HUMAN DIVERSITY IN HIGHER EDUCATION INSTITUTIONS:
AN OPPORTUNITY OR A CHALLENGE?
A QUALITATIVE CONTEXTUAL DISCOURSE ANALYSIS

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ABSTRACT

Human diversity in education, particularly in higher education, has several positive effects on students' intellectual and social experiences as well as it has quite a number of challenges. Globally, numerous empirical studies have been conducted on the opportunities and challenges of human diversity in higher education institutions (HEIs). However, there is a lack of qualitative contextual discourse analysis. The goal of this brief contextual discourse analysis was therefore to figure out essential reasons as to why human diversity in HEIs is beneficial and at the same time challenging. The study was realized using a qualitative contextual discourse analysis method. To this end, a review and reflection of various published books and peer reviewed articles were used to explore the current worldwide condition of the human diversity at HEIs, the opportunities to teach and employ human diversity in HEIs, and the challenges of doing so. The reviewed literature showed that, despite certain fundamental challenges, human diversity in HEIs is extremely useful since it supports knowledge growth and transmission. The educational planners at HEIs should have a framework for human diversity to maximize resource allocation and develop a community of HEIs that is actively engaged across cultures, fostering productivity and outstanding institutional performance. Therefore, to effectively implement their planning in the context of current globalization, educational leaders in the twenty-first century need to seriously consider the findings of this study on opportunities and challenges of human diversity. Policymakers must also create an inclusive human diversity policy that accurately reflects heterogeneous individuals in order to make the HEIs a sector that values human diversity.

BACKGROUND INFORMATION

In academia, the term "human diversity" is used to characterize a wide range of human phenomena connected to differences between and within the HEIs community (Owen, 2009). Human diversity manifests itself in a variety of ways, including variations in physical characteristics, racial and ethnic origins, cultural backgrounds, and sexual orientations. Some of these human diversity-related characteristics are overt while others are covert or imperceptible (Goodman, 2011). While today HEIs have displayed human diversities, university education was only reserved for the wealthy people before the Second World War (Codling & Meek, 2006). However, the diversity situation in HEIs changed following the war. Goedegebuure and Meek (1997), cited by Codling and Meek (2006), have identified five phases of HEIs human diversity development in the post-war years, including: rapid expansion in the 1950s and 1960s; diversification in the 1960s and early 1970s; consolidation and the establishment of more cost-effective alternatives to the HEIs in the late 1970s; a focus on specific issues such as human diversity, quality improvement, efficiency, and internationalization in the 1980s; and reduction in public expenditure and a focus on efficiency in the 1990s. Meek et al. reference Trow (1995) for a helpful and all-encompassing idea of human diversity in HEIs (2000). He described the human diversity of HEIs as the existence of various postsecondary educational programs and institutions within a state or country, each with a distinct mission to prepare students for a variety of lives and careers, as well as different organizational and funding structures, teaching methods, laws and political affiliations (Meek et al., 2000). This

concept is commonly accepted by planners of higher education since it deals with differences across institutions in the global higher education system. Because every organization, public or private, has a different history, geographic location, faculty, and student body, diversity in HEIs is inevitable. When viewed from an international viewpoint, Ashikali and Groeneveld (2015) noted that there are notable differences in how organizations have formally founded and rebuilt themselves. Because diverse people are viewed as supporting various groups and providing a variety of viewpoints on the performance and quality of institutions, diversity among faculty, admin staff, and students is prized (Robinson–Neal, 2009).

Human diversity representation, climate and intergroup interactions, curriculum and research, and differences in institutional principles and structures are the four types of diversity that frequently occur in HEIs across the world (Kezar & Eckel, 2008; Owen, 2009). The four key types of diversity, proportional, relational, curricular, and structural, can have an influence on the structure, mission, pedagogy, extra-curricular, culture, content, and policies of HEIs as well as on the administrators, the faculty, and the students all over the world. Human diversity is also known as multiculturalism, which is the development of a state of being in which a person is able to engage with people from any culture in any environment and feel at ease doing so because they have the knowledge necessary to do so (Ashikali & Groeneveld, 2015).

