

Patricia Gurin, Jeffrey S. Lehman,
and Earl Lewis

Defending *Diversity*



*Affirmative Action at the
University of Michigan*

FOREWORD BY Nancy Cantor

AFTERWORD BY Mary Sue Coleman

Defending Diversity Affirmative Action At The University Of Michigan

Kathiann M. Kowalski



Defending Diversity Affirmative Action At The University Of Michigan:

Defending Diversity Patricia Gurin, Jeffrey S. Lehman, Earl Lewis, Eric L. Dey, Sylvia Hurtado, Gerald Gurin, 2010-04-23

Even as lawsuits challenging its admissions policies made their way through the courts the University of Michigan carried the torch for affirmative action in higher education In June 2003 the Supreme Court vindicated UM's position on affirmative action when it ruled that race may be used as a factor for universities in their admissions programs thus confirming what the UM had argued all along diversity in the classroom translates to a beneficial and wide ranging social value With the green light given to the law school's admissions policies *Defending Diversity* validates the positive benefits gained by students in a diverse educational setting Written by prominent University of Michigan faculty *Defending Diversity* is a timely response to the court's ruling Providing factual background historical setting and the psychosocial implications of affirmative action the book illuminates the many benefits of a diverse higher educational setting including preparing students to be full participants in a pluralistic democracy and demonstrates why affirmative action is necessary to achieve that diversity *Defending Diversity* is a significant contribution to the ongoing discussion on affirmative action in higher education Perhaps more important it is a valuable record of the history events arguments and issues surrounding the original lawsuits and the Supreme Court's subsequent ruling and helps reclaim the debate from those forces opposed to affirmative action Patricia Gurin is Professor Emerita Department of Psychology University of Michigan Jeffrey S. Lehman former Dean of the University of Michigan Law School is President of Cornell University Earl Lewis is Dean of Rackham Graduate School University of Michigan

Defending Diversity Patricia Gurin, 2004-02-27 *Div* The first major book to argue in favor of affirmative action in higher education since Bowen and Bok's *The Shape of the River* **Affirmative Action** Kathiann M. Kowalski, 2007 Outlines the arguments of those both for and against affirmative action programs and the history behind such programs Provided by publisher **Privilege and Diversity in the Academy** Frances A. Maher, Mary Kay Thompson Tetreault, 2013-10-18 Over the past several decades higher education has been transformed by the entry of faculty of color and women into the university system Through detailed institutional ethnographies of three very different universities *Privilege and Diversity in the Academy* explores how this diversification has dismantled and reconfigured relationships of privilege and diversity in higher education Authors Maher and Tetreault use examples from a top ranked private university a comprehensive urban university and a major public university to illustrate how privilege is enacted resisted and transformed as changes occur in the student bodies and faculties of these schools In their analyses they identify the institutional structures that facilitate the success of a diverse faculty and make valuable observations about patterns of institutional change and resistance

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 in Antidiscrimination Law and Policy William M. Leiter, Samuel Leiter, 2011-04-01 Racism sexism and ethnic discrimination have long represented a seemingly intractable problem Affirmative action was conceived as an attack on these ingrained problems but today it is widely misunderstood This volume reviews new developments in affirmative action law policy and ideological conflict in the areas of employment education voting and housing The revised edition adds a discussion of age disability and sexual orientation discrimination providing a truly comprehensive portrait of affirmative action that is informed by history law political science sociology and economics

The Case for Affirmative Action on Campus Eboni M. Zamani-Gallaher, Denise O'Neil Green, David O. Stovall, M. Christopher Brown II, 2023-07-03 Marshalls the arguments for affirmative action Offers strategies for action Why is affirmative action under attack What were the policy's original purposes and have they been achieved What are the arguments being arrayed against it And for all stakeholders concerned about equity and diversity on campus what's the way forward politically legally and practically The authors explore the historical context the philosophical and legal foundations of affirmative action present contemporary attitudes to the issue on and off campus and uncover the tactics and arguments of its opponents They conclude by offering strategies to counter the erosion of affirmative action change the basis of the discourse and coordinate institutional support to foster inclusive college environments and multi ethnic campus communities This book analyzes the ideological and legal construction of colorblind legislation that has led to the de facto exclusion of people of color from institutions of higher education It addresses the role of the courts in affecting affirmative action in higher education as a workplace and place of study It documents the under representation of collegians of color and presents research on student opinion on race based policies at two and four year institutions It details the pervasiveness of the affirmative action debate across educational sectors and the status of race among myriad factors considered in college admissions Finally it considers affirmative action as a pipeline issue and in the light of educational policy

