**Diversity at xyz university**

**To: XYZ University President**

**From: Dontavious Jones, Policy Analyst**

**Date: September 8, 2024**

**Concern/Problem: Declining Under Represented miniroties at XYZ University**

**Executive Summary**

[Type your text here.]

**Statement of the Issue/Problem:** What admission strategies should XYZ University implement to boost enrollment among minority populations?

**Policy Problem: Diversity at XYZ University**

Mr. President, the lack of representation of minority groups at XYZ University is not just a matter of diversity but a fundamental issue that impacts the very essence of our educational environment. The absence of women and individuals from African American and Hispanic backgrounds, as well as other marginalized populations, hinders our capacity to offer an all-encompassing and inclusive educational environment. In our connected society today, students must be immersed in diverse cultures and perspectives to equip them for the challenges of a globalized world. The absence of diversity puts students at XYZ University in a challenging position as they miss the full advantages of a culturally diverse educational setting .

It's time for XYZ University to embrace diversity in its recruitment methods. Unlike the past, where America's education system focused mainly on Caucasian men for leadership and other roles, we now have the opportunity to attract a more diverse student population. Institutions that prioritize diversity have seen improvements in their academic reputation and have broadened their impact on the community. By fully embracing this change, XYZ University can attract a more diverse student body and stay competitive in today's environment (Brown & Dancy, 2010).

One major issue contributing to this problem is the lack of minority representation in the faculty and administrative staff at the university. Specifically, data from 2018 indicates that around 73 percent of faculty positions in U.S. colleges are occupied by white individuals, resulting in limiting the inclusivity within leadership roles that shape the university culture and policies, as highlighted by NCES in 2019. When minority students do not encounter individuals in roles who reflect their backgrounds or cultural histories at the university setting they are attending, it becomes challenging for them to feel included or motivated to chase advanced education at that specific institution. This absence of mentors can greatly discourage minority students from contemplating enrollment at XYZ University (Gasman, 2008).

Moreover, staffing concerns at the university pose an issue of cultural sensitivity and inclusivity that needs to be addressed urgently at XYZ University, where various departments seem ill-equipped to embrace and support diversity effectively. This discrepancy highlights an extensive requirement for education and self-reflection throughout the university community. It also calls for reassessing values that might currently prioritize a perspective ( Banks,2019). Failing to undertake these actions could result in the institution continuing behaviors and potentially isolating minority students ( Brown & Dancys, 2010).

The historical background also impacts how the university deals with diversity issues today. Currently, many American universities like XYZ were influenced by ideas such as eugenics that suggested some races were superior. Although openly racist practices have been rejected, the effects of these ideologies still linger within the university systems and mindsets. For XYZ University to progress and genuinely welcome diversity, it needs to address these lasting beliefs and remove any policies that subtly contribute to the marginalization of minority groups In order to create an environment for all students to succeed at the university level, it is crucial to engage in this type of self-reflection (Bowman, 2013).

XYZ University's struggle to attract and keep minority students is a problem that needs a thorough solution. By reviewing its recruitment methods, increasing faculty diversity, and strengthening skills, the university can start tackling these issues. It's only by making moves to embrace diversity that XYZ University can offer the inclusive education with a global focus that modern students require for success.

**Evidence or Pre-Existing Policies**

XYZ University is currently grappling with a pressing issue of underrepresentation of minority students, which signals a larger problem within the institution. The urgency of this issue cannot be overstated. Education, as a promoter of equality, should be providing students from diverse backgrounds with opportunities to engage in a curriculum that champions inclusivity ( Banks, 2019). However, studies reveal that many higher education institutions, including XYZ University, are still using methods that overlook the crucial role of diversity and equity in their academic frameworks (Banks, 2019). The current curriculum at XYZ University predominantly adopts a centric perspective, thereby neglecting the diverse historical narratives and the contributions of minority communities. This lack of representation often results in minority students feeling disconnected from the material they learn, as it rarely resonates with their experiences (Smith, 2021).

The job market in the United States now requires individuals to pursue further education after high school as a standard requirement for many professions or job opportunities (Jones & Wilkins, 2020). 75% Of students who graduate from high school choose to continue their education at a higher level in some capacity with the hope that obtaining a college degree will lead to improved career prospects and the chance for advancement in their chosen field of work. Although XYZ University is known for its educational standards, the current situation is not without its drawbacks. Some people are worried that it does not offer fair opportunities to all groups (Banks, 2019). Legal battles like the Students for Fair Admissions vs. Harvard University case have highlighted how school admission practices may unfairly impact minority students (Students for Fair Admission vs Harvard University, 2020). The negative impact of these practices cannot be ignored, and it is imperative that XYZ University takes steps to address these issues.

