Diversity: It’s Complicated...

Britta Baron, Vice-Provost & Associate Vice-President (International) 
University of Alberta
“Ethnic Diversity” as focus

- Gender
- Sexual Orientation
- Religion
- Disabilities
- Age
- Domestic vs International
- ...
Through the North American Looking Glass

- Diversity discourses in USA & Canada of critical importance
- Focus on black population in US
- Focus on indigenous population in Canada
- “Truth and Reconciliation”
Terminology

Diversity
Diversity is the state of things. It describes where we are and what we are.

Equity
Equity is the work and how we put our values into action.

Inclusion
Inclusion is the goal and our equity work should reflect continuous progress.
Terminology

“Diversity is the mix. Inclusion is making the mix work.”

Andrés T. Tapia, Global Diversity & Inclusion Solutions Leader, Korn Ferry Hay Group

“Diversity is a seat at the table. Inclusion is the ability to order off the menu.”

Barb Hardy, Global Head of Diversity, Inclusion & Belonging, NetApp
Relevance

- **May 17, 1954**: Segregation of public schools in USA ruled unconstitutional
- **August 6, 1965**: Voting Rights Act of 1965 (USA) prohibits racial discrimination
  - Women granted right to vote on **August 18, 1920**
- **June 12, 1967**: Laws prohibiting interracial marriage invalidated
- **1969**: Princeton starts admitting female students
- **1996**: Last Residential School in Canada closed
  - By **1979**, only 12 residential schools were still operating
Minority Incarceration Rates (Can/US)

- Indigenous youth made up 46% of admissions to correction services in 2016-17 while making up only 8% of the youth population.

- In 2016, the United States’ black population made up 12% of the overall US population, but 33% of federal prison population.

Lifetime Likelihood of Imprisonment for U.S. Residents Born in 2001

- All Men: 1 in 9
- White Men: 1 in 17
- Black Men: 1 in 3
- Latino Men: 1 in 6

[https://www.sentencingproject.org/criminal-justice-facts/](https://www.sentencingproject.org/criminal-justice-facts/)
# US & Canada: General Population

<table>
<thead>
<tr>
<th>Race</th>
<th>USA (2016 Census)</th>
<th>Percent (%)</th>
<th>Canada (2011 National Household Survey)</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td></td>
<td>76.9</td>
<td>White</td>
<td>79.1</td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td>13.3</td>
<td>Black</td>
<td>2.9</td>
</tr>
<tr>
<td>American Indian and Alaska Native</td>
<td></td>
<td>1.3</td>
<td>American Indian</td>
<td>4.3</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td>5.7</td>
<td>Asian</td>
<td>12.4</td>
</tr>
<tr>
<td>Native Hawaiian and Other Pacific Islander</td>
<td></td>
<td>0.2</td>
<td>Native Hawaiian or Pacific Islander</td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td></td>
<td>2.6</td>
<td>Other race</td>
<td>0.8</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Two or more races</td>
<td>0.5</td>
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</tbody>
</table>
US & Canada: Higher Education

“63 out of 76 Canadian universities surveyed by CBC said they don't collect data on race.”

# US & Canada: Higher Education

<table>
<thead>
<tr>
<th>Race</th>
<th>Percent (%)</th>
<th>USA (NSSE 2017)</th>
<th>Race</th>
<th>Percent (%)</th>
<th>Canada (NSSE 2017)</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>63</td>
<td></td>
<td>White</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>13</td>
<td></td>
<td>Chinese</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>10</td>
<td></td>
<td>South Asian</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>American Indian and Alaska Native</td>
<td>1</td>
<td></td>
<td>Black</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>6</td>
<td></td>
<td>Arab</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian and Other Pacific Islander</td>
<td>&lt;1</td>
<td></td>
<td>Other races</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td>4</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Note: Percentages are unweighted and may not sum to 100 due to rounding.
Affirmative Action

A “holistic review in which race and ethnicity are considered, but only as part of an in-depth review considering many factors, in which students of all groups have a fair shot.”

States that ban considering race in college admissions

Source: National Council of State Legislatures
US: Higher Education

RACE/ETHNICITY
Percentage distribution of undergraduates’ race/ethnicity, by level and control of institution: 2011–12

NOTE: Black includes African American, Hispanic includes Latino, and all other includes American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, or students who are more than one race. Race categories exclude Hispanic origin unless specified. Total includes undergraduate students who attended private nonprofit less-than-4-year institutions and more than one institution, which are not shown separately. The private nonprofit institution estimates under “Control” include data from less-than-4-year institutions and therefore do not match the private nonprofit institution estimates under “4-year.” Public less-than-2-year institutions are combined with public 2-year because so few undergraduates (less than 1 percent) attended these institutions. Estimates include undergraduate students who were enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia. Detail may not sum to totals because of rounding.

