trying to achieve via their diversity and inclusion initiatives. She urged her fellow presidents to keep their foot on the pedal to maintain forward momentum, but warned that pushing on diversity and inclusion can be a very delicate balancing act—it takes just one misstep or misspoken word to go viral on social media. Reese echoed that sentiment and urged, too, that D&I efforts be appropriately evaluated through qualitative research and adapted over time as needed based on results.

College and university presidents are advised to maintain momentum, but are warned that pushing on diversity and inclusion can be a very delicate balancing act—**just one misstep or misspoken word can go viral on social media.**



The role of Chief Diversity Officer is a relatively new, but rapidly growing, higher education executive leadership position.

Chief Diversity Officers

The good news is that presidents are not in this alone. The position of Chief Diversity Officer (CDO) is a relatively new but rapidly growing executive leadership position in higher education administration. Over the past two decades, administrative posts (which didn't fully capture the role that CDOs fill today) included positions and titles ranging from minority affairs and multicultural specialists to equal opportunity and affirmative action officers.⁹ Today, the CDO is a well-recognized leader, serving as an "organizational change agent for equity, diversity and inclusion."¹⁰ Indeed, the National Association of Diversity Officers in Higher Education (NADOHE) will hold its 10th annual conference in 2017.

Cynthia Teniente-Matson on Diversity & Inclusion and the role of the CDO



See video:
http://players.brightcove.net/1215934396001/default_default/index.html?videoid=5317546039001

Reese described his work as president of NADOHE in forming a task force focused on developing standards of professional practice for CDOs. The task force's aim was two-fold: first, to increase understanding of the role of CDOs and how they operate within institutions, and second, to help illuminate the scope of their work. When NADOHE released its CDO standards in 2014, the group was adamant that the standards weren't meant to be prescriptive, but rather, they offered a formative start to help align the work of CDOs, and were to be considered subject to change across time and contexts.

9. Williams, D. A., and K. Wade-Golden, *The chief diversity officer: A primer for college and university presidents*. Washington, DC: American Council on Education, 2008.
10. Worthington, Roger L., Christine A. Stanley, and William T. Lewis, Sr., *National Association of Diversity Officers in Higher Education Standards of Professional Practice for Chief Diversity Officers*. *Journal of Diversity in Higher Education* 2014, Vo. 7, No. 4, p. 227.

As he reflected on the 12 standards of professional practice for CDOs, Reese realized that many of them are appropriate for presidents, too, as they consider the skills and competencies necessary for successfully moving forward on issues of diversity, equity and inclusion.

Five of the 12 standards are briefly noted here to offer a sample of the CDO's work and skills. Specifically, a CDO:

- Has the ability to envision and conceptualize the diversity mission of an institution through a broad and inclusive definition of diversity
- Understands...the importance of equity, inclusion, and diversity to the broader educational mission of higher education institutions
- Understands the contexts, cultures, and politics within institutions that impact the implementation and management of effective diversity change efforts
- Has basic knowledge of how various forms of institutional data can be used to benchmark and promote accountability for the diversity mission of higher education institutions
- Has current and historical knowledge related to issues of nondiscrimination, access, and equity in higher education institutions

Source: Standards of Professional Practice for Chief Diversity Officers

www.nadohe.org/standards-of-professional-practice-for-chief-diversity-officers

Carlos Medina, CDO for the State University of NY (SUNY) system, noted during the discussion at HELC that one of the tenets in a SUNY-wide strategic diversity plan currently being developed is that each of SUNY's 64 campuses appoint a CDO. Medina expressed enthusiasm for what that could mean in terms of increasing cultural competence, making progress on diversity and equity issues, and ensuring inclusive excellence across the SUNY system.

From 1993 to 2013, the number of full-time faculty at degree-granting postsecondary institutions increased by **over 40%**, while part-time faculty increased by **more than 100%**.

The role of boards in advancing diversity, equity and inclusion

Boards of trustees have a significant leadership role to play when it comes to addressing issues of diversity, equity and inclusion in higher education, yet too rarely are boards engaged appropriately on these issues...Working collaboratively with administrators, faculty and staff, boards can keep sustained attention on diversity matters over the long term.