Contested Issues in Troubled Times Peter M. Magolda, Marcia B. Baxter Magolda, Rozana Carducci, 2023-07-03 Contested Issues in Troubled Times provides student affairs educators with frameworks to constructively think about and navigate the contentious climate they are increasingly encountering on campus The 54 contributors address the book's overarching

question How do we create an equitable climate conducive to learning in a dynamic environment fraught with complexity and a socio political context characterized by escalating intolerance incivility and overt discrimination Rather than attempting to offer readers definitive solutions this book illustrates the possibilities and promise of acknowledging multiple approaches to addressing contentious issues articulating a persuasive argument anchored in professional judgment listening attentively to others for points of connection as well as divergence and drawing upon new ways of thinking to foster safe and inclusive campuses Among the issues this volume addresses are such topics as sexual violence historically underrepresented racial and ethnic groups transgender and undocumented students the professional skills knowledge and or dispositions needed to thrive and facilitate systemic change in contemporary higher education organizations the implications of maintaining personal and professional identities via social media and self care In this companion volume to *Contested Issues in Student Affairs* whose issues remain as relevant today as they were upon publication in 2011 a new set of contributors explore new questions which foreground issues of equity safety and civility themes which dominate today s higher education headlines and campus conversations The book concludes with calls to action encouraging student affairs educators to exhibit the moral courage needed to critically examine routine practices that unknowingly perpetuate inequity and enact the foundational values and principles upon which the student affairs profession was founded *An Unseen Unheard Minority* Sharon S. Lee, 2021-12-10

As they were not underrepresented Asian American students at the University of Illinois Urbana Champaign were denied minority student services Over many decades Asian American students fought to be seen and heard challenging the university s narrow view of minority students and changing campus resources for Asian Americans **In the Shadow of Gratz and Grutter** Peter J. Hammer, 2013 At the same time the affirmative action cases of Gratz and Grutter were winding their way to the Supreme Court an internal grievance alleging discrimination and the failure to consider the value of diversity in the tenure process was being considered inside the University of Michigan Law School This article explores the interconnected histories of Gratz Grutter and the grievance examining the internal difficulties and contradictions universities face in living up to their public commitments to fight discrimination and cultivate meaningful forms of diversity The year following the Supreme Court decision the University celebrated its accomplishments in Defending Diversity Affirmative Action at the University of Michigan co authored by Patricia Gurin the University s lead expert witness on the effects of diversity in higher education and Jeffrey S Lehman Dean of the Law School through most of the litigation In the internal grievance Jeff Lehman advocated an interpretation of the Law School Grievance Policy that prohibited the grievance of any matter relating to tenure including the crassest forms of discrimination or the failure of the faculty to consider the virtues of diversity The Grievance Review Board chaired by Patricia Gurin adopted Dean Lehman s position and categorically barred all grievances Ironically the hearing took place the very same day the University filed its response to plaintiff s petition for writ of certiorari where the University actively maintained that diversity in higher education constituted a compelling state

interest Meaningful progress on civil rights requires deep institutional change It is often difficult to get even good people to do the right thing The interconnected stories of Gratz Grutter and the grievance the same institution with the same actors at the same time the cases were being litigated illustrate broader lessons about the challenges often preventing universities from making progressive change

Doing the Right Thing Marybeth Gasman,2024-08-20 An honest confrontation of systemic racism in faculty hiring and what to do about it While colleges and universities have been lauded for increasing student diversity these same institutions have failed to achieve any comparable diversity among their faculty In 2017 of the nation s full time tenure track and tenured faculty only 3 percent each were Black men Black women Hispanic men and Hispanic women Only 6 percent were Asian Pacific Islander men 5 percent were Asian Pacific Islander women and 1 percent were American Indian Alaska Native Why are the numbers so abysmal In **Doing the Right Thing** Marybeth Gasman takes a hard insightful look at the issues surrounding the recruitment and hiring of faculty of color Relying on national data and interviews with provosts deans and department chairs from sixty major universities Gasman documents the institutional forces stymieing faculty diversification and she makes the case for how such deficiencies can and should be rectified Even as institutions publicly champion inclusive excellence and the number of doctoral students of color increases Gasman reveals the entrenched constraints contributing to the faculty status quo Impediments to progress include the alleged trade off between quality and diversity the power of pedigree the rigidity of academic pipelines failures of administrative leadership lack of accountability among administration and faculty and the opacity and arbitrariness of the recruitment and hiring process Gasman contends that leaders must acknowledge institutional failures of inclusion pervasive systemic racism and biases that restrict people of color from pursuing faculty careers Recognizing that individuals from all backgrounds are essential to the creation and teaching of knowledge **Doing the Right Thing** puts forth a concrete call for colleges and universities to take action and do better

