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Minorities in Higher Education - Manuel J. Justiz - 1994

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Minorities in American Higher Education addresses some of the issues of equity and equality for Black undergraduates in higher education during the latter years of the twentieth century. It provides analyses of black students' experiences and performance at predominantly white colleges as well as Black colleges, and also examines the role of federal and state governments as well as private interest groups in achieving equity for blacks in higher education.

Toward Black Undergraduate Student Equality in American Higher Education offers a contemporary perspective on the issues confronting colleges and universities as they strive to obtain equity for minorities, this timely work offers recommendations based on recent research that will assist them in achieving some of their goals. The book concentrates on postsecondary education and
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Minorities in American
Higher Education - - 1985

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Racial Crisis in American
personnel, this book
William A. Smith - 2012-02-01
A revised edition of the classic text, illuminating the linkages between race and higher education.

**Racial Crisis in American Higher Education, The** -
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**Pathways to Higher Education Administration for African American Women** - Tamara Bertrand Jones - 2012
For Black women faculty members and student affairs personnel, this book delineates the needed skills and the range of possible pathways for attaining administrative positions in higher education.

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**Annual Status Report, Minorities in Higher Education** - American Council on Education. Office of Minority Concerns - 2008

**Accreditation for Access and Success of Minorities in American Higher Education** - Hyacinth Chinedum Ezeamii - 1992

**Diversity in American Higher Education** - Lisa M. Stulberg - 2012-05-23
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Diversity in American Higher Education - Lisa M. Stulberg - 2012-05-23
Diversity has been a focus of higher education policy, law, and scholarship for decades, continually expanding to include not only race, ethnicity and gender, but also socioeconomic status, sexual and political orientation, and more. However, existing collections still tend to focus on a narrow definition of diversity in education, or in relation to singular topics like access to higher education, financial aid, and affirmative action. By contrast, Diversity in American Higher Education captures in one volume the wide range of critical issues that comprise the current discourse on diversity on the college campus in its broadest sense. This edited collection explores: legal perspectives on diversity and affirmative action higher education's relationship to the deeper roots of K-12 equity and access policy, politics, and practice's effects on students, faculty, and staff. Bringing together the leading experts on diversity in higher education scholarship, Diversity in American Higher Education redefines the agenda for diversity as we know it today.
Minorities in Higher Education - Thomas M. Smith - 1997
This report presents data on the plans and expectations, preparation and course-taking patterns, college enrollment rates, and college persistence and completion of minorities in comparison with the majority, white population. The data reported show the following: (1) that while almost all high school seniors expect to complete at least some college, Hispanic seniors are less likely to plan to attend college right after high school; (2) that black and Hispanic graduates are less likely than white peers to make an immediate transition to college with Hispanics more likely to enroll in two-year colleges; (3) that white and Asian/Pacific Islanders are more likely than black and Hispanic counterparts to persist toward a bachelor's degree; (4) that black and education scholarship, Diversity in American Higher Education redefines the agenda for diversity as we know it today.