HEIs diversity is developed differently in a corporate environment due to the particular character of educational institutions where the students are proportionately much more under the organization's control and influence (Stewart & Carpenter-Hubin, 2000). Human diversity in HEIs must also take into account the significance of appreciating students' diverse identities in order to guarantee that educational approaches recognize and legitimize different identities. This may be done by creating learning techniques that consider group diversity as well as how important it is in the learning environment (Talbot, 2003). In addition to attempting to pinpoint the ideas, attitudes, and presumptions they use to respond to human diversity, faculty members need to be aware of and comprehend their own positions in relation to their students (Krishnamurthi, 2003).

One of the largest opportunities and challenges facing the HEIs continues to be human diversity, with its wide range of situations encompassing biology, psychology, and social structures. It is evident that human diversity is a cornerstone of policy-making at the very highest echelons since so many public and commercial organizations now have diversity or equality officers, programs, or committees (Lamb, 2015). All of this suggests the necessity for accurate scientific knowledge on this subject, not sentimental or politically acceptable sociology.

REVIEW OF RELATED LITERATURE

Research demonstrates that human diversity at HEIs improves intellectual engagement, self-motivation, citizenship, and cultural involvement, and academic abilities like critical thinking, problem-solving, and writing for students and faculty members (Milem et al., 2005). According to Williams (2013), there are three broad kinds of themes on the advantages of human diversity: social justice advantages, educational advantages, and corporate advantages.

Theme 1: The Social Justice Advantages

The social justice viewpoint on human diversity is a technique to comprehend how individuals from various origins may collaborate and produce in ethical and inclusive HEIs environments. This viewpoint prioritizes eradicating injustice and balancing dysfunctional power structures and interactions at HEIs (Williams, 2013). A social justice framework is also a style of thinking and

doing that aims to counter unfairness and inequity while promoting freedom and opportunity for human diversity. It focuses primarily on how individuals, organizations, practices, laws, and curriculum may be used to free as opposed to oppress those who stand to gain the least from our choices. The necessity for HEIs to reflect shifting demographic patterns and address both past and current identity-based societal injustices is referred to as the "social justice justification" (Jackson et al., 2003). The relationship between social justice, teaching, and educational leadership is made obvious by Alvarez (2019), who explains that "social justice is about distributing resources fairly and treating all students similarly so that they feel safe and secure—physically and mentally. Working for social justice in HEIs entails assisting human diversity in critically self-reflecting on how they were socialized into this web of unequal connections and its ramifications, analyzing the oppressive systems, and developing the capacity to reject these inequalities (Sensoy & DiAngelo, 2009).

Theme 2: Educational Advantages

The case for educational advantages is supported by data from studies demonstrating the importance of luring and retaining human diversity from diverse backgrounds in pursuit of educational and human development goals. The practical justification references to the need for HEIs to broaden their appeal in order to compete for the best faculty, staff, and students as well as to better educate them for a diverse and worldwide labor market (Williams, 2013). Additionally, there will be a diversity of personnel, instructors, and students. Because of this, it is possible to argue that human diversity in this specific HEIs' environment has a higher impact and, hence, more significance (Talbot. 2003). This argument supports the notion that human diversity management research in HEIs is particularly relevant and significant. In actuality, multiculturalism seeks to further the value of variety by appreciating and embracing the opinions and contributions of others. Human diversity is only one aspect of multiculturalism. Aguirre and Martinez (2006) expand on the explanation by highlighting the dedication to find, keep, reward, and advance a broad mix of productive, motivated, and loyal workers. Human diversity and multiculturalism have both gained popularity in HEIs and many academics use the words interchangeably to emphasize the importance of the contributions made by various communities to multiculturalism (Oritiz, 2013; Ross, 2014). The authors concentrate on the idea of human diversity because this is not a study on increased multiculturalism. Nevertheless, it is vital to recognize that the idea of multiculturalism and the goal of a multicultural society increase diversity initiatives and lay the groundwork for what the authors refer to as the human diversity in HEIs (Milem et al., 2005).