Yet, advancing diversity, equity and inclusion is difficult for a host of reasons, including the lack of diversity on boards themselves...We acknowledge that this work is challenging; it takes time, and in many ways, the deck is stacked against the board. But boards can make a real difference by employing a wide range of tactics...including taking ownership of the issue; defining success and setting goals; recognizing that conflict is inevitable; holding the president accountable and supporting that individual; and translating their own experiences from outside of higher education to the issues at hand.

Peter Eckel & Cathy Trower

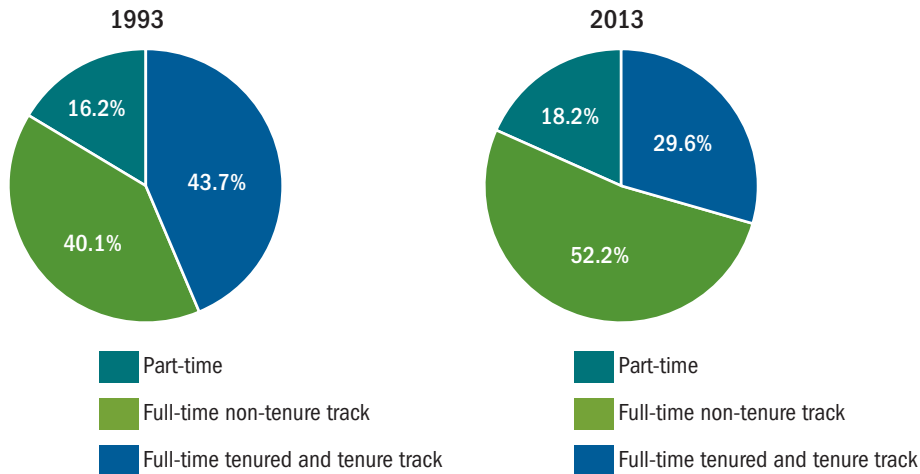
Excerpt from a paper commissioned by the TIAA Institute: *Boards and Institutional Diversity: Missed Opportunities, Points of Leverage* (2016), pp. 1-2.
www.tiaainstitute.org/publication/boards-and-institutional-diversity

The faculty

The biggest story for the faculty over the last few decades is the radical redistribution of academic appointments. From fall 1993 to fall 2013, the number of full-time faculty at degree-granting postsecondary institutions increased by over 40%, while the number of part-time faculty increased by more than 100%.¹¹ Figure 3 shows the shifting proportions of faculty by appointment type over that 20-year period.

11. Finkelstein, Martin J., Valerie Martin Conley, and Jack H. Schuster. *The Faculty Factor: Reassessing the American Academy in a Turbulent Era*. Baltimore, MD: Johns Hopkins University Press, 2016.

Figure 3. Proportion of all faculty by appointment type: fall 1993 and fall 2013



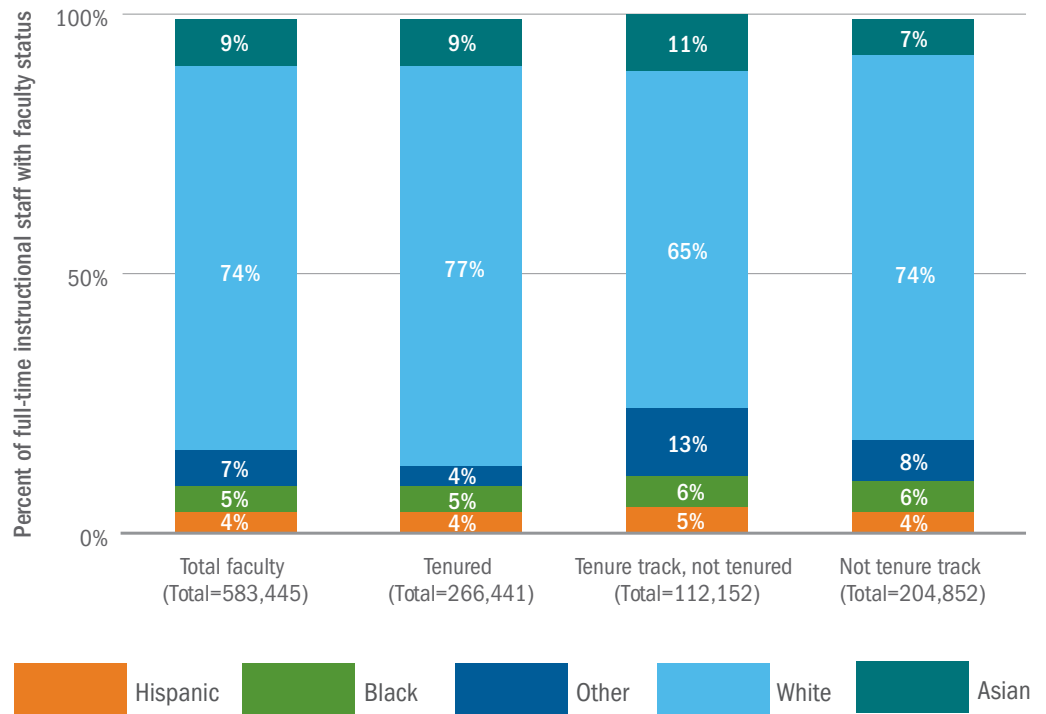
Source: U.S. Department of Education, National Center for Education Statistics: Integrated Postsecondary Education Data System (IPEDS)

