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Elite schools can accept a class of nothing but valedictorians. So I hope that makes sense, what I'm asking. (END) Webinar with Natasha Warikoo March 2, 2022 Academic and Higher Education Webinars Events Related Sites Education Council of Councils Think Global Health Online Store More Newsletters Foreign Affairs And, again, if we think about the mission of higher education and how we, as Americans, see how we want to—sort of, what kind of society we want to be, I think it's incredibly important issue. And now we are going to go to all of you for your questions and comments. My only response to that is I don't know what the solution is besides just keep doing what we're doing. Q: Hi. Thank you so much for a very interesting conversation. And its impact might be paltry compared to increasing financial aid, increasing funding for state and community colleges, increasing funding for Historically Black Colleges and Universities, social supports for working-class and poor families. And thank you to all of you for being here. And they really—they talked about how they thought that being in this role they could help shape the student body of a selective college in a way that would increase opportunity. Because I think sometimes there are these—there might be this sort of stereotype in their minds of, this is what these students are, they're not going to be successful or take advantage, or what have you. So I'm going to go first, great, to Beverly Lindsay. It's random. I think this is very real. But 25 percent of them, by the math, are going to be in the bottom quarter of the class. We are at the end of time, if you want to just make any final remarks before we close. And you see—one of the things you see—one of the things you see—in that history is the way that colleges—like my own college, Tufts University, like Emory, had the—even University of Georgia—have had the benefit of generations of building their endowment, right? But some individuals are so used to using sort of this metric of standardized scores, it's hard to move them away from that, saying, you know, this isn't really the best measure, most valid measure, of being successful in college. And I think it would change the meaning in a way that I think is very productive for society. They were organizations beholden to multiple purposes and goals. Because then there's a network, and then it doesn't feel as exclusive of a place, and students start to sort of see a place differently as well. We all want more diversity, but are we risking—if we use your formulaic approach—going too far and having a backlash? Parents are doing everything to be in that higher education university, whether it's a public Ivy like Berkeley, or Texas, or Wisconsin, or Virginia. And I want to argue that, instead, we should think about admissions as something that furthers university goals and not just selects the kind of, quote/unquote, "best of the best." So let me explain. When you talk to most people in the country, they—young people, they want to go to college, they think it's important. I think part of the problem is you have declining admit rates making it feel like you're kind of constantly in competition with each other. WARIKOO: Thanks for having me. So, to me, a lottery—we could say: Let's put all the potential people, all the names in a hat, and let's just have a lottery. But at the end of the day, we're working with people on these admissions committee, and they're not always—there's a little reluctance at times to change. I think when you understand that it's, like, oh, OK, so this is the history of this. Increasingly there are centers for first-generation students. And even with affirmative action, it's just there to benefit themselves. And colleges, I think, need to do a lot better job of talking about racial inequality, the racial inequality that is really the root of—and the history of affirmative action. So what I thought I would do, as I thought about this question about DEI and admissions, is sort of to take us—to zoom out a little bit. So that's part of where I'm worried—not so much the academic lift, but—although those supports are absolutely important. It's good to hear your comments. We just searched for a new dean. I don't work in admissions. I mean, the population has been steadily growing since—I mean, with fits and starts. And, you know, we need greater representation to make sure our future leadership is seen as legitimate. Today's discussion is on the record, and the video and transcript will be posted on our website at CFR.org/academic. We have plenty of evidence of racial inequality. It's one small policy. And so, I think the lack of clarity sometimes on university purposes allowed families to map their own meanings onto selection. But I think the re's less attention to, well, how did we get here? But also my main—my other main concern is with the zero-sum. And the U.S. News and World Report, of course, is one that many American parents will look at, but internationally it's the Times Higher Education and QS, for example. I'm certainly not saying that there should be—that college student bodies should explicitly mirror the population around them. I think there are other sort of drivers of that, like, social media -obviously, the pandemic is probably number one right now. And, my response to that if a student—if someone had demonstrated some kind of excellence in their grades—they're the top of their class, or whatever it is, then we need to be an organization that can serve them, right? So please look out for that invitation. So certainly, I think that's part of the problem as well. I never wanted to be—I mean, obviously if you're selected, you're select U.S. Supreme Court, starting in the 1978 Bakke decision has said is allowable under the law. (Laughs.) Natasha, can you talk a little bit more about college admissions lotteries, and how that there are all of these things that don't allow them to really do that to the extent that they would like—and I think even heads of