

## Diversity in Predominantly White Colleges and University

### **Introduction**

Diversity refers to the similarities and differences that people have. Diversity encompasses similarities and complex differences in identities, the point of view, and perspectives among members of the community or an institute. According to Ball and Tyson, diversity includes essential and interrelated dimensions of human personality including gender identity, nationality, religion, ethnicity, race, sexual orientation, and ability. There have scholars of colour increasingly to assist the language of diversity as the predominantly white institutions of higher education take up the style of diversity and being to implement it in the institutions. It is notable to consider that institutions often continue to centre colour people as the enactment of the diversity, and yet they considered to be colour blinded. Faculty of colors are thought to be a group of impressive teachers and scholars to implement diversity while the white faculty, on the other hand, is considered to be excellent scholars and teachers. Through the hidden service curricula and agendas, the faculty of colours need to require to implement the diversity that does not necessarily exist for the White faculty. The faculty of colours in their work encounter explicit and implicit forms of racism by the different kinds of services that are performed by the faculty. Moreover, the faculty of colours often considered them granted in the work they do. The scholars of colours are doing their job by teaching big classes but they need to assist like a barometer to implement the variety in a department.

### **Summarizing Scholarly Articles**

According to Stacy et al., from the past few years, the university cultures become diverse and providing higher education to the students of different colour and culture. The diversity of

colour in higher educational institutes more reflects its different cultural climate than the other black universities and colleges. Organized research at the predominantly White Institutions (PWIs) results that the student of colour still faced implication for retention. Therefore to get the idea of campuses climate in PWIs, another research was conducted in residence halls, to observe the student of colour's growth and success. Then the result of research came out positive as the student of colours more participate in different activities, also get higher grades in many fields and do better than other institutions. But there is hidden racism exist in the institutions, as many students hide their behaviour and do not consider it as microaggressions. Therefore the author concluded that there is still the root of microaggression as interpersonal or individual level in the institutional campuses.

Miron et al. mainly focuses on the charter schools and colleges where most of the segregated students enrolled and research conducted with the help of Educational Management organizations (EMOs), which have the data of charter schools. The main focus of their research is to observe, EMOs affect the charter schools or how the rules of minority classification, socioeconomic status and facility of the English language. From 21 to 27 the authors were allowed to gather different datasets of schools and in which they are successfully getting the results they needed by tracking the effect of diversity in schools with time. They compared the results collected from different chartered schools and write a different analysis based on their research. Therefore from their analysis, the author concluded that charter schools for both minority and majority students are segregated as compared to sending district and the charter schools which were operated under the EMOs, spread more segregation in schools. They were extremely populated and there is a wall between high power charter schools and low power charter school which also plays an important role in segregating students.

The author Raquel et al., conducted different surveys in educational institutes to identify the diversity of faculty, and how their diversity affects the minority and ethnic differences in the institutions. In 2010, the author conducted a cross-sectional survey in medical schools to study the diversity of leaders. They mainly focus on the minority student's representation, Asian American, African American and Latin leaders in faculty members of medical schools. The conducted research results that about 6.7 years taken to reach the current position of diverse faculty members in medical schools. As results obtained from 82 institutions out of 106 institutions, which consist of about 63.4% women, 14.7% of Latino, 65.9% of African American and 68.3% of a minority or ethnic deans and leaders take part in the survey. While diversity in medical institutions is considerably less in 2008. Therefore the author concluded that the diversity in medical faculty representation in the past is better than the present years.

Council on Social Work Education (CSWE ), is the organization which represent the social work in the education sector in the US but its standards for diversity in institutions always been criticized as they represent the culture of diversity as unimportant and vague in educational institutes. According to the research study of Smith et al., the procedure of representing the diversity in the education sector by CSWE is divided into the curriculum, student body, faculty members and the staff including deans and leaders. It is studied that there is an illusion of desegregation of curriculum, students and staff of institutions. Therefore there is a need for an organization system in schools and educational institutions that transformed the whole system based on the diversity which acts as a driving force in the development of institutions. The author used the theoretical methods of analysis to interpret the experience of minority faculty in white schools. Therefore to provide a better social work in the education sector the author

suggested the transformation institutional system by African-Centered functioning as in the perspective of the organization.

## **Discussion**

Institutions often fail to recognize the significance of establishing a diverse institution associated with extra work and cost. For maintaining the status quo, faculty can go about doing their job while on the other hand, the faculty of colours is implementing the diversity. The issue of diversity for most of the white faculty and administration is someone else's problem, and it is not essential to them (Afolayan). And that 'someone' is often faculty of colours whose duty is not to solve the problem related to the diversity without interrupting in the daily operations of the institutes. The diversity problems are mostly seen as institutional policies, individual attitudes or the significant structures of the institutions. Often, the faculty of colours devalued or the diversity issue is viewed as a part of their job in the process of delegating the problem (Garfias). The faculty of colours and administration is often drawing more students in their classes and hence serving more than one committee even by the implementation and diminished the extra work. According to Roberts and Smith, the implementation efforts can be seen despite taking the time, and the emotional and physical energy of the faculty of colour. Additionally, the ability of the faculty members to meet the promotion, the tenure requirements of publishing and writing may be impeded by the time and energy that are needed to implement the diversity. In the colleges and departments, refusing from doing the work may paint someone like the poor community member, troublemakers, or recalcitrant. Moreover, the refusal to do the work may also paint the faculty of colours as race traitors or sellouts to the students and other faculty members of colour who have also come to expect the role of implementing diversity to fall on the shoulders of all faculty of colour.

