

Addressing the Changing Demography in the United States Through Education

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Presentation Prepared by Ryan Masters



Objectives

- Demographic change in Texas and the US
- Implications for UT-Austin
- Programmatic initiatives at UT-Austin
- Discussion

Demographic Trends

- Changes in rates and sources of growth
- Increase in the Non-White population
- Aging of population

Rates and Sources of Growth

- Continued overall steady population growth in the US
 - Fueled largely by immigration and immigrant fertility
 - Some states (e.g., Texas) are growing faster than others

Ten Fastest Growing States in Percentage Terms in the United States, 2000-2005

State	2000 Population*	2005 Population*	Numerical Change 2000-2005	Percent Population Change 2000-2005
Nevada	1,998,257	2,414,807	416,550	20.8
Arizona	5,130,632	5,939,292	808,660	15.8
Florida	15,982,378	17,789,864	1,807,486	11.3
Georgia	8,186,453	9,072,576	886,123	10.8
Utah	2,233,169	2,469,585	236,416	10.6
Idaho	1,293,953	1,429,096	135,143	10.4
Texas	20,851,820	22,859,968	2,008,138	9.6
Colorado	4,301,261	4,665,177	363,916	8.5
North Carolina	8,049,313	8,683,242	633,929	7.9
Delaware	783,600	843,524	59,924	7.6

* Population values are decennial census counts for April 1 for 2000 and estimates for July 1 for 2005.

Source: Derived from U.S. Bureau of the Census Estimates for dates indicated by the Texas State Data Center, University of Texas at San Antonio

Population Diversification and Inequality

- Very rapid growth of Asian American and Hispanic populations
- Steady growth of Black population
- Little or no growth of White population
 - Varies by regions and States
 - Major implications for schools and universities

Sources: All figures obtained from Texas State Data Center, University of Texas at San Antonio <http://txsdc.utsa.edu/>

Population 1990 and 2000, Percent Change in Population 1990 to 2000 and Proportion of Population 1990 and 2000 by Ethnicity for Texas and the United States

Ethnic Category	Number		Percent Change 1990-2000	Proportion of Population	
	1990	2000		1990	2000
<u>Texas</u>					
White	10,291,680	11,074,716	7.6	60.6	53.1
Black	1,976,360	2,421,653	22.5	11.6	11.6
Hispanic	4,339,905	6,669,666	53.7	25.6	32.0
Other	378,565	685,785	81.2	2.2	3.3
Total	16,986,510	20,851,820	22.8	100.0	100.0
<u>United States</u>					
White	188,128,296	197,165,673	4.8	75.7	70.1
Black	29,216,293	35,195,894	20.5	11.7	12.5
Hispanic	22,354,059	35,305,818	57.9	9.0	12.5
Other	9,011,225	13,754,521	52.6	3.6	4.9
Total	248,709,873	281,421,906	13.2	100.0	100.0

Foreign-Born and Native-Born Generations of Hispanics and Non-Hispanics in the United States, 2000

Ethnic Identity (Self-Reported)		Generation		Total Number
		Foreign-Born First Generation	U.S.-Born Second+ Generations	
Not Hispanic	N	18,706,149	227,511,277	246,217,426
	%	7.6	92.4	100.0
Hispanic	N	15,786,304	19,418,176	35,204,480
	%	44.8	55.2	100.0
Mexican	%	42.0	58.0	22,293.812
Puerto Rican ^a	%	39.7	60.3	3,537.351
Cuban	%	67.3	32.7	1,311.994
Dominican	%	68.5	31.5	994.313
Salvadoran, Guatemalan	%	77.5	22.5	1,532.512
Central American, other	%	76.5	23.5	903.574
Columbian	%	76.6	23.4	648.731
Peruvian, Ecuadorian	%	77.2	22.8	697.798
South American, other	%	78.3	21.7	494.186
Other Spanish, Hispanic, Latino ^b	%	5.7	94.3	2,790.209
Total	N	34,492,453	246,929,453	281,421,906
	%	12.3	87.7	100.0

