



What do we know about “diversity” policy research and who supports it?

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Work presented funded by The Ford Foundation and The Bill and Melinda Gates Foundation

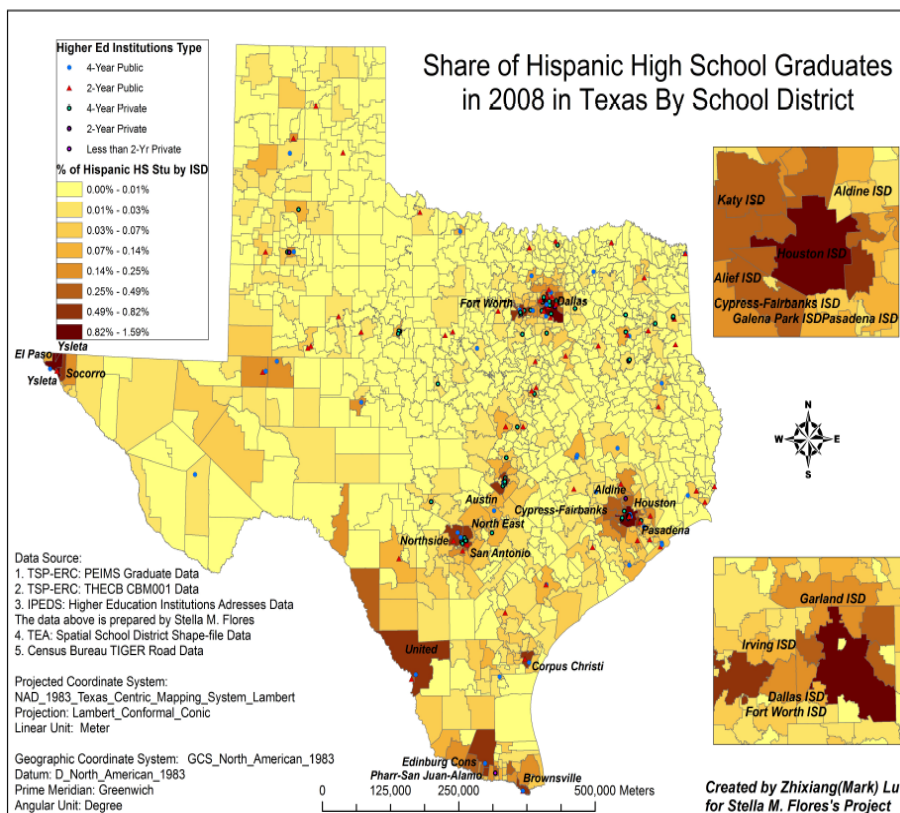


Outline

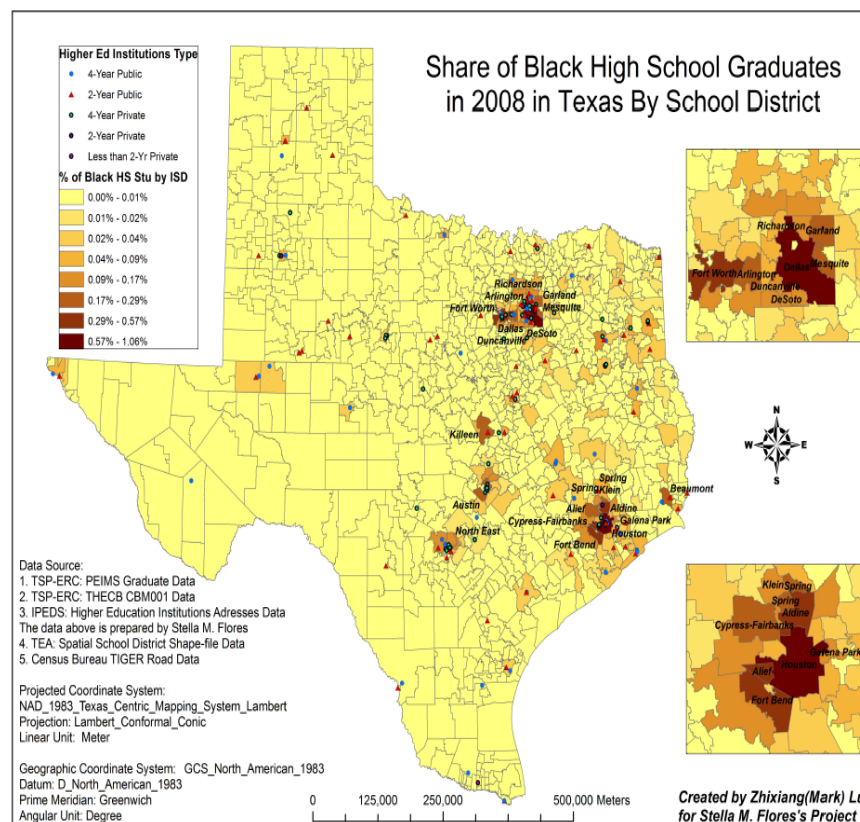
- Demography
- Arguments
- Stakeholders
- Implications