Colleges play an instrumental role in helping individuals for achieving cultural, social, and economic objectives to ensure strong governance and social cohesion (Saenz). The college's educations are facing some challenges including the need to stress equal respect and citizenship for the cultural rights among the human rights to address issues related to the exclusion and discrimination in the college environment. Harwood et al. state that by hiding the diversity in the responsibilities of the scholars of colour, the hidden prospectus of faculty reduces the demand for diversity. Moreover, for some reason, the focus on the unseen provision requirement for the faculty of colour is essential in institutions. As the issue needs to be presented to each member of the community of institutions, it is referred to as the process of "ghettoizing" the call for diversity (Garfias). By implementing the diversity effectively, the faculty of colours keep themselves out of the way and away from dealing with the hard questions. The senior administration and faculty should need to emphasize diversity. They can point out that they reinforced the execution of diversity if the enactment of the diversity fails. The juniors of the faculty of colour would be incompetent to look at this matter. Moreover, the hidden service requirements are undermined by the faculty members that are hired to implement diversity.

The faculty of color cannot work with the students, or assist in communities, and circulate at an expected rate in order to be upheld, tenured, and retained as the process of implementing miscellany appears to be unnatural (Garfias). Moreover, the pressing questions can be raised about the working of the faculty of colors for participating in the culture of research as the semi-favorable commitment to diversity maintains the status quo. Garces states that the diversity-related experiences benefit the institutions, individual students, and society at large. As endorsing the positive educational effects of diversity on the campus administrators and scholars of colors are on record. Moreover, the educational experience of all the students is enhanced by

diversity. Phillips describes that a unique learning environment is created by the diverse student body that results in an increased probability so that students may get the chance to interact with the people from various backgrounds. By challenging students to refine their thinking and improving their dialogue, the mutual understanding and intergroup relations can get enhanced through the diverse peers in the learning environment (Afolayan). Students also had the opportunity to meet other students from different backgrounds and different races and will come to understand the values and customs of other cultures. That will help the students in building and binding relations with other students in the college and universities.

There is a growing trend for improving national education to give opportunities to all the citizens equally. When the education institutes work on diversity, they will make the space for opportunities given to all the people of different backgrounds and colours. Especially the public nowadays more focused on diversity in colleges, and universities. Many organization in the country starts to promote the diverse culture for higher education, for students with poor backgrounds or different culture. According to the new report by New America, in many institutions, they do not promote talented people because of their low-income, religion or colour. Besides, organizations try to conceptualize the equity in institutions and to make the progress on enrolling the ethnic and racial students in a higher education institution. Gallup surveyed educational institutes to get the focus of students and the public. In that survey, it was concluded that 84% of the results are positive from the college presidents on racial relation and only quarter positive views resulted from other educational institutions. It was seen from different surveys conducted in colleges and universities that the positive views on racial relations decrease from 2015-2016. In many educational institutions, the Chronicle of Higher Education introduced the system of Integrated Postsecondary Education Data System (IPEDS), which allows the public to

differentiate the behaviour of faculty with the racial people and the behaviour with the one they served. At Bloomington, Indiana University conducted the climate survey for the students of year 216-217, which will guide the students and faculty of different colleges and institutes to change the climate in their institutions.

Moreover, most of the students get the relative gains in critical and active thinking who experience more diversity relations with other students. According to Jong and Harper, retention rates and degree aspirations also appear to be positively associated with diversity, more frequent participation in the community service, cultural awareness, commitment to improving racial understanding, and higher levels of civic engagement. The overall satisfaction with the experience of the college and perception of the campus climate favourably influences the diversity experiences. Diversity experience shapes the way students think about themselves concerning others, despite its relation to the desired substantive outcomes of the college. The diversity experience develops the student thinking about the nature of their activities and the values and perceptions about the working and environment of the other groups of people (Garfias). Students get to know about the participation and contribution of themselves in the democratic society by experiencing diversity. The skills that are important for a productive living can be achieved by those who suffer the implementation of diversity in colleges and universities. Students develop the skills and abilities of the heart and mind from experiencing the diversity which helps them in enlarging their capabilities for doing so after the universities and schools.