Valerie Martin Conley, dean of the Education School at the University of Colorado, Colorado Springs, and a TIAA Institute Fellow, shared these data during the HELC session on *Achieving a Winning 21st Century Higher Education Talent Pool*. She noted that the central irony of the massive shifts in the academic workforce over the past several decades is that just as the doors of academe have been opened more widely than ever before to women and minorities, the opportunity structure of academic careers has been turned on its head.

In fall 2013, while women comprised 49% of all faculty, they held 53% of part-time faculty positions, 45% of full-time faculty positions, and 38% of tenured positions.¹² The facts regarding racial diversity of the faculty are stark. Figure 4, on the following page, shows the racial and ethnic breakdown of the professoriate by appointment type for the 2013-14 academic year.

12. Finkelstein, Martin J., Valerie Martin Conley, and Jack H. Schuster (2016). *Taking the Measure of Faculty Diversity*. New York, NY: TIAA Institute.

Figure 4. Percentage of higher education full-time instructional staff, by race and ethnicity and tenure status, and total number of faculty by status: 2013–14



*The other category includes American Indian/Alaska Native, Native Hawaiian/Pacific Islander, two or more races, nonresidents, and unknown. Asian category excludes Native Hawaiian/Other Pacific Islander.

Source: U.S. Department of Education, National Center for Education Statistics: Integrated Postsecondary Education Data System (IPEDS), "Human Resources Survey," academic year 2013–14. Available at <http://nces.ed.gov/ipeds/>

Note: The data are based on degree-granting postsecondary institutions, which are institutions that grant associate degrees or higher and participate in Title IV federal financial aid programs. Percentages may not add to 100 percent due to rounding.

In 2013–14, fewer than one in 10 instructional faculty were either black or Hispanic: 74% of the faculty was white; 4% and 5% were Hispanic and black, respectively. Trends were similar across other faculty status categories. For example, among the professors who were tenure track but had not yet gained tenure, 65% were white, 5% were Hispanic, 6% were black, 11% were Asian, and 13% fell in another category. Moreover, already tenured faculty members were even more predominantly white, at 77%.¹³ And nearly 60% of those white tenured faculty members were men.¹⁴

Conley and her colleagues, Martin Finkelstein of Seton Hall University and Jack Schuster of Claremont Graduate University, delve into these issues with a clear and comprehensive analysis of the trend data in their book, *The Faculty Factor: Reassessing the American Academy in a Turbulent Era* (2016), written with support from the TIAA Institute and published by Johns Hopkins University Press. A paper based on their work, *Taking the Measure of Faculty Diversity*, is available on the TIAA Institute website—as are many additional papers and research reports on related academic workforce trends and issues.

Source: The Faculty Factor: Reassessing the American Academy in a Turbulent Era

<https://jhupbooks.press.jhu.edu/content/faculty-factor>

Source: Taking the Measure of Faculty Diversity

www.tiaainstitute.org/publication/taking-measure-faculty-diversity

The questions panelists at HELC considered with regard to the faculty were two-fold, including both how to increase the diversity of the faculty, and how to better prepare all faculty to create an inclusive learning environment for an increasingly diverse student body.

With regard to increasing the diversity of the faculty, Lynn Pasquerella, president of the Association of American Colleges and Universities (AAC&U), spoke forcefully about the “invisible work” that women and minorities do in terms of mentoring and helping to change the lives of others like themselves, be they students or newer faculty hoping to work their way up the ladder. This invisible but important work, Pasquerella said, goes unrewarded in the promotion and tenure process, and until that structure changes, women and minority faculty will be professionally disadvantaged. Teniente-Matson agreed, urging that such work be recognized and built into institutional promotion and tenure models.