Handbook of Research on Effective Communication, Leadership, and Conflict Resolution Normore, Anthony H.,Long, Larry W.,Javidi, Mitch,2016-02-26 In order for an organization to thrive it is essential to develop key strategies for interaction leadership and management within diverse settings Refining these skills ultimately aids in the arbitration of any potential conflicts that may arise during intra organizational interactions The Handbook of Research on Effective Communication Leadership and Conflict Resolution evaluates operational strategies and interpersonal skill development for the successful leadership and management of modern organizations Highlighting various governance and interaction techniques that assist in mediating organizational controversies this handbook of research is a vital source for professionals leaders managers and human resource specialists interested in developing skills needed to efficiently communicate collaborate and negotiate across differences within an organization

Embracing Diversity Maureen Miner,Kirsty Beilharz,2023-07-01 Christian schools and colleges that include spiritual formation and Christian maturity within their mission are facing challenges The challenge of being a Christian college within a secular society is well

recognized There are intellectual clashes of secular versus religious worldviews to be negotiated and clashes of social imaginaries where habitual ways of responding come into conflict These challenges are difficult enough for staff of a Christian college when most students have a Christian background and there may be a common language and assumptions Even more difficult are the challenges faced by Christian staff of a Christian college when most students identify with non Christian religions What does a college s mission of forming mature Christians mean when students are largely Muslim Hindu Buddhist Sikh or other non Christian faiths Should staff modify curricula to reduce cognitive clashes Should teaching practices be changed to reduce the dissonance of different social imaginaries How can staff draw from Christian values of tolerance and respect to support non Christian students in their formation of values and ethics while still respecting diversity This volume draws together the work of scholars and researchers who have pondered the nature purpose and means of formation It offers an analysis of the scope context and methods of formation of mature people without denying or downplaying the difficulties of formation It offers hope that people who are mature in all areas of life including the spiritual domain can be formed and urges educators to encompass all domains in their formative work

Handbook of Education Policy Research Gary Sykes, Barbara Schneider, David N. Plank, 2012-09-10 Co published by Routledge for the American Educational Research Association AERA Educational policy continues to be of major concern Policy debates about economic growth and national competitiveness for example commonly focus on the importance of human capital and a highly educated workforce Defining the theoretical boundaries and methodological approaches of education policy research are the two primary themes of this comprehensive AERA sponsored Handbook Organized into seven sections the Handbook focuses on 1 disciplinary foundations of educational policy 2 methodological perspectives 3 the policy process 4 resources management and organization 5 teaching and learning policy 6 actors and institutions and 7 education access and differentiation Drawing from multiple disciplines the Handbook s over one hundred authors address three central questions What policy issues and questions have oriented current policy research What research strategies and methods have proven most fruitful And what issues questions and methods will drive future policy research Topics such as early childhood education school choice access to higher education teacher accountability and testing and measurement cut across the 63 chapters in the volume The politics surrounding these and other issues are objectively analyzed by authors and commentators Each of the seven sections concludes with two commentaries by leading scholars in the field The first considers the current state of policy design and the second addresses the current state of policy research This book is appropriate for scholars and graduate students working in the field of education policy and for the growing number of academic government and think tank researchers engaged in policy research For more information on the American Educational Research Association please visit <http://www.aera.net>

Turning Teaching Inside Out S. Davis, B. Roswell, 2013-12-18 Using the successful Inside Out program in which incarcerated and non incarcerated college students are taught in the same classroom this book explores the practice of

community based learning including the voices of teachers and participants and offers a model for courses student life programs and faculty training

American Higher Education in the Twenty-First Century Michael N. Bastedo, Philip G. Altbach, Patricia J. Gumpert, 2023-01-31 Now in its fifth edition An indispensable reference for anyone concerned with the future of American colleges and universities Whether it is advances in information technology organized social movements or racial inequality and social class stratification higher education serves as a lens for examining significant issues within American society First published in 1998 American Higher Education in the Twenty First Century offers a comprehensive introduction to the complex realities of American higher education including its history financing governance and relationship with the states and federal government This thoroughly revised edition brings the classic volume completely up to date Each chapter has been rewritten to address major recent issues in higher education including the COVID 19 pandemic the movement for racial justice and turmoil in the for profit sector Three entirely new chapters cover broad access colleges race and racism and organized social movements Reflecting on the implications of ethnic and socioeconomic diversity within higher education the book also grapples with growing concerns about the responsiveness and future of the academy No other book covers such wide ranging issues under the broader theme of higher education s relationship to society Highly acclaimed and incorporating cutting edge research American Higher Education in the Twenty First Century is now more useful and engaging than ever Contributors Michael N Bastedo Philip G Altbach Patricia J Gumpert Peter Riley Bahr Joy Blanchard Julia Brickfield Michael Brown Katherine S Cho Daniela Conde Charles H F Davis III Hans de Wit Peter D Eckel Martin Finkelstein Denisa G ndara Liliana M Garces Roger L Geiger Leslie D Gonzales Jillian Leigh Gross Jessica Harris Nicholas Hillman Julia Rose Karpicz Robert Kelchen Adrianna Kezar Lisa R Lattuca Demetri Morgan Rebecca Natow Anna Neumann Audrey Peek Laura W Perna Gary Rhoades Tykeia N Robinson Roman Ruiz Wonson Ryu Lauren T Schudde Jeffrey C Sun David A Tandberg

