

WHEN DIVERSITY



DROPS

Race, Religion, and Affirmative Action in Higher Education
Julie J. Park

When Diversity Drops Race Religion And Affirmative Action In Higher Education

Michael B. Paulsen



When Diversity Drops Race Religion And Affirmative Action In Higher Education:

When Diversity Drops Julie J. Park, 2013 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

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

Multiculturalism on Campus Michael J. Cuyjet, Diane L. Cooper, Mary F. Howard-Hamilton, 2023-07-03 The first edition of this book constituted a comprehensive resource for students of higher education faculty higher education administrators and student affairs leaders engaging with multiculturalism and diverse populations on college campuses It was one of the first texts to gather in a single volume the related theories assessment methods and environmental and application issues pertinent to the study and practice of multiculturalism while also offering approaches to enhancing multicultural programming and culturally diverse campus environments This second edition retains the structure and vision of the first introducing readers to the key theories and models for understanding the complexity of the students they serve and for reflecting on their own values and motivations It provides an array of case studies discussion questions examples of best practice and recommendations about resources for use in the classroom This edition includes a new chapter on intersectionality updates several chapters presents a number of new cultural frameworks and updated best practices for creating an inclusive environment for marginalized groups and expands the third section of the book on cultural competent practice

The Oxford Handbook of Religion and American Education Michael D. Waggoner, Nathan C. Walker, 2018-08-01 From the founding of Harvard College in 1636 as a mission for training young clergy to the landmark 1968 Supreme Court decision in *Epperson v Arkansas* which struck down the state's ban on teaching evolution in schools religion and education in the United States have been inextricably linked Still today new fights emerge over the rights and

limitations of religion in the classroom The Oxford Handbook of Religion and American Education brings together preeminent scholars from the fields of religion education law and political science to craft a comprehensive survey and assessment of the study of religion and education in the United States The essays in the first part develop six distinct conceptual lenses through which to view American education including Privatism Secularism Pluralism Religious Literacy Religious Liberty and Democracy The following four parts expand on these concepts in a diverse range of educational frames public schools faith based K 12 education higher education and lifespan faith development Designed for a diverse and interdisciplinary audience this addition to the Oxford Handbook series sets for itself a broad goal of understanding the place of religion and education in a modern democracy **Race on Campus** Julie J. Park, 2020-08-05 2020 Critics Choice Book Award American

Educational Studies Association AESA In *Race on Campus* Julie J Park argues that there are surprisingly pervasive and stubborn myths about diversity on college and university campuses and that these myths obscure the notable significance and admirable effects that diversity has had on campus life Based on her analysis of extensive research and data about contemporary students and campuses Park counters these myths and explores their problematic origins Among the major myths that she addresses are charges of pervasive self segregation arguments that affirmative action in college admissions has run its course and become counterproductive related arguments that Asian Americans are poorly served by affirmative action policies and suggestions that programs and policies meant to promote diversity have failed to address class based disadvantages In the course of responding to these myths Park presents a far more positive and nuanced portrait of diversity and its place on American college campuses At a time when diversity has become a central theme and goal of colleges and universities throughout the United States *Race on Campus* offers a contemporary research based exploration of racial dynamics on today s college campuses *Student Development in College* Lori D. Patton, Kristen A. Renn, Florence M.

Guido, Stephen John Quaye, 2016-02-09 THE ESSENTIAL STUDENT DEVELOPMENT REFERENCE UPDATED WITH CUTTING EDGE THEORY AND PRACTICE *Student Development in College* is the go to resource for student affairs and is considered a key reference for those most committed to conscious and intentional student affairs practice This third edition includes new chapters on social class disability and emerging identity theories with expanded coverage of faith and gender identity A new framework provides guidance for facilitating dialogues about theory teaching theory and the importance of educators as consumers of theory Discussion questions conclude each chapter and vignettes are woven throughout to provide practical context for theory Learning activities in the appendix promote comprehension and application of theory Get updated on the latest in student development theory and application Consider both the psychosocial and cognitive aspects of identity Learn strategies for difficult dialogues and the importance of reflection Adopt an integrated holistic approach to complex student development issues *Student Development in College* is the ideal resource for today s multifaceted student affairs role With five new or expanded chapters and critical updates throughout the text this third edition expertly presents

the complex multifaceted and continually evolving nature of the theories that inform scholars and professionals in their research and practice with college students These authors consummately aware of the needs of emerging and continuing student affairs professionals have crafted a text that will be both eminently practical and intellectually engaging for graduate students professionals and faculty alike Dafina Lazarus Stewart associate professor higher education and student affairs Bowling Green State University This third edition of Student Development in College beautifully presents the theoretical terrain of student development by honoring the foundational theories upon which the field was developed and foregrounding newer theories with brand new content and fresh perspectives The result is a text that is comprehensive sophisticated and accessible and one that is attuned to the contemporary realities of the complexities of student development Susan R Jones professor higher education and student affairs The Ohio State University

