Protecting Vulnerable Students, Faculty and Staff, in Reform

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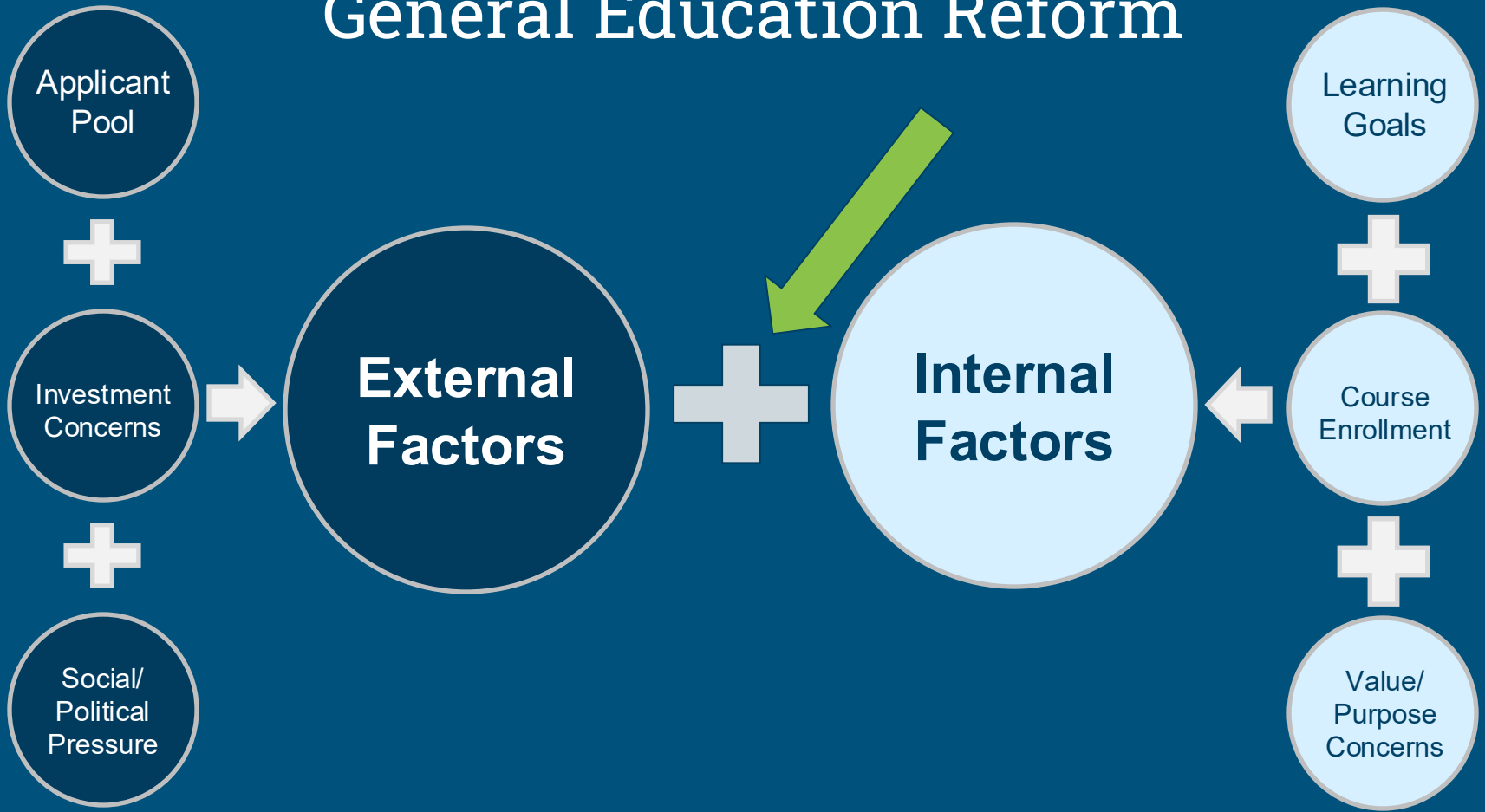
Presentation and Workshop Goals