Black Women, Academe, and the Tenure Process in the United States and the Caribbean Talia Esnard, Deirdre Cobb-Roberts, 2018-08-06 This book explores the meanings experiences and challenges faced by Black women faculty that are either on the tenure track or have earned tenure The authors advance the notion of comparative intersectionality to tease through the contextual peculiarities and commonalities that define their identities as Black women and their experiences with tenure and promotion across the two geographical spaces By so doing it works through a comparative treatment of existing social inequalities educational disparities and injustices in the promotion and retention of Black women academics Such interpretative examinations offer important insights into how Black women s subjugated knowledge and experiences continue to be suppressed within mainstream structures of power and how they are negotiated across contexts

The Enigma of Diversity Ellen Berrey, 2015-05-15 Diversity these days is a hallowed American value widely shared and honored That s a remarkable change from the Civil Rights era but does this public commitment to diversity constitute a civil rights victory What does diversity mean in contemporary America and what are the effects of

efforts to support it Ellen Berrey digs deep into those questions in *The Enigma of Diversity* Drawing on six years of fieldwork and historical sources dating back to the 1950s and making extensive use of three case studies from widely varying arenas housing redevelopment in Chicago's Rogers Park neighborhood affirmative action in the University of Michigan's admissions program and the workings of the human resources department at a Fortune 500 company Berrey explores the complicated contradictory and even troubling meanings and uses of diversity as it is invoked by different groups for different often symbolic ends In each case diversity affirms inclusiveness especially in the most coveted jobs and colleges yet it resists fundamental change in the practices and cultures that are the foundation of social inequality Berrey shows how this has led racial progress itself to be reimagined transformed from a legal fight for fundamental rights to a celebration of the competitive advantages afforded by cultural differences Powerfully argued and surprising in its conclusions *The Enigma of Diversity* reveals the true cost of the public embrace of diversity the taming of demands for racial justice *Poison in the Ivy* W. Carson Byrd, 2017-11-24 The world of elite campuses is one of rarified social circles as well as prestigious educational opportunities W Carson Byrd studied twenty eight of the most selective colleges and universities in the United States to see whether elite students' social interactions with each other might influence their racial beliefs in a positive way since many of these graduates will eventually hold leadership positions in society He found that students at these universities believed in the success of the best and the brightest leading them to situate differences in race and status around issues of merit and individual effort *Poison in the Ivy* challenges popular beliefs about the importance of cross racial interactions as an antidote to racism in the increasingly diverse United States He shows that it is the context and framing of such interactions on college campuses that plays an important role in shaping students' beliefs about race and inequality in everyday life for the future political and professional leaders of the nation *Poison in the Ivy* is an eye opening look at race on elite college campuses and offers lessons for anyone involved in modern American higher education **An Inclusive Academy** Abigail J. Stewart, Virginia Valian, 2022-10-11 How colleges and universities can live up to their ideals of diversity and why inclusivity and excellence go hand in hand Most colleges and universities embrace the ideals of diversity and inclusion but many fall short especially in the hiring retention and advancement of faculty who would more fully represent our diverse world in particular women and people of color In this book Abigail Stewart and Virginia Valian argue that diversity and excellence go hand in hand and provide guidance for achieving both Stewart and Valian themselves senior academics support their argument with comprehensive data from a range of disciplines They show why merit is often overlooked they offer statistics and examples of individual experiences of exclusion such as being left out of crucial meetings and they outline institutional practices that keep exclusion invisible including reliance on proxies for excellence such as prestige that disadvantage outstanding candidates who are not members of the white male majority Perhaps most important Stewart and Valian provide practical advice for overcoming obstacles to inclusion This advice is based on their experiences at their own universities their

consultations with faculty and administrators at many other institutions and data on institutional change Stewart and Valian offer recommendations for changing structures and practices so that people become successful in ways that benefit everyone They describe better ways of searching for job candidates evaluating candidates for hiring tenure and promotion helping faculty succeed and broadening rewards and recognition

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