The Limits of Diversity Esther Chan, 2025-12-16 Shows that universities diversity efforts may inadvertently reproduce inequality Across universities and colleges diversity is a purported value often accompanied with commitments to equity and inclusion But how do universities approaches to diversity affect their efforts to make equitable and inclusive environments The Limits of Diversity compares perspectives of diversity and inclusion among diversity student leaders Asian Americans and LGBTQ students at two college campuses one secular and one evangelical It argues that secular and religious universities reproduce inequality along multiple lines of social difference through the language and practices of diversity Though their promotion of diversity may be well intentioned in practice their approaches reproduce social inequality The volume offers empirical research on key flash points around diversity to illuminate how our current understandings of diversity are failing and how we can improve and help universities to embrace more equitable approaches In a post affirmative action world scholars and activists are beset with the difficult task of re imagining diversity and creating alternatives to diversity that can lead to social equity in college settings Chan shows that approaches to diversity that do not center equity fall short The student narratives presented in The Limits of Diversity challenge us to think about what diverse equitable and inclusive universities can look like

Rethinking College Admissions OiYan A. Poon, Michael N. Bastedo, 2022-08-16 Rethinking College Admissions probes the many facets of higher education admissions and translates research backed insights into actionable strategies for innovative equitable admissions practices Edited by scholars OiYan A Poon and Michael N Bastedo this collection gives readers an evidence based understanding of postsecondary admissions practices and structures exploring many factors that affect college access and educational equity in the United States These collected essays from leading experts present boundary pushing applied research on admissions with implications for policy practice and leadership The volume considers admissions issues from three angles In the opening essays contributors offer critical analyses of current admissions approaches in higher education delineating the delicate balance of equity building efforts and legal pressures The contributors offer reflections on whether and how admissions systems further inclusion or inequality They examine topics such as race conscious admissions holistic

review without standardized test scores and student test preparation The volume's next part discusses the many different ways in which admissions work can be done outlines ethical hazards and considers potential areas for organizational change The final essays provide inroads and examples for developing reciprocal relationships in research and practice for the future They discuss promising approaches for advancing campus diversity such as admissions lotteries direct enrollment and institutional promise programs for high achieving students from low income communities A must read for practitioners policy makers and anyone interested in gaining a better understanding of postsecondary admissions structures including K 12 educators and counselors advocacy groups and students this work supports data informed approaches to higher education admissions

Higher Education: Handbook of Theory and Research Michael B. Paulsen, 2018-04-06 Published annually since 1985 the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities Each chapter provides a comprehensive review of research findings on a selected topic critiques the research literature in terms of its conceptual and methodological rigor and sets forth an agenda for future research intended to advance knowledge on the chosen topic The Handbook focuses on a comprehensive set of central areas of study in higher education that encompasses the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community Each annual volume contains chapters on such diverse topics as research on college students and faculty organization and administration curriculum and instruction policy diversity issues economics and finance history and philosophy community colleges advances in research methodology and more The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world

The Department Chair as Transformative Diversity Leader Edna Chun, Alvin Evans, 2023-07-03 With the imminent demographic shifts in our society and the need to prepare students for citizenship in a global knowledge based society the role of the academic department chair in creating diverse and inclusive learning environments is arguably the most pivotal position in higher education today In the United States increasing minority student enrollment coupled with the emergence of a minority majority American nation by 2042 demands that academic institutions be responsive to these changing demographics The isolation of the ivory tower is no longer an option This is the first book to address the role of the department chair in diversity and addresses an unmet need by providing a research based systematic approach to diversity leadership in the academic department based upon survey findings and in person interviews The department chair represents the nexus between the faculty and the administration and is positioned uniquely to impact diversity progress Research indicates that more than 80 percent of academic decisions regarding appointment curriculum tenure and promotion classroom pedagogy and student outcomes are made by the department chair in consultation with the faculty This book examines the multidimensional contributions that chairs make in advancing diversity within their departments and institutions in the representation of diverse faculty and staff in tenure and promotion curricular change student learning outcomes and departmental climate The

scope and content of the book is not limited to institutions in the United States but is applicable to academic institutions globally in their efforts to address the access and success of increasingly diverse student populations. It addresses institutional power structures and the role of the dean in relation to the appointment of chairs and their impact on the success of chairs from non-dominant groups including female, minority, and lesbian, gay, transgendered individuals who serve in predominantly white, male departments. Using qualitative and quantitative research methods, the book analyzes predominant structural and behavioral barriers that can impede diversity progress within the academic department. It then focuses upon the opportunities and challenges chairs face in their collaborative journey with faculty and administration toward inclusive departmental and institutional practices. Each chapter provides concrete strategies that chairs can use to strengthen diversity in the academic department. Addressed to department chairs, deans, faculty, and administrative leaders in higher education in all Western societies facing demographic change and global challenges, this book offers a critical road map to creating the successful academic institutions that will meet the needs of our changing populations.

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