1. Provide a brief introduction to diversity, equity, and inclusion in general education.

2. Highlight the potentially negative outcomes of general education/curricular reform on marginalized campus stakeholders.
   Not a conversation about DEI content

3. Discuss a planning process that centers equity in the design and decision-making around general education reform.

General Education Reform



Gen Ed Reform: The 2000s-2010s



External Pressure: Applicant Pool

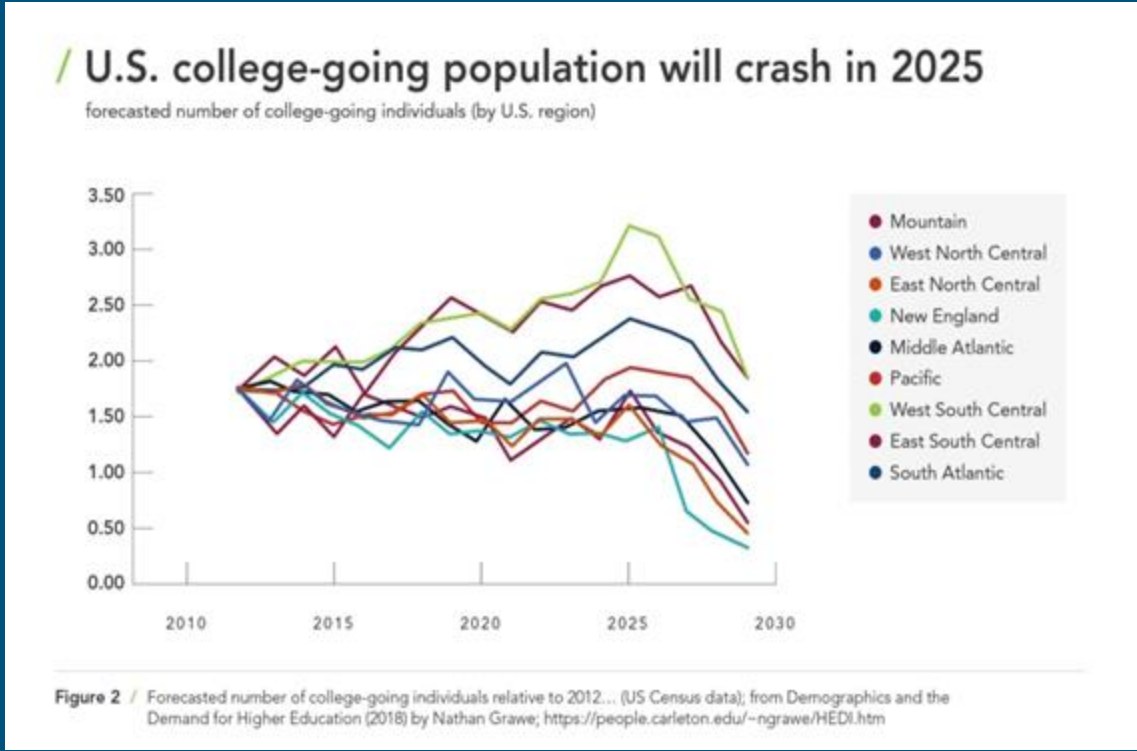


Figure 2 / Forecasted number of college-going individuals relative to 2012... (US Census data); from Demographics and the Demand for Higher Education (2018) by Nathan Grawe; https://people.carleton.edu/~ngrawe/HEDI.htm