admissions would like—because, you know, they have to—they can only give out a certain number of—amount of financial aid. So I agree with you that this is a problem. And to everybody taking the time to participate and for your great questions and comments. Again this is a forum to exchange ideas and best practices. So that's one issue. So Justice Powell in the Bakke decision said: Well, as long as you have a narrowly tailored version of having a diverse learning environment in which everyone flourishes, then that is allowed. So it's great that you're doing that. An entire essay was what have they done—and done, not just talked about—to enhance DEI, and what will they do, if they become dean? Like, oh, OK, well, if there's a ranking and I'm number ten, I want to be number nine, and then I want to be number eight. And they are doing things like rather than more financial aid for—based on what your family needs, merit-based financial aid, which is their way of bringing in students with higher SAT scores to bump their average SAT score, so that they can get a bump in the rankings. And I think—I actually think that is—rather than too much attention to it, I think not enough understanding of that history is part of the problem. And, we need to—when we look at the endowment per pupil at some of these selective colleges, compared to, I'm sure, like the colleges, like t to me, the answer is no. We are a very high-quality institution, but we would not be considered in an elite. I know that—legally that that wouldn't work anyway. So I had a student admitted to Harvard say, well, if I hadn't gotten into Harvard, I would have felt that I experienced racial discrimination, right, if, you know, the student of color at my high school had gotten in and I hadn't. But—and it's K-12 education, as we see with this sort of supposed anti-CRT—critical race theory—stuff. And even in a place like Harvard, right, with this crazy endowment, is admitting students that almost half of them can pay full price—which is, again, higher than median household income in this country. Our institutions change very slowly, because that's what institutions do, unfortunately. So I do worry, if you are—if your book just may be two years too late. You'll get attacked anyway. And so one of the downstream consequences of admitting for mission is that mission is often—I think this relates to the previous question too—mission's often out ahead of culture where inclusion is concerned. When you have this system people are always looking up. That would be my first thing to think about. It makes sense. When we consider affirmative action within a broader consideration of the purposes of selective higher education in the U.S., we can see its true worth. I'm the dean at a community college, and I oversee the honors colleges expanded enrollment, right? We look forward to reading your forthcoming book. And so it's—that's kind of random, you know? So I wondered if you encountered that or you addressed that at all in your research, and what advice you would have related to that. (Laughs.) Like, because the reality is it's kind of random, you know? But, again, I'm not sure—obviously colleges have to protect themselves and are going to be thinking strategically about their finances, the likelihood of being sued. Just want to share that resource. But they felt like it was sort of fixed enough. I believe our universities should look and be more like a cross-section, as you said, of teenagers in our country right now. If we think that that symbolic representation matters—and it matters in order for leadership to be seen as legitimate, to be—for people to be seen—to see leadership that looks like them is increasingly important. FASKIANOS: Wonderful. What's their worry? And in general, U.S. universities see themselves as much more kind of embedded in the fabric of society compared to expressing the goal of bettering society, making it more equitable, commitments to diversity, much more so than universities in Europe and Britain. You don't have a choice." But I think these systems—and the reason I tell you that story is that these systems of selection kind of do a number on us, right? And then, you always have to ask yourself, for what? As always, CFR takes no institutional positions on matters of policy. I'm going to go next to Jonathan Aronson, who also wrote his question. What lessons can we learn from this, or have you learned, and how do you think you shift this—the perception differences? We are delighted to have Natasha Warikoo with us to talk about diversity, equity, and inclusion in college and university admissions. And he was, like, because it felt like I was—I didn't win, right?" He was like, "But I didn't want to be on this. We're about thirty miles north of Wichita. And I've written about this. At colleges we tend to see—we tend to see—we tend to see—we tend to treat admissions as a reward for individual achievement, right? So I totally agree with you that the rankings are a huge problem. I'm also a member of our diversity, equity, and inclusion leadership team. And so, I think we have a long way to go to sort of truly equalize those colleges, even though I think there has been more attention. (Laughs.) So I think you can sort of back off and you're still going to get sued. And so I do think one thing we could do is expand enrollment at these places. You know, I think part of the problem is that we don't—I don't think most people, myself included until probably I was in college or maybe even later, understand the reality of racial exclusion in the United States. But I don't think—I'm not sure what to do about that threat besides saying, I don't think it's a reason to not do this work. And I found this in my interviews with Ivy League students—they thought that admission on the level of admitting for mission, I'm totally on board with that. But that is emotional labor. I mean, for decades there have been kind of Africana centers. And helping people see that either through someone coming to a meeting, or a profile, so that they—sometimes