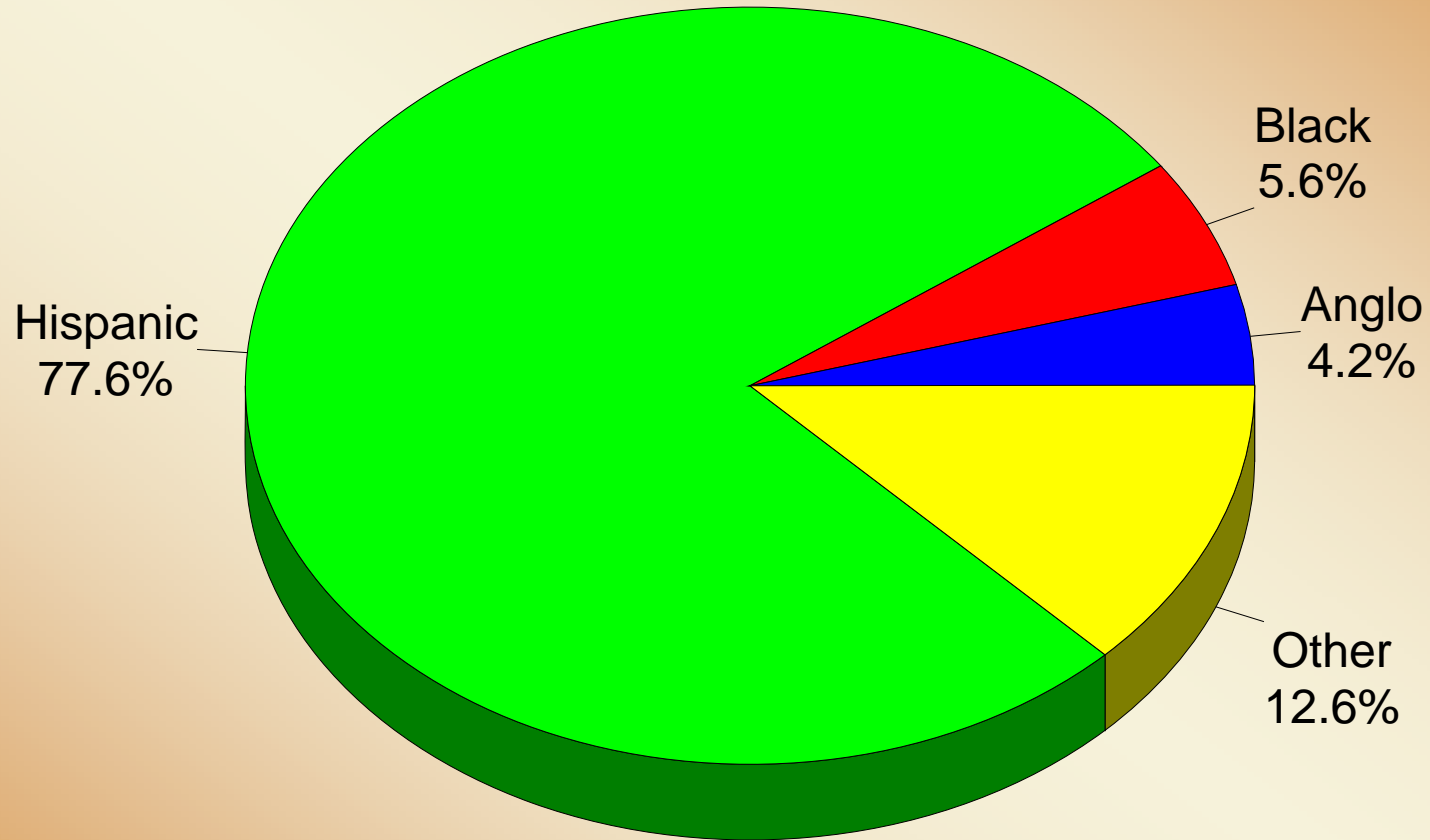
^aPuerto Ricans born in Puerto Rico are classified as “first generation”; those born in the U.S. mainland are classified as “second+ generations”

^bPersons leaving “other” blank but specifying their country of birth or ancestry in other census questions were assigned to the appropriate national-origin group. This occurred in about 2 million cases

Source: 2000 U.S. Census, 5% Public Use Microdata Samples (PUMS)

“The Making of a People” by Rubén G. Rumbaut in Chapter 2 in *Hispanics and the Future of America*, Marta Tienda and Faith Mitchell, eds. 2006. National Research Council: The National Academies Press, Washington, D.C.

Projected Percent of Net Change Attributable to Each Race/Ethnicity Group for Texas, 2000-2040*

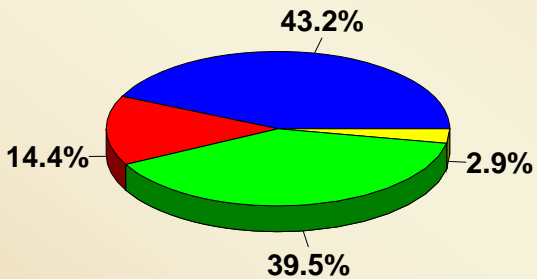


*Using U.S. Census count for 2000 and Texas State Data Center 1.0 population projection scenario for 2040.

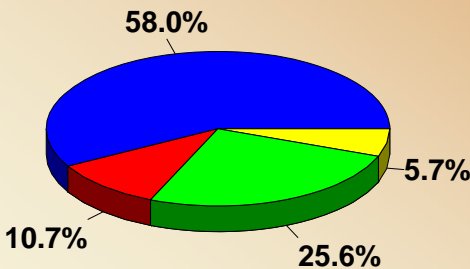
Population Diversification and Inequality

- Given current patterns, there will be continued major inequalities in education and income by race and ethnicity
- Major implications for future well-being of states and individuals
- Universities must adapt to address the needs of a changing population

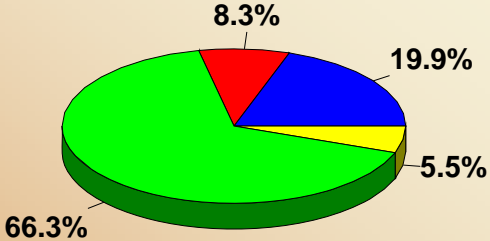
Ethnic Diversity of the Population Enrolled in Elementary and Secondary Schools and Colleges in Texas, 2000 and 2040*