Theme 3: Corporate Advantages

The business sector continues to prioritize cognitive and social abilities and has given colleges the task of producing such people (Gurin, 2002). According to Hilliard III (2002), it is clear that the business world has learned about the realities of cultural diversity and how crucial it is to create effective answers to this cultural variation. They have acknowledged the need to be prepared via extensive research and training to perceive and respond to cultural realities. While the business community has advanced, the education sector has not yet made the fundamental change that would direct the institutions toward reaching that aim, despite admitting the value of human diversity. Also, the corporate, service, and charity sectors have expressed a pressing need for employees with human diversity who are able to operate in a variety of settings and understand the advantages that come from developing one's critical thinking and creativity in the job. For the last five years, the Ford Foundation has funded a series of international gatherings of delegates from India, South Africa, and the United States, as well as educators, officials, and scholars. These discussions resulted in the publication of two reports: Diversity, Democracy, and Higher Education: A View from Three

Nations--India, South Africa, the United States (Beckham, 2000) and To Form a More Perfect Union: Campus Diversity Initiatives. Understanding the Difference Diversity Makes: Assessing Campus Diversity Initiatives Series (Musil et al., 1999).

THEORETICAL FOUNDATIONS OF THE STUDY

A number of underlying theories have been used to explain the human diversity research, including self-categorization (Jackson et al. 200; Turner et al., 1987), social identity (Tajfel & Turner, 1979), similarity-attraction (Byrne, 1971) and relational demography (Tsui et al., 1992). Individual perspectives on societal and personal identity have been used to differentiate these ideas. Membership in a group has an impact on a person's social identity, but it has less of an impact on their personal identity (Weber et al., 2018). The self-categorization hypothesis states that people join groups based on social comparisons such as status, wealth, and education in order to set themselves apart from their in-groups and others into various useful categories (Turner et al., 1987). Social identity theory states that individuals' viewpoints classify themselves into social groups based on traits including age, ethnicity, and gender (Tajfel & Turner, 1979). People are more drawn to others who share their traits and perspectives than they are to those whose attitudes, beliefs, and experiences differ from their own (Byrne, 1971). The relational demography theory (Tsui et al., 1992) which maintains that demographic factors inside work units have a major influence on a person's behavior and attitudes, is based on these concepts taken together. The drawbacks of HEIs human diversity, such as those related to race, gender, age and country, are also included by these ideas. According to these beliefs, the attraction to in-group members who have similar traits makes homogeneous groups of individuals more productive and less likely to fight than varied ones. These presumptions imply that human diversity has a negative influence on business effectiveness and organizational success.

Some experts are hopeful that human diversity will benefit firms in the long run. Information decision-making, upper echelon theory, and the integration learning perspective supported the optimistic viewpoint (Ely & Thomas, 2001). These theories contend that group members' human diversity encourage the exchange of knowledge, expertise and viewpoints, which fosters creativity and problem-solving skills and enhances group output as well as business and organizational output. The theory has been supported by the upper echelon hypothesis, which claims that senior management team human diversity enhances organizational performance by bringing together individuals with various backgrounds, experiences and beliefs (Knight et al., 1999).

There could be additional theories that try to explain why, after so many years, some people still seem to be opposed to the idea of human diversity. The number of students from underrepresented minorities in colleges may also be challenging to raise for human diversity of other reasons. Although there are theoretical justifications for and barriers to human diversity, the reality of a society that is becoming more diverse and an economic climate that supports human diversity require HEIs to be more proactive in fostering a more diverse faculty and student body.

STATEMENT OF THE PROBLEM

The Latin word diversus, which means "diverse," is the source of the English term "diversity." Hence, human diversity refers to the wide range of distinctions that exist among the many groups of individuals who make up mankind (the human species) (Van et al., 2012). According to the majority of HEIs, creating an atmosphere that broadens students' viewpoints involves recruiting a diverse student body and ensuring that campuses represent a wide range of intellectual and social ideas