Hispanic HS Graduates



Black HS Graduates





1. Demography: Texas and the Nation

Texas had the greatest population growth in the nation from 2000 to 2010: Texas also registered the second largest number of Hispanics (after California) and the third largest number of Black individuals (after New York and Florida)

By 2011, Hispanics were the largest minority on the nation's college campuses – 2- and 4-year colleges; Hispanics are the largest minority in Texas, and in the nation as a whole.

An increase in high school graduation rates for Hispanics and sizable increase in college enrollment rates for African Americans has not translated into expected increases for either group in the Texas selective public institution sector (Flores & Park, 2013; Horn & Flores, 2012)

- The sector which has absorbed the growing number of African American student enrollment is the **community college sector**.
- Hispanic students, over time, are actually experiencing **decreasing enrollment** rates when accounting pre-college context and curricular factors.



II. Arguments: 72 Amicus Briefs in Support of UT-Austin (Harper, Flores, Griffin & Maseus, 2013 working paper)

1. Race and racism still matter in American life and education
2. Diversity is a compelling state interest because it yields critical civic, educational, and workforce benefits
3. **Affirmative Action is the most viable option for achieving sufficient diversity on college campuses, and subsequently in the workforce and leadership -- THE MECHANISM ARGUMENT**
4. **The role of legal precedent: The Court should not depart from the decision established by *Grutter* – THE EXPANDED ROLE OF STATE INTEREST AND A COMPREHENSIVE HIGHER EDUCATION VOICE**



III. Stakeholders (in support of UT-Austin):

- (1) education groups, associations, and think tanks
- (2) federal, state, and municipal officials
- (3) civil rights organizations and advocacy groups
- (4) student groups and alumni
- (5) legal groups and bar associations
- (6) business groups and organizations
- (7) postsecondary institutions, including administrators and faculty**
- (8) social scientists and academics not associated with the legal field
- (9) individuals with a historic and social perspective on the case.



Academic Freedom and College and University Support

5 Groups/Profiles of Universities –

1. The Brown University et al. group (Ivy League Institutions, the U of Chicago, and Vanderbilt University, etc.)
2. The “Leading Public Research Universities” group (leading research institutions in the Midwest – U of Michigan, MSU, Penn State, etc.)
3. The Catholic university group (Fordham University, Notre Dame, etc.)
4. The Appalachian State to HBCU group (four-year institutions, both public and private, selective and non-selective, led by Appalachian State University, all of which argue the need for deference through academic freedom given their wide mission to educate students across the U.S. although with highly diverse missions)
5. The Houston Community College System (its role as a transfer institution providing students who are likely to be minority given the college’s racial makeup and location)
6. The University of California system leadership (a global institution in a highly diverse context required to adhere to a state ban on affirmative action via voter referendum)



IV. Implications

Demography matters whether or not it is considered a viable legal argument. Texas has recognized that this is a **critical economic** argument.

Race-neutral admissions policies **do not increase** racial and ethnic diversity at elite public colleges and universities. Bans on the use of race exacerbate the circumstance of underrepresentation.

To what extent does evidence of a comprehensive postsecondary institutional voice, assessments by key professional legal and education scholars, and rigorous research on the effects of major diversity or anti-diversity programs **matter** in the decision to uphold (or retract) the use of race as one factor of consideration in college admissions? *What are the consequences of not valuing this evidence?*



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