The “invisible work” women and minorities do often goes unrewarded in the promotion and tenure process, according to Pasquerella.

Pasquerella referred to the work of Daryl Smith, of Claremont Graduate University, on the promise of diversity in higher education and the analogy she draws to institutional approaches to IT. Smith’s central tenet is that to become more relevant to society, the nation, and the world while remaining true to their core missions, institutions must begin to see diversity like technology—that is, as central to teaching and research. Smith proposes a set of practices to help colleges and universities embrace diversity as a tool for institutional success.¹⁵

13. *Advancing Diversity and Inclusion in Higher Education: Key Data Highlights Focusing on Race and Ethnicity and Promising Practices*. Washington, DC: U.S. Department of Education, 2016, p. 73.

14. Finkelstein, Martin J., Valerie Martin Conley, and Jack H. Schuster (2016). *Taking the Measure of Faculty Diversity*. New York, NY: TIAA Institute.

15. Smith, Daryl G., *Diversity's Promise for Higher Education*. Baltimore, MD: Johns Hopkins University Press, 2009.



Several panelists recommended targeted faculty training to create an inclusive learning environment for an increasingly diverse student body.

Tomas Morales, president of California State University, San Bernardino (CSUSB), and chair of the TIAA Hispanic Advisory Council,¹⁶ emphasized the importance of a very high level of intentionality to recruit and retain a diverse professoriate. He described the structure at his institution, where he has appointed two co-chief diversity officers—one of whom holds the title of associate vice president for academic personnel. He was quick to note, though, that it is critical to balance institutional needs and interests with respect for the autonomy of the academic department conducting the search. Morales said that CSUSB recently had expanded its faculty orientation into a year-long program so as to offer more sustained support and improve retention of diverse faculty. Along similar lines, CSUSB has worked hard with each department to ensure the tenure process and requirements are extremely clear so that minority faculty, in particular, can achieve the right balance of scholarship and mentorship, and ultimately be successful in achieving tenure.

With regard to better preparing all faculty to create an inclusive learning environment for an increasingly diverse student body, Reese noted how expectations of faculty along these lines are rising. To help faculty and, in turn, help students be successful, several panelists recommended targeted training, for example, as described above by Teniente-Matson at UTSA and Reese at Duke. Such efforts, Reese maintained, would go a long way toward helping to manage the tensions prevalent on campuses today, and help lead to the positive outcomes we all seek. Additional best practices for consideration are described briefly below.

PEN America's principles on campus speech

In late 2016, PEN America, an organization that defends free expression, supports persecuted writers, and promotes literary culture, released a report, *And Campus for All: Diversity, Inclusion, and Free Speech at U.S. Universities*, examining the future of free speech in American higher education. The report “combines extensive research and thorough analysis of all sides of recent debates as well as three case studies informed by exclusive interviews with protagonists in some of the most pitched campus battles in recent years: skirmishes over free speech and issues of race at Yale; conflict around anti-Semitism and the movement to Boycott, Divest, and Sanction Israel at UCLA; and controversies over the implications for free speech of specific provisions of Title IX, the law that bars sex discrimination at educational institutions, at Northwestern University.

The PEN America Principles offer concrete guidance on how universities can approach campus speakers, the concept of safe space, campus civility, micro-aggressions and the language of harm, trigger warnings, and the relationship between speech and harassment under Title IX, among other topics.”

Source: *And Campus for All: Diversity, Inclusion, and Free Speech at U.S. Universities*
https://pen.org/sites/default/files/PEN_campus_report_final_online_2.pdf

16. The TIAA Hispanic Advisory Council, formed in 2015, is comprised of 12 to 15 Hispanic leaders in higher education. Its aim is to create a forum in which TIAA can partner with thought leaders to achieve their shared vision of serving the financial needs of the Hispanic community.

Best practices in advancing D&I

A few practices relating to advancing diversity, equity and inclusion in higher education have been noted above; two additional approaches discussed during HELC are briefly described below.

