



PubPol 750.006: Diversity Initiatives in Higher Education
Winter Term 2020 | Wednesdays, 4:00 - 6:50 PM | 1220 Weill Hall

Instructor

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Office Hours: Thursdays 1:00 - 3:00 PM or by appointment
1.5 hours | March 11 - April 21 (7-week session)

I. COURSE INFORMATION

A. Course Description: This course focuses on key dimensions of diversity efforts at public institutions in the United States. It is designed to deepen student understanding of diversity initiatives in higher education by examining institutional practices and policy responses. Specifically, the course will examine three broad areas of policy issues and tensions related to diversity initiatives in higher education access to higher education, campus climate, and training and curriculum development.

Through course readings and small and large group discussions, this course is intended to be a highly interactive learning opportunity, with an eye towards engaging in critical thought, policy responses and praxis toward positive organizational change.

B. Course Objectives: By participating in this course students should

1. Increase knowledge of significant events that have shaped diversity policy in colleges and universities.
2. Identify policy issues and tension in diversity initiatives facing higher education today in the United States
3. Understand implications of institutional policies and recommend strategies for addressing these implications.

C. Course Expectations

1. *Class Attendance*

Your experience in this class will be shaped by a community of you and your peers. It is expected that you attend class, complete all of the readings, and are prepared to discuss them by raising questions, offering comments, and/or presenting your thoughts about the readings each class meeting. Relating classroom material to experiences you have had in higher education as a student, employee, or observer is encouraged. Any excuse due to illness or family emergency should be requested by email prior to class. Unexcused absences will count against your grade.

2. *Missed Classes and Late Assignments*

There are no make-up assignments for missed classes since it is impossible to reconstruct the experience of a discussion with your peers. Late assignments are strongly discouraged. Informing me of your intention to be absent does not waive your obligation to submit assigned work. If an assignment is submitted late, it will count against your final grade, regardless of reason. Assignments will not be accepted if turned in more than one week past the due date.



3. *Class Etiquette*

We will begin class promptly at 4:00 PM and end promptly at 6:50 PM each day, with one break. In order to create a classroom environment that facilitates discussion, please avoid disruptions such as arriving late or packing or leaving early, unless it is absolutely necessary. This means no open laptops during class. The use of phones in class is not permitted. Please turn cellular devices to silent mode when you arrive to class and refrain from checking devices or other electronic devices while in class. If you have an emergency/urgent situation for which you need to keep your phone on, turn the ringer off and notify me at the beginning of class that you may need to take a phone call.

4. *Class Participation*

Our time together in class will be primarily devoted to group discussions of course readings and current events, as well as presentations by guest speakers and other learning activities. Therefore, in order for class meetings to be productive and for us to learn effectively from each other, students are expected to complete all class readings prior to the class in which we will discuss them, be prepared to share your reflections and your informed and supported positions relative to the topic(s) discussed. Students will be asked to help begin the discussion of particular articles/readings by being prepared to respond to certain questions and perhaps raise questions about the materials.

5. *Point of View*

In our structured and unstructured discussions and dialogues, we will have many opportunities to explore challenging topics and increase our understandings of different perspectives. Students should assume that others may present different perspectives regarding topics discussed. Thus, our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience, empathy, or any number of qualities in combination to engage with the texts, our peers, and our own ideas and experiences. Always we will need respect for others. So, please make an effort to understand and respect others' opinions and perspectives as we deepen our understandings of multiple perspectives – whatever our backgrounds, experiences, or positions.

II. REQUIRED ASSIGNMENTS

Required Assignments	Due Date	Points/ Percentage
A. Class participation and engagement	Each class	20%
B. Facilitate class discussion	Sign-up	20%
C. Short issue/policy paper	March 27 by 5:00 PM	20%
D. Writing Assignment - Case Study	April 6 by 11:00 AM	20%
E. Final team presentations	April 15	20%

A. Class participation and engagement.

B. Facilitate class discussion. Teams of 2-3 students will lead a 20-30 minute class discussion on key aspects of the course readings for the day. Students should sign up for discussion topic/date at the end of the first class meeting.