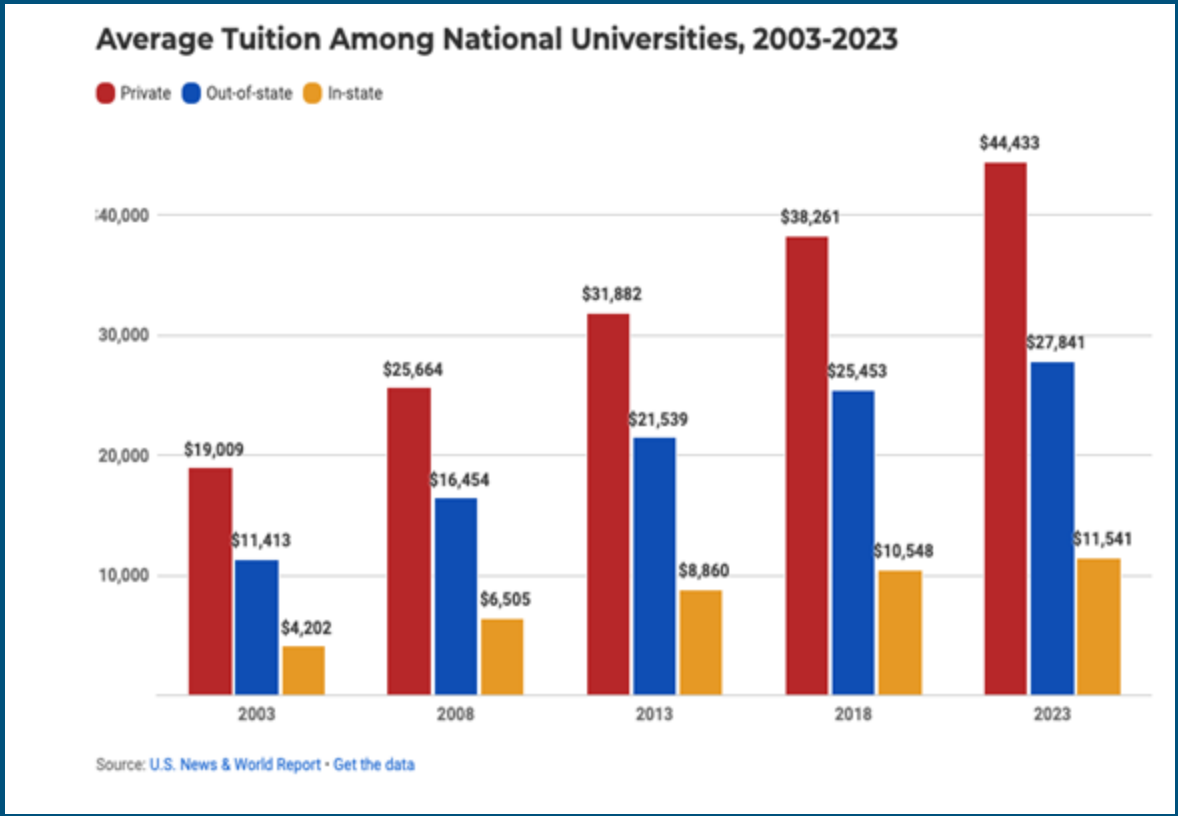
Potential Enrollment Growth Areas

- Ages 20-24
- Rural areas
- 1st Generation
- Pell eligible
- Students of Color
  - 50% of high school students will be from racially marginalized and historically excluded groups by 2036



Content Credit: Time Magazine, Creator: Ted Thai

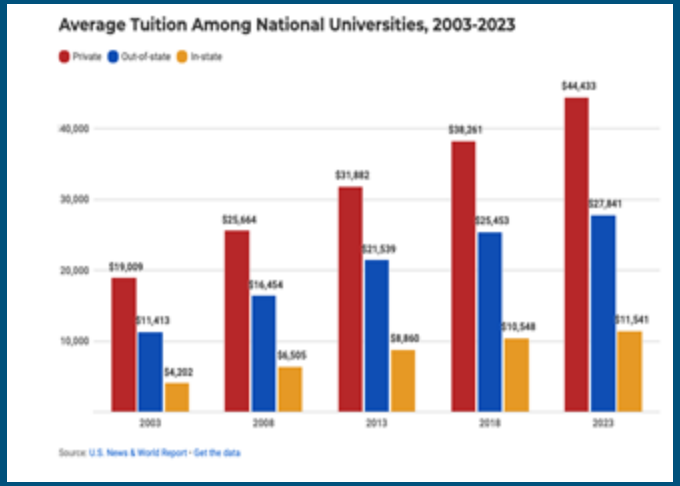
External Pressure: Investment Concerns



"Some Colleges will Soon Cost more than $100,00 a Year. How did this Happen?"

