

# **Diversity, Inequality and the Pathways to Leadership: Graduate Education for the 21<sup>st</sup> 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

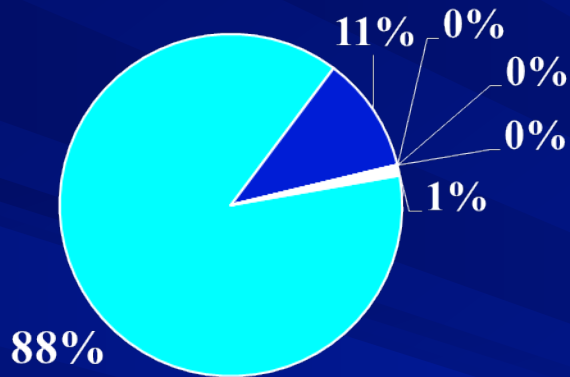
# Key Arguments

- 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

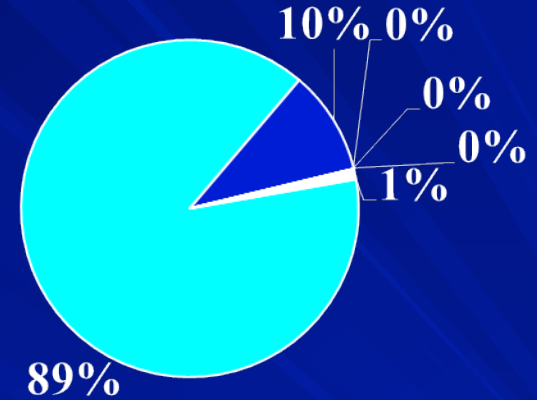


# US Racial Composition: 1900, 1950 & 1970

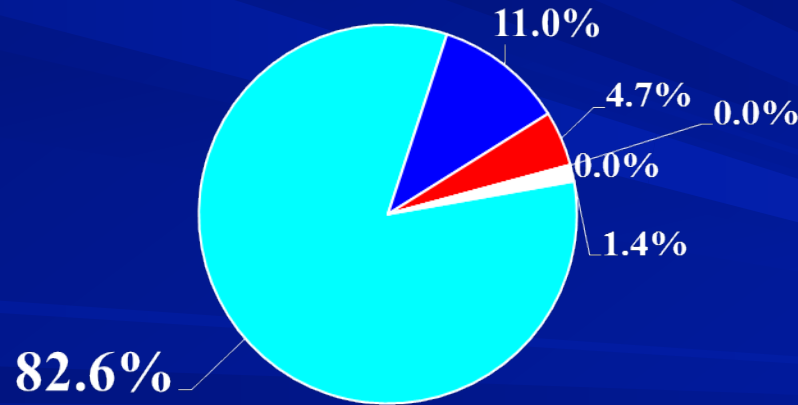
1900



1950

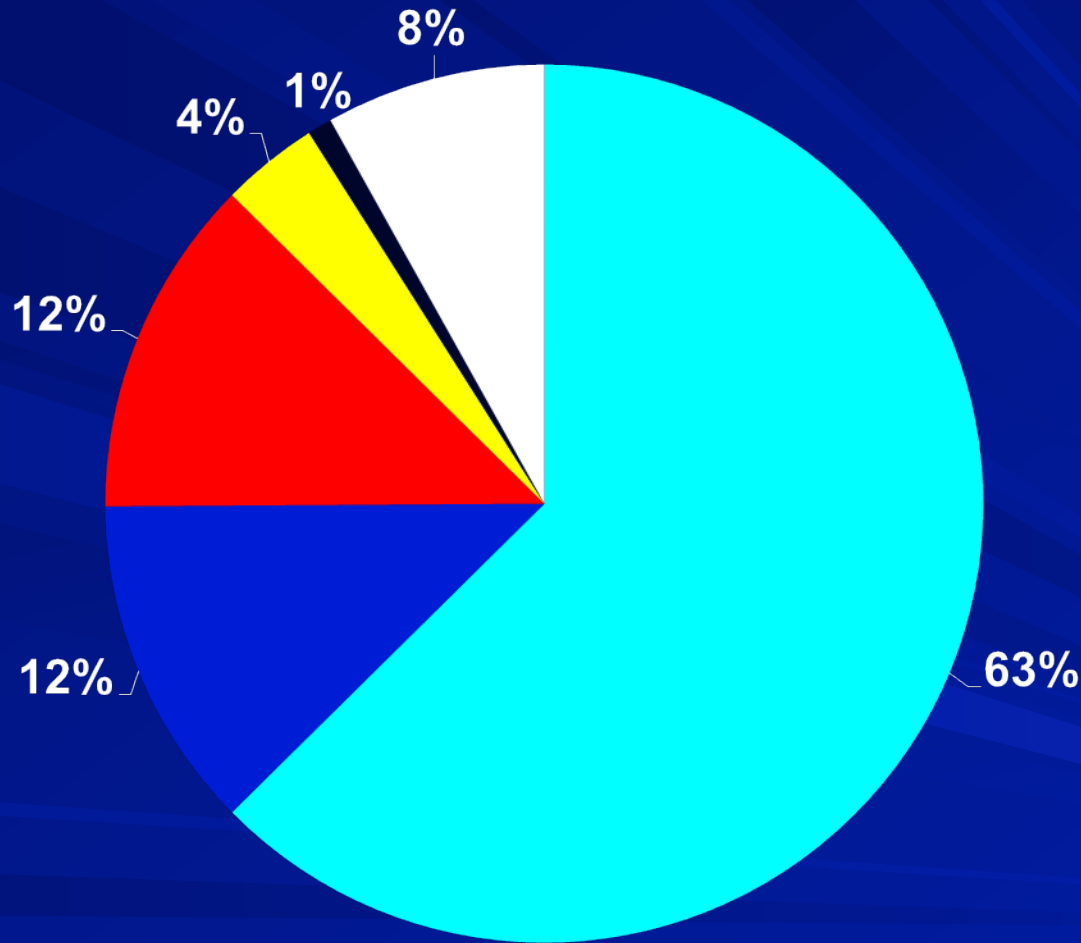


1970



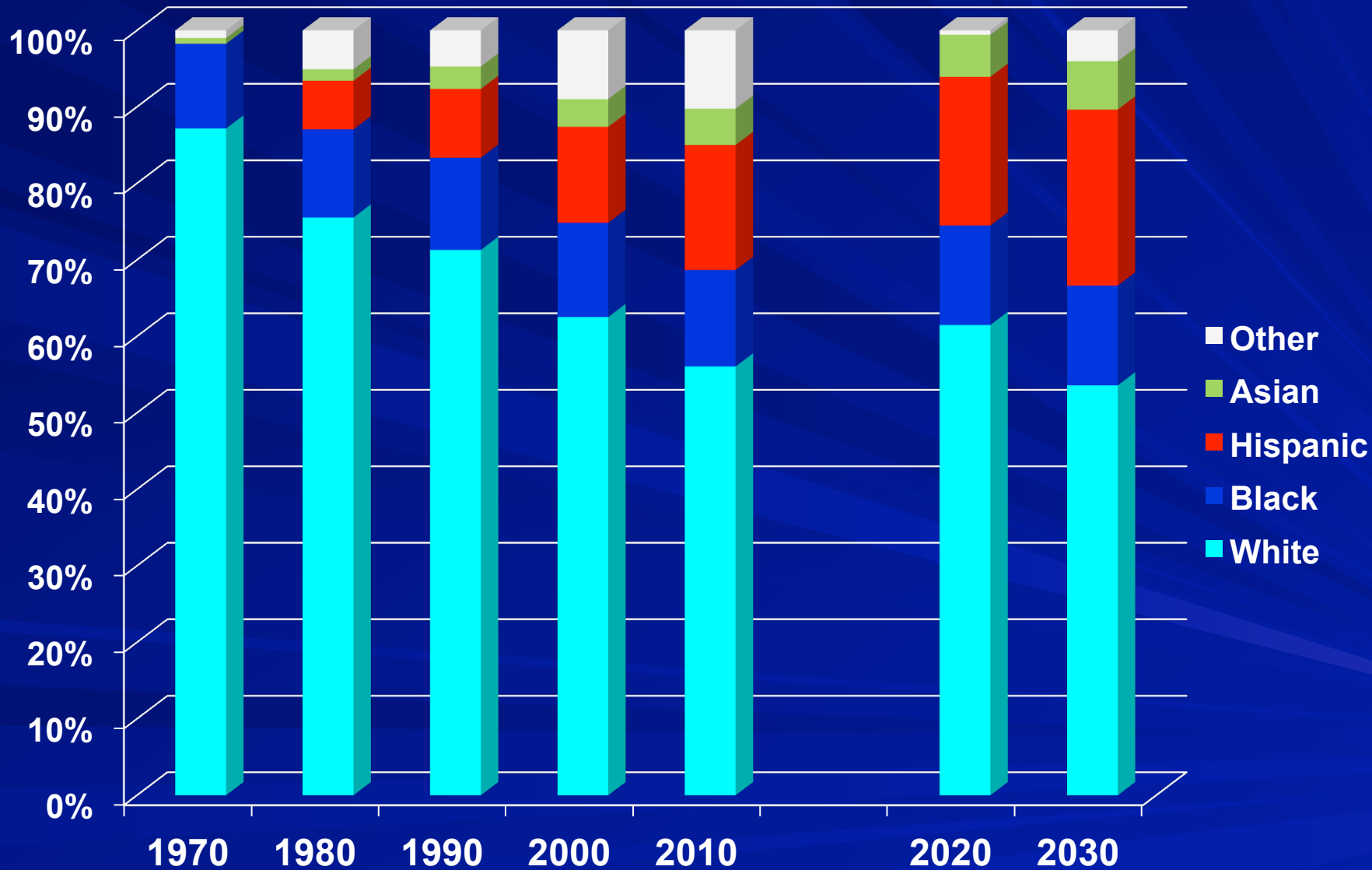
White Black Hispanic Asian Am. Indian Other