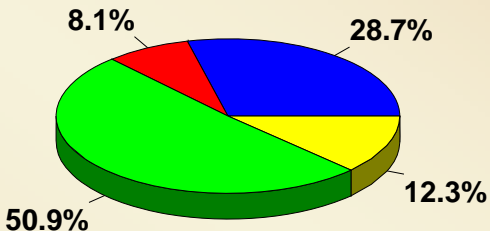
2000 Public Elementary and Secondary



2000 Public Colleges and Universities



2040 Public Elementary and Secondary

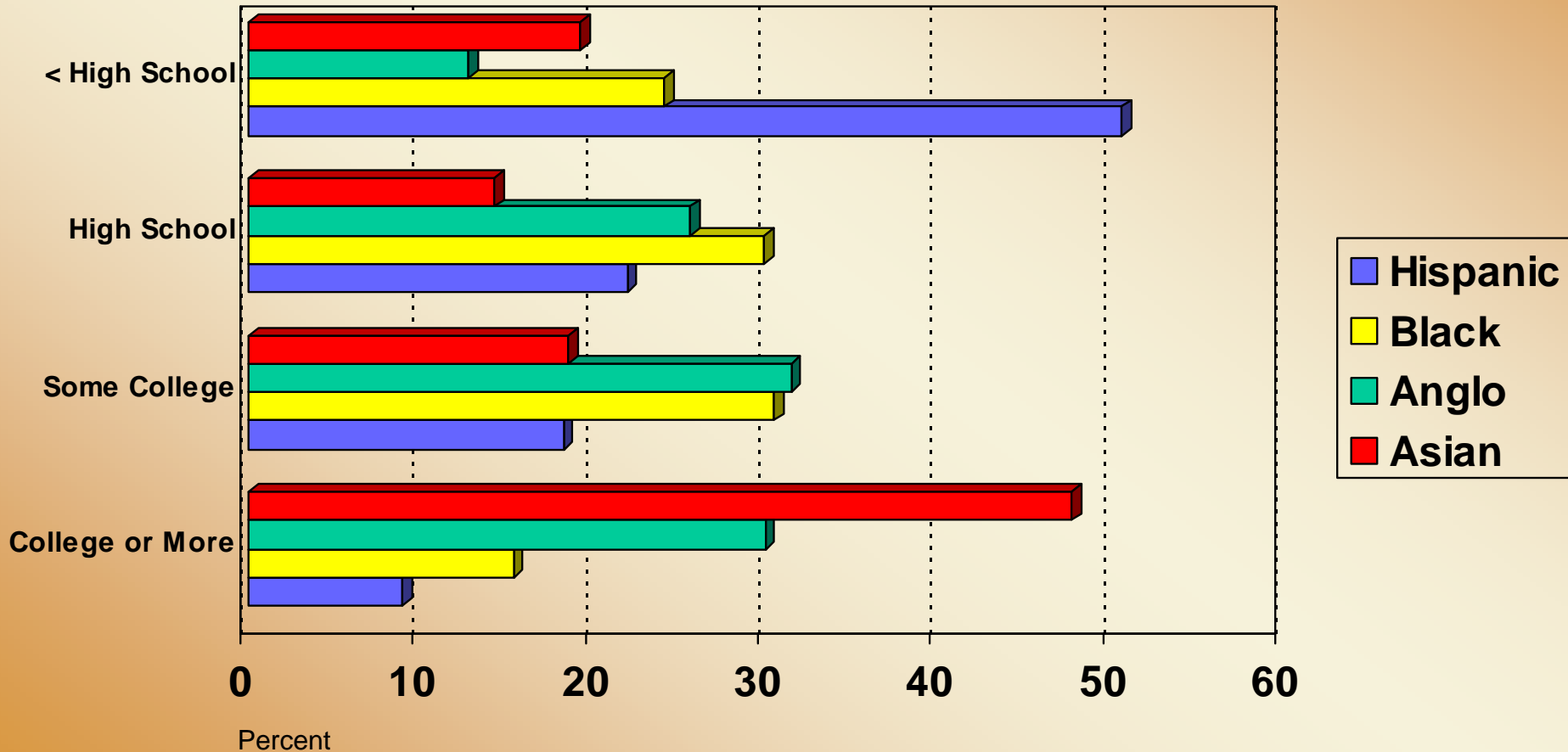


2040 Public Colleges and Universities



* Projections are shown for the 1.0 scenario

Educational Attainment in 2000 in Texas for Persons 25+ Years of Age By Race/Ethnicity