American Indian/Alaskan Native graduates are less likely than white and Asian/Pacific Islanders to earn a bachelor's degree in 4 years or less; (5) that while several minority groups major in fields that will help them recoup college costs, black, Hispanic, and Asian/Pacific Islanders are less likely than whites to major in education, with the last-named group more likely than whites to major in computer science and engineering. The report also reviews an alternative approach to assessing these data. (Contains 35 references.) (CH)
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Religious Minority Students in Higher Education - Yoruba T. Mutakabbir - 2016-01-29
The most recent addition to the Key Issues on Diverse College Students series bridges theory to practice in order to help student affairs and higher education professionals understand the needs and experiences of religious minorities on college campuses. Religious Minority Students in Higher Education explores existing literature and research on religious minorities on American college campuses, discusses the challenges and needs of religious minorities on campus, and provides best practices and recommendations. Providing a foundational, nuanced approach to religious minorities in the American college context, this important resource will help educators at colleges and universities promote religious pluralism and tolerance to support student learning outcomes and campus inclusion among students of diverse religious
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**Minorities in Public Higher Education** - American Association of State Colleges and Universities - 1988
The fundamental issues confronting public higher education in its efforts to reach America's minorities are addressed. Higher education's historical progress in providing a path to equality is surveyed, and certain recent trends showing a clear reversal of that progress are examined. Three chapters offer strategies for stopping the trend and reawakening the national commitment to providing higher education as a path to equality for all. "Public Higher Education and Black Americans: Today's Crisis, Tomorrow's Disaster?" (Clifford R. Wharton, Jr.) advocates a second front in the battle for educational equity, with minority communities being the foundation for minority progress. In "Revising the Recent Decline in Minority Participation in Higher
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In order for the United States to maintain the global leadership and competitiveness in science and technology that are critical to achieving national goals, we must invest in research, encourage innovation, and grow a strong and talented science and technology workforce. Expanding Underrepresented Minority Participation explores the role of diversity in the science, technology, engineering and mathematics (STEM) workforce and its value in keeping America innovative and competitive. According to the book, the U.S. labor market is projected to grow faster in science and engineering than in any other sector in the coming years, making minority participation levels a national priority. Expanding Underrepresented Minority Participation analyzes the rate of change and the challenges the nation currently faces in developing a strong and diverse workforce. Although minorities are the fastest growing segment of the population, they are underrepresented in the fields of science and engineering. Historically, there has been a strong connection between increasing educational attainment in the United States and the growth in and global leadership of the economy. Expanding Underrepresented Minority Participation suggests that the federal government, industry, and post-secondary institutions work collaboratively with K-12 schools and school systems to increase minority access to and demand for post-secondary STEM education and technical training. The book also identifies best practices and offers a comprehensive road map for increasing involvement of
engineering than in any other and improving the quality of their education. It offers recommendations that focus on academic and social support, institutional roles, teacher preparation, affordability and program development.

Expanding Underrepresented Minority Participation - Institute of Medicine - 2011-07-29
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**Pursuing Diversity** - Barbara Astone - 1990-11-13
Projections show steady growth in the minority populations of the United States, but entry rates of minorities into postsecondary education are shrinking. Institutions of higher education are now being called upon to exercise leadership in addressing the problem of minority education before it reaches critical proportions. This report examines the recruitment of minority students into postsecondary education. The report discusses (1) what the institution's role is in pursuing diversity through recruitment; (2) how minority students are distinct from majority; (3) how the recruitment of minority students is related to other institutional concerns; and (4) whose responsibility it is to recruit minority students, when it should be done, where it should be done, and how. Also provided are: a historical background of minority recruitment practice; a discussion of what information colleges should be aware of concerning the demographics and diversity of minority populations; a review of a recruitment plan; and summaries, conclusions, and recommendations for further research. Contain 193 references and an index. (GLR).

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Micere Keels - 2020-01-15

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Campus Counterspaces -

Frustrated with the flood of news articles and opinion pieces that were skeptical of minority students' "imagined" campus microaggressions, Micere Keels, a professor of comparative human development, set out to provide a detailed account of how racial-ethnic identity structures Black and Latinx students' college transition experiences. Tracking a cohort of more than five hundred Black and Latinx students since they enrolled at five historically white colleges and universities in the fall of 2013 Campus Counterspaces finds that these students were not asking to be protected from new ideas. Instead, they relished exposure to new ideas, wanted to be intellectually challenged, and wanted to grow. However, Keels argues, they were asking for access to counterspaces—safe spaces that enable radical growth. They wanted counterspaces where they could go beyond basic conversations about whether racism and
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The State Must Provide - Adam Harris - 2021-08-10
“A book that both taught me so much and also kept me on the edge of my seat. It is an invaluable text from a supremely talented writer.” —Clint Smith, author of How the Word is Passed