# US Racial Composition, 2010



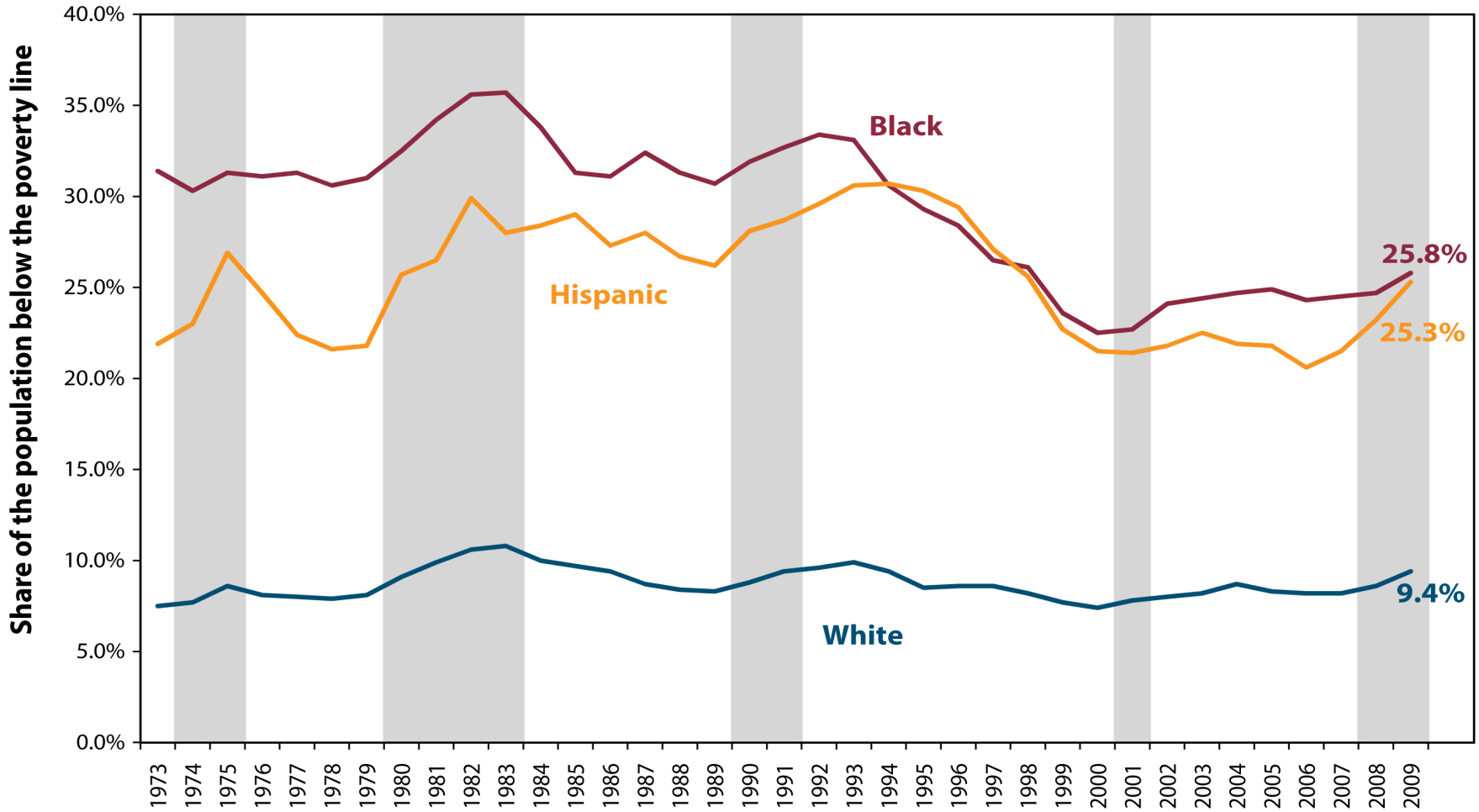
White Black Hispanic Asian Am. Indian Other

# US Racial Composition: 1960-2010 & Projections to 2030



# Racial and ethnic disparities persist over time

Poverty rate by race and ethnicity, 1973-2009



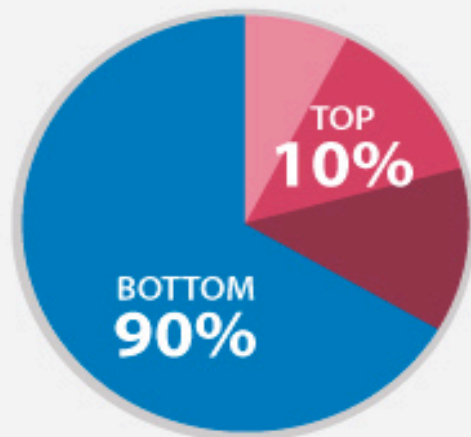
**Note:** Shaded areas denote recession.

**Source:** U.S. Census Bureau, Historical Poverty Tables.



# When income grows, who gains?

Between **1948** and **1979**:

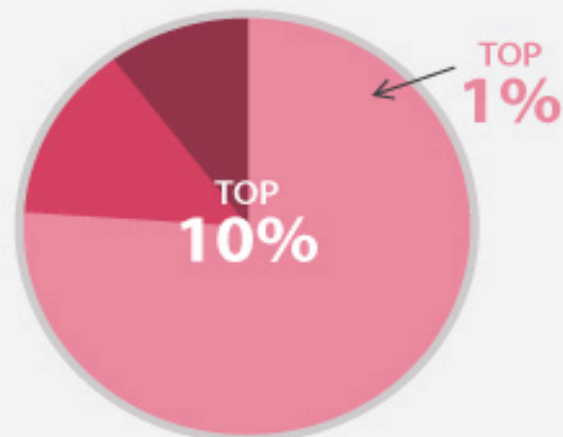


Average incomes in the U.S. **grew** by \$20,822

The richest 10% got 33% of that growth.

The bottom 90% shared 67% of income growth.

