Diversity, Inequality and the Pathways to Leadership: Graduate Education for the 21st Century

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Princeton University
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Outline

- Master social trends: Population diversification and rising inequality
- Texas Higher Education Study: Lessons for graduate education
- Graduate school pipeline
- Recruiting and mentoring programs
- Research Agenda
- Beyond 2020: Securing the Future
Key Arguments

- Increased campus diversity only partly reflects broadened pathways to leadership; demography not increased opportunity is main driver.
- Recruitment and enrichment programs augment and diversify graduate school populations, but how much is unclear.
- Capitalizing on diversity is vital to maintain US competitiveness as our society ages.
US Racial Composition: 1900, 1950 & 1970

1900
- White: 88%
- Other: 11%
- Black: 0%

1950
- White: 89%
- Other: 10%
- Black: 0%

1970
- White: 82.6%
- Other: 11.0%
- Hispanic: 4.7%
- Asian: 0.0%
- Am. Indian: 0.0%
- Black: 1.4%
US Racial Composition, 2010

- White: 63%
- Black: 12%
- Hispanic: 12%
- Asian: 8%
- Am. Indian: 4%
- Other: 1%

Source: Overview of Race and Hispanic origin 2010 and 2010 Census Briefs
Racial and ethnic disparities persist over time
Poverty rate by race and ethnicity, 1973-2009

Note: Shaded areas denote recession.
Source: U.S. Census Bureau, Historical Poverty Tables.
When income grows, who gains?

Between 1948 and 1979:

- **TOP 10%**
  - Average incomes in the U.S. grew by $20,822
  - The richest 10% got 33% of that growth.
  - The bottom 90% shared 67% of income growth.

Between 2000 and 2007:

- **TOP 10%**
  - Average incomes in the U.S. grew by $1,460
  - All growth went to the richest 10%.
  - Income for the bottom 90% actually declined.

Source: The data come from this table: http://www.econ.berkeley.edu/~saez/TabFig2008.xls on Emmanuel Saez's website at University of California, Berkeley.
Share of total wealth gain, 1983–2009

Source: Mishel analysis of Wolff in Allegretto (2010).
Broadening Educational Opportunity: Lessons from Texas

- Diverse student body: Demographic destiny or genuine opportunity?
- Diversifying the pipeline:
  - Application behavior
  - Sending and feeding patterns
  - Class rank, school quality and performance
- Raising educational aspirations
Deciphering the Graduate School Pipeline

- B&B Surveys:

- Cohort comparisons
  - Composition of high school & college graduates
  - Transitions to graduate school

  - Delayed Enrollment & Completion
Whites: Composition of High School Graduates, College Graduates & Graduate School Enrollees
Blacks: Composition of High School Graduates, College Graduates & Graduate School Enrollees

- High School Graduates
- College Graduates
- Graduate Enrollees

Years:
- 1992-1993
- 1999-2000
- 2007-2008
Hispanics: Composition of High School Graduates, College Graduates & Graduate Schools Enrollees

- High School Graduates
- College Graduates
- Graduate Enrollees

- 1992-1993
- 1999-2000
- 2007-2008
Asians: Composition of High School Graduates, College Graduates & Graduate Schools Enrollees
Graduate Enrollment Rates One year post Baccalaureate by Race: 1994, 2001 & 2009
Graduate Enrollment Status by Race 10 Years Post Baccalaureate: 1992-93 B&B Cohort
10-Yr. Graduate School Completion Rate for Ever Enrolled: 1992-93 Cohort

- Whites
- Blacks
- Hispanics
- Asians
Recruiting & Mentoring Programs: Broadened Pathways or Creaming?

- Ford Foundation Fellowships
- One-off Programs & Visionary leaders
- Multi-Institution Programs
  - Mellon Mays
  - Leadership Alliance
  - McNair
McNair Students & Expenditures

Number of Students

Millions

- Students
- Amount (in millions)
### Mellon Mays, Leadership Alliance & McNair Achievement Programs

<table>
<thead>
<tr>
<th>Institution Characteristics</th>
<th>Mellon Mays</th>
<th>Leadership Alliance</th>
<th>McNair</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Private</strong></td>
<td>85%</td>
<td>75%</td>
<td>21%</td>
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<tr>
<td><strong>Barron's Selectivity</strong></td>
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<td></td>
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<tr>
<td>Most Competitive</td>
<td>72%</td>
<td>47%</td>
<td>5%</td>
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<tr>
<td>Highly Competitive</td>
<td>13%</td>
<td>3%</td>
<td>6%</td>
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<tr>
<td>Very Competitive</td>
<td>3%</td>
<td>9%</td>
<td>19%</td>
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<tr>
<td>Competitive</td>
<td>5%</td>
<td>25%</td>
<td>45%</td>
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<tr>
<td>Less and Non Competitive</td>
<td>7%</td>
<td>16%</td>
<td>20%</td>
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<tr>
<td><strong>Enrollment Profile</strong></td>
<td></td>
<td></td>
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<tr>
<td>Only Undergraduate</td>
<td>20%</td>
<td>13%</td>
<td>3%</td>
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<tr>
<td>High Undergraduate</td>
<td>26%</td>
<td>22%</td>
<td>77%</td>
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<tr>
<td>Majority Undergraduate</td>
<td>36%</td>
<td>44%</td>
<td>18%</td>
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<td><strong>Research Intensity</strong></td>
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<tr>
<td>Very High Research Activity</td>
<td>49%</td>
<td>59%</td>
<td>25%</td>
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<td><strong>Number of Institutions</strong></td>
<td>39</td>
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## McNair Three-Year Enrollment Rates and Mean Cohort Size: 2003-04 Baccalaureate Cohort

<table>
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<tr>
<th>Institution Characteristics</th>
<th>Mean Cohort Size #</th>
<th>Enrollment Rate %</th>
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<td>Less Competitive</td>
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<td><strong>Enrollment Profile</strong></td>
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<tr>
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<td>55</td>
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<tr>
<td>Very High Undergraduate</td>
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<td>68</td>
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<tr>
<td>High Undergraduate</td>
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<tr>
<td>Majority Undergraduate</td>
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Research Agenda

- Rigorously evaluate recruitment and mentoring programs
  - Selection vs. Intervention
  - Best practices
  - Scalability

- Cost-benefit analyses

- Assess the unrealized potential
  - Who is “missing in application”
Securing the Future: Leadership Beyond 2020

- Capitalize on diversity:
  - Beyond conventional feeders
  - Forge new institutional partnerships
  - Target minority serving institutions

- Maintain academic standards

- Leadership starts at the top

- Opportunity costs: population aging
Age Pyramids for the United States
(Percent of Total Population)

2000

2030

80+
70-74
60-64
50-54
40-44
30-34
20-24
10-14
0-4

% All Others
% Black/Hispanic
Thank You

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