(Maruyama et al., 2000). Current data suggested that the HEIs environment is much more diverse, in accordance with several published empirical reports on the exact subject of human diversity in HEIs. When we examine how many HEIs throughout the world have included human diversity into their mission statements, it seems however inadequate. People develop a stronger sense of identity and wellness, and their educational and professional achievements improve when their unique qualities, abilities, interests, and viewpoints are recognized and encouraged. This is why it is crucial to appreciate HEIs' human diversity and study that challenged it (Swann et al., 2004). Also, there have been many empirical studies undertaken internationally on the opportunities and challenges of human diversity in HEIs. Yet, a contextual discourse analysis is lacking. As a result, the shortage of contextual discourse analysis on human diversity in HEIs led to this article writing. This contextual discourse analysis looks at a number of of human diversity-related literature to better understand human diversity's opportunities and its challenges for HEIs. As a result, by offering a high-level overview of human diversity-related opportunities and challenges at HEIs throughout the world, this article contributes to current literature. The findings of this study also demonstrate how human diversity has been a key factor in the advancement of HEIs worldwide. The term diversity inclusive is used to highlight the presence of all human diversity initiatives and great suggestions in HEIs.

OBJECTIVE OF THE STUDY

The paper attempts to examine the opportunities of teaching and learning by integrating human diversity into HEIs. It also aims at exploring the challenges that come with it and underlining the need of human diversity in HEIs. HEIs are also sought as to how they may support human diversity.

RESEARCH QUESTIONS

This study is designed to generate findings to answer the following research questions:

1. What are the opportunities of human diversity in the global HEIs?
2. Does human diversity need to be valued in the global HEIs? If so, how can HEIs help to promote human diversity?
3. Is human diversity in the global HEIs a challenge? If so, how?

METHODOLOGICAL FRAMEWORK

In this study, the contextual discourse analysis technique was employed. It focuses on the long-term exploration of underlying causes and consequences of circumstances, in this case the opportunities and challenges of diversity in HEIs. Contextual discourse analysis, according to Locke (2004), aims to investigate how discursive practices, events, and texts are ideologically shaped by power relations and struggles as well as the frequently opaque causal and deterministic relationships between these practices, events, and texts and larger social and cultural structures, relations, and processes. Discourse analysis focuses on the examination of real texts located in key social institutions like HEIs.

There are three procedures in qualitative discourse analysis. The first primary procedure of the contextual discourse analysis, in accordance with Rogers et al. (2005), is to ascertain the connections between particular texts, interactions, and social practices. The second is to interpret the configuration of discourse practices. The third is to use the description and interpretation to explain why and how social practices are constituted, changed, and transformed in the ways they are. The objectives, potentials, and standards of critical discourse analysis are to monitor theoretical advancement, analytical philosophies, and empirical research methodologies (Van Dijk, 2006).

In terms of methodology, the author utilized a qualitative contextual discourse analysis reflection, which usually falls under the heading of the qualitative inquiry approach. As a result, a number of documents on HEIs human diversity were identified, reviewed and analyzed. An analysis of the current global state of HEIs human diversity issues, the advantages of utilizing and teaching human diversity in HEIs, as well as the challenges associated with doing so was conducted. A total of sixty publications were gathered to search for human diversity's opportunities and challenges at HEIs. A snow-ball referring method was also used to seek other sources that were mentioned by researchers on the reference list.

FINDINGS

Research Question 1: What are the opportunities of human diversity in the global HEIs?

According to some claims, human diversity has an impact on access and justice, instructional strategies and student learning, research objectives, quality, management, social relevance, funding, and other aspects of HEIs (Wood & Meek,1998) Therefore, the value of human diversity research cannot be understated. Human diversity in the curriculum is one of the components of the diversity imperative, which strives to include human diversity into the HEIs' purpose and teaching. This branch, which also offers alternate opinions, strongly emphasizes diversity orthodoxy, or correct methods to see and value every aspect of diversity (Ortiz, 2013). Human diversity curriculum requirements, required trainings for students, professors, and staff, and first-year experience programs are all used to achieve this goal. The goals of human diversity in education go beyond only having a sufficient representation of diverse people on staff and among students to include a better understanding of human diversity and the inspiration for meaningful actions. HEI planners are advised not to take steps beyond immediate solutions and not to ignore the fundamental beliefs and conceptions that underpin the status quo (Brown, 2004).