people need that story of—to sort of have this image in their head. In a series of lectures in 1963, the president—the then-President of the University of California Clark Kerr, noticed that universities had become what he called multi-universities. And, we can think about, like, do we want to have—and then make clear, like, we want to have a make clear, like, we want to have lift for students who haven't had those educational experiences. Third, reparations. Her most recent is entitled The Diversity Bargain: And Other Dilemmas of Race, Admissions, and Meritocracy at Elite Universities. And so these donations to these HBCUs is great, but it's not even coming close to making the resources for those colleges comparable to the resources that the historically—the predominantly White universities. But I want to take us broader and think also just about admissions more broadly. Thank you so much for the invitation, Irina. So we loved hearing your comments as well. And so there is this belief that they should always be winners. And we—I'm in Miami, Florida. And it shouldn't be their job. In terms of—I'm certainly not advocating quotas. We should pursue all of them, alongside affirmative action, and you can get in. So we're also in a rural setting. Yeah I'm going to go next to Jeff Rosensweig. I can see your names, although I can't see your faces. And the zero-sum thing? Families of a majority of students at top colleges pay more per year—you know, are not on financial aid, pay more per year than the median household income in the United States. People who, athletes or whatever it is that that college is sort of looking at. She has written several books on race and higher education. So I think the solution can't be to back off because we don't want to be paralyzed. So, one of the things that I—as I've been talking, I've been talki change the meaning of selection. And calls for social justice. Black adults who grew up in upper middle-class families are much more likely to experience downward mobility than are White adults who grew up in upper middle-class families. We need to have those supports, right? Intended majors. WARIKOO: So, it's interesting. And so reparations is another way that I think—another institutional goal that can be met through affirmative action. But I do a lot of things related to DEI work, and I do read applications at the admissions very differently. But the second issue, which I mentioned first, was DEI. So to me, the solution is not to move away from it. So the problem then becomes an unintended consequence of admitting for diversity as a mission value—which, again, I'm totally on board for—is that that gap between the ideal and the real then exacerbates the sense of exclusion that students come with, because our culture has—we're still an exclusive culture, not a sufficiently just culture—that the benefit of diversity in admissions was after in the first place. (Laughs.) So it's not in my research. But he said—we wouldn't do it that way today, but how do admissions people deal with the whole problem of mental health in—when thinking about admissions of the class as a whole? And not much has changed since then. And so I think—I think it's going to take a much broader shift in the culture of higher education. There is—you know, they—nothing—their standards would not decrease. But living in Georgia, we got two Democratic senators, we voted for President Biden, very close margins, as you know, because a lot of White traditional Republicans voted—(laughs)—Democratic. I think that—and we can think about diversity holistic—I think we can't have kind of set metrics like, you get extra points or anything like that for being underrepresented, but we can think about it holistically, and being put into this lottery. I have a few comments, but I also then want to raise a question on something that was not covered. As you probably know, Manuel Justiz and I wrote the book in 2001 on The Quest for Equity in the students once they get here. And are there—is diversity reflected on the syllabi? And since then, there's been decades of research from social attitudes, civic participation in the future. WARIKOO: Got it. I won't go through all of this, but just to say that, sometimes people say, well, it's related to class and not race. So, Dr. Warikoo, thank you very much for being with us today. Like, just profiles of students who maybe didn't have that high SAT score and did well, and were able to sort of have—your college made a positive impact in their lives. I think that's what students need to—we need to find ways for them to think and feel in order for them to see a particular college as a viable option. Well, no one's doing a lottery, but I have written a little bit about it. And then in that context, affirmative action becomes one small kind of fix to ensure that the system is fair to everyone, along with things like increasing financial aid and recruiting around the country so students are aware of the university. Again, given the outcomes of admissions, it says that people who are economically advantaged, who are the ones that are rewarded in the admissions process. That's just human nature right? So if you could briefly offer some comments about those two key areas. And I am in the University of California system now. We think the other thing is just once you start then hopefully it sort of snowballs, right? I mean, I guess I'll just say that I think it's important to pay attention to admissions, but I also have started to think much more broadly about DEI and higher education. But that doesn't mean that they shouldn't be there, right, that we need to work hard just to meet their needs and prioritize those as well, so. And that is league tables, ratings. And I think they're very real, particularly in this pandemic. Can you hear me? And so when you—I think absolutely we need institutional supports, right? And it makes it extremely difficult for universities to advance these agendas when they're doing something that is legal—but the cost of lawsuits, even when they're right—when