- C. Short issue/policy paper.** Affirmative action continues to be a contentious topic in today's broader society. Read [the Amicus Brief to the Supreme Court of the United States](#) in the case of affirmative action policies of the Michigan Law School. Contributors of the brief were The American Educational Research Association (AERA), the Association of American Colleges and Universities (AAC&U), and the American Association for Higher Education (AAHE).

After reading the Amicus Brief students should write a 1 - 2 page (single spaced) paper that summarizes the arguments, then take a rationally argued position of your own either in support or in opposition of considering race as part of holistic admissions process. If students argue that affirmative action should not apply or that race should not be a consideration then explain how educational inequalities will be addressed and the role of policy in doing so. If students argue that affirmative action should apply or are in favor of race being one of many considerations, then students should explain how affirmative action policies would be implemented in admissions decision policy.

The aims of this assignment are for students to think critically about affirmative action policy or bans and to recognize the role of policy and its implication. Grade are not impacted by which stance students take on affirmative action, but rather by the thoroughness of your argument.

- D. Writing assignment. Case Study Regarding Free Speech and Campus Climate.** As you probably are already aware, The University of Michigan will host a Presidential Debate in the university's Crisler Center on October 15, 2020. A nine-person Presidential Debate Academic Advisory Committee is charged with identifying key themes for academic engagement. The advisory committee has established subgroups and other working groups to discuss the planning process. You have been invited to serve on the advisory subcommittee to make recommendations regarding campus climate and to identify ways to uphold free speech and foster and inclusive environment. As part of this assignment, you should:

1. Describe the institutional policies already in place related to freedom of speech and artistic expression (e.g., [Standard Practice Guide 601.01](#)).
2. Provide information on a stakeholder (i.e., underrepresented students) you have identified and then give two or three statements on their position in relation to how the current policy/policies impacts how they experience the institutional climate. Select one - two stakeholders:
 - International students
 - Students of Color
 - Conservative students
 - Undocumented students - Deferred Action for Childhood Arrivals (DACA), immigrants
 - Lesbian, gay, bisexual, and transgender students
3. Make recommendations regarding the tensions between free speech and the realities of the selected stakeholders, with an eye towards fostering an inclusive environment



Final recommendations will be shared with Ford School committee members who serve on the Advisory Committee: Barry Rabe, J. Ira and Nicki Harris Family Professor of Public Policy, Arthur F. Thurnau Professor, and professor of public policy, of environmental policy, and of Program in the Environment and political science and co-chair Michael Barr, dean of the Gerald R. Ford School of Public Policy.

E. Final team presentations. Teams of 2-3 students will make a 10 minute presentation that makes a specific policy recommendation or programmatic change at the University of Michigan related to diversity initiatives. This assignment seeks to integrate policy design and policy implementation as well as challenges related to diversity, equity and inclusion in higher education. The presentation should:

1. Incorporate the readings
 - a. A critical analysis and discussion of key arguments, conclusions, and concepts. Where possible, use course readings as evidence/data to state your position.
 - b. A discussion of how the diversity topic/issue/reading relates to other readings, arguments, issues, topics and/or perspectives encountered in the course and the strengths weaknesses of the argument/reading.
2. Define the problem
 - a. A brief discussion that defines the problem or issue that needs to be addressed.
 - b. This may or may not include identification of structural barriers and/or overview of key issues that you think are most important and relevant for public policy and why.
3. Discuss proposal details and rationale
 - a. A proposal for a policy or programmatic change/modification or a new program or initiative. The proposal should include at least the following:
 - A very clear and detailed description -- be as specific as possible
 - Who exactly is responsible for implementation (what units/leaders/etc.)
 - Economic costs involved (if any)
 - Articulate a detailed rationale/case for your proposal
4. Impact
 - a. Expected results or impact on the problem (as you defined it)
5. Potential conflicts and pushback
 - a. Recognition of and response to conflicts among various stakeholders, politics, etc....
6. Next Steps
Recommendations for next steps (this might include a timeline)
7. A one-page handout summarizing the points above and including a bibliography.
Powerpoint slides or other presentational materials may be used but are not required.