Many individuals think that rather than being left to chance, human diversity should be deliberately desired, implemented, studied, nourished, and maintained throughout and after implementation (Brown, 2004). Additionally, human diversity is a process that begins with the initial inclusion of people from other groups, but it also calls for institutions that support and encourage their retention by fostering a sense of belonging, as well as strategies that instruct a community to accept and respect human diversity. Students that are exposed to human diversity in the classroom learn about many viewpoints, challenge prejudices, and actively work to alter culture and socially engineer a particular vision for a better society. Because HEIs are tasked with generating the intelligentsia and future leaders of society, their output has an impact on all spheres of life and socioeconomic classes. In a curriculum, human diversity can be taught in one of three ways: addition, integrating, or transforming, according to Krishnamurthi (2003).

Opportunities for Students

According to Ashikali and Groeneveld, there are three main outcomes of human diversity on HEIs. Learning outcomes include active development processes that students engage in while in HEIs, student engagement and motivation, the acquisition and development of intellectual and academic abilities, and the value that students place on these talents after graduation (Ashikali & Groeneveld, 2015). The methods used in HEIs to educate students to participate as active citizens in a society that is becoming more varied and complicated are referred to as democratization results. Students' desire to have an impact on society and the political system, as well as their participation in volunteer and community work, are all examples of citizenship engagement.

A student's level of cultural awareness and appreciation as well as their willingness to participate in activities that promote diversity understanding are both referred to as their level of racial/cultural engagement. Students' comprehension of similar values amongst racial/ethnic groups, the notion that group conflict may be constructive when utilized responsibly, and the realization that differences do not necessarily have to be a bad aspect of society are all examples of compatibility of differences (Kezar & Eckel, 2008).

Gurin's third group of objectives focuses on students' capacity to thrive in a diversified society. This is a reference to how effectively college has prepared students for success in their careers and personal life after graduation, as well as how successfully the college experience has bridged a cultural divide. Two more sorts of outcomes can be added to Gurin's (1999) categories of outcomes. The first shows how students believe that human diversity has improved their HEIs experiences. They are known as process outcomes. Surveys of student satisfaction, assessments of the campus climate, and other data are included.

The majority of human diversity research in HEIs have typically concentrated on how specific students learn and change throughout the course of their academic careers. Recently, a lot of this study has concentrated on how racial diversity on HEIs affect student results. The strongest scientific evidence in favor of maintaining affirmative action in HEIs admissions comes from the area of how human diversity benefits individuals (Robinson-Neal, 2009). The phrase "individual advantages" refers to how having varied HEIs enhances each student's educational results and experiences.

Opportunities for HEIs system

Research suggests that having a more human diversity might be advantageous for HEIs' system. The ways in which human diversity improves HEIs performance are referred to as the institutional advantages of human diversity. Regrettably, there has not been much study on how human diversity in HEIs affects the performance of the institutions. However, there is mounting evidence that shows how human diversity affects HEIs (Ottaviano, 2005). Furthermore, business-related research indicates that human diversity fosters institutional efficiency in a number of different ways (Ortiz, 2013). It is hardly surprising that these inquiries have been led by the corporate sector. Organizations understand that they must find methods to overcome obstacles and embrace possibilities brought by expanding racial, ethnic, and cultural diversity if they want to remain competitive on both a global and local level.

A notable illustration is provided by the RAND Corporation study (Bikson & Law, 1994), which provides important details on the needs for human resources that occur as the global economy expands quickly. In four different geographic locations (Los Angeles, New York, Chicago, and Houston/Dallas), representatives from sixteen multinational firms and sixteen higher education institutions were interviewed for the study. These cities were selected in light of data demonstrating that they were cognizant of and actively reacted to a more global economic environment, and as a result, are likely to be at the forefront of solving globalization challenges. The study centered on four key issues: how these corporations and colleges viewed globalization; the needs for human resources that these perspectives of globalization presented; what corporations and colleges do (or can do) to prepare workers to meet these needs; and what is still needed to produce a diversified workforce that is competitive in a global economy.