Student ways of thinking and behaviour can be potentially influenced by the three forms of diversity that exist to varying degrees on universities and college campuses. The first type of diversity that students experience is structural diversity (Garfias). It includes the numerical illustration of the schoolchildren who have diverse cultural and racial backgrounds. The college

and university who have the number of students from diverse groups, their students have more opportunities to get to know other cultures by interacting with more people from diverse groups. That also helps the students in building their relationship with the other students through the understanding of their culture and customs. According to Clayton, it is necessary to create an impressive environment for children that practice diversity to improve the learning processes as it is critical for the students of colour. In addition to this, diversity also includes the nature of diversity-related initiatives, which should be available in the universities That kind of diversity required diversity courses, cultural awareness workshops, electric ethnic courses of studies that offered throughout the year in the institutes. Another type of diversity is diversity interactions (Afolayan). According to Page, the diversity interactions involve the interaction of the students with different racial and cultural backgrounds to understand the diverse ideas, views, and information about these diverse systems. Social psychologists suggest that if a student has more interaction with different students of different backgrounds and races than that student is likely to experience and learn more about the adverse nature of other people (Digitalcommons.law.yale.edu). The person who interacts with complex social structures shows high composite alternativeness to the social world. Ethnically and racially diverse learning environment encourages the improvement of vigorous thoughtful procedures by providing the types of complex social structures to the students who possess different backgrounds than other students.

Colleges and universities should provide the students with the opportunity to understand the diverse culture and views of other students through interaction (Hall et al.). The campuses that have greater structural diversity may have a critical and influential impact on the students. Moreover, the effect of each form of diversity is diminished in settings where the other forms are

less prevalent. Most of the universities and colleges assert the promise and value of human diversity among every race of the students (Garfias). The students have more interactions with the other students of different race and backgrounds that are studying in private institutions and also those who study in the large doctoral universities and liberal arts colleges. These students tend to influence more about the diverse cultures and customs by understanding them. Large university students have more exposure to the diverse nature and backgrounds of the students at this university take more students having different backgrounds and races. When compared with the large public universities, the smaller liberal arts colleges have claimed to have distinctive missions as they are located in the rural and less racially diverse areas. The students in these colleges may not influence and experience diversity as they don't have different kinds of students with mixed race and ethnic groups.

Regarding diversity experience, liberal arts colleges create a distinctive learning environment for the students. Moreover, most people with different races and backgrounds migrate to America for a better lifestyle. The education provides a way out of poverty as it is the transformational success story. The Europeans settled along the east and west coast and most of the native Americans were displaced by these settlers. Moreover, most of the African people migrate towards America for the search of a better lifestyle. According to McKinley, most of the education institutes perceive diverse student populations. In the American colleges and universities, more than 26% of the population is of the immigrants who have diverse nature and background than the White Americans. Moreover, the Asian American population is also increasing most rapidly in the educated segment. The culture of the students is viewed as valuable and precious resources in colleges and universities. The difference in the background and race is perceived with respect, and the communication reaches limitless possibilities. Miron

states that despite interference with character development, the cultural distinction and diversity enhance the student's values. Classroom performance affected as the cultural differences do account for the varied learning styles among students having different backgrounds and nature (Afolayan). It is the responsibility of the teachers to be in threatening and having the desire to be confident and sensitive towards the students in the classroom who have diverse nature and backgrounds. For communicating effectively the teachers and faculty of the colour should need to research the cultural norms about the adverse cultures.

Different cultures have different sets of values and attitudes which may affect learning in both positive and negative ways. The groups that would provide the most viewpoint diversity in academics are not the same as the groups that have been discriminated against or the groups that are most under-represented. Additionally, the faculty of colours especially the White faculty can teach the diversity course in the classes.

### **Conclusion**

The different scholars in the university who promote the culture of diversity doing their job by educating the students in higher education systems but for the better way of conveying the positive message, they need to teach like a barometer in order to implement it in the entire institute. There should be more induction of students in colleges and universities that possess different backgrounds and different cultures so that students will get more opportunities to know about the adverse culture. For future research, there is a need to review more scholarly articles with different variables in order to get a better insight.

## Works Cited

- Harwood, Stacy A., et al. "Racial micro-aggressions in the residence halls: Experiences of students of colour at a predominantly White university." *Journal of Diversity in Higher Education* 5.3 (2012): 159.
- Miron, Gary, et al. "Schools Without Diversity: Education Management Organizations, Charter Schools, and the Demographic Stratification." (2010).
- Page, Kathleen Raquel, Laura Castillo-Page, and Scott M. Wright. "Faculty diversity programs in US medical schools and characteristics associated with higher faculty diversity." *Academic medicine: journal of the Association of American Medical Colleges* 86.10 (2011): 1221.
- Roberts, Theresa L., and Linda Anderson Smith. "The illusion of inclusion: An analysis of approaches to diversity within predominantly White schools of social work." *Journal of Teaching in Social Work* 22.3-4 (2002): 189-211.