Between **2000** and **2007**:



Average incomes in the U.S. **grew** by \$1,460

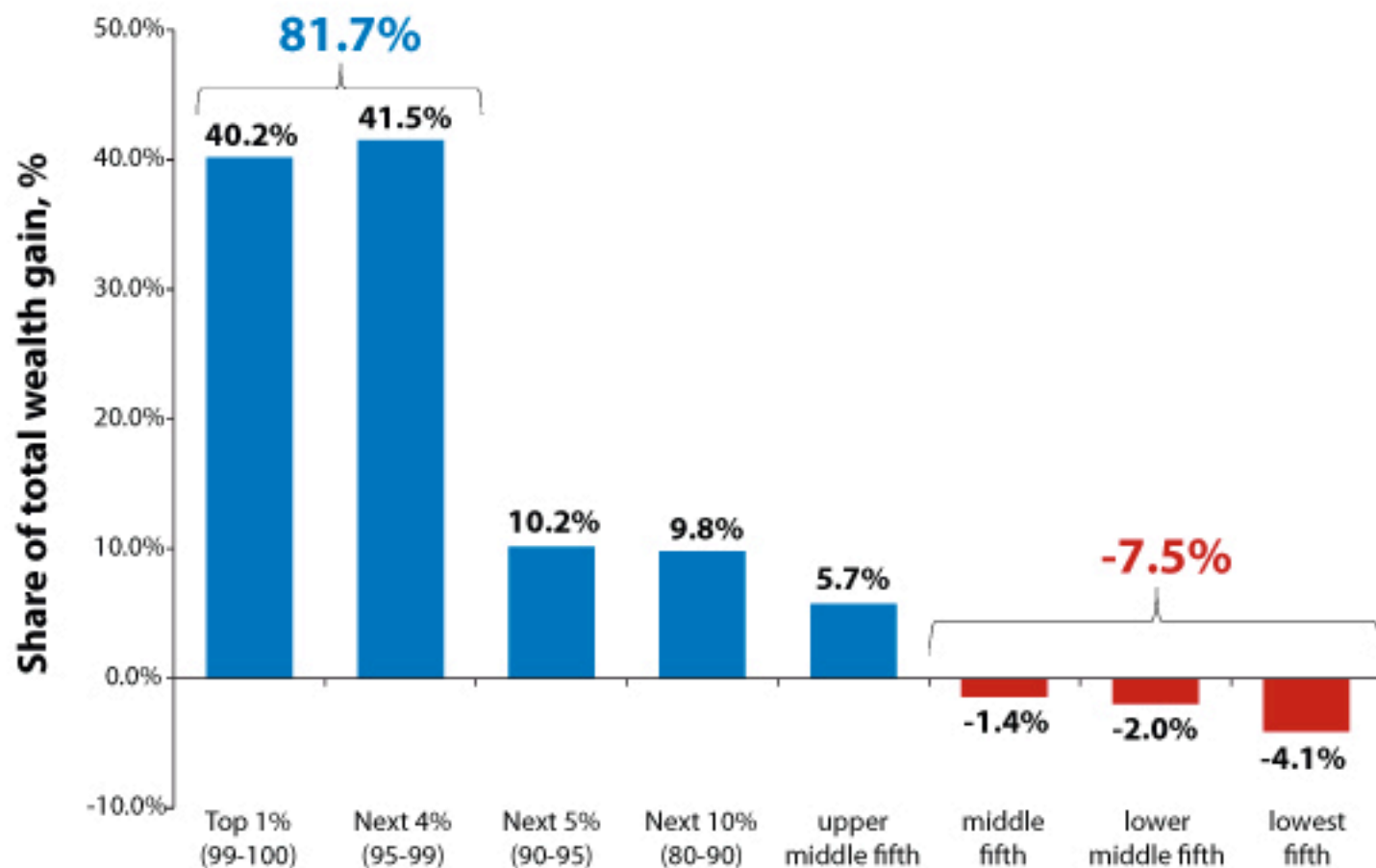
All growth went to the richest 10%.

Income for the bottom 90% actually declined.

■ Bottom 90%   ■ Top 5-10%   ■ Top 1-5%   ■ Top 1%

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).





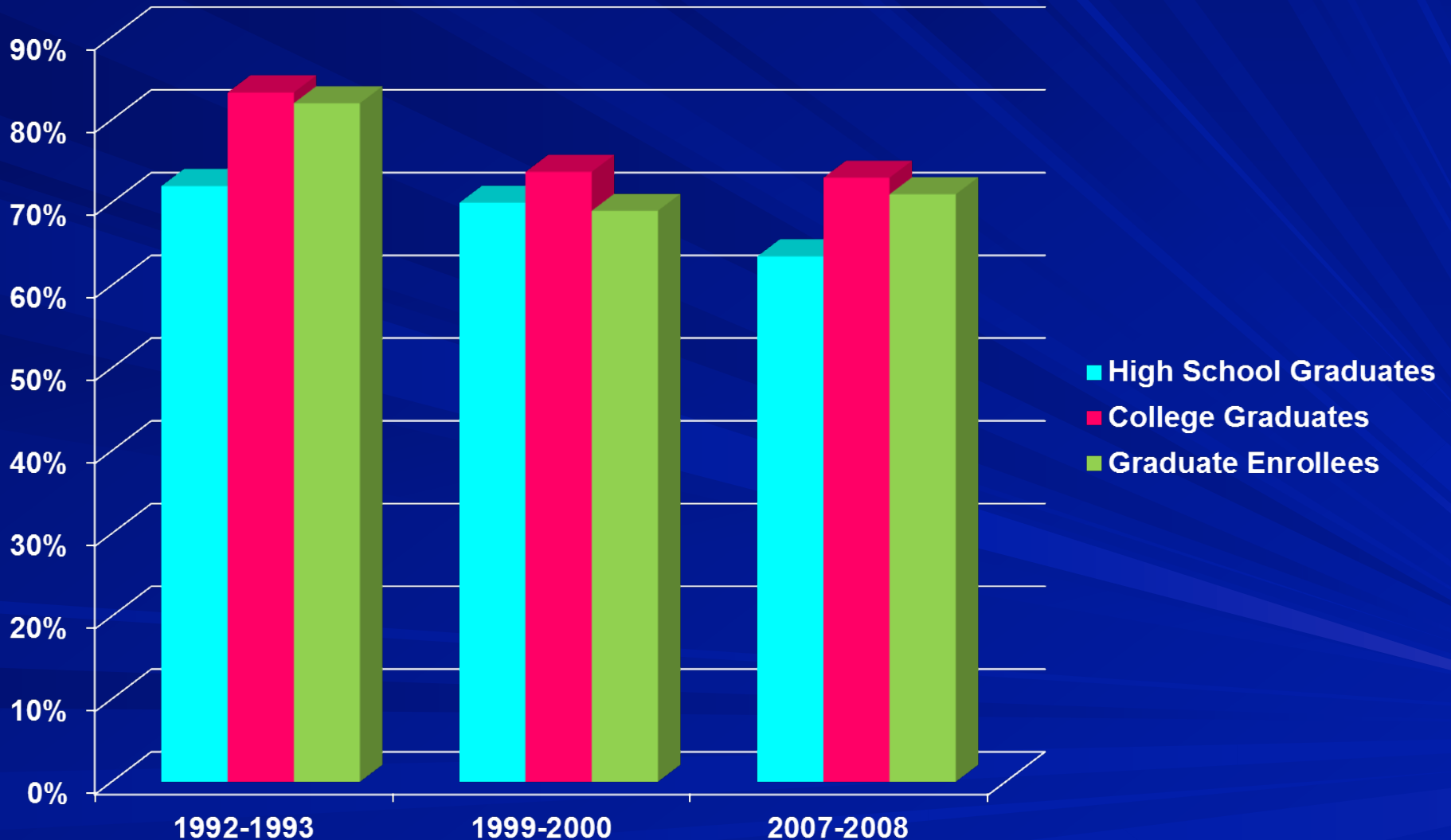
# Broadening Educational Opportunity: Lessons from Texas