III. POLICIES

- A. Ford School Inclusivity Statement.** Members of the Ford School community represent a rich variety of backgrounds and perspectives. We are committed to providing a learning environment that respects diversity of thought. Students who are part of this learning community are encouraged to:
1. Share unique experiences, values and beliefs
 2. Be open to the views of others
 3. Honor the uniqueness of peers
 4. Appreciate the opportunity that we have to learn from each other in this community
 5. Value one another's opinions and communicate in a respectful manner
 6. Keep confidential discussions that the community has of a personal (or professional) nature
 7. Use this opportunity together to discuss ways in which we can create an inclusive environment in Ford classes and across the U-M community.
- B. Accommodations for Students with Disabilities.** If you believe you need an accommodation for a disability, please let your instructor know at your earliest convenience. Some aspects of courses may be modified to facilitate your participation and progress. As soon as you make your instructor aware of your needs, they can work with the Services for Students with Disabilities (<https://ssd.umich.edu/>) to help determine appropriate academic accommodations. Any information you provide will be treated as private and confidential.
- C. Resources for Student Mental Health and Well-Being.** The University of Michigan is committed to advancing the mental health and wellbeing of its students. We acknowledge that a variety of issues, such as strained relationships, increased anxiety, alcohol/drug problems, and depression, directly affects students' academic performance. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact [Counseling and Psychological Services](#) (CAPS) and/or [University Health Service](#) (UHS). For a listing of other mental health resources available on and off campus, visit: <http://umich.edu/~mhealth/>
- D. Academic Misconduct/Plagiarism.** Academic misconduct includes cheating, misrepresenting one's own work, taking credit for the work of others without acknowledgement and without appropriate authorization, and the fabrication of information. Any form of misconduct will be taken very seriously. Academic dishonesty also includes using something you produced for another class for an assignment without permission. The expectation, in this and in every class, is that you can learn to write it better than the original – and that is what you're in school to do. Put ideas in your own words. If you use a quote, put it in quotation marks. Cite every source you use, including sources you've used for background information and ideas.
- E. Religious/Cultural Observance.** It is the policy of the University to make every reasonable effort allowing students to observe their religious holidays/cultural observances without academic penalty. In such cases, it is the obligation of the student to provide the instructor with reasonable notice, by e-mail to stepsand@mich.edu, as soon as possible, of the dates of religious holidays on which he or she will be absent.



- F. **Additional Policies.** Please review additional information and policies regarding academic expectations and resources at the Ford School of Public Policy at this link:
<http://fordschool.umich.edu/academics/expectations>.

SYLLABUS

March 11 Introduction to the Course and Framing

Readings

Required

Ladson-Billings, G. (2013). Critical Race Theory—What it is not! In M. Lynn & A. D. Dixson (Eds.), *Handbook of critical race theory in education* (pp. 34-47). New York, NY: Routledge.
<https://www.taylorfrancis.com/books/e/9780203155721/chapters/10.4324/9780203155721-12>.

Jones, C. (2000). Levels of racism: a theoretic framework and a gardener's tale. *American journal of public health*, 90(8), 1212.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1446334/pdf/10936998.pdf>

Brookings Institute (2018, August). Diversity and Inclusion at Brookings: What Does the Research Tell Us? Brookings Institute Inclusion and Diversity Committee. Washington, D.C.: Brookings Institution. Retrieved from <https://www.brookings.edu/wp-content/uploads/2018/09/A-case-for-diversity-at-Brookings.pdf>

Recommended

ACE Board of Directors (2012). On the Importance of Diversity in Higher Education. American Council on Education: Leadership and Advocacy. Retrieved from <https://www.acenet.edu/Documents/BoardDiversityStatement-June2012.pdf>.

