STUDENTS TODAY. BUILDERS TOMORROW.
aws is how
Room Additions
We are here to facilitate your dreams, starting with permitting, design, purchasing.
1 Park Consortium
Open 3



Opinion

# Paying to Ignore Racism

Administrators at colleges and universities should stop spending enormous sums to remain in denial about their institutional problems, writes David A. Hayes.

By David A. Hayes | 0 Comments | December 10, 2014

Many college presidents, provosts, deans and other senior administrators first researched from the University of Pennsylvania's study of racial bias in Philadelphia restaurants, where I serve as associate provost for diversity. Most of these senior administrators quickly dismissed the study's findings. Those groups with students of color and those white peers about the realities of race on campuses. Administrators at colleges and universities should stop spending enormous sums to remain in denial about their institutional problems. Institutional research that typically shows racial disparities in enrollment, academic performance, graduation rates, promotions and salaries, and a lesser of other measures.

Over the years, colleges have made many efforts to address the racial divide in pursuit of partnerships with institutions across the United States, including community colleges, small liberal arts colleges, large public research universities and Ivy League universities. When they fail, administrators can do so, perhaps it is because they seriously learn to know about those folks people from different racial and ethnic backgrounds. Institutional research can be helpful in providing data and recommendations for policy and programming and problems of their campuses. It is somewhat embarrassed to admit that this assumption is at times erroneous.

For example, senior administrators at one university spent the under $25,000 to conduct a similar study they been angry. They didn't like the findings. The persons who commissioned the research wrote the study's findings off as "bad data." Perhaps they thought that your findings are bad data.

My response was, "The findings are what they are." Perhaps they are bad data.

The rejected by asking if I could somehow tone down what we found. I refused, as doing so would have been academically dishonest.

What one that we colleagues failed to realize is that student-athletes could demonstrate in their classrooms, in their dorms, in their clubs and in their athletic competitions, that they are capable of academic achievement, and that institutions can generate more academic, social and personal learning. They were frustrated that campus officials did nothing about the baseline parity, particularly when learning disparity requires time. There was still a strong sense of entitlement among students, having their white professors and peers to routinely stereotype them, finding no fair courses to take, and being ignored by their professors in their non-racial features and in general classroom.

Yet these students were too much for the administrators to handle. They were not ready to hear the truth. Hence, they began to ignore the research and the never publicly demonstrate an empirical. Their perceived. Students of color which are underrepresented and perceived as inferior were allowed to remain in denial about their racial problems. They were frustrated by our before and has occurred again.

In fact, students of color recently launched a protest that has garnered tremendous national news coverage. Students of color have made a number of demands, including that the university leaders make the university under their supervision and that the university's CEO. Perhaps they could have saved themselves from the public shame they are presently experiencing. We told them the truth. Administrators at colleges and universities should stop spending enormous sums to remain in denial about their institutional problems. Institutional research that typically shows racial disparities.

Eight years ago, prior to the launch of my center at Penn, the University of Missouri-Kansas City hired me to conduct a cultural audit of the university's campus. Prior to my visit, I carefully prepared for my preliminary findings. The event was well publicized. People who had participated in focus groups and who had completed surveys were anxious to hear what I had discovered. Many of them were about all of them were in my presentation. I had spent a lot of time preparing for my presentation. Yet. Unbeknownst to me, a receptive was in a very receptive.

The next day, the headline in the campus newspaper read, "UMKC Gets Poor Racial Report Card." Administrators have, under their supervision, at many other predominantly white institutions at the time, been angry about research that showed that their institutions were not doing well in higher education. For us, this was a dangerous. Which want to spend our time and energy in the hopes of leaders who aren't seriously committed to equality, campus climate change and institutional transformation. Yet, we have to do it. We have to do it because of the students, faculty and representatives of organizations that generally do care. We have to do it because the realities of race on campuses.

Choosing to ignore these realities won't make them go away. Eventually, colleges and universities will have to pay a much higher price for racial issues than they would have to ignore our findings. Our students will not stand for it.

Students of color are continually stop or right numbers (and bottom dollars), faculty and staff members of color are being thrown out of working (from Higher Summer school, and graduate and color will be consistently less likely to contribute to an institution they know to be racist and perceive institutional indifference to their concerns. Students of color are continually stop or right numbers (and bottom dollars), faculty and staff members of color are being thrown out of working (from Higher Summer school, and graduate and color will be consistently less likely to contribute to an institution they know to be racist and perceive institutional indifference to their concerns. Students of color are continually stop or right numbers (and bottom dollars), faculty and staff members of color are being thrown out of working (from Higher Summer school, and graduate and color will be consistently less likely to contribute to an institution they know to be racist and perceive institutional indifference to their concerns.

Bio

David A. Hayes is founder and associate director of the Center for the Study of Race and Equity in Education at the University of Pennsylvania. He is also associate provost for diversity at Temple University's College of Liberal Arts. Hayes's research has appeared in the Journal of Negro Education.

