

affirmative action higher education

Affirmative Action in Higher Education: A Comprehensive Analysis

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1. Introduction: The Complex Landscape of Affirmative Action in Higher Education

Affirmative action in higher education refers to policies designed to increase representation of underrepresented minority groups (racial and ethnic minorities, women, and individuals from low socioeconomic backgrounds) in colleges and universities. These policies aim to counteract historical and ongoing systemic inequalities that limit access to higher education for these groups. The implementation and impact of affirmative action higher education policies have been the subject of intense debate for decades, leading to significant legal challenges and evolving policy approaches. This report will explore the history, legal framework, empirical evidence, and ongoing controversies surrounding affirmative action in higher education.

2. Historical Context: The Roots of Affirmative Action

The origins of affirmative action can be traced back to the Civil Rights Act of 1964 and subsequent executive orders. Initially designed to address blatant discrimination, affirmative action policies evolved to encompass proactive measures to increase representation of historically marginalized groups. In higher education, this translated to considering race and ethnicity as one factor among many in admissions decisions. The goal was not to establish quotas, but to create a more diverse student body that reflected the broader population and fostered a richer learning environment.

3. The Legal Framework: Supreme Court Decisions and Their Impact

The Supreme Court has played a pivotal role in shaping the legal landscape of affirmative action in higher education. Landmark cases like *Regents of the University of California v. Bakke* (1978) established that while race could be considered as one factor among many, quotas were unconstitutional. Subsequent cases, such as *Grutter v. Bollinger* (2003) and *Fisher v. University of Texas* (2013, 2016), further refined the legal standards, emphasizing the need for narrowly tailored policies that serve a compelling interest in diversity. These rulings have profoundly impacted how colleges and universities approach affirmative action, requiring them to demonstrate a compelling state interest and avoid the use of quotas.

4. Empirical Evidence: The Impact of Affirmative Action on Student Outcomes

Numerous studies have investigated the impact of affirmative action in higher education. While the results are sometimes contested, research generally suggests that affirmative action policies have contributed to increased enrollment of underrepresented minority students. Studies by organizations like the American Educational Research Association have shown a positive correlation between affirmative action and increased graduation rates for minority students. Moreover, research consistently demonstrates that diverse student bodies enhance the educational experience for all students, leading to improved critical thinking skills and a better understanding of diverse perspectives. However, critics argue that focusing solely on race can lead to reverse discrimination and that other factors, such as socioeconomic status, should be given greater weight. This debate highlights the ongoing challenge of balancing competing values in designing equitable admissions policies.

5. Challenges and Criticisms: The Ongoing Debate

Despite the positive impacts often cited, affirmative action in higher

education continues to face significant challenges and criticisms. Opponents argue that race-conscious admissions policies are inherently unfair, violating the principle of equal opportunity. Legal challenges continue, and some institutions have chosen to abandon race-conscious admissions altogether, leading to concerns about declining minority enrollment. Further, the complex interplay between race, socioeconomic status, and other factors necessitates nuanced approaches that address multiple forms of inequality. The effectiveness of affirmative action is often debated, with some arguing that other interventions, such as targeted outreach programs and financial aid initiatives, might be more effective in promoting diversity and equity.

6. Alternative Approaches: Beyond Race-Conscious Admissions

In light of the legal and political complexities surrounding race-conscious admissions, colleges and universities are exploring alternative approaches to enhance diversity and equity. These include:

Holistic review: Emphasizing a broader range of factors beyond academic achievement, including socioeconomic background, extracurricular activities, and personal experiences.

Targeted outreach programs: Actively recruiting students from underrepresented communities.

Need-blind admissions: Removing financial need as a barrier to admission.

Increased financial aid: Expanding access to scholarships and grants for low-income students.

7. The Future of Affirmative Action in Higher Education

The future of affirmative action in higher education remains uncertain. Ongoing legal challenges, evolving societal attitudes, and the persistent need to address systemic inequalities will continue to shape policy debates. Finding a balance between promoting diversity and upholding the principle of equal opportunity remains a significant challenge, requiring thoughtful policy design and ongoing research to evaluate the effectiveness of various approaches. The focus is shifting towards a more holistic approach to admissions that considers multiple dimensions of diversity and aims to create more equitable access to higher education for all.