The definitive history of the pervasiveness of racial inequality in American higher education America’s colleges and universities have a shameful secret: they have never given Black people a fair chance to succeed. From its inception, our higher education system was not built on equality or accessibility, but on educating—and prioritizing—white students. Black students have always been an afterthought. While governments and private donors funnel money into majority white schools, historically Black colleges and universities (HBCUs), and other institutions that have high enrollments of Black students, are struggling to survive, with state legislatures siphoning away federal funds that are legally owed to these schools. In The State Must Provide, Adam Harris reckons with the history of a higher education system that has systematically excluded Black people from its benefits. Harris weaves through the legal, social, and political obstacles erected to block equitable education in the United States, studying the Black Americans who fought their way to an education, pivotal Supreme Court cases like Plessy v. Ferguson and Brown v. Board of Education, and the government’s role in creating and upholding a segregated
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integrated in the twentieth political obstacles erected to block equitable education in the United States, studying the Black Americans who fought their way to an education, pivotal Supreme Court cases like Plessy v. Ferguson and Brown v. Board of Education, and the government’s role in creating and upholding a segregated education system. He explores the role that Civil War-era legislation intended to bring agricultural education to the masses had in creating the HBCUs that have played such a major part in educating Black students when other state and private institutions refused to accept them. The State Must Provide is the definitive chronicle of higher education’s failed attempts at equality and the long road still in front of us to remedy centuries of racial discrimination—and poses a daring solution to help solve the underfunding of HBCUs. Told through a vivid cast of characters, The State Must Provide examines what happened before and after schools were supposedly
century, and why higher education remains broken to this day.

**Minorities in Higher Education** - Ysidro Arturo Cabrera - 1978

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**Demographics and the Demand for Higher Education** - Nathan D. Grawe - 2018

"The economics of American higher education are driven by one key factor—the availability of students willing to pay tuition—and many related factors that determine what schools they attend. By digging into the data, economist Nathan Grawe has created probability models for predicting college attendance. What he sees are alarming events on the horizon that every college and university needs to understand. Overall, he spots demographic patterns that are tilting the US population toward the Hispanic southwest."
Moreover, since 2007, fertility rates have fallen by 12 percent. Higher education analysts recognize the destabilizing potential of these trends. However, existing work fails to adjust headcounts for college attendance probabilities and makes no systematic attempt to distinguish demand by institution type. This book analyzes demand forecasts by institution type and rank, disaggregating by demographic groups. Its findings often contradict the dominant narrative: while many schools face painful contractions, demand for elite schools is expected to grow by 15+ percent. Geographic and racial profiles will shift only slightly--and attendance by Asians, not Hispanics, will grow most. Grawe also use the model to consider possible changes in institutional recruitment strategies and government policies. These "what if" analyses show that even aggressive innovation is unlikely to overcome trends toward larger gaps across racial, family income, and parent education groups.

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As a major, public flagship university in the American South, so-called “Diversity University” has struggled to define its commitments to diversity and inclusion, and to put those commitments into practice. In Diversity Regimes, sociologist James M. Thomas draws on more than two years of ethnographic fieldwork at DU to illustrate the conflicts and contingencies between a core set of actors at DU over what diversity is and how it should be accomplished. Thomas’s analysis of this dynamic process uncovers what he calls “diversity regimes”: a complex combination of
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**The Misrepresented Minority** - Samuel D. Museus - 2013-12-06
While Asian Americans and Pacific Islanders (AAPIs) are growing faster than any other racial group in the U.S., they are all but invisible in higher education, and generally ignored in the research literature, and thus greatly misrepresented and misunderstood. This book presents disaggregated data to unmask important academic achievement and other disparities within the population, and offers new insights that promote more
the realities masked by the designation of AAPI. In offering new perspectives, conceptual frameworks, and empirical research by seasoned and emerging scholars, this book both makes a significant contribution to the emerging knowledge base on AAPIs, and identifies new directions for future scholarship on this population. Its overarching purpose is to provide policymakers, practitioners, and researchers in higher education with the information they need to serve an increasingly important segment of their student populations. In dispelling such misconceptions as that Asian Americans are not really racial minorities, the book opens up the complexity of the racial and ethnic minorities within this group, and identifies the unique challenges that require the attention of anyone in higher education concerned with student access and success, as well as the pipeline to the professoriate.