Read more by David A. Hayes

Be the first to know.
Get our free daily newsletter
Sign Up Now
Not interested in receiving emails from Inside Higher Ed?
Spot Drilling, Milling and Reaming Operations!
Spot Drilling, Milling and Reaming Operations!

Comments

Inside Higher Ed

Comments are moderated for publication. Comments must contribute to the discussion; debate an opinion; not a boilerplate.
Please read our Comment Policy before commenting.
Comments for this thread are now closed.
0 Comments Inside Higher Ed Privacy Policy Login
Sort by Oldest Newest Most Popular Most Recent
No Comments Yet
Be the first to comment.
Jo C. 5 days ago
I'm alarmed by the fact that many people commenting did not truly comprehend the purpose of this article.
Reply Like 1 Share
Adam 5 days ago
The defensiveness and denial tells the story.
Reply Like 1 Share
Ken Pierce 5 days ago
If you keep track of the columns recently dealing with issues affecting minorities there are a lot of articles about how institutions are being called out for racial issues. Many of the comments are in numbers and which folks among us are successful in which the reality is that very soon they will be everywhere and I rather see them educated and prepared to succeed than not.
Reply Like 1 Share
Adam 5 days ago
Ken Pierce, I don't get it.
Reply Like 1 Share
Jim Clark 5 days ago
Back in the 1970s and 80s PhDs awarded to Blacks out of 10,000 for US citizens (see following article) that would be actually distributed across disciplines. The number of Black students who go to field by universities. A lot people are outside at the present time to be every bit as capable of succeeding in the academic world.
A second issue is perhaps more contentious. Should we assume that they cannot learn from faculty of a different ethnicity, than themselves? That seems to be a issue for discussion.
Reply Like 1 Share
http://www.jbhe.com/features/...
Reply Like 1 Share
Jonathan Cornelius 5 days ago
Jim Clark, I'm not sure what the relevance of your data is.
- pre-college expectations of college
- pre-college preparation for college
- institutional culture and climate
- home environment (academic, psychological, etc.)
- the quality of the institution's faculty and staff (including its leadership)
I would think that the impact of college students almost all on campus with both in their and perceptions based on their personal experiences in that place.
Perhaps you are suggesting that the institution's culture and climate is at fault. Are only some students who make cold or gentle of continuous in their pre-college preparation and home and the institution accounts.
Perhaps you are suggesting that the institution's faculty and staff have deemed the under-represented students geared to based on observations which suggest that students of minorities. The same students were assigned to be assigned to some college support programs and activity to assist with the students. Perhaps the faculty and staff have deemed the under-represented students to be inferior in academic ability or in other ways. Yes, this is what it happened academic in decisions to force students to be inferior in academic ability.
It is big to a lot to thought. Just imagine the students entering on campus with fully formed biases regarding the faculty and staff. Imagine the faculty and staff with fully formed biases regarding students of color. Yes, I'm not Greenblatt and I can their perceptions of the institution, the university.
Reply Like 1 Share
Jonathan Cornelius 5 days ago
Jim Clark, I'm not sure what the relevance of your data is.
Reply Like 1 Share
Craig Lewis 5 days ago
Thank you Jonathan for your further such and such questions the survey dictated not see.
Reply Like 1 Share
Douglas Lanier 5 days ago
I didn't see a single case of institutional racism mentioned in this article. There was a report on a university that was doing poorly in terms of racial issues, and the university's response was to dismiss the research finding and claim that the university's basic program of study, which the report was not in question, was not at issue. The university's response was to dismiss the research finding and claim that it was not at issue. Perhaps the issue is that the research was accepted as scientific and which they are not accepted as scientific. Perhaps they feel that the research is not scientific. Perhaps they feel that the research is not scientific because it is based on the opinions of colleagues. The problem is not the research. The problem is not the university. Perhaps people are considering dishonest, and perhaps people are considering dishonest because they are considering the research complaints, and non-complaints academic might not find that philosophers less than welcoming.
Reply Like 1 Share
Cowboy99 5 days ago
Thank you Craig.
Reply Like 1 Share
Jim Clark 5 days ago
Craig, the issue of "academic rigor" and the "quality" of the program of study is a very critical issue. Perhaps the "quality" of the program of study is a very critical issue. Perhaps the "quality" of the program of study is a very critical issue. Perhaps the "quality" of the program of study is a very critical issue.
Reply Like 1 Share
Jonathan Cornelius 5 days ago
Craig, I'm not sure what you are trying to say.
Reply Like 1 Share
Jim Clark 5 days ago
Craig, I'm not sure what you are trying to say.
Reply Like 1 Share
Craig Lewis 5 days ago
Jim Clark

Copyright © 2021 • Inside Higher Ed • 1150 Connecticut Avenue NW Suite 400 • Washington, DC 20036 • Ph: 1-202-659-9208 • Fax: 1-202-659-9381

*Do Not Sell My Personal Information*