-*New York Times*, April 5, 2024

External Pressure: Investment Concerns



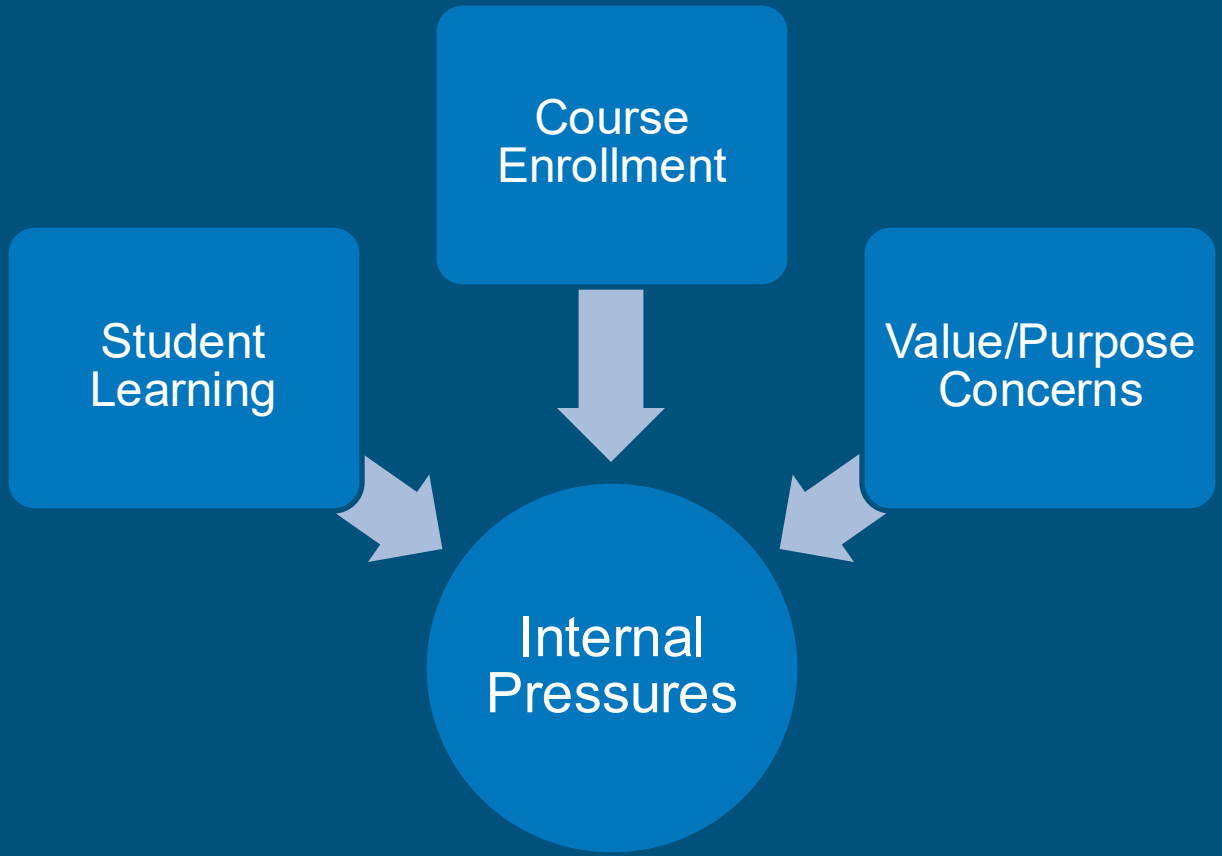
Money Talks: Is college worth the expensive price tag?

Are left-wing American professors indoctrinating their students?