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While the black and white racial experience has been delineated over the years, the ethnic realities of Latinos have received minimal attention. Therefore, with Latinos projected as the upcoming U.S. population majority, the central goal of this book is to document the Latino experience in the world of academia, focusing on first-generation Latino students in higher education, delineating the dynamics of the educational journey, while situating their experiences within the ethnic community, the overall American society, and the international community. The text focuses on (1) ethnic realities including Latino student access to higher education, retention, graduation rates, and career success; (2) analysis of historic trends; (3) extensive review of prior empirical studies; (4) a holistic portrayal of education in the U.S.; (5) a qualitative study conducted in an institution of higher education in Texas, placing the stories of participating Latino students in theoretical context; (6) vivid documentation of historically entrenched racial ideologies in American education; (7) exploration of potential solutions to historical and contemporary barriers confronting Latino students; (8) development of a model of empowerment for Latino students; (9) information for the
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Racial and Ethnic Minority Student Success in STEM Education - Samuel D. Museus - 2011-03-08
The National Context: Important Trends in Racial Demographics and STEM Fields. The Urgency of Fostering Minority Students' Success in STEM. Purpose and Overview of the Volume. Key Concepts and Definitions. Limitations of the Volume. The Current Condition of Minority Students in STEM. The Impact of Race and Racism on Minority Students'
Racial and Ethnic Minority Student Success in STEM Education - Samuel D. Museus - 2011-03-08
Ever since the massive immigration from Europe of the late 19th century, American society has accommodated people of many cultures, religions, languages, and expectations. The task of integration has increasingly fallen to the schools, where children are taught a common language and a set of democratic values and sent on their ways to become productive members of society. How American schools have set about educating these diverse students, and how these students' needs have altered the face of education, are issues central to the social history of the United States in the 20th century. In her pathbreaking new book Paula S. Fass presents a wide ranging examination of the role of "outsiders" in the creation of modern education.
wealth of fascinating and surprising detail. Through an examination of New York City high school yearbooks from the 1930s and 1940s, she shows how a student's ethnic identity determined which activities he or she would engage in and how ethnicity was etched into schooling. And she examines how the New Deal and the army in World War II succeeded in educating large numbers of blacks and making the inequalities in their educational opportunities a critical national concern. A sweeping and highly original history of American education, Outside In helps us to understand how schools have been shaped by their students, how educational issues have merged with wider social concerns, and how outsiders have recreated schooling and culture in the 20th century. By opening up new historical terrain and rejecting a vision of outsiders as merely victims of American educational policy, the book has important implications for contemporary social and educational issues.

Through a series of in-depth and fascinating case studies, she demonstrates how issues of pluralism have shaped the educational landscape and how various minority groups have been affected by their educational experiences. Fass first looks at how public schools absorbed the children of immigrants in the early years of the century and how those children gradually began to use the schools for their own social purposes. She then turns to the experiences of other groups of Americans whose struggles for educational and social opportunities have defined cultural life over the last fifty years: blacks, whose education became a major concern of the federal government in the 1930s and 1940s; women, who had access to higher education but were denied commensurate job opportunities; and Catholics, who created schools that succeeded both in protecting minority integrity and in providing Catholics with a path to American success. Along the way, she presents a wealth of fascinating and surprising detail. Through an examination of New York City high school yearbooks from the 1930s and 1940s, she shows how a student's ethnic identity determined which activities he or she would engage in and how ethnicity was etched into schooling. And she examines how the New Deal and the army in World War II succeeded in educating large numbers of blacks and making the inequalities in their educational opportunities a critical national concern. A sweeping and highly original history of American education, Outside In helps us to understand how schools have been shaped by their students, how educational issues have merged with wider social concerns, and how outsiders have recreated schooling and culture in the 20th century. By opening up new historical terrain and rejecting a vision of outsiders as merely victims of American educational policy, the book has important implications for contemporary social and educational issues.
Outside In - Paula S. Fass - 1991-09-26