- 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

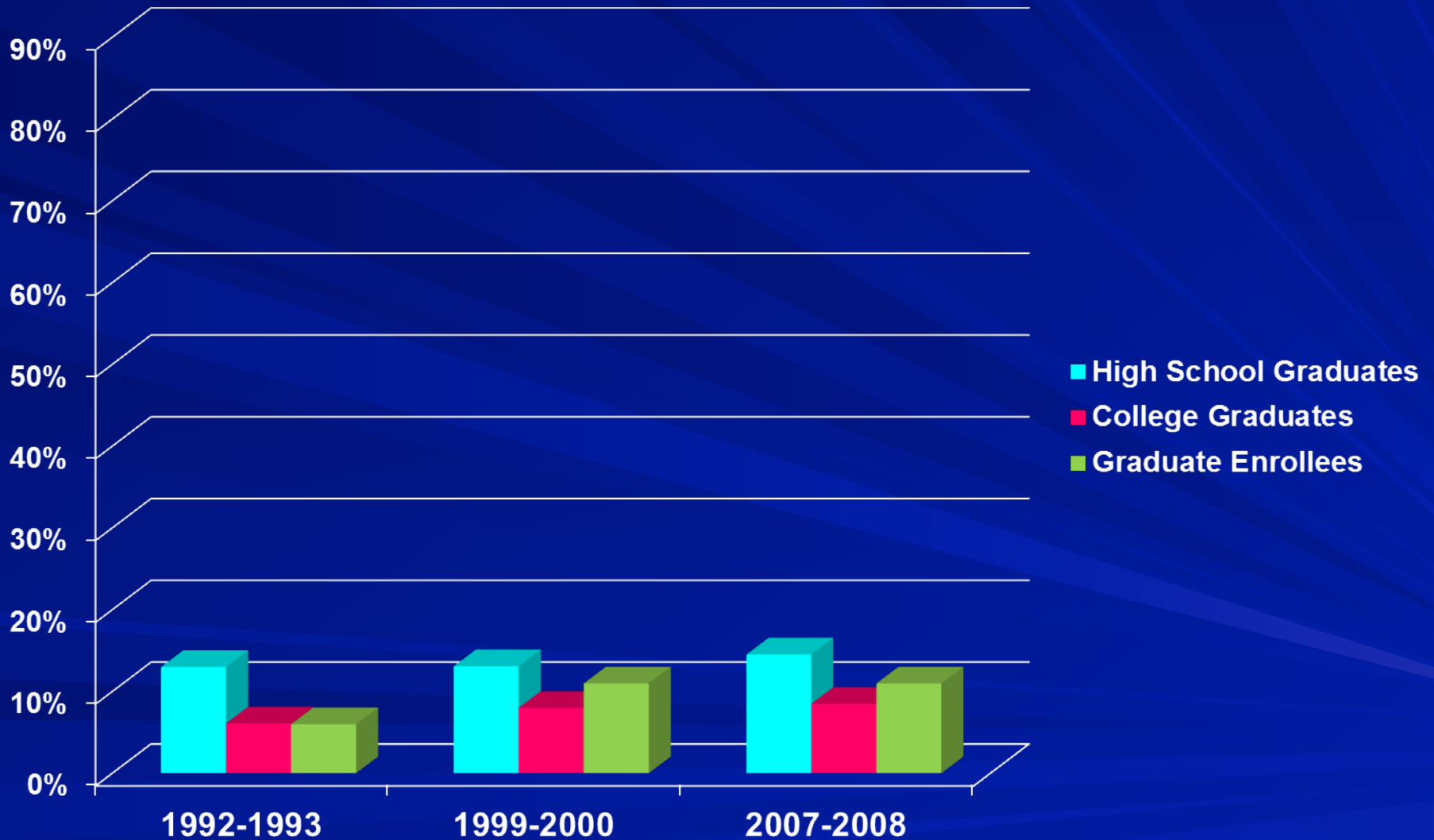
# Deciphering the Graduate School Pipeline

- B&B Surveys:
  - 1992-93; 1999-2000; & 2007-08
- Cohort comparisons
  - Composition of high school & college graduates
  - Transitions to graduate school
- 10-Year Longitudinal Perspective (1993-2003)
  - Delayed Enrollment & Completion