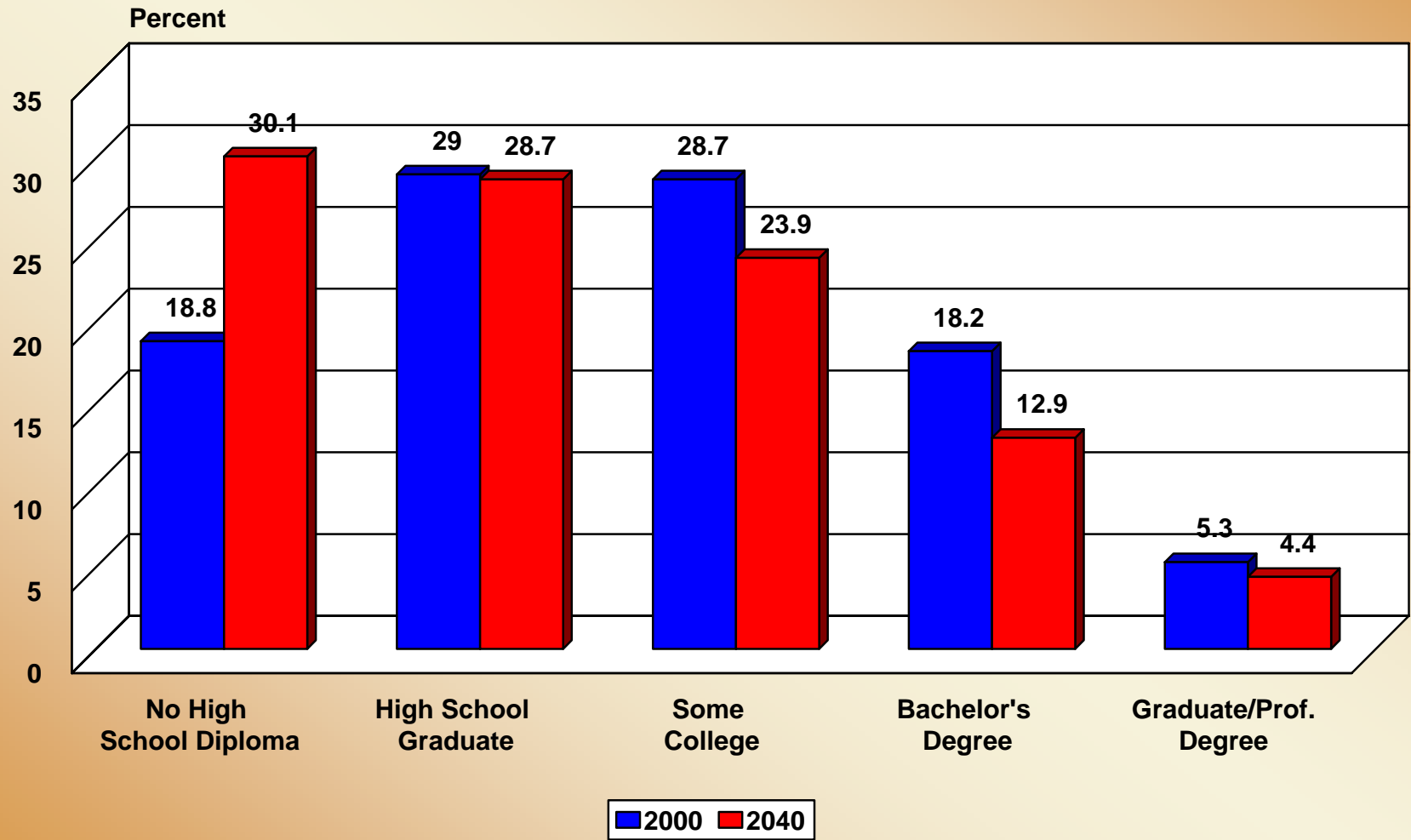
Educational Attainment of Foreign-Born and U.S.-Born Hispanics and Non-Hispanics in the United States, 2000 (Persons 25 Years and Older)

Ethnic Identity		First Generation (Foreign-Born)		Second+ Generations (U.S.-Born)	
		Less Than High School	College Graduate or More	Less Than High School	College Graduate or More
Not Hispanic	N	3,213,973	5,388,741	23,821,393	37,132,874
	%	21.3	35.7	16.0	25.0
Hispanic	N	6,724,296	1,007,105	1,964,135	903,691
	%	58.5	8.8	29.1	13.4
Mexican	%	69.9	4.4	31.0	11.6
Puerto Rican	%	46.4	10.9	23.2	14.8
Cuban	%	40.9	18.8	13.3	34.2
Dominican	%	51.8	9.5	19.3	21.4
Salvadoran, Guatemalan	%	64.7	5.2	26.7	22.9
Central American, other	%	42.9	13.2	13.5	33.2
Columbian	%	27.9	22.0	10.7	38.3
Peruvian, Ecuadorian	%	29.5	17.6	9.3	36.1
South American, other	%	19.0	31.7	7.5	46.6
Other Spanish, Hispanic, Latino	%	28.2	28.5	30.1	12.8
Total	N	9,938,269	6,395,846	25,785,528	38,036,565
	%	37.4	24.0	16.6	24.4

Source: 2000 U.S. Census, 5% PUMS

“The Making of a People” by Rubén G. Rumbaut in Chapter 2 in *Hispanics and the Future of America*, Marta Tienda and Faith Mitchell, eds. 2006. National Research Council: The National Academies Press, Washington, D.C.