8. Conclusion

Affirmative action in higher education is a complex and multifaceted issue with a long and contested history. While the Supreme Court has established legal limitations on race-conscious admissions, the pursuit of diversity and equity in higher education remains a crucial goal. Empirical evidence suggests that affirmative action policies can have positive effects on

student outcomes and campus climate, but challenges and criticisms persist. The ongoing debate necessitates continued research, innovative policy solutions, and a commitment to creating a more just and equitable higher education system for all.

FAQs

1. What is affirmative action in higher education? Affirmative action in higher education refers to policies designed to increase the representation of underrepresented minority groups in colleges and universities.
1. Is affirmative action legal? The legality of affirmative action is complex and depends on the specifics of the policy. The Supreme Court has ruled against quotas but has allowed for the consideration of race as one factor among many in admissions decisions.
1. What are the benefits of affirmative action? Proponents argue that affirmative action promotes diversity, increases access to higher education for underrepresented groups, and enriches the learning environment for all students.
1. What are the criticisms of affirmative action? Critics argue that affirmative action can lead to reverse discrimination, is unfair to qualified applicants from majority groups, and may not be the most effective way to achieve diversity.
1. What are some alternatives to race-conscious affirmative action? Alternatives include holistic review, targeted outreach programs, need-blind admissions, and increased financial aid.
1. How has the Supreme Court impacted affirmative action? Supreme Court decisions have shaped the legal framework, limiting the use of quotas and requiring a compelling state interest for race-conscious policies.

1. What is the impact of affirmative action on graduation rates? Studies suggest a positive correlation between affirmative action and increased graduation rates for minority students, although this is a complex issue with varying findings.
1. What is the role of socioeconomic status in admissions? The role of socioeconomic status in admissions is increasingly recognized as crucial, with many institutions seeking to address inequalities based on class and background.
1. What is the future of affirmative action? The future of affirmative action remains uncertain, with ongoing legal challenges and debates about the most effective approaches to promoting diversity and equity in higher education.

Related Articles

1. "The Supreme Court and Affirmative Action: A Historical Overview": This article provides a detailed chronological account of Supreme Court cases related to affirmative action in higher education, analyzing their impact on policy and practice.
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Admissions": An analysis of how holistic review processes can contribute to creating more diverse student bodies without explicit reliance on race-conscious policies.

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1. "Measuring the Success of Affirmative Action: Developing Robust Evaluation Frameworks": This article discusses the challenges of measuring the impact of affirmative action and proposes more effective evaluation frameworks.

affirmative action higher education: *The Future of Affirmative Action* Richard D. Kahlenberg, 2014 As the United States experiences dramatic demographic change--and as our society's income inequality continues to rise--promoting racial, ethnic, and economic inclusion at selective colleges has become more important than ever. At the same time, however, many Americans--including several members of the U.S. Supreme Court--are uneasy with explicitly using race as a factor in college admissions. The Court's decision in *Fisher v. University of Texas* emphasized that

universities can use race in admissions only when necessary, and that universities bear the ultimate burden of demonstrating, before turning to racial classifications, that available, workable race-neutral alternatives do not suffice. With race-based admission programs increasingly curtailed, *The Future of Affirmative Action* explores race-neutral approaches as a method of promoting college diversity after Fisher decision. The volume suggests that Fisher might on the one hand be a further challenge to the use of racial criteria in admissions, but on the other presents a new opportunity to tackle, at long last, the burgeoning economic divisions in our system of higher education, and in society as a whole. Contributions from: Danielle Allen (Princeton); John Brittain (University of the District of Columbia) and Benjamin Landy (MSNBC.com); Nancy Cantor and Peter Englot (Rutgers-Newark); Anthony P. Carnevale, Stephen J. Rose, and Jeff Strohl (Georgetown University); Dalton Conley (New York University); Arthur L. Coleman and Teresa E. Taylor (EducationCounsel LLC); Matthew N. Gaertner (Pearson); Sara Goldrick-Rab (University of Wisconsin-Madison); Scott Greytak (Campinha Bacote LLC); Catharine Hill (Vassar); Richard D. Kahlenberg (The Century Foundation); Richard L. McCormick (Rutgers); Nancy G. McDuff (University of Georgia); Halley Potter (The Century Foundation); Alexandria Walton Radford (RTI International) and Jessica Howell (College Board); Richard Sander (UCLA School of Law); and Marta Tienda (Princeton).

affirmative action higher education: Defending Diversity Patricia Gurin, 2004-02-27

DIVThe first major book to argue in favor of affirmative action in higher education since Bowen and Bok's *The Shape of the River* /div

affirmative action higher education: Affirmative Action for the Rich Richard D.