# Whites: Composition of High School Graduates, College Graduates & Graduate School Enrollees

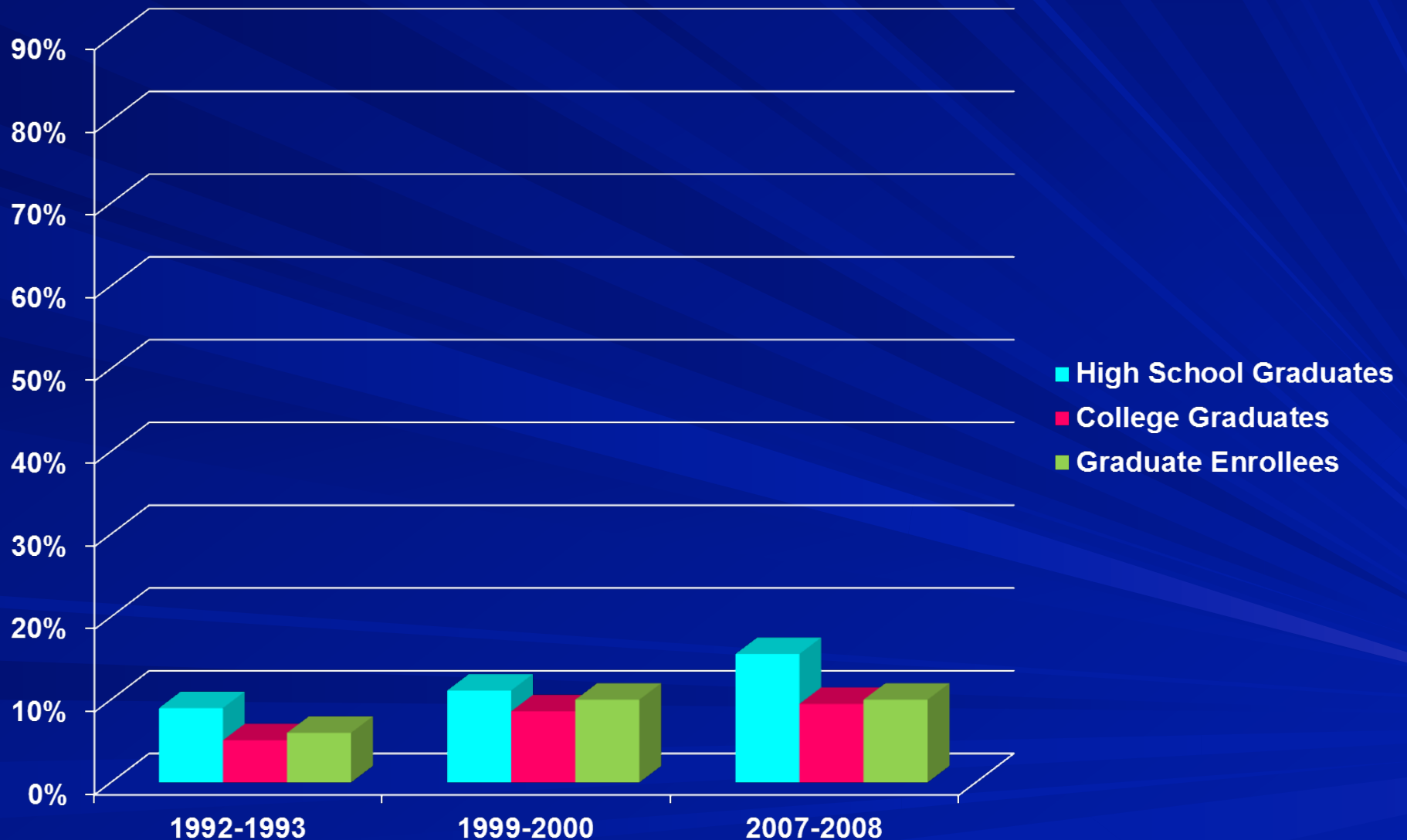


# Blacks: Composition of High School Graduates, College Graduates & Graduate School Enrollees



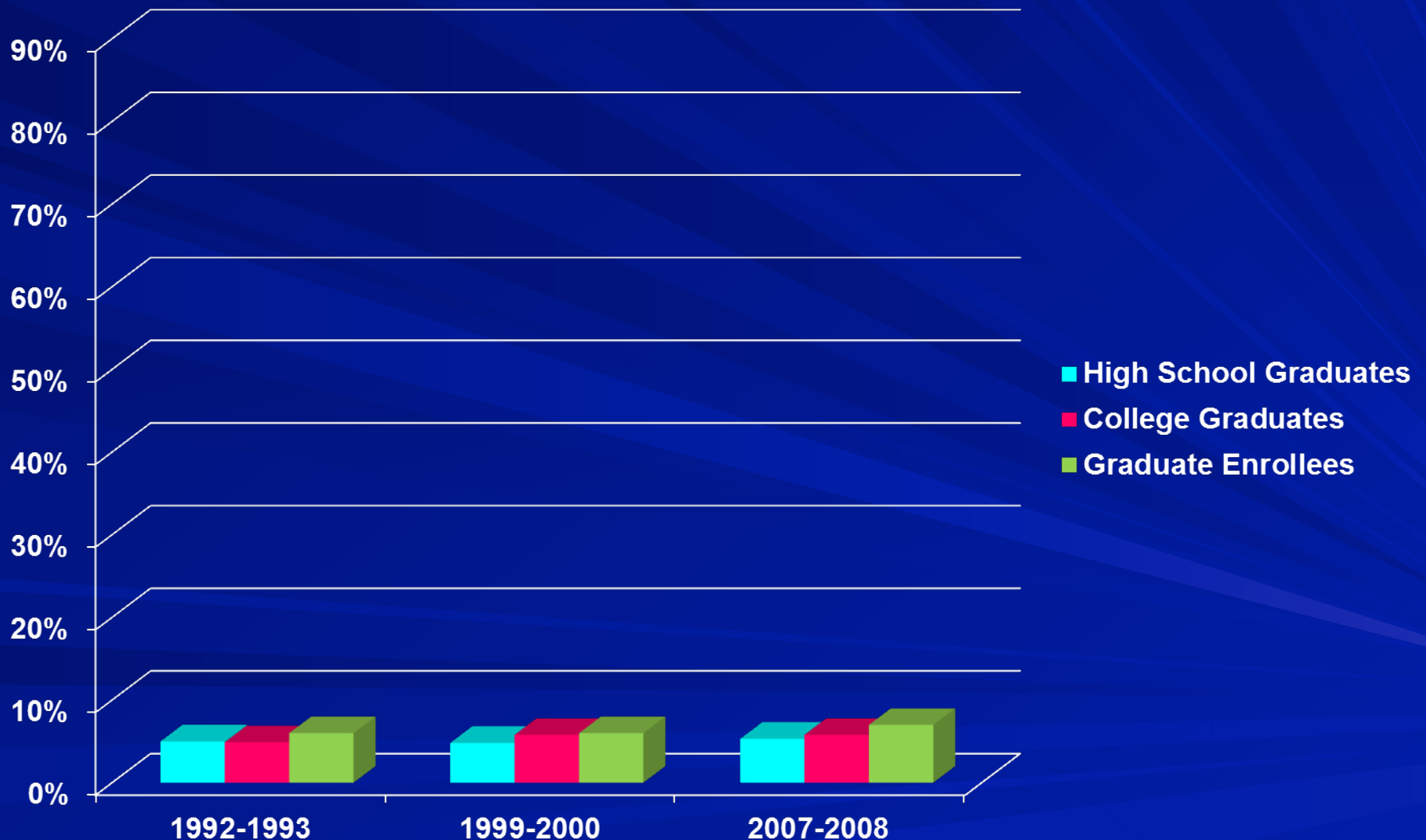


# Hispanics: Composition of High School Graduates, College Graduates & Graduate Schools Enrollees

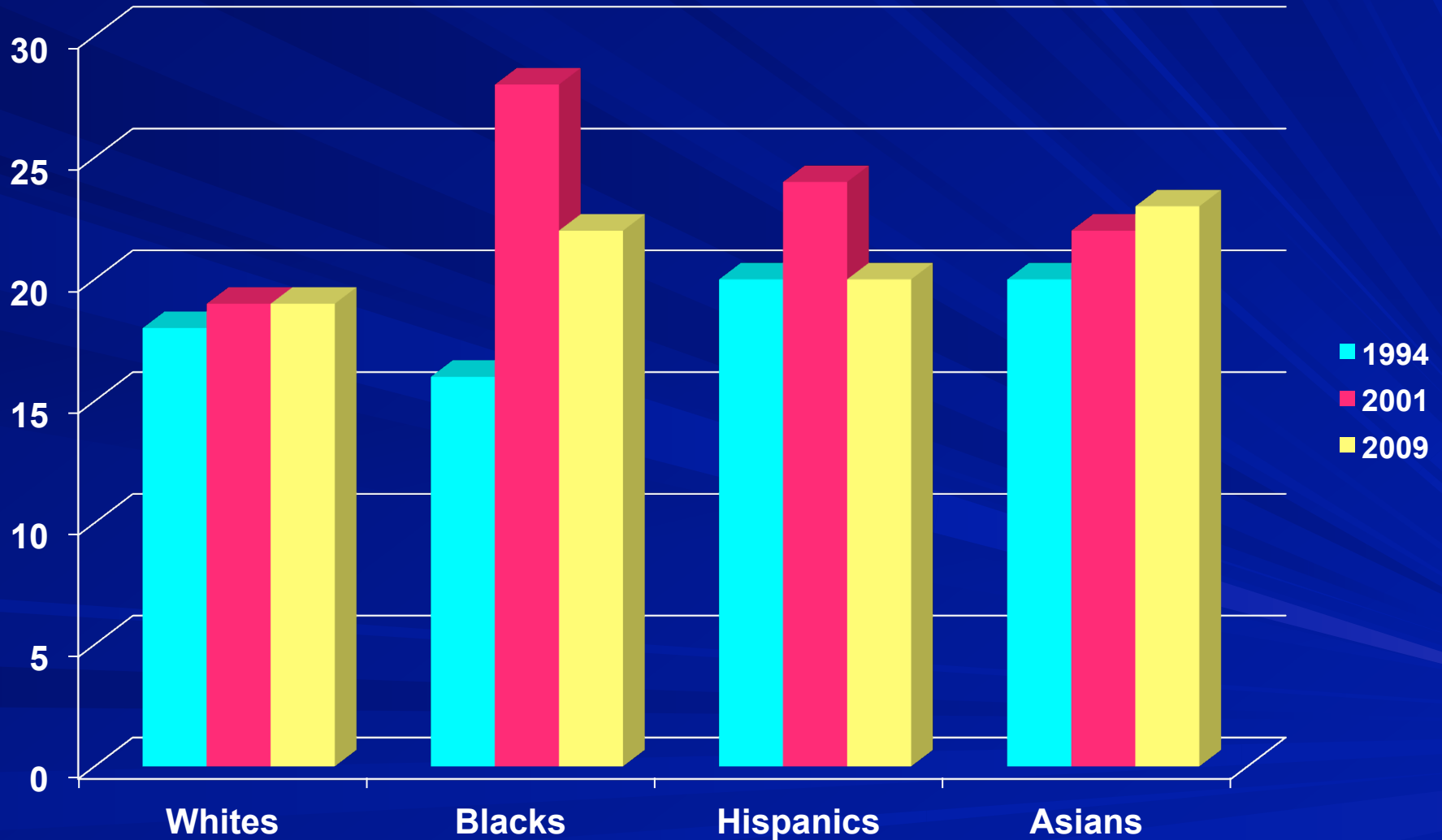




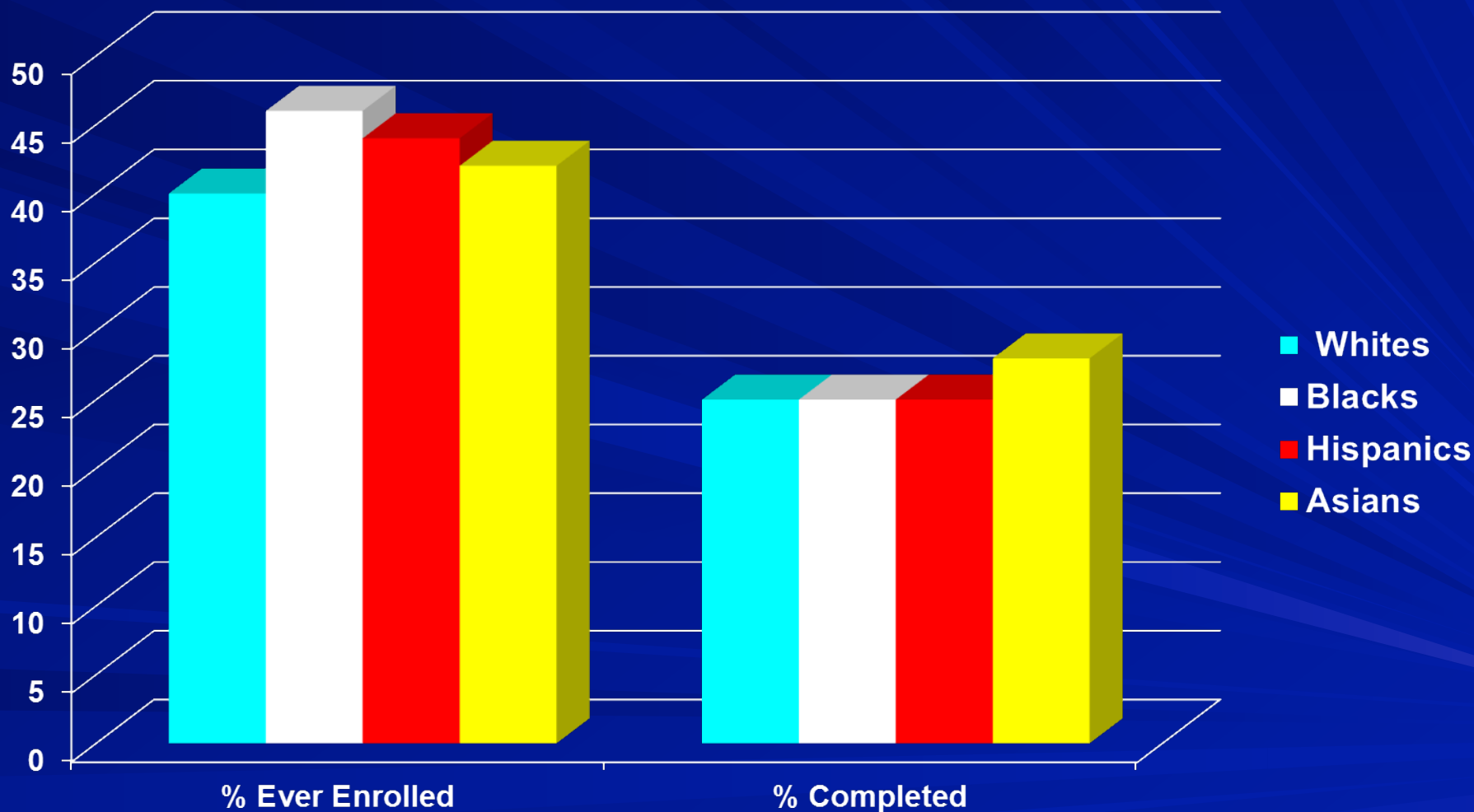
# Asians: Composition of High School Graduates, College Graduates & Graduate Schools Enrollees