More than half of older millennials with student debt say their loans weren't worth it

There is Reason for Concern

- 2020 US Census: 19% Hispanic/Latino, 12% Black, 1% Native American (32%) but collectively make up **less than 15% at highly rejective institutions**
- Only **8%** of institutions have at least equitable student representation while also graduating students from underrepresented populations at the same rate as white peers (Race and Ethnic Equity in US Higher Education, July 18, 2022)
- BIPOC students owe approximately **$25K more** than white peers in student debt. 50% owe more in student loan debt than their net worth (Student Loan Debt by Race, Dec 8, 2023)


Course Enrollment
Student Learning
Value/Purpose Concerns
Internal Pressures

Pressing Questions

- How do we communicate the value of our education internally and externally?
- How do we attract, retain, and support students from underrepresented backgrounds?
- How do we prepare students to address pressing issues?
- How do we attract, retain, and support faculty and staff who underpin this work?



General Education's Response

- Infuse diversity, equity, inclusion, and justice (DEIJ) topics and goals into general education courses.
- Incorporate "diversity" requirements in general education programs.
- Expand opportunities to participate in HiPs.
- Attention to pedagogy and articulation agreements.



Poll and Discussion

- Does this narrative resonate with events on your campus?
- What motivated gen ed revision?
- How were the reforms determined and implemented?

What Gen Ed Revisions took place on your campus?

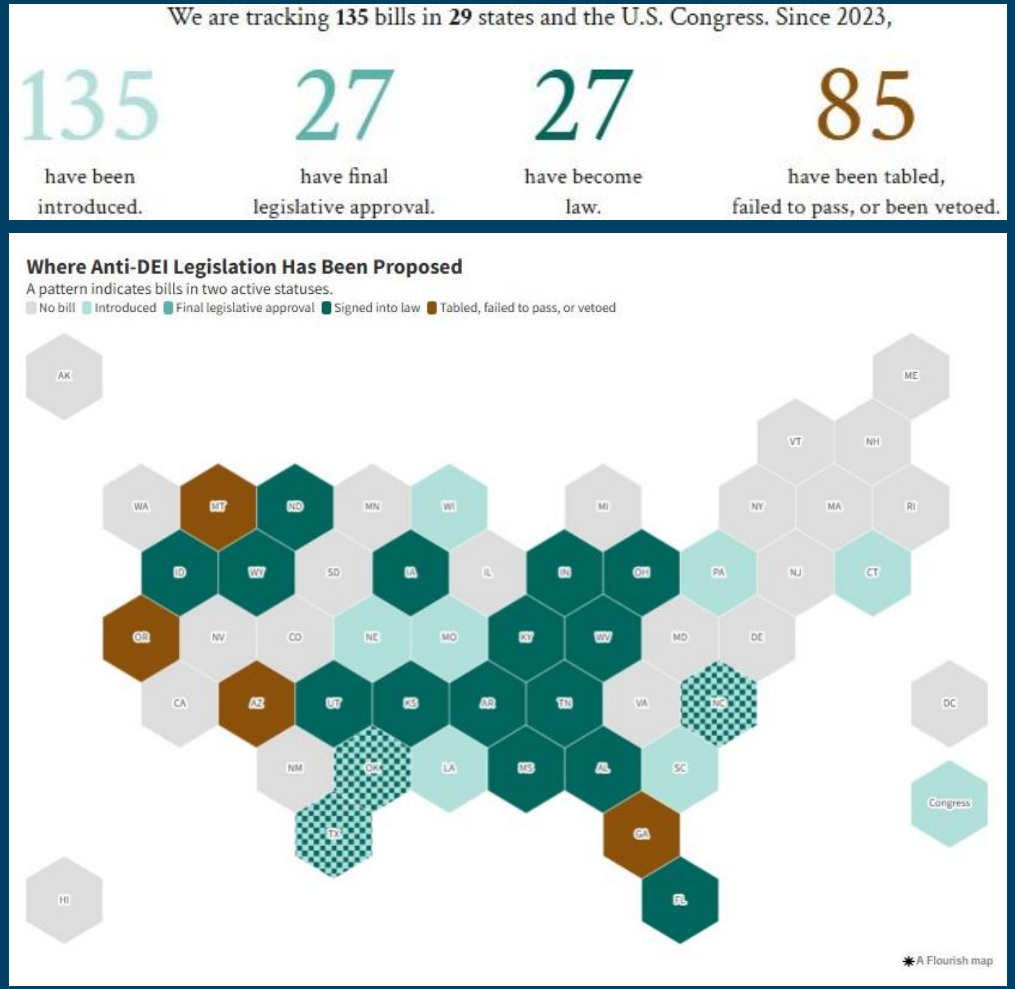
DEI infusion
DEI requirement
HiPs expansion
Pedagogy/Training
Transfer agreements
Micro-credentials