Kahlenberg, 2012-03 The use of race-based affirmative action in higher education has given rise to hundreds of books and law review articles, numerous court decisions, and several state initiatives to ban the practice. However, surprisingly little has been said or written or done to challenge a larger, longstanding affirmative action program that tends to benefit wealthy whites: legacy preferences for the children of alumni. *Affirmative Action for the Rich* sketches the origins of legacy preferences, examines the philosophical issues they raise, outlines the extent of their use today, studies their impact on university fundraising, and reviews their implications for civil rights. In addition, the book outlines two new theories challenging the legality of legacy preferences, examines how a judge might review those claims, and assesses public policy options for curtailing alumni preferences. The book includes chapters by Michael Lind of the New America Foundation; Peter Schmidt of the Chronicle of Higher Education; former Wall Street Journal reporter Daniel Golden; Chad Coffman of Winnemac Consulting, attorney Tara O'Neil, and student Brian Starr; John Brittain of the University of the District of Columbia Law School and attorney Eric Bloom; Carlton Larson of the University of California--Davis School of Law; attorneys Steve Shadowen and Sozi Tulante; Sixth Circuit Court Judge Boyce F. Martin Jr. and attorney Donya Khalili; and education writer Peter Sacks.

affirmative action higher education: Mismatch Richard Sander, Stuart Taylor Jr, 2012-10-09

The debate over affirmative action has raged for over four decades, with little give on either side. Most agree that it began as noble effort to jump-start racial integration; many believe it devolved into a patently unfair system of quotas and concealment. Now, with the Supreme Court set to rule on a case that could sharply curtail the use of racial preferences in American universities, law professor Richard Sander and legal journalist Stuart Taylor offer a definitive account of what affirmative action has become, showing that while the objective is laudable, the effects have been anything but. Sander and Taylor have long admired affirmative action's original goals, but after many years of studying racial preferences, they have reached a controversial but undeniable conclusion: that preferences hurt underrepresented minorities far more than they help them. At the heart of affirmative action's failure is a simple phenomenon called mismatch. Using dramatic new data and numerous interviews with affected former students and university officials of color, the authors show how racial preferences often put students in competition with far better-prepared classmates, dooming many to fall so far behind that they can never catch up. *Mismatch* largely explains why, even though black applicants are more likely to enter college than whites with similar backgrounds, they are far less likely to finish; why there are so few black and Hispanic professionals with science

and engineering degrees and doctorates; why black law graduates fail bar exams at four times the rate of whites; and why universities accept relatively affluent minorities over working class and poor people of all races. Sander and Taylor believe it is possible to achieve the goal of racial equality in higher education, but they argue that alternative policies -- such as full public disclosure of all preferential admission policies, a focused commitment to improving socioeconomic diversity on campuses, outreach to minority communities, and a renewed focus on K-12 schooling -- will go farther in achieving that goal than preferences, while also allowing applicants to make informed decisions. Bold, controversial, and deeply researched, *Mismatch* calls for a renewed examination of this most divisive of social programs -- and for reforms that will help realize the ultimate goal of racial equality.