they're doing something that is legal—but the cost of lawsuits, even when they're right—when they're doing something that is legal—but the cost of lawsuits, even when they're doing something that is legal—but the cost of lawsuits, even when they're doing something that is legal—but the cost of lawsuits, even when they're doing something that is legal—but the cost of lawsuits, even when they're doing something that is legal—but the cost of lawsuits, even when they're doing something that is legal—but the cost of lawsuits and lawsuits are something that is legal—but they're doing something that is legal—but they're doing something that is legal—but they are something the something that is legal—but they are something the some becomes prohibitive. It just gives us pause. Q: Good afternoon, Natasha. Most colleges in the United States are not selective, right? WARIKOO: OK. (Laughter.) WARIKOO: They're there to get an education like everybody else. And I really think that we need to sort of come back to what are we trying to do here? And it shouldn't be their job, right? We sort of look to higher education as a mechanism for bettering ourselves and our futures. So, yeah, I think these are two really important issues. And you probably know a number of my colleagues, like Roger Geiger, dealing with historical aspects. FASKIANOS: Thank you so much for that overview. A certain amount of people make over—make enough to pay tuition. So let me stop here, and I'm really looking forward to the discussion. I'd be happy to. And no one is raising—or, very few people are raising these questions about second-tier. I mean, what drives kind of mental health issues may be slightly different for different young people. Thanks for your question. FASKIANOS: Great. And we're focused on, in the last two years, on a very strong DEI effort here to increase the number of Black and African American students. Unlike the labor market, for which we understand that applicant, you know, we understand that the marketing job would go to a different person than the head of engineering job, and that would be a different person from the head of finance job. We should be really sort of talking about admissions in the context of what we're trying to do as a university and embedded in society. Now, I highlight in my book, The Diversity Bargain, the problem with solely talking about this kind of diverse learning environment argument is that it ignores inequality. We say that this is a fair system. It's the backbone of our beliefs in equal opportunity and meritocracy. Because you can't back down in the face of these impending lawsuits because I feel like—I feel like the right is so organized in their attacks on anything related any acknowledgment of racial inequality in American society that, OK, if we don't talk about DEI, then there's talk about DEI, then there's talk about admissions. So we know that affirmative action works in this way. And then he said, "When they said, OK, you're dismissed at the end I felt a sense of disappointment. And so—and it would feel less zero-sum, in that sense. And so I think there are all these unfair expectations on the underrepresented students of color. And thank you, Natasha. You know, there's 14 percent Hispanics persons in the U.S. We want 14 percent of Harvard to be Hispanic. So what colleges do—when they admit students, then, should be in pursuit of these goals, not—again, not an individual certification of merit, or who's deserving. And I think that universities need to correct these misunderstandings explicitly. In fact, one might even make the case that academics should play the opposite role to what it plays. And I think what a lottery would do is say, you know what? (Laughs.) We are in the unfortunate position of most years receiving fewer applications than we have spaces available. In your research you found that White students of color perceive the benefits of diversity differently. I should tell you also that I am still a professor of higher education and international policy studies. In terms of DEI, I think that this is a problem not just in higher education. However, once the student enters, there is a considerable amount of resources for students to deal with mental health. Q: Thanks. War in Ukraine COVID-19 Topics Regions Explainers Research & Analysis Communities Education Natasha Warikoo, professor of sociology at Tufts University and author of The Diversity Bargain: And Other Dilemmas of Race, Admissions, and Meritocracy at Elite Universities, leads a conversation on diversity, equity, and inclusion in college and university admissions. FASKIANOS: Welcome to CFR's Higher Education Webinar. Because it sounds easy, we put together mandates, put together programs. Having students, for instance, from the bottom fifth. Thanks for highlighting that. There's no one best way of defining and measuring merit. So that is my main concern there. I wanted to go back to the comment that was made earlier from the gentleman from Emory in Georgia about backlash. And I think we need to also look well-beyond these, sort of, selective colleges. Q: Well—(laughs)—not to expose too much—but it seems to be a similar refrain as it relates to let's really focus on standardized scores as opposed to GPA and other holistic factors, when we know GPA is a five-times better predictor of college success than the standardized scores. But I think that it would provide opportunity to more people. But, they want more of the change for which they were admitted, to highlight that this is a very important value. And Beverly Lindsay has suggested Beverly Daniel Tatum's book, Why Do All the Black Kids Sit Together in the Cafeteria. I think one of the problems of the way that we talk about affirmative action and diversity only as a sort of, everybody benefits, everybody wins, is that it kind of leads to these expectations on the part of White students of their peers of color, right? And that's an example of positive-sum. Or did you get to sign up —in my latest research in a high school, kids are—they have, like, a