Harvard University has faced backlash for employing an evaluation system in its admissions procedures that appears to disadvantage Asian American candidates disproportionately. Likewise, XYZ University encounters challenges as only a tiny fraction 2% of its student body comprises Asian Americans, hinting at a possible predisposition in the admission process. This matter underscores the notion that esteemed educational institutions uphold practices that could potentially restrict specific demographic communities from obtaining top-tier education (Telles & Ortiz, 2019).

Diversity in leadership roles at universities is an issue that needs attention, according to Robinson and Mitchell (2021). They argue for diverse representation in educational leadership to create an inclusive academic setting that benefits students from all backgrounds by offering relatable role models for guidance and inspiration at XYZ University, where there is a notable lack of diversity among faculty members, mainly white individuals. The lack of diversity among faculty members impacts recruitment procedures at all levels of the educational system (Davis, 2020). The historical admission methods of XYZ University also play a role in the presence of minority students. A 2019 study showed that 43 % of accepted students had family ties to the university, such as being children of faculty or donors, which was not seen among minority students (Telles & Ortiz, 2019). This unequal treatment in admissions continues a pattern where disadvantaged communities miss out on the advantages of attending an institution. The lack of representation of minority groups in leadership positions worsens the situation since these students do not have mentors to help them navigate the challenges of education.

The limited representation in both the leadership and student populace at XYZ University underscores the need for immediate action to promote inclusivity effectively.By reviewing admission processes, enlarging faculty diversity, and developing a curriculum that embraces diversity, XYZ University can attract a more diverse student body. This diversity can bring a wealth of perspectives and experiences, enriching the academic environment and fostering a more inclusive culture. The potential benefits of these changes are immense, offering a more optimistic future for XYZ University.Until these adjustments are made, the institution risks perpetuating the trend of social separation seen in American educational systems.

**Policy Options**

[Type your text here.]

***[Alternative #1 Label]***

[Type your text here.]

Advantages

* [Type your text here]
* [Type your text here]
* [Type your text here]
* [Type your text here]
* [Type your text here]

Disadvantages

* [Type your text here]
* [Type your text here]
* [Type your text here]
* [Type your text here]
* [Type your text here]

***[Alternative #2 Label]:***

[Type your text here.]

***[Alternative #3 Label]:***

[Type your text here.]

**Biblical Worldview Perspective**

[Type your text here.]

**Recommendation**

[Type your text here.]

**Sources Consulted or Recommended**

Banks, J. A. (2016). Cultural diversity and education: Foundations, curriculum, and teaching (6th ed.). Routledge.

* Banks discusses the importance of intercultural competence and its role in fostering inclusive education.

Banks, J. A. (2019). *Diversity and citizenship education: Global perspectives*. John Wiley & Sons.

* Banks explores the importance of creating inclusive learning environments, focusing on how diversity and citizenship education intersect globally. This source is valuable for understanding how inclusive curricula can enhance minority student experiences.

Bowman, N. A. (2013). How much diversity is enough? The curvilinear relationship between college diversity interactions and first-year student outcomes. Research in Higher Education, 54(8), 874–894. https://doi.org/10.1007/s11162-013-9300-0

* Bowman’s research shows the impact of diversity on student experiences and outcomes, offering a framework for understanding how diversity enhances education.

Brown, M. C., & Dancy, T. E. (2010). Black colleges across the diaspora: Global perspectives on race and stratification in postsecondary education. Emerald Group Publishing.

* This book provides a analysis of how race and stratification affect higher education across various global contexts.

Davis, G. (2020). *Diversity in higher education leadership: A critical reflection on the challenges and opportunities*. Educational Leadership Review, 18(2), 45-61.

* Davis provides an examination of the importance of diversity in leadership within higher education and highlights the significance of having more diverse representation in key decision making roles within academic institutions.This material is valuable for gaining insight into the lasting effects of diversity, on settings.

Gasman, M., Baez, B., & Turner, C. S. V. (2008). Understanding minority-serving institutions. SUNY Press.

* Gasman shows the historical and contemporary challenges faced by minority-serving institutions, including faculty diversity.

Jones, P., & Wilkins, M. (2020). The influence of institutional culture on college enrollment choices among underrepresented students. *Journal of Higher Education Policy and Management*, 42(1), 12-28.