Projected Percent of Labor Force by Educational Attainment in Texas, 2000 and 2040

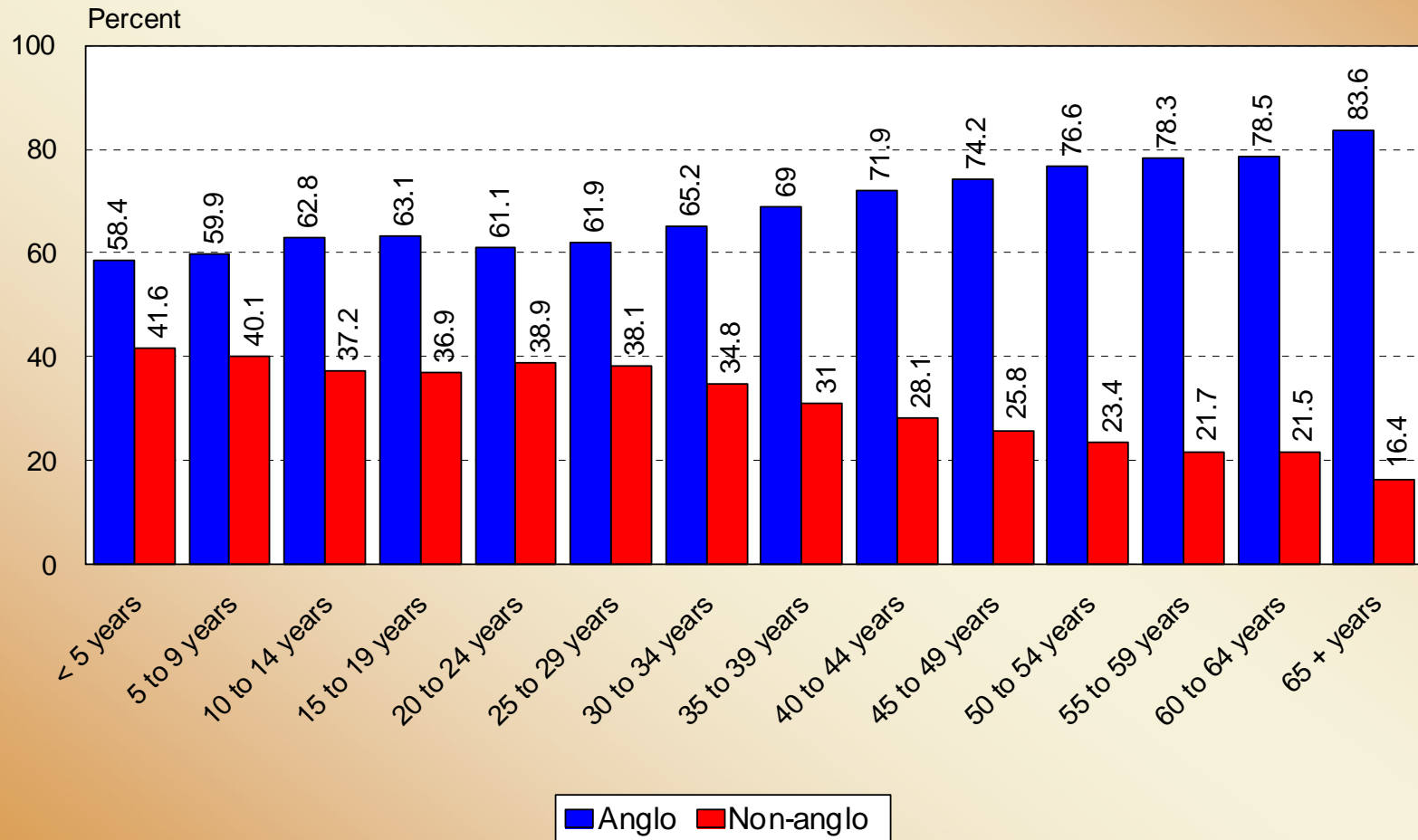


* Projections are shown for the 1.0 scenario

Population Aging

- Age-structures of White and Non-White populations are very different
- The most rapid population growth in both Texas and the US is among seniors
- The White population is rapidly aging, while the Hispanic and Asian populations are remaining much younger