Brown University successfully avoided an all-too-typical pitfall of diversity planning: that is, to assign the job of creating an institutional diversity plan to a small group, often led by the CDO and made up disproportionately of minority faculty and staff who may not have seniority and, likewise, lack the power on campus to make real changes. Instead, in 2016, Brown released a comprehensive diversity and inclusion plan that involves all of its departments. Christina H. Paxson, Brown's president, says the decision to spread responsibility for diversity initiatives campus wide came from conversations about why some diversity goals established in earlier years hadn't been met. "If faculty don't own an issue, it's impossible to make progress on it," she says. If there's one lesson for college presidents, it's that.¹⁷

Source: Pathways to Diversity and Inclusion: An Action Plan for Brown University
<https://brown.edu/web/documents/diversity/actionplan/diap-full.pdf>

In late 2015, in response to student protestors who put forth a list of demands for changes they said were needed to improve the racial climate at Emory University, Ajay Nair, Emory's senior vice president and dean of campus life, established working groups around each point to bring students and others together to figure out how to address them. That experience taught him to look deeper into the issues at hand. For example, the demand for a mechanism to report bias in the classroom turned into a discussion about how to better prepare faculty members to handle controversial issues in teaching.¹⁸ Again, the key role of the faculty in improving the racial climate on campus was recognized and addressed.

A comprehensive review of best practices related to advancing diversity, equity and inclusion in higher education is beyond the scope of this paper. For that, readers are referred to a report released in late 2016 by the U.S. Department of Education, *Advancing Diversity and Inclusion in Higher Education: Key Data Highlights Focusing on Race and Ethnicity and Promising Practices*. The report summarizes and explains relevant data, and highlights the efforts of numerous institutions along several dimensions, including, for example, promoting diversity across all levels of an institution, offering support services for diverse students, and creating an inclusive campus climate.

Source: Advancing Diversity and Inclusion in Higher Education: Key Data Highlights Focusing on Race and Ethnicity and Promising Practices
www2.ed.gov/rschstat/research/pubs/advancing-diversity-inclusion.pdf

One key lesson for college presidents—**if faculty don't own an issue such as diversity, it's impossible to make progress on it**, according to Christina H. Paxson.

17. McMurtrie, Beth. "How Do You Create a Diversity Agenda?" *Chronicle of Higher Education*, May 15, 2016.

18. Ruff, Corrine. "One University's Response to Students' Demands on Race: Radical Transparency." *Chronicle of Higher Education*, April 21, 2016.

It is important for higher education leaders to understand more fully the effects of a diverse society.

Conclusion

The TIAA Institute's 2016 Higher Education Leadership Conference included 10 panels and talks covering a wide range of topics of critical interest to higher education leaders, from *Innovation, Transformation, and Change Leadership* to *Implications of the Election for Higher Education* to *The Power and Potential of Diversity and Inclusion*, the subject of this compendium. The issues raised during the diversity and inclusion session permeated much of the HELC agenda and the discussions it sparked, reflecting the pressing need for higher education leaders to understand more fully the effects of a diverse society, and the imperative for higher education to adapt to and serve all those who hope to improve their lives and our nation's future.

About the Author

Maureen Devlin is a TIAA Institute Fellow and a Senior Fellow in the Higher Education and Workforce Program for Public Agenda, a nonpartisan organization that works to forge common ground and improve collaboration on critical issues. She also serves as Senior Advisor to the Forum for the Future of Higher Education, a think tank resident at MIT, and is a higher education consultant. She helps the TIAA Institute build out its Higher Education Program by commissioning research and generating new knowledge and insights to guide higher education leaders' decision making. Previously, Maureen served as associate director of the Forum for the Future of Higher Education and as executive director of the Knight Foundation Commission on Intercollegiate Athletics, a group formed in 1989 to generate a reform agenda for intercollegiate athletics. She has authored or edited more than two dozen books, reports and publications. Maureen earned her A.B. at Harvard University, cum laude, in Government, and her M.A. at The Pennsylvania State University, in Sport Administration.



Maureen Devlin



TIAA-CREF Individual & Institutional Services, LLC, Teachers Personal Investors Services, Inc., and Nuveen Securities, LLC, Members FINRA and SIPC, distribute securities products.

TIAA Institute is a division of Teachers Insurance and Annuity Association of America (TIAA), New York, NY.

©2017 Teachers Insurance and Annuity Association of America-College Retirement Equities Fund (TIAA-CREF), 730 Third Avenue, New York, NY 10017