When it came to their opinions on globalization, the business and academic groups mostly agreed. They first thought that the nature of economic activity has shifted from a local to an international or global scale. Every economic activity also has to be very adaptable to local circumstances in

order to be successful. These developments have necessitated organizational adjustments as well as quick, adaptable reactions to opportunities and problems. Finally, for all of this to be successful, staff members need to be sufficiently trained to handle these difficulties and the expectations they create (Bikson & Law, 1994). In research on the effects of cultural diversity in workplace settings, Brown (2004) found that three different organizational goals may be achieved by properly managing human diversity. These include the company's legal responsibilities, financial performance targets, and social, moral, and ethical responsibility goals.

According to research results reported by Brown (2004), a person's emotional state and accomplishment results as well as human diversity-related characteristics are related (gender, ethnicity, and age). Levels of job participation, staff turnover, evaluations of promotability, and degrees of value congruence are a few of the stated particular objectives. According to Brown (2004), effectively managing human diversity lowers attrition rates, increases the use of flextime work scheduling, and boosts work team efficiency. There is also a cost advantage for human diversity in HEIs (Brown, 2004).

Research Question 2: Does human diversity need to be valued in the global HEIs? If so, how can HEIs help to promote human diversity?

Human Diversity Needs to be Valued

Human diversity has emerged from obscurity to become a prominent concern of institutions in recent decades. Similar to how numerous laws and initiatives designed to boost the number of individuals who represent various groups and provide an environment that can accommodate this varied population have aided in this shift (Epple, 2008). In a similar vein, HEIs desire to include human diversity into their purpose is frequently stated as a result of changing student demographics, the global economy, a more diversified workforce, and the need for an inclusive educational environment (Krishnamurthi, 2003).

To resist systemic injustice, it is crucial to recognize and undermine systems of power and privilege. These are but a few of the numerous causes (Clarke, 2012; Harvey, 2011; Swain et al., 2013), nonetheless, the great majority of them fit under either the economic or social category. From many angles, human diversity is seen as a direct contributor to economic growth, creativity, and innovation, as a multiplier of worker potential and solidarity, as a need for participation in a global economy, and even as an economic boon to productivity and average pay (Clark, 2012; Ottaviano, 2005). The justifications here on sociopolitical perspective frequently highlight human diversity as a corrective mechanism for historical injustice, a way of maintaining laws and principles, a democratizing force, a multiplier of national potential and solidarity, and the major way to truly ensure fair opportunity (Eppel et al., 2008; Ross, 2014).

The human diversity inclusiveness necessitates taking proactive efforts in order to achieve long-term change. HEIs have played a significant role in this endeavor since, in culture, academic success and economic performance are intricately interwoven. Affirmative action, which is concerned with minorities' recruitment, retention, and economic success, is also an important issue. The pressure that globalization places on HEIs to prepare students for engagement and competition in an increasingly interconnected and dynamic world, as well as problems like rising demographic heterogeneity in the population, are just a few of the issues that a variety of motivating factors address (Swain, 2013).

How Can HEIs Help to Promote Human Diversity?

There are certain parallels that serve to elucidate the issue, even if no two HEIs have the same human diversity policy. Ofori (2000) first classifies the usage of human diversity in HEIs into these four groups: impartiality, commonality, variation, and submariner similarity. Diverse similarity attempts to appropriately take into account cultural differences and similarities in order to better effectively portray the significance of human diversity. Similarity tends to overestimate common ground since it focuses on similarities across cultures rather than differences. By putting more emphasis on difference than resemblance, which can hide common ground, human diversity turns this on its head. HEIs can use any of these paradigms individually or in combination to change how they see human diversity and, consequently, how they behave. A good number of scholars released a comprehensive list of what they believe to be great practices for human diversity that are supported by research based on their experiences in HEIs. To support the human diversity inclusion, they advise HEIs to use a combination of the five human diversity promoting strategies by Fadeeva and Mochizuki (2010) as listed below:

First Strategy: They should start by establishing an institutional commitment to human diversity and inclusion by integrating human diversity into their fundamental mission, creating strategic plans to define goals and guarantee proper budget allocation, and improving data collection and monitoring capabilities.

Second Strategy: In order to promote inclusion, human diversity should also be included into all aspects of the HEIs, such as the faculty, curriculum, and pedagogy, so that students may see themselves mirrored in modern society.