BLACK WOMEN IN AMERICA	Social Sciences	Removed	General Education (Institution)
THE SEMINOLES AND THE SOUTHEASTERN INDIANS	Social Sciences	Removed	General Education (Institution)
ENVIRONMENTAL POLICY: TWENTIETH CENTURY AND BEYOND	Social Sciences	Removed	General Education (Institution)
AMERICAN AUTHORS TO 1875	Humanities	Removed	General Education (Institution)
INTRODUCTION TO AFRICAN AMERICAN LITERATURE	Humanities	Removed	General Education (Institution)
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WORLD PREHISTORY	Social Sciences	Removed	[illegible]
PEOPLES OF THE WORLD	Social Sciences	Removed	General Education (Institution)
ANTHROPOLOGY OF SPORT	Social Sciences	Removed	General Education (Institution)
ANTHROPOLOGY OF RELIGION	Social Sciences	Removed	General Education (Institution)
BONES, BODIES, AND DISEASE	Natural Sciences	Removed	General Education (Institution)
SURVEY OF GREEK ART AND ARCHAEOLOGY	Humanities	Removed	General Education (Institution)
ART AND ARCHAEOLOGY OF ANCIENT ITALY	Humanities	Removed	General Education (Institution)
THE ARTS OF ASIA	Humanities	Removed	General Education (Institution)
HISTORY OF ISLAMIC ART	Humanities	Removed	General Education (Institution)
HISTORY OF ASIA	Social Sciences	Removed	General Education (Institution)
MIDDLE EAST RESEARCH: AN INTERDISCIPLINARY SEMINAR	[illegible]	[illegible]	[illegible]

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Anti-DEI Efforts

Chronicle of Higher Ed, DEI Legislation Tracker, May 23, 2025



Building or Dismantling Gen Ed in the Current Social Climate: Negative Outcomes

- Micro and macro aggressions and invalidations
- Isolation/silencing
- Frustration, anger, disengagement
- Hindered for promotions, tenure, and merit raises



Call to Action

Dialogic Theories: power differentials and responsive structures

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Critical Theories: experiences and differential outcomes of underrepresented, marginalized, and historically excluded people



HiPS and Critical Theory: Faculty

Potential Impacts

- Time-intensive – Research
- Student receptiveness – Course evaluations
- Relationship driven – Emotional toll

Questions for Consideration

- Does the data support equity in promotion, tenure, and merit raises?
- Is there equity in the amounts and type of visible labor? Are there mechanisms to make invisible labor visible?
- What do faculty teach? Are certain groups disproportionately engaged in or excluded from certain kinds of courses?

HiPS and Critical Theory: Students

Potential Impacts

- Close working relationships with peers, faculty, and external stakeholders – micro/macro aggressions
- Time intensive– social/financial implications
- Personal connections– Emotional toll

Questions for Consideration

- What are students' experiences inside and outside of the classroom?
- What support mechanisms are available to students?

HiPS and Critical Theory

- What options are available for bias/harassment/discrimination reporting?
- What are the outcomes of bias reports?
- Do individuals feel comfortable reporting and confident that their concerns are taken seriously?

Reform and Dialogic Theory: Cautionary Tales



Anti-Black racism

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Global Perspectives

Reform and Dialogic Theory: Cautionary Tales



DEI

&

Expertise and Identity

Reform and Dialogic Theory: Process Matters

- What are the decision-making, change management, and implementation processes/structures?
- Who needs to be involved and why?
- How can people’s time and well-being be protected?

Breakout Session

How can you launch a new curricular reform or dismantle a previous initiative while protecting vulnerable campus stakeholders?

Reflection and Wrap Up

- What data do you need?
- What questions should you ask?
- What levers can you pull?



Thank you