private pitching coach. Q: Right, exactly. But I taught a unit, for example, after the very sad situation at VPI, Virginia Polytech, over a decade ago. The second really critical issue, and you're welcome to read my book that's just coming out—it actually came out this past month, about three days ago, on higher education policy in developing and Western countries. But I—you know, but I answered honestly." And then he got interviewed by the judge and these two lawyers. And I think, I don't know—I mean, the history of standardized testing is a history of trying to prove the superiority of Whites over all people of color, right? I don't know—I mean, the history of standardized testing is a history of trying to prove the superiority of Whites over all people of color, right? I don't know—I mean, the history of standardized testing is a history of trying to prove the superiority of Whites over all people of color, right? I don't know—I mean, the history of trying to prove the superiority of Whites over all people of color, right? I don't know—I mean, the history of trying to prove the superiority of Whites over all people of color, right? I don't know—I mean, the history of trying to prove the superiority of Whites over all people of color, right? I don't know—I mean, the history of trying to prove the superiority of Whites over all people of color, right? I don't know—I mean, the history of trying to prove the superiority of Whites over all people of color, right? I don't know—I mean, the history of the history of trying to prove the superiority of Whites over all people of color, right? I don't know—I mean, the history of trying to prove the superiority of Whites over all people of color, right? I don't know — I mean, the history of the h the increasing population and increasing interest in elite higher education over the last half-century. And, I mean, I think it's very real. I don't know, Beverly, you wrote a comment. And I think that colleges really need to make this goal to prospective and current students explicit. So I'll leave it at that. And they're—doing things that are not always beneficial, certainly not beneficial to students who are kind of nontraditional students, right? Do we—can we fulfill that mission with a student body that is increasingly privileged and increasingly does not look like a cross-section of eighteen-year-olds in the United States? One is that I think, DEI is not just for people of color, right? What are we trying to do as a university? That becomes even harder. To me, when you have a student body that is not representative, it's not—how are you developing the leaders for tomorrow in that case? And they were satisfied with how admissions were done, despite the fact that multiple groups, including working-class students. Black students, and Latinx students, and Latinx students. continue to be underrepresented. So I think they come across all kinds of things. I'm Irina Faskianos, vice president Obama talked about how he thinks he benefitted from affirmative action, just as Sotomayor talks about how she was an affirmative action baby. And their endowment is built at a time from times when there was legal segregation. And you can't change admissions alone, right? I'm in Atlanta at Emory University, where we have wonderful schools like Spelman and Morehouse, and a tremendous amount of money is flowing to them now, and ultimately will be better for our society. It would exacerbate students' negative experience. FASKIANOS: Thank you. Q: I'm coming from a different age. So we have seen that. And so now you get recruited to be the pitcher on the baseball team. Well, I didn't know that your book was out, so I'm super excited to read it. We appreciate it. So he came home and said, "You know, I didn't know if you've seen that book by Wendy Espeland and Michael Sauder, I forgot the title of it, but they basically did this study of—they looked at law schools seem to respond to rankings and how it's sort of changing the organizations. Students come in with activism experience that's just extraordinary, you know? So let me say a little bit about affirmative action. And so we need to—the culture needs to shift, right? Something's off here. And that leads me to my second argument for affirmative action. So, Eric, why don't you just unmute and identify yourself and ask it yourself. Thank you. And I also wonder if just observing students who are successful. And that doesn't feel very good. So they're really not involved in the admission process, whether at the undergraduate or the graduate level. So they always—they feel compelled. WARIKOO: Great. And even within the U.S., we've changed the way we define merit and admit students over time as well. And lastly, a diverse, legitimate leadership. I'm going to go to Eric Hoffman next. When I talk to British students, they—Britain has a very different way of admitting students, but they think their way is the best. And it's unfortunate when it kind of falls in their lap. But I think they are incredibly damaging. So, what does DEI look like for White students as well, and what kinds of programing or classes or course content are—or, what do our syllabi look like? WARIKOO: Yes. Did you grow up in a family that has the resources to pay for you to go to private music lessons, and now, this college needs an oboist because the oboist is graduating? What's going on? Let's go to Jude Jones next. But, Jonathan, please do ask it. Q: Hesston College is in central Kansas. Athletic recruiting is a mechanism of privilege. In terms of admissions specifically, my experience is that a lot of people go into admissions because they care about diversity and equity, right? It's funny, I'll tell you a story, my husband was just on jury duty for the first time yesterday, because he's a naturalized citizen. Thanks. I look forward to communing again. So that's sort of why I think that a lottery is a very promising idea. So, I think it's hard to shake the belief that selective colleges should foreground achievement in admissions and that there's