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The Education of Blacks in the South, 1860-1935 - James D. Anderson - 2010-01-27

reinterprets the history of southern black education from Reconstruction to the Great Depression. By placing black schooling within a political, cultural, and economic context, he offers fresh insights into black commitment to education, the peculiar significance of Tuskegee Institute, and the conflicting goals of various philanthropic groups, among other matters. Initially, ex-slaves attempted to create an educational system that would support and extend their emancipation, but their children were pushed into a system of industrial education that presupposed black political and economic subordination. This conception of education and social order--supported by northern industrial philanthropists, some black educators, and most southern school officials--conflicted with the aspirations of ex-slaves and their descendants, resulting at the turn of the century in a bitter national debate over the purposes of black education. Because
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**The Merit Myth** - Anthony P. Carnevale - 2020-05-26
An eye-opening and timely look at how colleges drive the
pathway to a better financial future—are woefully complicit in reproducing the racial and class privilege across generations that they pretend to abhor. This timely and incisive book argues for unrigging the game by dramatically reducing the weight of the SAT/ACT; measuring colleges by their outcomes, not their inputs; designing affirmative action plans that take into consideration both race and class; and making 14 the new 12—guaranteeing every American a public K-14 education. The Merit Myth shows the way for higher education to become the beacon of opportunity it was intended to be.

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An eye-opening and timely look at how colleges drive the very inequalities they are meant to remedy, complete with a call—and a vision—for change. Colleges fiercely defend America's deeply stratified higher education system, arguing that the most exclusive schools reward the brightest kids who have worked hard to get there. But it doesn't actually work this way. As the recent college-admissions bribery scandal demonstrates, social inequalities and colleges' pursuit of wealth and prestige stack the deck in favor of the children of privilege. For education scholar and critic Anthony P. Carnevale, it's clear that colleges are not the places of aspiration and equal opportunity they claim to be. The Merit Myth calls out our elite colleges for what they are: institutions that pay lip service to social mobility and meritocracy, while offering little of either. Through policies that exacerbate inequality, including generously funding so-called merit-based aid for already-wealthy students rather than expanding opportunity for those who need it most, U.S.
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In this study of the history of rhetoric education, Susan
Kates focuses on the writing and speaking instruction developed at three academic institutions founded to serve three groups of students most often excluded from traditional institutions of higher education in late-nineteenth-and early-twentieth-century America: white middle-class women, African Americans, and members of the working class. Kates provides a detailed look at the work of those students and teachers ostracized from rhetorical study at traditional colleges and universities. She explores the pedagogies of educators Mary Augusta Jordan of Smith College in Northhampton, Massachusetts; Hallie Quinn Brown of Wilberforce University in Wilberforce, Ohio; and Josephine Colby, Helen Norton, and Louise Budenz of Brookwood Labor College in Katonah, New York. These teachers sought to enact forms of writing and speaking instruction incorporating social and political concerns in the very essence of their pedagogies. They designed rhetoric courses characterized by three important pedagogical features: a profound respect for and awareness of the relationship between language and identity and a desire to integrate this awareness into the curriculum; politicized writing and speaking assignments designed to help students interrogate their marginalized standing within the larger culture in terms of their gender, race, or social class; and an emphasis on service and social responsibility.


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Hispanic Serving
Institutions in American
Higher Education - Jesse
Perez Mendez - 2015-09-21
This is the first book to
exclusively address Hispanic
Serving Institutions (HSIs),
filling a major gap in both the
research on these institutions
and in our understanding of
their approaches to learning
and their role in supporting
all students while focusing on
Hispanic students. Born out of
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Today there are
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the many facets of HSIs, Hispanic students in STEM fields, as well as of graduating nearly a third of all Hispanic bachelor’s degree recipients, their work has important implications for higher education at large. Written by leading and rising scholars on HSIs, this book offers insight into the complexity of these institutions. It not only addresses historic policy origins, but also describes the experiences of various student populations served, faculty issues (i.e., governance, diversity, work/life experience, etc.), the impact of student affairs in advancing student development, and considers funding and philanthropy efforts. The book also critically examines challenges that many of these institutions face – disjointed mission statements regarding support of their Latino/a student populations, governance structures that support the status quo, and the financial incentive to achieve HSI designation that may not correlate with enhancing the climate for Latinos. This book touches on painting an organic mosaic of institutions in position to advance Latino postsecondary progress, both chronicling the contemporary challenges that these institutions face while also looking to their future.