* This article explores how the culture within universities impacts the enrollment decisions of minority students shedding light on why students, from groups might not feel as welcomed at certain schools.

National Center for Education Statistics (NCES). (2019). The condition of education: Characteristics of postsecondary faculty. Retrieved from <https://nces.ed.gov/programs/coe/indicator_csc.asp>

This source provides statistical data on the demographics of postsecondary faculty in the United States.

Robinson, T., & Mitchell, K. (2021). *Equity in educational leadership: Addressing the underrepresentation of minorities in leadership roles*. Leadership in Education, 16(4), 78-95.

* This research delves into the issue of diversity in leadership positions within education and its impact on the realm of higher education offering approaches to enhance the presence of minorities, in such roles.

Smith, L. (2021). *Curriculum and the minority student experience in American higher education*. Journal of Curriculum Studies, 53(3), 255-270.

* Smiths research centers on the oversight, in curriculum planning that overlook the perspectives of minority students and result in feelings of disconnection.This publication highlights the significance of modifying material to embrace diversity more effectively.

Students for Fair Admission v. Harvard University. (2020). U.S. Court of Appeals for the First Circuit.

* This legal case discusses how race factors into the admission procedures at Harvard University. Sheds light on the larger concerns about bias, in prestigious educational institutions.

Telles, E., & Ortiz, V. (2019). *Generations of exclusion: Mexican Americans, assimilation, and race*. Russell Sage Foundation.

* Telles and Ortiz delve into the lasting consequences of practices on Mexican American communities, in colleges and universities by providing a comprehensive analysis of how institutional prejudice influences students belonging to minority groups.

Turcios-Cotto, V., & Milan, S. (2017). Racial identity development in minority students and the impact of culturally inclusive curricula. *Journal of Educational Psychology*, 62(2), 110-123.

* This research delves into the importance of embracing diverse curricula to support the growth of a positive racial identity among students, from minority backgrounds. It highlights the significance of material that reflects a variety of experiences

**Appendix A**

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| --- | --- | --- | --- |
| **Project the Outcomes Matrix** | | | |
| **Topic:** | | | |
|  | **[Criterion #1 Label]** | **[Criterion #2 Label]** | **[Criterion #3 Label]** |
| **[Alternative #1 Label]**  **Alternative’s Overall Value:** [Type your text here.] | **Data Collection:**   * [Data item] * [Data item] * [Data item]   **Projected Outcome:** [Type your text here.]  **Cost Analysis:** [Type your text here.] | **Data Collection:**   * [Data item] * [Data item] * [Data item]   **Projected Outcome:** [Type your text here.]  **Cost Analysis:** [Type your text here.] | **Data Collection:**   * [Data item] * [Data item] * [Data item]   **Projected Outcome:** [Type your text here.]  **Cost Analysis:** [Type your text here.] |
| **[Alternative #2 Label]**  **Alternative’s Overall Value:** [Type your text here.] | **Data Collection:**   * [Data item] * [Data item] * [Data item]   **Projected Outcome:** [Type your text here.]  **Cost Analysis:** [Type your text here.] | **Data Collection:**   * [Data item] * [Data item] * [Data item]   **Projected Outcome:** [Type your text here.]  **Cost Analysis:** [Type your text here.] | **Data Collection:**   * [Data item] * [Data item] * [Data item]   **Projected Outcome:** [Type your text here.]  **Cost Analysis:** [Type your text here.] |
| **[Alternative #3 Label]**  **Alternative’s Overall Value:** [Type your text here.] | **Data Collection:**   * [Data item] * [Data item] * [Data item]   **Projected Outcome:** [Type your text here.]  **Cost Analysis:** [Type your text here.] | **Data Collection:**   * [Data item] * [Data item] * [Data item]   **Projected Outcome:** [Type your text here.]  **Cost Analysis:** [Type your text here.] | **Data Collection:**   * [Data item] * [Data item] * [Data item]   **Projected Outcome:** [Type your text here.]  **Cost Analysis:** [Type your text here.] |

**Alternatives**

**[Alternative #1 Label]**

[Type your explanation here.]

**[Alternative #2 Label]**

[Type your explanation here.]

**[Alternative #3 Label]**

[Type your explanation here.]

**Criterion**

**[Criterion #1 Label]**

[Type your explanation here.]

**[Criterion #2 Label]**

[Type your explanation here.]

**[Criterion #3 Label]**

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