one best way to do this. I don't—I don't know if kind of—there's not a lot of emphasis on ranking within a college, like once students arrive. Q: Thank you, Professor. As a pragmatist—I teach philosophy and American pragmatism is one of my things—I always think in terms of, what an idea leads to as being what it means, right? Because historically and currently, many of the people who are in DEI are people of color. And a recent study found that Black upper middle-class Black adults—excuse me. So how do—what kind of evidence, what kind of strategies can we use to kind of move people along the continuum to get—to understand that we really need to examine and admit students, sometimes more holistically. We'll talk about the role of HBCUs in the United States. So I'm worried about perhaps a lack—I don't know if you are going to issue a second edition someday of your book—but there's been a tremendous sea-change in the last two years in college admissions, in a very big concern for DEI. And they have no faculty rank. But one of the questions or concerns that Manny and I still have, and that is the change from affirmative action to multicultural education to DEI. And of course, that students wouldn't then go and sit at that table of Black students, but they're expecting the Black students to integrate into these predominantly White spaces. If colleges want to promote social mobility, perhaps admissions should be akin to means-tested social supports, provided to those who need it most whether because of their financial—the financial hardships that their families endure, racial exclusion, or weak academic skills. And there was still a lawsuit, right? Especially on elite colleges, there seems to be a considerable grade inflation. So I think you're moving in the right direction. And the way that even these institutions themselves have benefitted from—again, from slave labor, from building their endowments at a time of racial segregation, at a time where there were very few, if any, students of color on their campuses. I see it less as a kind of fix to this individual meritocracy, but rather as a critical policy, an important policy, that promotes four important organizational goals. Prior to her academic career, Dr. Warikoo taught in New York City's public schools and worked at the U.S. Department of Education. WARIKOO: Thank you for the presentation. And I don't want this to be an argument against admitting for this reason or on this model, but just sort of a request for how to think about this. So I think that can be something that can be convincing. Q: It was just a comment about—that the gentleman made about mental health. The list goes on. I'm a faculty member at Fordham University in New York. And of course, they didn't notice all those other tables of White students in the cafeteria, but they would say, well, if they're here to enlighten me, then they should be kind of integrating into these White spaces. Even in school districts we're seeing this. So. FASKIANOS: Thank you. That's one issue. So, part of my—when people say, well, the—I'm sorry—Eric, when you talk about, well, people are worried about are these students going to be successful. And students going to be successful. And students are rightly impatient with that, but there it is. So I'll start with the rankings. And the reality is that—but we act as if this is, like, a selection. And, if that person being—a solo voice, and it really depends on how much they are backed by the administration, by leadership. And in the meantime, I encourage you to follow us at @CFR academic, visit CFR.org, ForeignAffairs.com, and ThinkGlobalHealth.org for more resources. So, we all learn about slavery, the heinous history of slavery and segregation and the Civil Rights Movement. And so I think there's also this sort of assumption that they should always win, right? And reparations not just from the harms of slavery, but also from U.S. intervention in foreign wars abroad. That gets heightened through these kinds of processes. We need to make sure there are a quorum of peers who have similar lived experiences. So the late Lani Guinier in her book The Tyranny of Merit (sic; The Tyranny of the Meritocracy) argued that we should consider college admissions as a mechanism to a more robust democracy. I think in the corporate sector, all over we see, on the one hand this promising increase in chief diversity officers, heads of diversity in a lot of different kinds of organizations. The first is a diverse learning environment. FASKIANOS: Yes. They're not talking about race. We asked him to write three essays. But we really see that certainly at the high school level as well across the board, across lines of race and class. And it really is a drain, especially during the pandemic, which just multiplies everything. Well, if diversity is all about improving my own educational experience, and I can see how I have benefited from those diverse voices in the classroom, then why—like then—and some of them would get annoyed when they saw, like, a table of Black students in the cafeteria. So overall, I want to—I think we need to change our typical vision for college admissions as an individualist, meritocratic competition. So, I would sort of think about—so, two things. And they—ultimately, they hurt students who are—who don't have the educational opportunities as much as privileged students do. Well, we shouldn't have 50 percent from that group, even if it's two Black doctors or their parents. And that's all I meant to highlight. FASKIANOS: Let's go next to John Murray. And I think we need to get away from that and really focus in on racial equity and, again, the history of racial exclusion in this country. Q: I'm thinking more in terms of, you know, there is a heavy lift, maybe, but more in terms of students become very involved in diversity-oriented activities, right? I think we just need a lot more supports for those colleges that are engines of social mobility. If we don't talk admissions—if we look at the K-12 level, there's this new attack on selective high