affirmative action higher education: *Affirmative Action Matters* Laura Dudley Jenkins, Michele S. Moses, 2014-04-04 *Affirmative Action Matters* focuses specifically on affirmative action policies in higher education admissions, the sphere that has been the most controversial in many of the nations that have such policies. It brings together distinguished scholars from diverse nations to examine and discuss the historical, political and philosophical contexts of affirmative action and clarify policy developments to further the meaningful equality of educational opportunity. This unique volume includes both well established and emerging policies from the Americas, Europe, Africa, and Asia, policies which developed under a variety of political systems and target a range of underrepresented groups, based on race, ethnicity, gender, class, social background, or region. Accessible and thought provoking case studies of affirmative action demonstrate that such policies are expanding to different countries and target populations. While some countries, such as India, have affirmative action policies that predate those in the United States, affirmative action is a recent development in countries such as Brazil and France. Legal or political pressures to move away from explicitly race-based policies in several countries have complicated affirmative action and make this assessment of international alternatives particularly timely. New or newly modified policies target a variety of disadvantaged groups, based on geography, class, or caste, in addition to race or sex. International scholars in six countries spanning five continents offer insights into their own countries' experiences to examine the implications of policy shifts from race toward other categories of disadvantage, to consider best practices in student admission policies, and to assess the future of affirmative action.

affirmative action higher education: *Race and College Admissions* Jamillah Moore, 2024-07-22 In the United States, elite colleges and universities have historically catered primarily to wealthy, predominantly white Americans, creating barriers to entry for students of color. Legal statutes have entrenched discriminatory practices within the admissions process, perpetuating the underrepresentation of students of color at top-tier institutions. Given this reality, the imperative for institutions to promote diversity through affirmative action remains crucial. However, recent legal challenges against affirmative action threaten to reinforce the status quo, potentially perpetuating the dominance of predominantly white institutions in higher education. This book takes an historical look at the pivotal role affirmative action has played in higher education. It examines the admissions process through the eyes of a beneficiary of affirmative action and is the first text to share insights on the role eligibility plays in allowing universities to consider race in admitting applicants. Detailed are the different types of affirmative action and how some colleges and universities use the policy as a tool to consider race and ethnicity as part of a holistic evaluation of applicants. This work makes the case that race-conscious admissions practices remain necessary in the fight for racial equity in higher education.

affirmative action higher education: *The Next Twenty-five Years* David Lee Featherman, Marvin Krislov, Martin Hall, 2009-12-18 A penetrating exploration of affirmative action's continued place in 21st-century higher education, *The Next Twenty-five Years* assembles the viewpoints of some of the most influential scholars, educators, university leaders, and public officials. Its comparative essays range the political spectrum and debates in two nations to survey the legal, political, social, economic, and moral dimensions of affirmative action and its role in helping higher

education contribute to a just, equitable, and vital society. David L. Featherman is Professor of Sociology and Psychology and Founding Director of the Center for Advancing Research and Solutions for Society at the University of Michigan. Martin Hall is Vice-Chancellor of the University of Salford, Greater Manchester, and previously was Deputy Vice-Chancellor at the University of Cape Town. Marvin Krislov is President of Oberlin College and previously was Vice President and General Counsel at the University of Michigan.

affirmative action higher education: The Quest for Equity in Higher Education Beverly Lindsay, Manuel J. Justiz, 2001-08-16 Investigating the role of equity, diversity, and affirmative action in colleges and universities in the United States, this book critically examines the issues in light of public debates, voter referenda, and legislative enactments seeking to influence public policy. The contributors argue that providing information and critical skills to students and scholars, preparing students for the world of work (especially in a rapidly changing technological environment), and generating new research and knowledge bases are missions of higher education that can be enhanced with affirmative action as a form of equity.

affirmative action higher education: Place, Not Race Sheryll Cashin, 2014-05-06 From a nationally recognized expert, a fresh and original argument for bettering affirmative action Race-based affirmative action had been declining as a factor in university admissions even before the recent spate of related cases arrived at the Supreme Court. Since Ward Connerly kickstarted a state-by-state political mobilization against affirmative action in the mid-1990s, the percentage of four-year public colleges that consider racial or ethnic status in admissions has fallen from 60 percent to 35 percent. Only 45 percent of private colleges still explicitly consider race, with elite schools more likely to do so, although they too have retreated. For law professor and civil rights activist Sheryll Cashin, this isn't entirely bad news, because as she argues, affirmative action as currently practiced does little to help disadvantaged people. The truly disadvantaged—black and brown children trapped in high-poverty environs—are not getting the quality schooling they need in part because backlash and wedge politics undermine any possibility for common-sense public policies. Using place instead of race in diversity programming, she writes, will better amend the structural disadvantages endured by many children of color, while enhancing the possibility that we might one day move past the racial resentment that affirmative action engenders. In *Place, Not Race*, Cashin reimagines affirmative action and champions place-based policies, arguing that college applicants who have thrived despite exposure to neighborhood or school poverty are deserving of special consideration. Those blessed to have come of age in poverty-free havens are not. Sixty years since the historic decision, we're undoubtedly far from meeting the promise of *Brown v. Board of Education*, but Cashin offers a new framework for true inclusion for the millions of children who live separate and unequal lives. Her proposals include making standardized tests optional, replacing merit-based financial aid with need-based financial aid, and recruiting high-achieving students from overlooked places, among other steps that encourage cross-racial alliances and social mobility. A call for action toward the long overdue promise of equality, *Place, Not Race* persuasively shows how the social costs of racial preferences actually outweigh any of the marginal benefits when effective race-neutral alternatives are available.