Dover, T., Major, B., & Kaiser, C. (2016). Diversity policies rarely make companies fairer, and they feel threatening to white men. *Harvard Business Review*. Retrieved from <https://hbr.org/2016/01/diversity-policies-dont-help-women-or-minorities-and-they-make-white-men-feel-threatened>.

Kerby, S. (2012, October 9). 10 reasons Why We Need Diversity on College Campuses. *Center for American Progress*. Retrieved from <https://cdn.americanprogress.org/wp-content/uploads/2012/10/KerbyDiversity.pdf>

March 18 College Access I: Affirmative Action and Admission Policy

Required

Johnson M. (2017). Managing Racial Inclusion: The Origins and Early Implementation of Affirmative Action Admissions at the University of Michigan. *Journal of Policy History*. 29(3): 462-89. Retrieved from <https://muse.jhu.edu/article/664031/pdf>.



Espinosa, L., Orfield, G., & Gaertner, M. (2015). Race, class, and college access: Achieving diversity in a shifting legal landscape. Retrieved from <https://vtechworks.lib.vt.edu/bitstream/handle/10919/84040/RaceClassCollegeAccess.pdf?sequence=1>

Phillips, A. (2019). The Quest for Diversity in Higher Education. *Pepperdine Policy Review*, 11(1), 4. Retrieved from <https://digitalcommons.pepperdine.edu/cgi/viewcontent.cgi?article=1174&context=ppr>.

Page, L., & Scott-Clayton, J. (2016). Improving college access in the United States: Barriers and policy responses. *Economics of Education Review*, 51, 4-22. Retrieved from <https://reader.elsevier.com/reader/sd/pii/S0272775716301248?token=382B1C0FF1A35ACAC587625498B186DE6C16E6E7412AB595AA8BB30C21EC4721D5F51BE280BB0EA77FAB96BE66720348>

Recommended

Hirschman, D., Berrey, E., & Rose-Greenland, F. (2016). Dequantifying diversity: affirmative action and admissions at the University of Michigan. *Theory and Society*, 45(3), 265-301. Retrieved from <http://danhirschman.com/wp-content/uploads/2013/01/H-B-RG-2015-Dequantifying-Diversity-CA-6-12-Circulable.pdf>.

March 25 College Access II: Affirmative Action Bans and Alternative Approaches

Guest: [Maya Kobersy](#), J.D., University of Michigan
Office of the Vice President & General Counsel,
Associate General Counsel

Required

Hinrichs, P. (2012). The effects of affirmative action bans on college enrollment, educational attainment, and the demographic composition of universities. *Review of Economics and Statistics*, 94(3), 712-722. Retrieved from <https://www.jstor.org/stable/pdf/23261474.pdf>

Perez-Felkner, L. (2018). Affirmative action challenges keep on keeping on: responding to shifting federal and state policy. *Perspectives: Policy and Practice in Higher Education*, 1-5. Retrieved from <https://www.tandfonline.com/doi/pdf/10.1080/13603108.2018.1529639?needAccess=true>

Perna, L., Leigh, E., & Carroll, S. (2018). "Free College:" A New and Improved State Approach to Increasing Educational Attainment?. *American Behavioral Scientist*, 61(14), 1740-1756. Retrieved from <https://journals.sagepub.com/doi/pdf/10.1177/0002764217744821>.

Baker, A. R., Andrews, B. D., & McDaniel, A. (2017). The impact of student loans on college access, completion, and returns. *Sociology Compass*, 11(6), e12480. Retrieved from <https://onlinelibrary.wiley.com/doi/pdf/10.1111/soc4.12480>.