Third Strategy: It should be a goal to build relationships with prospective students, support pipelines in the neighborhood from Kindergarten to Grade 12, and provide ongoing and focused assistance at each crucial stage, including test preparation, admissions applications, and financial aid.

Fourth Strategy: Following enrollment, support services including intelligent course selection to minimize remedial requirements, customized mentorship and tutoring, and first-year experience programs should be made available in order to promote success and retention.

Fifth Strategy: HEIs should foster an inclusive environment by implementing cultural competency initiatives, campus climate assessments, human diversity training and coursework requirements, systems for cultural and emotional support, involving students in climate and diversity decisions, and providing additional funding for the most disadvantaged.

Research Question 3: Is human diversity in the global HEIs a challenge? if so, how?

According to Lowe (1999), without the support of the HEI presidents, the conversation on human diversity would devolve into a never-ending philosophical argument. It is also important to acknowledge that the majority of the most famous HEIs in the nation have a long history and culture of exclusion. It is a form of exclusion that is mostly based on race, but in certain cases is also based on gender and disability. Prejudice based on attributes like not being European-American, macho, or 'normal,' to put it another way. History, on the other hand, cannot be changed.

As a result, according to the HEIs study report, several black students believed that their recruiting had little to do with genuine interest in them and their academic pursuits. To have a student body that was varied was the goal of the recruitment process (Hutchinson & Hyer, 2000).

This point of view is not new, and it supports Dilg's (2000) claim that students of color in HEIs with a predominately white student body are conflicted about how to deal with the impacts of these institutions' expanding demographic bases and the realities of their daily experiences there.

Brubacher (1982), who wrote extensively on the history of HEIs in America, was right on the money when he asserted that HEIs were first intended for members of the upper classes. He effectively catches a historical viewpoint in this remark, one that still somewhat shapes how people in contemporary society assess who is deserving of a higher degree. He quoted a 1948 New York Times article on the worries of the president of Fordham University regarding the growth of student enrolment. Paying many poor students into the currency of HEIs will only debase it, evoking a sort of intellectual Gresham's Law, as the president put it. The just-mentioned explanation captures the mental challenges HEIs have while enacting a human diversity strategy. HEIs must deal with the concerns of the "old white boys' club," who make up the majority of academics and, more crucially, may see diversity as a direct danger to their power, in addition to dealing with natural resistance to change (Platt, 1993).

Women and members of minority groups frequently suffer "stereotype threat," or the worry that they would confirm or be evaluated in line with the stereotype, when a negative stereotype pertinent to their identity exists in a subject of interest. Both people entering a new field and those who are currently successful in it face this stereotype danger. Stereotype danger can be triggered by circumstances or actions that make a person more conscious of their minority status (Spencer et al., 1999). Studies have shown that when stereotype threat is generated, stress and anxiety follow, which affects memory, performance, ambitions, and motivation (Burgess et al., 2012). In primarily white HEIs, minority students frequently feel alone and uncomfortable, and many report encountering prejudice and unequal treatment, according to several studies. Race, ethnicity, national origin, sexual orientation, disability, and other factors can all lead to minorities (Crombie et al, 2003). Human brain imaging demonstrates how situational cues impair cognition by causing blood to migrate from the cognitive to the emotional areas of the brain when stereotype danger is activated (Krendl et al., 2008). A lack of prior good encounters with "outgroup members" (minorities) makes "ingroup members" (majority members) nervous about relationships with minorities, according to research. Members of the majority may react hostilely or avoid encounters with minorities as a result of this worry (Plant & Devine, 2003).

Numerous studies have shown that minority and female professors are much less happy with various elements of their professions than are professors who are mostly men. These elements consist of committee and teaching assignments, decision-making responsibilities, professional relationships with coworkers, promotion and tenure, pay disparities, and general job satisfaction (Sheridan, 2006). According to a survey of minority faculty at universities and colleges in eight midwestern states, USA, there is racism, marginalization, and alienation among teachers of color in institutions with a predominance of white students (Turner, 2002).