affirmative action higher education: *For Discrimination* Randall Kennedy, 2015-06-09 The definitive reckoning with one of America's most explosively contentious and divisive issues—from "one of our most important and perceptive writers on race and the law.... The mere fact that he wrote this book is all the justification necessary for reading it."—The Washington Post What precisely is affirmative action, and why is it fiercely championed by some and just as fiercely denounced by others? Does it signify a boon or a stigma? Or is it simply reverse discrimination? What are its benefits and costs to American society? What are the exact indicia determining who should or should not be accorded affirmative action? When should affirmative action end, if it must? Randall Kennedy gives us a concise and deeply personal overview of the policy, refusing to shy away from the myriad complexities of an issue that continues to bedevil American race relations.

affirmative action higher education: *Campus Diversity* John M. Carey, Katherine Clayton,

Yusaku Horiuchi, 2019-12-19 Media, politicians, and the courts portray college campuses as divided over diversity and affirmative action. But what do students and faculty really think? This book uses a novel technique to elicit honest opinions from students and faculty and measure preferences for diversity in undergraduate admissions and faculty recruitment at seven major universities, breaking out attitudes by participants' race, ethnicity, gender, socio-economic status, and political partisanship. Scholarly excellence is a top priority everywhere, but the authors show that when students consider individual candidates, they favor members of all traditionally underrepresented groups - by race, ethnicity, gender, and socio-economic background. Moreover, there is little evidence of polarization in the attitudes of different student groups. The book reveals that campus communities are less deeply divided than they are often portrayed to be; although affirmative action remains controversial in the abstract, there is broad support for prioritizing diversity in practice.

affirmative action higher education: *The Diversity Bargain* Natasha K. Warikoo, 2016-11-15 We've heard plenty from politicians and experts on affirmative action and higher education, about how universities should intervene—if at all—to ensure a diverse but deserving student population. But what about those for whom these issues matter the most? In this book, Natasha K. Warikoo deeply explores how students themselves think about merit and race at a uniquely pivotal moment: after they have just won the most competitive game of their lives and gained admittance to one of the world's top universities. What Warikoo uncovers—talking with both white students and students of color at Harvard, Brown, and Oxford—is absolutely illuminating; and some of it is positively shocking. As she shows, many elite white students understand the value of diversity abstractly, but they ignore the real problems that racial inequality causes and that diversity programs are meant to solve. They stand in fear of being labeled a racist, but they are quick to call foul should a diversity program appear at all to hamper their own chances for advancement. The most troubling result of this ambivalence is what she calls the “diversity bargain,” in which white students reluctantly agree with affirmative action as long as it benefits them by providing a diverse learning environment—racial diversity, in this way, is a commodity, a selling point on a brochure. And as Warikoo shows, universities play a big part in creating these situations. The way they talk about race on campus and the kinds of diversity programs they offer have a huge impact on student attitudes, shaping them either toward ambivalence or, in better cases, toward more productive and considerate understandings of racial difference. Ultimately, this book demonstrates just how slippery the notions of race, merit, and privilege can be. In doing so, it asks important questions not just about college admissions but what the elite students who have succeeded at it—who will be the world's future leaders—will do with the social inequalities of the wider world.