## Canada: Higher Education

Highest level of educational attainment of population aged 25 to 64, Canada, 2011

<table>
<thead>
<tr>
<th>Level of Educational Attainment</th>
<th>Total Aboriginal identity population (%)</th>
<th>Non-Aboriginal identity population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No certificate, diploma or degree</td>
<td>29.1</td>
<td>12.1</td>
</tr>
<tr>
<td>High school diploma or equivalent</td>
<td>22.7</td>
<td>23.2</td>
</tr>
<tr>
<td>Postsecondary certificate, diploma or degree</td>
<td>48.2</td>
<td>64.7</td>
</tr>
</tbody>
</table>

**Source:** Statistics Canada, National Household Survey, 2011.
The Context

• Maintaining/expanding public trust
• Universities’ accountability re: social relevance
• Rapidly increase cost of university education
• Demographic challenges & need to expand talent pool
Drivers of Diversity Strategies

• Respond to legal challenges re: equity and fairness
• Open new demographics for an educated workforce
• Educate for a diverse society
• Prepare for a diverse work environment
• Enrich teaching/learning & research and ensure its relevance
Mechanisms to Achieve and Grow Diversity: Access

- Set quota for students, faculty and administrators
- Ensure fair process in recruiting students and faculty
- Student and faculty retention
- Remedial education
Mechanisms to Achieve and Grow Diversity: Commitment

- Develop specific policies and regulations
- Assess existing overall policies re inherent biases
- Assess and review all institution PR, especially website
- Create positions of various levels of diversity administrators
- Create role models
Mechanisms to Achieve and Grow Diversity: Mission

- Rewrite curriculum to reflect diverse perspectives
- Inclusive research agenda in terms of what is being researched and by whom
- Adjust teaching methods, e.g. flipped classrooms
- Multicultural training for faculty, staff and students as part of regular curriculum or extra-curricular – mandatory or non-mandatory
Presidents/Senior Administration
What about the Board of Trustees?

- Minorities represent 23% of public university trustee members and 17% of public university presidents.

## Case Study: Harvard University

<table>
<thead>
<tr>
<th></th>
<th>Academics Only Model 1</th>
<th>Legacy and Athlete Model 2</th>
<th>Extracurricular and Personal Model 3</th>
<th>Demographics Model 4</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Asian</strong></td>
<td>43.04%</td>
<td>31.40%</td>
<td>25.99%</td>
<td>17.97%</td>
<td>18.66%</td>
</tr>
<tr>
<td><strong>Black</strong></td>
<td>0.67%</td>
<td>1.83%</td>
<td>2.36%</td>
<td>11.12%</td>
<td>10.46%</td>
</tr>
<tr>
<td><strong>International</strong></td>
<td>7.27%</td>
<td>5.86%</td>
<td>7.39%</td>
<td>7.68%</td>
<td>8.90%</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td>2.42%</td>
<td>2.62%</td>
<td>4.07%</td>
<td>9.83%</td>
<td>9.46%</td>
</tr>
<tr>
<td><strong>Native American</strong></td>
<td>0.21%</td>
<td>0.32%</td>
<td>0.41%</td>
<td>1.21%</td>
<td>1.23%</td>
</tr>
<tr>
<td><strong>Unknown</strong></td>
<td>8.02%</td>
<td>9.93%</td>
<td>9.14%</td>
<td>8.11%</td>
<td>8.09%</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>38.37%</td>
<td>48.03%</td>
<td>50.63%</td>
<td>44.08%</td>
<td>43.21%</td>
</tr>
</tbody>
</table>
The Harvard Point of View

<table>
<thead>
<tr>
<th>Harvard</th>
<th>Critics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative Action indispensable to achieve better equity</td>
<td>“Personality” and other soft criteria hiding racial discrimination</td>
</tr>
<tr>
<td>Supposed defense of Asian students really to protect privilege of white middle class</td>
<td>Jeopardizing academic integrity</td>
</tr>
</tbody>
</table>
The California Institute of Technology focuses almost solely on academic achievement among applicants, and its Asian enrollment more closely tracks national population trends (while black and Hispanic students are underrepresented).”
The Harvard Point of View

Harvard unwilling to disclose applicant information:

• compromise students privacy

• jeopardize universities “commercial interests” (contain role of expensive college counsellor)
The Harvard Point of View

Harvard and other Ivy Leagues:

• improved ethnic diversity

• unchanged income distribution
## Case Study: University of Alberta

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Total Undergrad</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>29,338</td>
<td>29,642</td>
<td>30,087</td>
<td>30,419</td>
<td>30,986</td>
<td>30,700</td>
<td>30,172</td>
<td>29,624</td>
<td>29,840</td>
<td>30,754</td>
</tr>
<tr>
<td>-Canadian</td>
<td>27,631</td>
<td>27,693</td>
<td>27,772</td>
<td>27,636</td>
<td>27,699</td>
<td>26,988</td>
<td>26,010</td>
<td>25,532</td>
<td>25,693</td>
<td>26,227</td>
</tr>
<tr>
<td>-International</td>
<td>1,707</td>
<td>1,949</td>
<td>2,315</td>
<td>2,783</td>
<td>3,287</td>
<td>3,712</td>
<td>4,162</td>
<td>4,092</td>
<td>4,147</td>
<td>4,527</td>
</tr>
<tr>
<td>&gt;Chinese</td>
<td>867</td>
<td>1,044</td>
<td>1,362</td>
<td>1,761</td>
<td>2,213</td>
<td>2,629</td>
<td>2,957</td>
<td>3,077</td>
<td>3,072</td>
<td>3,232</td>
</tr>
</tbody>
</table>