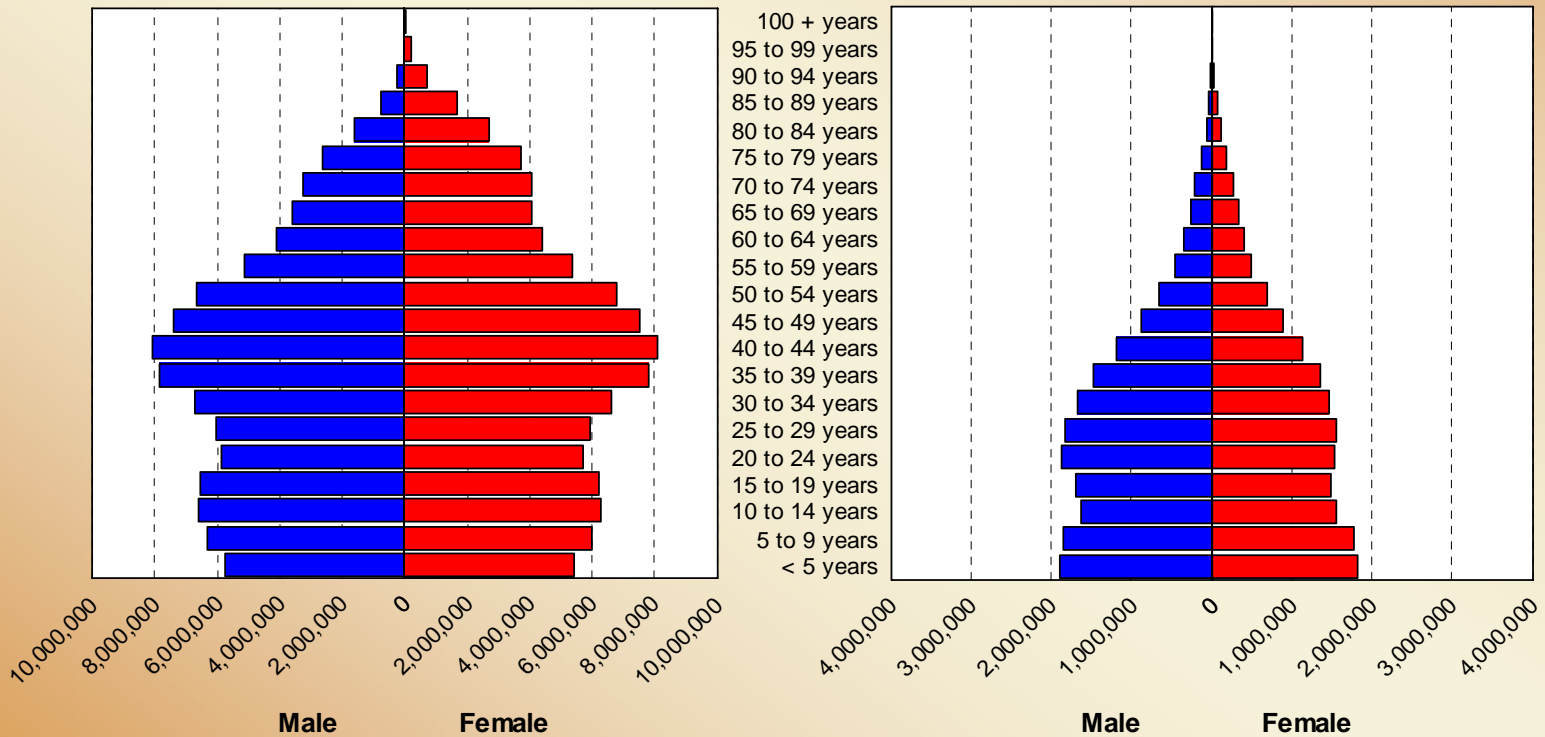
Percent of United States Population By Age Group and Ethnicity, 2000



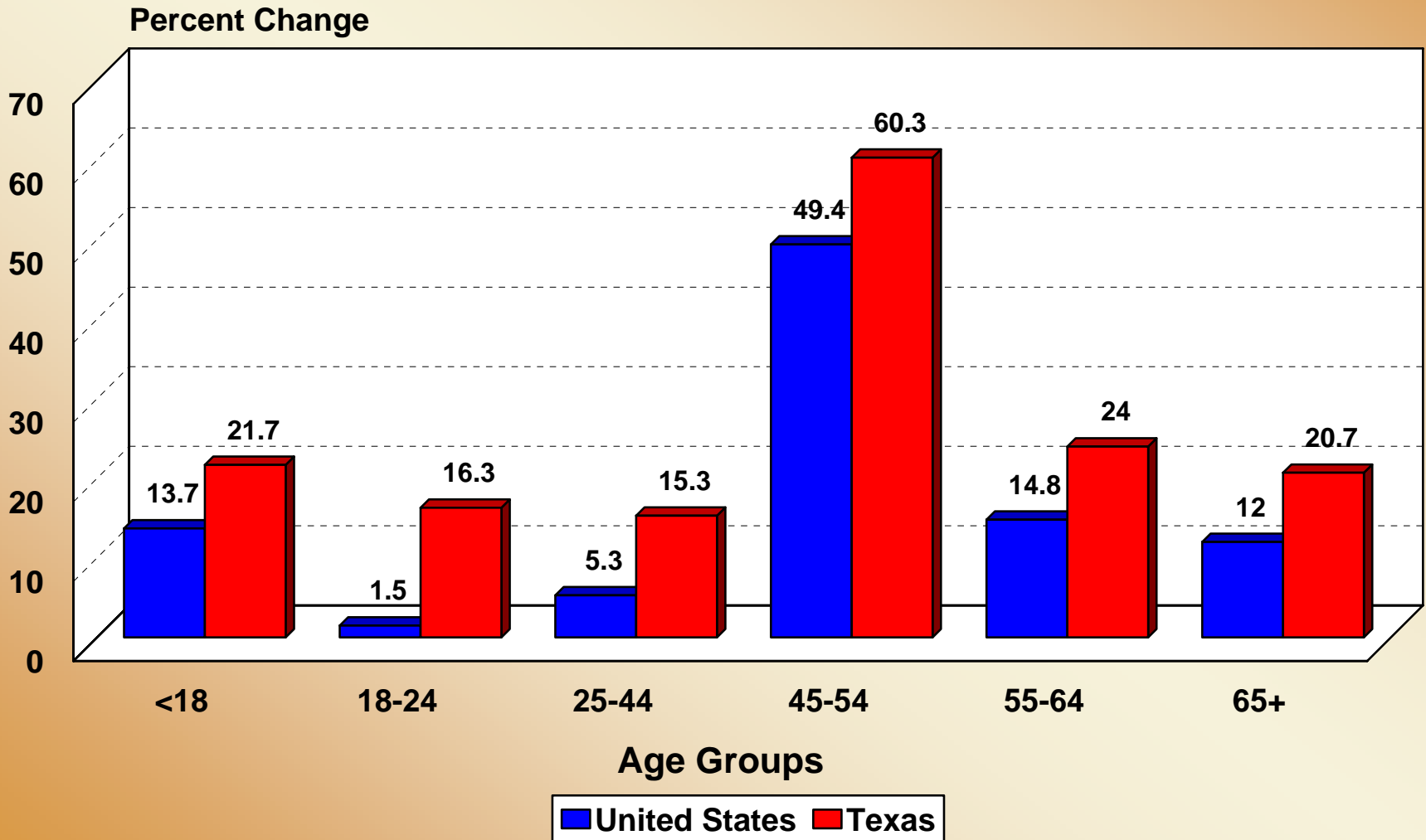
Population Pyramids for Anglo and Hispanic Ethnic Groups in the United States, 2000