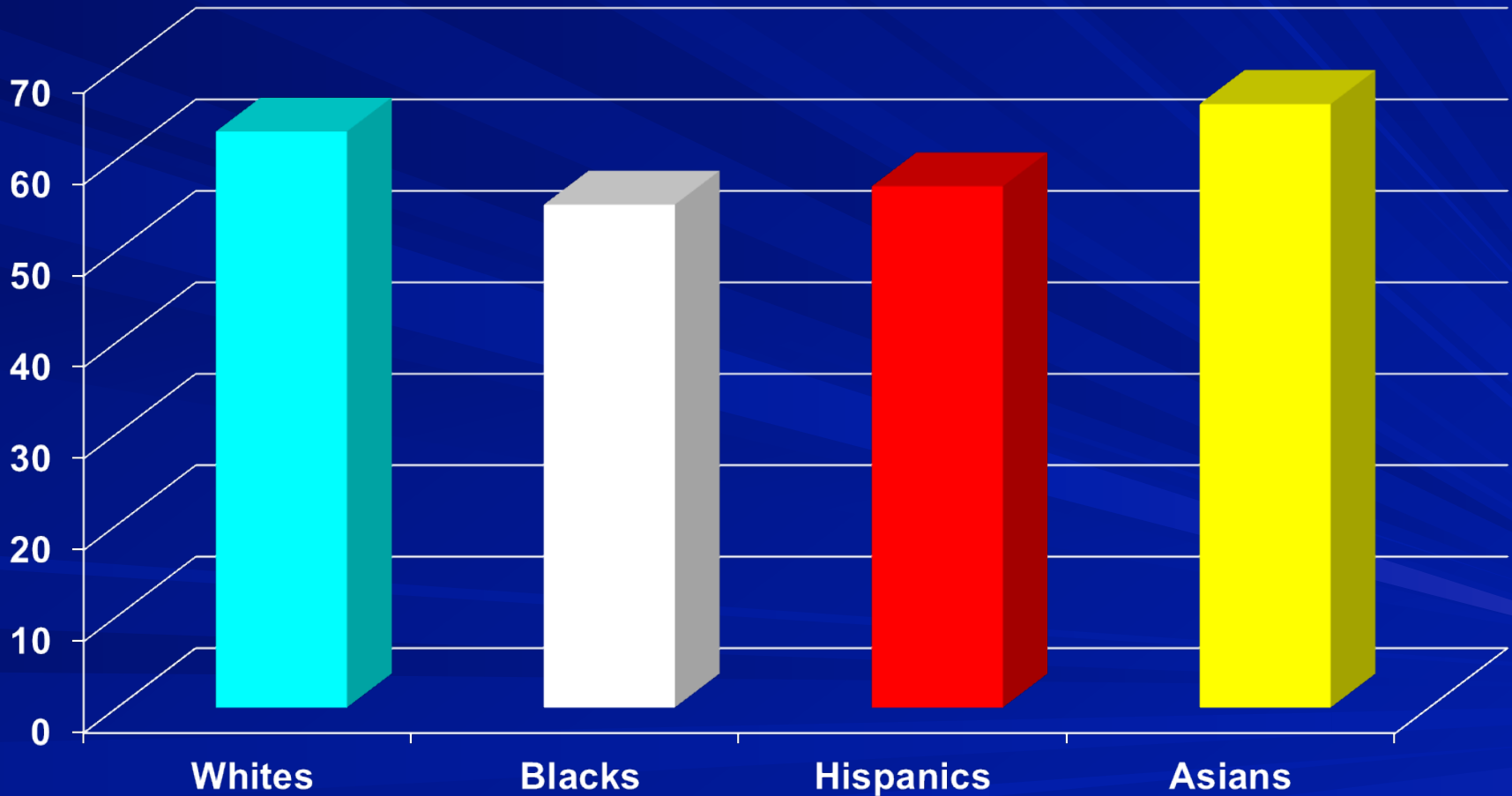
# Graduate Enrollment Rates One year post Baccalaureate by Race: 1994, 2001 & 2009



# Graduate Enrollment Status by Race 10 Years Post Baccalaureate: 1992-93 B&B Cohort



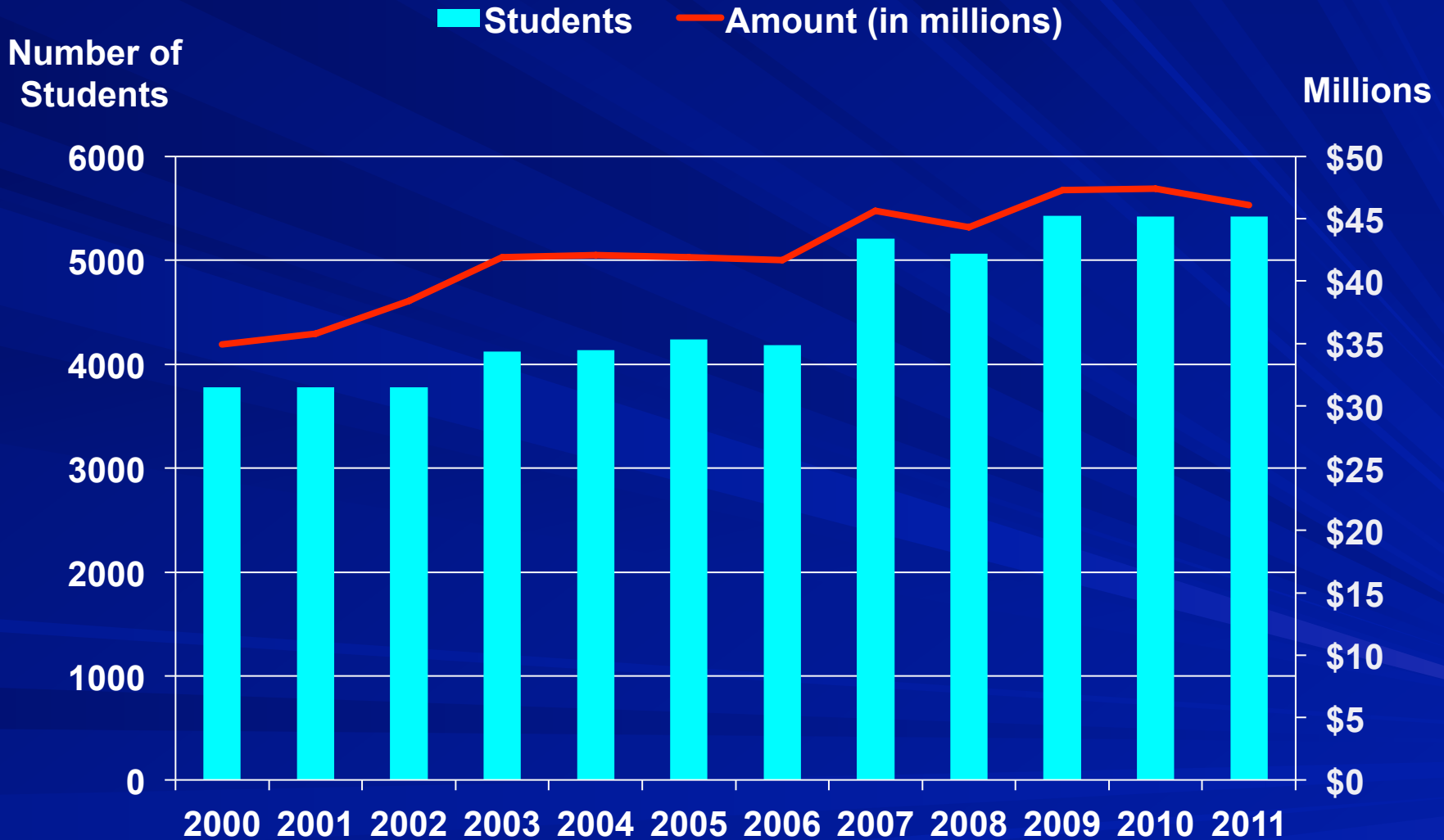
# 10-Yr. Graduate School Completion Rate for Ever Enrolled: 1992-93 Cohort