Recommended

Haddad, N., & Reckhow, S. (2018). The Shifting Role of Higher Education Philanthropy: A Network Analysis of Philanthropic Policy Strategies. *Philanthropy & Education*, 2(1), 25-52. Retrieved from <https://link-gale-com.proxy.lib.umich.edu/apps/doc/A592039535/AONE?u=umuser&sid=AONE&xid=a60fa3dd>

Quintant, C. (2018, December). How U. of Michigan Appealed to Low-Income Students With a Colorful Invitation – and a Promise of Aid. *The Chronicle of Higher Education*. Retrieved from: <https://www.chronicle.com/article/how-u-of-michigan-appealed-to/245294>

April 1 **Campus Climate: Tensions between Free Speech and Inclusivity**

Guest: [Don Herzog](#), Edson R. Sunderland Professor of Law, Michigan Law

Required

Whittington, K. (2018). Free Speech and the Diverse University. *Fordham L. Rev.*, 87, 2453. Retrieved from: http://fordhamlawreview.org/wp-content/uploads/2019/04/07_Whittington-2453-2477.pdf

Espinosa, L., Crandall, J., & Howard, E. (2018). For college students and presidents alike, free speech is a balancing act. *Higher Education Today*. Retrieved from: <https://www.higheredtoday.org/2018/04/09/college-students-presidents-alike-free-speech-balancing-act/>.

Robel L. (2019, November 20). *On the First Amendment*. Indiana University Bloomington. Office of the Provost & Executive Vice President. Retrieved from: <https://provost.indiana.edu/statements/index.html>.

Slagter, M. (2019). University of Michigan ends Bias Response Team in free speech lawsuit settlement. M-Live. Retrieved from <https://www.mlive.com/news/ann-arbor/2019/10/university-of-michigan-ends-bias-response-team-in-free-speech-lawsuit-settlement.html>

Anderson, G. (2019, December 11). White Supremacy in the Classroom. *Inside Higher Ed*. Retrieved from https://www.insidehighered.com/news/2019/12/11/georgia-southern-student-promotes-white-supremacist-theory-class?utm_source=Inside+Higher+Ed&utm_campaign=b05c7037b4-DNU_2019_COPY_01&utm_medium=email&utm_term=0_1fcbc04421-b05c7037b4-227321825&mc_cid=b05c7037b4&mc_eid=9185e1f203

Recommended

University of Michigan: Standard Practice Guide 601.01: Freedom of Speech and Artistic Expression. Retrieved from: <https://spg.umich.edu/sites/default/files/policies/601x01.pdf>



April 8 Advancing Diversity and Inclusion through Curriculum Development and Training

Required

Nelson Laird, T., Hurtado, S., & Yuhas, B. (2018, April). Measuring the diversity inclusivity of college courses: An update. American Educational Research Association Annual Meeting. Retrieved from:

<https://scholarworks.iu.edu/dspace/bitstream/handle/2022/24143/Measuring%20the%20diversity%20inclusivity%20of%20college%20courses-%20An%20update.pdf?sequence=1&isAllowed=y>

Lopez-Littleton, V., & Blessett, B. (2015). A framework for integrating cultural competency into the curriculum of public administration programs. *Journal of Public Affairs Education*, 21(4), 557-574. Retrieved from

<https://www.tandfonline.com/doi/pdf/10.1080/15236803.2015.12002220?needAccess=true>

Brown, S. (2016). Diversity Courses Are in Higher Demand. Can They Make a Difference? *The Chronicle of Higher Education*. Retrieved from <https://www.chronicle.com/article/Diversity-Courses-Are-in-High/234828>.

Dobbin, F., & Kalev, A. (2018). Why Doesn't Diversity Training Work? The Challenge for Industry and Academia. *Anthropology Now*, 10(2), 48-55. Retrieved from

<https://www.tandfonline.com/doi/pdf/10.1080/19428200.2018.1493182?needAccess=true>

Recommended

Jackson, S. (2017). Moving Beyond a Single Diversity Class Requirement. *Insight into Diversity*. Retrieved from: <https://www.insightintodiversity.com/moving-beyond-a-single-diversity-class-requirement/>

Dobbin, F., & Kalev, A. (2016). DIVERSITY why diversity programs fail and what works better. *Harvard Business Review*, 94(7-8), 52-60. Retrieved from: <https://hbr.org/2016/07/why-diversity-programs-fail>

April 15

Final Team Presentations