CONCLUSION

The primary objective of this qualitative contextual discourse analysis was to identify via empirical data acquired from multiple peer-reviewed published sources to assess the opportunities and challenges of human diversity in the global HEIs setting. Because there are not many contextual discourses analysis on the subject of human diversity in HEIs, this reflection was motivated by that fact. The findings shed important light on what opportunities human diversity in the global HEIs has. For instance, it is frequently advocated that one of the key strategies for satisfying student needs

in a HEIs system is to increase the institution's human diversity. It is believed that a more diversified system is better equipped to give access to HEIs to those with a variety of educational backgrounds and intellectual ability. The concept is that each student will have the chance to work and compete with students from similar backgrounds under a diversified system where HEIs function differently. Every student has the choice to decide which educational environment offers the best chances for success for him or her. It follows from the research that have been evaluated that human diversity in HEIs also fosters social mobility. By offering several opportunities for entry into HEIs and various types of transfer, a varied system promotes both dignified upward and downward mobility.

Since human diversity can adapt to the demands of the job market, it is also viewed as helpful. The claim made here is that in order for society to advance economically and socially, a widening range of labor market specialties is necessary. Accordingly, a homogenous HEIs system is seen to be less equipped than a diversified one to adapt to the different demands of the job market.

The author conducted a comprehensive assessment of diversity-related literature to get a deeper understanding of human diversity's opportunities and challenges on HEIs. So, by providing a quick overview of human diversity-related opportunities and challenges at HEIs throughout the world, this short study fills a vacuum in the literature. The findings of this study indicate that managing human diversity presents highly challenging issues. But since HEIs are an environment where knowledge generation and transfer are at the core of the institution, a range of ideas and viewpoints showed that human diversity had significant opportunity.

The results of this literature review report can offer a variety of insights, but because they were limited by the fact that they were based on human diversity in HEIs as a whole, it may not be fully applied to only one human diversity issue in a single HEI. More in-depth study is required to look at how the human diversity's opportunities and challenges may affect teaching and learning processes at a national level given the expanding number of HEIs in particular and their potential concern about human diversity. In this brief discourse, the opportunities and challenges of including human diversity in HEIs were the only ones made clear. Future analyses on the impacts, practices and perceptions of human diversity in HEIs in line with national HEIs policies and strategies would be beneficial. This article calls on the global HEIs to do more, or at the very least be more proactive, in promoting human diversity among its faculty, staff, and student body, as well as in creating an environment that fosters it by considering the opportunities listed.

IMPLICATIONS TO EDUCATIONAL PLANNING

The findings of this study are crucial in helping educational planners at HEIs to promote tolerance and a greater feeling of security in settings where a variety of human diversity is present. They are also crucial in assisting them in understanding prejudice and the consequences of indulging in it. Also, by educating HEIs students about human diversity across languages and cultures, it promotes intercultural awareness. Regarding human diversity, globalization has brought benefits as well as challenges for educational planners. The availability of a sizable talent pool employed for innovation and creation, inter-functional coordination, complexity, and discrimination at HEIs are some of the new concerns in human diversity. Globalization, migration, aging populations, outsourcing, etc. all contribute to these challenges. To maximize resource allocation and foster a multiculturally engaged HEIs community that will foster productivity and excellent institutional performance, HEIs' educational planners should have a framework for human diversity. As a result, educational leaders in the twenty-first century must comprehend current opportunities and challenges with human diversity in the context of current globalization.

IMPLICATIONS FOR EDUCATIONAL POLICY MAKERS

The promotion of HEIs as an industry that values human diversity is something that policymakers, whether at the national or institutional level, are also accountable for. When studying, every student should have good and useful cultural experiences. HEIs must come up with incentives as well as enablers and drives for proactive human diversity management which needs to be backed by the policy document. The community of HEIs should be knowledgeable about human diversity and serve as role models. HEIs are places that need to foster person-centered learning and act as meeting places for a range of learners. The policy should reflect that human diversity in HEIs is helpful as well as challenging. There is growing recognition of students from underrepresented groups and migrant learners as distinct interest groups in their own right which needs policy intervention. Higher emphasis should also be placed on the economic or professional benefits of human diversity in HEIs at the higher policy manuscript too.

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