affirmative action higher education: *Affirmative Action and Preferential Admissions in Higher Education* Kathryn Swanson, 1981 Winner of the 1981-82 Joseph L. Andrews Bibliographical Award presented by the American Association of Law Librarians ...an excellent bibliography which addresses a very important contemporary issue. It deserves a place in the collections of large public libraries, law libraries, and most academic institutions. --RQ

affirmative action higher education: When Diversity Drops Julie J. Park, 2013-07-16 Julie J. Park examines how losing racial diversity in a university affects the everyday lives of its students. She uses a student organization, the InterVarsity Christian Fellowship (IVCF) at “California University,” as a case study to show how reductions in racial diversity impact the ability of students to sustain multiethnic communities. The story documents IVCF's evolution from a predominantly white group that rarely addressed race to the most racially diverse campus fellowship at the university. However, its ability to maintain its multiethnic membership was severely hampered by the drop in black enrollment at California University following the passage of Proposition 209, a statewide affirmative action ban. Park demonstrates how the friendships that students have—or do not have—across racial lines are not just a matter of personal preference or choice; they take place in the contexts that are inevitably shaped by the demographic conditions of the university. She contends that a strong organizational commitment to diversity, while essential, cannot sustain racially diverse student subcultures. Her work makes a critical contribution to our understanding of

race and inequality in collegiate life and is a valuable resource for educators and researchers interested in the influence of racial politics on students' lives.

affirmative action higher education: *Race, Class, and Affirmative Action* Sigal Alon, 2015-11-17 No issue in American higher education is more contentious than that of race-based affirmative action. In light of the ongoing debate around the topic and recent Supreme Court rulings, affirmative action policy may be facing further changes. As an alternative to race-based affirmative action, some analysts suggest affirmative action policies based on class. In *Race, Class, and Affirmative Action*, sociologist Sigal Alon studies the race-based affirmative action policies in the United States, and the class-based affirmative action policies in Israel. Alon evaluates how these different policies foster campus diversity and socioeconomic mobility by comparing the Israeli policy with a simulated model of race-based affirmative action and the U.S. policy with a simulated model of class-based affirmative action. Alon finds that affirmative action at elite institutions in both countries is a key vehicle of mobility for disenfranchised students, whether they are racial and ethnic minorities or socioeconomically disadvantaged. Affirmative action improves their academic success and graduation rates and leads to better labor market outcomes. The beneficiaries of affirmative action in both countries thrive at elite colleges and in selective fields of study. As Alon demonstrates, they would not be better off attending less selective colleges instead. Alon finds that Israel's class-based affirmative action programs have provided much-needed entry slots at the elite universities to students from the geographic periphery, from high-poverty high schools, and from poor families. However, this approach has not generated as much ethnic diversity as a race-based policy would. By contrast, affirmative action policies in the United States have fostered racial and ethnic diversity at a level that cannot be matched with class-based policies. Yet, class-based policies would do a better job at boosting the socioeconomic diversity at these bastions of privilege. The findings from both countries suggest that neither race-based nor class-based models by themselves can generate broad diversity. According to Alon, the best route for promoting both racial and socioeconomic diversity is to embed the consideration of race within class-based affirmative action. Such a hybrid model would maximize the mobility benefits for both socioeconomically disadvantaged and minority students. *Race, Class, and Affirmative Action* moves past political talking points to offer an innovative, evidence-based perspective on the merits and feasibility of different designs of affirmative action.

affirmative action higher education: *Race and College Admissions* Jamillah Moore, 2005-02-17 Affirmative action was meant to redress the lingering vestiges of the discrimination and exclusion so prominent in America's past and afford underrepresented groups the opportunities most take for granted. Its impact on higher learning has been immeasurable: diversity is part of the mission of most colleges and universities, and exposure to a variety of ethnicities, cultures and perspectives benefits all. Yet institutions are scrambling to reevaluate their mission and methods as courts mandate colorblind admissions and affirmative action is misconstrued and attacked as reverse discrimination, patronizing and insulting to minorities, or simply unnecessary. Diversity has plummeted on many campuses as a result, and elite institutions now struggle to enroll underrepresented groups. Discussions of the controversy reflect little understanding of the role of race in college admissions, ignore the fact that eligibility does not guarantee admission, and falsely cast affirmative action as a policy based on race alone. This assessment of the role of race in college admissions examines misconceptions surrounding affirmative action and the place of race in the admission process. Chapters explore declining diversity; the effect upon professional schools; the historical perspective of the subject; the courts' role in affirmative action; inequities in the admissions process; percentage plans as an alternative; the detrimental results of colorblind admissions; and ways to address the problem.