Note: Chinese student figures are study permit only. Excludes PRs
Case Study: University of Alberta

Undergraduate Students (2008-09)  
- Non-Chinese
- Chinese

Undergraduate Students (2017-18)  
- Non-Chinese
- Chinese

International Students (2008-09)  
- Non-Chinese
- Chinese

International Students (2017-18)  
- Non-Chinese
- Chinese

Note: Chinese student figures are study permit only. Excludes PRs
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Small, Andrew John
Thomson, Steven Andrew
Unagshinah, Chiiko
Thomas
Daoud, Waseem
Doherty, Benjamin Daniel
Hanson, Claudia Lee
Khan, Kazi Jumantullah
Lamoureaux, Jasper John
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Beshai, Peter John
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Chong, Wei Hung
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Duanqiao Leo, Giovanni
Alberto
Dowpin Moses, Mami
Allison
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Finn, Robert Magnus
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Kosinski, Cory Donald
Lakhanis, Sohl Parvez
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Lundin, Anthony
Lytta, Jesse Stuart
Logue, Peter Efrain
Lynch, Stuanton, Thomas
Stephan
Mackie, Diana Lorna
Mahmoud, Kartheek
Makaryemo, Larysa
Mansour, Yaal
Martinez Sanchez, Carolina
Rebecca
Mateu Filho, Edson Racio
Bois de
Melzer, Mukul
Man, Qiaowei Naveed
Mazzola, Stephen Graham
Mirovstev, Olena Lyu
Mitra, Alwin
Motok, Tiejun James
Momtay Shefi
Munro, Kikolo
Munro, Ti
Neufeld, Colleen Rhoda
Denise
Nnorom, Stanley Amara
Obigbasan, Abimbola
Obaluwa
Parlier, Alireza Michelle
Pardee, Bradley Paul
Peacocks, Jennifer Amy
Pomone, Jennifer Marie
Remin, Kevin Anand
Rogers, William Donald
Rausch, Timothy Mark
Roberts, Megan
Saffold, Edessa
Sambol, Chen Marie
Sanol, Schoolstraka, Christine
Theresa
Schuster, Genni Carol
Schwegler, Kyle Robert
Singh, Haroon
Slavik, Scott Richard
Stapleson, Robert James
Storms, Zachary James
Taranovsky, Nicholas
Gino
Thakorv, Nupur Maha
Thilakalabaw, Ashok
Ashok
Thomhill, Stephan Philip
Tichelaar, Paul Rein
Tomljonovic, Tina Ellen
Vargas, Brittney Marie
Vijaya, Zubair
Wang, Meng
Wright, Scott
Xiong, Jian
Young, Sheldon Cory
Agnaw, Taylor John
Arora, Alexandra Marie
Aspen, Matthew Simon
Au, Sharmie
Baker, Michael Jamison
Brown, Adam Wilson
Bud, Emily
Ding, Xiao Shun
Dow, Deanne Alyssa
Elliot, Sean Alexander
Farr, Jackaron
Herko, Gregory Gordon
Hillier, Richard Joshua
Katar, Harajit Singh
Keshwani, Fizay
Liu, Nating Jennifer
MacDonald, Matthew
John
Marshall, Lindsay Erin
McLest, Chelsie Dawn
Meger, Marianne Gerdi
Minhas, Jasleen Kaur
Moeser, Robin Julian
Nohara, Yuta
Petar, Clinton Calvin G
Reichner
Stollery, Jennifer
Verstraete, Abby Jean
Wong, Jason Jin-Jing
Xu, Jinxia
Ye, Yidan Wei-Chun
Zhao, Ben Suheh
Zhou, Joe Zhia

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Chan, Huiyi
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Ding, Shun
Du, Yawei
Gao, Weidong
Han, Wei
He, Qing
Hu, Zongrui
Huang, Rongsheng
Ji, Yanbing
Lan, Qingying
Li, Yue
Lin, Min
Liao, Tingting
Lin, Yingwan
Liu, Weizhui
Liu, Yani
Liu, Yonghe
Long, Ting Dan
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Wang, Jingjing
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Wei, Xiaofeng
Wu, Xiaoying
Xiao, Guiren
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Yuan, Lin
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Zhang, Kui
Zhang, Qianhe
Zhang, Tianhe
Zhang, Tianyu
Zhang, Xin
Zhao, Yi
Zheng, Yanlong
Zuo, Lulu

UNIVERSITY OF ALBERTA
ALBERTA SCHOOL OF BUSINESS
Case Study: University of Alberta

Diversity Strategy for International Students

- Requires buy-in from across campus
- Risk of appearing anti-Chinese
- Risk of losing revenue
It’s complicated…but it’s crucial to the success of universities and societies
It’s complicated… but it’s crucial to the success of universities and societies