



WICHITA STATE
UNIVERSITY

Discussion with President Rick Muma

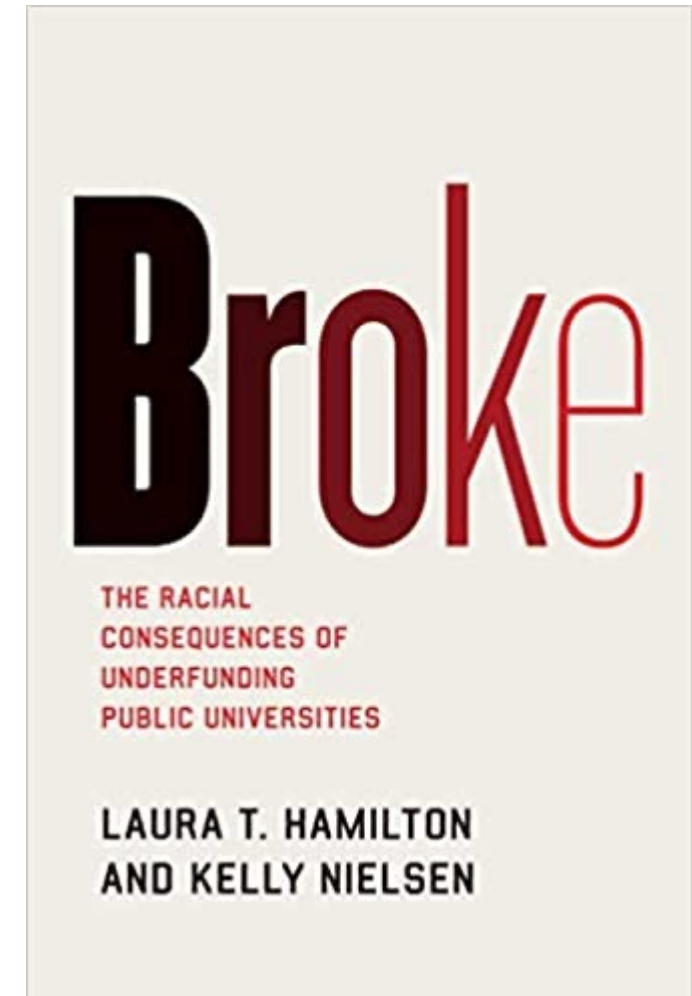
Broke

THE RACIAL
CONSEQUENCES OF
UNDERFUNDING
PUBLIC UNIVERSITIES

LAURA T. HAMILTON
AND KELLY NIELSEN

Broke: by Hamilton and Nielsen – Slide 2

- Ethnographic organizational story told through the lens of Vesta, a Latinx student attending the University of California – Merced
- Describes “New” universities
 - Resulted from demand for access to research universities by groups barred from the top rungs of the higher education system
 - Typically enroll racially marginalized students from low-income families; large institutions
 - These are reinvented institutions that just twenty years ago served very different populations
 - Institution organize around inclusion, rather than exclusion, and focus on offering social mobility to historically marginalized students
 - Utilize P3s to leverage resources; improve facilities
 - Examples: Georgia State, UCF, U of Houston, George Mason U, UC Riverside, UC Merced, and Wichita State University



Broke: by Hamilton and Nielsen – Slide 3

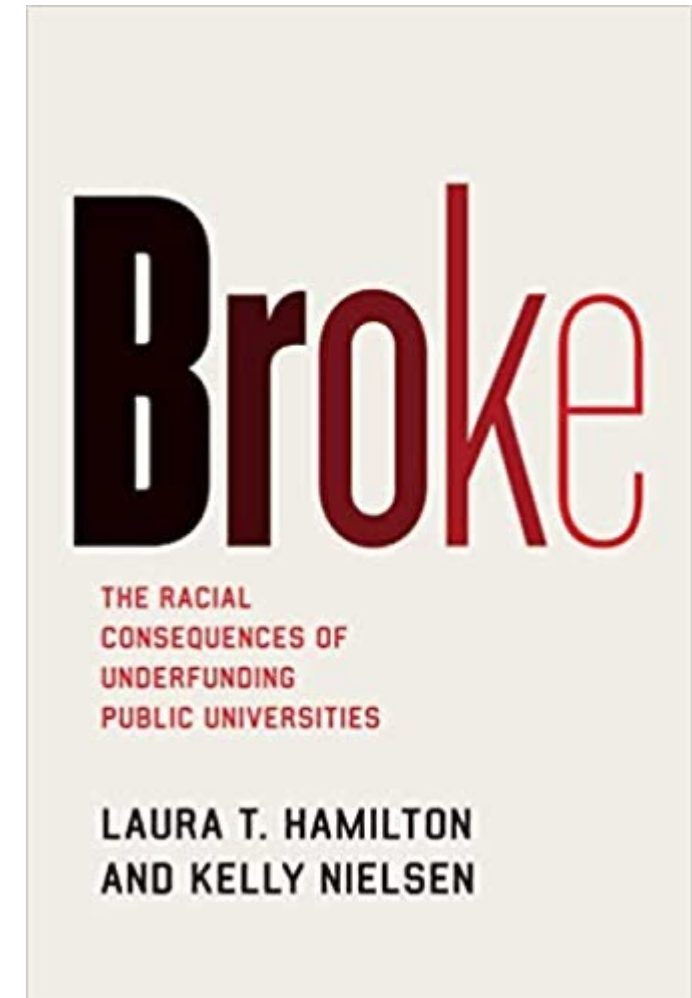
- First 2 chapters: Hamilton and Nielsen delve into the larger historical and contextual factors that contributed to the conversion of campuses into “new” universities. Two examples:
 - University of California-Riverside (UCR)
 - University of California-Merced (UCM)
- In chapter 3, the authors bring the two distinctive institutions together as “new” universities that function, in part, to help states meet their diversity goals within the highly stratified, racially segregated system that, in return, provides fewer resources
- Chapter 4, under a culture of austerity, institutions within a system work toward doing more with less, including those that need the most