Anglo

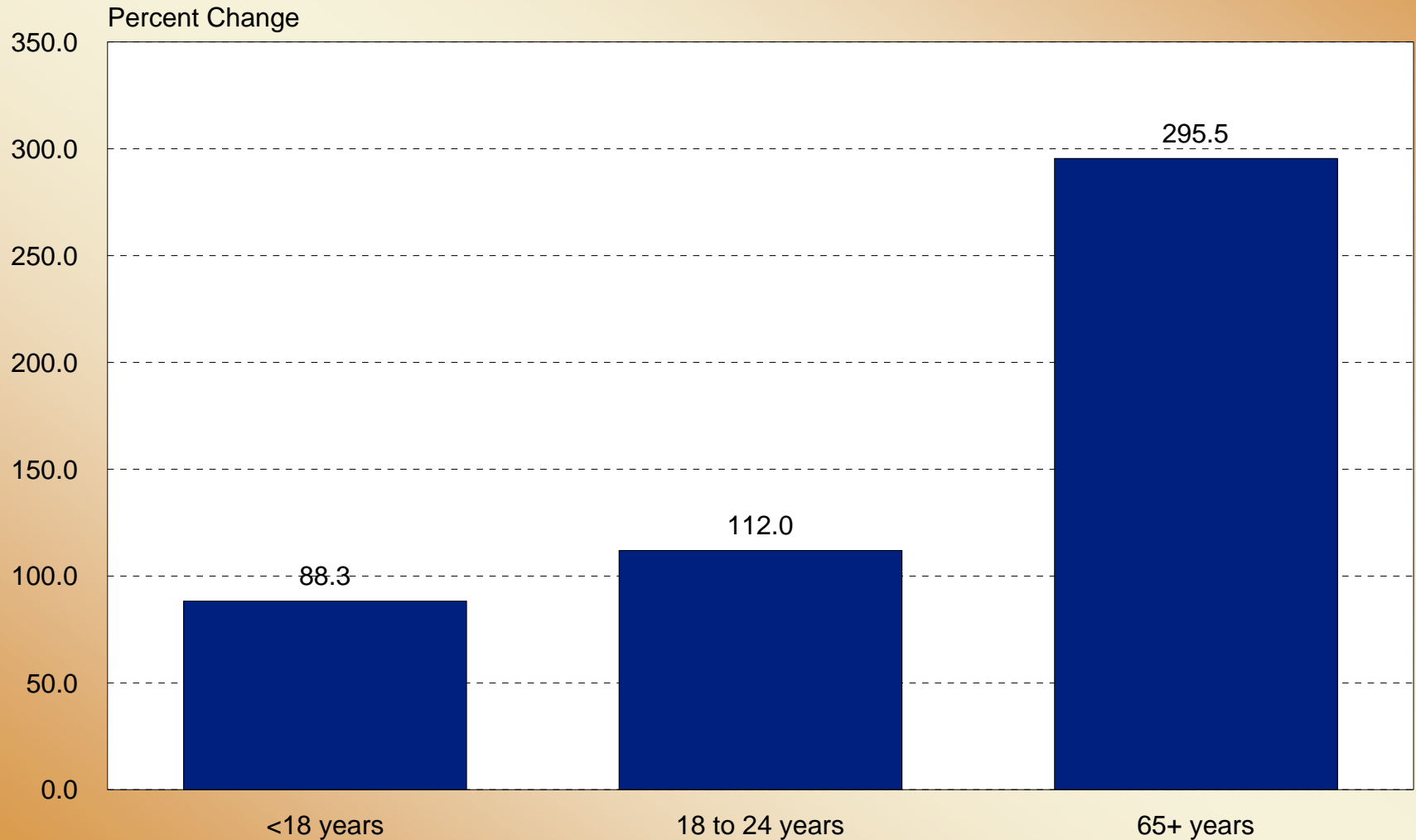
Hispanic



Percent Change in Population by Age Group in the United States and Texas, 1990-2000



Percent Change from 2000 to 2040 in Selected Age Groups in the Texas Population Under the 1.0 Scenario



Summary of Demographic Change

- High levels of both immigration and domestic migration will continue to change the country's, individual states', and universities' populations
- Rapid aging will continue to change age-structure of populations
- Implication: Today's populations require different services, and universities must adapt
 - Provide targeted services to combat inequalities in both k-12 and university education
 - Educate general student body about changing demographics

UT Initiatives in Population, Inequality, and The Future

Undergraduate Initiatives

1. REU Summer Program in Minority Demography
2. Bridging Disciplines Program in Population and Policy
3. Broadening Undergraduate Coursework
4. Difficult Dialogues Initiative