affirmative action higher education: *Beyond Affirmative Action* Robert A. Ibarra, 2001-03 Ibarra (academic affairs, U. of Wisconsin-Madison) argues for a paradigm shift in academia. Drawing on extensive interviews with Latino students and faculty, he introduces a theory of multicontextuality which proposes that many people learn better when teachers emphasize whole

systems of knowledge and that education can best succeed where it offers and accepts many approaches to teaching and learning. Annotation copyrighted by Book News Inc., Portland, OR

affirmative action higher education: *Affirmative Action and Racial Equity* Uma M. Jayakumar, Liliana M. Garces, 2015-03-12 The highly anticipated U.S. Supreme Court decision in *Fisher v. University of Texas* placed a greater onus on higher education institutions to provide evidence supporting the need for affirmative action policies on their respective campuses. It is now more critical than ever that institutional leaders and scholars understand the evidence in support of race consideration in admissions as well as the challenges of the post-Fisher landscape. This important volume shares information documented for the Fisher case and provides empirical evidence to help inform scholarly conversation and institutions' decisions regarding race-conscious practices in higher education. With contributions from scholars and experts involved in the Fisher case, this edited volume documents and shares lessons learned from the collaborative efforts of the social science, educational, and legal communities. *Affirmative Action and Racial Equity* is a critical resource for higher education scholars and administrators to understand the nuances of the affirmative action legal debate and to identify the challenges and potential strategies toward racial equity and inclusion moving forward.

affirmative action higher education: *Affirmative Action for the Future* James Sterba, 2011-01-15 At a time when private and public institutions of higher education are reassessing their admissions policies in light of new economic conditions, *Affirmative Action for the Future* is a clarion call for the need to keep the door of opportunity open. In 2003, U.S. Supreme Court's Grutter and Gratz decisions vindicated the University of Michigan Law School's affirmative action program while striking down the particular affirmative action program used for undergraduates at the university. In 2006 and 2008, state referendums banned affirmative action in some states while upholding it in others. Taking these developments into account, James P. Sterba draws on his vast experience as a champion of affirmative action to mount a new moral and legal defense of the practice as a useful tool for social reform. Sterba documents the level of racial and sexual discrimination that still exists in the United States and then, arguing that diversity is a public good, he calls for expansion of the reach of affirmative action as a mechanism for encouraging true diversity. In his view, we must include in our understanding of affirmative action the need to favor those who come from economically disadvantaged backgrounds, regardless of race and sex. Elite colleges and universities could best facilitate opportunities for students from working-class and poor families, in Sterba's view, by cutting back on legacy and athletic preferences that overwhelmingly benefit wealthy white applicants.

affirmative action higher education: *Intelligence, Genes, and Success* Bernie Devlin, Stephen E. Fienberg, Daniel P. Resnick, Kathryn Roeder, 1997-08-07 A scientific response to the best-selling *The Bell Curve* which set off a hailstorm of controversy upon its publication in 1994. Much of the public reaction to the book was polemic and failed to analyse the details of the science and validity of the statistical arguments underlying the book's conclusion. Here, at last, social scientists and statisticians reply to *The Bell Curve* and its conclusions about IQ, genetics and social outcomes.

affirmative action higher education: *To Fulfill These Rights* Amaka Okechukwu, 2019-09-03 In 2014 and 2015, students at dozens of colleges and universities held protests demanding increased representation of Black and Latino students and calling for a campus climate that was less hostile to students of color. Their activism recalled an earlier era: in the 1960s and 1970s, widespread campus protest by Black and Latino students contributed to the development of affirmative action and open admissions policies. Yet in the decades since, affirmative action has become a magnet for conservative backlash and in many cases has been completely dismantled. In *To Fulfill These Rights*, Amaka Okechukwu offers a historically informed sociological account of the struggles over affirmative action and open admissions in higher education. Through case studies of policy retrenchment at public universities, she documents the protracted—but not always successful—rollback of inclusive policies in the context of shifting race and class politics. Okechukwu explores how conservative political actors, liberal administrators and legislators, and

radical students have defined, challenged, and transformed the racial logics of colorblindness and diversity through political struggle. She highlights the voices and actions of the students fighting policy shifts in on-the-ground accounts of mobilization and activism, alongside incisive scrutiny of conservative tactics and messaging. *To Fulfill These Rights* provides a new analysis of the politics of higher education, centering the changing understandings and practices of race and class in the United States. It is timely and important reading at a moment when a right-wing Department of Justice and Supreme Court threaten the end of affirmative action.