Hispanic Serving Institutions in American Higher Education - Jesse Perez Mendez - 2015-09-21
This is the first book to exclusively address Hispanic Serving Institutions (HSIs), filling a major gap in both the research on these institutions and in our understanding of their approaches to learning and their role in supporting all students while focusing on Hispanic students. Born out of the reauthorization of the Higher Education Act of 1992 and are classified as such if their enrollment of Latino students account for a quarter of their undergraduate enrollment, the number of HSIs and their impact in higher education is growing. Today there are approximately 370 HSIs, 277 emerging HSIs, and their numbers are steadily
may not correlate with projected growth of the Latino population, and HSIs’ record of advancing the success for Hispanic students in STEM fields, as well as of graduating nearly a third of all Hispanic bachelor’s degree recipients, their work has important implications for higher education at large. Written by leading and rising scholars on HSIs, this book offers insight into the complexity of these institutions. It not only addresses historic policy origins, but also describes the experiences of various student populations served, faculty issues (i.e., governance, diversity, work/life experience, etc.), the impact of student affairs in advancing student development, and considers funding and philanthropy efforts. The book also critically examines challenges that many of these institutions face – disjointed mission statements regarding support of their Latino/a student populations, governance structures that support the status quo, and the financial incentive to achieve HSI designation that enhancing the climate for Latinos. This book touches on the many facets of HSIs, painting an organic mosaic of institutions in position to advance Latino postsecondary progress, both chronicling the contemporary challenges that these institutions face while also looking to their future.

**The Source of the River**
Douglas S. Massey
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
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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Minority Serving Institutions - National Academies of Sciences, Engineering, and Medicine - 2019-02-05

There are over 20 million young people of color in the United States whose representation in STEM education pathways and in the STEM workforce is still far below their numbers in the general population. Their participation could help re-establish the United States' preeminence in STEM innovation and productivity, while also increasing the
Serving Institutions examines STEM workers. There are nearly 700 minority-serving institutions (MSIs) that provide pathways to STEM educational success and workforce readiness for millions of students of color and do so in a mission-driven and intentional manner. They vary substantially in their origins, missions, student demographics, and levels of institutional selectivity. But in general, their service to the nation provides a gateway to higher education and the workforce, particularly for underrepresented students of color and those from low-income and first-generation to college backgrounds. The challenge for the nation is how to capitalize on the unique strengths and attributes of these institutions and to equip them with the resources, exceptional faculty talent, and vital infrastructure needed to educate and train an increasingly critical portion of current and future generations of scientists, engineers, and health professionals. Minority Serving Institutions examines the nation's MSIs and identifies promising programs and effective strategies that have the highest potential return on investment for the nation by increasing the quantity and quality MSI STEM graduates. This study also provides critical information and perspective about the importance of MSIs to other stakeholders in the nation's system of higher education and the organizations that support them.

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Assessing Progress in
Minority Access and
Achievement in American
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T. Nettles - 1991

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Ethnicity Matters - MaryJo
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Ethnicity Matters - Rethinking
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programs that are highly effective in preparing students from underrepresented groups for college and in supporting these students through baccalaureate degree completion. The four model programs serve students from those ethnic groups that face the most serious problems of underrepresentation in American higher education - African Americans, Latinos, and American Indians. What sets these four programs apart from most other minority college recruitment and retention efforts is that they are built on this premise: Ethnic identity plays an empowering role in educational achievement.

**Ethnicity Matters** - MaryJo Benton Lee - 2006

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