schools, where most recently a judge—there was a lawsuit towards a selective high school in Virginia that went from exam-based admissions to holistic admissions. And so having an institutional space I think is one, academic supports for students who haven't had the same educational opportunities, who may have been a good student but did not have the same rigorous curriculum as some of their peers, I think those are incredibly important and to do those in ways that are not stigmatizing I think is incredibly important., And so absolutely there have to be these simultaneous—if the student body is changing and we're expanding access, we need to change the culture and change—and the institutions can do this and be very deliberate about how they do it. And that's—we know the research on kind of group threat. And so what I find sometimes is that a disproportionate amount of the emotional labor of institutional change winds up falling to the students who come and then clamor for the reality that their admission would suggests would meet them when they get to schools that are not historically—have not historically—have not historically been as committed to this as possible. Most college mission statements express commitments to teaching, as well, when we see these massive differences, it should say —it should make us go, hmm. And does this fit our mission? I mean, some of the research on affirmative action because of these fears of lawsuits. Q: Yes. He said, you know, we accept, what he called, "the happy bottom quarter." Twenty-five percent of the class was taken on non-academic grounds. We know that affirmative action can lead to diversity in leadership. That's when group? So this tension between an individualist, winner-takes-all meritocracy and a process of selection that seeks to fulfill multiple missions of research, teaching, and the public good, and social mobility, is what lies, to me, at the heart of controversies over affirmative action. So we also need to talk about inequality. I mean, we know that there are political constituencies out there who really want to fight this. And then, legacy benefits that sort of continue that sort of intergenerational racial exclusion But that's kind of what we're doing, so let's call a spade a spade, you know? But I want to make are from my forthcoming book with Polity Press, Is Affirmative Action Fair? And they highlight very clearly this—first, all of—having a ranking system—and I kind of see a parallel to admissions, right? So just to take the examples that you gave, the—the Atlanta elite colleges and then historically predominantly White colleges and then historically predominantly White colleges and Universities. But you sense a backlash as you listen to people whisper that, for instance, it sounds like—you may not use the word—but it sounds like quotas. She is a former Guggenheim fellow and previously served as associate professor of education at Harvard University. And then the second is, if there are populations that—in the state or the geographic area—who aren't coming to your college, sometimes it takes some creative planning, like a partnership with a particular high school, or, where there's—where students can take a class for free when they're in high school, or, you know, these kinds of kind of linkages that can bring attention to—make a student think, oh, I could go there, and I could do well there, and this is a place for people like me. And so I think that's become less—I don't know that that's the driver of some of the increasing concerns about mental health for college-age students. Let's go to Jennifer Brinkerhoff. So what are they—what are they saying when they are kind of grown exponentially in the last few years. So working-class Whites tend to live in more advantaged neighborhoods than working-class Blacks. Because a lot of the DEI programming is significantly hampered by what I would call lawsuit harassment, right? So, here's the data on the predictive power of GPA, here's the data on the predictive power of standardized test scores. And I know we're very, very concerned. Fifty years ago a then-dean of admissions at Harvard said, well, we deal—you know, this is before all of the equity, all of the diversity. And so their whole financial model is based on the assumption that you're not going to be a representative group of students. The rankings are now looking at schools and seeing what are they doing for DEI. And so, again, thinking about the contribution to society, this is one small way that higher education—a role that higher education can play. And they—I had a lot of former students who were admissions officers when I was teaching students who were education can play. things that come to mind for me. The development office. (Laughs.) Your book maybe pre-George Floyd instead of post. We are a Hispanic-serving and minority-serving institute, but our number of Black and African Americans aren't the numbers we'd like it to be. And, again, if we think about these organizational goals of playing a civic role, and these universities as wanting to be kind of bastions of racial equity, we know that many elite colleges have benefitted from the slave trade, from slave labor, from—you know, have had faculty who have sort of been part of the foreign policies that led to poverty in other countries. FASKIANOS: OK. (Laughs.) And I think we have a problem in that way. Well, thank you. And maybe even in terms of brass tacks, do you think that there should be metrics for levels of support and institutional change that should follow this approach? And a 4.0 grade point average, of course, seems increasingly to be a prerequisite to even be considered for admissions at top colleges, especially if you're not a child of an alum or a donor—a high-profile donor. He has a raised hand and wrote a question. So I'll talk about affirmative action because I think when we think about DEI in the context of admissions that's sort of what immediately comes to mind. So rather than talking about, oh, this year we have the best class ever, the lowest