# 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



# Mellon Mays, Leadership Alliance & McNair Achievement Programs

Institution Characteristics	Mellon Mays	Leadership Alliance	McNair
<b>Private</b>	<b>85%</b>	<b>75%</b>	<b>21%</b>
<b>Barron's Selectivity</b>			
Most Competitive	<b>72%</b>	<b>47%</b>	<b>5%</b>
Highly Competitive	<b>13%</b>	<b>3%</b>	<b>6%</b>
Very Competitive	<b>3%</b>	<b>9%</b>	<b>19%</b>
Competitive	<b>5%</b>	<b>25%</b>	<b>45%</b>
Less and Non Competitive	<b>7%</b>	<b>16%</b>	<b>20%</b>
<b>Enrollment Profile</b>			
Only Undergraduate	<b>20%</b>	<b>13%</b>	<b>3%</b>
High Undergraduate	<b>26%</b>	<b>22%</b>	<b>77%</b>
Majority Undergraduate	<b>36%</b>	<b>44%</b>	<b>18%</b>
<b>Research Intensity</b>			
Very High Research Activity	<b>49%</b>	<b>59%</b>	<b>25%</b>
<b>Number of Institutions</b>	<b>39</b>	<b>32</b>	<b>159</b>

# McNair Three-Year Enrollment Rates and Mean Cohort Size: 2003-04 Baccalaureate Cohort

Institution Characteristics	Mean Cohort Size #	Enrollment Rate %
<b>Selectivity Status</b>		
Most Competitive	<b>86</b>	<b>74</b>
Highly Competitive	<b>186</b>	<b>74</b>
Very Competitive	<b>388</b>	<b>71</b>
Competitive	<b>865</b>	<b>71</b>
Less Competitive	<b>307</b>	<b>75</b>
<b>Enrollment Profile</b>		
Only Undergraduate	<b>53</b>	<b>55</b>
Very High Undergraduate	<b>390</b>	<b>68</b>
High Undergraduate	<b>1112</b>	<b>74</b>
Majority Undergraduate	<b>404</b>	<b>73</b>



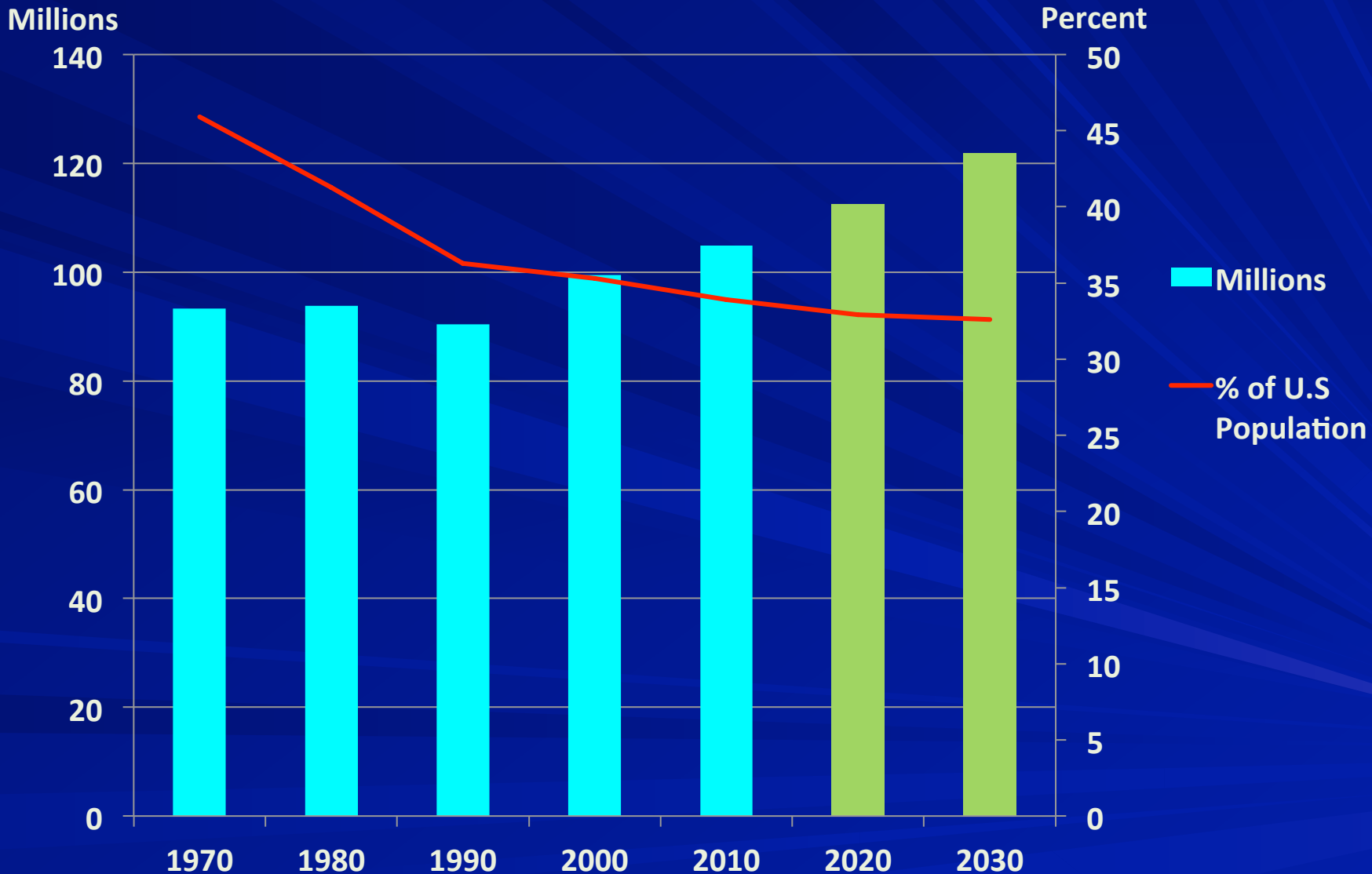
# Research Agenda

- 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

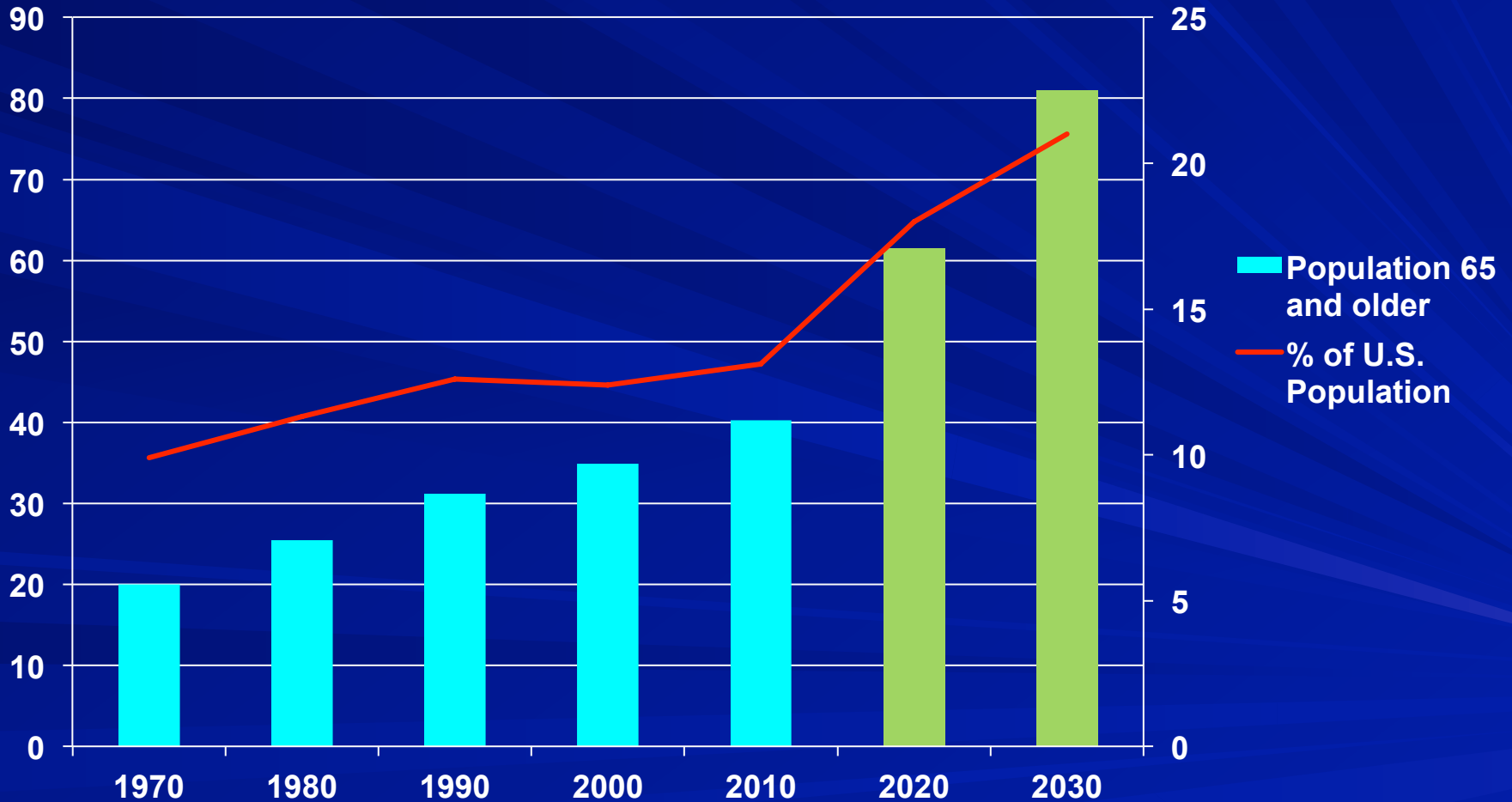
# Youth Population Share Declining: Percent Ages $\leq 24$ , 1970-2030