Broke: by Hamilton and Nielsen – Slide 4

- Chapter 5, because of austerity, authors describe a process by which universities lower the quality of their service to a level that is considered tolerable
- Chapter 6, the authors juxtapose models of student support at UCM with what they consider to be a model of cultural centers of support at UCR
- Chapter 7, discusses the pitfalls of “marketing diversity” at new universities for the benefit of underrepresented racially marginalized students

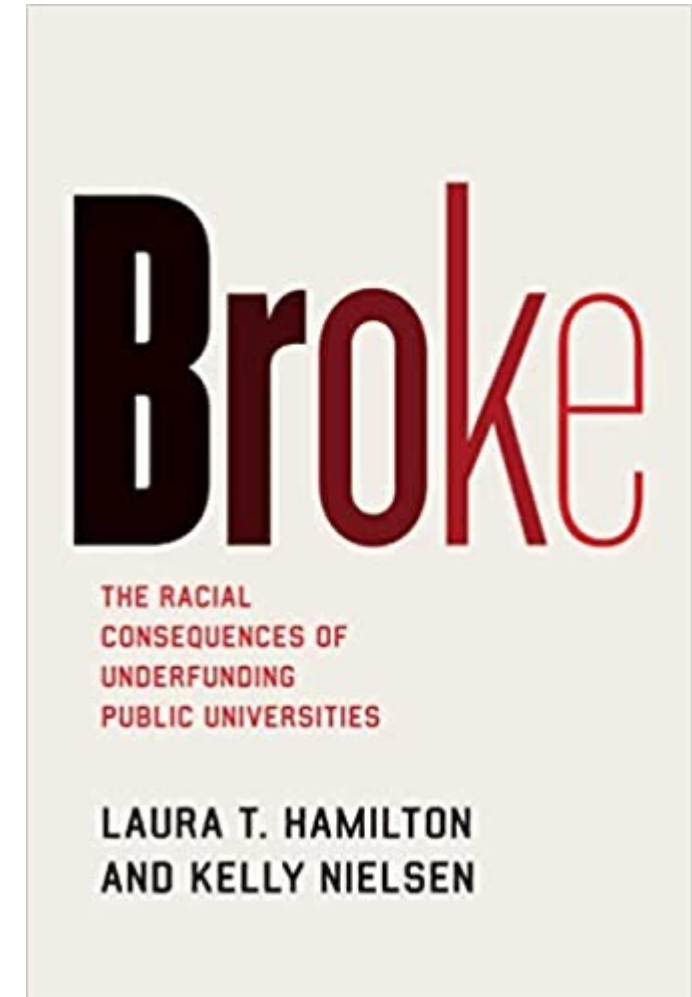
***Broke*: by Hamilton and Nielsen – Slide 5**

- In the final chapter, the authors argue:
 - Gradual state disinvestment concentrates resources at the most advantaged universities for the most privileged students
 - More, not less, public support is needed to give racially and economically disadvantaged students, and the universities that serve them, a fighting chance
- While not designed as a how-to guide, *Broke* can help administrators, faculty, and staff at “new” universities shape their culture and institutional practices to reflect their students and those students needs by recognizing their designation as “new” universities



Broke: by Hamilton and Nielsen – Slide 6

- **WSU:**
 - 1 out of 4 UG freshmen students identify as underrepresented minorities
 - 1 out 5 Pell eligible students in Kansas public universities are enrolled at WSU
 - WSU is on track to becoming a Hispanic Serving institution by 2030
- **In Sedgwick County**
 - And looking at the number of individuals ages 25-35 who hold a degree, there are 83,102 who have completed a high school degree as their last educational degree attainment (as of May 1 , 2021)
- **Unlike other “New” universities, WSU leverages paid applied learning and other employment experiences to help students**
 - Annually more than 5,000 students earn \$27 million



Question for you today

- How does WSU become a premier urban public research in the context of being a “new” university?

- Focused on access

→ Leading to enrollment growth

- Focused on research productivity at highest levels

→ Helping our community and partners solve problems through research, creative activities, and service initiatives



These are not →

