Inclusion/Diversity in Higher Education:  
Selected E-Resources at the Auraria Library

This is a selected list of electronic resources easily available at the Auraria Library; it can be used to jump-start your thinking about the topic of inclusion/diversity in higher education, or can be used as a place to start a comprehensive analysis.

For additional information about this topic please consult the following databases:

Education Full-Text

ERIC (Educational Resources Information Center)

Questions: contact Orlando Archibeque, Social Science Collection Development Librarian, Auraria Library


Full-text:  

“Distinguished academic leaders - heads of universities and foundations as well as faculty with valuable research and personal experience - discuss the next stage in the pursuit of democratic diversity and excellence on our campuses across the country. How can we make our universities more socially representative and open to all who wish to study? How can we create a campus culture that is more hospitable to a diverse student, staff, and faculty? What steps can we take to improve the university's relevance to our globalizing world? This volume assesses current attempts to create a positive and democratic campus culture and lays out some specific and general proposals for achieving greater success in the future.”


Full-text:  


Diversity in Academe (special annual section of the Chronicle of Higher Education)

Diversity in Academe 2011:  Creating a Hispanic College Culture  
Diversity in Academe 2010: Social Class on the American Campus


Summary: Higher Education and First-Generation Students offers readers a rich understanding of the experience of students who are first in their family to attend college. This book contends that first-generation students are isolated and marginalized on many large college campuses and considers learning communities and critical multicultural pedagogies as vehicles to cultivate community, voice, and place for this new majority of students. This book is a theoretically informed study of the lived experience of FG students and draws on their voices to demonstrate how their insights interface with what we, as educators, think we know about them. What can we learn from these students? How might their insights inform and shape the learning spaces we create for them?


The writer discusses the appointment of a chief diversity officer (CDO) at Allegheny College in rural northwestern Pennsylvania. The CDO is tasked with advancing and sustaining diversity initiatives at the college through a broad influence over many aspects of campus and community life, especially with regards to faculty and the curriculum and co-curriculum. Building community in an increasingly diverse world is the challenge. Research indicates the potential for richer intellectual experiences in diverse classrooms. Success in a diverse world will belong to students who understand diversity. Student support systems and associations ably assist blacks, Asians, Hispanics, and queers to integrate into an inclusive student body. The goal is to consolidate the campus community efforts by fostering an environment that welcomes a wide range of opinions, ideas, abilities, and cultures.


American higher education has become focused on increasing access and success for traditionally underrepresented populations. Despite the myriad of institutional efforts, attention has not been given to the role of student organizations in supporting these efforts. This article looks at the role campus student organizations can play within campus diversity efforts and presents a typology for understanding campus organizations' diversity activities. This typology will aid in organizational self-understanding and in promoting student organization to become more inclusive of campus diversity efforts.


Heagolka University, a pseudonymous university in Anywhere, USA, is fraught with diversity-related litigations, lack of applicants from ethnic minority groups, and a mono-cultural curriculum in an overwhelming White majority community. This paper presents some proactive measures Heagolka—and other universities in a similar circumstance—may employ to begin diversifying its campus while uncovering the hidden discrimination that may exist in its hiring practices, curriculum, and policies. The article offers pragmatic recommendations for universities in taking steps to develop strategic planning plans and quality management practices so they may begin demonstrating respect for diversity by admitting more qualified ethnic minorities: attracting and retaining qualified administrators, faculty, and staff; diversifying curriculum: and enhancing their reputation for diversity.


This study addressed two questions: (a) Do different forms of campus racial diversity contribute uniquely to students' learning and educational experiences when they are simultaneously tested utilizing multilevel modeling? (b) Does a campus where students take greater advantage of those diversity opportunities have independent positive effects on students' learning? Consideration of racial diversity extended beyond student composition and included social and curricular engagement. Results suggest that benefits associated with diversity may be more far reaching than previously documented. Not only do students benefit from engaging with racial diversity through related knowledge acquisition or cross-racial interaction but also from being enrolled on a campus where other students are more engaged with those forms of diversity, irrespective of their own level of engagement.
A successful university diversity program includes training and education, recruiting and retention efforts, organizational design, and curriculum that promotes a culture of embracing diversity and inclusiveness. It engages administrators, faculty, and students in what it means to be a world-class center of global learning opportunities and promotes learning from one another.


Black men's dismal college enrollments, disengagement and underachievement, and low rates of baccalaureate degree completion are among the most pressing and complex issues in American higher education. Perhaps more troubling than the problems themselves is the way they are continually mishandled by educators, policymakers, and concerned others. Amplifying the troubled status of Black male students at all levels of education has, unfortunately, yielded few solutions. Thus, educational outcomes for this population have remained stagnant or worsened in recent years. This is attributable, at least in part, to the deficit orientation that is constantly reinforced in media, academic research journals, and educational practice. To increase their educational attainment, the popular one-sided emphasis on failure and low-performing Black male undergraduates must be counterbalanced with insights gathered from those who somehow manage to navigate their way to and through higher education, despite all that is stacked against them. This report is based on the National Black Male College Achievement Study, the largest-ever qualitative research study of Black undergraduate men. Offered in the report are key insights on success from achievers at 42 colleges and universities in 20 states across the U.S. Also included are details about the research design and methods; information on the full sample and participating institutions; profiles of a few study participants; a summary of key findings from the study; and implications for educators, administrators, families, and policymakers.


Two conclusions can be drawn from this study. First, requiring a research experience in no way diminished the benefits perceived by students, whether or not they decided on their own to do research. Thus institutions or programs that desire to increase the number of underrepresented students in STEM fields may wish to consider implementing mandatory research experiences for targeted populations. Second, mandatory research appears to retain minority women more than other under-represented groups. Thus funding agencies and policy-setting bodies concerned with increasing retention in STEM fields after the baccalaureate degree may wish to consider providing incentives or rewards for institutions and programs that institute mandatory research requirements.


The article presents criticism against the administrative culture of U.S. universities and colleges in the 21st century in its lack of including diversity as a major category of attention. Introductory comments are given noting that while racial, gender, and social categories exist as topics for diversity initiatives, disability is frequently ignored or marginalized. An overview of the philosophical understanding of disability is given. Comments on how this negative view expresses itself in college classes and administration are then given. Calls for improvements and reform are then issued.


Colleges must do more to reach out to lesbian, gay, bisexual, and transgender students in recruitment efforts. They must guide these students through the college selection process and address their concerns about campus safety and fit.