# Elderly Population Share Increasing: Percent ages 65+: 1970 - 2030

Millions

Percent

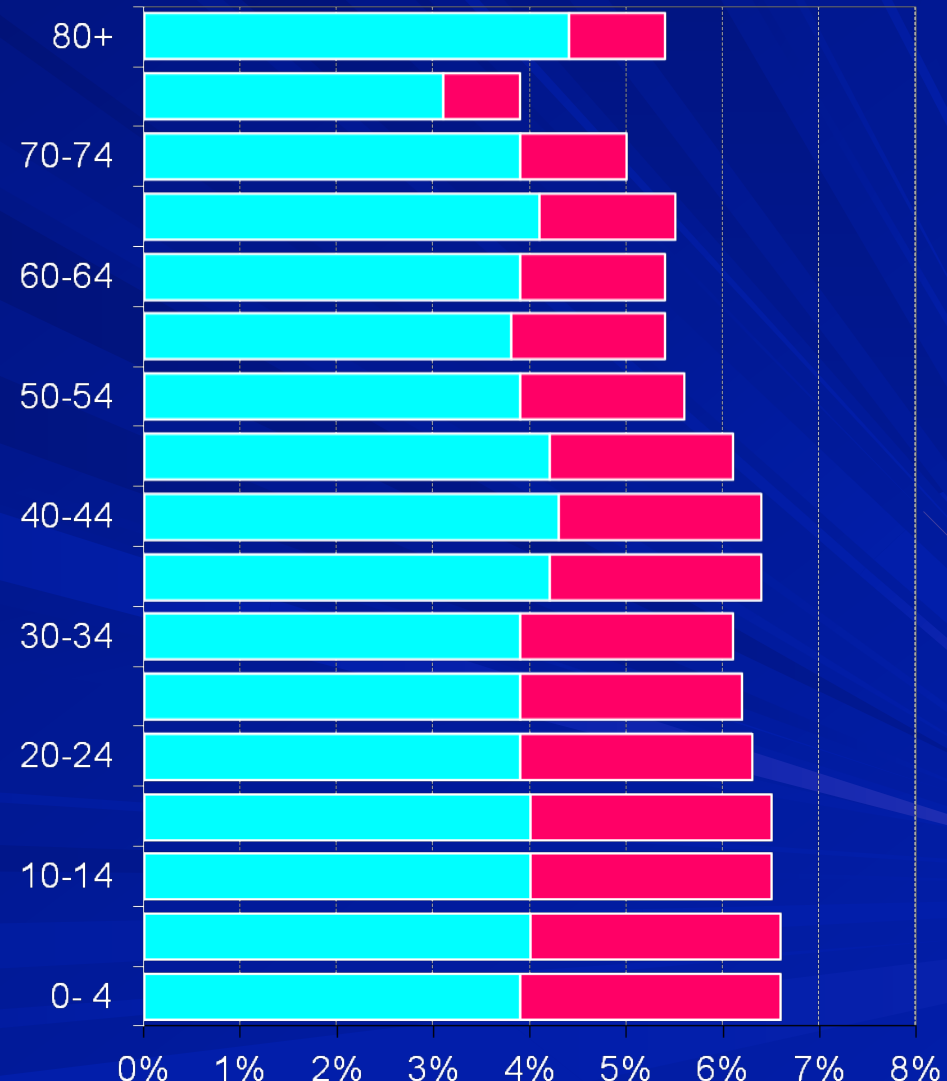
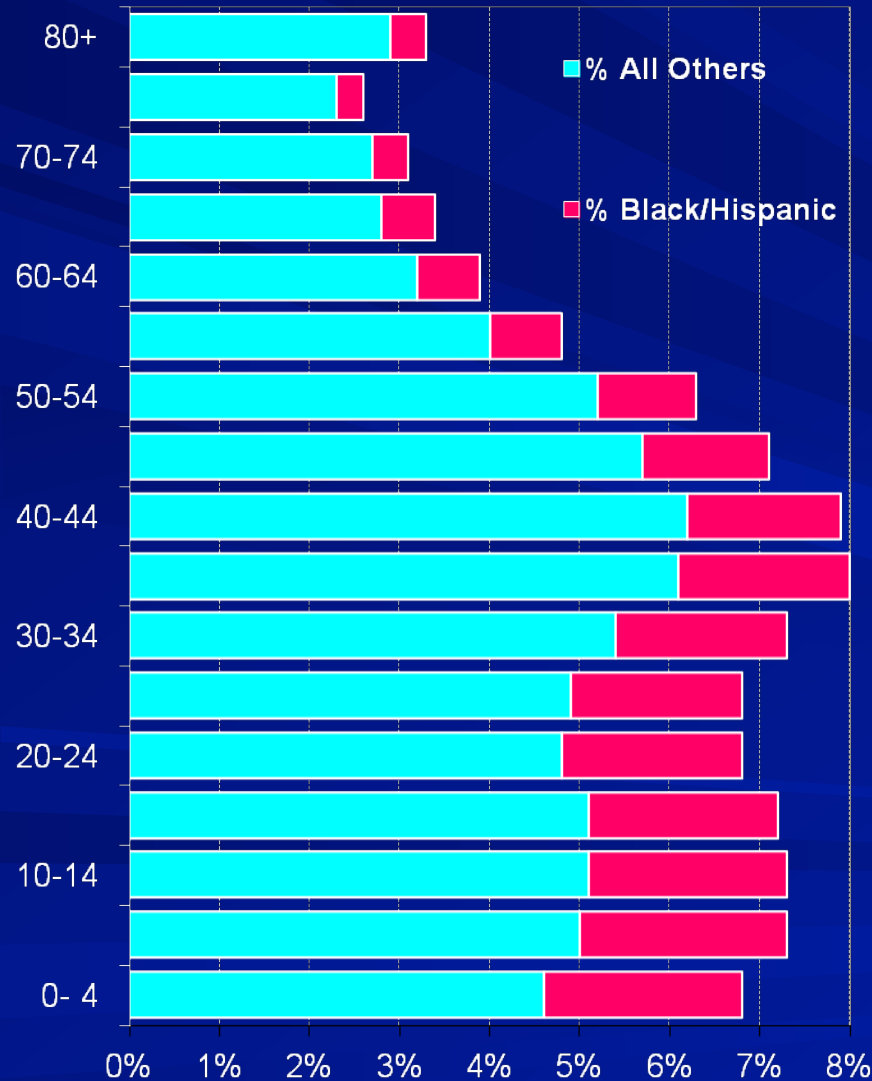


# Age Pyramids for the United States

(Percent of Total Population)

2000

2030



# Thank You

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