affirmative action higher education: *Color and Money* Peter G. Schmidt, 2007-08-07 What is the real story behind the fight over affirmative action at colleges? Veteran journalist Peter Schmidt exposes truths that will outrage readers and forever transform the debate. He reveals how: * colleges use affirmative action to mask how much they cater to the country club crowd and to solicit support from the big corporations they steer minority students toward; * conservatives have used opposition to affirmative action to advance a broader agenda that includes gutting government programs that help level the playing field; * selective colleges reward families for shielding their children from contact with other races and classes and help perpetuate societal discrimination by favoring applicants from expensive private schools or public schools in exclusive communities; * racial tensions like those witnessed at Duke University, the University of Michigan, and scores of other campuses in recent decades are a direct result of college admissions policies; * affirmative-action preferences for women and minorities may have survived recent court challenges, but in much of the nation they are unlikely to survive the forces of democracy; and * regardless of what happens with affirmative action, African Americans are going to be denied equal access to colleges for many decades to come unless American society undergoes revolutionary change. This is a startling, brave, and thoroughly researched book that will ignite a national debate on class and education for years to come.

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Charles, Garvey Lundy, Mary J. Fischer, 2011-06-27 African Americans and Latinos earn lower grades and drop out of college more often than whites or Asians. Yet thirty years after deliberate minority recruitment efforts began, we still don't know why. In *The Shape of the River*, William Bowen and Derek Bok documented the benefits of affirmative action for minority students, their communities, and the nation at large. But they also found that too many failed to achieve academic success. In *The Source of the River*, Douglas Massey and his colleagues investigate the roots of minority underperformance in selective colleges and universities. They explain how such factors as neighborhood, family, peer group, and early schooling influence the academic performance of students from differing racial and ethnic origins and differing social classes. Drawing on a major new source of data--the National Longitudinal Survey of Freshmen--the authors undertake a comprehensive analysis of the diverse pathways by which whites, African Americans, Latinos, and Asians enter American higher education. Theirs is the first study to document the different characteristics that students bring to campus and to trace out the influence of these differences on later academic performance. They show that black and Latino students do not enter college disadvantaged by a lack of self-esteem. In fact, overconfidence is more common than low self-confidence among some minority students. Despite this, minority students are adversely affected by racist stereotypes of intellectual inferiority. Although academic preparation is the strongest predictor of college performance, shortfalls in academic preparation are themselves largely a matter of socioeconomic disadvantage and racial segregation. Presenting important new findings, *The Source of the River* documents the ongoing power of race to shape the life chances of America's young people, even among the most talented and able.

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Trusheim, 1988-03-31 The College Entrance Examination Board and the Educational Testing Service claim that the SAT helps colleges select students, helps college-bound students select appropriate institutions, and furthers equality of opportunity. But does it really? Drawing on three national surveys and on hundreds of studies conducted by colleges, the authors refute the justifications the College Board and the ETS give for requiring high school students to take the SAT. They show that the test neither helps colleges and universities improve their admissions decisions nor helps applicants choose schools at which they will be successful. They outline the adverse effect the SAT has on students from nonwhite and low-income backgrounds. They also question the ability of the College Board and the ETS to monitor themselves adequately. The authors do not, however, recommend abolishing either college admissions testing or the College Board and the ETS. Rather, they propose dropping the SAT and relying on such already available measures as students' high school coursework and grades, and they raise the possibility that new achievement tests that measure the mastery of high school courses could be developed to replace the SAT.

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2001 The Civil Rights Projects, Harvard University.

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graduate degrees and then either became university faculty or chose other careers. From his perspectives as a practicing anthropologist, teacher, researcher, and administrator, Ibarra provides a blueprint for change that will interest:

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