admit rate ever. It's always historically and geographically contingent. For example, of how testing came into place, because there were too many Jewish students at elite universities like Yale and Harvard. Colleges in the United States are embedded in a society plagued by rampant inequality, and one in which we often turn to education as a mechanism to address that inequality. And I think that—I don't think many people really understand that, because we're never taught it and we don't talk about it. And because you're right. Well, so I was going to say, one of the things you could do is just present this data, right? I am director of international admissions at Hesston College. But seeing admissions as a competition to decide who's the most deserving reinforces ideas about who's deserving and undeserving. And I think the lower-status colleges say, well, if we don't participate then, they look for the data and then just put us lower than we should be. So you have the issue of ratings. And I want to argue, if we consider the goal of social mobility, it becomes even more unclear why certain kinds of measures of academic achievement in general have become the central focus for college admissions. So there are two types of kinds of dimensions to the mental health issues. So our next higher education webinar will be on Tuesday, April 19, at 3:00 p.m. Eastern Time with Tony Allen, president of Delaware State University. What—how did that happen? And it would acknowledge the fact that there are a lot of amazing young people in this country who could thrive at most of these selective colleges. We really appreciate it. And so we see this kind of intergenerational differences in terms of the transmission of privilege. At Emory, I'm very proud because we rank right near the top of the top twenty-two universities in terms of social mobility. And that's a really important point. We need—and I think higher education—some colleges have done better than others in these. But of course, this is not what we do. And when we do that, Guinier argued that it should lead us to discard standardized testing as a part of the application process in favor of broad, inclusive representation. And so, supporting affirmative action doesn't preclude supporting an expansion of all these other provisions to increase equity, either within higher education or beyond. Why is there—why do we see these racial differences, even among the upper-middle class, even among working-class families? So I think there's a lot that is important to think about in terms of DEI for White students as well as students of color. And, you know, we've heard from folks from of those colleges. And so they're always looking up. So I want to start by saying that I think we need to move away from this idea that there is one best, most fair way of admitting students to college. And when we think about the goal of promoting social mobility and opportunity, we have to take into consideration race in admissions. I mean, there's so many amazing young people, these colleges reject so many applicants. Understanding implicit bias, institutional memory, and just plain inertia, how do we get those members of admissions committee on—sort of moving forward towards that goal? And that could be dancers and football players. Even prior to the pandemic, social media, increasing—you know, I think there's that great book by William Deresiewicz—I'm blanking on the title—but it's about this sort of lack of—there's so much focus on achievement and meeting certain—kind of jumping through particular hoops put in front of us, and then when, you know, stop to ask, what do I really want, or what am I really interested in, or who do I want to be? College admission is not and should not be an evaluation of the worthiness or deservingness of individuals. So I didn't hear where you're teaching and you're teaching and where you're teaching and you're teachin Once you get that momentum it can be very positive. I'm curious what your research would say to us about how we might work at increasing diversity, equity, and inclusion when we're not kind of selecting between individuals. And what we often see is there's these changes that occur that don't necessarily reflect what is done in the actual admissions office. Thanks for your comment. Dr. Warikoo is professor of sociology at Tufts University and an expert on racial and ethnic inequality in education. And unfortunately, that student had mental health issues, but we were not able—not "we"—the university was not able to have access to that. FASKIANOS: Thank you, Beverly. And then they're trying to figure out ways to sort of increase their standing. It's not that we need to pursue one or the other. Maybe you can answer a question, though. Q: Sure. And having been a dean at two different types of universities, we can't really consider a lot of individual-type mental health unless it's been in the public sphere. Not at the very elite places, but the kind of second-tier kinds of colleges. But if they can see kind of what we call counter-stereotypic examples, that can sort of combat those stereotypes. So, of course, affirmative action is enough to fully address the diverse roles of our universities. Excellent Sheep is the name of that book. And of course, they're all assumed to have benefitted from affirmative action, and we know that's not the case. A recent study of college mission statements found that these three goals endure. It's, like, we get so caught up in them. WARIKOO: Yeah. And many Americans also imagine higher education to be a kind of engine for social mobility. And so history suggests that reasonable people and selective colleges will disagree about how to admit students. But even within the same social class, we see racially different opportunities. I thought you could just take us through the current diversity, equity, and inclusion strategies in college and university admissions, and what you've seen over the course of your career, and where you see this going.

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