Graduate Initiatives

5. Enhancing Diversity in Graduate Education – Social, Behavioral, and Economic Sciences

UT Initiatives in Population, Inequality, and The Future

1. **Research Experience for Undergraduates (REU) Program on Minority Group Demography**

- Begun in 1989 by Teresa Sullivan, now Provost at University of Michigan
- Sponsored by National Science Foundation
- Administered by Population Research Center
- One of the only social science REU programs in the country

REU Program in Minority Demography

- Four key components:
 - Classroom instruction of demographic theory, trends, and techniques
 - Training in statistical software programs
 - Mentored and independent research projects
 - Students present their work at the Southern Demographic Association annual meetings
 - REUers consistently win prize for best undergraduate research paper
 - Professionalization seminars

REU Program in Minority Demography

- The best rated REU program to have renewed its sponsorship in 2006
- Ten participants per year
 - Students from all over the country
- About 75 percent of alumni are women
- More than 60 percent of alumni are of Latino/a, African American, or Native American origin

REU Program in Minority Demography

Many alumni are in graduate programs or faculty positions around the country

2004 REU Cohort



Select Alumni



Pam Bennett
PhD, University of Michigan
Johns Hopkins University, Department of Sociology



Jennifer Bratter
PhD, University of Texas at Austin
Rice University, Department of Sociology



Jemima Pierre
PhD, University of Texas at Austin
University of Texas at Austin, Department of Anthropology

UT Initiatives in Population, Inequality, and The Future

2. Bridging Disciplines Program in Population & Public Policy

- One of eight Undergraduate Certificate Programs initiated by the provost
- Coursework on population change and social policy
- Abundant research experiences!

Bridging Disciplines Program

- Interdisciplinary faculty-panel advises students in four distinct areas:
 - Family, Fertility and Human Development
 - Public Health and Social Epidemiology
 - Migration and Diaspora
 - Social Inequality and Public Policy
- Attention to fundamental issues of social and economic inequality in all areas
- Forum seminar introduces students to faculty and perspectives from many different disciplines

UT Initiatives in Population, Inequality, and The Future

3. Broadening Undergraduate Coursework

- Recognize the need to offer more courses dedicated to critical population and policy issues
- What do undergraduate students need to know to better understand the rapidly changing characteristics of the U.S. population?

Broadening Undergraduate Coursework

- FS118 – Forum Seminar on Population and Public Policy
- SOC319 – Intro. to Social Demography
- SOC369K – Population and Society
- SOC369L – Analytic Techniques in Demography
- GEO309 – Intro. to Population Geography
- GEO356T – Race, Ethnicity, and Place
- ...

UT Initiatives in Population, Inequality, and The Future

4. Integrate Population Change, Social Inequality, and Public Policy into UT Core Curriculum

- “Difficult Dialogues Initiative”
 - Funded by Ford Foundation
- Four courses addressing controversial topics
- “to promote open scholarly inquiry, academic freedom and respect for different cultures and beliefs”
<http://www.utexas.edu/student/connexus/difficultdialogues/index.htm>

Difficult Dialogues

- Example: “Affirmative Action and Race/Ethnic Inequality”
 - 3-hour weekly seminar discussing intersection of population change, social inequalities, and policy
 - “Examines racial/ethnic change and inequalities in the United States, with a special focus on affirmative action policies that attempt to address inequalities in higher education” (from course description in syllabus)
 - Utilizes campus-wide Expertise
 - Sociology, Economics, Education, Social Work, Law, Geography.

Difficult Dialogues

- Participating Students:
 - N=50
 - Freshman and Sophomores
 - Roughly 40 percent Latino/a; 20 percent Black; 30 percent White; 10 percent Asian
- Strong emphasis on dialogue and writing
 - High interaction with mentor and TAs

UT Initiatives in Population, Inequality, and The Future

5. EDGE-SBE

- “Enhancing Diversity in Graduate Education” in the Social, Behavioral, and Economic Sciences
- An NSF-Sponsored Collaborative Effort of SBE Programs at:
 - University of Texas at Austin (lead institution)
 - Stanford University
 - Texas A&M University
 - University of Southern California

EDGE-SBE

Three Goals

1. Increase the enrollment, retention, and successful graduation of under-represented minority students in the graduate programs of the SBE sciences at our institutions
2. Help create long-term institutional change focused on improving graduate program diversity in the SBE sciences on each of our campuses
3. Create a network of universities in the southwest region of the United States dedicated to these goals

EDGE-SBE

Activities:

- Hire a Ph.D.-level Diversity Director
- Improve the diversity of incoming SBE graduate cohorts
- Improve recruiting efforts of minority students for SBE graduate programs
- Improve the retention and successful graduation of minority SBE graduate students
- Discuss program goals and share experiences with alliance campuses
 - UT: Six under-represented minority students have entered SBE Ph.D. programs for fall 06. All receive NSF support.

Discussion

- What are some regionally-specific changes that need to be addressed?
 - Different demographic changes?
 - Different university changes?

Discussion

- What initiatives exist at your university to address population changes and inequalities?

Discussion

- What sources of support exist within and beyond your university?
- What are the barriers to enacting initiatives within your university?